



**An-Najah National University
Faculty of Graduate Studies**

**AN EVALUATIVE STUDY OF READING PLUS
BOOK FOR THE 11TH AND 12TH GRADE
STUDENTS AS PERCEIVED BY TEACHER AND
STUDENT IN JENIN PUBLIC SCHOOLS**

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Dedication

To the one who taught me success and patience... to the one who taught me that great works are done only with patience, determination, and persistence.... to whom the heart blossoms when he's mentioned and the expressions vanished... to my father... I dedicate my thesis.

To the pure soul that granted me all the love and tenderness...to my supporter in hardships and her prayers for my blessings and success traced m step by step.... to my mother.... I dedicate my thesis.

With all love...to my soul mate...to the one who accompanied me towards realizing my dream... step by step...which we have sowed and harvested together and we will stay together by God's will... to the one who stood by my side and supported me in every step of my life... to my husband Basim... I dedicate my thesis.

I shall never forget my beloved ones... Maya and Sara, the candles in my darkness and the angels of my skies.

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Declaration

I, the undersigned, declare that I submitted the thesis entitled:

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I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name: Iman Al-Ardah

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Date: 09/06/2022

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AN EVALUATIVE STUDY OF READING PLUS BOOK FOR THE 11TH AND 12TH GRADE STUDENTS FROM THE PERSPECTIVE OF TEACHERS AND STUDENTS IN JENIN

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Abstract

The goal of this study was to assess the Reading Plus book for 11th and 12th grade students and teachers in the Jenin governorate. The researcher employed a hybrid strategy to attain this goal. Data was collected through survey questionnaires and interviews during the academic year 2020-2021. The total degree of students' perspective toward the Reading Plus book was 3.33, indicating a reasonable level of estimation, according to quantitative methodologies. The results revealed that the variables of gender, grade, and school had no differences ($\alpha \leq 0.05$) in the perspectives of eleventh and twelfth graders toward the attractiveness of the text, the subject and content, exercises, the language type, the language skills, and the context of Reading Plus Book.

While the qualitative method revealed that English language teachers had positive attitudes toward the language type, language skills, and attractiveness of the English Reading Plus textbook, the quantitative method revealed that English language teachers had negative attitudes toward the language type, language skills, and attractiveness of the English Reading Plus textbook. English teachers were critical of the Reading Plus Book's content, themes, exercises, and context.

Based on these findings, the researcher advised curricula designers to make changes to the comprehension activities and content of Reading Plus BOOK in order to meet modern currents in the teaching and educational process, such as following different and complementary kinds of curriculum mainly reading strategies.

Keywords: Evaluation, Reading Plus Textbook, Teachers' and students' perspectives, English Language.

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical Background

English is a global language that is studied as a foreign language in Palestine. It is a subject that is required to be taught in Palestinian schools from primary through secondary levels. Its main goal is to produce graduates who are proficient in English.

Higher education institutions in any country are incubators of knowledge, and a model that must be referred to by other society institutions. It mainly aims to prepare qualified individuals scientifically, technically and educationally, who contribute to building, developing, preserving its heritage and ensuring its survival (Ahmadi & Derakhshan, 2016).

English language has become more dominant all over the world, and it is considered to be the language in the field of education by universities and institutes as a mean of learning and scientific research. Also, it is the language of global diplomacy, business, and professions. English language is the language of modern interaction these days; as it is the main language used globally between nations. It is the language that is used in science, tourism, travel, politics, and technology as a whole. Indeed, the significant role of English language has contributed to the development of teaching English as a foreign Language (John, Gurario & Halepota, 2021).

From the perspective of the researcher, comprehension questions in textbooks, especially in the secondary grade students must be profoundly researched in order to see whether they coordinate the requirements of the secondary stage students who are going to join the college, and to investigate and find out whether reading comprehension questions are compatible with thinking skills of higher order.

Indeed, the main source of texts for English language learners are texts in the language course book generally intended to enhance learners' language by exemplifying particular

structure or vocabulary items. Text in reading comprehension books often aimed at enhancing both language and reading skills.

The presence of a textbook is required to enhance the educational process, according to Hodgen, Küchemann, and Brown (2010), and it has both positive and bad aspects for teachers and students. A textbook, for example, offers teachers and students with a complete and structured framework.

It also allows kids to see where they are heading and what will happen next. It also includes a diverse set of readings and activities that are acceptable for most students' levels. Finally, a textbook provides useful direction while also allowing pupils to exercise sufficient autonomy. A textbook, on the other hand, has some disadvantages. A textbook, for example, cannot always meet the demands and differences of students. A textbook may be too simple for the professors, which leads to boredom and a lack of motivation among the students. Furthermore, it employs a certain methodology that may not be appropriate for all students.

Furthermore, Ahmadi and Derakhshan (2016) stated that textbooks are considered the foundation of most of the practice and input of language itself occurring in the class. When it comes to judging textbooks, however, activities, planning, design, language type and skills; content and subject matter all have a role.

Some people believe that reviewing textbooks is inextricably tied to textbook selection. The evaluation aids the selection process, which is a crucial decision-making process.

Norris (1998) defined evaluation as a process that is crucial to curriculum development because it allows teachers to assess their students' progress. In addition, evaluation was thought to be useful in establishing the amount to which the curriculum had met its objectives. As a result, evaluation is used to assess the strengths and flaws of a program. Following that, fresh ideas are integrated into the system, followed by implementation and continual evaluation. Evaluation was defined by Gredler (1996) as the systematic

evaluation of a programme, service, project, procedure, goal, or curriculum's quality, effectiveness, or usefulness.

Likewise, it was defined by Lynch et al. (2007) as "an attempt to collect data in order to make conclusions or recommendations" (p. 2). Mukundan (2010) also noted that evaluation is the process of determining the suitability of something for a specific purpose. Kelly (2009) described curriculum evaluation as the process of attempting to determine the efficacy of a specific educational activity. Furthermore, Kayapinar (2009) defined evaluation as a way of gathering facts in order to judge the validity and usefulness of a decision. This highlighted the significance of evaluation in decision-making.

The major goal of evaluation, on the other hand, is to gather data regarding students' and teachers' progress in an educational environment. This includes the prospect of resolving apparent flaws as well as improving existing good approaches and systems. As a result, feedback from stakeholders can be acquired through evaluation in order to improve the language system. Educators also have diverse perspectives on evaluation; some associate it with capability, while others describe it as an estimate of the degree to which a given goal has been met. Furthermore, some researchers consider evaluation to be a scientific review (Zohrabi, 2011).

The basic purpose of evaluation, according to Mukundan (2010), is to define the rationale and requirement for evaluation. An evaluation could be carried out using the following methods: Determine who the evaluation is for and what information is needed to get started. Second, they showed how the assessment data will be used: to improve the course or to decide whether it should be maintained or destroyed. Third, consider whether the review is necessary or if the required information is already available. Fourth, figure out how much time and money you have to finish the assessment. Decide what types of data will be collected in the fifth step. Sixth, strive to enlist the assistance of those who will be assessing you. In the seventh phase, decide how you'll proceed.

According to Sitompul, Sipayung, and Sihite (2019), there are several aspects to consider while evaluating a reading textbook material, including: To begin, the interest level of the reading text, which is regarded the most important aspect in picking a reading text and, in turn, a key role in developing fluency in reading. Second, lexical knowledge is defined as words, idioms, and complex sentences as a new lexical item. A text that contains unfamiliar terms may have a negative impact on comprehension and vocabulary acquisition. Third, the texts' authenticity: certain types of texts, such as newspaper or magazine pieces, are written for native speakers. Fourth, cultural background knowledge, which is described as the framework in which we live, think, feel, and interact with others, is important. The lack of a direct link between the course materials and the learners' objectives and goals, as well as their own interests may stifle the motivation of learners to learn English and postpone their progress. Fifthly, there's the text arrangement. The speed and legibility of reading text are affected by a number of factors connected to text arrangement.

There are many aspects related to the paper characteristics that should be considered including font type and size; margin, color, texture, and the spaces between lines. Finally, text visualizations play an essential part in learning due to the fact that some visual materials like picture activate preexisting knowledge of students, and bright, colorful, engaging, and well-illustrated material texts are usually more appealing to students.

According to Islam (2013), material evaluation assists us in determining textbook choice selections, forming professional judgments, and raising awareness of our teaching and learning experiences. He gives criteria for evaluating textbooks when it comes to the importance of doing so. Examine a book's usability, flexibility, and adaptation, for example. Furthermore, examine a textbook more closely in terms of its theoretical orientation and approach.

Stronge (2005) distinguished three sorts of decisions that are made for the purpose of evaluation. These decisions include determining the students' needs in order to design their training, evaluating students' performance in order to choose and group them, and

informing students of their progress and deficiencies. These are referred to as "individual choices." Assess the effectiveness of the educational system as well as the qualifications of individual teachers. These fall under the category of administrative regulation. Choosing appropriate teaching tools and approaches, as well as determining where revisions are required, is a difficult undertaking. This is filed under "improvement of the course."

According to Wanzer (2019), evaluation is an organized process based on measurement by which a judgment is issued (evaluation) on the thing to be evaluated in light of what it contains of the characteristic subject to measurement and its ratio to an agreed value or a specific standard. As for educational evaluation, it means identifying the extent to which students have achieved goals and taking appropriate decisions and recommendations against them, by diagnosing shortcomings or strength points in any element of the educational system, as well as providing treatment and enrichment programs for them.

It also means measuring the student's level between a starting point and an end point, and the negative or positive changes that occurred between them, such as the pre, formative and final exams (evaluations) (Al Harbi, 2017).

Indeed, the main goal of evaluation studies is not only to evaluate, but also to gain important information and data so as to improve the curriculum, which could eventually lead to a perfect measuring and testing of the students' achievements.

Evaluation studies can highlight the strengths and weaknesses of the curriculum in order to reinforce what is good and address areas that may need improvement. Assessment is to eliminate unnecessary gaps and repetition, to provide a smoother development of content through different grade levels, to remove inconsistencies between many textbooks on different subjects and at different levels, and in general to provide an educational program in English more in line with students' needs (Wanzer, 2019).

It should be noted here that the success of any educational system depends on the strength and accuracy of the process of measurement, evaluation of this system. Measurement and

evaluation are an integral part of the teaching process that achieves the objectives of the educational system.

Textbook evaluation is one of the most important areas of educational evaluation in the educational process, and it represents the official written document of the curriculum content. The purpose of evaluating the textbook is issuing a judgment on the quality of this book, the extent to which it facilitates the teaching and learning processes, and its ability to achieve the objectives of the educational process. It also aims to reveal its points and shortcomings in preparation for taking appropriate decisions to treat them (Al-Loolo & Al-Masri, 2010).

The need for evaluating the textbook is due to its importance as a container for the content of the curriculum and on which the success or failure of the educational process depends, and to the goals that the textbook evaluation seeks to achieve. It aims to determine the extent of the quality of the book's output, the accuracy of its language, the integrity of its expressions, the smoothness of its style, the adequacy of its information for the learner, its connection to the curriculum objectives and the extent of its contribution to achieving them.

The textbook can be evaluated through several areas and aspects; they can be summarized as follows (Al-Qazaq, 2011):

- Evaluating the textbook itself: by evaluating the objectives of the book and the accuracy of its formulation and consistency with the general objectives of the curriculum. In addition to the extent to which it includes all aspects of student growth, as well as evaluating the book's general shape, design, color consistency, appropriate size, number of pages, and evaluating printing and book output, writing style and language. As well as evaluating the scientific content of the book from the correctness, adequacy and diversity of information, and the arrangement and balance of the accompanying activities, pictures and their titles.

- Evaluating the textbook in the light of its relationship with the student; where the book should have the best specifications in order for the student to achieve the highest benefit and to provide the student with experiences that develop his tendencies, trends, hobbies, way of thinking, behaviors, and his ability to face and solve problems.
- Evaluating the textbook in the light of the relationship with the teacher; where the textbook represents the link between the student and the teacher, and the teacher must transfer and facilitate information from it to the student.
- Evaluation of all kinds of auxiliary services for textbooks, such as human services represented in the administrative and technical staff, educational services such as learning aids and methods and libraries, and material services such as daily school schedules, budget and raw materials.

There are many types of evaluation, the most important of which are the following (Wanzer, 2019):

Formative Evaluation:

Formative assessment is a planned process in which evidence extracted from assessment about student status is used by teachers to modify their continuing teaching practices or by students to modify their existing learning styles. It is the process used by teachers and students to identify learning and respond to that learning in order to reinforce it.

Formative assessment makes the teaching and learning process results-oriented and directed towards bridging the real gaps revealed by those results. The results of formative assessment are not just data collected for knowledge or to write a report, but rather they serve as guidelines for the teaching and learning processes and determine what is the next learning step. Formative assessment involves the teacher and the learner, and it is one of the strategies for making the students take responsibility for their learning.

Summative Evaluation:

This type is really concerned with decision making on certain aspects or elements of the test itself and it is closely related to making sure if the test is effective or not; is it acceptable or not. Such kind is also concerned with course completion and evaluating it to provide data when redesigning the course.

Overall, the summative evaluation is one of the ways to determine the level of students' attainment of information and skills in a previously learned subject, through their answers to a set of paragraphs representing the content of the subject.

In a nutshell, summative assessments can be distributed during the course or semester, or after the completion of a specific unit (or set of topics), and there are advantages to doing so. Besides that, achievement tests usually involve students obtaining an estimate indicating their level of performance, and this estimate is in the form of a percentage of success or failure, or some other form of measurement. Final evaluation tests are given more weight than formative tests.

Illuminative Evaluation:

An additional type of evaluation is depicted as illuminative evaluation. The purpose of this type is not only to change the course necessarily but also to find out the work of different aspects of the program and how they are implemented. It is concerned with approaching a deeper understanding of the processes of teaching and learning that occur in the program

This kind of assessment incorporates assessing all the educational and teaching program which contains the utilized procedures and tools, the teaching strategies, all educational goals obtained by the students, and the learning process as a whole.

There are many factors that should be taken into consideration when evaluating a reading text; the most important of which are the following (Awad, 2013):

- 1- The assessor or evaluator should be familiar with the curriculum topics, objectives and activities in order to be able to judge the effectiveness of the curriculum, and the suitability of the curriculum to the level of the learner and the teacher and the needs of the community.
- 2- The extent to which there is a plan for distributing time on the curriculum, and it is one of the factors that judge the effectiveness of the curriculum
- 3- The extent to which the curriculum contains accompanying activities, and the extent to which the accompanying activities are effective.
4. The extent of interrelationship between the subjects and dimensions of the curriculum.
5. The extent of the organization of the curriculum and its connection with the educational experiences of the students.
6. The extent to which the curriculum is concerned with environmental problems.
7. The extent to which the curriculum contains illustrations to assist in learning the use of maps.
8. The extent of the curriculum's ability to develop learners' thinking.
9. The extent to which the curriculum is concerned with practical and applied aspects
10. The extent to which the content is appropriate for the ability of learners.
11. The extent of its contribution to the preparation of learners, in accordance with the needs and aspirations of the community.
12. The extent to which international criteria are taken into account in preparing and building curricula in designing the curriculum under evaluation.

Designing appropriate and effective evaluation methods and models for students' learning requires creative thinking on the part of the teacher and his realization that the assessment should not necessarily lead to marks and percentages of achievement, but rather it must be aimed at providing feedback to students about their progress towards the set goals, not cognitive. It also aimed at providing psychomotor and affective goals. The evaluation should also provide opportunities for success for students to acquire concepts with positive attitudes that make learning desirable for them, and the final assessment process - if it is necessary - becomes honest and comprehensive (Dweikat, 2018).

There are many evaluation models that can achieve this. They are not new methods for educational thought, but the scarcity of their actual use in evaluating students' learning makes them come under the rule of new methods. Also, it needs an effort to approve it on the ground of the school calendar, and it is worth the effort for its high-quality outputs on the ground, as it is the mechanism that achieves the real evaluation characterized by comprehensiveness, continuity and diversity (Hammad, 2014).

The current evaluation methods are limited in their entirety to the tests that teachers may think are the only method of evaluation, and even in this type. The focus is on measuring cognitive achievement at the lowest levels of knowledge, and therefore it can be considered a complex problem (the problem of quality and limitations) (Islam, 2013).

The previous reasons are the product of the cumulative personal experience of working in the field of teaching, but there are also other objective scientific reasons that deepen the need to search for new methods and methods of assessment, including:

- Creative teaching and the application of strategies such as investigative learning, discovery learning, and active learning require new types of assessment that differ from those used in assessing traditional learning outcomes.
- Advocating the need for students to acquire lifelong learning skills to take advantage of the information and technological momentum of the era of globalization, and this requires new ways to evaluate those skills.

- The necessity of transforming the assessment into a fun, fair and comprehensive process that tests what students actually know, as well as how they perform, and works on developing learning skills and self-realization, so that this terrifying process (exam anxiety) does not remain. This devoted practices such as tutoring, buying notes and cheating in exams to get out of the predicament of low grades that lead to comparison with others and absolute judgment of failure.

Due to the rapid development of science in our world, some textbooks can lose honesty during printing. Therefore, there should be efforts to ensure that the information in the textbook is consistent with the facts and is up-to-date with regard to statistics and scientific theories. In order to benefit from the textbook, it should not be limited to just acquiring initial ideas and memorizing the necessary information contained in it, but the book must include - where appropriate for the subject - products from the texts of specialized literature.

This is to encourage students to acquire knowledge of themselves and to explore broader horizons. It is recommended that every chapter be attached to a list of graded mental and practical activities that aim to reveal or confirm what has been learned before, and to train students and develop their abilities (Usaha, 2019).

Despite the importance of the textbook in the processes of both teaching and learning, it cannot be considered an independent teaching method known as the book method, and it cannot replace the teacher in everything. Rather, it is just a specific means of the basic education methods that the teacher may resort to in most types of teaching to make his class activity more effective and vital. In reading plus book, the instructor may use the information, experiences and questions in the book as a focus for discussion, dialogue, self-study, application, or project creation and other types of personal and collective activity.

Therefore, he/she may have to adapt the material of the book to suit an educational situation, and this confirms that the textbook can help in the formation of a distinguished and skillful teacher, and a student willing to teach (Islam, 2013).

From the own perspective of the researcher, reading plus textbook is a servant and master of the teacher, and it is a means of teaching and not an end in itself, and it is subject to the procedures of the teacher and the student is not in control of these procedures.

Sometimes the teacher of English resorts to circumstances necessitated by the nature of the students or the nature of the material in order for the students to summarize the material and information in the reading plus and highlight to them the main points in it so as to increase their intellectual clarity on the subject. This makes the instructor assign students after providing them with books, references and magazines for external readings.

This is to entice them to read, research and investigate, and to let them benefit from additional reading in broadening their horizons, expanding their understanding, developing their thinking and educating their personality. Therefore, this makes the school library, and the classroom library, in addition to the textbook, a necessary and indispensable need for the teacher and the student (Raba, 2017).

According to Usaha (2019), a textbook is selected according to an educational basis, linguistic, social and moral considerations. Indeed, the goal is to encourage the child to develop his personality, ability, and interest in reading, and to form the habit of reading. Thus, the teacher in this does not intend to achieve more verbal learning, but rather to develop the desire for self-learning.

It is worth mentioning here that what is composed for students of the lower basic stage differs in language, style and organization from what is composed for other students in the following stages. These students cannot understand what is in the book unless it is appropriate to their cultural and mental levels and is representative of their cultural and social reality. Hence, attention must be paid to the student's linguistic dictionary,

expression templates, and terms used in the book so that these books do not add difficulties in linguistic comprehension.

The reading plus textbook should be appropriate to the cultural and social reality of the students. Students who live in a culturally, socially and economically rich environment or in families that provide opportunities for communication with printed materials (books, newspapers, magazines and many among others) and opportunities to watch films, pictures, plays and drawings differ in their grounds, experiences and general cultures from those who live in an environment or society where they do not have such opportunities. Thus, they will have less rich and more narrow and specific experiences than their counterparts in the first society (Al-Masri & Ali, 2019).

According to Islam (2013), the author of textbook should be known for his scientific and pedagogical competence, and he has experience and scientific experience in the field of education in general, and the experience of teaching the subject in particular. In addition, the author should have a good experience of writing textbooks that qualifies him to translate his views and scientific, educational, and field abilities into an applied reality in the book and its educational contents.

When evaluating the reading plus book, there should be taken into consideration that it is characterized of accuracy, impartiality, and scientific honesty when the author presenting the point of view that he presents for explanation and interpretation.

The author should be fully aware of the reality of society, its circumstances, cultural trends, customs, and traditions, and be able to identify those circumstances and trends with honesty and integrity. It should be noted here that such philosophy have clear indicators that can be deduced and known from the folds of the book and its contents, and that this educational philosophy be consistent with the needs of society, its circumstances and traditions, and in line with modern trends in education (Wanzer, 2019).

According to Wanzer (2019), one of the most important criteria to be taken into consideration when evaluating the book of reading plus is that there should be a clear

relationship between the material and organization of the book, and between the curriculum vocabulary and its objectives. It is preferable that this material be characterized by modernity, depth and comprehensiveness, and that what the book contains of information, facts, concepts and terms are appropriate to the mental, cultural, social, and linguistic levels of the students in the class and stage of study in which they are. It should be also equitably distributed over the parts and chapters of the book according to their importance for students, and for the subject itself. The main goal should be providing students in general with a common amount of knowledge, facts, and information in order to achieve the objectives of the curriculum.

Awad (2013) proposed an important criterion for the reading plus evaluation technique that should be also be considered in the evaluation process. That is, the information, scientific facts, experiences, skills, questions and exercises contained in the book take into account the students' needs and tendencies.

The textbook should be related to their experiences, lives and the reality of their society, and it has a wide scope for developing their thinking ability. The book should be successful in selecting its contents from topics, examples, texts, scientific facts, concepts, terms, definitions, values, and skills.

Generally speaking, the exercises, scientific experiments, questions, examples and texts in it are diverse and comprehensive, and not contain ambiguity or complexity, and scientific or linguistic errors that lead to reducing or limiting the desired benefits from them (Awad, 2013).

There are many characteristics of the good and appropriate textbook; they can be summarized as follows (Al-Aqad, 2017):

- The illustrative means and specific tools of all kinds, such as pictures, drawings, maps, models, and diagrams, should be many, varied, and up-to-date.

- The desired goal is to simplify the contents of the book and to translate the abstract concepts and information in it into the sensory reality of the student in order to achieve and establish understanding.
- The contents of the book be related to the previous and subsequent books in the same subject so that the student does not neglect what he has learned of information and experiences in previous years or a stage of study. Rather, it makes this information and experience a basis on which to rely in the later stages of its study.
- The book should also take into account the coherence, sequence and cohesion in its material and its integration with other related subject materials.
- The book provides its readers at the end of each chapter a selected list of books, references, sources and periodicals that the student can refer to in his external reading to enrich his information, broaden his horizons, deepen his knowledge, and diversify his experiences
- It should also include a list or guide of unfamiliar (new) terms and concepts, proper names, and major cities that the student needs.
- The author of the textbook should pay sufficient attention to the introduction and index of the book. This gives the student a general idea of the objectives of the book, its educational material, and the topics included in it.

The researcher herself believes that any English textbook mainly the reading plus book as a whole should be easy in style in its language, interesting in its topics, graded in difficulty in its information, appropriate to the level of the linguistic student in his expressions, authentic in his writing, diverse in purpose and direction in his topics.

For determining the appropriacy of the reading plus textbook for higher -level graders, Al Harbi (2017) suggested steps for correctly evaluating the textbook:

First: Reading the book carefully and deeply several times.

Second: Determining the general goals of the book.

Third: Knowing the suitability of these goals to the goals that the educational institution has previously set for itself.

Fourth: Examining the content of the book and the topics it contains.

Fifth: Determining the weakness points of the linguistic level, the inability of the student to use foreign texts, and the student's failure to keep pace with developments in the field of specialization.

Awad (2013) stated that in order to evaluate and assess the reading plus book correctly, the instructor must be aware of the following:

1. The contents of the book are in line with the syllabus.
2. Its topics cover the vocabulary of the course.
3. Commercial topics of changes and developments.
5. The book takes into account the accuracy and validity of scientific and technical information.
6. The book takes into account the sequence of information and its interrelationship.
7. The book is commensurate with the level of students' growth and abilities.
8. The book links between theoretical information and practical applications.
9. The book includes a variety of activities that help thinking and inquiry.
10. The book is concerned with clarifying terms and concepts and contains a list of them.
11. The book motivates the learner to self-learning.

12. The book helps weak students to learn and progress.
13. The book challenges outstanding students and motivates them to participate and learn.
14. The book includes appropriate teaching aids related to the scientific subject.
15. Its content is consistent with the content of other relevant study subjects.
16. The book includes a list of references and books that can be consulted to enrich knowledge.

It is worth mentioning here that the quality of the textbook is a basic requirement that educational institutions seek to achieve. This requires a distinct design of the reading plus book on the basis of choosing the best alternatives that make up its structure and the introduction of basic components that make it up, and related regulations for its content to come in the context of the aspirations and educational goals intended for it.

From the own perspective of the researcher, the reading-plus book is designed according to a drawn plan linked to the Palestinian goals, philosophy and premises, and benefiting from the experiences of other countries. It was also keen to be modern and comprehensive on various topics, so there should be ways to subjecting its content to experimentation and evaluation.

Thus, it can be argued that if the assigned and expected role of textbook is of a great significance, the human experience induction makes instructors decide that the value of the book increases in particular if it meets the required quality standards, whether in its selection or authorship in terms of the following:

Its content, relevance to the mental levels of the learners, their needs and tendencies, the reality of their environment, the modernity of its scientific material, accuracy, function, presentation style, print direction, freedom from linguistic, scientific and typographical errors.

Indeed, the present research involved evaluating an English textbook from the teachers' and students' perspectives.

1.2 Research Questions

The main question of this research was developed to guide the researcher in evaluating the Reading Plus textbook from the English teachers' perspectives in Jenin governorate public schools:

Q. What are the perspectives of the English language teachers of eleventh and twelfth grades toward the English Reading Plus book according to the attractiveness of the text, subject and content, exercises, language type, the language skills, and the context?

1.3 Research Problem

The secondary stage, particularly 11th and 12th (Tawjihi) grades are considered as critical stages in the academic life of students so as they are on the verge of joining the university or college.

This research is all about evaluating the reading plus book for 11th grade and Tawjihi grade. The researcher has been in contact with English teachers who teach this book. Some of them complain about the difficulties in dealing with the book; some of whom are dissatisfied with the results of the students at the end of the year. The principal aim of the researcher is to evaluate reading plus book for 11th and 12th grades, so as this study would be a helping tool for teachers to deal with different subject of the book, as well as foster what is good and modify in some areas of the book.

To the best of the researcher's knowledge, those studies which have dealt with the evaluation of reading plus book are still inadequate, and this study is the first one that deals with the evaluation of the book for 11th and 12th grades in Palestine.

1.4 Research Objective

The major research objective is to evaluate the Palestinian English Reading Plus textbook for eleventh and twelfth graders from the teachers' and students' perspectives and to find out their perspectives toward the textbook.

1.5 Research Hypotheses

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives related to the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh graders' perspectives related to the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to grade.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the twelfth graders' perspectives related to the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to grade.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) between eleventh and twelfth graders' perspectives related to the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to school.

1.6 Research Significance

The results of the current study will have some implications on teaching Reading Plus. This study will also identify some strengths and weaknesses of the English Reading Plus textbook. This will suggest some modifications and recommendations that should be considered by the English teachers, Palestinian curricula designers, and the ministry of education.

1.7 Research Limitations

The limitations of this research are as the following:

- Locative: Al Zahraa secondary schools, Al Khansa' secondary girls' school, Hitiyn secondary boys' school, and Hashad secondary boys' school.
- Temporal: This study was conducted in the first scholastic year of 2020-2021.
- Human: The study consisted of 160 students from eleventh and twelfth grade of literary branch, and male and female English language teachers who teaching at Jenin Secondary public schools.
- Topical: An evaluation study of reading plus textbook from the teachers' and students' perspectives in Jenin secondary governmental schools of literary branch.

1.8 Definitions of Terms

1. Reading Plus Book: It's a book that goes along with the Palestinian English curriculum and includes supplementary reading comprehension content to help students expand their vocabulary and cultural knowledge.
2. Evaluation: It is the process of defining, gaining, and disseminating information on the merits of educational activities' objectives, planning, and implementation, and should aid in the improvement of educational activities, the improvement of the teaching process during its development, as well as the merit demonstration of the final outcome once it is completed (Nevo, 1977, p. 127).

Operational Definitions:

- Reading Plus Book :A book considered to be an enrichment material, and it contains many domains of values and includes additional subject areas of curriculum so as to promote a higher level of thinking.

- Evaluation: An organized process aimed to analyze data with a view to determining the degree to which educational goals are achieved and taking decisions to address deficiencies and provide sound growth for the student, family or school.

1.9 Summary

The first chapter contains the introduction and theoretical background. It also included research problems, objectives, questions, hypotheses, significance, limitations, and terminology definitions. In addition, the researcher hopes that this study will yield significant results in terms of boosting reading and textbook content, as well as reducing students' reading difficulties.

Chapter Two

Review of Related Literature

2.1 Introduction

The researcher worked during the preparation of this study to see many previous studies and literature, given the fact that it's always important in any piece of writing to refer to some previous studies and publications that are, in a way or another, related in a topic of question. Such resources are of paramount importance in that they help broaden the reader knowledge and understanding about the topic.

This section is divided into six sub-sections by the researcher: First, a brief overview. Second, think about the advantages and disadvantages of utilizing a textbook as a teaching aid. Third, research on the assessment of English language textbooks. Studies on the content analysis of English language textbooks are the fourth type. Fifth, research into the evaluation of a Palestinian EFL textbook. Finally, there is a summary.

It is impossible to emphasize the relevance of English language education textbooks in language learning. Many of the linguistic inputs that students receive and practice in the foreign language classroom come from this source. As a result, textbook materials should help students learn more effectively. It should also be suited for the needs of students. As a result, it appears that the English language textbook is the only source of input for students and the primary source of content for students and teachers to consult during the process of education (Park, 2004).

2.2 Advantages and disadvantages of using textbook as a teaching material

Course materials, according to Gak (2011), attempt to overcome the problem by allowing students to utilize the target language in the classroom. In this context, Ur (2013) listed the following benefits of course books: The course book, for starters, provides a framework within which teachers and students may see where they are heading. Second, it contains a well-thought-out strategy and a well-balanced linguistic content selection.

Third, it includes readings and activities that are appropriate for the majority of grade levels. Fourth, a course book is an efficient way and method to provide student with learning materials. Finally, it gives students liberty so that they can utilize it on their own to learn new content, assess their work, and track their progress.

In a similar vein, Graves (2016) outlined the benefits of using a textbook: To begin with, it contains a curriculum for the teaching course. Second, it gives pupils a clear path through the course. Third, it includes a variety of visualizations, exercises, readings, and other resources. Fourth, it gives teachers a criterion to use when evaluating students' learning outcomes. Fifth, it supplies teachers with resources such as teacher guides, cassettes, worksheets, and movies, among other things. Finally, if all teachers utilize the same textbook, it ensures consistency within a curriculum at a specific level.

Richards and Renandya (2002), on the other hand, claimed that course books have several drawbacks: First and foremost, it lacks a realistic language context. Second, it fails to place language processes in context. Third, it ignores the issue of discourse competency. Finally, there is inequity in the representation of women and men. Graves (2016) also talked about the drawbacks of utilizing a textbook. For example, the information or examples might not be acceptable or relevant for the students. It's also possible that the content isn't at the appropriate level. There may also be a concentration on one part of language. Finally, pupils' attention may not be piqued by the activities, texts, or images.

2.3 Studies on the evaluation of English Language textbook

Al-Aqad (2017) conducted a study that aimed is to evaluate the English for Palestine of secondary graders; eleventh and twelfth grade students based on what is called (ACTFL), consisting of twelve units. A content analysis was developed by the researcher in this study and it included a survey of books to be analyzed based on the American Standards. The researcher interviewed thirteen experts. The main results of this study found that there is a fair distribution of the five standards in both books for the grades.

Many studies on textbook evaluation have been undertaken by researchers. In this context, Al-Sowat (2012) conducted a study in Saudi Arabia on the evaluating the intermediate English textbook as perceived by teachers. The findings showed that the evaluation degree of the book was good for 3 criterion and weak for 6 others. In addition, the overall grade was low.

Abu Humos (2012) did another study regarding the questions in the Palestinian textbook for the high school mainly the twelfth grade students. The researcher used a taxonomy of thinking skills. The findings showed that the evaluation degree of the book was good for most criterion and it was somehow weak for three others. Besides that, the overall grade was good. The researcher concluded that the questions are clearly formulated and suitable for the required level and the objectives of the syllabus.

Al-Masri, Nazmi. and Ali, Na'ima (2012) conducted a study that aimed to evaluate the reading texts and exercises available in both books (Work Book) and (Student Book). The study sample was Fifteen male and female teachers of English language for the ninth grade in Rafah in the Gaza Strip. Hence, the descriptive analytical approach was used so as to analyze their opinions regarding these exercises in the textbook. In addition to using a content analysis card and structured interviews in order to collect the required data. The researcher concluded that there are few weaknesses in English for Palestine, but there are many good points either.

Abdel Wahab (2013) also created a checklist for evaluating English-language textbooks. The researcher recommends using the evaluation checklist for evaluating an English language textbook based on a survey of related literature addressing textbook quality: The first criterion is based on physical characteristics. The second is a well-organized set of objectives and supporting materials. The third category is content for learning and teaching. The fourth factor is linguistic abilities.

The efficiency of tenth-grade English textbooks was investigated by Seniwegasari, Rochsantiningsih, and Kristina (2018). The research was split into two parts: an empirical

and theoretical evaluations. Theoretical assessments were on the basis of the personal experience of the researchers as well as textbook assessment literature. Interviews, surveys, and data of observation in the class were all collected from 335; twenty two of whom are teachers and the rest are students. All of whom are from different 8 schools. The outcomes of the study revealed that the textbook is appropriate for the culture and context of teaching, contains extra materials to aid instructors and students, and is well regarded by both teachers and students.

A content analysis research was also undertaken to evaluate a high school English textbook. According to the findings, the textbook satisfies eight of the fourteen desirable qualities of an English textbook. Furthermore, the findings revealed that the textbook does not reflect graduate-level competency standards, teaching and learning processes, or evaluation (Reswari, 2014).

2.4 Studies on the content analysis of English Language textbook

Furthermore, Usaha (2019) analyzed the EFL texts used in Saudi Intermediate Schools to teach and learn English. The findings revealed that the textbooks only partially meet the English curriculum's objectives. Furthermore, the findings revealed that students' auto-needs should be focused more. Furthermore, the grammar content tends to take precedence, but the actual vocabulary matter looks to be well-presented. Furthermore, the findings revealed that reading content created from the requirements of local children must be more engaging and motivating for students.

Dweikat (2018) conducted an evaluation of EFL textbooks for high school students in the Governmental schools in Saudi Arabia. The sample consist of 173; one hundred of whom are instructors and 73 of whom are educators from Madinah and Dowadmi participated in the survey. The layout and design of the research instrument were taken into account, as well as the textbook's aims, teaching approaches, assessment, and skills of the language. According to findings, Saudi secondary school EFL textbooks need to be improved in order to be more efficient in the process of education. One of instructors'

issues with the previous textbook was the lack of clarity of the textbook objectives, particularly among those teachers who are females not males. They disagreed that the objectives were adequately addressed in the subject of teaching. Information in textbook is inadequate in terms of putting methods of teaching into practice. Furthermore, there are no relevant tests or procedures for successfully evaluating students' achievement in the textbook's material.

Al-Harbi (2017) did another study to assess EFL textbooks for secondary school students in Saudi public schools. The findings revealed that Saudi secondary school EFL textbooks require further development in order to be more efficient in teaching the language and learning it as well. One of instructors' criticisms of the present textbook was the lack of clarity of the textbook objectives, particularly among those teachers who disagreed that the objectives were adequately addressed in the current course. The material is ineffective in terms of implementing practices and theories of teaching. Furthermore, content has no useful assessments or techniques for successfully evaluating students' achievement.

A content analysis research was also undertaken to evaluate a high school English textbook, and it was conducted by Mosleh (2015). According to the findings, the process of selecting the core values is not easy and the specialists believe that this complex job requires the collective participation of all the people who have the ability to contribute in such field and help in choosing an integrated system of values that leads to the realization of the real goals of the curriculum.

The researcher recommended that there should be a standard classification of the values to be followed by curriculum designers and used by researchers when analyzing any curriculum content.

Also, Ali (2011) examined the degree to which English for Palestine textbook for ninth grade-students go with the five Cs of EFL textbook. The results indicated that the communication objective had the highest degree. The arithmetic mean and percentage respectively are (3.31); (82.81%). With that said, the lowest degree was the goal of

community (Percent =25%), while the mean was (1.00). Goal of culture ranked second with percent 66.4% and arithmetic mean of 2.66, while connection and comparison goals ranked third and fourth. The overall total mean of all of which are (2.13) with a percentage of (53.28%).

Hammad (2014) did survey to find out how Palestinian EFL teachers felt about certain parts of the English textbooks used in Gaza's elementary schools. The findings revealed that the participants had a favourable attitude toward the English materials, and the topics were thought to be relevant to the students' cultural backgrounds and requirements by the teachers. The teachers, on the other hand, had some issues with the huge quantity of unfamiliar words and the insufficient time allotted for delivering the materials.

Al-Qazaq (2011) conducted a study to assess the content of a textbook for the Jordanian students of the tenth grade and to learn about the opinions of Jordanian English language teachers. The study's findings revealed that the Action Pack textbook's tenth-grade modules lacked competencies of learning. Furthermore, except for the reading skill, the study found that the academic skills of reading, writing, and listening were not present in the textbook units of the tenth-grade students.

Soori, Kafipour, and Soury (2011) performed research to see how well the EFL textbook (English 1) adhered to the universal characteristics of textbooks. The usage of a checklist created by the researcher was the subject of a thorough investigation. Only (63%) of the book met the common textbook features, according to the findings. The implications show that textbook developers can incorporate more universal features in their textbooks while adapting to the learners' needs by employing relevant checklists. Investigating all textbooks parts of English as a foreign language, and they are compared to an assessment checklist ensuring that significant elements are not overlooked.

Additionally, research was done to evaluate the behavioral objectives of the EFL Sunrise Course. The study's findings imply that books are useful for language teaching because they meet supervisors' and teachers' demands and objectives. The research also

demonstrates that diverse linguistic abilities are linked. The study also discovered that the EFL Sunrise Course's teaching assignments, exercises, and topics fall short of the course's behavioral objectives. It was also proved that the student's book provides suitable exercise for various language skills and allows students to practice all of their language skills (Rasheed, 2014).

2.5 Studies on the evaluation of EFL textbook for Palestine

Abu-Alhumous (2010) assessed the English textbook for Palestine's first graders. The findings found that the majority of first-graders had very little practice reading enough words. Immediate remedial exercises and strategies for boosting reading skills and increasing the number of weekly periods were recommended by the researcher. Similarly, in grade twelve, Awad (2013) conducted an evaluation of English for Palestine. The findings revealed that these textbooks meet the criteria for a well-written and formulated textbook; however, the number of weekly sessions is insufficient to cover all of the content.

As a result, he firmly advised shortening the time allotted to cover the materials included. The study also emphasized the necessity of participating in the selection of materials by parents and teachers. In this regard, the researcher concurred with Aqel (2009), who emphasized the need of involving instructors and parents in textbook material selection.

Aqel (2009) stated that the Palestinian English textbook of the eleventh grade must be filled with a wide range of literary forms, and that the units number should be reduced so as to cover the material effectively. In addition, the researcher recommended the teachers of English to develop various methods and aids of teaching the language, to adopt new and modern ways and methodologies to deal with students' differences, and to make the process of teaching more fun, entertaining, and effective.

Al Mazloun (2007) conducted study in order to evaluate the textbook's content of the ten grade students in Palestine. The findings show that the frequency of standards varies. Communication standards came out on top, followed by comparison standards, when it

came to determining points of strength. While the order of communities, cultures, and relationships is poor, the frequency of each norm in each textbook unit varies. Because some criteria are undervalued, the researcher argues that the allocation of these standards should be more balanced. The researcher proposed certain improvements to the textbook in order to obtain a more fair distribution of English foreign language learning criteria.

In the same way, Hamdona (2007) conducted a descriptive study on English in Palestine for sixth grade. The results showed that there is frequencies variation of the whole domains and single one of them. The domain of communication ranked first with a score of (36.39%) and the number of frequencies = (1398), followed by the social domain with (23.27%) (N=894).

The domain of Leadership skills ranked third with frequencies of 638 and score of 16.6%, followed by two domains; they are problem solving and decision making with the same score of 13.2%. Critical thinking got the lowest score of all domains with frequencies' number (405).

The researcher got acquainted with the distribution of fields and their items within the content of the textbook. He pointed out the need for a balance in the distribution of areas and items on activities and units. The results also showed a variety of topics distributed in the content of the textbook units. Diversity indicated positive points in the textbook's content. The researcher also stressed the importance of including critical thinking and leadership life skills activities in the textbook.

Al-loolo & Al-masri (2010) conducted a study aimed at assessing the texts and reading exercises in English for Palestine for the ninth grade students, as well as the weaknesses points of such activities in the text book. This study also aimed to investigate the extent to which the text and its activities match the criteria. The results of analysis show the following conclusions: Textbook's reading selections included a wide range of themes, including good manners. This textbook; however, contains no actual texts of reading and does not cover lengthy reading. Students find four reading works that are relevant to

Palestinian culture and reality to be the most intriguing. In terms of text vocabulary, colors are utilized to highlight new vocabulary in all reading texts, and the new words of the book was suitable for the ninth grade students. Almost all of the pictures that accompany the reading texts are interesting, bright, and easy to understand for 9th graders. In terms of arrangement, all reading texts have ample margins on all sides and gaps between lines, and are well organized. All of the instructions for the reading exercises in SB and WB are straightforward. Each reading material contains a wide range of questions, however the same types of questions appear throughout the textbook.

Those exercises which requires students to infer the perspective of the writer or author, discern between opinion and facts, identify pronouns, discover new meanings, put the text in reality and in true contexts, and work out responses in couples and groups, on the other hand, were not used. Both the SB and the WB overlook these abilities. The majority of the findings from the interviews corroborated the findings from the content analysis report.

Raba and Dweikat (2019) did research to assess the textbook of the eleventh grade from the teacher's standpoint in Nablus and Salfit in Palestine. The study looked at the impact of teacher's residence place, sex, educational qualification, and experience variables in the evaluation degree of the new Palestinian English Textbook for the eleventh grade. The survey found that in the Southern Nablus and Salfit regions, the degree of appraisal of the English for Palestine 11th grade textbook was moderate. Salfit and the Southern Nablus districts had considerable variances in the general shape domain, favoring Salfit. In addition, there were differences in teaching aids between male and female teachers, with females having the advantage. In contrast, due to qualification or experience characteristics, there were no changes in the evaluation degree of the textbook.

Shaban (2017) explored the extent to which the activities of fluency are existent or not in the exercises of the textbook of Palestine and to find out if the fluency activities in the eighth grade book match the suggested standards. From the textbook analysis, the following findings were drawn: First, the fluency activities that were investigated in the

entire eighth grade English textbook were "discussions" with 29.5 %, followed by "role play" and then "brainstorming" with 18.9 %, "conversation" with 16.1 %. "Picture describing" ranked fourth with 6.6 percent, and "writing." Ranked fifth. Second, teachers assigned 70.48 percent to role play, 69.88 % to dialogues, 69.88% to conversation, 68.45% to brainstorming, and 72.00 % to visual description as fluency exercises. According to the findings of the content analysis card analysis, fluency activities in the English for Palestine textbook exercises should be improved.

In a nutshell, most of the reviewed studies shed light on some significant issues and matters that should be considered by all educators and those concerned with the evaluation of language textbooks. For instance, Masri (2003), Awad (2013), and Aqel (2009) overstates the number of allotted periods and the material in the English textbooks. Additionally, the lack of harmony between the content and the cover and between the content and the students' needs was also stresses, as stated by Raba (2017). Besides, there is a gap between performance and competences of teachers, and this gap needs to be taken into consideration. Raba (2017) also shed light and stresses the inappropriate use of teaching methodologies and aids in facilitating the content, as pinpointed by Aqel (2009).

2.6 Summary

The researcher looked at publications that discussed the benefits and drawbacks of utilizing textbooks as a teaching tool in this chapter. This part also includes research on the evaluation of English language textbooks as well as studies on the content analysis of English language textbooks. Finally, the researcher discussed study on the evaluation of secondary EFL textbooks in Palestine. Furthermore, the current study's findings are consistent with earlier research in terms of the impact of the attractiveness, language type, and substance of the English textbook in boosting students' success in language lessons.

2.7 Comments on Previous Studies

In this section, the researcher reviewed several studies that are related to the subject of the study, with the aim of introducing the scientific opinions and trends on the research problem, as well as contributing to enriching the theoretical side of the research. Some reviewed studies focused on and agreed with the current study in evaluating English textbooks mainly Reading Plus Book for the secondary level, as perceived by students and teachers. The studies of (Hammad, 2014; Raba and Dweikat, 2019; Seniwegiasari, Rochsantiningasih, and Kristina, 2018; Shaban, 2017) are similar in terms of the data collecting tool, which is the questionnaire tool that was used in all the previously mentioned studies in order to reach the results. The studies of (Al-loolo & Al-masri, 2010; Seniwegiasari, Rochsantiningasih, and Kristina, 2018) used the same instrument, which is the interview tool. As for the studies of (Abdel Wahab, 2013; Soori, Kafipour, and Soury, 2011), they are different to the current study in terms of adopting the checklist as the data collecting tool.

As for the content, the researcher believes that the previously mentioned reviewed studies differ from the current study. This is basically because it evaluates the Reading Plus textbook for eleventh and twelfth graders from the teachers' and students' perspectives so as to make a clear contrast between the two and provide a clear relationship between them to support the objectives of the study. Generally speaking, the researcher believes that what distinguishes the current study from others is that, according to her knowledge, it is unique in its field, especially in Palestinian universities.

Chapter Three

Methodology and Procedures

3.1 Introduction

This chapter talks about the methodology, questions, hypothesis, population and sample of the study, in addition to the tools, variables, procedures and statistical processes.

3.2 Methodology

Different approaches (quantitative and qualitative) were conducted to evaluate reading comprehension and textbooks for eleventh and twelfth graders as perceived by students and teachers of English in Jenin secondary public schools for the literacy branch. The information was gathered during the first semester of the 2020–2021 school year. Also, data was gathered through questionnaires and interviews for suitability purposes.

3.3 Research Questions

The main question of this study is the following:

Q. what are the perspectives of English language teachers of Al Zahraa secondary girls' school, Al Khansa' secondary girls' school, Hitiyn secondary boys' school, and Hashad secondary boys' school toward the English Reading Plus according to the textbook effective according to the attractiveness of the text, subject and content, exercises, language type, the language skills, and the context?

3.4 Research Hypotheses

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives the attractiveness of the text, subject and content,

exercises, language types, and the language skills of the Reading Plus textbook due to their grade.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their school.

3.5 Research Population

The population consisted of all eleventh and twelfth grade students and English teachers of the literary academic stream in Jenin Public Schools during the first semester of 2020-2021. They are 20 teachers and 900 students; 363 of whom are males and the rest are females, and the total number of schools are 16.

3.6 Research Sample

The sample was selected randomly and they were four schools; they are Al Zahraa secondary girls' school, Al Khansa' secondary girls' school, Hitiyn secondary boys' school, and Hashad secondary boys' school in Jenin governorate. It consisted of 160 students; 80 of whom are male students from Hitiyn and Hashad secondary boys' schools, and 80 of whom are female students from Al Zahraa and Al Khansa' secondary girls' school. The sample also consisted of five teachers; three of whom are males and the other two are females. Since the study population of English teachers is relatively small and very stratified, the researcher utilized a comprehensive sampling approach by inviting all English teachers who teach English in the mentioned schools during the first semester of the scholastic year 2020–2021.

Table (1) below presents the distribution of the sample according to the variables.

Table (1)

The distribution of the study sample

Variable	Class	Frequency	Percentage %
Gender	Male	80	50.0
	Female	80	50.0
Grade	Eleventh	80	50.0
	Twelfth	80	50.0
School	Al-Zahra secondary girls' school	40	25.0
	Al-Khansa secondary girls' school	40	25.0
	Hityeen secondary boys' school	40	25.0
	Hashad secondary boys' school	40	25.0
Total		160	100%

3.7 Research Instruments

After reviewing some studies, data was collected through developing a questionnaire. The questionnaire deals with the eleventh and twelfth graders' perspectives toward reading plus textbook, and it was investigated through five domains: The first domain was the attractiveness and physical make-up of the Reading Plus textbook. Second, the subject and content. Third, exercises and activities. Fourth, language type. And the fifth, language skills. The researcher developed and designed a questionnaire consisting of thirty five items, and it was distributed to students in the aforementioned schools. See appendix (A).

In this study, the researcher also used another tool. That is, the interview. The teachers' responses were also analyzed using a qualitative analysis approach. After reviewing literature, the interview was conducted by the researcher herself, and it consisted of only one main question. Only five teachers of English language were interviewed, and they were given the whole freedom to answer the main question. Look at the appendix (B).

3.8 Validity of the Questionnaire

In order to ensure the validity of the questionnaire items and content, it was shown to a group of specialized and experts in linguistics and TEFL at An- Najah National University. They were asked to judge on the validity of items, the extent of their consistency of their topic and scope; their clarity and proper formulation and adding any other remarks they deem appropriate and valid.

3.9 Reliability of the Questionnaire

The reliability of the questionnaire was tested using Cronbach Alpha as an indication of homogeneity to tool level in this study. The reliability was (0.987), which is acceptable according to the purpose of the study. The table below presents the results:

Table (2)

The results of Cronbach Alpha of the tool

Reliability Statistics	
Cronbach's Alpha	Number of items
.987	41

3.10 Research Procedures

The researchers used the following procedures during the implementation of the study:

First, permission and acceptance was taken and approved by the Higher Studies and Education Ministry; both gave permission to get and collect the required and needed information to conduct such study. See appendix (C).

Second, the researcher distributed copies of the instrument among the students; to provide answers to the questionnaire.

Third, the researcher decided to gather almost all the instrument copies and then statistically analyzing the data from the questionnaire.

Fourth, SD, arithmetic mean, percentages, as well as frequencies were all are

procedures of statistics in this study. The responses between the total overall score and the each single item were estimated. In addition, Cronbach Alpha test, two independent sample t- test, and One-Way ANOVA were computed.

Fifth, the researcher holds interviews with the English teachers in the mentioned schools, in Jenin governorate by introducing teachers with one main question; that was measured their perspectives toward Reading Plus textbook.

Finally, the researcher discussed the findings and gave some recommendations at the end.

3.11 Research Variables

The variables of this study are as follows:

A- Independent Variables:

- Gender:
 - a- Male b- Female
- Grade:
 - a- Eleventh grade b- Twelfth grade
- School:
 - a- Al Zahraa secondary girls' school.
 - b- Al Khansa' secondary girls' school.
 - c- Hitiyn secondary boys' school.
 - d- Hashad secondary boys' school.

B- Dependent variables:

- 1- English teachers' perspectives toward Reading Plus textbook.
- 2- Eleventh and twelfth graders' perspectives toward Reading Plus textbook.

3.12 Statistical Analysis

For data analysis, the 7th edition of the SPSS was used in this study, and the following percentages were used:

- | | |
|-------------------|-----------|
| - Less than 50% | Very Low |
| - Between 50-59 % | Low |
| - Between 60-69 % | Medium |
| - Between 70-79 % | High |
| - More than 80 % | Very High |

The scores of responses to each item were calculated according to the five-point Likert scale as the following:

Strongly agree=5 points, agree=4 points, neutral = 3, disagree = 2 points and strongly disagree = 1 point.

3.13 Summary

Chapter three talked about the method used in this same study including participants' selection, collection and analysis of data, tool, as well as procedures of validity and reliability. Also, this section helps the researcher in getting accurate results that include improvements and useful recommendations for the educational system and any further studies in this field of research.

Chapter Four

Results

4.1 Introduction

The study results are presented in this chapter. This chapter also contains the statistical data that was examined with SPSS version 17.0. In addition, Based on the results of the data analysis, conclusions were reached in this study.

4.2 Results Related to the Main Question

Q1. What is the overall perspective of students towards Reading Plus textbook for the 11th and 12th grade? To answer this question, the researcher used means and standard deviations, percentages and estimated levels shown in Table (3) and Table (4-).

Table (3)

Means and Standard Deviations, percentages and estimation level of the domains of the perspective of students towards Reading Plus Book for the 11th and 12th grade

No.	Item	Means	standard deviations	Percentage	Estimated level
1.	Attractiveness of the text and physical make-up	3.42	0.98	68.4	Moderate
2.	Subject and Content	3.31	0.99	66.2	Moderate
3.	Exercises and Activities	3.27	0.97	65.4	Moderate
4.	Language Type	3.32	1.22	66.4	Moderate
5.	Language Skills	3.29	1.35	65.8	Moderate
Total degree		3.33	0.99	66.6	Moderate

Table (3) shows that the total degree the perspectives of students towards an evaluative study of reading Plus Book for the 11th and 12th grade was (3.33) which suggests a moderate level of estimation. The highest means was given to the *domain* "Attractiveness of the text and physical make-up." which scored (3.42). On the other hand, the lowest means was given to the *domain* "Exercises and Activities" which scored (3.29).

Table (4) (see appendix D) shows that the items of the perspective of teachers and students towards an evaluative study of reading Plus Book for the 11th and 12th grade ranged between (3.16) for the item "The content is free of mistakes" and (3.54) for the item (Illustration, figures, graphs, etc. provide appropriate representations of my age, mental ability, and sex).

4.3 Results related to the first hypothesis which is

There are no statistically differences in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their gender. The table below shows the results:

Table (5)

T-test for Independent Samples of students' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook attributed to the variable of gender

An evaluative study of reading Plus Book for the 11 th and 12 th grade	Gender	N	Mean	S. D	T	Sig.*
	Male	80	3.28	1.02	-0.603	0.547
	Female	80	3.38	0.097		

*The mean difference is significant at the 0.05 level.

Table (5) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their gender. Significant level is (0.547), and this value is higher than (0.05).

4.4 Results related to the second hypothesis which is

There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their grade, and the table below shows the results:

Table (6)

T-test for Independent Samples of students' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook attributed to the variable of grade

	Grade	N	Mean	S. D	t	Sig.*
An evaluative study of reading Plus Book for the 11 th and 12 th grade	Eleventh	80	3.40	0.957	0.854	0.394
	Twelfth	80	3.26	1.04		

*The mean difference is significant at the 0.05 level.

Table (6) shows There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their grade. Significant level is (0.394) which is more than (0.05).

4.5 Results related to the third hypothesis which is

There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their school, and the table below shows the results:

Table (7)

Means and standard deviations for students' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook attributed to the variable of school

School		Al-Zahra	Al-Khansa	Hitiyn	Hashad	Total
An evaluative study of reading Plus Book for the 11 th and 12 th grade	N	40	40	40	40	160
	Mean	3.29	3.46	3.28	3.28	3.33
	S. D	1.00	0.94	0.90	1.15	0.99

Table (8)

One Way ANOVA Test for students' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook attributed to the variable of school

An evaluative study of reading Plus Book for the 11th and 12th grade		Sum of Squares	Df	Mean Square	F	Sig.
Total	Between Groups	.987	3	0.329		
	Within Groups	156.609	155		0.326	0.807
	Total	157.596	158	1.010		

*The mean difference is significant at the 0.05 level.

Table (8) shows there are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their school. Significant level is (0.807) which is higher than (0.05).

4.6 Results related to the interviews' question

Q. What are the perspectives of English Language teachers of Al Zahraa secondary girls' school, Al Khansa' secondary girls' school, Hitiyn secondary boys' school, and Hashad secondary boys' school toward the English Reading Plus textbook regarding to the attractiveness of the text, subject and content, exercises, language type, the language skills, and the context?

In order to answer this question, the researcher interviewed four females and males' English teachers at the mentioned schools at Jenin Directorate.

The first teacher's response:

According to the attractiveness of the Reading Plus textbook, she revealed that "students don't find it attractive and, most of the time, they like lessons that contain short stories." Besides, she said that the contents of the Reading Plus textbook have little effect on improving students' abilities to read and write. Also, she mentioned that Reading Plus textbook texts lack questions and exercises that are important to assess students' comprehension, reflections, and recalling the text they learned. Finally, the language used

is a simple one, and despite the fact that those students are weak in comprehending the book's language, they found it difficult to use the language in questioning, discussing, and answering.

The second teacher's response:

The expressed that "the Reading Plus textbook has never caught the attraction. And, I agree that the subject and content are of value but have little impact on students' development. Moreover, I find that the exercises are good and important, but most of the questions require short answers, which means that students don't get the chance to master the reading skills. The language of the textbook is simple and can affect students. However, the majority of the students have weaknesses in reading and writing skills. Finally, I agree that the context is related, but I face difficulty in engaging students with the subject matter.

The third teacher's response:

She agreed that "there are many attractive texts, and the majority of the subjects and contents are suitable for students' level. Additionally, most of the exercises can be classified as simple and direct. Regarding to the language type it is simple but students' low level in English language skills affect their achievement and performances during reading classes. Finally, I think that Reading Plus textbook is ineffective in terms of the context."

The fourth teacher's response:

He said that "the texts are so boring and not related to Palestinian social life or to students' interest. In terms of book's contents and subjects aren't close to students' needs. Also, the exercises and activities included in the book need extra effort from both the teachers and students. According to the language type it is good and simple. Finally, the context of the texts doesn't reflect students' culture, religion, social life, etc."

The fifth teacher's response:

She said that "the Reading Plus book content generally isn't related to students' lives and needs." Also, the texts don't attract students' interests. According to tasks and exercises, she declared that they are important to let students use the language, but the book's exercises didn't encourage students' thinking and participating effectively during reading classes. Finally, she said that the language used is good and appropriate to the students' levels, as the book has all of the language skills necessary to develop students' fluency.

4.7 Summary

This chapter presented findings and it included tested hypotheses, descriptive statistics, quantitative and qualitative findings. The researcher found that there was a clear connection between the two tools' results, which suggested a critical improvement in the subject and content of the Reading Plus book to enhance students' engagement with the subject matter.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1 Introduction

This section sheds light on the results' discussion related to the main question, hypothesis, interview, as well as the conclusion and recommendations given by the researchers at the end of the study.

5.2 Discussion of the Results of the Main Question

Q1. What is the perspective of teachers and students towards an evaluative study of reading Plus Book for the 11th and 12th grade?

Results show that the total degree of the perspectives of students towards an evaluative study of reading Plus Book for the 11th and 12th grade moderate for all domains. In addition, the results show that the highest means was given to the first domain “The attractiveness and the physical make-up of the texts”. The researcher considered this as an important characteristic that affect students’ motivation to read and enjoy their learning of English language. Also, this may encourage students to practice the language regularly without boredom which result in an increased in students’ performances level and achievements. Whereas, the lowest means was given to the domain “Exercises and Activities ”. The researcher attributed these results to the students’ low level in English which affects students’ comprehension even if the exercises are easy and direct ones. Also, this result in very low level of students’ participations during English reading classes. Finally, the results show that despite the attractiveness of the textbook and the simple language used, students still face difficulties in reading, finding the ideas, and understanding the vocabularies of the text.

This is in harmony with the study of Reswari (2014), Rasheed (2014), and Seniwegiasari et al. (2018), who showed that the textbook matches almost all evaluation criteria and recommended supplementary materials to be given to teachers to help students acquire all the necessary skills needed for learning reading.

5.3 Discussion of the Results of the First Hypothesis

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their gender.

As for the results related to gender, there are no differences in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook. The researcher conclude that gender has no impact on their view toward evaluation of Reading Plus textbook. Also, Arab learners have difficulties in mastering receptive skills as well as productive skills of English learning.

Findings go in line with Al-Qazaq (2011), Usaha (2019), and Al- Harbi (2017) who argued that the content of the textbook is not helpful and need some modifications that will be assist students to develop their critical thinking skills, and stimulate their interests to read and make reflections.

5.4 Discussion of the Results of the Second Hypothesis

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their grade.

As for grade, there are no differences in the eleventh and twelfth graders' perspectives due to their grade level, toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook. The results indicates that the Reading Plus textbook is relevant and appropriate for the students' age, and sex. This result corresponds with the result of the first hypothesis in how students' levels, background, motivation, culture, and fluency have significant role in affecting students' perceptions toward learning reading whereas the students' gender and age have no effects on students' perceptions to Reading Plus textbook.

The result agrees with Al-Qazaq (2011), Aqel (2009), Al Mazloun (2007), Hamdona (2007), and Al-loolo & Al-masri (2010) who stressed the importance of communicative skills activities and critical thinking to be included in the textbook. As well, they focused on those exercises that plays a role in inferring to the attitude of author by students themselves. They also stressed on the necessity of distinguishing and differentiating between opinion and fact. In addition, pronoun references should be recognized and new vocabulary meanings should be found in different and various contexts. Texts should also be related to their own experiences in reality and students should search for answers in groups or even pairs.

5.5 Discussion of the Results of the Third Hypothesis

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook due to their school.

As for school, it was found that there are no differences in the eleventh and twelfth graders' perspectives toward the attractiveness of the text, subject and content, exercises, language types, and the language skills of the Reading Plus textbook. This result shows that the school's variable doesn't influence students' satisfaction levels with Reading Plus Book. And what matters is how they expressed their satisfaction by affecting their needs, culture, academic level, background, and motivation toward learning English as a foreign language.

5.6 Discussion of the Results of the Interview

The majority of respondents agreed with the appropriateness of the attractiveness, the physical make-up, the language type that was used, and the language skills of the Reading Plus Book. On the other hand, they showed negative attitudes toward the content, subjects, activities, and exercises in the textbook. Therefore, they recommended developing the content and exercises that meet students' needs, background, culture, and

interests in order to improve students' comprehension skills, thinking, and communication skills.

5.6 Conclusion

- Based on the study results, the researcher concluded that Reading Plus Books for eleventh and twelfth graders is nearly complies with the criteria in the checklist of this study. There should be some recommendations to be taken into account by stakeholders in the process of education so that such textbooks could be better than what they are now.
- It can also be concluded that the curriculum designer should integrate exercises that encourage students to communicate effectively and appropriately. Also, they must modify the context of the text to meet the students' needs, cultural and social life; by skipping some of activities or content and adding suitable ones that help students to shape their future. This conclusion goes in line with Al-Qazaq (2011), Usaha (2019), and Al- Harbi (2017) who argued that the content of the textbook is not helpful and need some modifications that will be assist students to develop their critical thinking skills, and stimulate their interests to read and make reflections.

5.7 Recommendations

First: Recommendations for Teachers:

There should be certain modifications and adjustments on the content and exercises in the Reading Plus textbook of grade11 and 12 to be more consistent with the objectives of the course. In this respect, teachers should use different reading strategies to improve the language skills of students by introducing them with different types of activities that stimulate their desire to practice reading English language for different purposes, and to be able to start discussion by using complete sentences and answers that reflect their understanding of the topic.

Second: Recommendations for the Ministry of Education:

- Reading Plus textbooks should include activities that enhance active engagement and collaborative learning, as well as critical thinking.
- The textbook's writers and designers are advised to address new content and subjects that represent a variety of literary genre, and meet students' level, age, and interest.

Third: Recommendations for Further Studies:

- The researcher recommended conducting further studies in investigating the impact of the Reading Plus Books in students' engagement and performance level, debate discussion during practicing reading activities, and motivation toward learning reading English.
- The researcher also recommended conducting further studies in the content analysis of the Reading Plus Book's exercises, texts, and content from all linguistics aspects.

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Appendices

Appendix (A)

Students' questionnaire

An-Najah National University

Faculty of Graduate Studies



Dear students,

The following questionnaire has been developed to collect the necessary information for accomplishing a study entitled " An Evaluative Study of Reading Plus Book for the 11th and 12th Grade Students from the Perspective of Teachers and Students in Jenin”.

The researcher will be grateful if you answer the parts appropriately and honestly. Your answers will be strictly confidential and the given information will be used for research purposes only.

Thanks for your cooperation,

The researcher:

Iman Al-Ardah

Part (I): Socio- demographic characteristics of students:

Please put the mark (x) in the place that suits your case:

1. Gender:

a-Male

b- Female

2- Grade:

a- Eleventh

b-Twelfth

3- School's name:

a- Al Zahraa secondary girls' school.

b- Hittin secondary boys' school.

c-Hashad secondary boys' school.

d- Al- Khansa' secondary girls' school.

Part (II): This part consists of all dimensions which are deal with students' perspectives toward Reading Plus textbook.

A- Attractiveness of the text and physical make-up					
Items	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1- The color of the Reading Plus textbook is appealing.					
2- The visual imagery is of high quality.					
3. The text is interesting enough that I enjoy reading it.					
4-The layout and design are appropriate and clear.					
5- Illustration, figures, graphs, etc. provide appropriate representations of my age, mental ability, and sex.					
B- Subject and Content					
6- The Reading Plus textbook contains age-appropriate reading level.					
7- There is sufficient variety in the subject and content of the					

Reading Plus textbook.					
8- The Reading Plus text selections are representative of the variety of literary genres.					
9- The subject and the content of the Reading Plus textbook is interesting, and motivating.					
10- The subject and the content of the Reading Plus textbook is relevant to my needs as an English language learner.					
11- The content and subject are not culturally biased, and they do not portray any negative stereotypes.					
12- The reading selections are authentic pieces of language.					
13- The content of Reading Plus textbook meet my needs.					
14- The content is associated with my culture background.					
15- There is an integration between the units within the Reading Plus textbook.					
16- The size of the content is suitable for my level.					
17- The content is free of mistakes.					
18- The content is up to date and comprehensive.					
C- Exercises and Activities					
19- The exercises and activities encourage communicative and meaningful practice.					
20- The exercises and activities encourage active learning.					
21- The Reading Plus textbook's activities appealing to a wide range of abilities and interests.					
22- The Reading Plus textbook's activities incorporate pair and groupwork.					
23- The exercises are understandable.					
24- The exercises and activities are divergent.					
25- They enrich my information and knowledge.					
26- They are free of mistakes, and written in a clear language.					
27- They promote critical thinking.					
28- They are supportive to the					

content.					
29- They are suitable for learners' differences.					
30- They cover the whole content.					
D- Language Type					
31- The language used in the Reading Plus textbook is authentic, that is, like real-life English.					
32- The grammar points, and vocabulary items are introduced in appropriate level.					
33- The language used at the Reading Plus textbook is at the right level for my English ability.					
E- Language Skills					
34- The Reading Plus textbook provide balance of the four language skills (Reading, writing, speaking, and listening).					
35- The Reading Plus textbook pays attention to sub-skills, that is, note -taking, skimming for information.					

Appendix (B)

Interview

An-Najah National University

Faculty of Graduate Studies



Dear English teachers,

The following interview's question has been developed to collect the necessary information for accomplishing a study entitled " An Evaluative Study of Reading Plus Book for the 11th and 12th Grade Students from the Perspective of Teachers and Students in Jenin".

The researcher will be grateful if you answer the parts appropriately and honestly. Your answers will be strictly confidential and the given information will be used for research purposes only.

Thanks for your cooperation,

The researcher:

Iman Al-Ardah

Interview question

Q. What are the perspectives of English language teachers at Al Zahraa secondary girl's school, Al Khansa' secondary girls' school, Hityin secondary boys' school, and Hashad secondary boys' school toward the English Reading Plus textbook regarding to the attractiveness of the text, subject and content, exercises, language type, language skills, and the context?

Appendix (C)

The Validation Committee for the Questionnaire

Dr. Samer Isa	An-Najah National University
Dr. Suzane Arfat	An-Najah National University
Dr. Ayman Nazal	An-Najah National University
Dr. Mohamad Hamdan	An-Najah National University

Appendix (D)

Table (4)

Means, SD, percentages and students' perspective estimated level towards Reading Plus Book for the 11th and 12th grade

No.	Item	Means	standard deviations	%	Estimated level
Attractiveness of the text and physical make-up					
1	The color of the Reading Plus textbook is appealing.	3.33	1.06	66.6	Moderate
2	The visual imagery is of high quality.	3.33	1.08	66.6	Moderate
3	The text interesting enough that I enjoy reading it.	3.43	1.06	68.6	Moderate
4	The layout and design appropriate and clear.	3.49	1.160	69.8	Moderate
5	Illustration, figures, graphs, etc. provide appropriate representations of my age, mental ability, and sex.	3.54	1.18	70.8	High
Subject and Content					
6	The Reading Plus textbook contains age-appropriate reading level.	3.28	1.07	69.6	Moderate
7	There is sufficient variety in the subject and content of the Reading Plus textbook.	3.23	1.08	64.6	Moderate
8	The Reading Plus text selections are representative of the variety of literary genres.	3.33	1.15	66.6	Moderate
9	The subject and the content of the Reading Plus textbook is interesting, and motivating.	3.48	1.18	69.6	Moderate
10	The subject and the content of the Reading Plus textbook is relevant to my needs as an English language learner.	3.43	1.13	68.6	Moderate
11	The content and subject are not culturally biased, and they do not portray any negative stereo types.	3.35	1.16	67.0	Moderate
12	The reading selections authentic pieces of language.	3.33	1.24	66.6	Moderate
13	The content of Reading Plus textbook meet my needs.	3.35	1.21	67.0	Moderate
14	The content is associated with my culture background.	3.31	1.23	66.2	Moderate
15	There is an integration between the units within the Reading Plus textbook.	3.31	1.19	66.2	Moderate
16	The size of the content is suitable for my level.	3.20	1.27	64.0	Moderate
17	The content is free of mistakes.	3.16	1.33	63.6	Moderate
18	The content is up to date and comprehensive.	3.21	1.33	64.2	Moderate

Exercises and Activities					
19	The exercises and activities encourage communicative and meaningful practice.	3.18	1.14	63.6	Moderate
20	The exercises and activities encourage active learning.	3.21	1.09	64.2	Moderate
21	The Reading Plus textbook's activities appealing to a wide range of abilities and interests.	3.30	1.12	66.0	Moderate
22	The Reading Plus textbook's activities incorporate pair and groupwork.	3.28	1.22	65.6	Moderate
23	The exercises are understandable.	3.29	1.246	65.8	Moderate
24	The exercises and activities are divergent.	3.32	1.17	66.4	Moderate
25	They enrich my information and knowledge.	3.28	1.24	65.6	Moderate
26	They are free of mistakes, and written in a clear language.	3.27	1.19	65.4	Moderate
27	They promote critical thinking.	3.21	1.169	64.2	Moderate
28	They are supportive to the content.	3.24	1.16	64.8	Moderate
29	They are suitable for learners' differences.	3.31	1.22	66.2	Moderate
30	They cover the whole content	3.29	1.23	65.8	Moderate
Language Type					
31	The language used in the Reading Plus textbook is authentic, that is, like real-life English.	3.26	1.26	65.2	Moderate
32	The grammar points, and vocabulary items are introduced in appropriate level.	3.30	1.28	66.0	Moderate
33	The language used at the Reading Plus textbook is at the right level for my English ability.	3.40	1.28	68.0	Moderate
Language Skills					
34	The Reading Plus textbook provide balance of the four language skills (Reading, writing, speaking, and listening).	3.28	1.33	65.6	Moderate
35	The Reading Plus textbook pays attention to sub-skills, that is, note-taking, skimming for information.	3.29	1.41	65.8	Moderate
Total degree		3.33	0.99	66.6	Moderate



جامعة النجاح الوطنية
كلية الدراسات العليا

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من وجهة نظر المعلمين والطلبة في مدارس جنين الحكومية

إعداد

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قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

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دراسة تقييمية لكتاب القراءة لطلبة الصفين الحادي عشر والثاني عشر من وجهة نظر المعلمين والطلبة في مدارس جنين الحكومية

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الملخص

هدفت هذه الدراسة إلى تقييم كتاب القراءة للصفين الحادي عشر والثاني عشر من وجهة نظر المعلمين والطلاب في محافظة جنين. ولتحقيق هذا الهدف استخدم الباحث منهجاً مختلطاً من خلال استبيانات والمقابلات. وأظهرت نتائج الطريقة الكمية أن الدرجة الكلية لوجهة نظر الطلاب نحو كتاب ريدينغ بلس كانت 3.33، مما يشير إلى مستوى معتدل من التقدير. كما أظهر الطلاب اتفاقاً عالي المستوى على جاذبية نصوص الكتاب من حيث الألوان والصور المرئية والتخطيط والرسوم التوضيحية والأشكال والرسوم البيانية. في حين أعطيت أدنى متوسط لمجال التمارين والأنشطة حيث سجلت 3.29. وأوضحت النتائج أن تمارين الكتاب غير قادرة على تشجيع التفكير النقدي والتعلم النشط والتعلم التعاوني والمعرفة لدى الطلاب. كما وأظهرت النتائج عدم وجود فروق في وجهات نظر طلاب الصفين الحادي عشر والثاني عشر تجاه جاذبية النص، والموضوع والمحتوى، والتمارين، ونوع اللغة، والمهارات اللغوية، وسياق اللغة بسبب متغيرات الجنس، والصف، والمدرسة.

في حين كشفت الطريقة النوعية أن معلمي اللغة الإنجليزية لديهم اتجاهات إيجابية تجاه نوع اللغة والمهارات اللغوية وجاذبية الكتاب. من ناحية أخرى، كان لدى معلمي اللغة الإنجليزية مواقف سلبية تجاه محتوى وموضوعات وتمارين وسياق الكتاب.

بناءً على هذه النتائج، أوصت الباحثة مصممي المناهج بإجراء تعديلات على أنشطة الفهم ومحتوى كتاب القراءة لمواجهة الاتجاهات الجديدة في العملية التعليمية، مثل اتباع أنواع مختلفة ومتكاملة من تنظيم المناهج ، خاصة لاستراتيجيات القراءة. أخيرًا ، للحصول على نتائج أفضل، يجب أن تتضمن كتب القراءة المدرسية لهذه المرحلة على وجه الخصوص أنشطة وتمارين تعزز التفكير النقدي، والتعلم النشط، والتعلم التعاوني.

الكلمات المفتاحية: التقييم، القراءة الإضافية للكتاب المدرسي، وجهات نظر المعلمين والطلاب، اللغة الإنجليزية.