



## Tasks Analysis in EFL Books: A Case Study of English for Iraq book 3

Ibtihal Murad Zangana

Diyala University, Iraq.  
Email: ibtihalzangana@gmail.com

Sondos Talib Hassan

Diyala University, Iraq.  
sondosalnuaim@gmail.com

### ABSTRACT

Stakeholders at the educational sector have long been interested in finding the optimum method for teaching English as a foreign language (TEFL). The approach to teaching that seems to be the most modern is Communicative Language Teaching (CLT). TBLT, which is regarded as a subset of CLT, was adopted in a new book series called "English for Iraq" The space for learners to interact with language both within and outside of the classroom is supposed to be expanded by TBLT. The current study seeks to elicit and rate the task type included in (English for Iraq) student book. The researchers draw upon Nunan (1999) taxonomy of task types. Book number (3) was chosen by researchers. The student book was reviewed, tasks were extracted, classified and analysed. Findings revealed that linguistic and cognitive tasks were more frequently used. Interpersonal, and affective tasks were the least common pedagogical tasks presented in English for Iraq book. The current study findings are helpful for English language teachers aiding them in their career by expanding their awareness of the task types utilized in English for Iraq student books which leads to a better performance of their lessons and better selection for class activities and participants who are proper for the task purposes. Moreover, the findings could be helpful for English for Iraq material developers to work on adding more kinds of tasks and enrich the student books with more communicative tasks.

### Keywords:

English for Iraq, Nunan task-type taxonomy, Task-based Language Teaching (TBLT)

### Introduction

Having a good ability to communicate in English language seems to be the key to success in many aspects of nowadays life, trade, academic field, labor market, fashion, media, politics, health sector ....etc. Many Arab countries are aware of this as a result English language is thought at early stages at schools. The old student books, which draw upon the audio-lingual methods, could not meet the increasing needs of communicating in English language and after Iraq openness to the world in 2003 when the rolling regime was

overthrown, the educational sector was strongly affected and new ones, which draw upon (CLT) and (TBLT), changed student books. Educational sector stakeholders namely teachers, material developers, syllabus designers ... etc. goal was to enable the learners to convey meaning successfully within various English language scopes. The new student books expected outputs is to ensure the learner's successful interaction in the target language (Celce-Murcia, 2001; Nunan, 2004). English for Iraq was designed to "reflect the

real life situations and demands” (CelceMurcia, 2001) .

To understand the Task Based Language Teaching approach we should understand what a task is. Rozati, (2014) defined a task as “a piece of meaning- centered work that makes learners comprehend, produce and communicate in the target language” (p. 1277). Nunan (1989) defines task as "a piece of classroom work involving learners in understanding, directing, producing, or interacting in the target language while their attention is on the meaning rather than the form" (p.5). Furthermore, Nunan (2004) believes that tasks in teaching language are either target tasks or pedagogical tasks. According to the domain that a learner uses the in. for him a task that is used outside the classroom is a target task. While Pedagogical tasks, on the other hand, refer to language use that occurs in the classroom. Breen (1987) defined pedagogical task as :

“Any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task ". (p. 23).

Today's trends in teaching English language assumes the learners direct exposure to the target language in a real-life activities (tasks). The new Iraq transposition has affected the educational sector, soon the task-based language teaching has replaced the Grammar-Translation Method, the Direct Method, and Audio-Lingual Method (Al-Hamash & AbdulRahim; Al-Chalabi; as cited in Ahmed Abdullah, 2015) and the Iraqi Ministry of Education relied on English for Iraq series since 2017 as the primary teaching material in their schools. English for Iraq is a communicative task-based approach, which integrates listening, speaking, reading, and writing with an explicit focus on grammatical structures for school students. The student books series contained communicative tasks, which fosters the students' ability to with communicate and interaction in English language in the world beyond .

The motivation behind the current study was to evaluate and reform the new ELT student

book of English for Iraq series. The 3<sup>rd</sup> intermediate student book was chosen to be analysed according to Nunan's (1999) framework. To this end, the researchers have the following questions to answer:

1. What are the types of task that are adapted in the 3<sup>rd</sup> intermediate student book of English for Iraq English language student books?
2. What is effect of the 3<sup>rd</sup> intermediate student book of English for Iraq English language student books on the students' performance?

## 2 .Literature review

### 2.1 .New orientations in English language teaching

Mastering the grammatical structures of the new language was considered a sign of successful acquire of it (Celce-Murcia, 2001; Nunan, 1999). Therefore, Language teachers' used to present language as a system of rules, and internalizing these rules was the mission of the learners (CelceMurcia, 2001; Nunan, 1999). For many years learners had to memorize the grammatical structures of the target language as an approach to master it. To learn a new language needed clear instructions which resulted in the educational approaches and methods which aimed primarily at fostering the new language learning (Yule, 2010, p.189). The grammar translation method, the audiolingual method seems to result in growing knowledge about the language but not the use of language in real life situations. Since the 1970s new orientations in English language learning appear, the old approaches did not succeed in achieving the learners' aims to be able to communicate in real life situations or at academic levels. The worlds understanding of second language learning processes has changed significantly during the last 30 years, and CLT could be considered partly as a reflection to this change (Richards,2006, p.8) . The turning point in the methodology of language learning history seems to embody in Communicative Language Teaching (CLT) this new approach was the most pervasive change made in teaching practice” (Nunan, 1999, p. 9)

As mentioned earlier, CLT can be partly considered as a reaction against the artificiality of pattern-practice (Yule, 2010, p.190) which did not bring off any development in the learners' communication abilities. On the other hand, CLT assumes that the language function is communication. In other words, the primary objective that a language learner seeks to achieve is to enhance his function in the desired language and be able to communicate in everyday situations. CLT nether restricted to a particular theory nor have a particular method (Grandl, 2008) still it draws upon theories from areas such as psychology, second language acquisition and cognitive science (CelceMurcia 2001) holding this assumption in mind it is clear that CLT depends primarily on the learner needs and preferences, and that pattern-practice takes the back sets. CLT is an attempt to present materials for L2 learning that have a specific purpose, as result terms like English for specific purposes began to appear on the surface. It may sound like CLT approach emphasis the informal aspects of language over the formal, since communication and expressing meaning is the primary objective of CLT (Richards & Rodgers, 2001). However, CLT is an indirect approach to second language instruction (CelceMurcia, et al.; as cited in Rozati, 2014) by which grammar is viewed as an important component of language and makes the learners "focus best on grammar when it relates to the communicative needs and experience" (Celce-Murcia, 2001, p. 25). By way of explanation, the capability of linguistic competence is important, however, the ability to communicate in the target language is emphasised, and errors are considered as a natural results of the development in the communication capacity (Celce-Murcia, 2001). For this reason, the social context of the target language is an essential element in the learning process according to CLT approach since the social usage of the utterance gives it meaning (Grandl, 2008). Previous methods and approaches of teaching a second or a foreign language either neglected or did not value the social domain of the language, GM Grammar Translation Method for instance emphasised the grammatical rules and

overlooked the other aspects of the language. The Direct Method on the contrary immerses the learner with the target language and no explanations in the mother tongue is allowed. The Audiolingual Method, The Silent Way, Suggestopedia, Community Language Learning and Total Physical Response didn't succeed in promoting the learners communicative competence. On the other hand, CLT believes in the deep connection of the four skills of the language to each other namely: listening, speaking, reading, and writing (Nunan, 1999; Richards, 2006). Moreover, CLT emphasizes on the usage of authentic utterances of everyday conversation as it is used in the real life context. Furthermore, CLT focuses in its procedure on the interaction of the learner with a partners and tasks to be achieved by students to help them to detect the speaker's or the writer's intention which lead to develop language competency (Sánchez, 2011).

## 2.2 .Task-Based Language Teaching (TBLT)

A Chinese proverb says "Tell me and I'll forget; show me and I may remember; involve me and I'll understand". Likewise, the hypotheses that underpins TBLT approach assumes that exposure to the target language in its environment and dealing with real life situation conversations. TBLT could be considered as the most cutting-edge approaches in language teaching. Prabhu 1987 initiated it (Alemi, et al., 2013) Prabhu believed that both language learning process and skill acquiring process are similar. He believed that language couldn't be taught as separated elements. To be specific: language is better acquired by using it meaningfully rather than by learning isolated elements and putting them together in practice. Prabhu believed that using tasks would help tap into learners' natural mechanisms for second language acquisition. He suggested that language acquisition is "an implicit process that can be facilitated by preoccupying the learner with meaning " (Prabhu 1982:p. 2).

In TBLT the process of learning a new language is seen as a set of communicative tasks which are directly linked to the curricular aims that they serve (Alemi, et al., 2013). It is an

evolution occurred within the communicative language teaching approach, in which not only the CLT the conclusive characteristics are being served as an important components of the methodology but also as units around which a course can be constructed (Littlewood ,2004 p.324). One of the most salient features of TBLT the usage of authentic texts used in the tasks (Richards, & Rogers, 2002). The Authenticity of the task could be guaranteed by authentic communicative tasks, which is drive from everyday life situations and utilizing unmanipulated texts. Another main feature is that the knowledge of the target language grammar is built deductively (Richard & Rogers, 2002 p.224). The deductive teaching of grammar in the sense that students are forced to try to comprehend the new grammatical structures and rules through carrying on some exercises after which comparing their guess with the grammar explanations in their student book or those which are explained by the teacher. Task-based teaching assumes that the students themselves are the centre of the learning process and the teacher is a guide who make them to realize that the language is a tool to solve real-world problems while exposing to real life situations (Arulselvi E. 2017 p. 1).

However, what a task means? Tasks refer to the kind of the activities presented and practiced in the classroom (Sánchez, 2004, p.41). To be more specific task is a meaning-centred activity that drives the language to comprehend, produce new utterances of the target language and eventually communicate” (Rozati, 2014, p. 1277). Tasks always have communicative purpose. Nunan (1999) argues that a task has non-linguistic results while an exercise has a linguistic outcome” (p. 25).

### **2.3 .Evaluating English for Iraq Program**

Earlier the English language student books focused on the first place on mastering the grammatical competence when language learning was considered as habit formation process. Making mistakes were not allowed and good habits that’s to say producing correct sentences were constructed through mechanic repetition of drills. Activities like memorizing dialogs and performing drills were the main

classroom activities in which the teacher is the centre of all those activities. The Learning procedure is almost controlled by the teacher. However, after 2003 and when Iraq opened on the world the need for communication in English increased and language teaching was affected strongly. Soon the English language student books were replaced by a new series of student books entitled English for Iraq, which is based on communicative approach that is supposed to enhance the Iraqi learners' communicative competence in English language tried to cope with the outside world. Of course the student books were subjected to some researchers' investigations due to the fact that it was hard to the students to communicate in real life situations

Furthermore, study's findings showed that more teacher training courses are required to familiarize the teachers with the new student books and the sufficient techniques of applying its activities in the classroom .

The current study tries to prove whether reports on the implementation of CLT approach in the English for Iraq; seeking to detect the presence of CLT, principles in these program materials, particularly the language student books. To this end, the current study is seeking to investigate and categorized the types of the included tasks in the student book of English for Iraq (3rd) intermediate student book taught schools based on the hypothesis that task-based approach is constructed in the CLT (Rozati, 2014) .

## **3 .Methodology**

### **3.1. Material**

The researchers closed the 3<sup>rd</sup> intermediate student book of English for Iraq (2017) as current study material to be evaluated. English for Iraq 3rd student book was chosen from a series of student books. English for Iraq series provides each level from 1-12 a teacher’s book, a student’s book, an activity book, and a CD which contains oral materials. The student book 3<sup>rd</sup> intermediate (which is the focus of the current study) consists of into 8 units. At the end of every three units comes, a review unite which offers review of the presented material and self-assessment .

The book ends with a group of key words and the new vocabulary is presented and explained. In addition to the transcripts of the oral material which is uploaded on the CD.

### 3.2 .Design of the study

In the current is mainly qualitative study the researchers investigates the tasks types utilized in the 3<sup>rd</sup> intermediate student book of the English language student book series entitled “English for Iraq” this series consists of eight Books which adopts TBLT

The research procedure starts by extracting all of the tasks, collecting them and then manually coded relying on Noonan's (1999) taxonomy of task types. The study is also quantitative in the sense that the types of tasks frequency and percentage are calculated and tabulated .

Nunan (1999) in his taxonomy classified the educational tasks into different categories depending on the strategies behind designing them. He named five major categories of tasks (cognitive, interpersonal, linguistic, affective, and creative) each category sub-divided into further divisions. In sum, Nunan (1999) came up with 20 different task types. The researchers took in consideration all the 20 types “since the identification of each type of tasks clearly and providing examples for each one makes them more comprehensible and practical” (Alemi et al., 2013, p. 49) .

#### - Cognitive tasks

According to Kester and Kirschner (2012), a cognitive task is "the assignment that requires a person to process new information rationally" (i.e., acquire and organize knowledge) in a way that allows the information to be recalled and retrieved from the learner memory to be used later when the learner faces the same or similar situation, which is known as "transferring" (p.125).

Eight task kinds, including classifying, predicting, inducing, taking notes, conceptual mapping, inferencing, discriminating, and diagramming, are further classified into those tasks. The definitions for each of these task types were provided by Nunan (1999).

- Classifying: the process of organizing comparable objects into groups.

- Predicting: expecting what is coming in the learning process.
- Inducing: seeking out patterns and regularities.
- Note Taking: putting in your own words the key details from a text.
- Concept Mapping: illustrating a text's core themes in the form of a map.
- Inferencing: using your existing knowledge to learn new information.
- Discriminating: separating the main idea from the supporting detailed information .
- Diagramming: using text information to label a diagram.

#### - Interpersonal Tasks

According to Nunan (1999): Operating and Role-Playing Tasks are two sorts of Interpersonal Tasks.

- Co-Operating: collaborating with other students to learn new information.
- Role Playing: assuming a different identity while speaking in the appropriate context.

#### - Linguistic Tasks

The third category of tasks is referred to as Linguistic Tasks, and it includes practicing, Conversational Patterns, Using Context, Summarizing, Selective Reading/Listening, and Skimming.

- Conversational Patterns: using language to generate and sustain dialogues.
- Practicing: exercising under supervision to increase knowledge and abilities.
- Using Context: seeking to infer the meaning of a word, phrase, or idea from its context.
- Summarizing: highlighting and presenting a text's main points in summary form.
- Selective Reading/Listening: without attempting to comprehend every word, read or listen for the most important information.
- Skimming: reading or listening to a text to obtain its general idea.

#### - Affective Tasks

Three sub-divisions of the Affective Tasks: Personalizing, Self-evaluating and Reflecting were recognized by Nunan (1999).

- Personalizing: Students discuss a topic from their own perspectives and with their own thoughts.
- Self-evaluating: considering how well you performed on a learning activity and evaluating yourself on a scale.
- Reflecting: Considering how you learn best.
  - Creative Tasks

Nunan (1999) defines Creative tasks as brainstorming assignments that encourage students to come up with as many fresh terms and ideas as possible.

#### **4 .Result**

##### **Micro-level results:**

The Micro-level of the extracted tasks is presented in this section, the task occurrence frequency and percentage in the 3<sup>rd</sup> intermediate student book

Table 1: The Frequency and Percentage of Task Types in Micro-level

Task Types	Frequency	Percentage
Volume 19   April, 2023 Classifying	0	0
Predicting	0	0
Inducing	4	3.25
Note Taking	3	2.43
Concept Mapping	2	1.62
Inferencing	10	8.13
Discriminating	3	3.25
Diagramming	4	3.25
<b>Cognitive Task (Total)</b>	<b>26</b>	<b>%31</b>
Cooperating	12	9.75
Role Playing	4	3.25
<b>Interpersonal Tasks (Total)</b>	<b>16</b>	<b>%13.1</b>
Conversational patterns	4	3.25
Practicing	18	14.63
Using context	8	6.50
Summarizing	2	1.62
Selective reading/listening	19	15.44
Skimming	7	5.69
<b>Linguistic Task (Total)</b>	<b>58</b>	<b>%47.15</b>
Personalizing	2	1.62
Self-evaluating	2	1.62
Reflecting	0	0
<b>Affective Task (Total)</b>	<b>4</b>	<b>%3.25</b>
Creative	19	15.44
<b>Creative Task (Total)</b>	<b>19</b>	<b>%15.44</b>
<b>Total</b>	<b>123</b>	

As table (1) shows that almost most of the kinds of tasks listed above (Nunan 1999) were presented in 3<sup>rd</sup> intermediate student book. However, some were not. For instance, Inferencing, which is listed under the cognitive tasks category, was (8.13%) frequent in classroom activities and which can be considered as the most frequent types of cognitive tasks. While Inducing, Discriminating and Diagramming tasks seems to be equal in their occurrence (3.25%). Still, there was no existence of both Predicting and Classifying

tasks. Note Taking was used (2.43) and Concept Mapping frequency was (1.62%).

Table (1) further shows that within the Interpersonal Tasks included in 3<sup>rd</sup> intermediate student book of English for Iraq (12) Cooperating tasks were presented which consists (9.75%) of the books tasks while Role Playing was (3.25) frequent. Therefore, it can be considered that the investigated student book contains more Cooperating Tasks than Role Playing ones.

Given the Linguistic Tasks, Selective Reading/Listening were the most frequent sub-

category which percentage reached (15.44%). It is shown in table (1) that all the sub-divisions of linguistic tasks were covered but with different frequency percentages. The Summarizing was the less frequent task with (5.69%), Conversational patterns frequency reached (3.25%), Skimming (5.69%), Using context (6.50%) and Practicing (14.63%).

Table (1) also shows that the sub-divisions that are listed under the main Affective Task

category Personalizing and Self-Evaluating were equal in their frequency almost (1.62%). It could be noticed that and there was no evidence of Reflecting Task. As for the Creative Tasks category it consisted (15.44%) of the whole of the extracted tasks. It could be concluded that the Linguistics Tasks were dominant over the other kinds of tasks.

Tasks in Macro-level  
Figure 1: Different Task Types in Macro-level

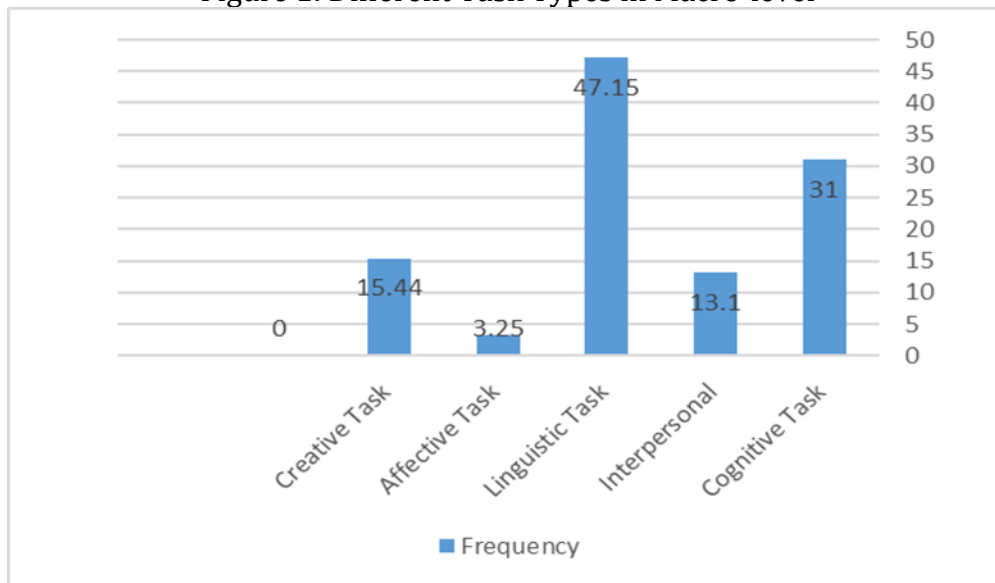


Figure (1) demonstrates that the linguistic tasks were the most frequent task of the extracted ones which reached (47.15%). Cognitive comes in the second degree in student book accounting for (31.1%). However, Interpersonal tasks reached (13.1%), While Affective tasks reached (3.25%), and Affective tasks, which reached (3.25%) are respectively the less frequent kind of tasks in the analysed student book.

## 5 .Discussion and Conclusion

In the current study, the researchers aim was to discover the kinds of tasks presented in the 3<sup>rd</sup> intermediate student book of English for Iraq series. Those instruction books series was chosen to replace the old instruction ones, which seems not able to meet the ministry of education in Iraq objectives in the English language-teaching field. The motivation behind carrying on this study was to extract and classify the type of tasks included in this student book following Noonan's (1999) taxonomy of task types and try to answer the research questions stated above .

First, the researchers investigated the whole content of the book from a micro-level point of

view and found that most of the main five task types were included and presented; however, no sign of some of the sub-categories were included. Secondly, the researchers investigated the tasks from a macro-level point of view, and noticed that the most frequent tasks were the Linguistics Tasks used respectfully in the book. After the Linguistic Tasks comes the Cognitive Tasks in its frequency of usage in the analysed book as shown in (Figure 1). Predicting and Classifying strategies are sub-categorized within the Cognitive type of tasks. According to Nunan (1999) Predicting task “can foster better learning” because “predicting tasks prepare the learners to the new information” (p. 187). In



addition, Classifying Tasks " enables the learners to arrange vocabulary items into their semantic groups which helps the learners in the sense that it is easier for them to memorize items that are grouped together in meaningful ways than trying to remember isolated items" (Nunan 1999 p.185). The absence of those two paramount sub-categories of Cognitive Tasks surely affects the learners' exposure to the target language.

It has been proven that immersing intermediate and advance learners with Cognitive tasks is very common (Celce-Murcia, 2001) and it is more frequent due to its importance at this level (Nunan, 2004) hence, it is intuitively acceptable to judge the 3<sup>rd</sup> intermediate student book as being unable to fully promote the Iraqi students communicative competence in English. Consequently, the 3<sup>rd</sup> intermediate book could be loaded with more Cognitive tasks over the linguistic ones in order because the later results in knowing the rules of the language while Cognitive Tasks are able to foster the students communicative competence. Therefore, it is recommended that the missing sub-categories of Cognitive Tasks to be included adequately in the forthcoming editions of 3<sup>rd</sup> intermediate student book of English for Iraq series. The researchers further concluded that the sub-category of Cognitive Tasks namely Concept Mapping was not sufficiently presented (Table 1). This kind of task is substantial in the learning process because it makes the learners identify the main ideas in a text and the relationships between this idea and the other subordinate ideas in the form of abstract map" (Nunan, 1999, p. 304). And since "learning is basically making links between the existence knowledge and the knowledge" (Nunan, 1999, p. 187) the insufficient presenting of this kind of tasks can cause frustration in fully achieving the desired communicative competence.

Discriminating tasks are other subcategory of Cognitive Tasks, which were poorly presented in the securitized student book, Discriminating means the ability to respond differently to different stimuli these kinds of tasks can foster more advanced learning styles such as

generalization, which result good function in real-life situations using the target language. The cause behind the insufficient presentation of Discriminating Task might be the deductive style used in English for Iraq series. As the researchers noticed that the new material are listed at the end of each unit. "Using this style of teaching grammar may affect the students self-confidence which results in difficulties in their function in the target language" (Sanchez,2011. P.4).

The widely adopted methodology within CLT is that grammatical structures must be presented in authentic situations which drives the language learner to induce grammar rules and it should subordinated the communication of meaning (Alemi, et al., 2013).

There is no doubt that lack deficiency of Cognitive tasks in any CLT syllabus makes a gap in the learning process and reduces the learners chance to be exposed to the target language since the main objective of learning a foreign language is to foster the four skills ( reading, listening, writing and speaking) together (Celce-Murcia, 2001). The next version of English for Iraq Series may include more tasks of this substantial type.

Interpersonal Task consist of two sub-categories: Cooperating and role-playing, its importance lies in the fact that they drive the learners to negotiate and work in pairs or groups for constructing meaning. Each learner negotiates its previous experiences with his colleges to reach an agreement about the meaning of the new situation (task) using the target language. Cooperating, as a sub-category of Interpersonal Tasks, is "very effective in the process of language learning" (Nunan, 1999, p. 191) since it motivates the students to work together and negotiate to perform the pedagogical task. Since our inquiry showed that this kind of tasks were satisfactory presented in the analysed student book almost (9.75%) of the completely included tasks (Table 1) it can be concluded that this might foster enable the Iraqi learners to converse with each other to exchange ideas and easily gain knowledge and competence of the target language.

Role-playing, another sort of interpersonal work, is regarded as a crucial and successful teaching approach for foreign languages, most likely because it is believed to improve students' motivation and conversational skills (Raz; as cited in Alemi, et al., 2013). To put it another way, role-playing gives students a setting where they can talk and listen to the target language spontaneously rather than being quiet (Oyabu; as cited in Alemi, et al. 2013). Only 4 occurrences (3.25%) of this crucial assignment were shown in the Iraqi third student book, according to the study.

According to our data, linguistic tasks occurred more frequently than other sorts of tasks (47.15%) did. (Figure 1). This category includes a variety of tasks, the most common of which are practicing (14.63%) and selective reading/listening (15.44%). (Table 1). According to Nunan (1999), practicing is a sequence of regulated exercises that are used to enhance certain knowledge and abilities. The students use a specific method called a Selective Reading/ Listening Task to focus on the most important information without trying to comprehend every word (Nunan, 1999). Due to the fact that it is "difficult as well as unnecessary to process every signal word in most listening [and reading] settings," according to Nunan (p. 192), this type of assignment is extremely important.

The frequent use of linguistic tasks in English for Iraq's third intermediate book leads us to the reasonable conclusion that, despite the fact that "knowledge of grammar is essential for clarity of communication in both the written and spoken form," (Alemi et al., 2013, p. 53), this book would not be able to prepare Iraqi language learners of English to function appropriately in real communication domains because it is composed primarily of linguistic tasks to the exclusion of other t (Figure 1). Our analysis also revealed that affective tasks (3.25% of the total) were the least common types of tasks in the book under consideration (Figure 1). As previously stated, Nunan (1999) classified affective tasks into three sub-groups: (a) personalizing, (b) self-evaluating, and (c) reflecting. It is argued that adequate exposure to this set of language tasks would transform

language students into autonomous language learners (Alemi et al., 2013; Sánchez, 2011). To put it simply, these types of tasks are likely to motivate language learners to make conscious decisions about what techniques and strategies they can use to improve their learning (Anderson, 2005). As a result, the absence of affective strategies in the 3<sup>rd</sup> student book of English for Iraq may not enable Iraqi English learners to reflect on their learning process. In other words, it might be inferred that Iraqi students who have been exposed to English for Iraq may not be able to "plan their learning, assess their progress, or review their accomplishments and future learning directions" (O'Malley & Chamot, 1990, p. 8).

As seen in Figure 1, the Creative Tasks made up almost (15.44%) of the total tasks in the book under analysis. Any TBLT should make extensive use of creative tasks, it is expected. This is because language learners might easily transition from the usage to use phase in the process of language learning if they were exposed to tasks and situations in which they could produce something with the target language. As a result, the language they generate would be authentic (Celce-Murcia, 2001; Grandl, 2008; Nunan, 1999). This issue may be "particularly crucial in intermediate and advance level of language learning," according to Alemi et al. (2013). (p. 55).

Moreover, studies have demonstrated that demanding Creativity Activities can boost language learners' intrinsic motivation (Elliot & Dweck; as cited in Alemi, et al., 2013). Our research of the third volume of intermediate-level English for Iraqi students showed that linguistic activities were more common than other types of tasks (Figure 1). Depending on "the age and proficiency of the students, the skills being focused on, and the individual learning demands," Nunan (1999) predicts that some of these tasks will be applied more frequently than others (p. 183). With this premise, it makes sense that the authors of this textbook would add additional tasks to this communicative-based course book. Accordingly, cognitive tasks aid in effective learning at the intermediate level of language acquisition because "the tasks requiring high

levels of thinking... will foster intrinsic reasons for learning" (Alemi, et al., 2013, p. 55), but those tasks should be featured more prominently in the book under review. Also, it is anticipated that interpersonal tasks, which force students to collaborate in groups and pairs, will be fully included in future editions of English for Iraq. Nonetheless, students that collaborate in groups frequently demonstrate higher levels of motivation, initiative, and learning anxiety (Celce-Murcia, 2001).

Overall, we can draw the conclusion that the tasks in the third intermediate book of the English for Iraq series may not adequately prepare intermediate-level language learners to express their ideas in real-life English communication because other types of tasks, particularly Cognitive, Interpersonal, and Affective tasks, are not adequately presented in this book. The language proficiency of Iraqi language learners could not be developed at such a high level just by the frequent use of linguistic assignments. Fluency would suffer but accuracy would improve.

In light of this, we can draw the conclusion that "the English syllabus English for Iraq series is not effective and fails to meet the requirements of the Iraqi English learners. There is no doubt that the future success of the English for Iraq series of English learning programs depends significantly on the process of analysing the official books for learning English. Future research could therefore investigate these texts from a pragmatic standpoint.

One line of research can, for instance, critically examine the speech acts or the methods used to create these pragmatic devices in this book series. Moreover, it would be very helpful to identify and examine the various ways in which male and female genders are represented in the texts and images of this book series. Another line of research would contrast and compare the English books from English for Iraq program with those from Iraq Opportunities series from various angles.

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