

## **Evaluating the “Sunrise” Curriculum for Teaching English as a Foreign Language in the Kurdistan Region in Iraq”**

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### **Abstract :**

The school system of the Kurdistan region has adopted the new programme called “Sunrise” since 2005. This new programme needs to be evaluated and assessed in order to ensure that the curriculum is effective for promoting the learner’s English skills. The evaluation process in this study will focus on Levels 10 and 11 in secondary schools in the centre of Erbil, the capital of Kurdistan Region. The study will be conducted by adopting Concept Input Process and

Practice model that was created by Daniel Stufflebeam (2003) to be a standard model for curriculum evaluation. This model includes four main components:

1. Context: the social situations in which the curriculum is implemented.
2. Input: the human, material and financial input into the education system.
3. Process: the whole processes of teaching and learning.
4. Product or output which refers to the graduate quality (the skillful learners).

This study also is conducted by employing the new perspective for quality improvement in teaching and learning processes which is called Total Quality Standards in the process of evaluation, questionnaires for English language teachers and students, as well as written tests for students. Then through the application of SPSS programme, the data was analyzed and the results were decided.

## لتدريس اللغة الانكليزية في المرحلة Sunriseتقييم الواقعية في منهج الاعدادية لمدارس مدينة اربيل

بروين شوكت كوثر

### الخلاصة :

لقد تم في هذا البحث تقييم السلسلة الجديدة لتدريس مادة اللغة الانكليزية في العراق / اقليم كردستان المعروف بأسم برنامج (Sunrise) المتعدد المستويات ، الذي يطبق في المرحلة الاساسية وصولا الى المرحلة الاعدادية ليكون مصمما خصيصا لمتعلمي اللغة الانكليزية كلغة اجنبية في الاقليم . لقد تم تصميم المنهج الجديد من اجل تحقيق هدف رئيسي هو تمكين الطالب من تعلم اللغة الانكليزية و تطوير امكانياته اللغوية ليتمكن من استخدام اللغة بطلاقة وسلاسة. ان الدراسة الحالية تاخذ على عاتقها مهمة عملية تقييم البرنامج

الدراسي المطبق حاليا في الاقليم منذ عام ٢٠٠٥ في المرحلة الاعدادية المراحل ١٠ و١١ في مدارس مركز مدينة اربيل، ومدى ارتباط المنهج المستخدم بواقع و حياة الطالب اليومية. لقد تبنت الدراسة استخدام نموذج تقييمي يسمى نموذج (ستافليبيم) او CIPP Evaluation Model الذي صمم و تطور عام ٢٠٠٣ من قبل الدكتور دانيال ستافليبيم في عملية التقييم والذي يتكون من اربعة محاور تقييمية تتكون من خلال اربعة مراحل تحليلية وتقييمية متداخلة ومتسلسلة وهي: مرحلة السياق Context ، المدخل Input، العملية Process والنتائج Product. وتهدف الدراسة ايضا الى تقييم مدى واقعية وفاعلية المنهج المصمم لتدريس اللغة الانكليزية من خلال استخدام معايير الجودة العالية. تضمن البحث الحالي عينات من طلاب وتدرسي المرحلتين لمادة اللغة الانكليزية والذين تم اختيارهم باستخدام الطبقة العشوائية واختيار النسب المئوية المقبولة.

كما تم جمع البيانات باستخدام مجموعة من الاجراءات التي تضمنت اجراء الاختبار التحصيلي لطلبة المرحلتين مع توزيع استبيان صمم خصيصا لطلاب المرحلتين بالاضافة الى الاستبيان الذي تم توزيعه على مدرسي مادة اللغة الانكليزية في تلك المرحلتين الدراسية. وتبنت الدراسة ايضا تطبيق معايير الجودة العالية لأستحصال النتائج. لقد تم معالجة وتحليل النتائج باستخدام الوسائل الاحصائية المختلفة و منها برنامج ال SPSS الاحصائي المتطور لضمان دقة النتائج. لقد توصلت الباحثة الى جملة من النتائج منها ان المستوى اللغوي لطلاب المرحلة العاشرة والحادية عشرة كان غير مقبولا في الاختبار التحصيلي. وكذلك بينت نتائج تحليل اجابات التدريسيين والطلاب على فقرات الاستبيانات بان المنهج الدراسي المستخدم لتدريس اللغة الانكليزية Sunrise 10 & 11 يتمتع بمواصفات مقبولة ومرتبطة بالحياة اليومية للمتعلم وتحتوي على مميزات مرتبطة بتصميم المحتوى للمنهج و ايضا طريقة تقديم المادة التعليمية واستخدام التقنيات التدريسية والتكنولوجية في الصف الدراسي وايضا توفر العوامل الثقافية في محتوى المنهج. لقد حقق المنهج المستخدم معايير الجودة العلمية التي وضع من أجلها.

وبالاعتماد على النتائج البحث التي تم التوصل اليها وضعت الاستنتاجات والتوصيات والمقترحات الخاصة بالابحاث والدراسات المستقبلية التي يمكن العمل عليها في نفس المجال البحثي لهذه الدراسة.

## 1. INTRODUCTION

With the spread of English language as a world language, teaching English language programmes and textbooks are in need to be evaluated so as to be modified and developed for the sake of achieving their aims and goals. The new programme *Sunrise* was implemented in Iraqi Kurdistan Region since 2005 and certainly after more than one decade this series is in need to be assessed so as to be modified and developed. The modification and development of any curriculum needs three important phases: - 1- planning basic principles 2- the application and 3- the assessment of the curriculum. This study is designed to assess in particular the authenticity of the teaching materials and different daily activities in terms of CIPP and adopting Total Quality Standards. The purpose behind conducting this research is to evaluate the new English language Textbook *Sunrise* which includes 1-12 series that is used for teaching the students in the elementary ,intermediate and secondary stages, so this new curriculum needs to be evaluated and assessed in order to ensure that the teaching materials and tasks are suitable and can develop the learner's language skills in terms of authenticity of the teaching materials; Therefore; the evaluation of the new programme *Sunrise* is required to find out the authenticity of the content of the course and to decide to what range the learners get benefits of it in their daily life – situations with respect that continuing trend of globalization is creating a need for multilingual individuals ;therefore ,teaching English to the Kurdish learners in Kurdistan Region will definitely open new opportunities for them in the future in different fields of life.

## **2- THE CONCEPT OF AUTHENTICITY**

The process of selection the teaching materials for English language courses includes an initial decision concerning adopting authentic teaching materials versus created materials. Widdowson (1979) differentiates between authentic and genuine teaching materials and believes that presenting a learner with different reading texts and require him to read them in order to learn something about the language being used is to misuse of normal language to some degree, but if the learner deals with them in a way which does not relate to his normal daily communicative practices, then they cannot be said to be authentic instances of use. Genuineness is a feature of the passage itself and is an absolute quality. Authenticity is a characteristic of the relationship between the text and the learner and it has to do with appropriate response". Authentic materials refer to all the teaching resources that include texts, photographs, video selections and all types of the materials that are useful for pedagogical purposes. These materials are required and preferred by a large number of the educational institutions because they present authentic language and reflect the real-world uses of the language and also they have positive influences on the learner's motivation because they provide the learner with opportunities of practices the language. Omaggio (2001) asserted that "Opportunities must be provided for students to practice using language in context likely to be encountered in the target culture and the authentic language should be used in daily instruction regularly".

Authentic teaching materials are recommended because:-

- i. There is exposure to real language more than artificial teaching situations.
- ii. Providing culture information about the target language.

- iii. They meet the learners' needs.
  - iv. The teaching methods will be supported and reinforced by using such types of teaching materials.(Richard,2009)
- Learners' linguistic levels and positive attitudes towards the text can be considered other aspects in this regard. Two features are required in order to make the text authentic: communicative abilities and being relevant to the topic. The double division of authenticity is no longer relevant and efficient; with considering it's relation to the situation where the material is adopted. Therefore; previous studies on authenticity suggest that authenticity is subject to pragmatic variation and its defining characteristics lie in the context. This argument has implications for curriculum designers, material development process and the teachers because of the changing situation of ELT practice around the world which means that the notion of authenticity within the global context must be considered in the light of the nature of materials and the interaction activities, tasks ,exercises are set in relation to learners' needs ,attitudes and interests. The knowledgeable teachers should focus on empowering materials and tasks that are 'authentic' for their learners (Shomoossi, 2007).

### **3-APPROACHES OF AUTHENTICITY**

The scholars in ELT area identified four main approaches on authenticity in teaching and learning EL. It is very important to concentrate on these approaches and to find out how they perceive authenticity. These four approaches were classified according to different points of view for each group of scholars because each group has adopted its own criteria or standards of authenticity and each group has its own context where they try to situate authenticity. These approaches are:-

1. Authenticity criteria relating to native speakers of English.
2. Authenticity criteria relating to real communication as a reflection of reality (use of language for social purposes).
3. Authenticity criteria relating to the learners' interaction with language materials and texts (positive response) .
4. Authenticity criteria relating to the learner's motives, needs, interests and field of study. The instances of language use are decided by the context itself; therefore the authenticity is required in any context since the main purpose is the communication by using English language (Tomlinso&Masuhara, 2010).

#### **4-AUTHENTIC TASKS**

Authenticity concerns with whether a task requires to be connected to some real –world activities i.e. achieve situational activity. The teachers of the second (foreign ) language classes should adopt tasks and activities that occur in day –to-day living .There are many tasks and activities that are applied by the English language teachers for the sake of teaching English and such types of tasks are not connected to real-world but they are used a lot in English language classes such as : when the teacher asks the students to identify the differences in two pictures, or telling a story based on a series of pictures , describing a picture to someone who can draw it and deciding where to locate buildings on a map. Such activities are unlikely ever to happen in the learners' lives .Such tasks can manifest some types of relationship to the real-life situations but in authentic tasks such as picture – drawing the participants will need to negotiate by asking questions and clarifying meanings for the sake of understanding the situation as an aspect of interactional

authenticity. Generally the tasks can be authentic if they are situationally authentic and / or seek to achieve interactional authenticity because the language behavior which is used by the learner is related to the kind of the communicative behavior that arises from performing real-world tasks (Ellis, 2003).

### **5-CIPP AS AN EVALUATION MODEL**

This model is considered one of the important models for curriculum evaluation and it is a practical roadmap for conducting evaluations of teaching programs, industrial project, human resources, different types of products and educational institutions. This model has focused mainly at teaching programs that aim at long-term progress. This model's core includes four parts which are: Context, Input, Process, and Product evaluation (Stufflebeam, 2002). The CIPP evaluation model belongs to the improvement category, and is one of the most widely applied evaluation models. The CIPP evaluation model is basically designed as a systematically guidance for both evaluators and stakeholders to prepare relevant questions and applying assessment processes at the beginning of a project (context and input evaluation), while it is in action (input and process evaluation), and at its end (product evaluation) (Zhang.et.al.2011).

The Stufflebeam model provides certain means for gathering data relating to four stages of program operation: Context evaluation, which regularly assesses needs and problems which enables the decision makers to determine the accurate goals and objectives of the programme; Input evaluation, which assesses substitution means for achieving the aims to



help decision makers choose different means; Process evaluation, which examines the processes both to ensure that the application of the means is accurate and to present the necessary recommended modifications if they are necessary ; and Product evaluation, which compares achieved ends with intended ends and produces a series of recycling decisions.

During each of these four stages, certain steps are considered:

- Many decisions can be defined.
- The information that is needed to make the suitable decisions are clarified.
- Data are gathered.
- The standards for determining quality are decided.
- The data are analyzed on the basis of those standards.
- The needed information is provided to decision makers.(Glatthom,1987)

The researcher considers this model is the best approach for assessing the content of the new curriculum Sunrise for teaching English language in Kurdistan Region because it focuses on assessing all the stages of curriculum design and it considers the results of evaluation of each stage completes the results of the coming stage.

## **6-METHOD**

The general aim of this study is to assess *Sunrise* series (10 &11) which is designed for the secondary stage students. The series was designed and published by Machmillan Company with cooperation with the Ministry of Education in Kurdistan Region Government. The assessment process will be conducted by employing CIPP Model that was introduced by Stufflebeam.

The assessment in this study deals with seven categories driven from the four aspects of evaluation of CIPP Model. These categories are: the design and illustration of *Sunrise* series (10.11) the behavioral objectives, the order of the content, social and cultural contexts, the four main skills of English language learning, the effects of the teaching methods on the authenticity of the curricula.

## **6.1 THE PARTICIPANTS**

The participants of the study are two categories: the English language teachers and students of levels 10 & 11 of the secondary stage in the center of Erbil city schools. The samples are selected randomly and derived from 14 schools in Erbil. The sample of the English language teachers includes 25 teachers and the sample of the students includes 2000 students divided into 1000 male and 1000 female students, the students' ages are between 16-17.

## **6.2 THE INSTRUMENT**

The researcher has adopted the following instruments:

1. The researcher-developed questionnaire with coding scheme includes five possible answers :-(strongly disagree, disagree, agree, strongly agree and neutral)
2. The questionnaire for the students which is designed by coding scheme includes five alternatives (always, frequently, rarely , sometimes and never ) .
3. Constructing a written test for the students.
4. Employing the Total Quality Standards in the process of curriculum evaluation.

### **6.3 DATA COLLECTION AND ANALYSIS**

The next stage in this study includes scoring and encoding the responses of the teachers’ and the students’ questionnaires, the written test and Total Quality Standards checklist. To determine the authenticity of Sunrise curriculum, SPSS(Statistical Product and Service Solutions) programme will be employed to analyze the data.

### **7. RESULTS AND RECOMMENDATIONS**

The total means of the written test has been scored 38.31 which is less than the theoretical means score which is 50 therefore; the computed value is -126.846 which is less than the tabulated value which is 1.960. This score indicates that the students’ proficiency levels in the grades 10 and 11 are not promising which means that Sunrise level 10 and 11 did not affect the students’ levels positively. The statistical comparison process of the results of the written test according to the gender of the students shows that both males and females have scored 0.509 which is less than the tabulated value which is 1.96 and the mean value for male is 38.55 while the females scored 38.10. These computed mean values are weak comparing with the percentile. These results indicate that the students both male and female have limited linguistics abilities (See Table 1).

**Table 1 /Results of Written Test according Gender**

	Sex	N	Mean	Std. Deviation	t-test (Independent)	Sig.
Sum_Q_All	Male	664	38.55	17.612	0.509	NS
	Female	736	38.10	15.408		

It has been found that main four components of CIPP evaluation Model Context, Input, Practice and Produce have

scored the following values with taking in consideration the number of male and female students. The results are as follows:

1. The first main component which is Context scored mean value 21.79 by male students while the same main component scored mean value 22.21. by female students and both genders obtained -1.883 which is less than the tabulated value 1.96 which means that the students level whether they are male or female is not accepted in this component.

2. The second main component which is Input scored mean value 27.29 by male students while the same main component scored mean value 27.58 with female students and both gender obtained -0.939 which is less than the tabulated value 1.96 which means that the students level whether they are male or female is not accepted in this component.

3. The third main component which is Produce scored mean value 22.22 by male students while the same main component scored mean value 22.37 with female students and both gender obtained -0.69 which is less than the tabulated value 1.96 which means that the students' level whether they are male or female is not accepted in this component.

4. The fourth main component which is Product scored mean value 18.72 by male students while the same main component scored mean value 19.01 with female students and both gender obtained -1.567 which is less than the tabulated value 1.96 which means that the students' level whether they are male or female is also below the accepted rate in this component.

If the four values for the four components are compared with each other we can distinguish that the first component which is Context is the lowest value among the other low values

which leads us to conclude that there are shortcomings concerning the social and cultural contexts of Sunrise curriculum and the context is not connected to their lives. Also these results clarify that there are some weak points in this programme that need to be improved. The audio-visual aids have some shortages and need to be more effective. It is obvious that Sunrise in this specific main component which is context does not meet the needs of the learners.

The statistical comparison process of the results of the written test according to the ages of the students who are between (16-17) shows that the both ages have scored -3.238 which is less than the tabulated value which is 1.96. The mean value for the students whose age is 16 scored 37.16 while the students whose age is 17 scored 40.06. These computed mean values show that the students in age 17 are somehow better than the students in age 16 comparing with the percentile, but generally both ages are not good.

The statistical comparison process of the results of the written test according to the stages of the students shows that the both stages have scored -3.361 which is less than the tabulated value which is 1.96 and the mean value for stage 10 is 37.11 while stage 11 scored 40.12. These computed mean values are less comparing with the percentile. These results indicate that the students both stages have problems in learning English language through Sunrise programme.

Through the results of the students' questionnaire, the students of 10 and 11 levels who study Sunrise 10 and 11 have agreed on certain points in Sunrise and these points can be considered positive points concerning Sunrise curriculum. These points are the following:

1. Most of the students are interested to learn English language through studying Sunrise and they believe that learning English language is important for them which means that Sunrise programme has created a motivation and the feeling of the importance of learning English language which is very important step to prepare the students psychologically to receive the teaching material.
2. Through learning Sunrise the main linguistic skills of the students have been improved.
3. The spirit of team work has been created through working in groups within the different types of activities.
4. Most of the students agreed that their lexical knowledge has been increased and the textbooks 10 and 11 regularly present new vocabulary for them through the units. Also they find Listening tasks are useful for them.
5. The language that is used for designing Sunrise is comprehensible by the students and they face no difficulties to understand what is required from them through the activities of them.
6. The students can pass through certain communicative situations through speaking activities.
7. The reading passages that are adopted in Sunrise are interesting and presented to the students systematically from the easy to difficult texts.
8. The teaching materials that are taught to the students are suitable to their needs and their ages because they feel that their linguistic competences are increased and progressed.
9. Most of the students find the situations that are created within dialogue activities are natural and they see them as real situations.

## **7.1 Results Related to Total Quality Standards in Terms of CIPP Model**

The aim of utilizing the **Total Quality Standards** in the current study is to evaluate “Sunrise 10 & 11 ” Curriculum according to the following standards :

- 1-First Domain:** Objectives of Curriculum.
- 2-Second Domain:** The Content.
- 3-Third Domain:** Sources of Knowledge.
- 4-Fourth Domain:** Teaching and Learning Method.
- 5-Fifth Domain:** Teaching and Learning Activities.
- 6-Sixth Domain:** Learning Outputs.

The domains of the Total Quality Standards are classified according to the four main components of CIPP Model .Domain 1 and 3 covered the opinions that are related to Context stage .While domain 2 is concerned with Input stage .At the same time domain 4 presents the opinions that are related to Produce stage and Product stage is assessed through the opinions that are included in domains 5 and 6.

Through the statistical analysis it has been found that the total value of each main component is as follows:

1. The total value of the main component Context is 0.878 \*\*.
2. The total value of the main component Input is 0.822\*\*.
3. The total value of the main component Produce is 0.937 \*\*.
4. The total value of the main component Product is 0.916 \*\*.

The tabulated range of this correlation is 0.05 and the computed ranges are higher than the tabulated range which means that the main components of the CIPP model have been achieved in Sunrise curriculum since the correlation among these values are positive relationship.

Note: \*\* (HS) means highly significant correlation less1%.

\*(S) means significant correlation less than 5%.

(NS) not significant correlation.

## 8. Discussion of Results

In the light of the results and to illustrate and discuss these results the following details will be offered:

1-With respect to the First Domain which is “Objectives of the Curriculum”, total quality is achieved this means that the objectives of *Sunrise* 10 and 11 are well stated and decided to reflect the needs of the learners as well as the whole society.

2-Concerning the second domain it achieved total quality which means that the content of both levels of *Sunrise* have suitable content for the grades 10 and 11 and it is obvious that the content is well organized and sequenced from easy to difficult.

3- Third Domain which is Sources of Knowledge, total quality is achieved which means that the sources of knowledge are well enhanced in this new curriculum which leads to make the activities and the tasks of each unit more fruitful so as to give the students many opportunities to improve their English.

4- The Fourth Domain which is "Teaching and Learning Methods ", total quality is achieved. This means that the methods that are applied are effective and facilitate the teaching and learning processes together.

5-Concerning the Fifth Domain which is " Teaching and Learning activities”, total quality is achieved. Which means that the activities are variable and meet the learner’s needs and achieve the objectives that they are designed for them.

6-With respect to the Sixth Domain which is "Learning Outputs”, total quality is achieved. This leads to the opinion which says that the learner has acquired the linguistic



performance and his/her linguistic needs have been accommodated through the activities and exercises that require the learners to produce and increase their performances.

7-The general aims of "Sunrise 10 and 11" for secondary schools students meet the needs of students at these levels.

8- In the light of the results of the written test that was applied in this study, it is clear that the students have real problems in learning English Language. Most of them face problems in comprehending grammar and vocabulary since most of them were unable to answer the questions that belong to these areas of language. Their four main linguistic skills of English Language need to be equally exercised across content areas daily. Assuring that students are using all skills of language acquisition to support their English language development is essential. EL teachers are required to bring the functional techniques for teaching English Language to their classrooms which enable the students to improve their linguistic skills appropriately.

10- It is clear that most of the students are interested to learn English and they have the desire since they aware the importance of learning English Language but this is not enough to make the whole process of learning to be fruitful. EL teachers should increase their understanding of the backgrounds and educational experiences of their students because this step may provide EL teacher with a better understanding of the student's educational needs and ways to support them and motivate the students to learn English Language.

11-EL teachers can use the results of formal and informal assessments which may provide them with a wealth of

information to aid them in planning lessons that support language learning.

12-Although *Sunrise* curriculum has achieved the total quality standards but through the application of the procedures of this study, many shortcomings and negative points that affect the presentation of the teaching material through *Sunrise* curriculum have been found. They can be stated in the following points:

1. Most of the schools do not use the CDs that are attached with the textbooks and most of the teachers present these activities that marked with CD's photo at the beginning of each activity without playing them. This shortcoming deprives the students to listen to the native speaker and improve their listening skill and other sub-skills that are connected with the main skill.

2. Most of the teachers have not been supplied with the teacher's book which made them to find difficulties in conducting certain exercises and tasks and lacks in using different techniques to present the teaching material.

3. One of the biggest problems that face the teachers is the large classes. Most of the classes consist of more than 35 students and sometimes this number is increased to 45-50. In these big number classes certainly the teacher will be unable to cover all the activities or make the entire student to participate and explore the individual differences among them. Some of the teachers do not know how to control these large number classes or what are the appropriate techniques and strategies that are used in this situation.

4. The teaching environment in all the schools that were visited during the empirical aspect of this study does not adopt the peripheral technique for learning English Language.

Peripheral technique suggests that students can learn a lot of things from what they see around them in the environment of the class.

5. The teaching –learning environment is not well-equipped to facilitate the teaching –learning process. Most of the classes have no cassette-recorder, heating-cooling facilities or data-show or any visual –aids.

6. Since Sunrise series from 1-12 levels are based on Communicative Approach but the teachers present the teaching material in an unordered way or not being committed to the sequence of presentation of the content of the textbooks. They present the activities randomly without following the systematic way of presentation of the activities.

7. Most of the teachers ignore preparing the daily lesson planning which causes random presentation of the teaching materials.

8. The text books 10 and 11 give limited attention to one of the important area of English language which is pronunciation which is very important to improve the students' speaking skill.

9. Most of the English language teachers in Erbil's school use the Grammar Translation Method for teaching and since Sunrise is based on Communicative Approach, there are many lacks concerning the application of communicative techniques in teaching.

10. Most of the schools specify 35-40 minutes for each lesson including English lesson because two or sometimes three different schools occupy the same building which leads to make the whole periods of the lesson shorter. In this case most of the English Language teachers present the activities randomly without plans and even if some of them present the

activities by planning, they are unable to finish their plans because of the limited time for each lesson.

## **9. Findings**

Certain findings are reached in the light of the results that are presented previously. These findings are:

1. *Sunrise 10 and 11* curriculum achieved the Total Quality Standards in this study but this achievement does not guarantee that all the students learn English Language smoothly and they are able to use the language accurately and fluently.
2. The students of 10<sup>th</sup> and 11<sup>th</sup> levels have real problems in learning English Language and all the factors that are involve in teaching-learning processes are in need to be evaluated and modified for better implementation and the focus should be on teacher, student and educational environment.
3. EL teachers are required to know the level of English language proficiency at which the students are functioning properly. This point is vital in order to EL teacher be able to deal with their students' abilities appropriately. Not all strategies are appropriate for all levels of language learners. Knowing which techniques of teaching are most appropriate takes time but will certainly support language learning more effectively.
4. EL teachers have limited resources that support English language development and content concepts. They depend just on Teacher's Book that can be considered limited source for teaching English Language.
5. The teaching –learning processes have lacks concerning enhancing the lessons with authentic visuals materials since the use of authentic resources for example; menus, charts,

diagrams, post-cards, photographs and video clips can enhance student comprehension of complex content concepts. They also can help them easily recognize essential information and its relationship to supporting ideas. Language and the content are more comprehensible by the students if visual aids are used.

6. EL teachers can present the teaching materials through using of meaning-based context and universal themes and taking something meaningful from the students' everyday lives and using it to interest them in academic concepts. Research shows that students can connect easily what they like to their daily communicative situations or to their specific culture which lead them to be more motivated and learn appropriately.
7. It is the duty of the Ministry of Education to solve one of the most important problems that face the schools in Kurdistan Region. This problem is the large number of the students that are available in each class which can be considered the main reason of the low proficiency level of the students in learning English Language.

## **10. CONCLUSION**

The researcher has concluded initially that the evaluation process of Sunrise series that was designed and published by Macmillan Company with cooperation with the Ministry of Education in Kurdistan Region Government is important process after more than a decade of applying this curriculum in Erbil's schools and to find out how much the learners get benefits from this programme or they are in need to modify it or adopt a new programme that through it the students' needs and the Education Ministry's goals will be satisfied.

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