



## **Evaluating Sunrise 11 textbook-a Case study in schools of Rwanduz**

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### **Article Info**

Received: October, 2022

Revised: December, 2022

Accepted: April, 2023

### **Keywords**

Sunrise 11 text book, English language learning, educational environment, teaching facilities

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### **Abstract**

This research is conducted to evaluate of the Sunrise book 11 regarding four skills of English language. The main aim of this study is to present a statistical analysis that explores the suitability and reliability of Sunrise 11 as course book given to 11 stages in schools of ministry of education in Kurdistan region. Shya Basic, Rwanduz, Armusha, And Shamam Schools in Iraqi-Kurdistan – Rwanduz city is taken as the research sample. The educational problem is the Sunrise book is considered as a controversial course book, as it is considered relevant in some educational institutes and irrelevant in some others. 75 students participated in this research from all mentioned schools and 35 English language teachers from several schools in Rwanduz city as the sample for the research. A questionnaire of 29 questions was given to the participants to willingly be filled. Then the responds were collected and entered as the data to the SPSS program to be analyzed and then the percentage is taken out of all questions. There are two hypotheses formed in this research to be checked out, Firstly, (There is no association between the quality of Sunrise 11 as a text book and English language learning). The result of the first hypothesis is negative, as the majority of participants illustrated in the tables that they don't agree with that there is no association between the quality of Sunrise 11 as a text book and English language learning and the opposite is true, which is Sunrise book 11 has a great effect on English language learning. Therefore, the first hypothesis has been rejected by the majority of students and teachers who participated in the questionnaire survey. The suitability and quality of the text book influences the process of teaching and learning. Regarding the second hypothesis, (Sunrise 11, as a text book doesn't have principles of English language teaching.), enhanced a negative outcome as well and confirmed as the most participants agreed that Sunrise book11 is a good text book to be taught in schools but needs a good and relevant learning environment like few numbers of students in the class and the necessary facilities (projector, speaker devices, and video/audio players)and also a longer time duration in the class.

### **Introduction**

The main aim of this study is to evaluate (Sunrise text book/level 11) to find out whether it is suitable for the purpose of teaching and learning or it is not suitable. And also, to provide a combination of theory and practice extant an

effective application of the process of course book selection of English as a second or foreign language. In addition, of evaluating the Sunrise book as an English course book of all its three books, teacher's book, student's book, and activity book, because all these three books

complete each other. In another words, without any of these books the course book lack a part and would have a shortage in its purpose of learning as a package. Although, a lot of research has been directed on the theoretical principles fundamental course book design, evaluation and selection, it remains (sss, 2017) a challenge to select a suitable English course book. Thus, our purpose is to fill this research gap between theory and practice, and in doing so to provide teachers with a selection of easy to follow suggestions and strategies which they can use in the course book selection process, after taking into consideration their unique teaching situation and their students" needs. Scriven (1967) distinguished evaluation as formative evaluation and summative evaluation. He expressed this term of formative evaluation in situation of curriculum development. Scholars have more newly characterized formative evaluation as data collected before the application as compared to summative evaluation, which happens afterward the application of material (Linn & Gronlund, 2000; Salvia et al., 2007). The main feature of the formative evaluation is to evaluate the data before application permitting to the needs of students and to plan that how to show that not yet applied material to well encounter the anticipated needs (William, 2006). The present study is using the concept of Formative evaluation to examine curriculum contains of designated text-books before its application in the school.

An important component in the teaching of English as a second or foreign language is the text book. Certainly, there was an argument that the tex book is an almost common component of ELT teaching (Hutchinson and Torres, 1994). However, at a time when "the ELT market is overwhelmed with state-of-the-art course books teaching modern-day English" (Illes, 2009, p. 145), English teachers often have a difficult time selecting an appropriate course book that will suit the needs of their students and is in accordance with the curriculum. Researchers have supported the view that "the selection of a textbook signals an exclusive educational choice

in which there is significant professional, financial and even political investment" (Sheldon, 1988, p. 237).

Problem of the research.

There is a problem regarding the process of English language learning there is a shortage. Some of learners and teachers think that the shortage is in the Sunrise book and others think that the problem and the shortage is with the study environment. Therefore, the research is to test and an attempt to find where the shortage is.

### **The significance of the study.**

The study gives the teacher/students and educational administration some insights into the English course book. It also identifies and shows different strong versus weak points and how influencing the ELT process. Thus, s/he may have the opportunity to check the classroom environment in terms of English language course book. With the help of the results, s/he may reflect on her/his own teaching and take some steps to improve herself/himself having a clear point of view towards the English curriculum applied in the educational. This study will contribute to the evaluation of both student and teacher's book of ELT, the removal of shortages, and improvement of English Language Teaching associated with course book.

### **Hypothesis**

Hypothesis for Research Question # 1: There is no association between the quality of Sunrise as a course book and English language learning.

Hypothesis for Research Question # 2: Sunrise, as a course book doesn't have principles of English language teaching.

### **Literature review**

(Dzdley-Evans & St John, 2000, p. 171) stated that the course book which controls the classroom events, effects teachers' teaching methods, and the students' roles. It should be stated that the main material which is used in undergraduate courses in Iraqi schools is the course book. But, Richards (2007, p. 251) mentioned that, materials offer the main contribution for the students and the kind of the

“language drill that occurs in the classroom.” Nunan (1999, p. 98) considers that course book is the central component of any curriculum and “it is difficult to imagine a class without books” It is the course book which expands the learning process by simplifying between the teachers and students and “offers a coherent syllabus, satisfactory language control” (Harmer, 2002, p. 304). Although, materials do not usually characterize the real process of teaching, they “represent plans for teaching” (Richards, 2007, p. 270). Since English is a foreign not a second language in Iraq, classroom assists as the central source of contact to English for students. Therefore, materials, especially course books play energetic role in exposing the students to the English. The main material generally used in ELT classrooms is the coursebook. Murphy (1985, p. 12) mentions that materials are better to be evaluated “in the light of current needs” and purposes. Therefore, material evaluation should be the top priority of any curriculum. Hutchinson and Waters (1989, p. 96) claim that material evaluation should be approved out in so that decision for the fitness of our materials to our teaching purpose They assert that all the variables want to be evaluated scientifically in order to save a lot of expense and frustration

Although, the teachers central job is to engage students with material which is related materials, (Harmer, 2002, p. 39), they similarly requisite to familiarize themselves with material development and evaluation. On the other hand, the available material can work as a support for less skilled teachers who have yet to advance in confidence” (Cunningsworth,1995, p. 7). However, when teachers are have less time to advance their own course book, they can evaluate the obtainable ones and use them which they can have confidence in (Harmer, 2002, p. 304). Masuhara (2006) sees material progress can aid teachers to advance professionally. Course book writing is a formidable and important responsibility. For developing a course book, first of all, we need to control the purposes and why it is required (Sadeghi, 2005, p. 29). Then, after explaining aims, carrying out needs analysis is required in so

that identify in detail what and how the material should be, classified, and sequenced (Farhady, 2005, p. 80). Jordan (1997, p. 264) claims that there are a number of variables to be considered in materials evaluation, students, teachers, syllabus, methodology, resources, time, and finance. It is needed to meet adequate material about the pupils: their stages, age, cultural and social background, needs, wishes, education styles and plans, aims, and favorites. Acquisition information about the teachers who aim to impart the course book that is going to be practical: their services, skill, aptitudes, knowledge, and their teaching circumstances and means.

## **Method of the study**

### **3.1 participants:**

Contributors of this study are 75 students from four schools in Iraq/ Rawanduz city from both genders male and females, And, 35 English teachers from various schools in Rawanduz city also from both genders. In addition, after the result of the participants’ response, the researcher himself evaluated the coursework and illustrates the questions one by one.

### **3.2. Research Method.**

The quantitative method-questionnaire is applied to collect the data when the researcher met the samples face to face after taking the permission from them to be volunteers for participating in the research, then explaining the aim of the research and questions. After the being certain of the correct arrangement of questions and research samples understood the procedures then filled their responses, the forms were collected. In every scientific research more than one method can be used, in this research (Quantitative Research) has been used to collect data and analyze the (evaluation Sunraise book level 11). And information were collected via sharing questionnaire as Kerlinger (1973) stated that questionnaire can be used in researches which have big or small range samples related to the main subject study. In addition, suitable and related samples can be involved throughout this

method. This method has its own positive characteristics when used for collecting data, for example, fast collecting of information, financial cost, no need of long time observation, safe secure of personal information, analyse the similarity and contrast of the variables clearly (Fisher and Foreit, 2002).

However, in some cases the level of responses may be very low, that relates to interest, question arrangement, ambiguity of questions, the way of handing questions, and non-frankly respond (Bryman, 2012). Nonetheless, the questionnaire consists of some questions prepared accordingly to the basic aim of the research, and taking in consideration the principles and the measurement of the research. The purpose of the questionnaire is to collect information about the main research subject (Kumar, 2005). It is difficult to enhance information directly in all societies and environments; this is because of the huge research community and the separation throughout different geographical environment. Therefore, it is normal to do the research by selecting a specific group sample which has the importance of generalizing the enhanced values throughout the research community, and this could be done by selecting individuals whom represent the research community (Johnson and Christensen, 2014). Therefore, in this research, the research community has been chosen which is the Teaching and Education in Iraq-Kurdistan Region/Rwandz Directorate and the research sample is Nergiz Basic School.

Participants have been visited in their real lesson all together and they were given the questionnaire consists of 46 questions about the Sunraise English book evaluation in Kurdistan Region and how the curse book is suitable? After the explanation of the questionnaire will be done, question by question and the aim of research. They started to choose the multiple choices which are the numerical and closed responses that are the standard of quantitative research form, and then they answered the questions as truly as they observe and experience the real quantity of the book. After the answers were collected as a data and

analysed, the result of the data will show how the books and its package are interacted with each other and learners are successful in acquiring the second language through the interaction with quality of the course book. And how the degree of success is will appear.

### **3.3: Limitation**

The weakness of quantitative method is that they regular out answers through the entire experiential group of contributors, and working with ideas of average it is difficult to do fairness to the subjective variety of an specific environment. Parallel scores can outcome from fairly different fundamental processes, and quantitative methods are usually not very subtle in discovery the details for exact observation or the subtleties fundamental the observed situation or phenomenon. Thus, the overall investigative volume of quantitative research is somewhat imperfect. (Zaltan Dornyei, P 35).

### **3.4: Data analysis**

In the section of data analyses, and after completing the questionnaire of 29 forms, a review of all forms were taken in consideration for a purpose of being ascertain that all forms were filled and no question is left nor being not filled, then collecting all forms and again assessment for the forms one by one was taken in consideration for being certain when picking up the data that no problem would be faced in a purpose to input the data and also to analyse by the useful program SPSS-version 22, as Balnaves and Caputi ((2001))belief that researchers can use it for analysing data by charts or pies..etc. this program shows the percentage of every single question that the researchers can decide the merit and virtue of the hypothesis, which is therefore can be a good sample of generalizing the concept achieved by the final result of the research.

### **3.5: Frequency Table**

Table 2: Is the course book appropriate to the learning/teaching condition?

	Frequency	Percent	. Percent	Cumulative Percent
Never	3	6.0	6.0	6.0
Seldom	8	16.0	16.0	22.0
Sometimes	9	18.0	18.0	40.0
Usually	15	30.0	30.0	70.0
Always	15	30.0	30.0	100.0
Total	50	100.0	100.0	

Table (2) is showing the respond to the question (Is the course book appropriate to the learning/teaching condition). (3) = 8% of them responded (never). (8) = 16% responded (seldom). (9) = 18% responded (sometimes). (15) = 30% responded (Usually) and (15) = 30% responded (always). in order to get an expected level achievement, the course book should be suited to the learning and teaching situation. And it is obvious in the response of participants, the teachers and students of Rwanduz agreed with Sunrise book to be suited with the learning and teaching situation, which is a positive point.

Table 3: How wide-ranging is the course book? Does it contain all what is required? Is it a worthy resource for learners and educators?

	Frequency	Percent	. Percent	Cumulative Percent
Seldom	8	16.0	16.0	16.0
Sometimes	20	40.0	40.0	56.0
Usually	17	34.0	34.0	90.0
Always	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Table (3) is describing the respond to the question (How wide-ranging is the course book? Does it contain all what is required? Is it a worthy resource for learners and educators? Is it a good resource for students and teachers). (0) = 0% of them responded (never). (8) = 16% responded (seldom). (20) = 40% responded (sometimes). (17) = 34% responded (Usually) and (5) = 10% responded (always). Majority of participants responded negatively that shows Sunrise book is not comprehensive and doesn't cover all what

needed for learning and teaching English language.

Table 4: Is the course book flexible? Does it permit diverse education learning styles?

	Frequency	Percent	. Percent	Cumulative Percent
Never	7	14.0	14.0	14.0
Seldom	5	10.0	10.0	24.0
Sometimes	17	34.0	34.0	58.0
Usually	15	30.0	30.0	88.0
Always	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Table (4) is describing the respond to the question (Is the course book flexible? Does it permit diverse education learning styles). (7) = 14 % of them responded (never). (5) = 10.% responded (seldom). (17) = 34 % responded (sometimes). (15) = 30% responded (Usually) and (6) = 12% responded (always). Students and teachers of Rwanduz schools see the Sunrise course book is not flexible and doesn't allow different teaching styles. As it is shown in their response to the questions, flexibility of the course book is very important for both students and teachers, also for the process of teaching and learning, because when students are interested with the style of teaching, they have a basic idea about what is going to be studied in the class that make the interaction stronger and the lesson communicative. But the result of this question is pessimistic as it is obvious in this table (5). (Jerry G.Gebhard p.63).

Table 5: Is there satisfactory reprocessing and amendment?

	Frequency	Percent	. Percent	Cumulativ
Never	1	2.0	2.0	2.0
Seldom	2	4.0	4.0	6.0
Sometimes	17	34.0	34.0	40.0
Usually	13	26.0	26.0	66.0
Always	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Table (5) is describing the respond to the question “Is there satisfactory reprocessing and amendment”. = 2% of them responded (never). (2) = 4% responded (seldom). (17) = 34% responded (sometimes). (13) = 26% responded (Usually) and (17) = 34% responded (always). Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that have a suitable recycling and revision. Therefore, it is a good and positive point for Sunrise course book.

Table 6: Is there a place for grammar? Is some resources appropriate for persons?

	Frequency	Percent	. Percent	Cumulative Perc
Seldom	9	18.0	18.0	18.0
Sometimes	8	16.0	16.0	34.0
Usually	14	28.0	28.0	62.0
Always	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Table (6) is showing the respond to the question (Is there a place for grammar? Is some resources appropriate for persons?). (0) = 0% of them responded (never). (9) = 18% responded (seldom). (8) =16% responded (sometimes). (14) = 28% responded (Usually) and (19) = 38% responded (always). Majority of students responded positively. It is a sign that Rwanduz teachers and students are satisfied with the course book that has reference for grammar section and some materials are good for individuals. Thus, it is a good and positive point for Sunrise course book.

Table 7: Is it easy to discover your method about the course book? Is the design vivid?

	Frequency	Percent	. Percent	Cumulative Percent
Never	3	6.0	6.0	6.0
Seldom	6	12.0	12.0	18.0
Sometimes	14	28.0	28.0	46.0
Usually	10	20.0	20.0	66.0
Always	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Table (7) is showing the respond to the question (Is it easy to discover your method about the course book? Is the design vivid). (3) = 6% of them responded (never). (6) = 12% responded (seldom). (14) =28% responded (sometimes). (10) = 20% responded (Usually) and (17) = 34% responded (always). Majority of students responded positively. It is a sign that Rwanduz teachers and students agree with that they can find their way easily around Sunrise course book and the layout. Thus, it is a good and positive point for Sunrise course book.

Table 8: Does the course book take all the core grammar matters suitable to each level, attracting student’s essential into consideration?

	Frequency	Percent	. Percent	Cumulative Percent
Never	2	4.0	4.0	4.0
Seldom	5	10.0	10.0	14.0
Sometimes	20	40.0	40.0	54.0
Usually	11	22.0	22.0	76.0
Always	12	24.0	24.0	100.0
Total	50	100.0	100.0	

Table (8) is showing the respond to the question (Does the course book take all the core grammar matters suitable to each level, attracting student’s essential into consideration). (2) = 4% of them responded (never). (5) = 10% responded (seldom). (20) =40% responded (sometimes). (11) = 22% responded (Usually) and (12) = 24% responded (always). Majority of students responded positively. It is a sign that Rwanduz

teachers and students are satisfied with the course book that have covered for grammar items appropriate to the learner’s level. Thus, it is a good and positive point for Sunrise course book.

Table 9: Is material for vocabulary teaching satisfactory in terms of magnitude and variety of vocabulary, highlights on vocabulary progress, schemes for single learning?

	Frequency	Percent	Percent	Cumulative Percent
Never	1	2.0	2.0	2.0
Seldom	6	12.0	12.0	14.0
Sometimes	11	22.0	22.0	36.0
Usually	20	40.0	40.0	76.0
Always	12	24.0	24.0	100.0
Total	50	100.0	100.0	

Table (9) is showing the respond to the question (s material for vocabulary teaching satisfactory in terms of magnitude and variety of vocabulary, highlights on vocabulary progress, schemes for single learning). (1) = 2% of them responded (never). (6) = 12% responded (seldom). (11) =22% responded (sometimes). (20) = 40% responded (Usually) and (12) = 24% responded positively. So as to get an expected level achievement, the coursebook should be suited to the learning and teaching process emphasizing on vocabulary development. And it is obvious in the response of participants, the teachers and students of Rwanduz agreed with Sunrise book to have a good emphasizing on vocabulary as well as the strategies for individual learnings, which is a positive point.

Table 10: Does the course book contain material for pronunciation practice?

	Frequency	Percent	Percent	Cumulative Percent
Never	1	2.0	2.0	2.0
Seldom	8	16.0	16.0	18.0
Sometimes	14	28.0	28.0	46.0
Usually	10	20.0	20.0	66.0
Always	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Table (10) is showing the respond to the question (Does the course book contain material for pronunciation practice? (e.g. individual sounds, word stress, sentence stress, intonation). (1) = 2% of them responded (never). (8) = 16% responded (seldom). (14) =28% responded (sometimes). (10) = 20% responded (Usually) and (17) = 34% responded (always). Majority of students responded positively. It is a sign that Rwanduz teachers and students agree with that the coursebook includes materials for pronunciation. Thus, it is a good and positive point for Sunrise course book.

Table 11: Does the course book treat with organizing and communication of language use beyond sentence level?

	Frequency	Percent	Percent	Cumulative Percent
Never	4	8.0	8.0	8.0
Seldom	2	4.0	4.0	12.0
Sometimes	6	12.0	12.0	24.0
Usually	18	36.0	36.0	60.0
Always	20	40.0	40.0	100.0
Total	50	100.0	100.0	

Table (11) is showing the respond to the question (Doe Does the course book treat with organizing and communication of language use beyond sentence level s the course book deal with structuring and conversation of language use above sentence level). (4) = 8% of them responded (never). (2) = 4% responded (seldom). (6) =12% responded (sometimes). (18) = 36% responded (Usually) and (20) = 40% responded (always). Majority of students responded positively. It is a sign that Rwanduz teachers and

students agree with that the course book deals with structuring and conversation of language use above sentence level.

Table 12: Are four skills enclosed sufficiently, reminding the course goals and syllabus needs?

	Frequency	Percent	.Percent	Cumulative Percent
Never	2	4.0	4.0	4.0
Seldom	6	12.0	12.0	16.0
Sometimes	18	36.0	36.0	52.0
Usually	11	22.0	22.0	74.0
Always	13	26.0	26.0	100.0
Total	50	100.0	100.0	

Table (12) is showing the respond to the question (Are four skills enclosed sufficiently, reminding the course goals and syllabus needs?). (2) = 4% of them responded (never). (6) = 12% responded (seldom). (18) =36% responded (sometimes). (11) = 22% responded (Usually) and (13) = 26% responded (always). Majority of students responded positively. It is a sign that Rwanduz teachers and students agree with that the course book includes materials for all four skills. Thus, it is a good and positive point for Sunrise course book.

Table 13: Are reading passages and related events appropriate for your pupil’s level, concern?

	Frequency	Percent	.Percent	Cumulative Percent
Never	2	4.0	4.0	4.0
Sometimes	6	12.0	12.0	16.0
Usually	21	42.0	42.0	58.0
Always	21	42.0	42.0	100.0
Total	50	100.0	100.0	

Table (13) is showing the respond to the question (Are reading passages and related events appropriate for your pupil’s level, concern? (2) = 4% of them responded (never). (6) = 12% responded (sometimes).. (21) = 42% responded (Usually) and (21) = 42% responded (always). Majority of students responded positively. It is a sign that Rwanduz teachers and students agree with that the coursebook includes sufficient reading materials. Thus, it is

a good and positive point for Sunrise course book.

Table 14: Is listening material well recorded, as reliable as probable, conveyed by background information, inquiry and actions that assistance understanding?

	Frequency	Percent	.Percent	Cumulative Percent
Never	5	10.0	10.0	10.0
Seldom	8	16.0	16.0	26.0
Sometimes	10	20.0	20.0	46.0
Usually	13	26.0	26.0	72.0
Always	14	28.0	28.0	100.0
Total	50	100.0	100.0	

Table (14) is showing the respond to the question ( Is listening material well recorded, as reliable as probable, conveyed by background information, inquiry and actions that assistance understanding?). (5) = 10% of them responded (never). (8) = 16% responded (seldom). (10) =20% responded (sometimes). (13) = 26% responded (Usually) and (14) = 28% responded (always). Majority of students responded positively. It is a sign that Rwanduz teachers and students agree with that the course book contains good listening records with background information.

Table 15: Is material for speaking English, (dialogue, role player....etc.) well intended to train learners for real-life communications?

	Frequency	Percent	.Percent	Cumulative Percent
Never	1	2.0	2.0	2.0
Seldom	6	12.0	12.0	14.0
Sometimes	7	14.0	14.0	28.0
Usually	20	40.0	40.0	68.0
Always	16	32.0	32.0	100.0
Total	50	100.0	100.0	

Table (15) is showing the respond to the question (Is material for speaking English, (dialogue, role player....etc.) well intended to train learners for real-life communications?). (1) = 2% of them responded (never). (6) = 12% responded (seldom). (7) =14% responded (sometimes). (20) = 40% responded (Usually)



and (16) = 32% responded (always). Majority of participants responded positively to this question. It is a sign that Rwanduz teachers and students agree with that the Sunrise course book contains well .designed materials for spoken English language.

Table 16: Are writing activities suitable in terms amount of direction, amount of truth, association of longer texts of writing)?

	Frequency	Percent	. Percent	Cumulative Percent
Never	5	10.0	10.0	10.0
Seldom	5	10.0	10.0	20.0
Sometimes	9	18.0	18.0	38.0
Usually	15	30.0	30.0	68.0
Always	16	32.0	32.0	100.0
Total	50	100.0	100.0	

Table (16) is about the respond to the question (Are writing activities suitable in terms amount of direction, amount of truth, association of longer texts of writing)?writing activities suitable in terms amount of guidance/control, degree of accuracy, organization of longer pieces of writing,(paragraph writing)?). (5) = 10% of them responded (never). (5) = 10% responded (seldom). (9) =18% responded (sometimes). (15) = 30% responded (Usually) and (16) = 32% responded (always). Majority of participants responded positively to this question. It is a sign that Rwanduz teachers and students agree with that the Sunrise course book contains well .designed materials for writing activities and they are suitable in terms of amount of guidance degree of accuracy organization.

Table 17: Is there enough material true curiosity of students?

	Frequency	Percent	. Percent	Cumulative Percent
Never	4	8.0	8.0	8.0
Seldom	7	14.0	14.0	22.0
Sometimes	11	22.0	22.0	44.0
Usually	24	48.0	48.0	92.0
Always	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Table (17) is showing the respond to the question (Is there enough material true curiosity

of students?). (4) = 8% of them responded (never). (7) = 14% responded (seldom). (11) =22% responded (sometimes). (24) = 48% responded (Usually) and (4) = 8% responded (always). Majority of participants responded positively to this question. It is a sign that Rwanduz teachers and students agree with that the Sunrise course book contains sufficient material genuine interest of learners.

Table 18: variety of topics is available?

	Frequency	Percent	. Percent	Cumulative Percent
Never	2	4.0	4.0	4.0
Seldom	2	4.0	4.0	8.0
Sometimes	4	8.0	8.0	16.0
Usually	12	24.0	24.0	40.0
Always	30	60.0	60.0	100.0
Total	50	100.0	100.0	

Table (18) is describing the respond to the question “variety of topics is available?”.

(1) = 4% of them responded (never). (2) = 4% responded (seldom). (4) = 8% responded (sometimes). (12) = 24% responded (Usually) and (30) = 60% responded (always). Majority of participants responded Positively. It is a sign that Rwanduz teachers and students agree with the course book that have variety and range of topics. Therefore, it is a good and positive point for Sunrise course book.

Table 19: Do the topics assist to enlarge pupil’s consciousness and enrich their knowledge?

	Frequency	Percent	. Percent	Cumulative Percent
Never	3	6.0	6.0	6.0
Seldom	3	6.0	6.0	12.0
Sometimes	20	40.0	40.0	52.0
Usually	18	36.0	36.0	88.0
Always	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Table (19) is describing the respond to the question “: Do the topics assist to enlarge pupil’s consciousness and enrich their knowledge? (3) = 6% of them responded (never). (3) = 6% responded (seldom). (20) = 40% responded (sometimes). (18) = 36% responded (Usually) and (6) = 12% responded (always). Majority of

participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that the topics help expand student's awareness and enrich their experience.

Table 20: Are the topics urbane sufficient in gratification with the student's language level?

	Frequency	Percent	. Percent	Cumulative Percent
Never	2	4.0	4.0	4.0
Seldom	5	10.0	10.0	14.0
Sometimes	21	42.0	42.0	56.0
Usually	19	38.0	38.0	94.0
Always	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Table (20) is describing the respond to the question "Are the topics urbane sufficient in gratification with the student's language level?". (2) = 4% of them responded (never). (5) = 10% responded (seldom). (21) = 42% responded (sometimes). (19) = 38% responded (Usually) and (3) = 6% responded (always). Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that the topics sophisticated enough in content, yet with the learner's language level.

Table 21: Are your pupils talented to connect to the common and cultural contexts offered in the course book?

	Frequency	Percent	. Percent	Cumulative Percent
Never	12	24.0	24.0	24.0
Seldom	8	16.0	16.0	40.0
Sometimes	21	42.0	42.0	82.0
usually	5	10.0	10.0	92.0
Always	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Table (21) is describing the respond to the question "Are your pupils talented to connect to the common and cultural contexts offered in the course book?". (12) = 24% of them responded (never). (8) = 16% responded (seldom). (21) = 42% responded (sometimes). (5) = 10% responded (Usually) and (4) = 8% responded (always). Majority of participants responded to this question negatively which means fifty plus

of them responded negatively and less than half responded positively which is a negative outcome for the Sunrise as a course book.

Table 22: Are techniques used for involving language matters suitable with the students?

	Frequency	Percent	. Percent	Cumulative Percent
Never	3	6.0	6.0	6.0
Seldom	6	12.0	12.0	18.0
Sometimes	21	42.0	42.0	60.0
usually	17	34.0	34.0	94.0
Always	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Table (22) is describing the respond to the question "Are techniques used for involving language matters suitable with the students?". (3) = 6% of them responded (never). (6) = 12% responded (seldom). (21) = 42% responded (sometimes). (17) = 34% responded (Usually) and (3) = 6% responded (always). Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that techniques used for presenting/practicing language items are suitable with the learners. Therefore, it is considered as a positive point for Sunrise book that is .a essential factor for teacher to meet suitable style and techniques to apply with their training experience. (Michael J. Wallace. 87).

Table 23: Are the different skills trained in an appropriate method?

	Frequency	Percent	. Percent	Cumulative Percent
Never	2	4.0	4.1	4.1
Seldom	5	10.0	10.2	14.3
Sometimes	18	36.0	36.7	51.0
usually	18	36.0	36.7	87.8
Always	6	12.0	12.2	100.0
Total	49	98.0	100.0	
Missing System	1	2.0		
Total	50	100.0		

Table (23) is describing the respond to the question "Are the different skills trained in an appropriate method?". (2) = 4% of them responded (never). (5) = 10% responded (seldom). (18) = 36% responded (sometimes).

(18) = 36% responded (Usually) and (6) = 12% responded (always) and there is (1) missing responses. Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that the different skills are taught in a good way. Therefore, it is considered as a positive point for Sunrise book. This question is repeated or has the same meaning with a question above for being sure about the reliability of the responses.

Table 24: Does the material comprise any guidance to pupils on education skills and learning plans?

	Frequency	Percent	. Percent	Cumulative Percent
Never	9	18.0	18.0	18.0
Seldom	4	8.0	8.0	26.0
Sometimes	9	18.0	18.0	44.0
usually	18	36.0	36.0	80.0
Always	10	20.0	20.0	100.0
Total	50	100.0	100.0	

Table (24) is describing the respond to the question “Does the material comprise any guidance to pupils on education skills and learning plans?”. (9) = 18 of them responded (never). (4) = 8% responded (seldom). (4) = 8% responded (sometimes). (10) = 20% responded (Usually) and (18) = 36% responded (always). Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that the material include advice/help to students on study skills and learning strategies. Therefore, it is considered as a positive poin for Sunrise book.

Table 25: Is there passable help for the teachers who are explaoining the course book and backup materials?

	Frequency	Percent	. Percent	Cumulative Percent
Never	2	4.0	4.0	4.0
Seldom	3	6.0	6.0	10.0
Sometimes	18	36.0	36.0	46.0
usual	13	26.0	26.0	72.0
Always	14	28.0	28.0	100.0
Total	50	100.0	100.0	

Table (25) is describing the respond to the question “Is there passable help for the teachers who are explaoining the course book and backup materials?”. (2) = 4 of them responded (never). (3) = 6% responded (seldom). (18) = 36% responded (sometimes). (13) = 26% responded (Usually) and (14) = 28% responded (always). Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that there is adequate guidance for the teachers who will be using the course book and supporting materials. Therefore, it is considered as a positive point for Sunrise book.

Table 26: Do teacher’s books sufficiently include the teaching practices?

	Frequency	Percent	. Percent	Cumulative Percent
Never	2	4.0	4.0	4.0
Seldom	8	16.0	16.0	20.0
Sometimes	15	30.0	30.0	50.0
Usually	5	10.0	10.0	60.0
Always	20	40.0	40.0	100.0
Total	50	100.0	100.0	

Table (26) is describing the respond to the question “Do teacher’s books sufficiently include the teaching practices?”. (2) = 4 of them responded (never). (8) = 16% responded (seldom). (15) = 30% responded (sometimes). (5) = 10% responded (Usually) and (20) = 40% responded (always). Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that teacher’s books adequately cover the teaching techniques, language items such as grammar rules and culture specific information. Therefore, it is considered as a positive point for Sunrise book.

Table 27: Do keys to exercises available?

	Frequency	Percent	. Percent	Cumulative Percent
Never	4	8.0	8.0	8.0
Seldom	6	12.0	12.0	20.0
Sometimes	11	22.0	22.0	42.0
Usually	17	34.0	34.0	76.0
Always	12	24.0	24.0	100.0
Total	50	100.0	100.0	

Table (27) is describing the respond to the question "Do keys to exercises available?". (4) = 8% of them responded (never). (6) = 12% responded (seldom). (11) = 22% responded (sometimes). (17) = 34% responded (Usually) and (12) = 24% responded (always). Majority of participants responded positively. It is a sign that Rwanduz teachers and students agree with the course book that keys to exercises are given. Therefore, it is considered as a positive point for Sunrise book.

Table 28: enough time is provided to teach and apply the actual materials?

	Frequency	Percent	. Percent	Cumulative Percent
Never	20	40.0	40.0	80.0
Seldom	10	20.0	20.0	16.0
Sometimes	12	24.0	24.0	40.0
Usually	3	6.0	6.0	6.0
Always	5	10.0	10.0	100
Total	50	100.0	100.0	

Table (28) is showing the respond to the question (enough time is provided to teach and apply the actual materials? (20) = 40% of them responded (never). (10) = 20% responded (seldom). (12) = 24% responded (sometimes). (3) = 6% responded (Usually) and (5) = 10% responded (always). Majority of participants responded to this question negatively which means half and plus of them responded positively and less than half negatively, that is a negative outcome. therefore, Sunrise book needs more than 45 minutes for its materials been applied during the lesson period which is

45 minutes only according to Iraqi Educational system.

Table 29: Is there needs for particular equipment? such as language laboratory, video player...etc.?

	Frequency	Percent	. Percent	Cumulative Percent
Never	34	68.0	68.0	68.0
Seldom	12	24.0	24.0	92.0
Sometimes	1	2.0	2.0	94.0
Usually	2	4.0	4.0	98.0
Always	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table (29) is describing the responds to the question (Is there needs for particular equipment? such as language laboratory, video player...etc.?? Such as language laboratory, video player) (34) = 68% of them responded (never). (12) = 24% responded (seldom). (1) = 2% responded (sometimes). (2) = 4% responded (Usually) and (1) = 2% responded (always). Majority of students responded to this question negatively that is a negative outcome for Sunrise book. Because, coursebooks have to include parts of the package require particular equipment? Such as language laboratory, video player and so on as these facilitations support the language improvement.

### Discussion

Sunrise, as the whole package is accepted and its aim is resembled thoroughly with the needs of students, and it is comprehensive that covers all what is required. It is a worthy source for pupils and educators, and four skills are enclosed sufficiently, taking in consecration the course goals and syllabus necessity, because there are four skills been presented; listening, speaking, reading and writing in each unit. There are seven units and four lessons with a revision part in every unit. The course book is flexible it lets dissimilar teaching learning panaches, as it allows the teacher to change his/her style as it needed rendering to the student's

circumstances and classroom atmosphere. The teacher can use the direct method when the learners are in higher level and want to use only English language; while they can use translated method if the students don't understand all English vocabularies due to the flexibly provided in Sunrise course book.

The student's book make up the total course package more than teacher's book, activity book and cassettes, or in another words, all three books complete each other. The teacher's book facilitates the way for the teacher to plan how to start, how warm up the lesson and divide his/her lesson specializing sophisticated time for specific parts of language. In addition, the content is well organized. There is a special part for grammar which gives one or two tenses in each unit to be taught by the teacher, Is there a place for grammar? Is some resources appropriate for persons, but with very little description. I think it was better to have more details in the grammar part, because it makes the teacher to give more time searching for the grammar detail or skip it simply and ignoring its importance. Moreover, for the grading and progression, there is no fixed grading mentioned in the coursebook that allows students to compete the effort required to encounter any exterior syllabus necessity that is one of the merits of the Sunrise book. However, the Sunrise book is modern designed, but it not easy for teacher and students to find their way around the course book. The layout is not clear. The virtue of this coursebook is substantial for vocabulary teaching that passable related to extent and variety of vocabulary, highlights on vocabulary development, strategies for individual learning as it includes new vocabularies; reading ways and related activities appropriate for the student's level, interest. There is enough reading material in which each lesson covers a dialogue or passage for reading that have a worthy amount of newfangled vocabularies as well as suitability for reading activities. listening material Is fine documented, as reliable as possible, escorted by related information, question and activities that help understanding, but most of schools in Rwanduz city don't take benefit from listening as they

specialized 45 minutes for a lesson and the class is very crowded including at least 35-40 students that is impossible to apply listening activities while there is no audio players provided. Materials for speaking, like discourse, role player are well intended to prepare pupils for real-life communications. Writing activities are appropriate in terms volume of guidance, grade of correctness, organization of longer pieces of writing, like paragraph writing.

Variety of topics is available; the topics that are given in the Sunrise book are really interested and informative for pupils, especially for foreigners whom didn't see western counties. The topics have cultural, geographic, and historical events beside language material and help to increase pupil's consciousness and improve their involvement. Pupils are not talented to recount the social and cultural contexts presented in the course book, because the culture and tradition are totally diverse in middle-east and western countries. Women are portrayed equally with men as there are female characters in every picture and events in Sunrise books. Other groups are represented beside English origins with reference to ethnic origins, occupation. Students are expected to take a degree of responsibility for their learning, for instance; by setting their own individual learning targets. There is no adequate guidance for the teachers who will be using the course book and supporting materials, teachers have to be creative and search for finding his way. The educator's books are not complete and helpful, they are covering the teaching methods, language matters like grammar rubrics and culture exact material, but not sufficiently. Keys for exercises are given in the final of the book, but is not good for pupils, because they depend on the keys instead of trying to solve the exercises by themselves. The whole package presents a good value that it cost or it is valuable more than its cost. There are special parts for pronunciation in each unit to show how the words and phrases are pronounced correctly and how sounds are created by combination of two or three letters. The course book suited to the learning/teaching situation, because the real

situations are given and explained as it is in the real English society. These situations are available in Sunrise course book through the dialogues and meeting situations. The books are strong and extended lasting and attractive in presence but, they are not easy to gain, some portions are provided of the package that essential exact tools, such as language laboratory, video player, but they are not available in most schools, only in private schools.

### Conclusion

As it is mentioned above there are 110 participants from schools in Rwanduz which is located in Kurdistan region-northern of Iraq. Both teachers and students participated in the questionnaire survey, 75 students of them from ninth grade secondary school and 35 are teachers of English language. The students have been chosen due to the research is about the evaluation of Sunrise book/level 11 for grade 11. Furthermore, teachers also were taken in consideration as they are the part of English language teaching process and they know how to evaluate the course book as they have been teaching it for many years. The quantitative method is used, the data is analyzed by SPSS program and the following results have been figured out:

1. The result of the majority of questions has been answered positively. Only six questions have gotten negative responses which will be discussed in the following paragraphs. Therefore, the questionnaire contains of 29 questions and 23 questions have gotten positive responses is referring that Sunrise book 11 is a course book that is suitable to be taken in account to be applied as an English language curriculum for schools and language centres as well.
2. It has a shortage in terms of the presenting the social contexts in the course book 11 and no relation connected that students are not able to involve with it. Also, student's level expected doesn't match with the learning style; shows a negative side of the course book.
3. The question of obtaining the book easily that has got a negative response as it is shown in the

analysing table are not very complicated shortage. Or in another words, the participants may respond accordingly to their mood. But, the shortages or negative sides of Sunrise book 11 that should be taken in consideration seriously are the time consuming and the requirement of particular equipment for the package to be provided, such as language laboratory and video player as well as some other requirement.

4 In Rwanduz schools as a sample of the research community teachers make students groups which is good method that is included in Sunrise course book 11 to increase teamwork cooperation among students (Diane Larsen-Freeman and Marti Anderson.p.85), but they don't use the technique of checking friend's homework by friends (grammar-translate methods P.13). And using listening activities is a positive method that they don't apply in the classrooms as it is shown in the result of student's response which is one of the four main skills of language due to the limited time they have.(community Language Learning method P.85).

5. The course book 11 basically is suitable, but it needs a specific or limited number of students maximum 20-25 students to allow the programs done regarding the four skills. Language learning requirements.

6. The main point or the most enhanced result from this study is that time and duration of the lesson should be taken in consideration before choosing Sunrise book as a curriculum of English Language course book. Moreover, it has been figured out through this research and the data collected from participants that the Sunrise book 11 is suitable to be the course book with an exception to the lesson duration at least over 50 minutes and the number of students less than 25.

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