



**Deanship of Graduate Studies  
Al-Quds University**

**An Evaluation of English for Palestine Textbook 10<sup>th</sup>  
Grade in Palestine from the Teachers' Perspective**

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Grade in Palestine from the Teachers' Perspective**

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## **Dedication**

I dedicate this work to the soul of my mother, who gave me power. It is also dedicated to my husband, Mohammed, my sons and daughter Haya and to my dear sister Nisreen who always encourages me. I dedicate my work to my supervisor Prof. Dr. Ahmed Fahem Jaber as well.

A special dedication to Dr. Mohsen Adas, who inspired me since the beginning of my study.

## **Declaration**

I declare that the work provided in this thesis was presented to Al Quds university, unless otherwise reference, is the researcher's own work and has not been submitted elsewhere for any other degree or qualification.

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## **Acknowledgement**

I would like to record my great thanks and appreciation to my adviser Dr. Muhsen Adas for his valuable guidance and encouragement.

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The researcher: Maysoon Shihadeh

## Abstract

The study aimed to assess English for Palestine textbook for the 10th grade at the government schools in Palestine from the teachers' perspective who teach the aforementioned textbook. It also attempts to find out if there are any significant differences in the teachers' responses due to gender, education and teaching experience.

To achieve the goals of the study, the researcher used a questionnaire consisting of (46) items used as a tool and consisted of four dimensions (the general shape of the book, objectives, content and teaching aids). The validity and reliability of the questionnaire has been tested, then applied on a random sample, consisting of 92 teachers in the school year 2010/2011.

To answer the questions of the study, data was calculated using means, standard deviation, independent T-test and one way ANOVA.

The findings of the study revealed that the degree of evaluation to the book general shape domain was high, whereas book objectives, book content and teaching aids were respectively moderate.

The results also revealed that there were no significant differences at ( $\alpha \leq 0.05$ ) in the respondents views of English for Palestine textbook 10<sup>th</sup> grade in the book general shape, book objectives, book content and teaching aids domains due to gender and experience.

Moreover, the results showed that there were no significant differences in the teachers views due to qualification variable in the book general shape, book objectives, and book content domain, but there were significant differences in the teachers views in the teaching aids domain.

In the light of the results of the study, the researcher recommended that textbook be revised frequently. On the other hand writers and planners of the curriculum should provide the textbook with variety of literary genres and variety of resources used in the classroom to facilitate the learning process such as audio cassettes, visual materials, videos, pictures...etc, and increase the number of allotted weekly periods for promotion.

## المخلص

هدفت الدراسة الى تقييم كتاب اللغة الانجليزية للصف العاشر في المدارس الحكومية في فلسطين من وجهة نظر مدرسي الكتاب المشار اليه. هدفت الدراسة ايضا للتعرف فيما اذا كان هنالك فروق في استجابات المعلمين تعزى الى متغير الجنس، المستوى العلمي، الخبره.

ولتحقيق اهداف الدراسة، استخدمت الباحثة استبانته تتكون من (46) بنداً كاداة لقياس وجهة نظر المعلمين مكونة من اربعة ابعاد (الشكل الخارجي للكتاب، الاهداف، المحتوى، الوسائل التعليمية)، وتم التحقق من صدقها وثباتها، وطبقت على عينه عشوائية مكونه من (92) معلما ومعلمة، في العام الدراسي 2010/2011.

للإجابة عن اسئلة الدراسة، استخدمت الباحثة المتوسطات الحسابية والانحرافات المعيارية والنسب المئوية واختارت للعينتين المستقلتين (Independent T-test)، وتحليل التباين الاحادي (one way ANOVA).

اظهرت النتائج ان الدرجة الكلية لدى معلمي اللغة الانجليزية على البعد الاول الشكل الخارجي للكتاب كان عاليا، اما بعد اهداف الكتاب، محتوى الكتاب والوسائل التعليمية فقد كان متوسطا.

اظهرت النتائج ايضا انه لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha \leq 0.05$ ) في الشكل الخارجي للكتاب، اهداف الكتاب، محتوى الكتاب والوسائل التعليمية تعزى لمتغير الجنس والخبره.

بالاضافة الى ذلك، اظهرت النتائج انه لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha \leq 0.05$ ) في الشكل الخارجي للكتاب، اهداف الكتاب، محتوى الكتاب تعزى لمتغير المؤهل العلمي، ولكن توجد فروق ذات دلالة احصائية في بند الوسائل التعليمية تعزى لمتغير المؤهل العلمي.

في ضوء النتائج، توصي الباحثة بالمرابعة المستمرة للكتاب. من جهة اخرى يتوجب على مخططي ومؤلفي المنهاج اثراء الكتاب بالادب المتنوع والمصادر المتعدده والمستخدمه في حجرة الصف لتسهيل العملية التعليمية مثل الاسطوانات السمعية، المواد البصرية، الفيديو، والصور. وزيادة الوقت الاسبوعي المسموح به للتعليم.

## Chapter One

### Significance and problem of the study:

#### 0.1 Introduction:

(Tucker, C. A. ,1975), has mentioned that textbook is a tool and the teacher must know not only how to use it, but also how useful it is. Moreover, Ariew argues that the lack of focus on student needs because materials are generally intended for a wide audience, they typically focus on very general needs and cannot address the specific needs of individual learners. On the other hand, Ariew also mentioned that the teacher who relies primarily on the textbook and cover its content is liable to ignore content that is not covered by the book, or give it a lower priority.( Ariew R. 1989).

Preeminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) all agree, that evaluation should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual students approach as the scholars mentioned.

Moreover, they argues that criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment and finally, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher or institution.

On the other hand, the above mentioned scholars pointed out that an accurate representation of classroom demographics as well as the

students' aims, concerns, interests, expectations, and views regarding teaching methodology would assist in the overall textbook evaluation process by creating a clearer picture of the compatibility between actual students' needs and the perceived goals and objectives of the English textbook.

### **1.1 Justification for textbook evaluation:**

Sheldon. (1988), has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signal an important administrative and educational decision in which there is considerable professional, financial or even political investment. A thorough evaluation, would enable the managerial and teaching staff of a specific institution or organization to be evaluative in distinguishing types of the textbook available on the market. Moreover, it may provide the learners with a sense of familiarity and with a book's content, thus assisting educators in identifying the particular strengths and weaknesses in textbooks already in use.

Evaluation may help researchers and instructors when engaged in the area of teaching aids to be able to spot the light and diagnose the strong and weak points that exist in the textbook for development and accelerate modern technology. Due to serious and previous studies recommendation and inadequate studies that shed the light on English for Palestine textbook 10<sup>th</sup> grad at the government schools.

### **2.1) Statement of the problem:**

The problem of this research is to assess English for Palestine textbook 10<sup>th</sup> grade at the government schools in Ramallah from the teachers' perspective. Evaluation is grouped under four main domains:

1. The General Shape of the book.
2. Book Objectives.
3. Book Content in the fields of:
  - A) Reading and Writing
  - B) Structure and Vocabulary
  - C) Listening and Speaking
  - D) Literature
4. Teaching aids

### **3.1 Objectives of the Study:**

The purpose of the study was to assess the textbook titled "English for Palestine" for the 10<sup>th</sup> grade at the government schools in Ramallah from the teachers' perspective. It also aimed to find out if there are any significant differences that may exist among the teachers' responses ascribed to gender, education, or teaching experience.

### **4.1 Questions of the Study:**

The study attempted to answer the following questions:

1. What are the teachers' views of English for Palestine 10<sup>th</sup> grade according to the general shape of the book, book objectives, book content in the fields of :
  - A) Reading and Writing
  - B) Structure and Vocabulary
  - C) Listening and Speaking
  - D) Literature). And finally teaching aids
2. Are there any significant differences at ( $\alpha = 0.05$ ) the teachers views of English for Palestine textbook due to gender?
3. Are there any significant differences at ( $\alpha = 0.05$ ) in the teachers' views of English for Palestine textbook due to qualification?
4. Are there any significant differences at ( $\alpha = 0.05$ ) in the teachers' views of English for Palestine textbook due to experience?

### **5.1 Null Hypotheses:**

1. There are no significant differences at ( $\alpha = 0.05$ ) in the teachers' views of English for Palestine textbook due to gender.
2. There are no significant differences at ( $\alpha = 0.05$ ) in the teachers' views of English for Palestine textbook due to qualification.
3. There are no significant differences at ( $\alpha = 0.05$ ) in the teachers' views of English for Palestine textbook due to experience.

## **6.1 Significance of the Study:**

The researcher conducted this study because nations all over the world strive to improve their educational programs, and textbooks must keep pace with the world developments and the recent changes of this age which certify acceleration of inventions in an attempt to keep up with modern changes to improve the strong points in the textbooks and to attract the attention towards the shortcomings.

There has been a movement to make learners the center of the language instruction and it is probably best to view textbooks as resources in achieving goals and objectives that have already been set in terms of learners needs to avoid lack of focus on students needs and relevance. These evaluation may help make a textbook coherent, and systematic and a thoughtful activity and evaluation may be a way of developing our curriculum as (Sheldon,1988) pointed out. It is also expected that the results of this study will reveal the areas that need to be revised and improved in that particular textbook. Furthermore, it is hoped that this study will raise the awareness of textbook writers in considering various criteria for textbooks development for all grades in primary and high schools.

## **7.1 Limitations of the study:**

1. This study is limited to English for Palestine textbook, 10<sup>th</sup> grade at the government schools in Ramallah.
2. This study is limited to English teachers who teach 10<sup>th</sup> grade at the government schools in Ramallah.
3. This research is limited by the procedural concepts mentioned in the study and wherever it appears.

## **8.1 Definition of Terms:**

### **Evaluation:**

"Analysis of relevant information for improvement of the curriculum, and assess its effectiveness and efficiency". (Brown, 1989: 222).

**Curriculum:**

Refers to the English language curriculum for the 10<sup>th</sup> grade published by the Palestinian Ministry of Education and Higher Education in August 2003 .

**Content:**

Subject matter; substance; The amount of material contained; a list of divisions (chapters or articles) and the pages on which they start.

**Objectives:**

Something that one's efforts or actions are intended to attain or accomplish, a purpose; goal or target.

**Activities:**

Educational processes or procedures intended to stimulate learning through actual experience.

**9.1 Summary:**

The present chapter presented a brief introduction, justification for textbook evaluation, statement of the problem, objectives of the study, questions of the study, null hypotheses, significance of the study, limitations of the study and finally definition of terms related to the study.

## **Chapter Two**

### **Previous Studies**

This chapter includes two sections:

First: The literature related to the study

Second: The previous studies related to this study

#### **First: The Literature related to the study:**

##### **1.2 Definition of evaluation:**

(Jones, 1999) mentioned that evaluation generally refers to the theoretical or empirical assessment of the curriculum itself and its components from various perspectives: assessment of teacher performance, learner achievement, materials and so on (p.21).

Evaluation is quite an important part of the educational process as many scholars point out. (Yumuk, 1998) states that generally in the literature, evaluation is considered to be an "interactive process" which involves a deeper analysis of the materials used: This implies the dimension of focusing more closely on the interaction between teacher, learners and materials (p.11).

Other scholars as (Tomlinson, 1998) define materials evaluation as a systematic judgment of the value of materials in relation to the aims of the materials and the learners who are using them, he also points out that evaluation can be pre-use focusing on predictions of potential value and it can also be while-use focusing on awareness and description of what the learners are doing with the materials and it can be after-use so as to find out what happened as a result of using the instructional materials.

On the other hand (Hutchinson and Waters, 1987) mentioned that evaluation is a matter of judging the fitness of something for a particular purpose. Other scholars point out that evaluation is considered as an integral part of the process of planning and implementation to achieve well designed curriculum that corresponds to the needs, thoughts and

beliefs of a specific nation. Thus, without evaluating and justifying proposals, curriculum system will be vague as evaluation provides educationalists with weaknesses and strengths that occur during the stages of planning and implementation (White, 1988:148).

## **2.2 Purposes of evaluation:**

Analysis and evaluation provide useful data for teachers, supervisors and educational departments with concrete evidence regarding strong and weak points of the evaluated books. Likewise, they include important information that addresses the needs of teachers and students which can be divided into teacher-centered and student centered evaluation. (ibid:1999).

The evaluation process covers different fields of the curriculum ; mostly the content represented by the textbook. Although the textbook is not the only tool for teaching and learning , it still has a significant impact on achieving the language learning objectives. (Ansary, and Babaii, 2002: 1, 2).

Reasons for material evaluation are many and vary . One of the major reasons is that evaluation is the need to adopt new course books. Another as (Cunningsworth, 1995) emphasis is to identify particular strengths and weaknesses in course books already in use and also to let teachers make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books.

Course book analyses and evaluation do not only help teachers to develop themselves, but also they help them to gain good and useful insights into the nature of the material. Moreover, as (Hutchinson, 1987) points out materials evaluation does not only serve the immediate practical aim of selecting teaching materials, but also plays a critical role in developing teachers' awareness in a number of ways, which are teachers being able to analyze their own presuppositions about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/ learning situation.

### **3.2 Why and how do we evaluate a textbooks?**

(Hutchinson, 1987) suggests an interactive view of materials evaluation). He emphasizes the deeper level of materials evaluation by asking the question why materials are the way they are. He claims that materials evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select textbook, but also to develop their awareness of their own teaching /learning situation. (ibid:37-38).

Evaluation is not a straight forward procedure. As (Hutchinson and Waters, 1987) write, "There is no absolute good or bad, only degrees of fitness for the required purpose" (p96). Further, they argue, the consequences of a poor choice may have to be lived with for a long time. "A careful evaluation, then, can save a lot of expense and frustration" (p97).

(Sheldon, 1988) has mentioned that textbook is not the only tool for the teaching and learning process, it is still of a significant impact for achieving the language learning objectives.

Teachers find it difficult to develop their own classroom materials and have limited time and lie under pressure from the educational system that restricts their ability, it gives more emphasis on the use and utility of the textbook to compensate the loss of authentic materials (Ansary, and Babaii, 2002: 1, 2).

On the other hand (Chambers, 1997) argues, all too often important evaluation decisions are based on one individual's professional judgment' or intuition. He suggests, that important decisions should be made in consultation with as many users of the material as possible, not only to gain the accrued wisdom of the group, but also to reach a consensus. As he writes,

"Intuition is not explicit. Often it is difficult to explain to others, and difficult to defend. Because of its uninstructed nature it can be wrong it may be hurried, or a major factor may have been omitted from the deliberation. Most importantly it tends to be an individualized approach ... [with no] openness, clarity, explicitness or joint ownership". (p 31).

## **4.2 Methods for evaluating Materials:**

There are different methods that can be used for evaluating materials. McGrath presented some of these methods in his book *Materials Evaluation and Design for Language Teaching* (2001). One of the methods he explains is the *checklist method*, where essential criteria are listed and systematically checked off. Another method is the *in-depth method* which means that some representative parts of the material are chosen for examination. The best method for selecting material, according to McGrath, is to try it out on the students, or students who are similar to those for which it is intended. McGrath recommends pre-use evaluation, in-use evaluation and post-use evaluation. This means that the material should not only be evaluated before being used, but constantly while using it as well as after use.

## **5.2 Material Selection:**

(Cunningsworth, 1995) suggests that we should ensure that “careful selection is made, and that the materials selected closely reflect the needs of the learners and the aims, methods and values of the teaching program”. One other reason for textbook evaluation is that it can be very useful in teachers development and professional growth.(P.7).

( Ellis, 1997) suggests that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material. If one accepts the value of textbooks in ELT, then it must surely be with the qualification that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used.

## **6.2 The Fit between the material and the curriculum:**

(Celce-Murcia, 2001) has pointed out that Publisher create materials based on curriculum statement. For instance in the United States, some public schools systems publish their curriculum guidelines and invite publishers to submit materials that fit those guidelines and

make sure that the materials are appropriate and carry out their particular curricular goals. Publishers compete fiercely to provide materials that meet the stated curricular guidelines purchasing power and various methods for control of the content.

## **7.2 The Fit Between Teachers and Texts:**

(Celce-Murcia, 2001) has stated that textbooks are not only for students but also for teachers and teachers seek three things from the textbook :1. content/explanations 2. examples and 3. exercises.

The evaluation process needs to find out if the textbook can be used effectively by the teachers to whom it will be assigned. He has stated questions that help teachers to make appropriate judgment concerning the effectiveness of their teaching including the materials they used. Some of the questions that stated by Celce-Murcia.

### **1. Content / Explanations:**

Does the textbook provide content that teachers will find useful to carry out the goals of the course? Is there a reasonable fit between the content and the knowledge –base of the teacher? Is there an instructor's manual that helps the teachers better understand the content and ways of using the content with the students? Does the textbook require ancillaries such as audio tapes?

**2. Examples:** Are the examples usable for the teacher.

**3. Exercises / Tasks :** Are the exercises doable in this setting? Do they provide for variety of the leaning styles? Does it provide an answer key such as grammar drills or vocabulary activities?

## **8.2 Teaching Activities for Implementation in Teaching:**

(Celce-Murcia, 2001) argues that the teacher should look for a variety of activities that can meet the needs of different learners to achieve the pedagogical goals of the course such as individual pairs and small groups. Thus experienced teachers have to look for changing of the pace activities ,which activities in the textbook will assign as homework: This decision needs to be made on the basic purpose that homework has in the particular class , is it to prepare student for the new work or to review and practice things , for testing ...etc.

## **9.2 Evaluation Stages:**

(Ellis, 1997). Suggests that material evaluation could be conducted at three stages:

- 1) Predictive or "pre-use" evaluation that is designed to examine the future or potential performance of a textbook.
- 2) "In-use" evaluation designed to examine material that is currently being used.
- 3) Retrospective or "post-use" (reflective) evaluation of a textbook that is concerned with the evaluation of textbooks after they have been used in a specific institution or situation.

"Evaluation can be carried out in a reasonably systematic way, following sequence of stages" (White, 1988). While different criteria and approaches have been presented to evaluate textbooks such as content analysis, checklists, questionnaire, interviews, others for example, (Cunningworth, 1995; Harmer, 1996; Williams, 1983), taxonomies like Bloom's taxonomy of educational objectives also prove useful in textbook evaluation studies. The researcher has mentioned one of these studies is (Mosalanejad, 2010) which investigate the types of learning objectives represented in Iranian senior high school and pre-university English textbooks using Bloom's taxonomy of learning objectives.

Finally textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher.

## **10.2 Second: Previous studies:**

The researcher has collected information about textbook evaluation and have summaries of some of the related studies, these studies can be categorized in two key sections with a focus on studies related to evaluation of English textbook in Palestine as well as other studies

related to textbook evaluation in other countries, ( with slight amount on the first kind of research in this area).

### **Textbook and Material Evaluation Studies:**

(Narjes, 2010). The study investigates the types of learning objectives represented in Iranian senior high school and pre-university English textbooks using Bloom's taxonomy of learning objectives. Three high-school textbooks and the sole pre-university textbook were included in the analysis. To codify the learning objectives, a coding scheme was developed based on Bloom's (1956) taxonomy of learning objectives. The exercises and tasks of the textbooks were codified and the frequencies and percentages of occurrence of different learning objectives were calculated. Results of the study indicate that in all grades lower-order cognitive skills were more prevalent than higher-order ones. Furthermore, the difference between the senior high school and the pre-university textbooks in terms of the levels of the taxonomy were significant insofar as the pre-university textbook used some degrees of higher-order learning objectives. Results of this study have implications both for teaching and materials development.

(Kountouriotis, 2010). The study aims at Analyzing the New Physics Textbook for the 9th Grade of the Greek Schools. This study analyzes the new textbook of Physics for the 9th grade (*last year of compulsory education*) of Greek schools. The researcher used the framework that was developed by Koulaidis, B., Dimopoulos, K., Sklaveniti S., Xristidou B. (2002). The emphasis of this analysis is not on the content of the book, but on the transformation of scientific knowledge to school knowledge, the way the distinction of scientific and everyday knowledge is presented in the book and the pedagogic relations between teachers and students that the book implies. A limited comparison with the previous textbook is also presented.

(Hidayet, 2010).The study aims to examine the advantages and disadvantages of one type of TEFL materials, English language textbook "Spot On", used in state primary schools in Turkey. Sample of the research consisted of 46 English teachers chosen randomly from state primary schools in Malatya and Adiyaman city centers. A five-likert type scale was used for evaluation. The course book was evaluated in terms of

layout and design, activities and tasks, language type, subject, content , skills and whole aspect. The research revealed that ‘Spot On’ textbook actually did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far out-weighed the positive characteristics.

(Aqel, 2009). The study aims at evaluating 11<sup>th</sup> grade textbook from the teachers' perspective. It examined the role of the district, gender, qualification and years of experience variables among teachers on the degree of the evaluation. The researcher developed an evaluation scale as a criteria that determine the specification of good quality textbook. The sample of the study consisted of 60 male and female teachers who teach English for the 11<sup>th</sup> grade. The researcher developed a questionnaire which included four main domains: book general shape, book objectives , book content and teaching aids. and the researcher used Cronbach Alpha formula to determine the reliability of his instrument and he used different techniques to analyze the data statistically. Results showed that the degree of evaluation of the textbook in the two districts was moderate and there were differences in the book general shape domain between Salfit and Southern Nablus districts in favour of Salfit, and there was also differences in teaching aids between male and female teachers in favour of females.

(Alamri, 2008). The study evaluates the quality of the sixth grade English language textbook for Saudi boys' schools which was introduced at the elementary stage by the Ministry of Education in 2004. A questionnaire was used in this study to elicit the perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone. The questionnaire consisted of 64 grouped under 12 main categories: the general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, teaching ability, flexibility, teaching methods, and practice and testing. The data was subjected to analysis through descriptive statistics with two groups of the population (teachers and supervisors). The findings were generally in favor of the textbook

except for the teaching methods and some other sub-items, also reveals that there were no significant differences between the means of the two populations of the study (teachers and supervisors) except on the flexibility of the textbook. Recommendations and suggestions were set for improvement of the textbook.

(Almazloum, 2007). The study aims at evaluating the content of *English for Palestine, 10<sup>th</sup> grade* textbook, in Gaza Strip and the West Bank in the light of the standards for foreign language learning. The researcher designed an analysis card that sought to collect data relevant to process the study. The findings show a variance in the frequencies of the standards. The researcher points out that there should be more balance in the distribution of these standards among the units. The findings also show good employment for topics in the textbook, Various topics are introduced throughout the twelve units. The study recommends establishing a follow-up research committee whose duty is to apply formative and summative evaluation researches to achieve more innovations and developments.

(Mahmoud, 2007). This study aimed at evaluating English for Palestine IV. The researcher used several evaluative criteria such as questionnaire, observation and analysis of the textbooks to judge the suitability of a good TEFL textbook. The researcher used the characteristics of a good textbook in order to see whether the textbook mentioned is suitable or not. His questionnaire was given to 60 of the English teachers who teach 4<sup>th</sup> grade from Jenin and Qabatia district . The results showed that textbooks are suitable and the researcher strongly recommended using these textbooks in the private and government schools.

(Al khataybeh, 2007). The purpose of the study was to investigate the readability level of the 10<sup>th</sup> grade English textbook in Tafila, and to investigate the effect of gender and Area of residence on the readability level of these books .The sample of the study consisted of (308) males and females of tenth graders during the academic year 2006/2007. The researcher used the cloze test to test the readability level of the texts. The researchers used descriptive statistics. The results of the study showed that the readability level of tenth grade English textbooks was very low which means it is at the frustration

level. and the students have difficulties in understanding the passages even with the help of the teacher. And there were significant differences due to the student's gender and Area of residence of the students. Results also revealed that there were no significant statistical differences at  $\alpha=0.05$  due to the interaction between the gender of the students and the region they belong to. The study recommends that the Ministry of Education in Jordan should put plans to make changes with the passages that are unsuitable for the level of the students and not stemmed from the student's culture.

(Al-Yousef, 2007). The study aims to evaluate the 3rd grade Intermediate English Course book (CB) in Saudi Arabia. The significance of the study is, it can reveal the strengths and weaknesses in the CB, and determine whether it is viable, or needs supplementation and/or modification for optimal learning. Six research questions were addressed in this study: The researcher used a retrospective mixed methodology research design (both quantitative and qualitative) to evaluate the CB, which includes interviews/ document analysis (Micro-Analysis) and questionnaires (Macro-Analysis) with different populations: students, teachers, supervisors, and policymakers. The quantitative analysis was conducted with a total sample of 184 students, teachers and supervisors who participated in this study, both online and via paper-and-pencil. The TET contained 50 specific criteria in 14 categories. The results of the study revealed that both the teachers-supervisors and the students perceived the CB as moderated and adequate. Both the quantitative and the qualitative findings have shown that Supplementary Material was the most poorly rated categories. The study concludes with suggestions and recommendations for the improvement of the 2005 English CB.

(Badawi, 2007). The study aimed to evaluate the content of English for Palestine 10<sup>th</sup> grade textbook in the West Bank and Gaza strip. The researcher used the descriptive analytical method to carry out the study, the researcher designed an analysis card that sought to collect data relevant to process the study. These data involved making a survey for the textbook so as to analyze the activities that match the standards. The findings of the study showed a variance in presenting the standards of the foreign language learning. Communication standards were highly dominant in contrast with communities, connections and cultures standards. The researcher pointed out that there should be more balance in the distribution of the standards among the units of the textbook. The findings showed also a good employment of topics in the textbook. The

study agreed that there is a variety in the topics of the textbook units but there should be more balance in the distribution of the standards among the units and textbook ought to be evaluated and revised continually.

(Cakit, 2006). The purpose of the study is to assess the effectiveness of an intermediate textbook titled "New Bridge to Success 3" for the ninth grade from the perspectives of the teachers and students. Both quantitative and qualitative data were obtained through student questionnaires administered to 336 students and interviews with eight teachers. Data collected through interviews were transcribed, content analysis to groups according to 11 criteria. The results revealed that both teachers and students felt negative about the most of the characteristics of the textbook. The majority of the students and all the teachers mentioned that the level of the textbook was not appropriate for the particular age group. It also indicated that the materials failed to consider learning style preferences.

(Hamad, 2006). The study intended to evaluate Jordanian's opportunities textbooks (students book, work book and teacher book ) for the 10<sup>th</sup> grade in all public schools of Ma'an , Tafila and Aqaba directorate of education. The textbooks were evaluated through the following domains ( rationale, objectives, listening and speaking skills, reading and writing skills, grammar and structural functions, vocabulary, methods of teaching activity book, teacher book, teaching aids, general aspects). The results of the study showed that the respondents generally agreed on the suitability of Jordanian's opportunities textbook over all the domain. Thus teachers were not fully satisfied with the textbook's rationale and the stated their notes in this regard. The results of the study also revealed that there were statistically significant differences between teachers and supervisors , where the supervisors ratings were higher than the teachers. In accordance to the results a set of suggestions and recommendation was stated to curriculum designers and to the concerned official staff in the Ministry of education.

(Alamri, 2004). The study aims to evaluate the quality of the 6<sup>th</sup> grade English language textbook for Saudi boys' schools which was introduced at the elementary stage by the Ministry of Education in 2004. The research evaluates a new textbook that is considered to be the foundation stone in the English language program in Saudi Arabia. A survey questionnaire was used by the researcher in this study to

elicit the perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone about the textbook in question. The questionnaire consisted of 64 items grouped under 12 main categories. The data was subjected to analysis through descriptive statistics. The findings revealed that there were no significant differences between the means of the two populations of the study (teachers and supervisors) except on the flexibility of the textbook and the different natures of their jobs might be the reason behind this difference.

(Masri, 2003). The study evaluated the first grade , " *a new English textbook English for Palestine* from the teachers perspective in the Northern district of Palestine. The study sought to determine the role of gender, educational level, years of experience variables on the degree of evaluation. A questionnaire was developed for the purpose of the study . The population of the study consisted of (350) teachers , where the sample of the study was chosen randomly and consisted of ( 208) teachers. The findings revealed that the degree of evaluation of the book shape, book content, structure of the language and grammar, methods and aids domains. The results revealed that the methods and aids have a high degree and there were significant differences in the degree of evaluation between male and female and in favor of males and there were significant differences due to experience. The researcher recommended that teachers ought to create new methods and techniques in teaching English, concentrate on using tapes and cards so as to keep contact with the modern effective trends of teaching and keep teachers focus on the effective techniques that help increase students interaction and involvement in the class.

(Magableh, 2000). The study aims to evaluate the functional English language textbook for the commercial first secondary class. It consisted of three distinct populations : a population of the teachers, the supervisors, the students. The sample of the study consisted of all members of the three populations : 6 teachers , 5 supervisors and 81 students in Jerash Directorate of education. The researcher developed a questionnaire which consisted of two evaluative scales , the teachers'

and supervisors' scale consisted of 88 likert types in 13 major characteristics of good textbook. The students scale contained 45 items . The findings of the study revealed that the textbook lacks the teaching aids such as cassettes, pictures, teachers manual and workbook, the textbook does not reflect the culture and values of the Jordanian society and colors, grammar, spelling, phonetic , visual aids and dialogue are not available as part of the textbook. The researcher recommended for the teachers to make content analysis in order to be able to select, omit or make modification, and to vary techniques of teaching and supervisors are recommended to make regular visits to schools to provide teachers with help.

(Al Shumaimeri, 1999). The research attempts to investigate Saudi students' perception of their English textbooks. Based on needs analysis, this study recognizes the students' needs and then investigates how far the textbook helps to satisfy these needs. The main results of the research indicated that a large number of students use English outside the classroom. Also, the most important reasons for studying English were 'to pass the final exam', 'English may be useful in the future', and 'to enter a scientific college at the tertiary level. Moreover, speaking was found to be the most significant skill needed to accomplish students' main aims in studying English. Also, students thought that the textbooks (EFSA) were not very helpful in developing their speaking skill. This result draws attention to the gap between the objectives of the textbook and the actual emphasis of teaching. This gap results in a mismatch between the examination system and the focus of the textbooks. The results showed that more than half of the students thought that the textbook needs some changes. These results also highlight the importance of needs analysis as a basis for textbook development.

(Al Kofeiri, 1997) An evaluation of the English textbook (PETRA) for the 10<sup>th</sup> grade in Jordan from the teachers perspectives. The purpose of the study was to evaluate English Textbook for the 10<sup>th</sup> grade in Jordan from the point of view of teachers' who teach that book. It aimed at investigating whether there were any significant differences among teachers' responses ascribed to gender, education and qualification or teaching experience, to achieve the purpose of the study , the researcher used an evaluation scale developed by EL-Mostafa (1988). The scale consisted of 87 likert-type items covering eleven major characteristics of

a good textbook. The sample of the study consisted of all teachers of English who teach 10<sup>th</sup> grades in the directorates of Education in Mafrag Governorate for the academic year 1996/1997. The sample consisted of (120) teachers: (60) male teachers and (60) female teachers. The results of the study indicated that the teachers views'of the textbook were positive. On the other hand the results indicated that the participation of the teachers in selecting the objectives was not at all adequate. Concerning the differences amongst teachers responses the results revealed that:

1. There were statistically significant differences due to sex.
2. There were statistically significant differences due to educational qualification except in the area of objectives.
3. There were no significant differences attributed to the teaching experience.

The researcher recommended that TEFL researchers conduct another study to evaluate books for the whole PETRA series from the point of view of teachers , supervisors and TEFL experts.

(Saleh, 1990). Evaluated the second preparatory PETRA in Jordan. Sample of the study consisted of 45 male and female teachers from Irbid . Ten trainers and three supervisors were also a part of the sample. The researcher used two scales developed by El-Mustafa (1988), one for teachers and the other for pupils. The results revealed that there were significant differences at the ( $\alpha= 0.05$ ) between male and female teachers on the two variables, objectives and content. But no significant differences were found among teachers due to experience or education . The rationale and objectives of the textbook were suitable and clear for both teachers and pupils. Reading material was relevant to the learners life and background, methods were suitable to achieve the stated goal . But the book did not include clear introductions for both teachers and pupils and teachers were not asked to participate in selecting the objectives.

(Al-Jarrah, 1987). Evaluated the new TEFL textbook (PETRA) for the fifth and sixth elementary class in Jordan. An evaluation scale was made to determine the specifications of a good quality textbook. Sample of the study consisted of (120) subjects including (40) TEFL experts and (80) elementary class teachers chosen by class sampling techniques. The material evaluated were pupils book, work book, teachers book for the fifth and six grade. The findings of the study indicated that PETRA textbooks were good concerning rational, objectives, language skills,

vocabulary, grammar, content, method of teaching, technical factors, handwriting books, teachers book and general aspect of PETRA series. The textbook did not have clear introductions for both teachers and pupils, the textbook didn't fit with other texts adopted for later following levels, the researcher recommended that teachers should participate in selecting the objectives of the textbook, number of the units of PETRA textbooks should be minimized so as to enable teachers and students to cover the material.

## **11.2 Discussion of the previous studies:**

The studies mentioned in this research used different evaluative criteria so as to achieve their goals, some of the studies used Bloom's taxonomy, questionnaires, interviews, observations and content analysis to judge English textbooks, a brief discussion with the previous studies.

One of the studies that used bloom's taxonomy is (Mosalanejad, 2010) investigated the types of learning objectives represented in Iranian senior high school and pre- university English textbook. Whereas others used content analysis such as (Kountouriotis, 2010) study which analyzed the New Physics textbook for the 9<sup>th</sup> grade of the Greek schools which concentrate on the transformation of the scientific knowledge to school knowledge.

On the other hand, some of the studies examine the advantages and disadvantages of the English textbook in terms of layout and design like (Tok, 2010) study.

Others aimed at evaluating English textbook from the teachers perspective and also examine the role of district, gender, qualification and years of experience such as, (Aqel, 2009) study, (Masri,2003) study, ( Al Kofeiri, 1997) study. ( Al Jarrah, 1987) study which evaluated TEFL textbook using evaluation scale consisted of 120 subject and 40 experts and 80 teachers.

But, (Al-Shumaimeri, 1999) study attempted to investigate the students' perception based on need analysis, that study recognizes the students' needs and then investigates how far the textbook helps to satisfy these needs.

Moreover, some of the studies aimed at evaluating English textbook from both teachers and supervisors perceptions such as (Alamri, 2008) study which aimed to elicit the perspectives of the teachers and supervisors, (Hamad, 2006) study and (Alamri, 2004) study which intended to evaluate English textbooks from both teachers' and supervisors perspectives.

Others intended to evaluate English textbook from the teachers', supervisors' and students' perspectives such as ( Magableh, 2000) study, (Saleh,1990) study which aimed at evaluating the textbook from the teachers', trainers and supervisors perspectives.

Moreover, (Hamad, 2006) study and (Alamri, 2004) which intended to evaluate English textbooks from both teachers' and supervisors' perspectives.

Some of the studies aimed at evaluating the content of English textbook in the light of standards such as (Almazloun, 2007) study and ( Badawi, 2007) study.

Moreover, some of the studies used several evaluative criteria such as questionnaire, observation and analysis of the textbooks to judge the suitability of a good TEFL textbook such as ( Mahmoud, 2007) study.

Others investigate the readability level of English textbook and effect of gender and Area of residences on the readability level of the textbook such as (Al Khataybeh, 2007) study.

On the other hand some of the studies used a retrospective mixed methodology research design (both quantitative and qualitative) to evaluate English textbook such as (Al Yousef, 2007) study and (Cakit , 2006) study which used a questionnaires, interviews and document analysis for the evaluation.

**The researcher benefited from the previous studies:**

- Knowing the suitable method for this study
- Knowing the suitable tool to these kind of studies
- The way to choose sample of the study
- Knowing the statistical analysis used in the study
- In discussing of the results

The researcher believes that this study is special in its goals which concentrated on both the outside and inside of English textbook.

**12.2 Summary:**

The present chapter presented the literature related to the study, the previous studies related to the study and also discussion of the previous studies.

## **Chapter three**

### **Methodology**

#### **0.3 Introduction:**

This chapter is devoted to the presentation of the method of the study, it involved the methodology of the study, the population, sample of the study, variables, data collection, instrumentation, validity and reliability of the instrument.

#### **1.3 Methodology:**

A descriptive methodology was used in this study due to the suitability of the study and its goals.

#### **2.3 Population of the study:**

The population of the study included English teachers of the 10<sup>th</sup> grade at the government schools in Ramallah district, the sum of (140) teachers according to the ministry of education statistics.

#### **3.3 Sample of the study:**

The sample of the study was selected randomly. It consisted of (92) English teacher (41) males and (51) females. Were the percentage of the sample was (65%). It is classified according to independent variables as in table (1-4).

### 4.3 Variables of the Study:

#### **Independent:**

The study included three independent variables as follows:

1. Qualifications of the teachers with three levels (Diploma , BA, MA).
2. Experiences of the teachers, with three levels (less than five years, from 5-10 years, more than 10 years.
3. Gender of the teachers, ( Male , Female).

#### **Dependent:**

The study included one dependent variable and represents the teachers' perspectives.

#### **A. Gender variable:**

**Table:(1. 3) Sample distribution according to gender variable**

<b>Gender</b>	<b>N.</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Percentage%</b>
Male	41	3.18	0.71	63.6
Female	51	3.34	0.56	66.8
Total	92	3.26	0.63	65.2

#### **B. Qualification Variable:**

**Table: (2. 3) Sample distribution according to qualification variable**

<b>Qualification Variable</b>	<b>N.</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Percentage%</b>
Diploma	18	3.45	0.43	69
B.A	73	3.21	0.67	64.2
M.A	1	3.56		71.2
Total	92	3.26	0.63	65.2

### C. Years of Experience Variable:

**Table: (3.3) Sample distribution according to years of experience variable**

<b>Years of experience variable</b>	<b>N.</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Percentage%</b>
1	19	3.04	0.64	60.8
2	33	3.45	0.48	69
3	40	3.22	0.70	64.4
Total	92	3.26	0.63	65.2

### 5.3 Instrumentation:

To achieve the goals of the study, the researcher adopted a questionnaire consisting of 47 item ( appendix 1 p:(73) to evaluate English for Palestine textbook 10<sup>th</sup> grade in Ramallah district from the teachers' perspective. The particular questionnaire is based on Hatamleh and Jaradat (1984), Mariani (1987), Mkhzoumi (1992), and Kinsella's version (1999).

The instrument was judged by a jury of experts in the field of teaching with minor amendment as recommended. After checking the validity of the instrument, it consisted of two sections in its final version as follows:

1. It consisted of personal details related to the respondents' (gender, qualification and years of experience).
2. The items of the questionnaire were (46) items, and grouped under four main domains :
  1. The General Shape of the book: (7) items (1,2,3,4,5,6,7)
  2. Book Objectives: (7) items (8,9,10,11,12,13,14)
  3. Book Content: (32 ) items. This domain includes six fields :
    - A) Reading and writing items : (15,16,17,18,19,20)
    - B) Structure and vocabulary items: (21,22,23,24,25,26,27,)
    - C) Listening and speaking items: (28,29,30,31,32)

- D)Literary items: (33,34,35,36,37,)  
4. Teaching Methods Aids: (9) items: (38,39,40,41,42,43,44,45,46)

All the items represent the positive impressions

The statement was presented in the form of items for subjects to endorse on a five point Likert -type scale from "strongly disagree to strongly agree", see appendix No. (1) page:(74).

### **6.3 Validity of the Instrument:**

To achieve the content validity of the instrument the questionnaire was given to a jury of qualified instructors in the field of the teaching at the universities and it was judged by (15) instructors, see appendix (2) p: No. ( 74), and approved with minor modifications which were taken into consideration and only one item from domain A. (book general Shape number (6 ) was canceled.

### **7.3 Reliability of the Instruments:**

To test the reliability of the questionnaire, a pilot study was conducted with a total of 15 teachers who teach the aforementioned textbook out of the population of the research, they were chosen randomly. Two weeks later it was distributed again. In order to find out the internal consistency of the items of the questionnaire, Cronbach Alpha was calculated to be (0.76) for the overall sections in the questionnaire, which meant that there was a high internal consistency between the items.

The aim of pilot testing was to find out to what extent the items were clear and comprehensible according to the subject of the study. Timing, the clarity of instructions and the usability of the five-point likert scale and analyzing data.

**Table: (4.3) Cronbach Alpha for Reliability**

<b>Domains</b>	<b>Reliability</b>
Book General Shape	0.78
Book Objectives	0.71
Book Content	0.78
Teaching Aids	0.79
Total Score	0.76

The results of table (5) show that the range of reliability for the four domains were between (0.71–0.79) , and total score was (0.76), this indicated that all the values were suitable for conducting this study.

### **8.3 Data Collection:**

Data collection procedures were carried out between April and June 2011. The questionnaire was administered to all English teachers who teach 10<sup>th</sup> grade at the government schools. The number of males was (41) and females was (51). Data analysis procedures were calculated using (SPSS), percentages, means, standard deviations and (one way ANOVA) to describe the overall picture in this study for evaluating the particular textbook from the teachers perspective.

### **9.3 Procedure:**

The researcher followed these steps in data collection:

- The researcher reviewed the previous studies relevant to her study.
- She used a questionnaire as a tool for data collection.
- To achieve the validity of the instrument, the questionnaire was judged by jury of qualified expert university professors.
- To test the reliability of the instrument, Cronbach Alpha was calculated to be (0.76) for the overall sections.
- The questionnaire was distributed and collected through the Ministry of Education in Ramallah plus the researcher herself.
- The sample of the study consisted of (92) English teacher participants.
- Data was collected and statistically analyzed.
- The results of the study were discussed. Recommendations and suggestions were included accordingly.

### **10.3 Statistical analysis:**

In order to analyze the data, the researcher used pertinent statistical techniques using (SPSS). Descriptive statistics, means, standard deviation and some statistical tests were used.

**These tests were:**

- Cronbach – Alpha formula
- Independent t. Test
- One way ANOVA

**Null Hypothesis examined as follow:**

**Table: (5.3) The suitable test to examine each hypothesis**

<b>Null Hypothesis</b>	<b>Test</b>
<p><u>The first Hypothesis</u></p> <p>There are no significant differences at (<math>\alpha = 0.05</math>) in the teachers views of English for Palestine textbook due to Gender.</p>	Independent t Test
<p><u>The second Hypothesis</u></p> <p>There are no significant differences at (<math>\alpha = 0.05</math>) in the teachers views of English for Palestine textbook due to qualification .</p>	Independent t Test
<p><u>The third hypothesis</u></p> <p>There are no significant differences at (<math>\alpha = 0.05</math>) in the teachers views of English for Palestine textbook due to Experience .</p>	One Way ANOVA

Null hypotheses were tested using the suitable test for each hypothesis , as mentioned above.

For data analysis, a five-point scale was adopted from (Shatat, 2007).

The following weight scale shows the degrees and the range of means for each degree.

**Table: (6.3) Weight Scale used in the study (Shatat, 2007)**

<b>The Degree</b>	<b>Means</b>
Very high	4.00 - 5.00
High	3.50 -3.99
Moderated	3.00 – 3.49
Low	2.50 – 2.99
Very Low	Less than 2.50

### **11.3 Summary:**

The present study was carried out in the government schools in Ramallah where the particular textbook was being used. In addition, the study is an evaluation aimed to assess the textbooks' four main domains, the general shape of the book, book objectives, book content and teaching aids. The study presented the method of the study, the population , sample of the study, variables , data collection , instrumentation , validity and reliability of the instrument.

## Chapter Four

### Results

#### 0.4. Introduction:

This chapter presents the results of the particular study which aims to assess English for Palestine Textbook 10<sup>th</sup> grade from the teachers Perspective at the government schools in Rammalah district. The study results are grouped under four main domains: (1. the general shape of the book 2. book objectives 3. book content 4. teaching aids). It also examined the effect of the following variables: gender, qualification and years of experience among teachers who teach the particular textbook. The results were discussed as follows.

#### Interpretation of the Results:

##### 1.4 Results related to the first question which states:

*"What are the teachers views of English for Palestine 10the grade according to the general shape of the book, book objectives, book content in the fields of: A: Reading and Writing B: Structure and Vocabulary C: listening and Speaking D: literature). And finally Teaching aids"?*

In an attempt to answer the questions, means, standard deviation, percentages and the degree or level of item were calculated to describe and summarize the responses of the teachers who participated in this study.

## 1. The General Shape of the book Domain:

**Table: (5.4) Means, Standard deviations and Percentages of The Book General Shape**

No.	Item 1. The General Shape of the book	Means	Std. Deviation	Percentage (%)	Degree
1.	The textbook is free from mistakes	4.13	0.55	82.6	Very High
2.	The title and sub-heading titles are written clearly and appropriately	4.11	0.73	82.2	Very High
3.	The textbook paper is of good quality	4.03	0.58	80.6	Very High
4.	The textbook is rich with illustrations that facilitate students' learning	3.82	0.79	76.4	High
5.	The outside cover of the book is attractive.	3.56	0.98	71.2	High
6.	The print is clear and appropriate	3.48	0.90	69.6	Moderate
7.	The layout design of the material is suitable for the students	3.26	1.03	65.2	Moderate
8	The material is arranged logically	3.48	0.90	69.6	Moderate
	<b>Total</b>	<b>3.77</b>	<b>0.79</b>	<b>75.4</b>	<b>Moderate</b>

N=92      Maximum point of response (5) points

The results show that items (1 & 2 & 3 ) received very high degrees. The percentages of responses were constantly (80.6%,82.6%, 82.2%). The same table reveals that items (4&5) received a high degree.

The percentages of response on these items were between (71.2% - 76.4%). Whereas items No. (6 & 7& 8) received a moderate degree, the percentages of responses on these two items were respectively between (65.2% - 69.6%).

The above finding reveals a very high degree of the respondents views to the Book General shape domain. Total score of means reached (3.77), and standard deviation reached (0.79). The findings revealed a positive response were given for over (75.4%) of the respondents who where in favor of book general shape domain and agree that the textbook shape is suitable.

**Table: (6.4) Means, Std. Deviation and percentages of the Book Objectives**

<b>No.</b>	<b>Item</b>	<b>Means</b>	<b>Std. Deviation</b>	<b>Percentage (%)</b>	<b>Degree</b>
	<b>2. Book Objectives</b>				
9	Are related to the learners' needs and interests	3.65	0.86	73	High
10.	Are clear and specific	3.57	0.71	71.4	High
11.	Correspond with the modern English developments around the world	3.41	0.96	68.2	Moderate
12.	Are relevant to the local culture	3.32	0.97	66.4	Moderate
13.	Meet the individual differences among students	3.29	1.11	65.8	Moderate
14.	Make a balance between the four main skills : listening, speaking , reading and writing	3.22	1.04	64.4	Moderate
15.	Help the teacher to choose the right aids and the best methods of teaching	3.02	1.20	60.4	Moderate
	Total score of Book Objectives domain	3.35	0.97	67.08	Moderate

N = 92      Maximum point of response (5) points

The results of table (6.4) show that the respondents view according to the degree of evaluation for book objectives domain was high on items (9 & 10), where the percentages of response on these items were between (71.4%-73%), standard deviation reached(0.86). The degree was moderated on items (11&12&13&14& 15), where the percentages of response on these items were between (60.4% -68.2%).

The findings revealed that the degree of evaluation of the respondents' views was moderate for the total scores, where the mean reached (3.35) and standard deviation reached (0.97), whereas percentages were between (60.4% - 73%), and this means that the respondents views were in favor of book objectives domain and the respondents find it suitable and adequate.

### 3. Book Content Domain:

**Table: (7.4) Means, Std. deviation and percentages of the Book Content in the field of Reading and Writing**

No.	Item	Means	St. Deviation	Percentage (%)	Degree
	<b>A. Reading and Writing</b>				
16.	Book content contains a sufficient number and a variety of reading passages	3.83	0.77	76.6	High
17.	Many of the reading passages are up to date and meaningful	3.72	0.71	74.4	High
18.	Book content helps students develop fluency and enjoyment in reading	3.34	0.93	66.8	Moderate
19.	Some writings are difficult for most of the students to deal with	3.10	1.16	62	Moderate
20.	Book content enhances free writing opportunities	3.09	1.13	61.8	Moderate
21.	The time allotted for teaching the material is sufficient	2.43	1.18	48.6	Very low
	<b>Total scores of Reading and Writing</b>	<b>3.25</b>	<b>0.85</b>	<b>65.03</b>	<b>Moderate</b>

	<b>B. Structure &amp; Vocabulary</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>Percentage %</b>	<b>Degree</b>
22.	The grammar is graded appropriately	3.56	0.92	71.2	High
23.	Structures lessons are often derived of the reading passages	3.71	0.86	74.2	High
24.	The topical nature of the vocabulary exercises is often meaningful to the student	3.63	0.89	72.6	High
25.	The exercises for vocabulary and grammar practice are rich and adequate	3.34	1.08	66.8	Moderate
26.	Structures are designed to be taught inductively	3.32	1.10	66.6	Moderate
27.	structures and vocabulary are appropriate to the students' level	3.05	1.14	61	Moderate
28.	The time allotted for teaching the material is sufficient	2.29	1.19	45.8	Very Low
	<b>Total score Structure and Vocabulary</b>	<b>3.27</b>	<b>1.02</b>	<b>65.45</b>	<b>Moderate</b>
	<b>C. listening and Speaking</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>Percentage %</b>	<b>Degree</b>
29.	The listening exercises often focus on stress, rhythm and intonation	3.61	0.87	72.2	High
30.	The cassettes expose the students to the voices and pronunciation of native speakers of English	3.53	0.98	70.6	High
31.	Speech exercises invite students to talk about their concerns and interests	3.43	0.88	68.6	Moderate

32.	The time allotted for teaching the material is sufficient	2.58	1.14	51.6	Low
33.	Cassettes are of high quality production	2.45	1.08	49	Very Low
	<b>Total score for Listening and Speaking</b>	<b>3.12</b>	<b>0.99</b>	<b>62.4</b>	<b>Moderate</b>
<b>D. literature</b>					
	<b>D. literature</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>Percentage %</b>	<b>Degree</b>
34.	The book contains a variety of literary genres , e.g. poems , novels, plays....etc	2.45	1.09	49	Very Low
35	The language used in literature is complex	2.64	0.88	52.8	Low
36..	Literary texts correspond to the students' background and interests	2.65	0.91	53	Low
37.	Literary texts encourage independent learning	2.63	0.87	52.6	Low
38.	The time allotted for teaching the material is sufficient	2.41	1.01	48.2	Very Low
	<b>Total scores of literature</b>	<b>2.55</b>	<b>0.95</b>	<b>51.12</b>	<b>Moderate</b>

N= 92      Maximum point of response (5) points

The results of table (7.4) showed the following:

#### **A) Reading and Writing:**

The results of table (7.4) show that the respondents views according to The degree of evaluation for reading and writing sub-domain was high on items (16&17), were the percentages of responses on these items were between (74.4% – 76.6%), means reached (3.83) and standard deviation reached ( 0.77). The degree was moderate on items

( 18 & 19 & 20 ), were the percentages of response on these items were between (61.8%–66.8%), and the mean reached (3.34), standard deviation reached (1.16). The degree was very low on item (21), where the percentage of response on this item was (48.6%).

For the total score of the reading and writing sub-domains, the respondents views according to the degree of evaluation was moderate and the percentages of response were (65.03%), the mean reached (3.25), std. deviations reached (0.85), and this satisfied the respondents expectation regarding reading and writing sub-domain.

The results also represent that reading and writing sub-domain were suitable and adequate from the respondents point of view, except for the item No. (20) "*The time allotted for teaching the material is sufficient*". The only statement that didn't satisfy the teachers expectation, where the mean score reached (2.43) which represents a very low degree, less than the average.

## **B. Structure and Vocabulary:**

The results of table (7.4) show that the respondents views according to the degree of evaluation for structure and vocabulary sub – domain was high on items (22 & 23&24), were the percentages of response on these items were between (71.2%–74.2%), means reached (3.71), standard deviation reached (0.92). The degree was moderate on items (25& 26 & 27 ), where the percentages of response on these items were between (61%–66.8%). The degree was very low on item (28), where the percentage of response on this item was (45.8%), this means that the respondents were not satisfied with the time allotted for teaching the material.

For the total score of the Structure and Vocabulary sub-domains, the respondents views according to the degree of evaluation was moderate and the percentages of response were between (45.8%–74.2% ), whereas total scores of the mean reached (3.27), and standard deviation reached (1.02). This represents that the teachers where satisfied with structure and vocabulary sub domain and they were suitable and adequate.

On the other hand, the findings revealed that the statement with the least values and the lowest degree was No. (28) *"the time allotted for teaching the material is sufficient"*, and the researcher attributes this to misuse of time.

### **C. Listening and Speaking:**

The results of table (7.4) show that the degree of evaluation of listening and speaking sub-domain was high on items ( 29 & 30 ), were the percentages of response on these items were between (70.6%-72.2%). The respondent views of the degree of evaluation was moderate on item (31), were the percentage of response on this item was (68.6%). The degree was low on item (32), where the percentage reached (51.6%). The degree was very low on item (33), were the percentage was ( 49%), the mean reached (2.45), standard deviation reached (1.08).

For the total score of the listening and speaking sub-domain, the degree of evaluation was moderate and percentage was (62.4%), the mean reached (3.12), standard deviation reached (0.99).

The results reveal that the respondents were satisfied with all the items except for items No. (32&33)which represent a low degree of evaluation. This could be attributed to the quality and not to the quantity of the cassette production and inadequate time for teaching.

### **D. Literature:**

The results of table (7.4) show that the respondents views according to the degree of evaluation for literature sub-domain was very low on items (34 &38), were percentages of responses on these two items were respectively between (48.2% - 49%). The degree was low on items ( 35 & 36 & 37 ), were the percentages of response on these items were between ( 52.6% - 53 ).

For the total score of the literature sub-domain the respondent views according to the degree of evaluation were low, and total score of

percentages were (51.12%), means reached (2.55), standard deviation reached (0.95).

The above findings revealed the low attitudes of the respondents views, and this mean that the teachers were not satisfied with literature sub domain.

The researcher attributed the loss of genres literature in English textbook 10<sup>th</sup> grade to the planners and writers of the curriculum who are responsible for that loss and should take this point into consideration in the future.

On the other hand, "*the time allotted for teaching the material is not sufficient*", the statement that holds the lowest degree in this study, the researcher attributed this to the lack of balance between the number of students in the class and the quantity of material to be taught.

#### 4. Teaching aids Domain:

**Table: (8.4) Means, Std. deviation and percentages of the Book  
Content in the field of teaching aids**

	<b>Teaching aids</b>	<b>Mean</b>	<b>St. Deviation</b>	<b>Percentage %</b>	<b>Degree</b>
39	The pictures and diagrams used are related to the learners' background	3.45	1.04	69%	Moderate
40.	The aids and activities used help to build students' confidence in language practice	3.33	0.98	66.6%	Moderate
41.	The activities used are purposeful	3.30	0.89	66%	Moderate
42.	The activities help to develop communicative skills	3.29	0.93	65.8%	Moderate
43.	The aids help to relieve anxiety and boredom	3.27	0.89	65.4%	Moderate
44.	The activities encourage critical thinking	3.23	0.98	64.6%	Moderate
45.	The aids and activities are suitable to the students' level	3.20	1.01	64%	Moderate
46.	The activities help to de-emphasize teachers' talk	3.17	1.07	63.4%	Moderate
	<b>Total score Teaching aids</b>	<b>3.26</b>	<b>0.97</b>	<b>65.2%</b>	<b>Moderate</b>

( N= 92)      Maximum point of response (5) points

The results of table (8.4) show that the respondent views according to the degree of evaluation for teaching aids domain was moderate on all

the items, were percentages of response on the items were respectively between (63.4% – 69%).

The above findings revealed the moderate attitudes of the respondents to the teaching aids domain. On the other hand, total score of means reached (3.26), and standard deviation reached (0.97), whereas total score of percentages were respectively (65.2%), which represent that the respondents were satisfied with all the items.

#### 2.4 Rank order domains and total score of Evaluation:

**Table: (9.4) Means, standard deviations, percentages and rank order of English for Palestine textbook 10<sup>th</sup> grade**

<b>Domains</b>	<b>Means</b>	<b>Standard Deviations</b>	<b>Percentages %</b>	<b>Rank Order</b>	<b>Degree</b>
Book General Shape Domain	3.77	0.79	75.4	1	High
Book Objectives Domain	3.35	0.97	67.08	2	High
Teaching aids Domain	3.26	0.97	65.2	3	Moderate
Book Content Domain	3.04	0.95	61	4	Moderate
<b>Total score</b>	<b>3.35</b>	<b>0.92</b>	<b>67.17</b>	<b>4</b>	<b>Moderate</b>

maximum point of response (4) points

The results of table (9.4) show that the respondents views according to the degree of evaluation was high on the book general shape domain and the book objectives domain, were the percentages were respectively between (67.08%-75.4%). On the other hand, the respondent views according to the degree of evaluation related to book objectives domain and teaching aids domain was moderate, were percentages were respectively between (61% - 65.2%), and also the results reveal that the average of response was (67.17%).

The results of table (9.4) showed that the rank order of evaluation domain was as follows:

First rank: Book General Shape domain

Second rank: Book Objectives domain

Third rank: Teaching aids domain

Fourth rank: Book Content domain

### 3.4 Results related to the first hypothesis which says:

*"Are there any significant differences at ( $\alpha \leq 0.05$ ) in the teachers views of English for Palestine textbook due to gender".*

In an attempt to test the first hypotheses, means, standard deviation, t value and the significance level for each domain were calculated to describe and summarize the responses of the teachers who participated in this study.

**Table: (10.4 )Independent t Test according to gender variable**

Domains	Male		Female		t. value	Sig
	Mean	St. D	Mean	St. D		
Book General Shape Domain	3.73	0.48	3.80	0.50	0.62	0.53
Book Objectives Domain	3.30	0.70	3.46	0.58	1.21	0.22
Book Content Domain	3.04	0.71	3.08	0.74	0.28	0.77
Teaching aids Domain	3.18	0.71	3.34	0.56	1.18	0.23
<b>Total score</b>	<b>3.31</b>	<b>0.65</b>	<b>3.42</b>	<b>0.59</b>	<b>0.82</b>	<b>0.43</b>

significant at ( $\alpha \leq 0.05$ )

N = 92

The results of table (10.4) show that the computed t. test value was respectively (0.62) for the first domain and the significance level reached (0.53), which is bigger than ( $\alpha \leq 0.05$ ), thus there were no significant differences in the teachers views due to gender.

The computed t. test value was respectively (1.21) for the second domain "Book Objectives" and the significance level reached (0.22). Which represents that there were no significant differences due to gender.

The computed t. test value was respectively (0.28), and the significance level reached (0.77) for the third domain, whereas the computed t. value was (1.18), and the significance level reached (0.23) for the fourth domain " Teaching aids".

The results reveal that there were no significant differences at ( $\alpha \leq 0.05$ ) in the respondents views of English for Palestine textbook 10<sup>th</sup> grade in the general shape of the book, book objectives, book content, teaching aids domains due to gender variable.

#### **4.4 Results related to the Second hypothesis which states:**

*"Are there any significant differences at ( $\alpha \leq 0.05$ ) in the teachers views of English for Palestine textbook ascribed to qualification ?"*

In an attempt to test the second hypothesis, means, standard deviation, t. value and the significance level for each domain were calculated to describe and summarize the responses of the teachers who participated in this study.

**Table (11.4 ) Independent t. Test for the differences in the respondent views of the evaluation due to qualification**

Domain	Diploma			B.A			t. value	Sig
	N.	Means	Std. Deviation	N.	Means	Std. Deviation		
Book General Shape Domain	18	3.84	0.49	74	3.75	0.49	0.62	0.75
Book Objectives Domain	18	3.50	0.53	74	3.36	0.66	0.77	0.21
Book Content Domain	18	3.43	0.63	74	3.53	0.83	1.14	0.37
Teaching aids Domain	18	3.45	0.43	74	3.22	0.66	0.16	0.03*
<b>Total</b>	<b>18</b>	<b>3.55</b>	<b>0.52</b>	<b>74</b>	<b>3.46</b>	<b>0.66</b>	<b>0.67</b>	<b>0.34</b>

N = 92

significant at ( $\alpha \leq 0.05$ )

The results of table (11.4) show that the t. value was (0.62), and significance level reached (0.75) for the first domain "General Shape of the book" whereas t. valued was (0.77), and the significance level reached (0.21) for the second domain " Book Objectives". Whereas the t. value was (1.14) and the significance level reached (0.37) for the third domain " Book Content".

The significance level was bigger than ( $\alpha \leq 0.05$ ) for the first, second and third domain and this means that there where no significant differences due to qualification.

On the other hand t. value was (0.16), and the significance level reached (0.03) for the fourth domain "Teaching aids", which represent the lowest significance level and this means that there were significant

differences at ( $\alpha \leq 0.05$ ) in the respondents views of English for Palestine textbook 10<sup>th</sup> grade in the Teaching aids domain due to qualification variable and in favor of diploma.

The findings revealed that there were no significant differences in the teachers views due to qualification in the book general shape, book objectives, book content domains but, there were significant differences in the teachers views in the teaching aids domain. The researcher attributed this to, more than 71% of the teachers hold only diploma.

#### **4.5 Results related to the third hypothesis which states:**

*"There are no significant differences at ( $\alpha \leq 0.05$ ) in the teachers views of English for Palestine textbook due to experience?"*

In an attempt to test the third hypothesis, means, standard deviations for each item were calculated to describe and summarize the responses of the teachers who participated in this study.

**Table: (12.4) Means and Std. Deviation of the evaluation due to Experience**

<b>Domain</b>	<b>Less than 5 years</b>			<b>5 -10 years</b>			<b>More than 10 years</b>		
	<b>N.</b>	<b>Means</b>	<b>Std. Deviation</b>	<b>N.</b>	<b>Means</b>	<b>Std. Deviation</b>	<b>N.</b>	<b>Means</b>	<b>Std. Deviation</b>
Book General Shape Domain	19	3.69	0.52	33	3.79	0.47	40	3.79	0.50
Book Objectives Domain	19	3.21	0.16	33	3.54	0.53	40	3.35	0.68
Book Content Domain	19	2.93	0.72	33	3.22	0.77	40	2.99	0.65
Teaching aids Domain	19	3.04	0.64	33	3.45	0.48	40	3.22	0.70
<b>Total score</b>	<b>19</b>	<b>3.21</b>	<b>0.51</b>	<b>33</b>	<b>3.5</b>	<b>0.56</b>	<b>40</b>	<b>3.33</b>	<b>0.63</b>

N= 92

significance at ( $\alpha \leq 0.05$ )

Due to the differences between the means, the researcher used one way ANOVA test to test the hypothesis so as to get more accurate results and see if there are any significant differences due to experience variable.

**Table: (13.4) One way ANOVA Test for the evaluation due to experience variable**

<b>Domain</b>		<b>Sum of Squares</b>	<b>df.</b>	<b>Mean Squares</b>	<b>F. value</b>	<b>Sig.</b>
Book General Shape Domain	Between groups	0.161	2	0.81	0.32	0.72
	Within groups	22.109	89	0.24		
Book Objectives Domain	Between groups	1.45	2	0.72	1.77	0.17
	Within groups	36.45	89	0.410		
Book Content Domain	Between groups	1.62	2	0.81	1.78	0.23
	Within groups	49.51	89	0.55		
Teaching aids Domain	Between groups	2.20	2	1.10	2.84	0.06
	Within groups	34.50	89	0.38		

N= 92

significant at ( $\alpha \leq 0.05$ )

As it is clearly seen from table (13.4), the computed F-Values consequently were ( 0.32,1.77, 1.78, 2.84), whereas the significance levels were respectively between (0.06–0.72). On the other hand "Teaching aids" domain represents the lowest significance level, it reached (0.06), whereas "Book General Shape" domain represents the highest significance level, it reached (0.72).

The findings revealed that the significance levels for the four main domains were bigger than ( $\alpha \leq 0.05$ ) and this means that there were no significant differences at ( $\alpha \leq 0.05$ ), in the teachers' views due to experience variable.

## Chapter Five

### 0.5 Results Discussion and Recommendation:

The purpose of this study was to evaluate English for Palestine textbook 10<sup>th</sup> Grade from the Teachers Perspectives. This chapter presents the discussions of the findings and conclusions of the study in relation to literature and suggests implications for research and practice related to this study.

#### First : Results Discussion:

##### 1.5 :Results related to the first question:

*“What are the teachers views of English for Palestine 10<sup>th</sup> grade according to the general shape of the book,, book objectives, book content in the field of :*

- A) Reading and Writing*
- B) Structure and Vocabulary*
- C) listening and Speaking*
- D) literature), and finally teaching aids?”*

The findings revealed that the respondents views of the evaluation of English for Palestine Textbook 10<sup>th</sup> grade were moderate in general, and these results agreed with the following studies:

- (Aqel, 2009) study which revealed that the degree of evaluation of the textbook in the two districts were moderate.
- (Al Yousef, 2007) study which revealed that the respondents perceived CB ( course book) as moderate and adequate.
- (Al Kofeiri, 1997) study indicated that the respondents views about the textbook were positive.
- (Hamad, 2006) study which revealed that the respondents generally agreed on the suitability of the Jordanian’s opportunities textbook.

- (Mahmoud, 2007). Study which revealed that the textbooks were suitable and the researcher strongly recommended using these books.

The researcher study and the above mentioned studies are related in the suitability of the textbook in general.

**The study disagreed with the following studies:**

- (Hidayet, 2010) study which revealed that "the textbook actually did not stand up reasonably well to a systematic in- depth analysis and represents negative attitude".
- (Al Khataybeh, 2007) results of the study showed that the readability is at the frustration level and unsuitable for the level of the students.
- ( Cakit, Isil, 2006) study which revealed that both teachers and students felt negative about most of the characteristics of the textbook and it was not appropriate for the age group.

**1. Book General Shape:**

The results revealed that the teachers perception related to the first domain "The General Shape of the book" was high, whereas item No. (1) "*The textbook is free from mistake*" had the highest mean, (4.13) and received a very high degree, where item No. (4) "*the textbook is rich with illustrations that facilitate students learning*" received a high degree and the mean reached (3.82 ). But item No. (7) "*the layout design of the material is suitable for the students*" received a moderate degree and the mean reached (3.26).

The above findings revealed the positive attitudes of the respondents to the book general shape domain and this means that the teachers were satisfied with the book general shape domain.

The general shape of the textbook was acceptable from the teachers' point of view. However, it would be more appealing if colorful pictures of real people and real environments were used.

The result disagreed with (Aqel, 2009) study which indicated that there were significant differences in the book general shape domain between Salfit and Southern Nablus district in favor of Salfit.

The researcher attributed these results to our beliefs of good textbook should attract the student' curiosity, interest and attention. In order to do this, a textbook should have novelty, variety and attractive layout.

The textbook should fulfill its role as a stimulus for communication and not to be simply an organizational tool.

## **2. Book Objectives:**

The results revealed that the respondents views related to the second domain "book objectives" was moderate, whereas item No. (9) "*Are related to the learners needs and interests*" had the highest mean, (3.65) and received a high degree, percentage reached (73%) and standard deviation reached (0.86). But item No. (15), "*Help the teacher to choose the right aids and the best methods of teaching*" had the lowest means (3.02), and received a moderate degree, where the percentage reached (60.4%), the standard deviation reached (1.20).

The findings revealed the positive and moderate attitudes of the respondents views to the book objectives domain, and this means that the teachers were satisfied with "Book Objectives" domain.

### **The study agreed with:**

- (Alamri, 2008) study which stated that the objectives domain received a positive attitude.
- And also agreed with (Hamad, 2006) study which stated that the respondents agreed on the suitability of Jordanians' opportunities textbook in the objectives domain.
- (Masri, 2003) the book objectives domain received a high degree.

- (Saleh, 1990) study which mentioned that the objectives of PETRA textbook were suitable and clear.
- (Al-Jarrah, 1987) study which revealed that PETRA textbooks for the sixth grade were good concerning objectives.

**The study disagreed with:**

- (Al Kofeiri, 1997) study which indicated that the participation of the teachers in selecting the objectives was not at all adequate.
- (Al Shumineri, 1999) study which drew the attention to the gap between the objectives of the textbook and the actual emphasis of the teaching.
- (Al Kofeiri, 1997) study which indicated that the participation of the teachers in selecting objectives was not at all adequate and there were no significant differences in the area of objectives.

The researcher shed the light on that point and highly recommended, that objectives should be more convenient and stated clearly enough so that students and teachers can use it easily.

**3. Book Content domain:**

**A) Reading and writing sub-domain**

The results revealed that the respondent views related to reading and writing sub- domain were moderate, whereas item No. (16) "*book content contains a sufficient number and a variety of reading passages*" had the highest mean, (3.83) and received a high degree, percentages reached (76.6%) and standard deviation reached (0.77). But item No. (18), "*book content helps students develop fluency and enjoyment in reading*" had a moderate degree of evaluation and means reached (3.34), standard deviation reached (0.93), where percentage was (66.8). On the other hand item No. (21) states "*the time allotted for teaching the material is sufficient*" received the lowest means (2.43), and received a

very low degree, where percentages reached (48.6%), standard deviation reached (1.18).

The findings revealed the moderate attitude, which represented that the teachers were satisfied with reading and writing sub-domain and find it suitable and adequate except for item No (21) "*the time allotted for teaching the material*" which indicated a very low degree.

**The study agreed with:**

-(Hamad, 2006) study which revealed that respondents generally agreed on the suitability of Jordanians' opportunities textbook in the reading and writing domain.

-(Saleh, 1990) study which indicated that the reading material was relevant to the learners life and background.

**The study disagreed with:**

- (Al Khataybeh, 2007) study which investigated the readability level of the 10<sup>th</sup> grade English textbook in Tafila, it showed that the readability level was very low which means that it is at the frustration level.

**The researcher attributed the results to the following:**

-Reading comprehension texts tend to be more difficult for the learners to understand than others due to their structural complexity.

-Topics of reading have to be more varied from factual to anecdotal, and sometimes are funny stories because nowadays, learners needs are different from what they used to be and; hence it looks better to include texts more related to our environment and real life.

-It is of vital importance to provide learners with reading materials that are more relevant to the particular age group, more appropriate for their needs and interest and that are appropriate for their language level as well.

-We should bear in mind that as teachers, our professional and social responsibility is not only concentrated on importing factual information concerning the grammar or meanings; rather we should care for the transfer of cultural values to new generations.

-concentration on developing students reading and writing skills through the communicative approach is useful especially by using more extra support materials; preparing new kind of exercises; using newspapers, magazines and story books, giving guided composition of different varieties for developing writing.

-The topics of reading texts have to be more interesting and attract the learners' attention so that it may have a strong and long lasting effects on the minds of the learners.

-Some of the reading passages seems to be irrelevant to the mother-tongue experiences of the pupils'.

-The authors could have included writing activities in different formats varying from controlled to free writing according to the proficiency levels of the learners groups.

-Encouraging the learners to develop their own learning strategies to become independent in the learning process is valuable.

-The researcher believes that the learner training is helpful and valuable in pushing our learners towards the intended goals.

The statement that states "*The time allotted for teaching the material is sufficient*" is not enough to cover the selected materials as mentioned in this study, so there should be a sort of balance between the aims, the materials and the period designed to render the main goals to the students. Writers and planners of the curricula should increase the number of allotted weekly periods.

## **B) Structure and vocabulary sub-domain:**

The results revealed that the respondents views related to structure and vocabulary sub-domain was moderate, whereas item No. (23) "*structures lessons are often derived from the reading passages*" had the highest mean, (3.71) and received a high degree, percentages reached

(74.2%) and standard deviation reached (0.86). But item No. (25), *"the exercises for vocabulary and grammar practice are rich and adequate"* had moderate degree of evaluation and means reached (3.34), standard deviation reached (1.08), where percentage was (66.8). On the other hand item No ( 28), *"the time allotted for teaching the material is sufficient"* received the lowest means (2.29), and received a very low degree, where percentages reached (45.8%), standard deviation reached (1.19).

The findings revealed the moderate attitude, which represents that the teachers were satisfied with structure and vocabulary sub-domain and find it suitable and adequate except for item No (28) *"the time allotted for teaching the material"* indicated a very low degree.

#### **The findings of the study agreed with:**

-(Hamad, 2006) study which stated that respondents generally agreed on the suitability of the textbook in the grammar and structural functions.

-(Masri, 2003) study which revealed that the degree of evaluation of the structure of the language and grammar were high.

-(Al-Jarrh, 1987) study which indicated that PETRA fifth and sixth grade were good concerning the grammar domain.

The above mentioned studies agreed with the researcher study in term of structure and vocabulary sub-domain and find it suitable and adequate.

#### **The findings of the study disagreed with:**

- (Magableh, 2000) study which stated that grammar are not available as part of the textbook.

### **The researcher attributed the results to the following:**

- textbooks should have more oral drills which utilized in Audio-Lingual method which develop the ability to give quick and in-time responses to a particular verbal stimuli mainly in attention, making relatively more use of long-term memory.

-Progressive exercises reinforce what students have already learned and should progress from simple – both linguistically and cognitively to more complex and demanding to develop the students skills and challenge.

-If the exercises are varied and challenged, they keeps the students motivated and interested so, the textbook should have something new in each chapter because familiarity and routine can be comforting but, familiarity can lead to disinterest and boredom.

### **C) Listening and speaking:**

The results revealed that the respondent views related to listening and speaking sub- domain was moderate, whereas item No. (29) "*the listening exercises often focus on stress,, rhythm and intonation* " had the highest mean, (3.61) and received a high degree, percentages reached (72.2%) and standard deviation reached (0.87). But item No. (31), "*speech exercises invite students to talk about their concerns and interests*" had moderate degree of evaluation and means reached (3.43), standard deviation reached (0.88), were percentage was (68.6%). On the other hand item No. ( 33), "*cassettes are of high quality production*" received the lowest means (2.45), and received a very low degree, were percentages reached (49%), standard deviation reached (1.08).

The findings revealed the moderate attitude, which represents that the teachers were satisfied with listening and speaking sub-domain and find it is suitable and adequate except for items No. (32&33) "*the time allotted for teaching the material*" and "*cassettes are of high quality production*" indicated a very low degree.

### **The study agreed with:**

-(Al-Jarrah, 1987) study which stated that textbook was good concerning language skills.

-(Hamad, 2006) study which indicated that the respondents generally agreed on the suitability of Jordanians opportunities' textbook over listening and speaking skills domain.

- (Alamri, 2008) study which indicated that the findings were generally in favor of textbook including the skills development domain.

The above mentioned studies agreed with the researcher study in term of listening and speaking sub-domain and the respondents find it suitable and adequate.

### **The study disagreed with:**

- (Al Shumaimeri, 1999) study which indicated that the textbooks were not very helpful in developing their speaking skills.

- (Al Khataybeh, 2007) study which indicated that the readability level of the 10<sup>th</sup> grade English textbooks was very low and at the frustration level.

### **The researcher attributed this result to the following:**

-The emphasis on the quantity more than the quality is one of the main reasons of bad cassettes. So it is highly appreciated to revise the cassettes carefully before they are applied.

-Less of care before production of the cassettes so ,its very important to make sure that the cassettes are of good quality, clear, and suitable for the students level and age so that it can encourage the listening skills.

-Textbooks nowadays have evolved into a great variety of resources used in language classroom to facilitate learning process such as audio cassettes, videos, Cd-ROM, dictionaries, advertisements, radio, TV, programmers ...etc.

#### **D) Literature:**

The results revealed that the respondent views related to literature sub- domain was low, whereas item No. (36) "*literary texts correspond to the student background and interests*" had the highest mean, (2.65) and received a low degree, percentages reached (53%) and standard deviation reached (0.91). But item No. (34 & 38), "*the book contains a variety of literary genres and the time allotted for teaching the material is sufficient*" had the lowest degree of evaluation and means reached (2.41), standard deviation reached (1.01), were the percentage was (48.2%).

The findings revealed the lowest attitude, which represent that the teachers were not satisfied with the literature sub-domain and realized that writers and planners of the curriculum should overcome the shortage of loss literature in 10<sup>th</sup> grade textbook.

The study disagreed with (Aqel, 2009) study which indicated a moderate attitude.

#### **The researcher attributed this result to the following:**

One of the disadvantages of English for Palestine textbook 10<sup>th</sup> grade as mentioned in this study that it does not contain a variety of literary genres, e.g. poems, novels, more related to our environment and real life and correspondent to the students' background and interests so as to encourage critical thinking ,problem solving ..etc, the new strategies of learning, so writers and planners of the curriculum of English textbooks should overcome the shortages so that it may improve the curricula and the students abilities in acquiring the language.

Moreover, to enhance language learning in the classroom and it may help the students promote their language skills using various of literary genres and it may have various properties worthy of attention for the learners.

#### **4. Teaching aids domain:**

The results revealed that the respondent views related to teaching aids domain was moderate in general, whereas item No. (39) "*the pictures and diagrams used are related to the learners background*" had the

highest mean, (3.45) and received a moderate degree, percentages reached (69%) and standard deviation reached (1.04). But item No. (46), "*the activities help to deemphasize teachers' talk*" had a moderate degree of evaluation and had the lowest means reached (3.17), standard deviation reached (1.07), where percentage was (63.4%).

The findings revealed the moderate attitude, which represent that the teachers were satisfied with teaching aids domain.

### **Results of the study agreed with:**

-( Masri, 2003) study which revealed that the methods and aids have a high degree on the teaching aids domain and recommended creating new methods and techniques in teaching English. It concentrated on using tapes and cards so as to keep contact with the modern effective trends of teaching and keep teacher focus on the effective techniques.

-( Al Jarrah, 1987) study which revealed that PETRA textbooks (pupil book, work book, teacher book) were good concerning the method of teaching.

### **Results of the study disagreed with:**

-( Alamri, 2008) study which revealed that the findings were generally in favor of textbook except for teaching aids domain.

-(Al Yousef, 2007) study which indicated that the supplementary material were the most poorly rated categories.

-(Magableh, 2000) study which indicated that textbook lacks the teaching aids such as cassettes, pictures, teaching manual and workbook.

The above mentioned studies agreed with the researcher study in term of teaching aids domain which indicated that cassettes are not of high quality so, there should be more care before production.

### **The researcher attributed the results to the following:**

- Teaching aids lack a high quality cassettes, role cards and wall pictures.
- Visual materials such as films, pictures, role cards, are aimed at teaching the new phonemes included in the related lessons it should be of a high quality because these facilities could be employed by teachers and students to enhance language learning in the classroom and it helps the users promote their language skills and it may have various properties worthy of attention for the learners.
- Catering the modern trends of teaching is quite neglected and less of focus on the effective techniques in the learning process.
- Lack of well trained teachers
- Many teachers ignore the new strategies of learning
- Misuse of supplementary materials

### **3.5 Rank Order:**

The results show that the respondent views according to the degree of evaluation to the rank order was moderate. Whereas the first domain "*book general shape*" had the highest mean (3.77), percentages were respectively (75.4%), standard deviation reached (0.79). On the other hand the fourth domain "*book content domain*" had the lowest mean (3.04), percentage was respectively (61%), standard deviation reached (0.95) and moderate degree.

This results agree with (Aqel, 2009) study with the third and fourth domain and disagree with the first and second domain.

#### **4.5 Results related to the first hypothesis:**

*"There are no significant differences at ( $\alpha \leq 0.05$ ) in the teachers views of English for Palestine textbook due to gender?"*

The results revealed that there were no significant differences at ( $\alpha \leq 0.05$ ) in the respondent views according to the degree of evaluation of the English for Palestine Textbook 10<sup>th</sup> grade due to gender variable in Book General shape, Book Objectives, Book content, teaching aids domains. This disagrees with (Saleh, 1990) and El-Mustafa's whose studies showed a significant differences on the two variables, book objectives and book content, while revealed significant differences in book general shape.

#### **Results of the study disagreed with:**

- (Al Khataybeh, 2007) study which revealed that there were significant differences due to the students gender.
- (Masri, 2003) study which revealed that there were significant differences in the degree of evaluation between male and female and in favor of males.
- (Al Kofeiri, 1997) study which revealed that there were significant differences due to gender.
- (Saleh, 1990) study which indicated that there were significant differences between male and female teachers on the two domains objectives and content.
- (Mahmoud, 2009) study which revealed that there were significant differences in teaching aids between male and female teachers and in favor of females.

#### **The researcher attributed this result to:**

- Both male and female teachers are involved in the teaching process and under the same environmental circumstances.

#### **5.5 Results related to the second hypothesis:**

*"There are no significant differences at ( $\alpha \leq 0.05$ ) in the teachers views of English for Palestine textbook due to qualification"?*

The findings revealed that there were no significant differences at ( $\alpha \leq 0.05$ ) in the respondent views of English for Palestine textbook 10<sup>th</sup> grade due to qualification in the book general shape, book objectives, book content domains, but there were significant differences in the teachers view in the teaching aids domain.

The researcher attributed this result to, the fact that more than 71% of the teachers holds only diploma due to the statistical analysis related to this study.

#### **Results of the study agreed with:**

- (Saleh, 1990) study which indicated that there were no significant differences at ( $\alpha \leq 0.05$ ) in the respondent views due to education.

#### **Results of the study disagreed with:**

-(Al Kofeiri,1997) study which indicated that were significant differences at ( $\alpha \leq 0.05$ ) in the respondent views due to educational qualification except in the area of objectives.

#### **The researcher attributed the results to the following reasons:**

- Unqualified teachers, more than 71% of the English teachers hold only diploma according to the statistical analysis mentioned in this study.
- Unawareness of the new strategies of teaching in the teaching process such as critical thinking, creative thinking, cooperative methods...etc.
- Lack of training programmers
- Inflexibility of some of the teachers

#### **6.5 Results related to the third hypothesis:**

*"There are no significant differences at ( $\alpha \leq 0.05$ ) in the teachers views of English for Palestine textbook due to their experience"?*

The findings revealed that there were no significant differences at ( $\alpha \leq 0.05$ ) in the teachers views in the four main domains due to the experience variable.

**Results of the study agreed with:**

-(Saleh,1990) study indicated that there were no significant differences among the teachers due to experience variable.

-(Al Kofeiri, 1997) study indicated that there were no significant differences attributed to the teaching experience variable.

-(Aqel, 2009) study which indicated that there were no significant differences in the degree of evaluation due to experience variable.

**Results of the study disagreed with:**

-(Masri, 2003) study which indicated that there were significant differences among the teachers due to experience variable.

**The researcher attributed this result to:**

- Lack of training programs
- Inflexibility of some of the teachers in the learning process
- Unawareness of the new techniques of teaching
- Unawareness of the new strategies of teaching
- Teaching aids are not of high quality
- Most of the teachers highly depend on the textbook

## 7.5 Second: Recommendation:

Having evaluated English for Palestine textbook 10<sup>th</sup> grade from the teachers perspective, the researcher found out that English for Palestine textbook 10<sup>th</sup> grade is suitable regarding to the features of good textbook mentioned in the questionnaire.

The researcher highly recommends that teachers, supervisors and parents as well as the local society participate positively in selecting of the material and choosing the objectives as a step of improving our curricula.

The researcher recommends that the textbook have to be more represented of life and nature, because one of the basic goals of the whole teaching and learning process is to link schools and their results positively with the real life.

It is highly recommended adding more visual materials to the learning process, such facility could be employed by teachers and learners to enhance language learning in the classroom and helps the users promote their language skills using their senses.

Writers and planners of the curriculum of English have to overcome the shortages of less literary genres, so that it may improve the curricula and the students abilities in acquiring the language.

Textbooks nowadays have evolved into a great variety of resources used in language classroom to facilitate learning process such as audio cassettes, videos, Cd-ROM, dictionaries, advertisements, radio, TV, programmers ...etc.\_so ,the researcher point out on that point and highly recommended to care more about that point in the future.

The statement that states "*The time allotted for teaching the material is sufficient*" received the lowest degree of evaluation in this study. This means that the time is not enough to cover the selected materials as mentioned in this study, the researchers shed the lights at that point and recommended that there should be a sort of balance between the aims, the materials and the period designed to render the main goals to the students so, writers and planners of the curricula should increase the number of allotted weekly periods.

The researcher highly recommended, that objectives should be more convenient and stated clearly so that students and teachers can use it easily.

The researcher over stressed the importance of making sure that the cassettes are of good quality, clear, and suitable for the students level and age before production so that it can encourage the listening skills.

The researcher recommended creating a better educational atmosphere by making the students the center of educational process.

Moreover, writers and planners of the curricula have to make sure that the organization of the material is more consistent with the objectives of the textbook.

#### **Recommendations to the Ministry of education:**

- Give the teachers, students, parents the opportunity to participate more in the process of selecting the objectives of English textbook.
- Illustrate the material with more colorful pictures of real life
- Provide the teachers with teacher manual, work book, cassettes and visual aids.
- Increase the number of allotted weekly periods.
- Take the teachers comments into consideration.
- Provide the texts with variety of literary genres.

#### **Recommendations for the researchers:**

- Conduct other evaluative studies
- Use other evaluative instrumentation such as interviews observations and content analysis

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## Appendix No. (1)

### List of The Jury

No.	Name	University Name
1.	Prof. Ahmad Atawneh	Hebron university
2.	Dr. Muhsen Adas	Al Quds university
3.	Dr. Hanna Y. Tushyeh	Hebron university
4.	Dr. Hisham Abu Ghoosh	Al Quds open university
5.	Dr. Mufeed Jadallah	Al Quds open university
6.	Dr. Mai Abu Sair	Al Najah university
7.	Dr. Ziyad A. Tanni	Al Quds open university
8.	Dr. Anwar Abd Ellatif	Birzeit university
9.	Dr. Afef Zedan	Al Quds university
10.	Mrs. Amani Shihadeh	School supervisor / UNRWA
11.	Dr. kamal Irshad	Al Najah university
12.	Mr. Hadi Hawad	Al Najah university
13.	Dr. Waseem I. Hamayel	Walden university USA
14.	Dr. Nabil Alawi	Al Najah university
15.	Dr. Ziad Qabajeh	Al Quds university

## Appendices No. (2)

*Questionnaire of the study after judging by the jury.*

### Questionnaire

**Dear Teachers,**

The researcher aims to evaluate English for Palestine Textbook 10<sup>th</sup> grade at the government schools in Ramallah from the teachers' perspective. This questionnaire is used for the purpose of research only.

Please put (X) in the appropriate space accurately and objectively.

*Thanks for your kind cooperation.*

Researcher name : Maysoon Shihadeh.

**Teacher personal information :**

**-Gender :**                Male                Female

**- Qualification:**  Diploma                B.A .                M. A .

**-Years of Experience**  Less than 5 years .     5-10 years .

More than 10 years .

No.	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1-	The outside cover of the book is attractive					
2-	The textbook paper is of good quality					
3-	The textbook is rich with illustrations that facilitate students' learning					
4-	The textbook is free of mistakes					
5-	The title and sub-heading titles are written clearly and appropriately					
6-	The print is clear and appropriate					
7-	The layout design of the material is suitable for the students					
8-	The material is arranged logically					
	<b>B. Book Objectives:</b>					
9-	Are related to the learners' needs and interests					
10-	Are clear and specific					
11-	Correspond with the modern English developments around the world					
12-	Are relevant to the local culture.					
13-	Meet the individual differences among students					
14-	Make a balance between the four main skills : listening, speaking , reading and writing					
15-	Help the teacher to choose the right aids and the best methods of teaching					

	<b>C. Book Content :</b>					
	<b>1. Reading and Writing</b>					
16-	Book content contains a sufficient number and a variety of reading passages					
17-	Book content helps students develop fluency and enjoyment in reading					
18-	Many of the reading passages are up to date and meaningful					
19-	Some writings are difficult for most of the students to deal with					
20-	Book content enhances free writing opportunities					
21-	The time allotted for teaching the material is sufficient					
	<b>2. Structure &amp; Vocabulary:</b>					
22-	Structures are designed to be taught inductively					
23-	The grammar is graded appropriately					
24.	Structures lessons are often derived from the reading passages					
25-	The topical nature of the vocabulary exercises is often meaningful to the student					
26-	structures and vocabulary are appropriate to the students' level					
27-	The exercises for vocabulary and grammar practice are rich and adequate					
28-	The time allotted for teaching the material is sufficient					
	<b>3.Listening and Speaking:</b>					
29-	Cassettes are of high quality					

	production					
30-	The cassettes expose the students to the voices and pronunciation of native speakers of English					
31-	The listening exercises often focus on stress, rhythm and intonation					
32-	Speech exercises invite students to talk about their concerns and interests					
33-	The time allotted for teaching the material is sufficient					
<b>4. Literature:</b>						
34-	The book contains a variety of literary genres , e.g. poems , novels, plays....etc.					
35-	The language used in literature is complex					
36-	Literary texts correspond to the students' background and interests					
37-	Literary texts encourage independent learning					
38-	The time allotted for teaching the material is sufficient					
<b>D. Teaching Aids:</b>						
39-	The pictures and diagrams used are related to the learners' background					
40-	The aids and activities are suitable to the students' level					
41-	The activities used are purposeful					
42-	The aids and activities used help to build students' confidence					
43-	The aids help to relieve anxiety and boredom					

44-	The activities foster the spirit of independent learning					
45-	The activities help to develop communicative skills					
46-	The activities encourage critical thinking					

Appendix No.(3)

Means standard deviation of the sample of the study on the items of the Questionnaire arranged descending according to the means

	<b>Item</b>	<b>Mean</b>	<b>St. dev.</b>	<b>Degree</b>
1	The textbook is free from mistakes	4.13	0.55	Very High
2	The title and sub-heading titles are written clearly and appropriately	4.11	0.73	Very High
3	The textbook paper is of good quality	4.03	0.58	Very High
4	Book content contains a sufficient number and a variety of reading passages	3.83	0.77	High
5	The textbook is rich with illustrations that facilitate students' learning	3.82	0.79	High
6	Many of the reading passages are up to date and meaningful	3.72	0.71	High
7	Structures lessons are often derived of the reading passages	3.71	0.86	High
8	Are related to the learners' needs and interests	3.65	0.86	High
9	The topical nature of the vocabulary exercises is often meaningful to the student	3.63	0.89	High
10	The listening exercises often focus on stress, rhythm and intonation	3.61	0.87	High
11	Are clear and specific	3.57	0.71	High
12	The outside cover of the book is attractive	3.56	0.98	High
13	The grammar is graded appropriately	3.56	0.92	High
14	The cassettes expose the students to the voices and pronunciation of native speakers of English	3.53	0.98	High
15	The print is clear and appropriate	3.48	0.9	Moderate

16	The material is arranged logically	3.48	0.9	Moderate
17	The pictures and diagrams used are related to the learners' background	3.45	1.04	Moderate
18	Speech exercises invite students to talk about their concerns and interests	3.43	0.88	Moderate
19	Correspond with the modern English developments around the world	3.41	0.96	Moderate
20	Book content helps students develop fluency and enjoyment in reading	3.34	0.93	Moderate
21	The exercises for vocabulary and grammar practice are rich and adequate	3.34	1.08	Moderate
22	The aids and activities used help to build students' confidence in language practice.	3.33	0.98	Moderate
23	Are relevant to the local culture	3.32	0.97	Moderate
24	Structures are designed to be taught inductively	3.32	1.1	Moderate
25	The activities used are purposeful	3.3	0.89	Moderate
26	Meet the individual differences among students	3.29	1.11	Moderate
27	The activities help to develop communicative skills	3.29	0.93	Moderate
28	The aids help to relieve anxiety and boredom	3.27	0.89	Moderate
29	The layout design of the material is suitable for the students	3.26	1.03	Moderate
30	The activities encourage critical thinking	3.23	0.98	Moderate
31	Make a balance between the four main skills : listening, speaking , reading and writing	3.22	1.04	Moderate
32	The aids and activities are	3.2	1.01	Moderate

	suitable to the students' level			
33	The activities help to de-emphasize teachers' talk	3.17	1.07	Moderate
34	Some writings are difficult for most of the students to deal with	3.1	1.16	Moderate
35	Book content enhances free writing opportunities	3.09	1.13	Moderate
36	structures and vocabulary are appropriate to the students' level	3.05	1.14	Moderate
37	Help the teacher to choose the right aids and the best methods of teaching	3.02	1.2	Moderate
38	Literary texts correspond to the students' background and interests	2.65	0.91	Low
39	The language used in literature is complex	2.64	0.88	Low
40	Literary texts encourage independent learning	2.63	0.87	Low
41	The time allotted for teaching the material is sufficient	2.58	1.14	Low
42	Cassettes are of high quality production	2.45	1.08	Very Low
43	The book contains a variety of literary genres , e.g. poems , novels, plays...etc.	2.45	1.09	Very Low
44	The time allotted for teaching the material is sufficient	2.43	1.18	Very low
45	The time allotted for teaching the material is sufficient	2.41	1.01	Very Low
46	The time allotted for teaching the material is sufficient	2.29	1.19	Very Low

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