

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

**An Evaluative Study of the Palestinian 11th Grade English
Textbook from the Teachers' Perspective in Southern Nablus
and Salfit Districts**

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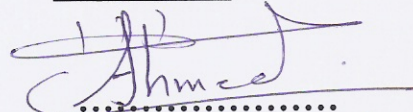
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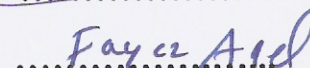
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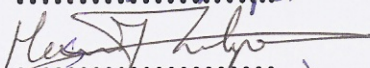
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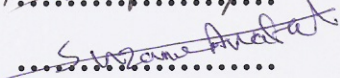
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DEDICATION

I dedicate this work to my parents, sister and brothers, who have inspired me since the beginning of my study. It is also dedicated to my wife, my sons, Musab, Emad and Omar, and my daughters, Alia'a and Dua'a for their great love, encouragement and support.

Acknowledgement

I would like to record my great thanks and appreciation to my advisers, Dr. Ahmad Awad and Dr. Fayeze Aqel for their valuable advice, encouragement and guidance.

I wish to thank all my colleagues and friends who helped me to accomplish this work in time.

My special thanks also go to all the English teachers who answered the questions of the questionnaire objectively and accurately.

I must not forget the committee members for their fruitful comments and suggestions.

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

An Evaluative Study of the Palestinian 11th Grade English Textbook from the Teachers' Perspective in Southern Nablus and Salfit Districts.

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

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:

اسم الطالب:

Signature:

التوقيع:

Date:

التاريخ:

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Abstract

This study aimed to evaluate the Palestinian 11th grade textbook from teachers' perspective. The study examined the role of the district, gender, qualification and years of experience variables among teachers on the degree of the evaluation of the New Palestinian English Textbook for the eleventh grade in Southern Nablus and Salfit districts.

To achieve this goal, an evaluation scale was developed on the basis of language teaching and learning criteria that determine the specifications of good quality textbook.

The sample of the study consisted of 60 male and female teachers who teach English for the 11th Grade in Southern Nablus and Salfit districts in the year 2008/2009. The researcher developed a 47-item questionnaire to evaluate the textbook. The validity of the instrument was calculated by a group of experts in education. Alpha formula was used in order to determine the reliability of the questionnaire. The researcher used different techniques to analyse the data statistically. The questionnaire included four main domains: book general shape, book objectives, book content and teaching aids. The book content domains were reading, writing, structure and vocabulary, listening and speaking, and literature successively

The findings of the study showed that the degree of evaluation of English for Palestine-11th grade textbook in Southern Nablus and Salfit districts was moderate. There were significant differences in book general shape domain between Salfit and Southern Nablus districts in favour of Salfit. There were also differences in teaching aids between male and female teachers in favour of females. However, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables.

In the light of the results of the study, the researcher recommended that the 11th-English textbooks be revised frequently. In addition, they should be provided with a variety of literary forms, such as poems , essays , etc..... . The units of the textbook should be reduced so that teachers can cover the material efficiently and in time.

The researcher also suggested conducting more evaluative studies for the upper stages textbooks, the 10th and 12th grades.

Chapter One

1.0 Introduction

In this chapter, the researcher attempts to discuss the following topics hoping that they can support and clarify the objectives and the findings of the study. A brief definition of evaluation, purposes of evaluation, types of evaluation, the importance of textbook evaluation in teaching/learning process and the criteria used for evaluating and choosing a textbook is provided.

English is an international language that is widely used in different fields, such as economics and education. It is regarded as the language of communication in social and sports conferences taking place all over the world. "English has been chosen as the required second language of Palestinian students since it is the dominant international language. It is the language of air traffic control, international aid organizations, telecommunications, international tourism, international diplomacy, sciences and technology (including computers and the Internet)." (Abu Lughd, 1996, p 175)

Therefore, the Ministry of Education in Palestine has realized the importance of learning English from the first grade, and its integration in people's everyday life. The Ministry aims at evaluating the educational system and developing the curriculum and the education quality so as to keep up with the modern developments all over the world, and to respond to the students' needs and meet their requirements and desires.

1.1 Theoretical Background

1.1.1 What is Evaluation?

Banks (1977) ,pp.489-490) considers evaluation as a technical aspect of instruction and a part of the teaching/learning process that gives continuous feedback of data to keep the system in adjustment. Nevo (1977,p.127) states," Evaluation refers to the process of delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed."

Tylor (cited in Wolf , 1979: 271) referred to evaluation as" those procedures used to appraise learners toward the achievements of subjects. Forman, (1981:48) argues that evaluation is an essential part of the educational programme. Pophman (cited in Wolf, 1979:271) claims that "evaluation is the collection and use of information to make decisions about educational programmes."

1.1.2 Purposes of Evaluation

Evaluation has many purposes but the main purposes of evaluation include examining the effectiveness of the instructional material, giving important information about the students' progress and curriculum development .

"Analysis and evaluation provide useful data to teachers, supervisors and other educational departments with concrete evidence regarding strong and weak points of evaluative books. Likewise, they include important information that addresses the needs of teachers and students which can be divided into teacher- centred and student- centred".(Azevendo:1979)

The main goal of evaluation studies is not merely to evaluate, but rather to obtain useful information for improving the curriculum and the textbooks and that can help in testing and measuring the student's achievements.

Sawin,(1990) maintains that "Evaluation studies can shed light on the points of strengths and weaknesses of the syllabus in order to enhance what is good and deal with the areas that may need to be improved. 'Evaluation is to eliminate gaps and unnecessary repetition, to provide a smoother development of content through the various grade levels, to remove inconsistencies among several textbooks in different subjects and in different levels, and in general to provide a programme of instruction in English more in line with the needs of the students. "(pp: 258- 259).

"There are two major purposes for language program evaluation: programme accountability and programme development. These are interrelated with formative evaluation and summative evaluation.' (Ibid ,2001:288)

1. Accountability:

This refers to the extent to which those involved in a programme are answerable for the quality of their work. It is concerned with the

examination of the effects of a programme or project at a significant point of an educational cycle. It is usually conducted for the benefit of an external audience or a decision maker. (Richard,2001:298)

2. Programme Development:

This is designed to improve the quality of a programme as it is being implemented. Involved or non-involved staff in the programme may be engaged in the evaluation process. A teacher-development focus may be involved as well. (Richards,2001:288)

Analysis and evaluation have played roles in evaluating curriculum, decision making and policy information, assessing students' achievement and in improving educational materials and programmes.

1.1.3 Types of Evaluation

a. Formative Evaluation:

The purposes of formative evaluation are to evaluate what is effective and to change what isn't so that the course effectively meets the students' needs, to give students a voice in their learning, to provide information for the design of the course.(Graves, 2000: 215)

b. Summative Evaluation

Summative evaluation seeks to make decisions about the worth or value of different aspects of the curriculum. It is concerned with determining its effectiveness, efficiency and acceptability.

(Richards, 2001: 292)

c. Illuminative Evaluation

The purpose of this type of evaluation is not to change the course necessarily but to find out the work of different aspects of the programme and how they are implemented. It is concerned with establishing a deeper understanding of the processes of teaching and learning that occur in the programme. (Richards, 2001: 289)

Evaluation studies played many roles in education including the following:

- providing a basis for decision making and policy information.
- assessing student achievement.
- accrediting schools
- monitoring expenditure of public funds.
- improving educational materials and programmes. (Worthen and Sanders:1987)

1.1.4. Textbook Evaluation

A textbook is a book used for instructional purposes, especially in schools and colleges. (Matos. F, 2000)

The adopted textbook stands in the middle, as a link or a tool between the English programme and the teaching situation.(Williams: 1983:254, and Mariani:1980:28)

There are three main reasons for using a textbook:

- 1- It is difficult for the teachers to develop their classroom materials.

2- The time available for the teacher is limited while developing new material takes a great amount of time.

3- The outside restriction of pressure affects the teacher.(Sheldon, 1988).

Textbooks have many advantages because they provide:

- structure and a syllabus for a programme.
- a variety of learning resources such as, visuals, activities, reading and so on.
- security for the students as they know what to expect and what is expected from them.
- a basis for assessing students' learning.
- consistency with a programme across a given level.
- training teachers as they provide a teacher's manual.

Textbooks maintain quality if they are well-developed, and they are also efficient since they save time. (Richards,2001: 254, 255), Graves (2000: 174, 175), Ansary and Babaii, (2002: 1,2), and Litz (2001: 5,6)

The evaluation process covers different fields of the curriculum, mostly the content represented by the textbook. Although the textbook is not the only tool for the teaching and learning process, it is still of a great importance in achieving the language learning objectives.

Since teachers find it difficult to develop their own classroom materials, have limited time and lie under external pressure that restricts

their ability, it gives more emphasis on the use and utility of the textbook to compensate the loss of authentic materials. (Ansary, and Babaii, 2002: 1,2) However, no textbook is perfect. No textbook can fit each teaching situation or a language programme. Therefore, the option of making modifications, adaptation or assigning supplementary materials is needed. For example, a textbook may be suitable in one situation as it meets the situation needs, but in a different situation- it seems to be unsuitable due to the unsuitability of the situation. The situation specifications may play an important role in determining textbook selection. (Richards, 2001: 257), Lamie, 1999) and Ansary and Babaii, 2001:1)

Azevendo,(1978;400) argued that the main function of an elementary textbook is to provide the pupils with statements about the language, practice exercises, and samples of language use which may serve as models for imitation and modification. He recommended the following criteria when evaluating an elementary TEFL textbook in terms of : objectives, students' needs, content, design, organization, and general aspects relating to cover, length of units and lessons, supplementary materials, teacher's book and its instructions, student's workbook, and copying.

Lee, (1975) claimed that a teacher should be aware of the following points when selecting a good English textbook:

- The textbook should not give long grammatical explanations, list of words to be learned in translation and exercises for translation from the native language into English and vice versa.

- It should give examples of sentences consisting or containing the structure to be taught.
- It should lead students to the translation type of learning.
- The structures and vocabulary of the text should be attached to real situations.
- It should have cartoons and natural dialogues as many as possible so that learning becomes more stimulating for the learners.

Escobar et al., (1976):11-12) proposed twelve criteria to evaluate an English textbook; These are hoped to meet the needs of both students and teachers. Seven of the criteria could be classified as student-centered: target population, target language background, student educational level, student performance ability, pacing, reading level of textbooks, and life skills.

The other five criteria could be categorized as teacher-centered: teaching approach, supplementary activities, evaluation (tests), answers of exercises, and language skills.

Daoud and Celece-Murcia,(1979) recommended the following criteria for evaluating a textbook: subject matter; vocabulary and structure covered, illustrations; physical make-up which includes cover, size, binding, paper, printing and type; the four language skills; general features of the teacher's book; methodological/pedagogical guidance in the presentation of lessons and exercises; linguistic background that is based on contrastive and error analysis (grammar, vocabulary, pronunciation and orthography).

Mariani,(1980) recommended the following suggestions for choosing an English textbook:

- The textbook should convey general impressions to the teacher.
- The lay out of lessons/or units should influence the utilization of the book in the classroom.
- Illustrations should be decorative and serve a specific purpose.
- The objectives (rationale) should be stated clearly.
- the content of the textbook should reflect students' needs and interests.
- The textbook should start to develop language skills.
- The textbook should cater for interest, motivation, and variety in teaching situations.
- The textbook should motivate students to read and comprehend its overall parts.
- The textbook should provide teachers with a system of detailed testing scheme.

Romero, (1975) suggested some qualities of a good English textbook:

- A good textbook should be introduced in series. This keeps down the cost per unit down for the students and progressing from one to another gives students a sense of achievement.

- It should be attractive; the letter size should not be too small, and there should not be too much text on a page.
- The lessons should be short and well- organized.
- Exercises should be short, never more than ten or fifteen items of the same type.
- The textbook should include short dialogues.
- The textbook should have attainable aims.
- A good textbook should have a teacher's manual. It should explain the methodology of the course, so that the teacher knows exactly what is expected from him and why.

In order to determine the suitability of an English textbook, McGovern suggested a number of questions a teacher needs to ask himself:

1. Does the textbook have the right linguistic level?
2. Are there any parts of the text to be removed?
3. Does the textbook interest the learners?
4. Do pictures and exercises suit the quality of the material?

Al-Jarrah, (1987: 24) summarized the characteristics of a good textbook as follows:

- A good English programme and textbook should meet the needs of both teachers and students.

- A good English programme and textbook is to consider linguistic and pedagogical demands as well as educational goals and assumptions.
- A good English textbook should be in a form of series.
- A good English textbook should motivate learners to use it.

A good English textbook should have a teacher's manual which should have clear suggestions, additional practice for oral drilling, testing procedures, and right answers for the exercises.

In the light of the review of the literature regarding the significance of evaluation in the educational process, the researcher thinks that evaluation is very important for teachers, students and authors for the following reasons:

1. It helps to implement the text teaching-learning goals.
2. It gives feedback about the students' progress.
3. It provides interpretation of the information and helps to make decisions, suggestions and modifications.
4. Teachers, authors and decision makers will be aware of the students' needs and desires all the time.

1.2 Statement of the problem

The researcher has been teaching the 11th grade English textbook "English For Paletine" since it was adopted by the Ministry of Education in the year 2005/2006. Since then, he has been in contact with the teachers who teach this textbook. Some often complain of the difficulties in dealing

with the textbook; others are dissatisfied with the results of the students at the end of the year. The researcher aims at evaluating this textbook so that it can help teachers to meet the text designers' desires and interests; It can also help them deal with the different subjects in the textbook, and foster what is good about the book and the areas to be modified.

It is true that many studies have dealt with evaluating English textbooks, but these are still inadequate, and to the best of the researcher's knowledge, this is the first one to evaluate the new English textbook -11th grade in Palestine.

1.3. Purpose of the Study

The purpose of the study is to evaluate the Palestinian 11th grade English textbook from the teachers' perspectives.

It also seeks to determine the role of gender, educational level and years of experience variables on the degree of evaluation.

1.4. Questions of the Study

This study aims to answer these questions:

1. What is the degree of evaluation of English for Palestine – 11th grade textbook in Southern Nablus and Salfit districts from the teachers' perspective?
2. Are there any significant differences at ($\alpha=0.05$) in the degree of evaluation of the 11th grade textbook due to gender ?

3. Are there any significant differences at ($\alpha=0.05$) in the degree of evaluation of the 11th grade textbook due to educational level?
4. Are there any significant differences at ($\alpha=0.05$) in the degree of the 11th grade textbook in Southern Nablus and Salfit districts due to experience?

1.5 Significance of the Study

The researcher thinks that the 11th English new textbook (published in year 2005) is worth evaluating since it prepares the students for the last and most important stage of the school (Tawjehi). In addition, the two textbooks (11&12) have much in common, especially in grammar, reading and letter writing; the way the material is arranged and the skills which are distributed are almost the same.

To the best of the researcher's knowledge, this is the first study that deals with evaluation of the 11th grade English textbook. It is hoped that this study will point out the strengths and weaknesses in the textbook so as to suggest recommendations and modifications which may help the text writers and curricula designers in assessing the validity of this textbook and other English textbooks, especially in the upper stage.

1.6 Limitations of the Study

The study is limited to the Evaluation of 11th grade textbook from the perspective of English language teachers teaching 11th grade in the year (2008- 2009) in Southern Nablus and Salfit districts in Palestine.

Summary

In this chapter, the study shed light on the significance of evaluation in teaching-learning process and its impact on EFL learning, then presented the importance of English as an international language. Finally, the study dealt with the following concepts:

1. Definition of Evaluation
2. Purposes of Evaluation
3. Types of evaluation
4. The characteristics of a good textbook

Chapter Two

Review of Related Literature

2.0 Introduction

This chapter will introduce review literature that is related to the topic undertaken. The researcher arranged similar studies chronologically from the most recent to the least.

2.1 Evaluation Studies of EFL Curricula

Since evaluation is considered as an integral part in the educational process, many researchers have been very enthusiastic to conduct their studies in this field for the sake of the textbook improvement and modification.

Mahmoud, (2008) aimed to evaluate the effectiveness and suitability of "English for Palestine-10 textbooks". The researcher used two instruments: a 52- item questionnaire, and the characteristics of a good textbook. The sample of the study consisted of 50 male and female English teachers who teach the tenth graders from Nablus district.

Mahmoud,(2006)had also evaluated ' English for Palestine 1V '. He used a similar instrument in order to judge the suitability of a good TEFL or ESL text book. The sample of the study consisted of 60 teachers who teach the fourth grade from Jenin and Qabatia districts. In both studies he found out that the textbooks he analyzed were suitable but lacked few items that characterize a good textbook. He noticed that:

- Teachers, supervisors and parents as well as the local society did not participate in selecting the materials or in choosing the objectives of the curriculum.
- Designers should consider the country's environment in the materials included in the books activities.
- The textbooks should be revised carefully to make sure they are free of mistakes.
- The number of the periods per week is not sufficient to cover the selected material of the fifth grade.
- There should be a balance between the aims, the materials and the number of periods designed to render the whole message to the students.
- The students' book should have a glossary, proper pronunciation and phonetic transcription of each word and an index listing the key words with their meanings and page number.

Badawi, (2007) aimed to evaluate the content of English for Palestine Grade 10 textbook, which was designed on for the tenth basic grade students in the West Bank and Gaza Strip and has been taught since 2004-2005. He used the descriptive analytical method of research to carry out the study. He designed an analysis card that sought to collect data relevant to process the study. These data involved making a survey for the textbook so as to analyze the activities that match the standards set by the study. The analysis card was shown to 12 experts for benefiting from their comments in regard to any potential modifications, deletions and additions

to achieve validity. Reliability was examined through the help of three researchers. The findings of the study showed a variance in presenting the standards of the foreign language learning. Communications standards were highly dominant in contrast with communities, connections and cultures standards. He pointed out that there should be more balance in the distribution of the standards among the units of the textbook. The findings also showed good employment for topics in the textbook. Various topics were introduced throughout the twelve units. The study recommended establishing a follow up research committee in order to apply formative and summative evaluation researches to achieve more innovations and developments. Teachers were invited to attend workshops held by the Ministry of Education on new trends in area of curriculum and teaching, and employ more effective methods such as group work, team work and cooperative learning methods.

The two previous studies (Mahmoud's and Badawi's) agreed that there is a variety in the topics of the textbook units. On the other hand, there should be more balance in the distribution of the standards among the units, and the textbooks ought to be evaluated and revised continually.

Masri,(2003) evaluated the first grader's new English textbook English for Palestine from teachers' perspective in the Northern District of Palestine. The study sought to determine the role of the gender, educational level, and years of experience variables on the degree of evaluation. A questionnaire was developed for the purpose of this study. The size of the proposed population was 350 teachers. The sample was chosen randomly and it consisted of 208 teachers.

The results showed that the degrees of evaluation of the book shape domain, the book content domain, the structure of the language and the grammar, and the methods and aids were high with total score. Significant differences were found in the degree of evaluation between male and female teachers in favour of males, and there were significant differences due to experience.

Masri recommended that teachers should:

- keep up with modern trends in teaching English as a foreign language; they ought to create new methods and techniques in teaching English for Palestine Grade 1.
- concentrate on using tapes and cards.
- vary their techniques so as to deal with the individual differences among their students.
- organize school workshops so that they can exchange experience and discuss recent educational trends, such as developing students' cognitive skills, promotion of self-learning, and life-long educational skills.

She also recommended that workshops, programmes and seminars are to be held for EFL teachers in order to keep teachers focus on the effective techniques that help increase students' interaction and involvement in the classroom.

Mahmoud and Masri's studies both emphasised that EFL teachers ought to keep in contact with the modern effective trends of teaching through attending the seminars and taking part in the workshops held from

time to time by the Ministry of Education so that they can achieve students' progress and better interaction in the classroom.

This goes in harmony with Mu'men, (1992) in his study to evaluate the new TEFL textbooks (PETRA) for the seventh and eighth grades in the government schools in Jordan. He developed an evaluation scale on the basis of language teaching and learning criteria that determine the specification of good quality textbook.

The sample of the study consisted of 180 male and female teachers who were teaching the seventh and eighth grades in the primary school stage in Greater Amman. The findings of the study revealed that PETRA textbooks were judged to be adequate regarding rationale and objectives, language skills, grammatical structures and functions, vocabulary, content, students' book, workbook, audio-visual aids and the physical make-up of the textbooks. On the other hand, the study pointed out the following drawbacks of the textbook:

- The reading passages in the students' books were too long.
- The role cards required more time.
- The writing activities were of a limited type.
- The teachers did not sufficiently address scientific and technological subjects.

Mu'men, in the light of the results of the study, recommended training programmes for EFL teachers on the up-to-date methods and techniques of teaching.

Saleh, (1990) evaluated the second preparatory PETRA textbooks in Jordan. The sample of the study consisted of 45 male and female teachers from Irbid Preparatory schools. Ten trainers and three supervisors were also a part of the sample. The study instruments used were two scales developed by El-Mustafa (1988), one for teachers and the other for pupils. The results of the study revealed that there were significant differences at $\alpha = 0.05$ between male and female teachers on the two variables, objectives and content; there was also a significant difference between the responses of teachers and trainers on the objectives variable; no significant differences were found among teachers due to experience, education or area. The rationale and objectives of the textbook were suitable and clear for both teachers and pupils. It was also found that the reading material is relevant to the learner's life and background; the methods used in the book are perceived suitable to achieve the stated goal since they focus upon fluency and transfer of communication. On the other hand, it was found that the book did not include clear introductions for both teachers and pupils, and teachers were not asked to participate in selecting the objectives.

Saleh was in congruence with Mahmoud when he recommended that the Ministry of Education should hold longer seminars for teachers to have the right and suitable training. They ought to be given the opportunity to participate in selecting and stating the objectives of the textbook because of their awareness of the pupils' needs and interests. In addition, providing the textbook with clear introduction for teachers will help them better understand the objectives, rationale of the textbook and the method to be followed to achieve the stated goals.

He recommended that training programmes for EFL teachers on PETRA methodology should be carried out. In addition, evaluation studies on the PETRA textbooks ought to be conducted in different areas in Jordan.

El-Mustafa,(1988) in his study to evaluate the first preparatory PETRA textbook, developed two evaluation scales, one for teachers and one for students. The teachers' scale contained 87 Lickert-type items covering the strength and weakness of eleven major characteristics of good textbooks. The pupils' scale consisted of 24 items tapping pupils' perceptions about the textbook.

The sample of the study consisted of 29 first preparatory TEFL teachers (14 males, and 15 females), and 666 first preparatory pupils (327 males and 339 females).

The results of the study revealed the following:

- There were statistically significant differences at $\alpha = 0.05$ between the responses of male and female teachers on the three subscales, rationale, vocabulary, and general aspects. Also, there were differences between the responses of male and female pupils on the two subscales, vocabulary and structure, and general aspects.
- PETRA textbook was rated quite adequate regarding rationale, objectives, language skills, teaching aids, grammar, vocabulary, content, method of teaching, workbook, teacher's book, and general aspects of the book.
- The teachers were not consulted at all in selecting the textbook objectives.

- Clarity of instructions in PETRA textbook was inadequate.
- Harmony of PETRA textbook with other texts adopted for the next higher levels were inadequate.

El – Mustafa recommended that the teachers should participate in selecting the textbook objectives; clear instructions ought to be provided for both teachers and pupils because they are necessary to help the teachers recognize what to teach, and the pupils what to learn. Also, practical application of learned material for teachers, and enhancing the attractiveness and utility of the wall-pictures are very necessary to teach and learn more effectively. English language teachers should be trained in the main principles of language learning and the various techniques of current language teaching/learning .

Al- Jarrah, (1987) evaluated the new TEFL textbooks (PETRA) for the fifth and sixth elementary class in Jordan. He made an evaluation scale to determine the specifications of good quality textbooks and to analyse the main strengths and weakness in the textbook used by Jordanian fifth and sixth grades.

The sample of the study consisted of 120 subjects including (40) TEFL experts and (80) elementary class teachers chosen by class sampling techniques. The materials to be analysed and evaluated were PETRA textbooks (i.e., pupils' book, work book, and teachers' book) for grades five and six.

The findings of the study indicated that PETRA textbooks were good concerning rationale, objectives, language skills, vocabulary, grammar,

content, method of teaching, technical factors, handwriting books, teachers' books, and general aspects of PETRA series.

On the other hand, the study revealed the following drawbacks of the PETRA textbooks:

- Jordanian elementary class teachers were not contacted by the ministry of education regarding the selection of EFL objectives for PETRA materials.
- The textbooks did not have clear introductions for both teachers and students.
- PETRA textbooks did not fit with other texts adopted for later following levels.
- The size(s) of PETRA textbooks did not seem convenient for PETRA pupils to handle during the school year.

Al- Jarrah recommended that the teachers should participate in selecting the objectives of the textbook; the instructions of PETRA textbooks ought to be clarified. In addition, the number of units of both PETRA textbooks should be minimized so as to enable both teachers and pupils to cover the material effectively on time.

Both Al-Mustafa's and Al-Jarrah's findings showed similarities:

- The rationale and objectives were good.
- Vocabulary and structures were emphasized.
- The content, teaching aids, methods of teaching, teacher's book and the general aspects of the book were all rated adequately.

- The content of the lessons of the unit of PETRA series was logically organized, and the material was accurate and correct.

On the other hand, the two studies revealed that PETRA textbooks lacked clear introduction for teachers or students; the instructions were not in harmony , either. In addition, the teachers were not consulted in selecting the objectives of the textbook.

Hatamleh and Jaradat, (1984) conducted a study in which they evaluated the elementary TEFL textbooks and classroom teaching lessons in Jordanian elementary schools. The sample of the study consisted of (94) elementary English class teachers and TEFL experts; TEFL English textbooks and Active English ones.

Two scales were developed by the authors, one analyzes and evaluates TEFL textbook in the first four grades; and the other analyzes and evaluates classroom TEFL lessons in the same grades.

The study revealed that TEFL English textbooks were more pertinent than Active English Textbooks in all aspects except for letters, printing, paper, durability, and general appearance. The objectives of TEFL Textbooks were clear, teachable, and related to content of textbooks and students' needs. The TEFL manual was very good in terms of providing visual aids, pictures and appendices.

However, Hatamleh and Jaradat maintained the following drawbacks of Active English Textbooks:

- The language of the textbooks and the ways of teaching them were difficult.
- The content of the textbooks was not related to the students' background and their environment.
- The Active English textbooks lacked the availability of visual aids or supplementary materials.
- The Active English textbooks did not develop positive concepts and attitudes of elementary students.

Al-Jarrah, (1987) was in congruence with those of Hatamleh and Jaradat. They all viewed that EFL material should meet the students' needs, teachers' explanations, psychological and pedagogical demands, as well as educational goals.

Lababidi, (1983) analyzed ten randomly selected lessons from the series, New Living English for Jordan Books (1-5). The purpose of the analysis was to find out whether these lessons convey communication or not. The sample of the study consisted of 75 male and female teachers in compulsory stage schools. The result of the study showed that the objectives of the (N.L.E.J) books were not realized; the content did not reflect students' needs; visual aids were not used. The findings of the study also showed that the imitation and repetition without understanding were considered the core of language teaching in the series 'New Living English for Jordan'; reading was mainly done aloud and grammatical exercises were mechanical; vocabulary items needed for reading texts were taught by

using gestures or sound to show the meaning; handwriting and dictation were controlled writing.

As a result, none of the analysed lessons included activities that can be considered communicative.

Al-Jarrah's findings,(1987) contrasted with those of Lababidi who found that EFL programmes and textbooks failed to help students achieve EFL objectives since the methodology of these textbooks was based on repetition and mechanical recitations. However, they both agreed that the time allotted for teaching English was inadequate.

Lababidi,(1983) showed that EFL programmes and textbooks failed to prepare students to use language communicatively because the content of the material did not reflect the students' needs and interests.

Chaplen, (1980) conducted a study in which he collected and analysed students evaluation of a foreign language course from three points of view: difficulty level, relevance to students' needs and relevance to students' interests. The sample consisted of 68 students in a newly established faculty of medicine at the University of Kuwait. The procedure used in the study was a two-part questionnaire. Statistical analysis of the study showed that students liked the study unit relevant to their needs; they would work hard at it since they would find it particularly interesting.

Marteini, (1996) revealed the strengths and weaknesses of English language curriculum in three Indonesian private universities. The study aimed at answering the following questions: What do the students report as reasons for wanting to learn English? What are the strengths and

weaknesses of the English language curricula as perceived by the students in three selected institutions of higher education in Jakarta? What directions for improving their English language curriculum do the students recommend?

The sample of the study consisted of 58 enrolled students and 14 recent graduates from three institutions of higher education. Data were maintained through open-ended survey questionnaires. The findings of the study revealed that motivations for learning English may be categorized into four variables: Language Competency 38%, Employment Opportunity 19%, Personal Knowledge 19%, and Cultural Communication 11%.

The strengths across the institutions were the improvement of the skills of reading, writing, listening and speaking. Other strong areas were increased knowledge about culture and literature, helpful faculty members, and methods that encouraged students' participation in learning. Weaknesses included insufficient time for practicing English in class and uninteresting textual materials for some of the linguistic courses. Other weaknesses were inadequate amount of composition and translation assignments, too much lecturing as teaching method, and inadequate book collections school libraries. The study preferred the methods of teaching that encourage participation and enlargement of library book collections. In addition, institutions and administrators were recommended to utilize students as a means for designing better curricula. Such recommendations were emphasized by Tung, (1996) who conducted a study for the Evaluation of English language Instruction in U/Colleges in Taiwan. He suggested improving the English language teaching techniques or methods

currently in use in Taiwan universities and colleges. On the other hand, the study paid attention to the importance of the students' opinions and their learning attitudes towards learning English. Students and teachers both considered evaluation of teaching effectiveness as very important aspect of language learning programmes at the university level.

In the light of the previous review of literature, the researcher found that most of it dealt with the evaluation of either the elementary or preparatory TEFL textbooks like El-Mustafa's, (1988) - 1st elementary , Al-Jarrah's, (1987) – 5th & 6th elementary, Saleh's, (1990) – 2nd preparatory and Masri's, (2003) – 1st elementary.

This study, however, was an attempt to evaluate a secondary grade textbook, which is the 11th. In addition, the study was based on the communicative approach while dealing with the following domains: book general shape, objectives, visual aids and the four basic skills. Literature was evaluated as a single domain in this study. It also focused on the students' social environment, e.g. students' needs, interests and background.

2.2 Summary

In this chapter, the researcher introduced and discussed the review literature related to this study, and how it is different from the previous ones.

Chapter Three

Methodology

3.0 Introduction

In this chapter, the researcher presents the Population , Sample of the study, Variables, Data Collection, Instrumentation, Procedure, and finally a Summary to the chapter.

3.1. Population of the Study

The population of this study included (100) public secondary school English teachers in Southern Nablus and Salfit districts .

3.2. Sample of the Study

The sample of this study consisted of (60) male and female English teachers , and it is classified according to independent variables as in tables (1-4).

A -Gender variable:

Table (1): Sample distribution according to gender

Gender	N	Percent %
Male	26	43.3
Female	34	56.7
Total	60	100

B: District variable:**Table (2):** Sample distribution according to District

Gender	N	Percent %
Southern Nablus	26	43
Salfit	34	56.7
Total	60	100

C- Qualification Variable:**Table (3):** Sample distribution according to Qualification Variable

Qualification Variable	N	Percent %
BA	51	85
MA	9	15
Total	60	100

D: Years of Experience Variable:**Table (4):** Sample distribution according to Years of Experience Variable

Qualification Variable	N	Percent %
5 years and less	16	26.7
6-10 years	23	38.3
More than 10 years	21	35
Total	60	100

3.3. Data Collection

The researcher distributed the copies of the questionnaire to male and female teachers. The number of males(26) is fewer than females(34) because some female teachers teach in boys' schools. In order to obtain more valid and credible results, teachers were given the freedom to complete the questionnaire either immediately. In addition, the completion was voluntary. The researcher managed to collect almost all the copies. Then the questionnaire was statistically analysed. These teachers participated in ensuring the reliability of the questionnaire. Alpha formula was also used to determine this reliability.

3.4. Instrumentation

The researcher developed a 47- item questionnaire (appendix 1 p 62) to evaluate the new Palestinian 11th grade textbook in Southern Nablus and Salfit districts from teachers' perspective. The questionnaire is based on Hatamleh and Jaradat (1984), Mariani (1987), Makhzoumi (1992), and Kinsella's version (1999). The items of the questionnaire were grouped under four domains:

A. Book General Shape: (8) items (1,2,3,4,5,6,7,8)

B. Book Objectives: (7) items (9,10,11,12,13,14,15)

C. Book Content: (23) items. This domain includes six reading and writing items: (16,17,18,19,20,21), seven structure and vocabulary items: (22,23,24,25,26,27,28), five listening and speaking items: (29,30,31,32,33), and five literary items: (34,35,36,37,38).

D. Aids and Teaching Methods: (9) items: (39,40,41,42,43,44,45,46,47)

3.4.1. Validity of the Instrument

To achieve the content validity of the instrument, the questionnaire was given to a jury of qualified instructors in the field of teaching English as a foreign language at An-Najah National University , who approved it with minor modifications which were taken care of.

3.4.2. Reliability of the Instrument

To determine the reliability of the questionnaire, Alpha formula was used as in table (5).

Table (5):Alpha formula of instrument Reliability.

Domains	Reliability
Book General Shape	0.78
Book Objectives	0.71
Book Content	0.78
Teaching Aids	0.79
Total score	0.87

The results of table (5) show that the range of reliability of domains was between (0.71 – 0.79), and total score (0.87), all of these values are suitable for conducting such a study.

3.5. Procedure

The researcher developed a 47-item questionnaire and achieved the reliability and validity of the instrument . The sample of the study consisted of 60 English teachers. The copies of the questionnaire were

distributed and collected by the researcher himself. In order to analyse the data, the researcher used pertinent statistical techniques such as (SPSS) statistical packages, descriptive statistics, means, standard deviations and percentages to answer the questions of the study , and Independent t-test, One -Way ANOVA , and MANOVA. Finally, the results of the study were discussed and recommendations were put forth.

3.6. Summary

This chapter presented the population of the study, the sample, data collection and the instrumentation, validity and reliability of the instrument. It also introduced the procedure and the statistical techniques used to analyse the data.

Chapter Four

Results

4.0. Introduction

The purpose of this study was to evaluate the New Palestinian English Textbook (NPET) for the 11th grade in Southern Nablus and Salfit districts . The study examined the role of the following variables : district , gender, qualification, and years of experience among teachers on the degree of the evaluation . The results were discussed as follows:

4.1. Results related to the first question which is :

"What is the degree of evaluation of English for Palestine – 11th grade textbook in Southern Nablus and Salfit districts from the teachers' perspective?"

In an attempt to answer the question, means and percentages of each item, and the total score of each English skill were used as in tables 1-4, chapter 3 (see page 29, 30). Table (5) shows the reliability of the instrument. (see page 32)

For data analysis, a five- point scale was used, and the percentages were as follows:

1. (80 %) and more is a very high degree of evaluation.
2. (70-79.9%) is a high degree of evaluation.
3. (60 - 69.9 %) is a moderate degree of evaluation.
4. (50 - 59.9 %) is a low degree of evaluation.
5. (Less than 50 %) is a very low degree of evaluation.

1-Book General Shape Domain:

Table (6): Means and percentages of the Evaluation

No	Items	Means*	Percent (%)	Degree
1	The outside cover of the book is attractive	3.65	73	High
2	The textbook paper is of good quality	3.81	76.2	High
3	The textbook is rich with illustrations that facilitate students' learning	3.56	71.2	High
4	The textbook is free of mistakes	2.95	59	Low
5	The titles and sub-heading titles are written clearly and appropriately	4.01	80.2	Very High
6	The print is clear and appropriate	3.91	78.2	High
7	The layout design of the material is suitable for the students	3.48	69.6	Moderate
8	The material is arranged logically	3.38	67.6	Moderate
Total score of Book General Shape domain		3.59	71.8	High

N= 60

Maximum point of response (5) points.

The results of table (6) show that the degree of evaluation for book general shape domain was very high on item (5), where the percentage of response on this item was (80.2%).The degree was high on items (1, 2, 3, and 6) where the percentages of response on these items were between (71.2%-78.2%).The degree was moderate on items (7 and 8) where the percentage of response on these two items were respectively (69.6%) and

(67.6%). The degree was low on item (4) where the percentages of response on this item was (59%).

For the total score of the book general shape, the degree was high where the percentage of response was (71.8%).

2-Book Objectives Domain:

Table (7): Means and percentages of the Evaluation

No	Items	Means*	Percent (%)	Degree
9	Objectives are related to the learners' needs and interests.	3.30	66	Moderate
10	Objectives are clear and exact.	3.53	70.6	High
11	correspond with the latest theoretical developments around the world	3.83	76.6	High
12	Objectives are relevant to the local culture	3.15	63	Moderate
13	address the individual differences among students	2.78	55.6	Low
14	make a balance between the four basic skills, listening, speaking, reading and writing	3.73	74.6	High
15	help the teacher to choose the right aids and the best methods of teaching	3.30	66	Moderate
Total score of Book Objectives domain		3.62	72.4	High

N= 60

Maximum point of response (5) points.

The results of table (7) show that the degree of evaluation for book objectives domain was high on items (10,11 and 14) where the percentages of response on these items were between (70.6%-76.6%). The degree was moderate on items (9,12 and 15) where the percentage of response on these two items were between (63%-66%). The degree was

low on item (13) where the percentages of response on this item was (55.6%).

For the total score of the book objectives domain, the degree was high where the percentage of response was (72.4%).

3-Book Content Domain :

Table (8): Means and percentages of the Evaluation

No	Items	Means*	Percent (%)	Degree
16	contains a sufficient amount and a variety of reading.	3.81	76.2	High
17	helps students develop fluency and enjoyment in reading texts.	3.28	65.6	Moderate
18	Many of the reading passages, are authentic and meaningful	3.70	74	High
19	Some writings are difficult for most of the students to deal with	3.83	76.6	High
20	presents free writing opportunities	2.96	59.2	Low
21	The time allotted for teaching the material is sufficient	2.35	47	Very low
Total score Reading and Writing		3.50	70	High
22	Structures are designed to be taught inductively	3.67	73.4	High
23	The grammar is graded appropriately	3.71	74.2	High
24	Grammatical exercises are often derived from the reading passages	3.80	76	High
25	Vocabulary exercises are often meaningful and relevant to the learners needs.	3.51	70.2	High
26	Grammar and vocabulary are appropriate to the students' level	3.31	66.2	Moderate

No	Items	Means*	Percent (%)	Degree
27	The vocabulary and grammar exercises practice are varied and adequate	3.68	73.6	High
28	The time allotted for teaching the material is sufficient	2.21	44.2	Very low
Total score Structure and Vocabulary		3.52	70.4	High
29	Cassettes are of high quality productions	3.67	73.4	High
30	The cassettes expose the students to the voices and pronunciation of the native speakers of English	3.00	60	Moderate
31	The listening exercises often focus on stress, rhythm, and intonation	3.70	74	High
32	Speaking exercises allow students to talk about their concerns and interests	3.30	66	Moderate
33	The time allotted for teaching the material is sufficient	2.63	52.6	Low
Total score Listening and Speaking		3.35	67	Moderate
34	The book contains a variety of literary forms quoted out of . e.g. poems, novels, plays,...	2.03	40.6	Very low
35	The language used in literature is complex	2.46	49.2	Very low
36	Literary texts correspond to the students' background and interests	2.53	50.6	Low
37	Literary texts encourage independent learning	3.30	66	Moderate
38	The time allotted for teaching the material is sufficient	2.90	58	Low
Total score Literature		2.64	52.8	Low
Total score of Content domain		3.16	63.2	Moderate

N= 60

Maximum point of response (5) points.

The results of table (8) show the following:

A- Reading and Writing:

The degree of evaluation for reading and writing sub- domain was high on items (16 , 18 and 19) where the percentages of response on these items were between (74%-76.6%).The degree was moderate on item (17) where the percentage of response on this item was (65.6%). The degree was low on item (20) where the percentages of response on this item was (59.2%). The degree was very low on item (21) where the percentages of response on this item was (47%).

For the total score of the reading and writing sub- domain, the degree was high where the percentage of response was (70%).

B: Structure and Vocabulary:

The degree of evaluation here for structure and vocabulary sub- domain was high on items (22 , 23, 24, 25 and 27) where the percentages of response on these items were between (70.2%-76%).The degree was moderate on item (26) where the percentage of response on this item was (66.2%). The degree was very low on item (28) where the percentages of response on this item was (44.2%).

For the total score of the structure and vocabulary sub- domain, the degree was high where the percentage of response was (70.4%).

C: Listening and Speaking:

The degree of evaluation for listening and speaking sub- domain was high on items (29 and 31) where the percentages of response on these two items were respectively (73.4% and 74%).The degree was moderate on items (30 and 32) where the percentage of response on these two items were respectively (60% and 66%).The degree was low on item (33) where the percentages of response on this item was (52.6%).

For the total score of the listening and speaking sub- domain, the degree was moderate where the percentage of response was (67%).

D: Literature:

The degree of evaluation for literature sub- domain was moderate on item (37) where the percentage of response on this item was (66%).The degree was low on item (38) where the percentage of response on this item was (58%).The degree was also low on item (36) where the percentages of response on this item was (50.6%). The degree was very low on items (34 and 35) where the percentages of response on these two items were respectively (40.6% and 49.2%).

For the total score of the literature sub- domain, the degree was low where the percentage of response was (52.8%).

For the total score of the book content domain, the degree was moderate where the average of responses was (63.2%).

4-Teaching Aids Domain:

Table (9): Means and percentages for Teaching Aids domain

No	Items	Means*	Percent (%)	Degree
39	The pictures and diagrams used are related to the learners' background	3.28	65.6	Moderate
40	The aids and activities are suitable to the students' level	3.16	63.2	Moderate
41	The activities used are purposeful	3.43	68.6	Moderate
42	The aids and activities used help to build students' confidence	3.41	68.2	Moderate
43	The aids help to relieve anxiety and boredom	3.21	64.2	Moderate
44	The activities foster the spirit of independent learning	2.95	59	Low
45	They help to develop communicative skills	3.58	71.6	High
46	They encourage critical thinking	3.33	66.6	Moderate
47	They help to de-emphasize teacher's talk	3.36	67.2	Moderate
Total score Teaching Aids domain		3.29	65.8	Moderate

N=60

Maximum point of response (5) points.

The results of table (9) show that the degree of evaluation of English for Palestine – 11th grade textbook in Southern Nablus and Salfit districts from the teachers' perspective for teaching aids domain was high on item

(45) where the percentages of response on this item was (71.6%). The degree was moderate on items (39, 40, 41, 42, 43, 46 and 47) where the percentage of response on these items were between (63.2%-68.6%). The degree was low on item (44) where the percentages of response on this item was (59%).

For the total score of the teaching aids domain, the degree was moderate where the percentage of response was (65.8%).

5: Rank Order of domains and total score of evaluation:

Table (10): Means percentages and Ranks of English Skills and total (N=76)

Domains	Means *	Percent %	Degree	Rank Order
Book General Shape Domain	3.59	71.8	High	2
Book Objectives Domain	3.62	72.4	High	1
Book Content Domain	3.16	63.2	Moderate	4
Teaching Aids Domain	3.29	65.8	Moderate	3
Total score	3.35	67	Moderate	

** Maximum point of response (3) points.*

The results of table (10) show a moderate degree of evaluation of English for Palestine – 11th grade textbook in Southern Nablus and Salfit districts from the teachers' perspective on total score, where the average of response was (67%).

Furthermore, the results indicated that the rank order of evaluation domains are as follow:

First rank: Book Objectives Domain (72.4%)

Second rank: Book General Shape Domain (71.8%)

Third rank: Teaching Aids Domain (65.8%)

Fourth rank: Book Content Domain (63.2%)

Such results are clear in *figure (1)*.

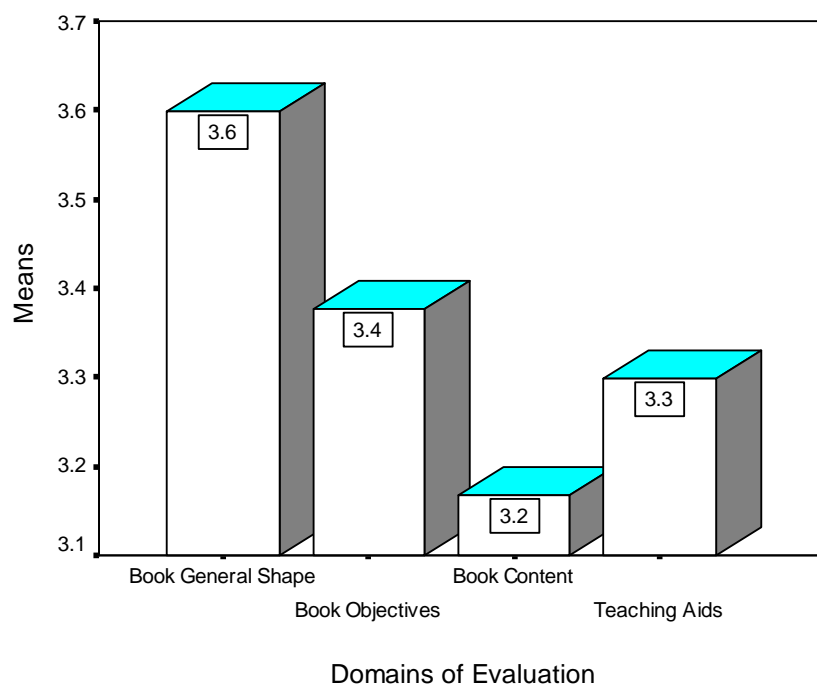


Figure (1) Means of Evaluation Domains .

4.2. Results Related to the second question which says:

"Are there any significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade due to district variable?"

To answer this question independent t-test was used as in table (11).

Table (11):Results of independent t-test for the differences in the degree of evaluation of the Palestinian English textbook for 11th grade according to district

Domains	Salfit		Nablus		T value	Sig *
	M	SD	M	SD		
Book General Shape Domain	3.76	0.55	3.47	0.54	2.04	0.04*
Book Objectives Domain	3.46	0.50	3.30	0.71	0.96	0.33
Book Content Domain	3.17	0.42	3.16	0.52	0.05	0.95
Teaching Aids Domain	3.24	0.60	3.34	0.65	0.61	0.54
Total score	3.41	0.37	3.32	0.45	0.81	0.41

* significant at ($\alpha = 0.05$).

The results of table (11) show that there are no significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade in : (book objectives domain , book content domain, teaching aids domain and total score) due to district variable.

4.3. Results Related to the third question which says:

"Are there any significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade due to gender variable?"

To answer this question, independent t-test was used as in table (12).

Table (12): Results of independent t-test for the differences in the degree of evaluation according to gender

Domains	Male		Female		T value	Sig *
	M	SD	M	SD		
Book General Shape Domain	3.55	0.58	3.62	0.56	0.47	0.63
Book Objectives Domain	3.25	0.70	3.46	0.56	1.26	0.21
Book Content Domain	3.10	0.60	3.21	0.35	0.80	0.42
Teaching Aids Domain	3.09	0.73	3.45	0.49	2.23	0.02*
Total score	3.25	0.49	3.43	0.33	1.70	0.18

* significant at ($\alpha = 0.05$) .

The results of table (12) show that there are no significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade in : (book general shape domain, book objectives domain , book content domain, and total score) due to gender variable. Such results disagree with Saleh's, (1990) and Mustafa's, (1988), whose studies showed significant differences in book general shape, and with Saleh's, (1990) regarding book objectives and content variables. However, the results revealed significant differences in teaching aids domain between male and female in favor of female. This disagrees with Masri's, (2003), El-Mustafa's , (1988) and Hatamleh and & Jaradat's, (1984).

4.4. Results Related to the fourth question which says:

"Are there any significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade due to qualification variable?"

To answer this question independent t-test was used as in table (13).

Table (13): Results of independent t-test for the differences in the degree of evaluation according to qualification

Domains	BA		MA		T value	Sig *
	M	SD	M	SD		
Book General Shape Domain	3.62	0.55	3.43	0.64	0.96	0.34
Book Objectives Domain	3.32	0.65	3.65	0.44	1.41	0.16
Book Content Domain	3.13	0.46	3.31	0.54	1.03	0.30
Teaching Aids Domain	3.27	0.60	3.40	0.79	0.53	0.59
Total score	3.34	0.43	3.45	0.31	0.70	0.48

* significant at ($\alpha = 0.05$) .

The results of table (13) show that there are no significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade due to qualification variable. This is consistent with Ramadan's, (2005), Mu'men's, (1992), Saleh's,(1990) and El-Mustafa's, (1988). However, Masri's showed differences due to educational level.

4.5. Results Related to the fifth question which says:

Are there any significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade due to experience variable?

To answer this question, One-Way-Analysis of Variance (*ANOVA*) was used, Where table (14) Shows means and table (15) shows the results of (*ANOVA*) test.

Table (14): Means and Standard deviation for the degree of evaluation due to experience

Domains	Less 5 years		5-10 years		More than 10 years	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Book General Shape Domain	3.55	0.54	3.62	0.59	3.60	0.57
Book Objectives Domain	3.48	0.42	3.48	0.59	3.17	0.77
Book Content Domain	3.18	0.33	3.17	0.51	3.14	0.54
Teaching Aids Domain	3.40	0.57	3.32	0.66	3.18	0.65
Total score	3.40	0.37	3.40	0.35	3.27	0.51

The results revealed that there were no significant differences at $\alpha = 0.05$ in the degree of evaluation due to experience variable. This is in line with Saleh's,(1990) and El-Mustafa's,(1988).

Table (15): Results of One-Way-ANOVA for the degree of evaluation according to experience

domains	Source of variance	Sum of square	DF	Mean square	F	Sig *
Book General Shape Domain	Between Groups	0.047	2	0.023	0.07	0.93
	Within Groups	18.86	57	0.33		
	Total	18.90	59			
Book Objectives Domain	Between Groups	1.28	2	0.62	1.62	0.20
	Within Groups	22.55	57	0.39		
	Total	23.83	59			
Book Content Domain	Between Groups	0.017	2	0.085	0.03	0.96
	Within Groups	13.45	57	0.23		
	Total	13.46	59			
Teaching Aids Domain	Between Groups	0.47	2	0.23	0.58	0.55
	Within Groups	23.12	57	0.40		
	Total	23.59	59			
Total score	Between Groups	0.22	2	0.11	0.61	0.54
	Within Groups	10.26	57	0.18		
	Total	10.49	59			

- **Significant at ($\alpha = .05$).**

The results of table (15) show that there are no significant differences at ($\alpha = 0.05$) in the degree of evaluation of the Palestinian English textbook for 11th grade due to experience variable.

Summary:

This chapter included an introduction and discussed the questions of the study. It presented the means and percentages of evaluation, the total score and degree of the items.

Chapter Five

Discussion of the Results

The purpose of this study was to evaluate the new Palestinian 11th Grade English Textbook in Southern Nablus and Salfit districts from teachers' perspective. This chapter presents discussion, recommendations and implications concerning the results of this study.

The findings of this study showed that the degrees of evaluation of English for Palestine- 11th grade textbook in Southern Nablus and Salfit districts were moderate.

The results also indicated that the rank order of evaluation domains was as follows:

book objective domain, book general shape domain, teaching aids domain, book content domain respectively.

There were no significant differences at $\alpha=0.05$ in the degrees of evaluation of the Palestinian English textbook for 11th grade in book objectives, book content or teaching aids due to district variable. This disagrees with Saleh's,(1990) and El-Mustafa's,(1988) whose studies showed significant differences on the two variables, objectives and book content. While the results revealed significant differences in book general shape between Salfit and Southern Nablus districts in favour of Salfit.

The researcher attributes this to personal feelings and attitudes.

As for gender variable, there were no significant differences in book shape, book objectives, book content or total score. Such results disagrees with Saleh's,(1990) and El-Mustafa's,(1988) whose studies showed significant differences in background shape, and with Saleh's regarding book objectives and content variables but there were significant differences in teaching aids domain between male and female teachers in favour of females. This disagrees with Masri's,(2003), El-Mustafa's,(1988) and Hatamleh& Jaradat's,(1984).

There were no significant differences in the degree of evaluation of the textbook due to qualification. This is consistent with Ramadan's,(2005), Mu'men's,(1992), Saleh's,(1990) and El-Mustafa,(1988). The results showed no differences due to experience. This is in line with Saleh's,(1990) and El-Mustafa's,(1988).

The teachers' evaluation of the textbook for book general shape was **very** high. The researcher attributes such high degree to the great interest from the Ministry of Education and curriculum planners in the book shape, and in response to the general criteria of evaluating a textbook that many educationalists recommended, such as Romero,(1975), Daoud and Celece-Murcia,(1979), Al-Jarrah,(1987). The results are also in harmony with Masri, (2003) .

However, the degree of evaluation was low on item 4 (the book is free of mistakes). This is consistent with Mahmoud,(2006) and El-

Mustafa,(1988). On the other hand, Al-Jarrah's study revealed that the material was correct and accurate.

The book objectives were suitable. This is in line with Mu'men, (1992), Saleh,(1990) . However, Lababidi,(1983) stated that the objectives of the textbook were not realized.

The degree of the objectives evaluation was low on item 13 (addressing the individual differences among students). This goes on with Masri,(2003), Badawi, (2002), Mu'men (1992).

This can be attributed to the fact that the teachers and students didn't participate in selecting the textbook objectives.

The reading texts were meaningful and authentic. However, some writings were difficult for most of the students. This is because students are required to write long paragraphs, essays or letters; they have also to deal with tables, figures and make comparisons.

On the other hand, all sorts of writings in the textbook are guided and controlled; this doesn't give a good chance for students to write freely and express themselves through writing what they feel, enjoy and prefer.

Structure, vocabulary, listening and speaking were appropriate and helpful for the teachers; the exercises were relatively designed properly to suit the students' levels and interests.

The results of the study also revealed that the textbook lacked a variety in literary forms. This was, as the researcher thinks, because there is

only one novel included in the textbook which is 'Silas Marner'. There are no poems or essays , for example.

In addition, this novel doesn't seem to meet the students' needs or their background.

This may be due to the fact that neither teachers nor students were consulted when selecting the material or the objectives of the textbook.

The teaching aids were quite suitable since they can help to build self-confidence, encourage students' thinking and encourage their communication. However, they need to be developed so as to achieve students' independent learning.

The results showed that the time allotted for teaching the 11th grade English textbook was inadequate. The teachers agreed that all skills and activities being taught in this book need more time to deal with them more effectively. This agrees with Mahmoud,(2008), Martani,(1996) and Al-Jarrah,(1987).

The researcher attributes this to many factors:

- 1-The material is long. For example, each unit contains more than two reading passages and two or more listening texts. This also applies to all other skills.
- 2- Students are still to some extent teacher-dependent.
- 3- Teachers are not well- trained enough to time their lessons properly and efficiently.

Recommendations

In the light of the review of the literature regarding good quality textbook, the researcher recommends the following criteria to be taken into account when selecting and evaluating an English textbook:

- General aims and specific objectives.
- The layout of the textbook.
- The content (material).
- language skills.
- Teaching aids.
- Methods of teaching.
- Time allotted for teaching.
- Students' needs and interests.
- Teacher's manual and workbook.

In the light of the findings of the study, the researcher presents the following recommendations:

Firstly: for the Ministry of Education:

- 1- The number of units of the 11th New English for Palestine Textbook should be minimized to enable the teachers to cover the material effectively on time.

2- Textbooks should be revised from time to time to make sure they are free from spelling and lexical mistakes.

3- Teachers should be consulted when selecting the textbook material, and they should participate in making any modifications or improvements concerning the textbooks.

4- It is recommended that the textbook be provided with a variety of literary forms in order to meet the needs, interests of the students and foster their reading for the sake of pleasure. For example, some poems and essays can be provided.

Secondly: Recommendations for Teachers:

1- Teachers should develop the teaching aids so as to be able to deal with the individual differences among students.

2- While teaching, teachers should always think about the timing of the lessons so that they can carry out the desired tasks, aims and activities effectively, and make a balance among the skills being taught.

3- Teachers are advised to train their students to think for themselves and be independent learners. This will help them deal with the problem of inadequate time allotted for teaching the textbook.

4- They have to be trained to employ modern technology such as computers and internet in order to meet the changing needs of the students, and make English teaching and learning more meaningful and enjoyable.

5- Teachers ought to provide students with additional writing texts so that they can express themselves through writing freely about their desires, needs, feelings,..etc.

Thirdly: **Recommendations for Further Studies**

1 - Conducting evaluative studies on other English textbooks, especially the 10th and 12th grades.

2- Conducting evaluative studies on the 'New English for Palestine' curriculum in other districts.

3- Evaluating literature separately as a single reading skill in the 'New English for Palestine' curriculum in the upper stage.

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Appendices

Appendix (1): questionnaire

Dear Teachers,

The researcher aims to evaluate the New Palestinian English Textbook for the 11th Grade in Nablus and Salfit districts. This questionnaire is used for the purpose of research only.

Please put 'x' in the appropriate space accurately and objectively.

Thanks for your cooperation

Researcher: Abdul-Rahim Aqel

Personal Information

Sex : ☐ Male ☐ Female

Qualification : ☐ Diploma ☐ B.A ☐ M.A

Years of Experience : ☐ Less than 5 years ☐ 5-10 years

☐ More than 10 years

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

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

	3. Listening and Speaking					
29	Cassettes are of high quality production					
30	The cassettes expose the students to the voices and pronunciation of the native speakers of English					
31	The listening exercises often focus on stress, rhythm, and intonation					
32	Speech exercises invite students to talk about their concerns and interests					
33	The time allotted for teaching the material is sufficient					
	4. Literature					
34	The book contains a variety of literary forms. e.g. poems, a novel, a play,...					
35	The language used in literature is complex					
36	Literary texts correspond to the students' background and interests					
37	Literary texts encourage independent learning					
38	The time allotted for teaching the material is sufficient					

	D. Teaching Aids					
39	The pictures and diagrams used are related to the learners' background					
40	The aids and activities are suitable to the students' level					
41	The activities used are purposeful					
42	The aids and activities used help to build students' confidence					
43	The aids help to relieve anxiety and boredom					
44	The activities foster the spirit of independent learning					
45	They help to develop communicative skills					
46	They encourage critical thinking					
47	They help to de-emphasize teacher's talk					

Appendix 2: Correspondence

ملحق (2): كتاب موجه لنائب مدير عام التعليم العام.

<p>An-Najah National University</p> <p>Faculty of Graduate Studies Dean's Office</p>		<p>جامعة النجاح الوطنية</p> <p>كلية الدراسات العليا مكتب العميد</p>
<p>التاريخ : 2008/11/24</p>		
<p>حضرة الاخت الاستاذة سعادة قدومي المحترمة نائب مدير عام التعليم العام / الادارة العامة للتعليم العام وزارة التربية والتعليم العالي فاكس: 2983222 - 2 - 00972 رام الله</p>		
<p>الموضوع : تسهيل مهمة الطالب / عبد الرحيم عبد القادر محمود عقل رقم تسجيل 10652623</p>		
<p>الطالب عبد الرحيم عبد القادر محمود عقل / رقم تسجيل 10652623 تخصص أساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهو بصدد اعداد الأطروحة الخاصة به ويحتاج الى توزيع استبانته على المعلمين الذين يدرسون طلبة الصف الحادي عشر في اللغة الانجليزية في المدارس الحكومية التابعة لمخافطين نابلس وسلفيت، لعمل مشروع بحث بعنوان: (تقييم منهج اللغة الانجليزية الجديد للصف الحادي عشر من وجهة نظر المعلمين)</p>		
<p>يرجى من حضرتكم تسهيل مهمته لجمع البيانات وتوزيع الاستبيان لاتمام مشروع البحث.</p>		
<p>شاكرين لكم حسن تعاونكم.</p>		
<p>مع وافر الاحترام،،،</p>		
<p>عميد كلية الدراسات العليا</p> <p> د. محمد ابو جعفر</p>		
<p>فلسطين، نابلس، ص.ب 70707 هاتف: /2345115، 2345114، 2345113 (09) 972* فاكس: 972(09) 2342907 3200 (5) Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115 * Facsimile 972 92342907 *www.najah.edu - email fgs@najah.edu</p>		

Appendix 3: letter to the Dean of Faculty of Graduate Studies

ملحق رقم (3): كتاب موجه لعميد كلية الدراسات العليا، جامعة النجاح الوطنية

24-SEP-2002 16:57 FROM:REVOLVING 2983235 TO: P:1


 Palestinian National Authority
 Ministry of Education & Higher Education
 Directorate General Of General Education

السلطنة الوطنية الفلسطينية
 وزارة التربية والتعليم العالي
 الإدارة العامة للتعليم العام

الرقم : وت / ع / ٤٦ / ١١٢٨٤
 التاريخ : 2008 / 12 / 18 م
 للموافق : 2008 / 12 / 20 م

السيد د. محمد أبو جعفر المحترم
 عميد كلية الدراسات العليا / جامعة النجاح الوطنية
 تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة
الإشارة: كتابكم المؤرخ بتاريخ 2008/11/24م

تهديكم وزارة التربية والتعليم العالي أطيب تحياتها، ونود إعلامكم أنه لا مانع من قيام
 الطالب "عبد الرحيم عبد القادر محمود عقل" من إجراء دراسته بعنوان ((تقييم منهج اللغة
 الإنجليزية لجنديد للصف الحادي عشر (أث) من وجهة نظر المعلمين))، وتوزيع الاستبانة
 المعدة لهذه الغاية على معلمي اللغة الإنجليزية في مديريات نابلس وجنوب نابلس وسلفيت،
 وذلك بعد التنسيق المسبق مع مديري التربية والتعليم، على أن لا يؤثر ذلك على سير العملية
 التعليمية.

مع الاحترام ،،،

صبحي خليل كايد
 الوكيل المساعد للشؤون الإدارية والمالية


 نسخة/ السيدة مديرة التربية والتعليم/ نابلس المحترمة.
 نسخة/ السيد مدير التربية والتعليم/ جنوب نابلس المحترم.
 نسخة/ السيد مدير التربية والتعليم/ سلفيت المحترم.
 (برجاء تسهيل المهمة)..
 نسخة/ الملف.
 ع. ١/١٠ ي. م.

جامعة النجاح الوطنية
 Ramallah, P.O.Box (576)

هاتف: (+972-2-998-3205) Tel.: فاكس: (+972-2-998-3222) Fax: رام الله ص.ب. (576) Ramallah

Appendix 4: Letter to the headmasters and headmistresses

ملحق رقم (4): كتاب موجه إلى مديري ومديرات المدارس



فلسطينية الوطنية الفلسطينية
 وزارة التربية والتعليم العالي
 مديرية التربية والتعليم - سلفيت

Palestinian National Authority
 Ministry of Education & Higher Education
 Directorate of Education - Salfit

الرقم: م ت/ 6/ 2693
 التاريخ: 2008/12/23 م
 الموافق: 25 ذو الحجة، 1429 هـ

حضرات مديري ومديرات المدارس المحترمين
 تحية طيبة وبعد،،،،،

الموضوع: تسهيل مهمة
 الإشارة: كتاب معالي وزارة التربية والتعليم العالي رقم و ت/ 11382/46/4 بتاريخ 2008/12/18 م

لا مانع من قيام الطالب " عبد الرحيم عبد القادر محمود عقل " من إجراء دراسته بعنوان (تقييم منهج اللغة الإنجليزية الجديد للصف الحادي عشر (11) من وجهة نظر المعلمين) ، وتوزيع الاستبانة المعدة لهذه الغاية على معلمي اللغة الإنجليزية في مدارسكم . على أن لا يؤثر ذلك على سير العملية التعليمية .
 شاكرًا لكم حسن تعاونكم .

مع الاحترام،،،

مدير التربية والتعليم
 رفيع سلامة

فلسطينية الوطنية الفلسطينية
 وزارة التربية والتعليم العالي
 مديرية التربية والتعليم - سلفيت

نسخة : الثانيان المحترمان .
 خ.م.خ.م
 خ.م.خ.م

عاصمة الثقافة العربية
 Capital of Arab Culture
 al-QUDS 2009

سلفيت - هاتف 09/2515661 - 09/2515665 فاكس 972 - 9 - 2515664
 Salfit - Tel. 09/2515661 - 2515665 Fax 972 - 9 - 2515664

جامعة النجاح الوطنية
كلية الدراسات العليا

تقييم منهاج اللغة الإنجليزية للصف الحادي عشر من
وجهة نظر المعلمين والمعلمات

إعداد
عبدالرحيم عبدالقادر محمود عقل

إشراف
د. احمد عوض
د. فايز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية
بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس. فلسطين.

2009

ب

تقييم منهاج اللغة الانجليزية للصف الحادي عشر من وجهة نظر المعلمين والمعلمات

إعداد

عبدالرحيم عبدالقادر محمود عقل

إشراف

د. احمد عوض

د. فايز عقل

المخلص

هدفت هذه الدراسة إلى تقييم منهاج اللغة الانجليزية الجديد للصف الحادي عشر من وجهة نظر المعلمين ، كما تناولت اثر كل من متغيرات (المنطقة و الجنس و المؤهل العلمي و سنوات الخبرة) على درجة تقييم المنهاج الجديد في منطقتي جنوب نابلس وسلفيت.

ومن اجل تحقيق هذا الهدف قام الباحث بتطوير معيار تقويمي يحدد صفات الكتاب المقرر الجيد.

وتكونت عينة الدراسة من 60 معلما ومعلمة من الذين يدرسون اللغة الإنجليزية للصف الحادي عشر في منطقة جنوب نابلس وسلفيت للعام 2008. وقام الباحث بتطوير استبانة تتكون من 47 عنصرا من أجل تقييم الكتاب ، واستخدم طرقا متعددة من اجل تحليل المعطيات.

واشتملت الاستبانة على 4 مجالات رئيسية: مظهر الكتاب العام، أهداف الكاتب، محتوى الكتاب، والوسائل التعليمية .

وأظهرت نتائج الدراسة أن درجة تقييم منهاج الحادي عشر الجديد للغة الانجليزية كانت متوسطة، وكان هناك فروق ذات دلالة إحصائية عند مستوى $\alpha=0.05$ تعزى لمتغير المظهر العام للكتاب بين منطقتي جنوب نابلس وسلفيت لصالح منطقة سلفيت . وكشفت الدراسة أن هناك فروقا في متغير الوسائل التعليمية بين الذكور والإناث لصالح الإناث. ولم تظهر فروق ذات دلالة إحصائية في درجة تقييم المنهاج تعزى لمتغير المؤهل أو الخبرة .

وقد أوصى الباحث في ضوء نتائج الدراسة أن يتم مراجعة الكتاب المقرر بين فترة وأخرى وان تتنوع النصوص الأدبية وان يخفض عدد الوحدات الدراسية . كما رأى الباحث ضرورة إجراء دراسات أخرى من اجل تقييم منهاج الصف العاشر والثاني عشر .