

Abstract

The textbook is one of the important elements of curriculum. It is necessary to have the quality standards that make it play its effective role. Therefore, this study aims at:

1. Determining a list of Quality Standards that the textbook "*English for Iraq*" fifth primary should contained.
2. Identifying the extent of quality standards which are exhibited in the English textbook "*English for Iraq*" fifth primary from English teachers' perspective.
3. Identifying the extent of quality standards which are exhibited in the English textbook "*English for Iraq*" fifth primary from pupils' perspective.

The sample consists of (130) EFL teachers which has been drawn according to the random sampling, and (413) pupils of fifth primary grade which have been drawn according to the cluster random sampling.

Thus, in order to achieve the above aims, two checklists have been constructed one for English teachers and the another one for pupils. The validity and reliability of these checklists have been found out. The final form of the teacher checklist contains (74) items distributed through three domains: General Shape, Objectives and Content of the Textbook which includes four sub-domains: Listening and Speaking Skills, Reading and Writing Skills, Structures and Vocabulary and Exercises. While, the pupils checklist consists of (12) items. Both of these instruments have been exposed to a jury of experts in the field of teaching methods, evaluation and measurement, educational psychology and workers in quality field, who agreed on the face validity and the construct validity. The reliability of the teachers checklist is ensured through applying spilt-half method. It yields (0.92) and also applying Alpha Cronbach method which yields (0.95).

Moreover, the reliability of the pupils checklist is ensured through applying spilt-half method which yields (0.81) and also applying Alpha Cronbach method. It yields (0.77).

Some of the findings which reached in this study are:

1. The teachers' perspective about "*English for Iraq*" fifth primary textbook was positive in *General Shape Domain* and was negative towards some items in *Objectives Domain* and *Content of the Textbook Domain* such as some vocabularies are long and unsuitable to the most pupils, some grammatical constructions are difficult and there are many exercises in the textbook.
2. The pupils' perspective about "*English for Iraq*" fifth primary textbook was positive towards most items.

In the light of the obtained results, recommendations and suggestions for further studies are introduced.