

An Evaluation of “Sunrise 9” from EFL Teachers’ and Students’ Perspectives in Northern Region of Iraq

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Abstract

Textbooks are one of the essential types of materials that are extensively used in English as a second language classroom instruction. The current study tries to evaluate the textbook *SUNRISE 9* based on six categories. This study intends to cover how those categories are represented in *SUNRISE 9*. The categories are the layout and design, activities, skills, language type, subject and content and conclusion. The present study aims at answering the questions about *SUNRISE 9* from teachers’ and students’ opinions and finding out whether there is a statistically significant difference between the teachers’ and students’ responses with regard to the strengths and weaknesses of the textbook which are used in language classrooms in all basic schools in the Northern Iraq. Two data collection tools were carried out in the current study. The quantitative data were obtained using questionnaire for teachers and students with a total number of 375 9th grade students and 40 9th grade teachers. They were chosen randomly from Sulaimanyah city in the North of Iraq. The qualitative part of the study, semi-structured interviews were held among 13 teachers to gather more necessary data. The findings reveal that the teacher participants have negative opinions towards most of the sections of the textbook and some others have not stated any opinions but the student participants generally have positive opinions about *SUNRISE 9*. For this English textbook *SUNRISE 9*, an empirical evaluative study and an in-depth method evaluation are also suggested to be conducted to find out more important results.

Keywords: evaluation, material, material evaluation, textbook, textbook evaluation

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