An Evaluation of the Preparatory EFL English Course
(Book 6) for Iraqi Islamic Schools
from Teachers' Perspective

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ABSTRACT

The current study aims at Evaluating the Preparatory EFL English Course (Book 6) for Iraqi Islamic Schools. The sample of the study includes fifty-four teachers (34 boys(63%) and 20 girls(37%))who are actually teaching English in the selected schools during the academic year 2018-2019 (in the Islamic schools) in the city of Baghdad and Kirkuk who represent 77% of the total number of teachers' population. A questionnaire has been conducted and applied to the selected sample. The required data are collected and analysed statistically. The study reaches to results such as , (Book6) does not supply students with the skills of writing and listening at the same time .

Keywords:	Evaluating the Preparatory, EFL English Course

Section one
1.1 Introduction

Selection and evaluation of a textbook is a difficult process that is carried out in many different ways. For this , instructors decide on the books that they want to use in their classes. Trainers of English as a foreign Language (EFL, for short) can often make individual choices about the textbook that they will use. With information from colleagues and publishers they select textbooks, have the books ordered through the campus bookstore, and then use them in their classes (Celce, 2001: 415).

Each new syllabus which is used in the learning /teaching process that syllabus designers make a plan for their syllabus. Implementation means: that using of the designed syllabus in the learning environment , and evaluation that is considered the eventual step in any educational course is a central phase because it identifies whether the aims goals ,objectives, goals of the curriculum are completed or not, and at the same time it allows us to reassess our next objectives (Brown, 2000:84).

The decisions made in evaluation and selection of textbooks is different from the decisions made in implementation of these textbooks. Thus textbook evaluation shows the main setting int issues of learning an d teaching , it can help object information to decide the principle of choosing textbooks . (Els et al, 1984:307).

English course for Iraqi Islamic Schools (Book 6) for the fifth secondary stage is one the most important variables that affect teaching EFL in Iraq.

English course for Iraqi Islamic Schools (Book 6) is new considerable curriculum which is taught for the sixth secondary students in Republic of Iraq and yet it hasn't been subjected to any experimental or scientific study . English course for Iraqi Islamic Schools (Book 6) area those educational courses which are designed

especially for foreign language learn in the Islamic Schools.

This study attempts to evaluate English course (Book 6) for EFL Iraqi Islamic school from teachers' perspective.

1.2 The aims of Study

This study objectives to evaluate (Book 6) EFL Iraqi Islamic Schools which is taught in the city of Kirkuk for grade six. This aim is supposed to be achieved through answering the following question:

" How do EFL teachers evaluate materials of (Book6) concerning their; sufficiency, difficulty, authenticity, integration and appropriacy? "

1.3 Value of the Study

Teaching materials are a vital component in most language programmes .Whether the teacher uses a textbook, makes use of her /his own materials institutionally, or prepared material, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that happens in the classroom (Richards & Renandya, 2002:65).

Inserting learners to new things would absolutely be difficult for them. So when the students learn a new foreign language which is difficult from their native language many problem for the students of this language will seem .

EFL English courses texts are new English courses which have been systematically designed to be taught in Iraqi Islamic school. It attempts especially to develop the ability of the four language skills and encourage students to be become confident users of English.

In totalling the value of this study could be itemized as follows :

1. Evaluating the efficiency of the recommended textbooks is a necessity in the instructional process for teaching EFL in Iraq.

2. It is valuable for EFL teachers of the sixth preparatory stage to know the objectives of EFL English Course of Iraqi Islamic schools (Book 6) to keep pace with the intended objectives during the period of teaching that book.

3. It is valuable for the researchers in the field of textbook s evaluation in specific and applied linguistics in general to be known of this evaluating study about a new EFL English Course of Iraqi Islamic schools (Book 6) .

4. The final year of the preparatory stage is an essential and crucial grade. Its importance stems from its role in preparing the pupils to the college stage .

5. The results of this study will help educationalists , syllabus designers and decision makers at Sunni Endowment Divan(Religious Teaching and Islamic Studies Directorate),by supplying them with importance information about efficiency of EFL English Course of Iraqi Islamic schools (Book 6). Moeover , this study could be valuable in reflecting points of view of the fifth secondary schools teachers staff concerning the sufficiency difficult , authenticity and appropriacy of the objectives and materials (Book 6).

1.4 The Limits of the Study

The current study specified to the English course for Iraqi Islamic school (Book 6) and the sixth year secondary teachers and English supervisor in the city of Kirkuk during the year of 2019-2020 .

1.5 The Definitions of Basic Terms

1.5. 1 Evaluation :

-It refers to a wide concept that functions more than one purpose .There are numerous kinds of data that should be taken into consideration such as: teachers' feedback ,students' feedback, resources available , course specifications, costs and quality assurances (McDonough, 2002:158).

-It is a decision about the worth of programme ; it generally denotes to the degree to which an educational programme meets its planned results (Wolf, 1982: 494).

1.5. 2 Secondary Stage

It is defined operationally to refer to the stage or level of the study which is started after six years of primary education .It includes six years of studying of six textbooks (English course Book 1, Book 2, Book 3, Book 4, Book 5, Book 6).Grade six is considered the final stage in the secondary school.

1.5.3 English course for Iraqi Islamic Schools

It is also defined operationally to indicate the multi-level course that has been especially designed for secondary Islamic schools .It includes six levels .The first three textbooks (Book1-3) are specified for the three intermediate grades , and the (Book 4 -6) are specified for the three preparatory grades .

1.6 Plan of the Study

The following steps will be followed in order to achieve the aim of the study :

1-Slecting the groups of sixth year secondary teachers from the Islamic schools at Kirkuk.

2-Consructing a questionnaire for EFL teachers and English supervisor to show their point of view about English course for Iraqi Islamic Schools (Book 6) .

3-Selecting the sample of teachers and English supervisor,and then administrating the constructed questionnaire to the selected sample .

4. Finding the results and testifying some conclusions ,recommendations , and suggestions for further work.

Section Two
Theoretical Background
2.1 Evaluation as a General Process

Evaluation is complicated to be interpreted in the perfect way . While we evaluate ,what we are forming is attracting in the process that is done to show information that will aid us to form decision about the environment . (internet: Bob Kizlik, 2008: 2).

The verbal meaning of evaluation is " to study the facts and then give your opinion about the meaning of something or about how good something is: we evaluate the situation very carefully before we make decisions " (Whmeier, 1993:205).

All these definitions refer to the evaluation as the general meaning, but actually evaluation in educational sense is a very wide concept that serves more than one purpose. There are numerous types of data that should be taken into consideration such as: teachers' feedback students' feedback, resources available, course specifications, costs and quality assurance procedures. There are two aspects of evaluation. The first one deals with evaluation of students in the programme and the second one deals with the learning of the course that should be appraised (Yalden, 1987:96).

There is some misperception regarding the meaning of the term evaluation as it applies especially to education. It is the same meaning for the term measurement. Therefore, a teacher who administers an achievement test might say either that he is measuring achievement or that he is evaluating achievement, with little regard for the specific meaning of terms. So that, "evaluation" is used as a collective term for those judgement methods which do not depend on "measurement (Gronlund, 1968: 6).

This use of two terms distinguishes "evaluation" as qualitative description of student behaviour, (i.e., rating scales ,checklists, and so on) as opposed to (measurement)which is quantitative description (i.e., test scores), when the meaning of the term evaluation is analyzed, it is easy to understand how this misunderstanding came about (ibid).

The information driving fro m the evaluation adds in determining so a cours e demand change in away that to be modiefied also the aims may be done more efficiency. I f assuring students ar e no t doing the objectives an d goals a group of a cours e , it is essential to based what is this (Nunan, 1996:118).

Evaluation i s defined as a systematic process of defining the sketch to that educational aims are done by the learners. Ther are two essential sides for this definition .Firstly, it is not which evaluation infers a planned process s , that ignores casual without control looking of learners . Secondly , evaluation assumes which instructional aims have been earlier identified without nature and extent of students learning (Gronlund, 1981:5).

2.2 The Kinds of Evaluation

In fact, there are several types of evaluation and according to methodologists, it is divided into two types:

A- **Formative Evaluation:** This type provides information to curriculum developers during the development of a curriculum or programmes so as to improve it (Mousavi, 1999:135). It refers to bidirectional process

between teacher and student to enhance, recognize, and respond to learning (Cowie and Bell, 1999:7).

It also refers to the decisions made about components which are modified for the purpose of materials (as cited in Bataineh, 2002:14).

Formative evaluation is concerned with helping the developer of programmes or products through the use of empirical research methodology. (ibid).

B- **Summative Evulation** : It means that the process of providing information for decision makers after the programme is completed in order to know if the programme is effective and successful (Richards and Renandya, 2002: 135).

It also refers to a method of estimating the value of a programme at the end of the programme activities (Hutchinson and Waters, 1987:14).

Summative evaluation is concerned with the overall programme after it is in operation (Saylor et al, 1981:318). It tests students'

performance to determine final overall instructional method effectiveness.

2.3 Features of EFL English course for Iraqi Islamic school (Book 6):

EFL Sunrise Course (Book 6) is a complete English course written especially for the sixth level of preparatory stage, designed to build on their preparatory school English and develop them to be confident users of English. This course material has its own specific features as follows:

- There is a comprehensive and clear grammar syllabus.
- There are stories running through the book, with Islamic characters who introduce new language.
- Factional dialogues are provided for students to act out and practise in a real language situation.
- It has realizes and inventions subjects after every unit providing information and reading practice, table (1) exposes the contents of the book units in detail:

Table (1)
The Contents of Book 6 Units, Structures,
Skills and Sounds, and Vocabulary

Unit No.	Structures	Skills and Sounds	Vocabulary
one	1.Advice 2.suggestions 3.introduction 4.likelehooh 5.certainty	Short vowel	holy, reports, inspired ,contents wording, shares
Two	ability: (affirmative , negative and interrogative) Much and Many	Diphthongs Sounds Intonation	libraries , stocks , public libraries , references , encyclopedias , alphabet arranged , catalogue
Three	1.Possibility/ impossibility 2. May / might	Consonants Sounds (voiced and voiceless)	The prophet , obey , guidance , sins , verses
Four	1.Obligation 2.Neither .....nor 3.The present perfect	Words with silent letters the (t) silent	rely , fatalistic , instills action , arrogance
Five	1.The purpose 2.the function of enough	Words with silent letters the (r) silent	Olympic games, civilization, soccer competitions, yachting, track and field
Six	Cause and effect	Doubling the	the sunnah, ancestors,

		Consonants	biography, legitimate, invented
Seven	1.contrast 2.somebody , anything , nowhere	spelling rules omission the final "e"	trading caravans, acquired, divine, pagan task, widow, wealthy
Eight	similarity and difference	spelling rules regular plural forms	breached, hostile, calendar, scorn, shelter struggle
Nine	Direct and indirect speech	spelling rules putting (Hyphens)	establish, Truce , idols loyalty , deputations
Ten	adjectives comparative degree superlative degree	spelling rules words ending ance ......ant ence .... ent	Rightly Guided Caliphs , strove , impartial , tribe , justice, critical days
Eleven	Relative clauses	spelling rules adj ending with -able, and with -ible	regarded, well-known, generosity, needy, wealth, earning, nickname
Twelve	Tail or Tag Questions	_____	dictated, available, recite oversee, manuscripts, collect

3.1.1 The sample

The sample of this study includes sixty-five Islamic schools, forty for boys and twenty -five for girls. After discluding ten schools for the pilot purposes, the sample of the study includes fifty-four teachers (34 boys(63%) and 20 girls(37%))who are really teaching English in the selected schools during the academic year 2019-2020 who represent (77 %) of the total number of teachers' population; as shown in Table (2):

Section Three
Procedures
3.1 The Population

The population of the present study consist of the total number of the teachers of English who teach Book 6 at the Islamic schools for girls and boys. These schools are located into the city of Baghdad, Kirkuk , and theirs suburbs. According to the list of the schools setting in Baghdad and Kirkuk, there are sixty-five Islamic schools, forty for boys and twenty -five for girls. These seventy schools including seventy-five teachers of English.

Table (2)
The Sample of the Study

No. of boys' teachers	No. of girls' teachers	Total	
34	20	54	
% 63	% 37	% 100	**Percentage**

3.2

The result of the pilo t constructed for the questionnaire indicates that it is valid and reliable. Th e final questionnaire administration to the study sample has been carried out from 20 January, 2020 to 14th February 2020. The designed questionnaire which consists of thirteen items is written on a sheet of paper and administrated individually to the selected sample of the teachers. Each teacher is requested to answer to the formed questionnaire and back it to the administrator quickly .

Section Four
Analysis of Data ,and Discussion of Results, Conclusion ,and Recommendation
4.1 The Percentage of Teachers' Responses on the Constructed Questionnaire

In order to response questions that are appeared in this study, the collected data concerning teachers' points of view about the numerous items of the constructed questionnaire are interpreted as follows,:

1. The answers of the first question shows that; 77 % of the teachers think the tasks and activities of the English course For Iraqi Islamic Schools (Book 6)supply students with sufficient practice in grammar, pronunciation ,and other practices   , and 23 % of them think the opposite. Moreover, 48% of them think that the materials of the English course For Iraqi Islamic Schools (Book 6) links to the real situation of the students, and 28% of them stay at the neutral choose and the others do not think so.

2. Results of the third question show that; 88 % of the teachers do not think that The English course For Iraqi Islamic Schools (Book 6) provide your students with knowledge about the culture of the English speaking society.

3. Responses on the fourth and fifth questions; 28% of the teachers clarify that The materials (especially grammar and reading comprehension topics) of the English course For Iraqi Islamic Schools (Book 6) are well integrated in all units,72% of them do not think so. Moreover, 24% of them point out that English course For Iraqi Islamic Schools (Book 6) supplies students with sufficient skills of

Construction of the Questionnaire

The instrument of this study is a questionnaire. It bases on thirteen item s that includes 5 multipl e – choic e information of 5 poin t scal e . The selected teachers are askedto rfers to their view point belonging the items that are given by making tick in the suitable location before each ite m (see appendix A).

3.3 Validity of the Questionnaire

Borg and Gall (1983 : 173) add that validity of the questionare denotes to the excat degree to that instrument rating what is obvious to evaluate .While Ebel (1972 :555) said that validity of the instrument if it evulaute what is to be measured .

To conform the fac e validit y of this questionnar e , it has been offered to jury members of the university staff members as shown in appendix (C)

3.4 The Reliability of the Questionnaire

According to Best and Kahn (2006: 329) the questionnaire reliability can be specified by the researcher on a small part of sample dividing the responses with those at the first .It can be gained by making differences with the two forms .

The relibality of this study according to the Person Correlation Coeffiecent formuka is by applied spilit-half method is 0.79.It is constructed by spreading the questionnaire items according to the both groups (even and odd) (Carroll and Hall ,1985 : 12 5).

3.5 The Pilot Study of the Questionnaire

There are a great intended that are probably to be done during the applying the pilot study which are :
-. Outcome the questionnaire reliability
-Looking for the obvious of the items of the questionnaire .
This Questionarre has bee n applied to 16 teachers of English who taghut EFL English Cours e For Iraqi Islami c School (Book 6).

The pilot study applying has offered that items that are given are clear and time demand to answer for answering goes through (31-41) minutes .

3.6   Final administration of the Questionnaire

6.In answering the tenth question 48% of teachers think thatthe subjects do not follow a continuity place in the English course For Iraqi Islamic Schools (Book 6).), and 28% of them do not think so.

7. In the answer of the eleven question: 44% of the teachers believe that The instructions that are given in their Students Book obvious and not complicated to be applied in teaching the lessons materials and 56% of them believe the opposite.

8. In answering the twelve question; 52% of the teachers state that the new items are cycled in the lesson to encourage their use and meaning and 48% of them which it does not .

9. In the thirteen question of the teachers' responses(Which teaching techniques do you use for teaching the lesson activities?) reveal that 72% of the teachers prefer a mixture techniques , whereas 18% of them prefer communicative techniques .

writing in each twelve units, and 76% of them think the opposite.

4. Results of the sixth, seventh and eighth questions reveal that; 70% of the teachers do not believe that there are many mistakes (spelling, stylistic, structural) in English course For Iraqi Islamic Schools (Book 6) during teaching it, 41% of them believe that English course For Iraqi Islamic Schools (Book 6) are very repetitive in subjects in many units especially in the grammar of first two units and 59% of them do not think so, and 25% of them state that English course For Iraqi Islamic Schools (Book 6) does not supply students with sufficient skills of listening in each twelve units, while 75% of them have the opposite idea.

5.In the answer of the ninth question; What types of tests (monthly and final) do you use? ,92% of the teachers clarify that they prefer written types, whereas 8% of them the state of both (oral and written types).

Table (3.1)
Descriptive Statistics of the Results of the Questionnaire

Questions Numbers		Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree	Mean	SD.	Rank
1.	N	3	9	0	32	10	2.91	0.759	3
	%	5.6	16.7	0	59.3	18.5			
2.	N	2	6	20	24	2	3.26	0.851	4
	%	3.7	11.1	37.0	44.4	3.7			
3.	N	4	21	15	13	1	2.74	0.975	4

	%	7.4	38.9	27.8	24.1	1.9			
4.	N	2	10	27	14	1	3	0.784	3
	%	3.7	18.5	50	25.9	1.9			
5.	N	5	20	16	11	2	2.72	1.017	2
	%	9.3	37.0	29.6	20.4	3.7			
6.	N	2	15	21	16	0	2.94	0.856	3
	%	3.7	27.8	38.9	29.6	0			
7.	N	3	6	18	21	6	3.39	1.017	4
	%	5.6	11.1	33.3	38.9	11.1			
8.	N	4	7	29	0	14	2.98	0.835	3
	%	7.4	13.0	53.7	0	25.9			
10.	N	1	4	21	27	1	3.43	0.742	4

							Mean	SD	Range
	%	1.9	7.4	38.9	50.0	1.9			
11.	N	1	4	21	27	1	3.43	0.742	4
	%	1.9	7.4	38.9	50.0	1.9			
weighted mean							3.059		
Std. Deviation							0.8697		

Questions numbers						Mean	SD.	Range
9.	level	written	Oral	both	none	1.91	0.293	1
	N	5	0	49	0			
	%	9.3	0	90.7	0			
13.	level	communicative techniques		mixture of techniques		1.72	0.452	3
	N	15		39				
	%	27.8		72.2				
weighted mean						1.865		
Std. Deviation						0.49		

Table (3.2)
The Final Result of the Mean, Std. Deviation, Percentage of Agreement and Level of Agreement of the Questionnaire

Sample	Mean	Std. Deviation	Percentage of Agreement	Level of Agreement
54	4.23	1.15	76.3	Agree

Note:
d- English course For Iraqi Islamic Schools (Book 6) supplies students with sufficient opportunities to use English language communicatively.
e- (Book 6)gives more information about different subjects of English language.
g-It contains nice pictures. It is colourful Furthermore, it is well-planned. This makes the activities stimulating and emphasizes learning.

Most of the English teachers need to take part in workshop, service-teacher training courses , and conferences. All of teachers demonstrate that there are mistakes in (Book 6). Most of them have confidence in that the proper number of learners should be no more than twenty in each classroom.

4.3 Conclusions

The applications of the present the questionnaire to the sample of this study have produced the following conclusions:
1- (Book 6) does not provide students with the listening skills as well as writing skills .
2- Handling of pronunciation skill is not adequate as a little of tasks are in line with learning the stress of word , sentences .etc.
3- The directions included in the (Book 6) are some how not clear to be applied for teaching the lessons materials.
4- (Book 6) supply students with practice in very repetitive ways especially in the reading comprehension in all twelve units.

4.4 Recommendations

On the origin of the drawn earlier, there are a variety of recommendation can be followed :
1.Supplying EFL teachers with some international as well as national journals, periodical ,and forums for training them in

In the answer of the note question; 87% of the teachers mention that they have attended in service-teacher training courses and 13 % of them has not attended any teacher training course whereas 65% of them have attended in from one to three workshop that concern their specialist. Moreover, 100 % of teachers mention that they have not participated in any conferences. 93% from sample teachers have the B.A. degree in English language .

4.2 Discussion of the Results of the Questionnaire

The collected responses on the items of the questionnaire could be outlined as the following:
- (Book 6) supply students with necessary practice in the different language areas. It has exposed that the most difficult area is grammar. Also it gives students enough opportunities for practicing different subjects of grammar. (Book 6) gives learners enough chances for practicing diverse language skills.. It's material does not provide students with authentic information, knowledge about English society and does not well integrated.
- (Book 6) contains clear and easy instructions to be applied in teaching.
- The EFL teachers making some notes about the material of (Book 6) as follows:
a- (Book 6) tolerates group and individual work. It's also support both monthly and final tests.
b- The course (Book 6) is appropriate for the sixth students' level.
c- The tasks and activities of the English course For Iraqi Islamic Schools (Book 6) do not supply students with sufficient practice in different language areas .

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effective instructional strategies for desired learner results.

2- Authorizing EFL teachers(in the Islamic Schools) through professional development and attending in-service training courses, participating in workshops and conferences, joining support network and national associations.

3- EFL teachers should be encouraged to join national and local national teachers' relations and tracking profession development.

4- The Sunni Endowment Divan has to allow secondary Islamic schools English teachers to meet frequently with well-experienced ones, observe, and attend their lessons and to discuss what went on in their classroom. Stimulating teaching situations is essential to improve new teachers' teaching skills and English practices.

5- Training courses should be constant for all of the English teachers. They prerequisite more practice and more information about this course. Additionally, teachers should be sent overseas for summer courses to recover their language and be familiar with English culture.

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Appendix (A)
The Questionnaire

Teacher's name	Teacher's school	Educational Qualifications	The number of workshop that you participated	The number of training course that you participated
		- B.A. degree□ -M.A. degree□ -P.H. degree□	0 □ 1-3□ 3-6□ 6-9□	0 □ 1-3□ 3-6□ 6-9□

The number of conferences that you participated	The number of years that you served in teaching
0 □ 1-3□ 3-6□ 6-9□	1-5□ 5-10□ 10-15□

1. The tasks and activities of the English course For Iraqi Islamic Schools (Book 6)supply students with sufficient practice in grammar, pronunciation ,and other practices   .

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

2. The materials of the English course For Iraqi Islamic Schools (Book 6) links to the real situation of the students .

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

3. The English course For Iraqi Islamic Schools (Book 6) provide your students with knowledge about the culture of the English speaking society.

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

4. The materials (especially grammar and reading comprehension topics) of the English course For Iraqi Islamic Schools (Book 6) are well integrated in all units.

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

5. English course For Iraqi Islamic Schools (Book 6) supplies students with sufficient skills of writing in each twelve units.

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

6. There are many mistakes (spelling, stylistic, structural) in English course For Iraqi Islamic Schools (Book 6) during teaching it.

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

7. English course For Iraqi Islamic Schools (Book 6) are very repetitive in subjects in many units especially in the grammar of first two units   .

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

8. English course For Iraqi Islamic Schools (Book 6) does not supply students with sufficient skills of listening in each twelve units.

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

9.What types of tests (monthly and final) do you use?
    ☐Written   ☐oral
    ☐Both   ☐None

10. The subjects do not follow a continuity place in the English course For Iraqi Islamic Schools (Book 6).

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

11.The instructions that are given in the <u>Teacher's Book</u> clear and easy to be applied in teaching the lessons materials.

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

12. The new vocabulary words are repeated in consequent lessons to reinforce their meaning and use.

Agree	Strongly Agree	Rarely	Disagree	Strongly Disagree

13. Which teaching techniques do you use for teaching the lesson activities?
   - communicative techniques □   - a mixture of grammar translation□
    - audio-lingual   □   -communicative techniques□

Appendix (B)
The letter of the Jury Members
Republic of Iraq
Presidency of Sunni Endowment Divan
Religious Teaching and Islamic Studies Directorate

To /
Dear Sir, Mrs.
   The researcher is conducting a study entitled " **An Evaluation of the Preparatory EFL English Course (Book 6) for Iraqi Islamic Schools.** This study This study attempts to identify and evaluate subjects adopted in designing English course For Iraqi Islamic Schools to find out to what extent English course achieve those subjects.
   To fulfill the aims of this study a questionnaire has been constructed. I would be grateful if you, as expert in applied linguistics, pass judgment on the suitability of items, and to decide the face and content validity of the questionnaire.
   Any comments, modifications or suggestions would be highly regarded and appreciated. Thank you in advance for your assistance and cooperation.

Yours faithfully
Asst. inst. Omar. M. Mustafa

M.A. in ELT

Appendix (C)
Jury Members
1. Prof. Nahida Taha Majeed (Ph. D. in ELT) College of Education for Human Sciences/Tikrit University
2.Prof. Amra Ibrahim Sultan, (Ph. D. in ELT) College of Education for Human Sciences/Tikrit University.
3. Prof.Istabraq Tariq Jawad, (Ph.D. in ELT) College of Education for Human Sciences/Tikrit University
4. Prof. Shaima Mahdi Saalh ,(Ph.D. in ELT) College of Education for Women/University of Baghdad.
5. Prof. Nagham Qadoori,(Ph.D. in ELT) College of Education for Human Sciences / Tikrit University .
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