

EVALUATING THE SUITABILITY OF THE CUTTING EDGE ELEMENTARY TEXTBOOK FOR FIRST-YEAR SCIENCE AND HUMANITIES STUDENTS AT DUHOK UNIVERSITY

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ABSTRACT:

This study investigates the appropriateness of the Cutting Edge Elementary textbook for first-year university students across different academic disciplines at the University of Duhok. The research aims to evaluate whether the textbook offers appropriate linguistic challenge and content alignment for students in both Science and Humanities departments. A quantitative, quasi-experimental design was employed, involving pre- and post-test comparisons of 300 students from eight non-English departments: Dentistry, Architecture, Physics, Financial and Banking (Science stream), and History, Kurdish, Special Education, Administration and Business (Humanities stream). All students used the same textbook over the course of two semesters. The results reveal that while both groups demonstrated statistically significant improvement, Humanities students achieved greater gains in overall language proficiency, particularly in grammar, reading, and writing. In contrast, Science students, many of whom began with higher proficiency, showed minimal or negative changes, especially in vocabulary and listening. Notably, students in Dentistry and Architecture often scored full marks on both tests, indicating a ceiling effect, while students in Physics and Financial and Banking showed regressions in some areas. These findings suggest that the textbook better supports the linguistic and academic needs of Humanities students, but it lacks relevance and challenge for Science students. The study concludes that a one-size-fits-all textbook policy is inadequate and recommends more discipline-sensitive textbook selection to ensure effective language instruction across diverse academic fields.

KEYWORDS: Textbook evaluation, General English, Language skills, University-level students.

1. INTRODUCTION

English Language Teaching (ELT) textbooks hold a fundamental and crucial role within university education, serving as vital resources for both learners and teachers (Dat, 2022; Gholampour, S., and Mehrabi, 2023; Mahmud, 2018). They are often considered the visible heart of any ELT program, guiding the teaching and learning process and providing structured input through various texts, activities, and explanations (Al-Abdullah, 2022). In many contexts, textbooks are the primary sources of direct engagement with the English language for foreign language learners (Aghazadeh, 2015; Nazim, 2021a).

At the University of Duhok, the *Cutting Edge Elementary* textbook (Third Edition) has been extensively implemented as the core English language coursebook for all first-year students across various non-English departments for the 2024-2025 academic year. It is structured into two semesters and tailored to meet the communicative and academic needs of students at the elementary level. The textbook follows a multi-layered, topic-based syllabus that systematically builds grammar, vocabulary, pronunciation, and the four essential skills:

listening, speaking, reading, and writing. Each unit engages students through globally relevant topics, integrating global cultural content and real-life scenarios to encourage language use beyond the classroom (Cunningham, S., Moore, P., and Crace, 2013). The primary aim is to foster communicative competence and critical thinking by encouraging students to express ideas, write effectively, engage in meaningful conversations, and comprehend both written and spoken texts (Cunningham, S., Moore, P., and Crace, 2013). At Duhok University, this coursebook plays a crucial role not only in English language acquisition but also in supporting broader educational goals like intercultural awareness, learner autonomy, and the development of academic skills necessary in students' respective fields of study. The textbook is complemented with workbook exercises and audio-visual materials which provide an enjoyable and learner-centered learning experience during the entire academic year (Cunningham, S., Moore, P., and Crace, 2013).

Nonetheless, one significant issue within the English program at universities is the frequent adoption of a singular general English textbook for multiple disciplines,

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covering both Science and the Humanities. This uniform approach disregards the specific linguistic requirements of students from various academic specialties. As Kadhim (2018) notes, there is a widespread misconception in many institutions, that use general English textbooks for learners who need teaching in Academic English. In Science departments this issue becomes especially problematic where English is the medium of instruction, as such contexts demand textbooks tailored specifically to academic discourse and discipline-specific terminology. The type of English taught should align with the learners' academic environment, English for general purposes differs significantly from English for academic or professional purposes (Kadhim, 2018).

However, many lecturers, including those in English departments, may not fully appreciate these distinctions, and this lack of awareness is often reflected in the curriculum, syllabus, and choice of materials. Studies analysing textbooks similar to *Cutting Edge Elementary* such as Kadhim (2018) and Nazim (2021a), reveal that they primarily focus on general language topics and everyday communication, rather than the academic language needed in university contexts. This mismatch between general content and the specialized needs of students, particularly in Science departments, where technical vocabulary and academic communication are essential raises important pedagogical challenges.

Therefore, this study aims to evaluate whether the *Cutting Edge Elementary* textbook is equally appropriate for all first-year students in non-English departments at Duhok University, specifically by comparing its suitability for those students in Science departments versus students in Humanities departments. This evaluation will provide insights into the textbook's alignment with the distinct linguistic demands and learning objectives of each academic stream.

To achieve this aim, the study will address the following research questions:

1. Does the *Cutting Edge Elementary* textbook provide an appropriate level of linguistic challenge for students in Science departments compared to those in Humanities departments?
2. Which specific language skills (e.g., listening, vocabulary, grammar, reading, or writing) showed improvement among students from the pre-test to the post-test?
3. To what extent does the textbook content suit the academic and linguistic needs of Science and Humanities students, and how does this affect their language development?

2. THEORETICAL BACKGROUND

2.1 Importance of textbooks in ELT

Textbooks are widely recognised as essential tools in classroom learning and play a central role in ELT programs worldwide (Kadhim, 2018). They perform several critical functions in the teaching and learning process. First, textbooks provide a structured framework for both teachers and students, offering ready-made content, organized lesson plans, and self-contained learning activities, which save time and support

independent learning. This is why some scholars refer to them as the "visible heart" of any ELT program (Gholampour, S., & Mehrabi, 2023). Second, textbooks often represent the curriculum itself. In many educational contexts, the textbook defines the content, sequence, and learning goals of a course to the extent that the syllabus and the textbook are practically the same. For teachers, especially those with less experience, textbooks offer dependable support by supplying teaching strategies, activity suggestions, and language reference points (Al-Abdullah, 2022). For students, textbooks provide consistency across skill levels, a range of materials (e.g., visuals, exercises, readings), and a sense of direction and security. They help students track their progress and understand what is expected at each stage of the course (Alshehri, 2016).

In foreign language contexts in particular, textbooks are often the main or even the only source of English input, making their role even more vital (Alshehri, 2016). However, despite their benefits, some scholars warn against relying too heavily on textbooks. A fixed textbook can limit teachers' flexibility and creativity, as well as fail to address the diverse needs and learning styles of all students. When textbook content dictates classroom topics, teachers may feel constrained in adapting lessons to suit their specific contexts or learners (Alshehri, 2016). Therefore, effective English language teaching relies heavily on the suitability and appropriate design of textbooks, which are not merely resources but also fundamental components that shape the entire learning experience (Mahmud, 2018; Nazim, 2021a). The inherent value of a textbook lies in its carefully selected and organized content, its visual design, and its linguistic codes (Gholampour, S., & Mehrabi, 2023). Critically, a textbook must align with the pedagogical demands of the context, the objectives of the learning program, and, most importantly, the diverse needs and interests of the learners it serves (Aghazadeh, 2015).

However, in the field of English language teaching, it is widely recognised that no textbook is perfect for all situations or learners (Abu Rezeq, 2022). Because of this, it is essential to carefully evaluate each textbook to understand its strengths, weaknesses, and overall usefulness, what it lacks, and whether it is truly helpful for students learning English. If textbooks are chosen without proper evaluation, they can hurt the learning environment. Sometimes, decisions about which textbook to use are based on personal opinions, popularity, or other non-educational reasons rather than educational merits or students' actual needs (Gholampour, S., & Mehrabi, 2023; Nafashi, N., Dabaghi, A., & Ketabi, 2024). Therefore, evaluating textbooks critically is an important step to make sure they match the learning goals and the needs of the students in a specific context.

2.2 Importance of textbook evaluation in ELT

Textbook evaluation is a vital and systematic process aimed at assessing the value or potential effectiveness of learning materials used in educational settings. This process serves several important purposes (Gholampour, S., & Mehrabi, 2023). Firstly, it helps to identify the strengths and weaknesses of textbooks, allowing educators and decision-makers to diagnose areas of effectiveness as

well as areas requiring improvement (Abu Rezeq, 2022). Secondly, textbook evaluation informs decision-making regarding the selection, adoption, revision, or modification of textbooks and curriculum materials, ensuring they are appropriate for the teaching context (Nafashi, N., Dabaghi, A., & Ketabi, 2024). Additionally, it plays a critical role in enhancing the teaching and learning experience by ensuring that the textbook content aligns with learners' needs, course goals, and pedagogical practices, thus contributing to a more effective and engaging educational environment (Gholampour, S., & Mehrabi, 2023). Finally, textbook evaluation contributes to a teacher's professional development. The evaluation of teaching materials encourages instructional reflection which fosters deeper understanding of available resources and enables better instructional choices and enhances their practices (Yasseen, U. I., & Al-Noori, 2021).

The process of textbook evaluation has been systematically approached through various models, offering frameworks for comprehensive assessment. For instance, Cunningsworth (1995) is a widely referenced checklist that emphasizes that coursebooks should correspond to learners' needs, reflect future language functions, balance language skills, and be relevant to learners' interests. He also highlighted the multiple roles textbooks play, from providing communicative interaction and stimulating classroom activities to serving as a language reference and supporting less experienced teachers. However, he cautioned against over-reliance on a single textbook, particularly in English for Specific Purposes (ESP) programs, as it can limit teacher creativity and fail to satisfy diverse needs (Al-Abdullah, 2022). Additionally, Tomlinson (2013) presented a multi-stage evaluation process, differentiating between pre-use, in-use, and post-use evaluations. According to the author, the evaluation of a textbook can be done in three phases: pre-use evaluation, which predicts value; in-use evaluation of practical implementation; and post-use evaluation of impact on learner motivation and achievement. He further defined materials as anything aiding in language learning, including print, auditory, and visual forms (Gholampour, S., & Mehrabi, 2023). Mcgrath (2002), further described evaluation methods as impressionistic, in-depth, and checklist and further explained each of them. He emphasized that descriptive analysis of a textbook's parts, evaluation analysis should follow descriptive analysis. All these models emphasize evaluation is a continuous and iterative process that is intrinsic to curriculum refinement as well as teachers' professional development.

3. PREVIOUS STUDIES

A substantial body of research has examined ELT textbooks within diverse cultural and educational settings, offering insights into their pedagogical effectiveness and limitations. Studies conducted in Saudi preparatory programs (Alshehri, 2016; Nazim, 2021a), for instance, reported generally positive teacher perceptions of the *Cutting Edge* textbook, particularly regarding its treatment of grammar and vocabulary, while also highlighting shortcomings such as insufficient focus on explicit conversational strategies and ambiguity in distinguishing active from passive vocabulary. Related evaluations of the *English for Iraq* series (Nafashi, N., Dabaghi, A., &

Ketabi, 2024; Yasseen, U. I., & Al-Noori, 2021) likewise acknowledged its overall usefulness but noted weaknesses in the integration of productive skills, especially writing and speaking. Within the Kurdish context, (Mahmud, 2018) found a divergence between teacher and student perspectives on the *Sunrise 9* textbook, with teachers expressing concerns about skill imbalance and limited alignment with learners' needs despite students' generally favorable attitudes. Similarly, textbook evaluations in the Palestinian context (Abu Rezeq, 2022; Aqel, 2009) reveal varied associations for suitability across learning intentions, relevance of topics especially culturally based and language proficiency, with qualitative concerns raised about the lack of free writing opportunities and connections to student's real-life experiences.

Furthermore, Hasan et al., (2015) examined the General English for University Students (GEFUS) textbook, identifying challenges such as non-specialist instructors, overcrowded classrooms, and content that lacked relevance across disciplines. Moreover, Al-Abdullah (2022) and Haidar (2024) evaluated Business Result for English for Specific Purposes (ESP) Kuwait learners and, while generally receiving positive feedback, highlighted shortcomings such as insufficient focus on developing writing skills.

Collectively, these studies emphasize that although many ELT textbooks possess strong features such as engaging content and clearly defined objectives, yet persistent issues remain. Common weaknesses include inadequate coverage of all four language skills, particularly productive skills like writing and speaking, limited development of critical thinking, and mismatches between textbook content and students' specific needs or cultural backgrounds. These findings underscore the continuing importance of conducting thorough needs analyses, engaging in ongoing textbook evaluation, and strategically adapting or supplementing materials to ensure ELT programs effectively support learners' academic and professional goals.

Therefore, this study seeks to address a significant gap in the existing literature. While numerous evaluations of ELT textbooks have been conducted in various international and regional contexts including comprehensive assessments of the *Cutting Edge* series and general evaluations of English textbooks in the Middle East, there is a notable scarcity of research that systematically investigates the suitability of a single within different academic disciplines at one university. In particular, few studies have employed pre- and post-test data to empirically measure and compare specific language skill development among students from different departments (e.g., Science versus Humanities) who are using the same general English coursebook. This research aims to fill that gap by providing empirical evidence that can inform curriculum designers and educators at Duhok University as to whether a one-size-fits-all approach to English instruction addresses the distinct learning needs of students across academic fields.

4. METHODOLOGY OF THE STUDY:

4.1 Participants:

This study involved a total of 300 first-year undergraduate students enrolled in non-English departments at the

University of Duhok during the 2024–2025 academic year. The participants were divided equally into two main academic streams: 150 students from four Science departments (Dentistry, Architecture, Physics, and Financial and Banking) and 150 students from four Humanities departments (History, Kurdish, Special Education, and Administration and Business). Participants were assigned to their classes through departmental placement procedures, which generally ensured comparable English proficiency levels at the start of the academic year. and were enrolled in the same general English course using the *Cutting Edge Elementary* (Third Edition) textbook, by Sarah Cunningham and Peter Moor, published by Pearson, 2013.

4.2 Instruments:

To measure students' language development, a standardized pre-test and post-test were designed based on the content of the *Cutting Edge Elementary* textbook. Both tests were identical in structure and scoring, each consisting of five sections aligned with the textbook's targeted language skills:(See Appendix 1 and Appendix 2)

- Listening - 5 marks
- Vocabulary - 10 marks
- Grammar - 5 marks
- Reading - 5 marks
- Writing - 5 marks

The maximum possible score was 30 marks. The test content reflected the textbook's topics and skill focus to ensure validity and alignment with the curriculum. To ensure reliability, the test was carefully reviewed by TESOL and EFL experts to confirm that the items consistently measured the intended skills.

4.3 Procedure:

The pre-test was administered at the beginning of the first semester of the 2024–2025 academic year, before any textbook-based instruction. The post-test was given at the end of the second semester, after students had completed almost ten to twelve units of the textbook. The duration between the two tests was approximately eight months. While the same textbook and test format were used across all departments, instruction was delivered by different English instructors assigned to the departments. However, all instructors followed the same institutional syllabus based on the *Cutting Edge Elementary* textbook.

4.4 Research Design:

This study employed a quantitative, quasi-experimental design, using a pre-test/post-test model with non-randomized groups. Students were grouped naturally according to their academic departments (Science vs. Humanities), and no random assignment was conducted. This design was chosen because it provides a reliable, empirical way to measure students' language skill development over time (El Shazly, 2021; Mantau, 2023; Webb, M., and Doman, 2013). By comparing learners' performance before and after using the *Cutting Edge Elementary* textbook, this method reveals whether the material effectively supports improvement in key areas such as listening, vocabulary, grammar, reading and writing. The design allowed for a comparison of language

gains over time and between discipline-specific groups, assessing the effectiveness and suitability of the textbook for different academic contexts.

4.5 Data Analysis:

Descriptive and inferential statistics were conducted using IBM SPSS Statistics 27.0.1 software to analyse the test scores. The mean scores and standard deviations were calculated for both the pre-test and post-test results of each group. To determine whether there was a statistically significant improvement in students' performance and to compare the gains between Science and Humanities students, paired sample t-tests were conducted. The data analysis aimed to reveal whether the *Cutting Edge Elementary* textbook provided an appropriate level of linguistic challenge for both groups and which language skills showed the most improvement. Accordingly, a quantitative analysis was conducted to address the research questions as follows:

To answer RQ1:

- The Mean score was calculated for the marks of 150 students in both the pre- and post-tests for each department using the following equation:

$$\bar{X} = \frac{\sum_{i=1}^n xi}{n}$$

Where (i) is number of iteration and (n) is sample number and (xi) is values for student mark.

- The Standard Deviation (SD) was calculated for the marks of 150 students in both the pre- and post-tests for each department using the following equation:

$$SD = \sqrt{\frac{\sum_{i=1}^n (Xi - \bar{X})^2}{n - 1}}$$

Where (i) number of iteration and (n) is sample number and (xi) is values for student mark and ($\bar{X}$) is the Mean.

- A T-test was conducted on the pre- and post-test scores of 150 students in each department using the following equations:

$$t_{cal} = \frac{(\bar{X}1 - \bar{X}2)}{s_p \sqrt{\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where ($\bar{X}1$) and ($\bar{X}2$) are the sample means, (n1) and (n2) are the sample sizes, and (Sp) is the pooled standard deviation calculated as:

$$s_p^2 = \frac{(n1 - 1) s_1^2 + (n2 - 1) s_2^2}{n1 + n2 - 2}$$

$$df = n1 + n2 - 2$$

If the (p-value) corresponding to the test statistic t with (n1+n2-2) degrees of freedom is less than (0.05) then we can reject the null hypothesis thereby claiming there is a statistically significant difference in the means of the two populations from which the samples came from.

To answer RQ2:

- The differences in the mean scores and standard deviations were calculated following the same procedure used for RQ1.

To answer RQ3:

- The mean scores, standard deviations, and t-tests were calculated following the same procedure as in RQ1, but separately for each language skill.

5. RESULTS AND DISCUSSION

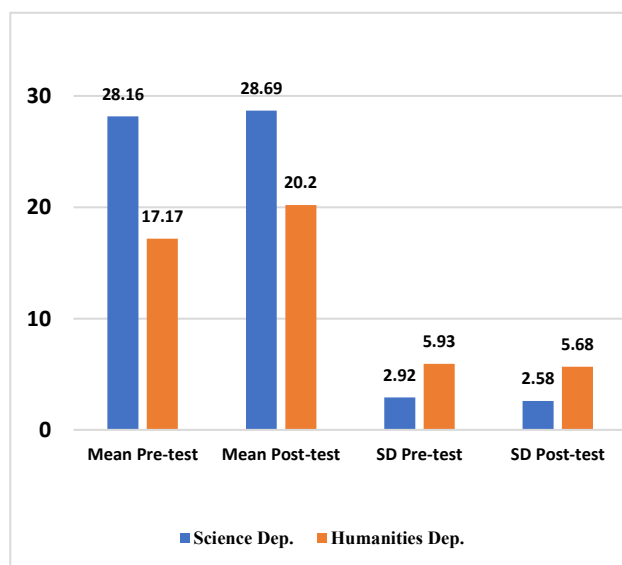
5.1 Overview of Pre- and Post-Test Results:

To examine the appropriateness of the *Cutting Edge Elementary* textbook across academic disciplines, pre-test and post-test results were analysed for students from both the Science and Humanities departments. The descriptive and inferential statistics results are presented in Table 1 and visualized in Figure 1

Table 1: Descriptive Statistics and T-Test Results of Pre-Test and Post-Test Scores for Science and Humanities Departments

Departments	Mean Pre-test	Mean Post-test	SD Pre-test	SD Post-test	T-Test
Science	28.16	28.69	2.92	2.58	0.0000146
Humanities	17.17	20.2	5.93	5.68	0.00001

Figure 1: Descriptive Statistics and T-Test Results of Pre-Test and Post-Test Scores for Science and Humanities Departments



Science students had a pre-test mean score of 28.16, which increased slightly to 28.69 in the post-test. Standard deviations decreased from 2.92 to 2.58, indicating slightly more consistency in performance. The paired-sample t-test yielded a statistically significant result ($p = 0.0000146$) which mean is less than threshold values (0.05) confirming that the improvement was unlikely due to chance. Humanities students, however, showed a greater improvement, with their average score rising from 17.17 to 20.2. Although their performance was more varied (as

indicated by higher standard deviations), the improvement was also highly statistically significant ($p = 0.00001$) which mean is less than threshold values (0.05).

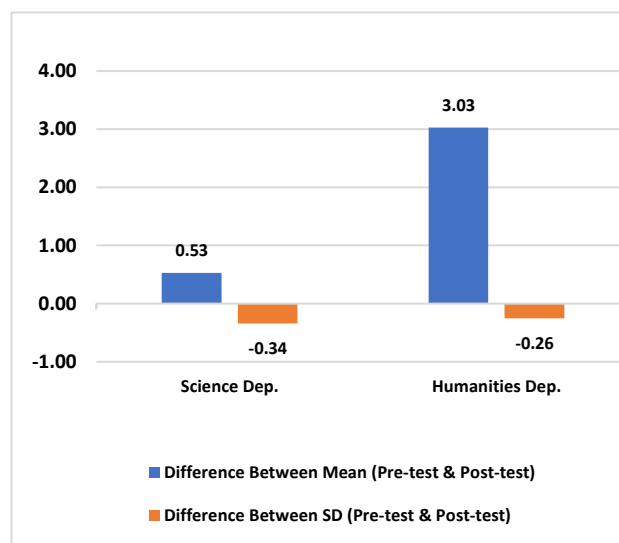
5.2 Performance by Department:

To further explore the effectiveness of the *Cutting Edge Elementary* textbook, Table 2 and Figure 2 summarize the differences between pre- and post-test scores for each department. These figures help highlight the magnitude of improvement and change in performance consistency.

Table 2: Differences Between Pre-test and Post-test Results

Dep.	Difference Between Mean (Pre & Post-test)	Difference Between SD (Pre & Post-test)
Science	0.53	-0.34
Humanities	3.03	-0.26

Figure 2: Differences Between Pre-test and Post-test Results



The Humanities Department showed a mean score increase of 3.03 points, while the Science Department improved by only 0.53 points. This confirms what was observed in Table 1 and Figure 1, that the textbook had a more substantial impact on humanities students. Both groups also showed decreases in standard deviation, suggesting more consistent performance after the intervention. The Science Department's standard deviation dropped by 0.34 points, while the Humanities Department's dropped by 0.26 points. This indicates that not only did students improve, but their scores became slightly more uniform, especially in the Science group, despite their smaller gain.

5.3 Skill-Based Analysis:

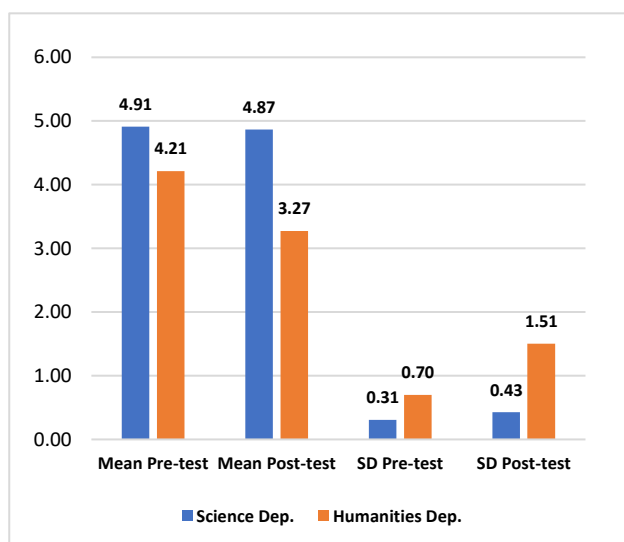
a. Listening Skill Performance

The analysis of listening skill performance is shown in table 3 and visualized in figure 3 below:

Table 3: Pre-test and Post-test Results for Listening Skill

Dep.	Mean Pre-test	Mean Post-test	SD Pre-test	SD Post-test	T-Test
Science	4.91	4.87	0.31	0.43	0.0724
Humanities	4.21	3.27	0.70	1.51	0.000000000000838

Figure 3: Pre-test and Post-test Results for Listening Skill



The results indicate that listening skills did not improve among students after using the *Cutting Edge Elementary* textbook. In fact, in the Humanities Department, there was a significant decline in listening performance, with the mean dropping from 4.21 to 3.27 and a notable increase in standard deviation from 0.70 to 1.51. The T-test value ($p = 0.000000000000838$) confirms that this drop was statistically significant, meaning it did not happen by chance. In contrast, the Science Department showed almost no change in mean listening scores (from 4.91 to 4.87), and the result was not statistically significant ($p = 0.0724$). However, their standard deviation increased slightly, indicating a small rise in score variation after the intervention. These results suggest that the *Cutting Edge Elementary* textbook may not adequately support listening skill development, especially for Humanities students, whose performance not only declined but also became more inconsistent.

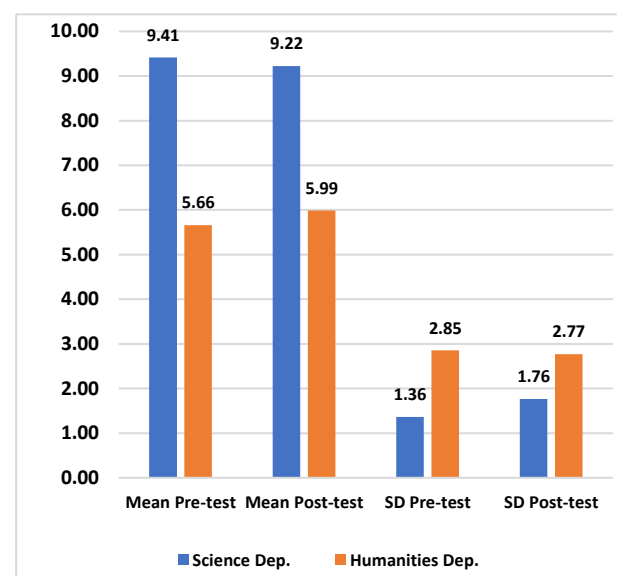
b. Vocabulary Skill Performance

Table 4 and figure 4 below illustrate the performance outcomes for vocabulary skills:

Table 4: Pre-test and Post-test Results for Vocabulary Skill

Departments	Mean Pre-test	Mean Post-test	SD Pre-test	SD Post-test	T-Test
Science	9.41	9.22	1.36	1.76	0.0100
Humanities	5.66	5.99	2.85	2.77	0.0672

Figure 4: Pre-test and Post-test Results for Vocabulary Skill



The data reveal a mixed outcome for vocabulary development. In the Science Department, the average vocabulary score slightly decreased from 9.41 to 9.22. This drop, while minor, was statistically significant ($p = 0.0100$), indicating that the change was not due to chance. Additionally, the standard deviation increased from 1.36 to 1.76, suggesting greater variability in student performance after the intervention. This outcome may imply that the vocabulary activities in the *Cutting Edge Elementary* textbook were not well-matched to the needs or level of science students, potentially leading to either disengagement or plateauing in performance. In contrast, the Humanities Departments showed a small increase in vocabulary scores, from 5.66 to 5.99, with a slight decrease in standard deviation, indicating slightly more consistent performance. However, the T-test result ($p = 0.0672$) was not statistically significant, suggesting that the observed improvement may be due to random variation rather than the textbook's effectiveness.

c. Grammar Skill Performance

The results of students' grammar performance are summarised in Table 5 and visually displayed in Figure 5:

These results indicate that the *Cutting Edge Elementary* textbook was more effective in developing reading skills among Humanities students than their Science counterparts. The limited change in the Science group may indicate that the reading materials or strategies used in the textbook were not sufficiently engaging or challenging for them, or that they were already performing near their ceiling. On the other hand, the strong gains in the Humanities group point to better alignment between the textbook's reading content and the students' needs and proficiency levels, potentially aided by their academic background, which may place more emphasis on reading-intensive disciplines. This trend mirrors earlier patterns in grammar and general language gains, reinforcing the idea that the textbook tends to be more beneficial for Humanities students in receptive and interpretive skills like reading.

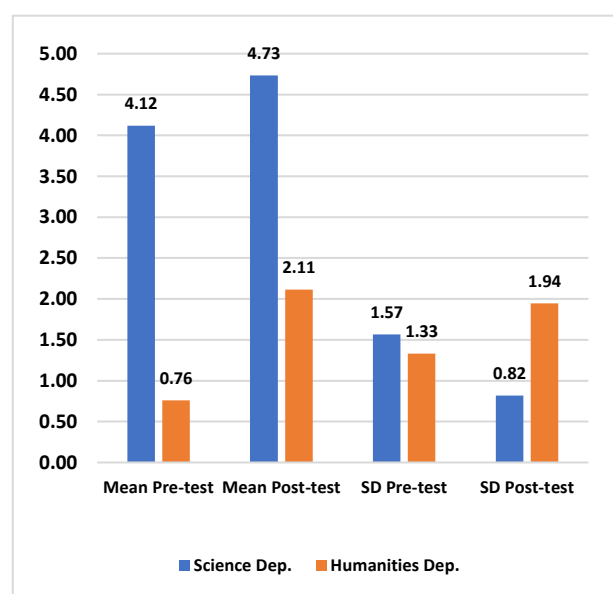
e. Writing Skill Performance

The development of writing skills among students is summarized in table 7 and graphically represented in figure 7:

Table 7: Pre-test and Post-test Results for Writing Skill

Departments	Mean Pre-test	Mean Post-test	SD Pre-test	SD Post-test	T-Test
Science	4.12	4.73	1.57	0.82	0.00000114
Humanities	0.76	2.11	1.33	1.94	0.0000000000000000287

Figure 7: Pre-test and Post-test Results for Writing Skill



The data indicate significant improvement in writing skills for both the Science and Humanities departments, though with differing levels of progress. In the Science

Department, the average writing score increased from 4.12 to 4.73, a clear gain of over half a point. The standard deviation decreased substantially from 1.57 to 0.82, showing that student performance became much more consistent after the intervention. The T-test result ($p = 0.00000114$) confirms that this improvement is statistically significant.

The students in the Humanities Departments demonstrated an even more remarkable improvement. Their average score rose from a very low 0.76 in the pre-test to 2.11 in the post-test. While the post-test score remains modest, the gain of over 1.3 points is highly notable. However, the increase in standard deviation from 1.33 to 1.94 indicates that performance varied more widely across students. Despite this, the extremely small T-test value ($p = 0.0000000000000000287$) confirms that the improvement is highly statistically significant. These findings show that the *Cutting Edge Elementary* textbook had a strong positive impact on writing skills for both groups. The Science Department students not only improved but did so with a high degree of consistency, suggesting that the writing activities in the textbook were structured and accessible. Students in the Humanities Departments achieved more substantial raw score improvements, but with more variability in results. This may suggest that the textbook benefited some students much more than others, possibly influenced by their initial language proficiency or engagement with writing tasks. Compared to other language skills, writing alongside grammar stands out as an area where the textbook seems especially effective, providing structured support that results in measurable improvements for students from both academic backgrounds.

5.4 Interpretation and Implications:

Research Question 1:

Does the 'Cutting Edge Elementary' textbook provide an appropriate level of linguistic challenge for students in Science departments compared to those in Humanities departments?

The analysis of pre- and post-test scores reveals that the *Cutting Edge Elementary* textbook produced differing levels of effectiveness across the two academic streams (Science and Humanities). While both groups demonstrated statistically significant improvement in their English proficiency after a full academic year of instruction, the nature and extent of their progress suggest that the textbook offered a more suitable level of linguistic challenge for students in humanities departments. Humanities students started with a relatively low mean pre-test score of 17.17, yet achieved a notable post-test increase to 20.2 an improvement of over 3 points. This steep gain implies that the textbook's elementary-level content was appropriately matched to their starting proficiency and helped scaffold their progress. This aligns with Cunningsworth's (1995) emphasis on the need for materials that correspond to learners' needs and reflect their future language use. Since Humanities students are often less exposed to English in their high school background compared to Science students, the general English content of the *Cutting Edge* textbook effectively met their linguistic level and supported their incremental development.

In contrast, Science students, who began with a much higher average pre-test score of 28.16 (see Table 1), showed only a marginal improvement of 0.53 points, reaching 28.69 in the post-test. Importantly, a significant portion of students in the Science departments, particularly those in Dentistry and Architecture, achieved full marks (30/30) on both the pre-test and the post-test. This suggests a ceiling effect, where Science students may have mastered prior English better, leaving little room for further measurable improvement. As the small improvement is not necessarily a sign of weak teaching or poor engagement, but rather an indication that the textbook content was not sufficiently challenging for this group. This observation strongly supports Kadhim's concern (2018) regarding the use of a single general English textbook for all departments. It is likely too simplistic for some student groups, especially those with an academic English background, like Science students (Kadhim, 2018). For students in technical fields, the focus on everyday communication and fundamental grammar is far too simplistic and irrelevant, especially given the need for exposure to field-specific terminology and scholarly communication. This is in line with (Alshehri, 2016; Nazim, 2021b) earlier observations about general English textbooks and the lack of attention to discipline-specific linguistic requirements. Furthermore, the greater standard deviation in pre- and post-test scores within the Humanities students indicates that the range of performance was wider before averaging out somewhat after instruction. This might indicate that the textbook was effective in raising the performance of lower-achieving Humanities learners to the mean, thereby reinforcing its suitability for this level. This finding resonates with (Tomlinson, 2013) post-use evaluation principle, which considers how instructional materials impact learners' actual progress and motivation.

Despite the fact that the Cutting Edge Elementary textbook contributed to measurable gains across both academic streams, the greater improvement seen among Humanities students, paired with their lower starting point suggests that the textbook offers a more appropriate level of challenge for them. For Science students, the minimal gains especially among those who were already top scorers, indicate that the material may not fully meet their academic needs. These results support the argument made by (Abu Rezeq, 2022; Gholampour, S., & Mehrabi, 2023) for more nuanced textbook selection processes that take into account the academic specialization and proficiency level of learners.

Research Question 2:

Which specific language skills (e.g., listening, vocabulary, grammar, reading, and writing) showed improvement among students from the pre-test to the post-test?

Regarding the skilled-based analysis, the findings highlighted significant disparities in how the Cutting Edge Elementary textbook supported the development of different language skills across student groups. However, improvements were observed in grammar and writing, especially among Humanities students. Other skill areas like listening and vocabulary either declined or showed negligible progress, revealing important pedagogical implications for textbook suitability. Grammar and writing emerged as the most successfully supported skills. Both

Science and Humanities students showed statistically significant gains, with the Humanities Department achieving more substantial improvement. The strong gains in grammar may be attributed to the textbook's structured progression and focused practice, which aligns with Cunningsworth's (1995) emphasis on materials that "correspond to learners' needs and reflect their future language use." The writing gains also suggest that the textbook provides effective scaffolding for sentence and paragraph-level composition, supporting even those with low initial writing proficiency. These results repeat (Tomlinson, 2013) view that well-sequenced materials can promote uniform development and increased learner confidence.

In contrast, reading and vocabulary yielded more uneven results. Reading skills improved significantly only among Humanities students, while Science students showed no notable change. This indicates that the reading activities in the textbook may be better suited to learners who are accustomed to text-based and interpretive disciplines. The limited progress among Science students could reflect a mismatch between the reading content and their academic or linguistic interests. A similar trend was observed in vocabulary development: Humanities students saw a minor, non-significant gain, while Science students experienced a statistically significant decline. This suggests that the vocabulary input in the textbook may not have been challenging or engaging enough to sustain progress, particularly for students with higher initial proficiency or those requiring more technical vocabulary. It is also important to note that performance varied not only across academic streams but also within the students in the Science departments themselves. As mentioned earlier, a large number of students from Dentistry and Architecture colleges scored full marks (30/30) in both the pre- and post-tests. These students also demonstrated strong performance in listening and vocabulary, suggesting a ceiling effect in which they had little room for measurable improvement. In contrast, students in Physics and Financial and Banking departments, who did not score at the ceiling showed declines in listening and vocabulary scores. This variation implies that the textbook may have lacked the adaptability or content relevance needed to support learners with lower initial proficiency or discipline-specific linguistic needs. The presence of such variation within a single academic stream reinforces the argument made by (Gholampour, S., & Mehrabi, 2023; Kadhim, 2018) that materials must be selected or adapted based on learners' background knowledge, field of study, and language level, not merely their faculty affiliation.

The most concerning result emerged in listening, where the students in the Humanities Departments showed a statistically significant decline in average scores, and the Science Department showed no meaningful change. This suggests that the textbook's listening activities were not effective in developing this receptive skill, especially for students starting at a lower proficiency level. This could be due to limited listening input, overly controlled listening tasks, or insufficient classroom practice. These findings mirror concerns from (Abu Rezeq, 2022; Alshehri, 2016), who noted that many ELT textbooks underrepresent authentic listening experiences, which are critical for real-world language comprehension. Taken together, the

results suggest that while the *Cutting Edge Elementary* textbook was effective in promoting productive skills, especially grammar and writing, it fell short in adequately supporting receptive skills like listening and vocabulary. Furthermore, differences across and within departments highlight the limitations of a one-size-fits-all textbook. To better support students' learning, particularly in diverse academic settings, textbooks must be evaluated and adapted to meet specific student needs, proficiency levels, and disciplinary goals, as emphasized by (Mcgrath, 2002; Tomlinson, 2013) in their calls for ongoing and context-sensitive material evaluation.

Research Question 3

To what extent does the textbook content suit the academic and linguistic needs of Science and Humanities students, and how does this affect their language development?

The comparison between Science and Humanities students' pre- and post-test results reveals meaningful differences in how well the *Cutting Edge Elementary* textbook aligns with their academic and linguistic needs. While both groups showed improvement, the degree and nature of that improvement varied significantly, indicating different levels of suitability.

Humanities students started with lower pre-test scores (Mean 17.17) and achieved a larger gain (to 20.2), particularly in skills such as grammar, reading, and writing. Since many humanities disciplines rely on textual analysis, structured writing, and general communicative competence, their academic needs differ significantly from those of Science students, which may explain why the textbook material better meets their needs. These improvements suggest that the textbook was well-aligned with their learning level and academic context. *Cutting Edge Elementary* appears to support their linguistic and academic development. This supports Cunningsworth's (1995) view that textbooks must meet learners' actual language needs and anticipated language functions. The textbook's structured progression in grammar and accessible writing tasks seems to have offered appropriate scaffolding for humanities students.

In contrast, Science students, particularly those in Dentistry and Architecture fields of study entered the course with high proficiency (many achieving full marks in the pre-test), leaving limited room for development. For these students, the content was very basic, and improvement was minimal (increased slightly from 28.16 to 28.69), indicating a lack of challenge. Meanwhile, other Science students (e.g., in Physics and Financial and Banking) performed inconsistently and showed declines in vocabulary and listening. This internal variation highlights that while some students may have been beyond the level of the textbook, others needed more targeted support, which the textbook failed to address.

Furthermore, these findings indicate that *Cutting Edge Elementary* is not equally suitable across disciplines. The humanities students benefited more from its general English focus and communicative approach. Science students, on the other hand, may require materials with greater lexical and contextual relevance, such as English for Specific Purposes (ESP), especially in disciplines that involve scientific terminology or academic reading (Haider, 2024). This supports Kadhim's (2018) concern that one-size-fits-all textbook policies fail to account for

discipline-specific needs, and aligns with Mahmud's (2018) demand for content that integrates academic literacy practices into language teaching. Additionally, the differences in improvement patterns suggest that textbook suitability directly affects language development. The better the alignment between content and learner needs, the more progress is achieved, especially in productive skills like grammar and writing. Conversely, a mismatch as seen with Science students can lead to stagnation or even regression in certain skill areas. This reveals that the suitability of textbook content plays a critical role in learner outcomes. It underscores the importance of contextualized textbook selection and the need for discipline-aware curriculum design, particularly in multi-department university settings where students' academic and linguistic needs vary widely.

6. CONCLUSION

This study aimed to evaluate the effectiveness and suitability of the *Cutting Edge Elementary* textbook for first-year students across Science and Humanities departments at the University of Duhok. The findings revealed that while the textbook supported noticeable improvements in grammar, reading, and writing for Humanities students, it was less effective for Science students. Many Science students, especially in Dentistry and Architecture, had already mastered the test content, while others in departments like Physics and Financial and Banking showed limited or negative gains in key areas such as vocabulary and listening.

These results suggest that textbook selection in university English programs must consider field-specific language needs. A one-size-fits-all approach may not adequately support learners from different academic disciplines. Although this study did not directly investigate discipline-specific materials, it is reasonable to suggest that students in Science-related fields might benefit more from English for Specific Purposes (ESP) resources tailored to technical vocabulary and academic skills relevant to their subject areas.

This study is limited by its focus on a single textbook during one academic year and its reliance on quantitative test data. It did not include qualitative perspectives from students or instructors. Future research should incorporate interviews or surveys to capture user perceptions and classroom experiences. Moreover, exploring the use of multiple or mixed textbooks across different departments could provide deeper insights for more effective and inclusive textbook selection in higher education settings.

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APPENDIX 1:

Pre- and Post-Test Design to Evaluate Non-English Departmental Textbook

This **pre-test** and **post-test** have been specifically designed based on the “**Cutting Edge Elementary**” textbook, which has been selected for teaching first-year non-English department students in this academic year. The tests are designed to align with the content, vocabulary, and language skills presented in the textbook.

The primary goal of these tests is to support my PhD research, which focuses on evaluating the effectiveness of the “**Cutting Edge Elementary**” textbook. By comparing students’ performance in the pre-test and post-test, these assessments aim to determine: (1) *The textbook’s ability to improve students’ English language proficiency throughout the academic year.* (2) *The effectiveness of the textbook as a teaching tool in meeting the needs of first-year university students from non-English departments.* These tests complement other methodology tools used in my research, such as classroom observations, interviews, and surveys, to provide a comprehensive evaluation of the textbook. The results will help assess whether the textbook successfully enhances students’ vocabulary, grammar, and language skills specific to their academic needs.

Pre-Test will be implemented at the beginning of the academic year to establish a baseline of students’ English language proficiency. While, Post-Test will be implemented at the end of the academic year to measure students’ progress and the textbook’s impact on their language learning. The result of pre-test and post-test comparison will results indicate the degree to which students’ language skills have improved during the academic year. In addition, an insight from the textbook’s strengths and areas for improvement will be provided, plus offering valuable data to inform future curriculum decisions and the selection of teaching materials for first-year university students.

Pre-Test

Section 1: Listening (5 marks)

Audio Script: (Note: This script is for reference only and will not be provided during the exam. Students will listen to the audio recording to answer the questions).

“David’s day is always busy but enjoyable. He lives in a small house near the beach, surrounded by palm trees and the sound of waves. The fresh sea air helps him wake up feeling refreshed every morning. He loves his home because it’s a peaceful escape from the busy town nearby, and he can see the sunrise over the ocean from his window. David wakes up at 7:00 AM and starts his day with a healthy breakfast of cereal, fresh fruit, and orange juice. While eating, he likes to plan his day or listen to the news on the radio. After breakfast, he gets ready and walks to the local market, which is only ten minutes away. At the market, he works as a cashier, where he assists customers, manages payments, and sometimes helps organize the shelves. David enjoys his job because he loves meeting new people and chatting with regular customers, who often share stories about their day. In the evenings, David likes to unwind after work. On some days, he takes a relaxing walk along the beach, listening to the sound of the waves and feeling the cool breeze. On other days, he prefers staying home, reading adventure books, or watching a nature documentary. Sometimes, he cooks a light dinner and enjoys it on his porch while watching the stars. Weekends are David’s favorite time. He often goes fishing with his friends, where they share jokes and enjoy the calm water. Occasionally, they catch enough fish for a barbecue at his house. When he’s not fishing, David likes to spend quiet time with his family, sharing stories and laughter in the backyard. These moments make him feel happy and ready for the week ahead.”

Questions:

1. Where does David live?
 - a) In a city
 - b) Near the beach
 - c) In the mountains
2. What time does David wake up?
 - a) 6:00 AM
 - b) 7:00 AM
 - c) 8:00 AM
3. What does David eat for breakfast?
 - a) Cereal and juice
 - b) Tea and toast
 - c) Eggs and coffee
4. Where does David work?
 - a) In a school
 - b) At a market
 - c) In a restaurant
5. What does David do on weekends?
 - a) Fishing and barbecues
 - b) Go to the market
 - c) Play football

Section 2: Vocabulary (10 marks)

1. Match the words with their meanings: **Word List:** *friend, breakfast, beautiful, travel, work*

Definitions:

1. To visit new places.
2. A meal in the morning.
3. What you do to earn money.
4. Something that looks nice.
5. A person you like and spend time with.

2. Fill in the blanks using these words: *live, family, coffee, tired, learn*:

1. I _____ in a small apartment.
2. My _____ is very supportive.
3. In the morning, I always drink _____.
4. After work, I often feel _____.
5. I want to _____ English well.

Section 3: Grammar (5 marks)

1. Choose the correct form of the verb:

1. She _____ (is/are) a teacher.
2. They _____ (likes/like) to travel.
3. He _____ (don't/doesn't) go to the gym.

2. Rearrange the words to form sentences:

1. morning / every / goes / he / the / park / to.
.....
2. do / your / live / parents / where?
.....

Section 4: Reading Comprehension (5 marks)

Passage: (*Instructions: Read the following passage and answer below questions*).

Anna starts her day bright and early, waking up at 7:00 AM every morning. After getting out of bed, she enjoys a simple yet refreshing breakfast of coffee and toast, which gives her the energy she needs for the day ahead. Anna works as a nurse in a busy hospital, where she spends her time caring for patients and helping those in need. She finds her job both challenging and rewarding, as she loves making a difference in people's lives.

In her free time, Anna enjoys relaxing and doing things that help her calm down. She loves to read books, especially novels and magazines, as they allow her to escape into different worlds. On sunny days, Anna enjoys taking peaceful walks in the park, where she can appreciate nature and clear her mind after a long day.

Questions:

1. What time does Anna wake up each morning?
2. What does Anna have for breakfast?
.....
3. Where does Anna work, and what is her job?
.....
4. What does Anna do in her free time?
.....
5. What does Anna like to do on sunny days?
.....

Section 5: Writing Comprehension (5 marks)

Write a short paragraph about yourself, and describe your daily routine:

Instructions: Write 5-10 sentences about yourself and your typical day. Include:

- *Your name, where you live. What you do (student or job)*
- *What you like to do in your free time. What time you wake up.*
- *What you do in the morning, afternoon, and evening*
One thing you enjoy most about your day

APPENDIX 2:

Pre- and Post-Test Design to Evaluate Non-English Departmental Textbook

This **pre-test** and **post-test** have been specifically designed based on the “**Cutting Edge Elementary**” textbook, which has been selected for teaching first-year non-English department students in this academic year. The tests are designed to align with the content, vocabulary, and language skills presented in the textbook.

The primary goal of these tests is to support my PhD research, which focuses on evaluating the effectiveness of the “**Cutting Edge Elementary**” textbook. By comparing students’ performance in the pre-test and post-test, these assessments aim to determine: (1) *The textbook’s ability to improve students’ English language proficiency throughout the academic year.* (2) *The effectiveness of the textbook as a teaching tool in meeting the needs of first-year university students from non-English departments.* These tests complement other methodology tools used in my research, such as classroom observations, interviews, and surveys, to provide a comprehensive evaluation of the textbook. The results will help assess whether the textbook successfully enhances students’ vocabulary, grammar, and language skills specific to their academic needs.

Pre-Test will be implemented at the beginning of the academic year to establish a baseline of students’ English language proficiency. While, Post-Test will be implemented at the end of the academic year to measure students’ progress and the textbook’s impact on their language learning. The result of pre-test and post-test comparison will results indicate the degree to which students’ language skills have improved during the academic year. In addition, an insight from the textbook’s strengths and areas for improvement will be provided, plus offering valuable data to inform future curriculum decisions and the selection of teaching materials for first-year university students.

Post-Test

Section 1: Listening (5 maks)

Audio Script: (Note: This script is for reference only and will not be provided during the exam. Students will listen to the audio recording to answer the questions).

"Hello, I'm Emily. I absolutely love my weekends! They're always so much fun and full of interesting things to do. On Saturday morning, I wake up early, around 8 a.m. I have a light breakfast—usually some toast with jam and a cup of tea—and then I head to the local market. I like to buy fresh fruits and vegetables, especially when the weather is nice. The market is about a 10-minute walk from my house, so I get some exercise as well. I always try to get some seasonal produce, like strawberries in the spring or pumpkins in the fall. In the afternoon, I usually meet up with my friends for lunch. We like to try different places each weekend. Sometimes we go to a little café near the park, and other times we explore new restaurants downtown. We chat about our week, share stories, and just enjoy each other's company. After lunch, we sometimes go for a walk or visit a nearby art gallery or museum, depending on how much time we have.

On Saturday evenings, we usually don't have any specific plans, but sometimes we decide to watch a movie together. We pick something light and funny—something that makes us laugh. I usually make some popcorn, and we settle down in my living room to enjoy the film. On Sunday, I like to take things easy. I sleep in a little longer, maybe until 9 or 10 a.m., and then I enjoy a peaceful morning at home. I usually spend some time reading a book—I'm currently reading a mystery novel, which I can't put down! In the afternoon, I call my family to catch up with them and tell them about my week. It's nice to talk to them and hear what's going on in their lives. In the evening, I usually don't do anything too exciting. I may relax on the couch or plan out my week ahead while sipping on some herbal tea."

Questions:

1. What time does Emily usually wake up on Saturday mornings?
.....
2. How far is the market from Emily's house?
.....
3. What kind of food does Emily buy at the market?
.....
4. Where does Emily like to go with her friends after lunch?
.....
5. What does Emily do on Sunday afternoons?
.....

Section 2: Vocabulary (10 marks)

3. Match the words with their meanings: **Word List: colleague, improve, responsible, accommodation, delicious**

Definitions:

1. A place where someone may live or stay.
2. A person you work with.
3. To make something better or more effective.
4. Having a great taste; very enjoyable to eat.
5. Being in charge of something or someone.

2. Fill in the blanks using these words: **communicate, routine, polite, hobbies, invitation**

1. It is important to _____ clearly when working in teams.
2. My daily _____ includes checking emails and preparing lessons.
3. He always says "please" and "thank you"—he's very _____.
4. In my free time, I enjoy several _____ like painting and reading.
5. Did you receive the wedding _____?

Section 3: Grammar (5 marks)

1. Choose the correct form of the verb:

- They _____ (is/are) good friends.
- She _____ (don't/doesn't) like cats.
- You _____ (need/needs) to study more.

2. Rearrange the words to form sentences:

- holiday / plans / next / your / are / what?
.....
- often / family / my / eats / together.
.....

Section 4: Reading Comprehension (5 marks)

Passage: (Instructions: Read the following passage and answer below questions).

"Mark is a talented artist who specializes in painting beautiful scenes from nature. He has always been inspired by the natural world, and for as long as he can remember, he has been passionate about creating artwork that captures the beauty of landscapes, forests, and oceans. Every morning, he wakes up early, around 6 a.m., to watch the sunrise. He believes that the early morning light gives him a special kind of inspiration for his work.

After enjoying the quiet of the early morning, Mark takes a walk to the beach, which is only a short distance from his house. The beach is his favorite place to go because it provides him with endless ideas. The sound of the waves crashing, the sight of seagulls flying, and the scent of the ocean breeze help him to feel relaxed and connected to his art. He often sits on a bench by the water, sketching and taking notes for new paintings. Sometimes, he even brings his paints and brushes and works directly on the beach, capturing the beauty of the ocean in real-time. Once he has completed a painting, Mark takes it to a small local gallery in town where he displays and sells his work. The gallery is located in the center of town, and it is known for showcasing local artists. Mark enjoys meeting the people who visit the gallery, as they are always interested in his work and love hearing about his creative process. Although the sales are not always huge, Mark feels fulfilled by his job because it allows him to express his creativity and share his love for nature with others. He has even made a few good friends among the regular visitors to the gallery, who appreciate his art and his passion for the natural world."

Questions:

1. What kind of artist is Mark, and what is the main subject of his paintings?
.....
2. Why does Mark prefer to go to the beach early in the morning?
.....
3. How does the beach influence Mark's art, and what does he do while there?
.....
4. Where does Mark display and sell his paintings, and what makes this place special to him?
.....
5. How does Mark feel about his job, and why does he find it fulfilling even though the sales are not always large?
.....

Section 5: Writing Comprehension (5 marks)

Write a short paragraph about your weekend activities, and imagine a trip you would like to take: Instructions: Write 5-10 sentences about what you usually do on weekends and imagine a trip you would like to go on. Include:

- What time you wake up.
- Activities you do in the morning, afternoon, and evening
- One activity you enjoy most on weekends
- Where you want to go
- Who you want to go with
- What activities you would do there

تقديم قبلى وبعدى لمدى ملائمة كتاب Cutting Edge Elementary لطلبة السنة الأولى فى الأقسام العلمية والإنسانية فى جامعة دهوك

الخلاصة:

تتناول هذه الدراسة مدى ملائمة كتاب Cutting Edge Elementary لطلبة السنة الأولى في الجامعة من تخصصات أكاديمية مختلفة في جامعة دهوك. وتهدف إلى تقييم ما إذا كان الكتاب يوفر مستوى مناسباً من التحدي اللغوي وتوافق المحتوى مع احتياجات طلبة قسمي العلوم والإنسانيات. وقد تم اعتماد تصميم كمي شبه تجريبي شمل مقارنة نتائج الاختبارات القبلية والبعيدة لـ 300 طالب وطالبة من ثمانية أقسام غير إنجليزية، وهي كل من أقسام طب الأسنان، والعمارة، والفيزياء، والمالية والمصرفية (المسار العلمي)، والتاريخ، والكردية، والزراعة الخاصة، والإدارة والأعمال (المسار الإنساني). استخدم جميع الطلبة نفس الكتاب الدراسي على مدار فصلين دراسيين. أظهرت النتائج أن كلا المجموعتين حققتا تحسناً ذا دلالة إحصائية، إلا أن طلبة الإنسانيات أحرزوا تقدماً أكبر في الكفاءة اللغوية الشاملة، خاصة في القواعد والقراءة والكتابة. وفي المقابل، أظهر طلبة العلوم، الذين بدأ كثير منهم بمستوى عالٍ من الكفاءة، تغيرات طفيفة أو تراجعاً، لا سيما في المفردات والاستماع. ومن الملاحظ أن طلبة طب الأسنان والعمارة غالباً ما حصلوا على الدرجة الكاملة في كلا الاختبارين، مما يشير إلى وجود تأثير السقف، في حين أظهر طلبة الفيزياء والمالية والمصرفية تراجعاً في بعض المهارات. تشير هذه النتائج إلى أن الكتاب يخدم بدرجة أكبر احتياجات طلبة الإنسانيات اللغوية والأكاديمية، لكنه يفتقر إلى الصلة والتحدي بالنسبة لطلبة العلوم. وتخلص الدراسة إلى أن سياسة "كتاب واحد للجميع" غير كافية، وتوصي باعتماد اختيار كتب دراسية أكثر حساسية للتخصص من أجل ضمان تعليم لغوي فعال في مختلف المجالات الأكاديمية.

الكلمات الدالة: تقييم الكتاب الدراسي، اللغة الإنجليزية للأغراض الخاصة، المهارات اللغوية، طلبة الجامعة، تصميم المنهج الدراسي.

هه‌لسه‌نگاندنا چه‌نداتیا گونجاندنا یه‌رتوگا Cutting Edge Elementary بۆ قوتاییین قوناغا نیکی ل به‌شین مروقیاهی‌تی و زانستی ل زانکۆیا ده‌وکی

یوخته:

فکٽولین دمبراره ی خواندنا پرتووکا Cutting Edge Elementary په و کا چمند پرتووک یا گونجابه بټ قوتابینن قونغا نټیکې ژ بسپورینن جودا ل زانکویا دهوک. نار مانجا فکټولینې نهوه هلسنگاندنا وئ یمکې بکت کا پرتووک ناستمکې گونجای ژ لایې زمان و نافر وکې دابین دکمت کو دگل پیندقین قوتابینن پشکین زانستی و مروؤی بگونجبت. ژبو فټی یمکې پشت بهستن لسمر دیزاینا نزم مونهکا هژمار ی (بمری و پشتی) هاته کرن کو 300 قوتای ین (نیزو مئ) ژ هشت پشکان پشکدار بوون: پزیشکی ددان، نمدازیا ته لار سازی، فیزیا، دارایی و بانک (بسپورینن زانستی)، میژوو، زمانئ کوردی، پرموردا تایبعت، کارگیری و نابووری (بسپورینن مروؤی)، گشت قوتابیان ههمان پرتووک بکارینا ب درژ اها دوو و مرزین خواندنئ. ننجام وئ یمکې نیشان ددن کو ناستی همدو گروپا بلند بوویه ب تایبعتی ناستی قوتابینن بسپورینن مروؤی بگشتی بلند تر بوویه و بتایبعتی د ریزمان و خواندن و نقیسنی دا. بمرقازی قوتابینن بسپورینن زانستی نمون ناستی وان بلند بمری خواندنا پرتووکې گو هورین لسمر هاتیه کو بریژمکا بچوک ناستی وان نزم بوویه ب تایبعتی ل پهمان و گولیبوونی. دیسان، ننجامان بمرچاف کریه کو پتریا قوتابینن پزیشکی ددان و نمداز یاریا ته لار سازی د همدو نزمونوان دا نمرین تمام دمست خوقه نټایانه کو چ باندور ل ناستی وان نهکریه ژیر کو ناستی وان بی زمانی د بنمرندا یئ بلنده، همروسا ناستی قوتابینن فیزیا و دارایی و بانک نزمیونهکا بچوک بخوقه دیتیه د هندهک شیانین زمانی دا. همروسا ننجامان و مسا دیار کریه کو پرتووک پتر خزمنا پیندقین قوتابیان ژ بسپورینن مروؤی دکمت و پرتووک چ چالینجان بټ بسپورینن زانستی پیدیا ناکمت. و کورتیا ننجامان دیار دکمت کو سیاسما "پرتووکمک بټ ههمی قوتابیان" نیا گونجابه و پینشیار دکمت کو پتر ژ پرتووکمکې لوفیو بسپورینن بهینه خواندن ژبو گمر مننیا فیزبوونهکا کارا یا زمانی نینگلیزی د گشت بسپورینن نکادیمی

په یقین سهره کی: هلسهنگاندا پهرتو وکړې خواندنې، زمانې نینگلیزی بو مهرمېن تایبته، شیانین زمانې، قوتاییین زانکویې، دیز اینا پهر موین خواندنې.