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An Evaluative Study of the Tenth Grade Materials
"English For Palestine" from Teachers' Perspective.

By
Jamila Mohammad Mosa Al-Sheikh Ali

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Palestine" from Teachers' Perspective.

Prepared by:
Jamila Mohammad Mosa Al-Sheikh Ali

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Prepared by:
Jamila Mohammad Mosa Al-Sheikh Ali
Registration no.: 20320029

Supervisor: Dr. Adnan Shehadeh

Master thesis submitted and accepted,
The name and signatures of the examining
Committee members are as follows:

1-Head of committee: Dr. Adnan Shehadeh	signature:
2-Internal examiner: Professor Ahmad Jaber	signature:
3-External examiner: Dr. Raghad Dweik	signature:

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Dedication

To the soul of my father, brother and sister.

To all the martyrs of Palestine, I dedicate this work.

Declaration

I certify that this thesis submitted for the degree of master is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed:

Jamila Mohammad Mosa Al-Sheikh Ali

Date: 22/7/2006.

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I would like to acknowledge the assistance of a number of professionals who helped me in the accomplishment of this study.

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Abstract

The main purpose of this study is to investigate teachers' opinion about the effectiveness and suitability of the different components of the tenth grade English textbook "English For Palestine", more specifically, this study aims at showing the points of strength and weakness of the textbook from the teachers' perspectives. The study also aims at investigating whether there are any significant differences among teachers' responses due to sex, academic qualification and teaching experience.

The population of this study consisted of all tenth grade English teachers teaching in the Palestinian government schools for the academic year 2004/2005. The purposive sample of this study consisted of 54 female and male teachers from the two directorates of Jerusalem district.

To achieve the purpose of this study .The researcher used two evaluative instruments. A questionnaire and an interview.

The researcher has developed a questionnaire which consists of 158 Likert-type items. The researcher has explored nine domains. Six domain pertaining to the teacher's book and three domains pertaining to the student's book, workbook and the teacher's audiocassette.

The teacher's book domains are: rationale and objectives, general features, language of the teacher's book, type and amount of supplementary exercises, methodological guidance and linguistic background and information. The student's book, workbook and the teacher's audiocassette domains are: layout and design, language content, and subject matter.

The study attempted to answer the following questions

- 1- What is the English language teachers' evaluation of the different components of "English For Palestine" 10, student's book, workbook, teacher's book and the teacher's audiocassette?
- 2- To what extent do teachers believe the textbook encourage the use of high-order thinking skills.
- 3- To what extent do teachers believe the four language skill, presented in the textbook develop the learners' communicative competence?

The researcher testifies the following hypothesis which are drawn from the first question:

- 1- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation due to sex.
- 2- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation due to their academic qualification.
- 3- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation due to their years of "TEFL" experience.

The study includes the following variables:

Independent Variables:

- Sex: two levels; male and female.
- Academic qualification: four levels; diploma, B. A, B. A + diploma, M. A.
- Years of TEFL experience: five levels; 1-5 years, 6-10 years, 11-15 years, 16-20 years and more than 20 years.

Dependent variables: Teachers' responses to the items of the different domains of the questionnaire.

The teachers' responses to the evaluation questionnaire were analyzed using the following statistics: means, standard deviation, t-test and one-way ANOVA.

The findings of the study reveal that:

There is a reasonable degree of satisfaction with all of the following domains: layout and design, listening texts, activities for reading, speaking, listening, writing, grammar, vocabulary and subject matter. However, the results indicate that teachers were dissatisfied with some aspects of the above domain, for example;

1. Writing activities were judged to be uninteresting.

They emphasized the concept of accuracy with little encouragement of individual creative thinking.

2. The material failed to lend itself for external reading, there is no accompanying storybook or readers.
3. The length of the unit and the subdivision of each unit into eight lessons are not reasonable.
4. There were no opportunities for teaching the rhythm and inadequate opportunities for teaching sounds.
5. The allotted time is not enough.
6. The teachers also dissatisfied with the methodological guidance of the teachers' book.
7. The teacher's book hardly provides supplementary exercises to reinforce language skills, grammar and vocabulary.
8. The teacher's book did not present a kind of contrastive analysis between English and Arabic for teachers to overcome certain pronunciation problems.

9. It did not provide suggestions to motivate and engage all learners in classroom activities.

In the light of the findings of the study, the researcher recommends that: the materials writers provide the methodological guidance of the teacher's book with a kind of contrastive analysis between Arabic and English to help teachers overcome some pronunciation problems and the student's book to be provided with a storybook. It is also recommended that the educational authorities increase the number of the allotted weekly periods, encourage teachers and supervisors to do participatory action research that is classroom-based. Regarding the research field, the researcher recommends that other evaluative studies be conducted on upper stages and comparative study between the two approaches of teaching writing; the guided approach and the free-writing approach are conducted.

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