

*An-Najah National University*  
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**Teachers' Evaluation of *First Graders' English*  
*For Palestine* in the Northern Directorates of  
Palestine**

*Master Thesis*

*By*

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Submitted in Partial Fulfillment of the Requirements for the  
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*An-Najah National University*

*Faculty of Graduate Studies*

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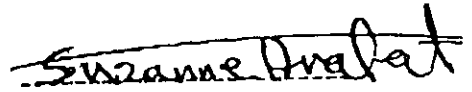
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***Sa'eda Nadeem Masri***

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1- Dr. Susanne Arafat



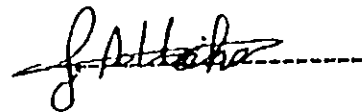
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## ***DEDICATION***

**I dedicate this work to:**

**My husband Ali Shaka'a for his support and encouragement during the preparation of the study.**

**My daughters Sara, Reem, Zeina, Hala and my son Basel for their endless love and support.**

**My mother, brothers, sisters and all my relatives for their encouragement.**

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## Table of Contents

Contents	Page
Dedication -----	ii
Acknowledgment -----	iii
Table of content -----	iv
List of tables -----	v
List of appendixes-----	vii
Abstract -----	ix
<i>Chapter One</i>	
- Introduction -----	1
- Statement of the Problem-----	7
- Purpose of the study -----	7
-Questions of the study-----	8
- Significance of the study-----	9
- Limitation of the study-----	9
- Definitions of Terms -----	9
- Summary -----	10
<i>Chapter Two</i>	
Review of related literature-----	12
<i>Chapter Three</i>	
Methodology -----	42
<i>Chapter Four</i>	
The results-----	49
<i>Chapter Five</i>	
Discussion, Conclusions and recommendations-----	72
References-----	81
Appendixes-----	87

## *List of Tables*

<b>Table</b>	<b>Title</b>	
1	Population distribution according to districts and gender.	44
2	Sample distribution according to the gender variable.	45
3	Sample distribution according to educational level.	45
4	Sample distribution according to the experience.	46
5	Alpha formula instrument reliability	47
6	Means percent of means for textbook shape domain	51
7	Means and percent of means for text book content domain	52
8	Means and percent age of means for structure of language, grammar and terms domain	54
9	Means and percentages for methods, aids (teachers' book) domain	56
10	Means and percentage for teaching and student achievement domain	58
11	Ranks, means and percentages for domains and total score of evaluation.	59
12	Results of independent groups t-test for difference in degree of evaluation according to gender.	61
13	Means of domains and total score of evaluation according to educational level.	62
14	Results of One-Way ANOVA for the difference in evaluation according to educational level.	63
15	Scheffes' –hoc test for the difference of book general shape domain according to educational level.	64

Table	Title	
16	Scheffes' hoc test for the difference in book content domain according to educational level.	65
17	Scheffes' hoc test for the difference in structure of language, grammar and terms domain according to educational level.	65
18	Scheffes' hoc test for the difference in teaching and student achievement domain according to educational level.	66
19	Scheffes' hoc test for the difference in total score according to educational level.	66
20	Means of domains and total score of evaluation according to experience.	67
21	Results of on-way ANOVA for the difference in evaluation according to experience.	68
22	Scheffes' post-hoc test for the difference in textbook content domain according to experience.	69
23	Scheffes' post-hoc test of structure of language, grammar and terms domain according to experience.	70
24	Scheffes' post-hoc test for the difference in methods and aids (teacher book) domain according to experience.	70
25	Scheffes' post-hoc test for the difference in total score according to experience.	71

### ***Table of Appendixes***

<b>Appendixes</b>	<b>Page</b>
Appendix A: Questionnaire in Arabic	87
Appendix B: Questionnaire in English	92
Appendix C: A Letter from An-Najah National University	98
Letter from Dean of Graduate Studies to Minister of Education	99



*Table of Figures*

	Figure	
1-	Means of evaluation domains	60

## **Abstract**

### **Teachers' Evaluation of *First Teachers' English For Palestine* in the Northern Directorates of Palestine**

**By**

**Sa'eda Nadeem Masri**

**Supervisor**

**Dr. Susan Arafat**

The purpose of this study was to evaluate the first graders' new English textbook *English For Palestine* from teachers' perspective in the Northern Districts of Palestine. An evaluation Scale was developed on the basis of language teaching and learning. The study aimed at answering the following question.

- 1- What are the degrees of evaluation of the Palestinian English textbook for the basic first grade in the Northern Governorate according to teachers' opinion?
- 2- Are there any significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation of the Palestinian English textbook due to gender variable?
- 3- Are there any significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation of Palestinian English textbook for the basic first grade in the Northern Governorates due to educational level variable?

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

A questionnaire was developed for the purpose of this study. It included fifty five items distributed on the five domains of the study, The questionnaire of the study was developed after consulting various questionnaires.

The population of this study was all the teachers in the Northern Governorates who taught *English for Palestine* Grade 1. The size of the proposed population was (356) teachers. The sample was chosen randomly and it consisted of (208) teachers. The questionnaire was distributed among teachers by the researcher herself and with assistance from other people.

Different statistical techniques were used to find out the results of the study.

One finding of the study revealed that the score of evaluation first graders' *English for Palestine* from teachers' point of view in the northern districts of Palestine was (75.8%).

The findings of the five domain indicated that the physical appearance outlook of the textbook domain was (79.9%), level of education for the students domain was (79%), structures and, grammar domain was (74%), methods, aids (teacher book) domain was (73.2%), and book content domain (72.2%).

It was also found that there were significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation of the Palestinian English textbook for the basic first grade gender variable in favor of males.

There were also significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation for the Palestinian English textbook for the first grade in Northern Governorates due to educational level in favour M.A. degree holders.

- 7 In addition, there were significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation of the Palestinian English textbook for the first grade in the Northern Governorates due to experience in favour of those who had less than five years of experience.

These findings were discussed and some recommendations were suggested; training programs for EFL teachers and workshops to concentrate on the new methods and aids. Teachers should keep focusing on modern and up to-date techniques. Other studies should be conducted to evaluate the upper grades and reward the superior teachers who perform very well in their work.

# *Chapter One*

# *Chapter One*

## **Introduction:**

In this chapter the researcher presents background information, research statement of the problem, purpose of the study, the research questions, the significance of the study, the definitions of terms and limitations of the study.

English is one of the foreign languages taught officially in Palestine's government schools from the first grade up to the second secondary school/twelfth grade, English is the language of the world and it is the language of the economic, education and technology, so it is a very important language. It may become the only vehicle that opens the windows to the world. Teaching English as a second language (TESL), or as a foreign language (TEFL), depends primarily on three major elements: the curriculum, the students, and the teacher. Nowadays, several studies have concentrated on the most preferable approaches for teaching the language and how to make it more familiar to the learners. This of course depends basically upon the teachers, methods, material, and teachers skills in creating motivation and changing students attitude toward learning English. Students would be successful in learning English language if they really want to learn it.

Since its establishment, the Ministry of Education has considered the Curriculum Development Project as a strategic objective on its agenda. One of the main objectives of this project is

to unify the curricula in the West Bank and Gaza Strip and to upgrade the new curriculum by introducing improvements of both contextual and pedagogical nature.

Since the ratification of Curriculum Plan by the Palestinian Legislative Council in (1996), the Ministry of Education has been implementing the phases outlined in the plan. These consist of the curriculum guidelines authoring and evaluation, textbook writing and finally the Ministry's spirit of advocating broad participation from different sectors of society. ( Ministry of Education, Curriculum Center, 2000).

The educational process is traditionally composed of three main elements in particular the teacher, the student and the curriculum and the textbook. Many studies showed that textbook is the most important source for the students' learning (Chinoda,1982).

Seif (1994) maintained that the textbook is the synonym for curriculum and it is the student's guide which supplies him with information and nourishes his mind with knowledge. He added that (90%) of the students depend on textbook and spend(90%) of their time on it. Evaluation thus is deemed to be important. It provides feedback for both teachers and textbook writers for improvement and modification.

Josephine (1985) pointed to two ways in which the word "evaluation" has been used in education over the past few decades. In one sense, it has been used to describe an ability or higher order skill

i.e. the ability to make judgments about the value ideas, works, solutions, etc. on the basis of Bloom's taxonomy of educational objectives (Bloom et al 1965:185). In the second sense, it has been concerned mainly with curriculum evaluation, which for many educators and evaluators was equated with the testing and measurement of the students' achievement.

The main purpose of evaluation studies is not merely to evaluate, but rather to obtain information useful in improving the curriculum and textbooks. Sawin (1969:258-259) argued that evaluation is important to eliminate gaps and unnecessary repetition, to provide a smoother development of content through the various grade levels, to remove the inconsistencies among several textbooks in different subjects and in different levels, and in general to provide a program of instruction in English more in line with the needs of the students. Sawin (1969) believed that the problem is not one of finding out what is wrong, but it is how to conduct an evaluation study that would yield information on how to make a good program even better.

In education, evaluation is extremely important since it is considered an integral part of the educational process. Worthen and Sanders (1987:5) stated that the evaluation studies played many roles in education including the following:

- 1- Providing a basis for decision making and policy formation.
- 2- Assessing student achievement.
- 3- Evaluating curricula.
- 4- Accrediting schools.



- 5- Monitoring expenditure of public funds.
- 6- Improving educational materials and programs.

Despite the fact that evaluation plays different roles in education, it has a single goal as Scriven (cited in Worthern and Sanders, 1978:5) notes. The goal is "to determine the worth of merit of whatever being evaluated".

There are many definitions regarding educational evaluation. Taylor used the term "evaluation" to refer to "those procedures used to appraise learners toward the achievement of subjects". Taylor's rationale postulated three major elements in the education process. These elements are : objectives, learning experiences, and appraisal procedures. Pophman on the other hand, claimed that "evaluation" is the collection and use of information to make the decisions about educational program'. A third definition is present by Beeby who considered evaluation as "the systematic collection and interpretation of the evidence, leading, as a part of the process, to a judgment value and with a view to action". (cited in Wolf, 1979:271)

The afore mentioned definitions were criticized by Wolf(1979:272). He described them as being different and confusing. He attributed these differences and confusion to the notions held by different writers concerning what educational evaluation is. He argued that these different views sprang from the fact that writers had different training, backgrounds, and professional interests.

Despite the fact that the above-mentioned definitions are different, they share some common features such as collecting and

interpreting data; using information to make decisions about educational programs, and a systematic process to achieve stated goals.

Steeves et al (1978:265) defined curriculum evaluation as "human process whose social dimensions often overshadow the technical dimensions". Pratt (1980:409-10) devised a checklist which specifies the main criteria for curriculum evaluation. This checklist contained aims, rationale, performance criteria, grading context, entry characteristics, introduction, management of diversity, program evaluation implementation and production. Pratt (1980:409-10) considered curriculum evaluation as difficult steps that are necessary to adhere to when curriculum evaluation takes place.

Steps:

- 1- Conducting internal evaluation.
- 2- Producing -revised draft.
- 3- Obtaining expert appraisal.
- 4- Obtaining confidential review.
- 5- Producing curriculum prototype.

Steeves et al (1978:307) criticized curriculum evaluation efforts for being "short-sighted, under-financed, or loosely conceptualized that data produced from them are almost worthless in making future curriculum decisions". They advised curriculum evaluators to 'be decision makers who know how to define evaluation problems in such a way as to enhance the probabilities that the technical and statistical studies methods employed can strengthen and improve

the quality of decisions which must follow from the data. Instructional material evaluation is important since it serves two main purposes. The first is course improvement. The second is the help which evaluation presents to make administration decision about the resources be committed to a program or a course (Kandaswany,1980:19).

Kandaswany (1980:19) described two important kinds of evaluation. The first was the formative evaluation where decisions were made about the components of training materials which in turn were to be modified for the purpose of making the materials instructionally and motivationally stronger. The summative evaluation on the other hand, was mainly concerned with making policy regarding adopting instructional material on the basis of concrete evidence of their effectiveness.

Many changes and improvements have taken place in Palestine as a result of planing by the educatos of Palestinian Authority and the efforts of its people. The Ministry of Education is aware of and responsive to the many modern developments in education that are taking place throughout the world in different field of educational curriculum.

The curriculum is prepared and proved by the Ministry of Education to meet the changing needs of the young.

Three years ago the English curriculum was taught from the fifth grade up to twelfth grade, but at the beginning of the scholastic year (2001/2002) Palestinian government schools

started to teach English language from the first grade after introducing a new curriculum which included "English for Palestinian First Grade".

Against this background, the researcher sought to evaluate the newly developed textbook from the point of view of the teachers, since it is the first time this has been experimented governmental schools. The need for evaluation studies has always been felt. Such evaluation studies can shed light on the points of strength and weaknesses of new syllabuses with the aim of maintaining what is found to be good, and calling for improvements in areas that may need to be improved.

### **Statement of the Problem:**

Many researchers conducted studies in different fields to evaluate curriculums in Arabic: Jarrar(1998) "Evaluating Arabic Grammar, Math: Al-Jarrah(1998); Science: Bsharrat(2000), Ayyoop(1999). Social studies, religion, and some English textbooks were also evaluated.

Since this is a new textbook, this is the first study that deals with evaluation of this new syllabus in Palestine. This study has presented the teachers with a challenge to adapt themselves, to help them in dealing with the different subjects of the textbook, and find out what is good about the book and the areas to be modified.

## Purposes of Study:

This study aimed at achieving the following purposes:

- 1- Evaluating the effectiveness and suitability of the different components of "*English for Palestine*" materials used for the first time for the first grade, according to the English teachers' opinion in the Northern Governorates of Palestine.
- 2- Determining the role of teachers' attitude, marital status, number of the students in the class, gender, experience location, and qualification variables on the degree of evaluation.

## Questions of the Study:

- 1- What are the degrees of evaluation of first graders' English textbook in Northern Directorates according to teachers' opinion?
- 2- Are there any significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation of the Palestinian English textbook due to gender variable?
- 3- Are there any significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation of the Palestinian English textbook for first grade in the Northern Directorates due to educational level variable?
- 4- Are there any significant differences at ( $\alpha= 0.05$ ) in the degree of evaluation of the Palestinian English textbook

for first grade in the Northern Directorates due to experience variable?.

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

The findings of this evaluation may yield valuable information for textbook writers, curricula planners/designers, and all those who are concerned with TEFL Programs in Palestine. The results of this study may point to the need for improving and modifying some of textbook weak points. The information gathered may provide ideas about what and how modification should be implemented for other higher stages.

This study may also help in the assessment of the validity of the content, and whether it suits the objectives and the methods employed for the achievement. In addition, this study provides an instrument and evaluation scale, which may be adopted or adapted by other researchers in investigating the strengths and the weaknesses of other syllabuses in Palestine. Also the teachers of English will get benefits from the findings of this study concerning the activities to be used specifically in the classroom.

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

The study was limited to English language teachers teaching first grade in the academic year (2001/2002) in the Northern Governorates of Palestine.

## **Definition of Terms:**

The following terms will have the associated meanings whenever encountered in this thesis:

**Evaluation:** Process of providing important information on the merit of goals, designs, instruction, content and the effectiveness of educational activities, for students, teachers, textbook, authors and other decision makers. (El-Mustafa,1998).

**Petra Textbooks:** The school textbooks by the ministries of education in Jordan and Palestine from the fifth to the ninth grades. They include the students' textbooks , the workbooks, the readers and teacher's guide (Mu'men, 1992).

**Curriculum:** refers to the (1998) English language curriculum for the first grade published by the Ministry of Education, (Curriculum Center, August 2000). It includes general guidelines for the authors of the syllabus, the general goals and specific objectives of the course, the content, the methods and techniques, the language activities, the teaching aids and the evaluation procedures to be used.

## Summary

The first chapter included background about the importance of the English language and the of study of English in Palestine.

In this section, the researcher shed light on the importance of evaluation and presented the statement of the problem, the purpose of the study, the research questions, significance of the study, definitions of limitations and terms of the study.



# *Chapter Two*

## ***Chapter Two***

### ***Review of Related Literature***

#### **Introduction**

In this chapter the researcher introduces a review of related literature, previous studies related to textbook evaluation and the evaluation of learning activities.

Since evaluation of instructional materials is an important process in the educational field, many studies and research have been conducted for various purposes. The most common purpose was to provide a feedback to those interested in the value of these instructional materials such as textbook designers, publishers, educators and in general educational circles either in Palestine or abroad.

#### **Evaluation studies of EFL curricula and syllabuses:**

Mu'men (1992) conducted a study in Jordan in which he evaluated the new TEFL textbooks (PETRA) for the seventh and eighth grades in government schools in Jordan. An evaluation scale was developed on the basis of language teaching and learning criteria that determine the specifications of good quality textbooks. The study aimed at answering the following questions:

- 1- What is the teachers' general evaluation of the new PETRA textbooks for the seventh and eighth grades?

- 2- Does teachers' evaluation differ in according to their qualification and experience?

The population of the study consisted of all TEFL teachers (males and females) who taught PETRA textbooks for the seventh and eighth grades in the government schools in the First and Second Directorates of Education in Greater Amman for the academic year (1990-1991). The subjects were (180) teachers: (90) males and (90) females. They were teaching the seventh and eighth grades in the primary school stage.

#### Findings of the study:

- 1- A- 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. The scores of these items were positive and ranged between (67%-73%).
- B- On the other hand, teachers' evaluation pointed to the following negative aspects: (i) the reading passages in the students' books were too long, (ii) the role cards required much time, (iii) the writing activities were of a limited type, and (iv) the readers did not sufficiently address scientific and technological subjects.
- 2- There were no significant differences ( $\alpha=0.05$ ) among teachers' responses due to qualification or experience.

- 3- There were no significant differences ( $\alpha=0.05$ ) among teachers' responses due to interaction between qualification and experience.
- 4- There were no significant differences ( $\alpha=0.05$ ) among teachers' responses due to gender.

In the light of the results of this study, training programmes for EFL teachers on PETRA methodology were recommended. It was also recommended that other evaluation studies on the other PETRA textbooks be conducted in different areas in Jordan. Furthermore, a study addressing the satisfaction of students with PETRA courses in the primary school stage seemed to be called for.

Saleh (1990) evaluated the second preparatory PETRA textbooks. The sample of the study consisted of (45) male and female teachers. Fifteen teachers (8 males, 7 females) were taken from Irbid preparatory schools, and (30) teachers (15 males, 15 females) were taken from the schools of the rural area around Irbid. Ten trainers and three supervisors also participated in the study. Pertaining to the students' sample, (28) sections of students were taken from schools under the authority of Irbid Educational Directorate. Ten sections (5 males, 5 females) were from the city of Irbid and (16) sections (8 males, 8 females) were from the rural areas around Irbid.

Two instruments were developed by El-Mustafa (1988): one for teachers and the other for students. Results of the study:

- 1- There was a significant difference ( $\alpha < 0.05$ ) between male and female teachers on the two variables: objectives and content. There was also a significant difference ( $\alpha < 0.05$ ) between the responses of teachers and trainers on the objectives variable.
- 2- No significant differences ( $\alpha < 0.05$ ) were found among teachers due to experience, education or area.
- 3- There were significant differences ( $\alpha < 0.05$ ) between male and female students and between rural and urban areas on a few issues due to gender in general.
- 4- The rationale and objectives of the textbooks were suitable and clear for both teachers and students.
- 5- The introductions in the textbooks were not found to be clear enough by both teachers and students.

El-Mustafa recommended that other evaluative studies be conducted in other areas of Jordan, especially in the capital/Amman District, which he considered to be considerably different from Irbid District.

The three evaluation studies conducted in Irbid District on PETRA textbooks between (1987 to 1990) showed that PETRA was good concerning rationale, objectives, language skills, vocabulary, grammar, teachers' book and the technical factors. The participants in the studies stated that they were not contacted by the Ministry of Education regarding the selection of EFL objectives for the PETRA materials, and they felt the need for special training in handling the materials.

El-Mustafa (1988) evaluated the PETRA textbook currently used for the first elementary grade in Jordan. The sample of his study consisted of (29) first preparatory TEFL teachers (14 males, and 15 females) and (666) preparatory pupils (327 males, and 339 females). The purpose of El-Mustafa's study was to evaluate the above-mentioned textbook. Two evaluation scales were developed and validated : one for teachers and the other for students. The teachers' scale contained (87) Likert-type items covering eleven major characteristics of a good textbook. The pupils' scale, on the other hand, consisted of (24) items tapping pupils' perceptions about the textbook.

Al-Jarrah (1987) evaluated the new TEFL textbook (PETRA) that currently used by fifth and sixth elementary grades in Jordanian schools. The sample consisted of (120) individuals including (40) TEFL experts (supervisors, TEFL graduate students and professors) and (80) elementary class teachers randomly chosen from the elementary class TEFL teachers in the City of Irbid.

The instrument used in the study included a developed TEFL textbook evaluation scale related to the textbook rationale, language skills, vocabulary, grammar, content, methodology, technical factors of PETRA textbook, handwriting books, teachers' book, and general aspects of PETRA textbooks.

The analysis of the data of the two above-mentioned studies revealed similarities in the findings of the two studies. There were

similar positive findings concerning the characteristics of evaluated PETRA textbook: the rationale and objectives were specifically stated, and graded level by level and skill by skill; each language area (vocabulary and structure) was given relative emphasis; the content of lessons and unit of PETRA series was logically organized and regularly reviewed; the lessons were short enough to enrich the minds of the intended pupils; the sequence of PETRA textbooks smoothly flowed and the material was accurate and correct; the teaching method of PETRA textbook was flexible and successful achieving the TEFL stated objective and helping PETRA pupils learn and transfer learning to application; and these books were rated adequately regarding rationale, vocabulary, content, objectives, language skills, teaching aids, grammar, method of teaching, workbook, teacher's book and general aspects of the book.

The evaluated PETRA textbooks were not without flaws or drawbacks. On the contrary, the analysis of the data of the two above-mentioned studies revealed that PETRA textbooks do not have clear introductions either for teachers or students; instructions in these books were not clarified adequately. Harmony of PETRA textbook compared with other books adapted for higher levels was inadequate; the suitability of the size of the textbook was inadequate; and teachers were not consulted when the books were introduced.

Hatamleh and Jaradat (1984) evaluated elementary TEFL textbook, 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. The procedures

used in the study included two evaluative criteria, one related to textbook, content, audiovisual aids, and general and technical aspects of the texts, and the other related to analysing classroom TEFL lessons. Analysis of data, based on the developed evaluative criteria, indicated 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 the content of the textbooks and the students' needs. The TEFL manual was very good in terms of providing visual aids, pictures, and appendices. Hatamleh and Jaradat maintained the following drawbacks in active textbooks:

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

Al-Jarrah's suggestion, in his study (1987) study was in congruence with those of Hatamleh and Jaradat. They all viewed that EFL material should meet student's needs, teacher's expectations, linguistic, psychological and pedagogical demands as well as educational goals, and assumptions.

Lababidi (1983) analysed ten randomly selected lessons from the series, *New Living English for Jordan* (Books 1-5) for their



communicative content using criteria for communicativeness developed from the literature. Result of analysis:

- 1- The objectives of the N.L.E.J. books were not realized.
- 2- The content of N.L.E.J. books did not reflect student's needs.
- 3- Visual aids were not used.
- 4- The number of weekly periods allotted for teaching English was not sufficient.
- 5- Imitation and repetition without understanding were considered the core of language teaching in the series *New Living English for Jordan*.
- 6- Reading was mainly done aloud.
- 7- Vocabulary items needed for reading texts were taught to students by the teacher using gestures or sound to show the meaning.
- 8- Grammatical exercises were mechanical.
- 9- Handwriting and dictation were controlled writing.

Al-Jarrah's findings contradicted those of Lababidi who found that the deficiency of EFL programs and textbooks lied in their failure to help students achieve the EFL objectives and to prepare them to use the language in communication. Moreover, the content of the EFL material did not reflect student's needs; the time allotted to EFL courses was inadequate. The language skills and supplementary activities were not taught in terms of the EFL curriculum requirements.

Chaplen (1980) conducted a study in which he collected and analyzed 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 of the study 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 found it particularly interesting. The difficulty level of a unit had a direct relationship with student interest: if it was too difficult for the majority, their interest increased.

### **Evaluation studies of school curricula and syllabuses other than EFL:**

There have been several studies which focused on evaluating various academic syllabuses and curricula. Bsharat (2000) conducted a study in which he evaluated the chemistry textbook for the eleventh grade in the scientific stream as perceived by supervisors and teachers in the northern governorates of Palestine for the scholastic year (1999-2000).

This study aimed at identifying the evaluation estimates regarding the chemistry textbook designed for the eleventh grade by supervisors and teachers. Central to the purposes of this study was the evaluation of the book design, the introduction of the book, content, teaching methods, evaluation instruments, and the role of the book in developing pupils' attitudes. This was to determine the extent to

which the chemistry book is appropriate as a means of instruction, and to reveal the weak and strong areas in the book.

The population of the study consisted of all supervisors and teachers who were still actively working in the schools of the directorates of education in the northern governorates of Palestine. The number of supervisors was four and that of teachers was sixty-one.

The researcher developed questionnaire to achieve the goals of the study. This questionnaire had forty-two items covering six domains: book design, the introduction, content, teaching methods, evaluation techniques, and the role of the book in developing the pupils' attitudes.

Eight qualified referees approved the questionnaire, in which Cronbach-alpha formula was used. The value (the stability factor) was (0.92) Pearson's Formula was also used and the value the stability factor was (0.91).

The findings of the study showed that the degree of evaluation was moderate in general.

Also the evaluation degree was moderate on all domains excluding the book design and the evaluation instruments. For these two domains, the evaluation degree was high.

Results revealed that gender had impact on the evaluation of teachers and supervisors. Males showed better evaluations than females.

However, these were significant difference between the means of the responses of the teachers and supervisors attributed to educational level. Also a significant difference in favor of the experienced group (less than ten years of experience) was found for all domains. The total evaluation degree was better among supervisors than among teachers, meaning that profession had a significant impact on the evaluation process.

In the light of these results, the researcher recommended that teachers attend workshops and training programs. He also recommended the production and introduction of modern teaching methods. He also added that the schools should have labs and necessary equipment. Further recommendations included the necessity of showing the role of Arab and Muslim scientists (chemists) in this field of science. He also urged that summaries be included at the end of each unit to help pupils comprehend well. Increasing the number of classes and conducting further studies were among the researcher's recommendations.

M.Rabay'a (1999) evaluated the primary grades' National Education Textbooks (4<sup>th</sup>- 6<sup>th</sup>) from perspective of teachers. The research questions addressed were as follows:

- 1- What was the degree of evaluation of national education textbooks by school teachers in the northern governorates of Palestine?
- 2- Was there a difference in estimates of evaluation of each of the five domains according to sex, academic

qualification, experience, type of class and the teaching of the subject for the first time?

To answer the research questions, the researcher developed a unified questionnaire for the three textbooks. The questionnaire, in its final version, consisted of 56 items distributed among five domains: textbook goals: (13) items; educational aids and activities: (17) items; evaluation: (7) items.

The population of the study included teachers of both sexes involved in the teaching of national education to the three grades in the northern governorates of the West Bank : Jenin, Nablus, Tulkarm, Qalqilya, and Salfit. The total number of the population amounted to (754) teachers of both sexes.

The questionnaire was administered to a randomly chosen sample representing (40%) of the study population. The number of respondents was (302) teachers during (1998/1999) scholastic year.

By using arithmetic averages of the degree of evaluation of the five domains of the study, the layout of the three textbooks combined occupied the first place. It received a very good evaluation. The arithmetic average was (4.01). The domain of objectives received second place and it had a high evaluation; its arithmetic average was (3.58). The content domain was third in order and its evaluation was also high; its arithmetic average was (3.50). The area of means of evaluation came in the fourth place

and its evaluation was on average. Its arithmetic average was (3.37). The educational aids and activities came last and their degree of evaluation of the five domains for the three grades combined was on average. The arithmetic average was (3.49).

Pertaining to the teachers' perspective of the national education curriculum, in terms of its degree of flexibility, it differed depending on sex, qualification, class/grade variable, and variable of the teaching discipline. The T-test revealed that the males' evaluations were higher than females' in the domain of the study. There were differences in the degree of evaluation between veteran and new teachers in favor of the new teachers in the areas of content and educational aids. However, there were no differences in the remaining areas.

ANOVA test also revealed that there were differences in the evaluation of flexibility which may be attributed to the qualification in favor of diploma holders.

However, no differences were found which may be attributed to grade variable on the domains of the study save the layout domain in favor of the fourth grade.

As for teaching experience, the ANOVA test showed differences in the domains of content and educational aids in favor of those who had less than five years of experience and those who had more than ten years of experience. No differences were found among the remaining domains.

In light of the study findings, the researcher came up with the following recommendation. There is a need for more interest and more attractive and effective educational aids so that students can get involved in the material. The content has to be enriched with contemporary social, political, and economic problems in the Palestinian society. Finally, there is a need for further analytical and evaluative studies from different perspectives.

N.Jarrar (1998) evaluated a study of the Arabic grammar textbook in the upper primary stage according to the point of view of teachers of both sexes in Jenin Governorate during the scholastic year (1997/1998).

The study tried to identify the teachers' evaluative estimations of form three Arabic grammar textbooks and the five dimension involved, goals, content, methodology, evaluative questions and artistic production. In addition to that, the study aimed at identifying the evaluation level in all the above dimensions and also evaluation level for every questionnaire item form, the purpose of identifying the suitability of the three Arabic grammar books which are considered as very important tools in learning it. He also tried to identify the areas of strengths and weaknesses in them considered by the supervisors in charge of text evaluation and planning.

This study included all the (409) males and females teachers in Jenin secondary school during the academic year (1997/1998). The sample was taken randomly. One hundred forty (140) female and male teachers participated in the study: (80) male and (60)

female teachers; (50) secondary schools: (26) for boys and (22) for girls.

The instrument used in this study was a questionnaire prepared by the researcher: (66) items were distributed among the five domains mentioned above. The consistency for the instrument was calculated using Byrason equations and it was (.79).

The study showed that the best dimension of the books is the fifth dimension which is the antiseptic production. The percentage was (75.8%), followed by presentation and style (74.6%). The second dimension was content (73%), and followed by the first dimension (70%). As for the fourth dimension (evaluative questions), it was the last level and reached (69%). The study showed no significant differences in evaluation of the Arabic grammar books in the form and production of evaluative questions. However, there was a significant difference between content and evaluative questions in favor of teachers' who had more than ten years of experience.

Based on the above findings the researcher recommended the following:

- Teachers should be provided with the necessary training and should be given the chance to participate in curriculum construction and curriculum development.
- The teachers should include terms or glossary at the end of the teaching units, also it should teachers guidelines include to help in preparing and answering exercises.



- The teacher's book should be clear and there should be an aid to the teacher in preparing and answering exercises.
- The teaching units should contain intensive structure-practice sentences.
- There should be more emphasis on emotional, psychological and physical goals.
- More classes should be assigned for each class. The distribution of books should be more balanced.

Al-Mutawekel (1989) evaluated the biology textbooks for the three secondary classes in the Arab Republic of Yemen. The study was under the supervision of Yarmouk University. The sample of the study consisted of (67) teachers and (592) students. A two-part questionnaire was developed for the purpose of this study. One for the teachers and the other one was for the students.

Analysis of data indicated that teachers gave higher value to the second secondary textbook than to the first and third secondary textbooks. As for the students, the first and second secondary textbooks were given higher value than the third secondary textbook.

In light of this study, the researcher recommended the following:

- 1- The need for involving teachers in the process of developing the curriculum and preparing school textbooks.
- 2- The need for piloting the textbooks before adopting them.

- 3- The need for improving the physical make-up of the textbooks.
- 4- The need for observing students' needs and their psychological characteristics in every school stage.
- 5- The need for directing students' attention towards their environment.

Al-Sheikh (1987) examined the effectiveness and usefulness of science school textbooks and teachers' books for the primary school stage in the United Arab Emirates. He pointed out to the urgent need for reconstructing the science curriculum on the basis of the following:

- 1-Accurate specification of objectives in the light of clear philosophy for practical education to help in reorganizing the objectives according to priority and necessity. 586528
- 2- The general aims should constitute the basis for the cognitive skills required by the science curriculum.
- 3- Detailed specifications of teaching methods, activities and means of evaluation should suit the subject matter.

As for the teachers' books, the study pointed out the following :

- 1- Teachers' books did not provide the science teachers with guidelines about how some of the objectives of practical education for the primary school stage can be achieved such as developing students' scientific thinking interests, attitudes and problem-solving skills.

- 2- Teachers' books differ in the amount of scientific information provided for teachers to enrich their scientific skills and knowledge.
- 3- Teachers' books did not provide any information related to learning difficulties students may encounter in their learning of concepts and scientific laws.
- 4- Teachers' book included objectives that required more specification and clarification.

The researcher concluded that the teachers' books needed development and improvement. As for the school textbooks, the researcher stated the relationship between science curriculum for the primary school stage and school textbooks as being the principal instruments that organize students' learning. He stated the conditions that make school textbooks suitable for students' learning, and provided a checklist with criteria for evaluating textbooks.

### **1- Content**

- Updating of the subject matter.
- Accuracy of the subject matter.
- Suitability of the subject matter for students' mental levels.
- Suitability of the subject matter for students' social environments (e.g. the extent to which the content is related to students' environmental interests).

## **2. Organization of Content**

- The relationship between the elements of the subject in the same unit.
- The relationship among the different units of the book.

## **3- Readability of Content**

- Appropriateness of lexical and syntactical items to students' linguistic level.
- Density of vocabulary items.
- Degree of importance given to vocabulary items and their connotations.

## **4- Approach**

- The degree to which the content is based on the communicative approach.
- The degree of motivation.
- The suitability of the approach to a wide range of students' abilities and skills.

## **5- Visuals (drawings, pictures and figures)**

- Modernity of included pictures
- Clarity and accuracy of illustrative drawings and figures.
- Coordination between the language content and visuals.

## 6- Activities and Questions

- The purpose beyond such activities
- Clarity and degree of motivation
- Suitability to students

The process of analysing and evaluating school textbooks includes as well:

- The set of objectives
- Sequence of content
- Style
- Suitability of language used
- Teaching aids
- Teaching activities
- Evaluation means

Al-Jarrah (1986) evaluated mathematics textbooks for the preparatory classes in Jordan. The sample of the study consisted of (45) teachers and (309) students chosen randomly from (17) schools in Irbid Directorate of Education.

The researcher developed two sets of evaluative criteria for the purpose of the study : one for teachers and the other for students. Analysis of data indicated that the three textbooks for the three preparatory classes gained (62%) of the evaluation mark.

The researcher recommended the following:

- 1- The need for modifying and improving the present mathematics textbooks for the preparatory classes.
- 2- The need for involving teachers in the process of curriculum development and in preparing and selecting school textbooks.
- 3- The need for further studies in evaluation of school textbooks in general and the mathematics textbooks in particular.

Many researchers conducted studies in different fields to evaluate curriculums, in Arabic. Jarrar (1998) evaluated Arabic Grammar, and Math Al-Jarrah,(1998); science; Bsharat (2000), Ayyoop (1999) evaluated social studies.

All these studies were new and it was a new Palestinian curriculum, so in general these studies presented teacher's points view for these syllabuses, and the results of these studies were convenient some research supported these studies with recommendations to make workshops, to train teachers, to give teacher more opportunities to share in modifying and laying out the curriculum, and finally to cooperate between the teachers and the Minister of Education. The Minister of Education should give the teacher more attention (care) like paying higher salaries for them and giving opportunities for the young teachers to participate in this of teaching job which it is very important in our society.

For English studies also many researchers do studies evaluated PETRA textbook. In the light of these studies, researchers offered their recommendations which depend on the findings of these

studies so to get rid of the gaps and the shortage. They recommended that teachers attend workshops and training programs, modern teaching methods, labs and necessary equipment' and give more attention to the aids and more time specially for the young.

### **Evaluation studies of curricula and syllabuses of other countries and cultures**

Chin-Wang Lu-Hui (1996) conducted a study "Affirmative Evaluation of the English Language Program in Fong-Shin Senior High school" Kaohsiung county, Taiwan. English as a foreign language (EFL) is a required course throughout all the secondary education curriculum in Taiwan. It is governed under the nationally mandated curriculum standards and included in the Joint College Entrance Examination. In his study, Stakes' (1967) model was employed to detect possible discrepancies among nationally mandated curriculum goals, classroom transactions and alignment between what has been taught and what has been tested in this school.

The purpose of the study was to investigate the extent to which the nationally mandated curriculum goals of the senior high school English Language program had been achieved in Fong-Shin Senior High School in Kaohsiung County, Taiwan. The contingencies among background conditions, classroom activities, and outcomes of the English language program were described and analyzed. Congruencies between what was intended and what occurred were also analyzed.

Relevant data were collected around each research question by teacher and student interviews, videotaped classroom observations, translating the curriculum guidelines, and retrieving test scores from school management information system. The research questions were defined and categorized under Stake's model as descriptive and judgmental.

Findings were that teaching activities were dominated by grammar translation techniques to train students with reading skills and small amounts of student-centered writing activities, and that Chinese was the main instructional medium. These phenomena were in conflict with the nationally mandated senior high school EFL curriculum standards that expected students to be trained with listening, speaking, reading, and writing skills equally. Analysis on test scores revealed a relatively high correlation between school tests and the Joint College Entrance Examination. However, both kinds of testing only tested students on reading and writing skills. To address community expectations, especially in a Chinese value system, school administration and teaching staff are implementing curriculum guidelines as required. But from the stand point of policy making under a nationally mandated curriculum system, the Ministry of Education needs to adjust the discrepancies found among curriculum standards, materials, and tests.

Martani, Jeanne Yanita (1996) conducted a study in Indonesia of the national curriculum which tends to impose standardization in all levels of formal education. The standards anchored in the curriculum



are linked to academic needs of children and adults. Private universities in this developing country seem to serve a more diverse student population than their government counterparts. However, they seem to have less flexibility in developing curricula. This study set directions for private universities to improve their English language curricula. Students' perceptions about their experience in the English language programs served as guidelines for curriculum improvement. The English language programs in three private universities in Jakarta, Indonesia were selected as the research sites.

Three major research questions guided the study: 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?

Fifty- eight enrolled students and fourteen recent graduates from three institutions of higher education participated in this study. Data were mainly obtained through open-ended survey questionnaires. The findings revealed that motivations for learning English may be categorized into four variables: Language Competency, Employment Opportunity, Personal Knowledge, and Cultural Communication. The reasons provided by the (58) students currently enrolled were distributed as (38%) Language Competency, (32%) Employment Opportunity, 19%) Personal Knowledge, and (11%) Cultural Communication. As for the graduates of the Program in English language and literature, (36%) of them wished to increase their

personal knowledge, and (29%) wished the goal of improving Employment Opportunity would be realized.

Strengths and weaknesses of the English language curriculum centered on subject matter and other components of curriculum such as faculty, teaching methods, evaluation procedures, as well as learning facilities and equipment. Considered to be strengths across institutions were the improvement of skills in reading, writing, listening, and speaking. Increased knowledge about culture and literature, along with helpful faculty members and methods that encouraged student participation in learning were also rated as strengths. Weaknesses included insufficient time for practicing speaking English in class and inadequate amount of composition and translation assignments, as well as uninteresting textual materials for some of the linguistics courses. Other weaknesses included too much lecturing as teaching method, teacher- oriented approach, and inadequate book collections in school libraries.

Recommendations for curriculum improvement included requests for more academically competent faculty, preferred methods of teaching that encourage participation, and enlargement of library book collections. Administrators were also reminded to inform students of any significant academic changes that could affect their academic studies or completion of their degree.

This study indicated that Indonesian students, despite their seemingly submissive demeanor, had very clear ideas of their motivations for pursuing their education in English language. Also these students pointed out strengths and shortcomings of the language

program, together with suggestions for improvements that were likely to increase productive learning. It is the task of the institutions, administrators and faculty alike to utilize the students as a means for designing better curricula that will benefit both the learners and the institutions, instead of waiting for governmental directives.

Mannig (1995) evaluated the effect on the learning and teaching of strategies implicit, explicit and exploratory, implemented as a CALL program "ITSICALL" (Investigating Teaching Strategies in Computer Assisted Language Learning).

It is an original piece of research with school children in London which used a variety of L 2 research methods, i.e., error analysis, contrastive analysis and learner interviews to inspire the design of the computer program, which teaches the concepts of gender and gender agreement in French in the three modes selected: implicit, explicit and exploratory.

The design of the gender teaching program was motivated by a series of preliminary investigations, which lead to the accumulation of a rich source of data on the way school children perform and acquire concepts prominent in another language and provides many insights into the difficulties encountered by children trying to grapple with the concept of gender, underrepresented in the English language and primordial in French.

The Program was then tested and evaluated in an exercise which provided further invaluable data for second language acquisition research, second language teaching and computer-assisted instruction, taking into account the answer to the original

research questions and the opinions of the children who tried out the program.

The account of this empirical work, which revealed the potential of exploratory computer environments was then followed by an analysis which incorporated all the findings of the previous experiments into a critical evaluation of the merits of implicit, explicit and exploratory teaching of grammar rules in a CALL environment.

Tung 1996) conducted a study for the Evaluation of English language Instruction in Universities/Colleges in Taiwan and provided suggestions to the educational authorities for upgrading or improving the English Language teaching techniques or methods currently in use. On the one hand, the suggestions of English teachers in universities/Colleges were main concerns in this study. On the other hand equal attention was given to the opinions and learning attitudes of the students, including the interaction between the teachers and the students.

A social investigation methodology, consisting of questionnaire and data analysis, was devoted to this evaluation and analysis of teaching effectiveness.

Among the significant findings reported in this study was the fact that both students and teachers considered evaluation of teaching effectiveness as a very important aspect of English language programs at the university/college level. Another significant finding was that students were less concerned about the grades earned or awarded in English language courses and more concerned about how much they

learned in these classes and how they can help teachers modify their teaching techniques and methods, and help the students to adjust their learning attitudes, and the authorities to schematize the English teaching plan that can facilitate the teaching goals to be realized.

Aguirre and Arizpe (1986) analyzed and evaluated the content of the Spanish schools' textbooks for students from Mexico, Puerto Rico and Cuba studying in the United States. The study included the cultural aspects of these people and their way of life. The researchers selected samples of school textbooks printed between (1975-1985). The results of the content analysis indicated the following:

- The given facts and information in the textbooks about life in those countries were inaccurate.
- The content showed, contrary to truth, that the people of these three countries shared the same patterns of social behavior and life.
- The content described the people of Puerto Ricoas having some qualities and characteristics which they did not really have.

Reeve (1998) attempted to evaluate the Japan Exchange and Teaching (JET) program as a tool to improve English Language education and to consider the extent to which this initiative has met the objectives of the Japanese Ministry of Education. It takes the JET Program is an unique cross-cultural educational program in work together toward a common goal. To assess this type of program properly, one needs to listen and understand the different voices of the participants as well as to recognize the cultural historical and

pedagogical – curriculum context in which the teaching of English as a foreign language in Japan was situated.

Foreign Assistant English teachers (AETs) were major participants in the Program, but because they were temporary, “invited” guests with few teaching qualifications in most cases, their opinions and contributions were not critically analyzed or seriously recognized. This thesis therefore provides “space” for Canadian (AETs ) to “voice” their points of view and reflections as revealed in personal interviews and a questionnaire, and contextualize their experiences by examining the Japanese teachers’ viewpoint with understanding and interpretation of the culture. By including the perspective of a group generally ignored until now, the researchers hoped to make the evaluation process a more inclusive and a more broadly informed activity and thus contribute to a more accurate and fairer appraisal of the JET Program.

## Summary

In this chapter, a review of relevant literature, concerning evaluation previous studies including Arabic evaluation textbooks, English evaluation textbooks and other evaluations from other foreign countries has been presented.

# *Chapter Three*



## *Chapter Three*

### *Methodology*

#### **Introduction**

This chapter covers the research questions, the research hypotheses, the population of the study, and instruments employed to carry out the study.

The purpose of this study is to evaluate the Palestinian first English textbook in teachers' opinion. Further, the study sought to determine the role of gender, educational level, and years of experience variables on the degree of evaluation. For organizational purposes, the methodology involved in this study was divided into the following categories:

- 1- Population
- 2- Sample
- 3- Instrumentation of the study
- 4- Procedures
- 5- Variables of the study
- 6- Statistical analysis
- 7- Summary

#### **1- Population:**

The population of this study consisted of all first grade English teachers male and female in the Northern Directorates of West Bank, Palestine. The total number of teachers was 356.

**Table 1**

Population distribution according to directorate and gender variables

Directorates	Male	Female	Total
Nablus	57	57	114
Tulkarm	30	28	58
Jinen	35	33	68
Qalqilia	23	21	44
Salfit	14	12	26
Qabatyah	22	24	46
	181	175	356

## 2- Sample

The sample of this study was drawn from English teachers of the first grade in the Northern Directorates of Palestine. The sample included 208 male and female English teachers. The sample was randomly chosen. Tables 2 3 and 4 identify the sample distribution according to gender, educational level, and years of experience variables.

### A- Gender

Table 2 shows the sample distribution according to gender variable. The males were 116 teachers, while the females were 92 teachers.

**Table 2**

Sample distribution according to gender

Gender	N	Percent%
Male	116	55.8
Female	92	44.2
Total	208	100

**B- Educational Level**

Table 3 shows the sample distribution according to the educational level. The diploma holders were 80 teachers; bachelor degree holders were 116 teachers and M.A. degree holders were 12.

**Table 3**

Sample distribution according to the educational level

Educational Level	N	Percent%
Diploma	80	38.5
Bachelor	116	55.8
Master	12	5.8
Total	208	100

**C- Experience**

Table 4 shows the sample distribution according to the experience variable: 64 teachers had less 5 years of experience; 68 had 5-10 years; had more than ten years of experience 76 teachers.

**Table 4**

Sample distribution according to the years of experience variable

Experience	N	Percent %
Less 5 years	64	30.8
5-10years	68	32.7
More that 10 years	76	36.5
Total	208	100

### **3- Instrument of the study**

For the purpose of the study, the first grade researcher developed a 55-item questionnaire to evaluate Palestinian first grade English textbook in the North Directorates according to teachers' opinion. This questionnaire included five domains:

- a- Book general shape: 9 items 1-9.
- b- Book content: 11 items 10-20.
- c- Structure of language, grammar and terms: 16 items 21-36.
- d- Methods, aids teachers' book: 11 items 37-48.
- e- Teaching and student achievement domain: 7 items 49-55.

It was distributed in Arabic.

#### **-Validity of the instrument**

The questionnaire was reviewed by six professors at the College of Educational Sciences at An-Najah National University. They agreed that it was suitable for the purpose of the study, with minor modifications suggested. These suggestions and modification were taken into consideration by the researcher.

## - Reliability of the instrument

A total sample of 30 teachers 15 males and 15 females participated in ensuring the reliability of the questionnaire.

Alpha formula was used to determine the reliability of the questionnaire as Table 5 shows.

**Table 5**

Alpha formula of instrument Reliability

Domains of the questionnaire	Reliability
Book general shape	0.83
Book content	0.90
Structure of language, grammar and terms	0.87
Methods, aids teachers' book	0.79
Teaching and student achievement domain	0.75
Total	0.93

The results of Table 5 show that the ranges of reliability of all domains were between 0.75 and 0.90, and for the total it was 0.93. All of these values are suitable for conducting such a study.

## 4- Procedures

The researcher used the following procedures during the application of this study:

- 1-Establishing the content validity and reliability of the instrument by the experts of education. They approved the appropriateness of the instrument for the purpose of the study. The researcher also introduced some changes suggested by the juries.

- 2- The researcher has drawn sample, 58%, from the population of the study.
- 3- The researcher himself distributed the copies of the questionnaire among male and female teachers.
- 4- The researcher with great effort managed to collect almost all the copies. Then the questionnaire was statistically processed.
- 5- Data analysis and presentation of results.

## **5- Variables of the study:**

### **A. Independent variables**

- Gender: two levels male, female
- Educational level: three levels diploma, B.A, M.A
- Years of experience: three levels less than 5, 5-10, more than 10.

### **B- Dependent Variables:**

Responses of teachers on the items of different domain of the questionnaire:

- a- Book general shape: 9 items 1-9.
- b- Book content: 11 items 10-20.
- c- Structure of language, grammar and terms: 16 items 21-36.
- d- Methods, aid teachers' book : 11 items 37-48.
- e- Teaching and student achievement and the environment of the classroom domain: 7 items 49-55.

## **6- Statistical Analysis**

The researcher used SPSS packages to analyse the collected data.

The following statistical methods were used:

- 1- Means and percentages

- 2- Frequencies and percentages
- 3- Independent groups t-Test
- 4- One- way ANOVA, and Scheffes' post-hoc test.

## **Summary**

This chapter covered the methodology and design. Moreover, the researcher classified the study performance by first presenting the population distribution. Then, he made a clear presentation of the sample in accordance with the study variables: gender, educational level, and experience variables.

Additionally, the researcher tested the validity and reliability of the questionnaire. After that, the researcher presented the procedures he followed in performing the study, and the study variables.

For data analysis, the researcher used SPSS packages for statistical analysis.

# *Chapter Four*



## *Chapter Four*

### *Results of the Study*

This chapter presents the findings of the study. The purpose of this study was to evaluate Palestinian first grade English textbook in the Northern Directorates according to teachers' opinion. It also sought to determine the role of gender, educational level, and experience variables in the degree of evaluation. To achieve this purpose, the study was conducted on 208 male and female English teachers in these governorates. The results were as follows:

For data analysis, the researcher used the following percentages:

- 80 % and more is very high degree.
- 70- 79.9 % is high degree.
- 60 - 69.9 % is moderate degree.
- 50 - 59.9 % is low degree.
- less than 50 % is very low degree.

#### **1- Results related to the first question**

What is the degree of evaluation of the Palestinian English textbook for the first grade in the Northern Governorates according to teachers' opinion?

To answer this question, means and percentages for each item of the domain and total score were used as in Tables 6, 7, 8, 9, 10 and 11.

## A- Book Shape Domain:

**Table 6**

Means and percentage for book shape domain

NO	Items	Means *	Percent of means %	Degree of evaluation
1	Are the integral parts of the materials course book, tapes, teacher's book, etc available now?	4.29	85.8	v.high
2	Is the layout design of materials appropriate for your learners?	3.88	77.6	High
3	Is the outside cover of the book attractive?	4.33	86.6	v.high
4	Is the cover of the textbook made of good quality?	4.35	87.0	v.high
5	Does the size of the book seem convenient for the first grade learners to handle?	3.52	70.4	High
6	Is the print appropriate for first grade learners?	4.15	83.0	v.high
7	Is the color of the textbook attractive?	4.50	90.0	v.high
8	Is the content of the book subjects and content of materials relevant to the learners' needs?	3.60	72.0	High
9	Is the content realistic?	3.37	67.4	Moderate
	<b>Total</b>	3.99	79.8	High

\*Maximum point of response: 5 points.

Table 6 shows that the degree of evaluation of the Palestinian English textbook for the first grade in the Northern Governorates of book shape domain were very high on items 1, 3, 4, and 6, where the

percentages of responses on these items were greater than 80%.The degree was high on items 2, 5,,and 8, where the range percentages of responses on these items were between 70.4-77.6%.The degree was moderate on item 9 where the percentage of response was 67.4%.

For the total score of the book shape domain, the level was high where the percentage of response was 79.8 %.

## B- Book Content Domain

**Table 7**

Means and percentage for book content domain

NO	Items	Means *	Percent of means %**	Degree of evaluation
10	Is the content of the book interesting?	3.63	72.6	High
11	Is the material clearly written for your learners?	3.98	79.6	High
12	Does every unit of the book have its importance?	3.85	77	High
13	Is the content graded to meet the learners' need?	3.65	73	High
14	Is the material accurate and up-to date?	3.67	73.4	High
15	Does the material include practice of the skills of your learners' need?	3.48	69.6	Moderate
16	Does the material have an appropriate balance of skills for your learners?	3.67	73.4	High

NO	Items	Means *	Percent of means %**	Degree of evaluation
17	Is the practice of one skill integrated into practices of the skills?	3.48	69.6	Moderate
18	Is the language used in the materials at the right level for your learners?	3.40	68	Moderate
19	Does the subject matter cover a variety of topics appropriate for the different levels of your learners?	3.38	67.6	Moderate
20	Is the ordering of material according to topics and themes that are arranged in a logical way	3.58	71.6	High
	<b>Total</b>	3.61	72.2	High

Table 7 shows that the degree of evaluation of the Palestinian English textbook for first grade in the Northern Governorates of book content domain were high on items 10, 11, 12, 13, 14, 16, and 20, where the range of percentages of responses on these items were between 71.6%-79.6%. The degree was moderate on items 15, 17, 18, and 19, where the range of percentages of responses on these items were between 67.2- 69.6% . For the total score of the book content domain, the degree was high where the percentage of response was 72.2 %.

## C- Structure of language, grammar and terms domain:

**Table 8**

Means and percentages for structure of language, grammar and terms domain

NO	Items	Means *	Percent of means %**	Degree of evaluation
21	Is the structural grading in the book appropriate?	3.71	74.2	High
22	Is the number of the symmetrical appropriate?	3.54	70.8	High
23	Do structures gradually increase complexity to suit the growing ability of the learners?	3.79	75.8	High
24	Is the vocabulary useful and in current use?	3.73	74.6	High
25	Does the vocabulary load number of words introduced every lesson seem reasonable for the learners level?	3.73	74.6	High
26	Are the vocabulary items controlled to ensure systematic grading from simple to complex items?	3.65	73.0	High
27	Is the new vocabulary repeated in the subsequent lessons for reinforcement?	3.87	77.4	High
28	Does the sentence length seem reasonable for the learners of that level?	3.34	67.4	Moderate

NO	Items	Means *	Percent of means %**	Degree of evaluation
29	Are the writing skills and training presented from easy to difficult	3.96	79.2	High
30	Do the textbook and workbook show continuity in presenting the subjects?	3.96	79.2	High
31	Do the exercises develop comprehension of main ideas, details and sequence of details?	3.81	76.2	High
32	Are the exercises presented in the book graded from easy to difficult?	3.92	78.4	High
33	Do the exercises encourage and help learners to think?	3.87	77.4	High
34	Are the exercises prepared in a way that meets individual differences?	3.42	68.4	Moderate
35	Do the exercises provide practice in different types of written work? Do the exercises promote meaningful communication by referring to realistic activities and situations?	3.48	69.6	Moderate
36	Does the textbook introduce ideas for developing teaching ideas?	3.54	70.8	High
	<b>Total</b>	3.70	74	High

\*maximum point of response 5 points.

Table 8 shows that the degree of evaluation of the Palestinian first grade English textbook for first grade in the Northern Governorates of Structure of language, grammar and terms domain

was high on items 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33 and 36, where the range of percentages of responses on these items was between 70.8%-79.2%. The degree was moderate on items 27, 33, and 35, where the range of percentages of responses on these items was between 67.4%-69.6%. For the total score of the structure of language, grammar and terms domain, the degree was high where the percentage of response was 74 %.

#### **D- Methods, aids teachers' book domain:**

**Table 9**

Means and percentage for methods, aids teachers' book domain

NO	Items	Means *	Percent of means %**	Degree of evaluation
37	Does the book contain enough pictures?	4.17	83.4	v.high
38	Are the pictures overcrowded in the book?	2.96	59.2	Low
39	Are the pictures related to the learners' background?	3.48	69.6	Moderate
40	Are the pictures displayed attractively?	3.96	79.2	High
41	Are the postcards, used in the text, attractive to children?	3.98	79.6	High
42	Do the taped cassettes help the children to pronounce in a correct way?	3.29	65.8	Moderate
43	Does the textbook help the teacher decide on the suitable aid to be used?	4.04	80.8	v.high
44	Are the aids and activities suitable to the students' level?	3.63	72.6	High

NO	Items	Means *	Percent of means %**	Degree of evaluation
45	Does the textbook help the teacher to choose the suitable aid for explaining the lesson?	3.60	72.0	High
46	Do the aids reflect the values and aims of the society?	2.96	59.2	Low
47	Do the aids help the children to move gradually to the four skills: Listening, Reading, Writing, Speaking?	3.73	74.6	High
48	Does the teacher's book describe clearly how to use pupils' book and the aids to be used?	4.21	84.2	v.high
	<b>Total</b>	3.66	73.2	High

\*maximum points of response 5 points.

Table 9 shows that the degree of evaluation of the Palestinian English textbook for first grade in the Northern Governorates, on methods, aids teacher book domain was very high on items 37, 43, and 48, where the percentages of responses on these items was greater than 80%. The degree was high on items 40, 41, 44, 45, and 47, where the range of percentages of responses on these items was between 72-79.6%. The degree was moderate on items 39, and 42, where the percentage of response were respectively 69.6% and 65.8%. The degree was low on items 38 and 46, where the percentages of responses on both items were 59.2%.

For the total score of the methods, aids teachers' book domain, the level was high, where the percentage of response was 79.8%.



## E- Teaching and student achievement domain:

**Table 10**

Means, and percentage for Teaching and student achievement domain

NO	Items	Means *	Percent of means %**	Degree of evaluation
49	Does the textbook help to develop positive attitudes toward learning English?	3.98	79.6	High
50	Is there any kind of cooperation between home & school which helps the learners to learn the language?	4.17	83.4	v.high
51	Does the level of parents' education influence achievement?	3.88	77.6	High
52	Does the rank of the child's influence achievement in the language?	4.42	88.4	v.high
53	Does the financial situation of the family influence achievement in the language?	4.10	82	v.high
54	Does the rank in the family have an effect on achievement?	3.62	72.4	High
55	Does the school location influence student's achievement in English?	3.54	70.8	High
	<b>Total</b>	3.95	79	High

\*maximums point of response 5 points.

Table 10 shows that the degree of evaluation of the Palestinian English textbook in the Northern Governorate, on the of teaching and student achievement domain was very high on items 50, 52 and 53, where the percentages of responses on these items were more than 80%. The degree was high on items 49, 51, 54 and 5, where the range of percentages of responses on these items were between 72.4-79.6%.

For the total score of teaching and student achievement domain, the level was high, where the percentage of response was 79 %.

## F- Summary of domains and total score of evaluation

**Table 11**

Ranks, means, and percentage for domains and  
total score of evaluation

Rank	Domains	Means *	Percent of means %	Degree of evaluation
1	Book general shape	3.9 9	79.8	High
2	Book content	3.61	72.2	High
3	Structure of language, grammar and terms	3.7	74	High
4	Methods, aids teachers' book	3.66	73.2	High
5	Teaching and student achievement domain	3.95	79	High
	Total	3.79	75.8	High

\* maximum points of response 5 points.

The results of Table 11 show high degree of evaluation of the Palestinian first grade English textbook in the Northern Governorates on all domains and total score of evaluation. The ranges of percentages of responses on the domains were between 72.2 –79% and 75.8% for the total score of evaluation.

Furthermore, the results indicated that the ranks of domains were as follow:

**First rank :** Book general shape domain: 79.8%.

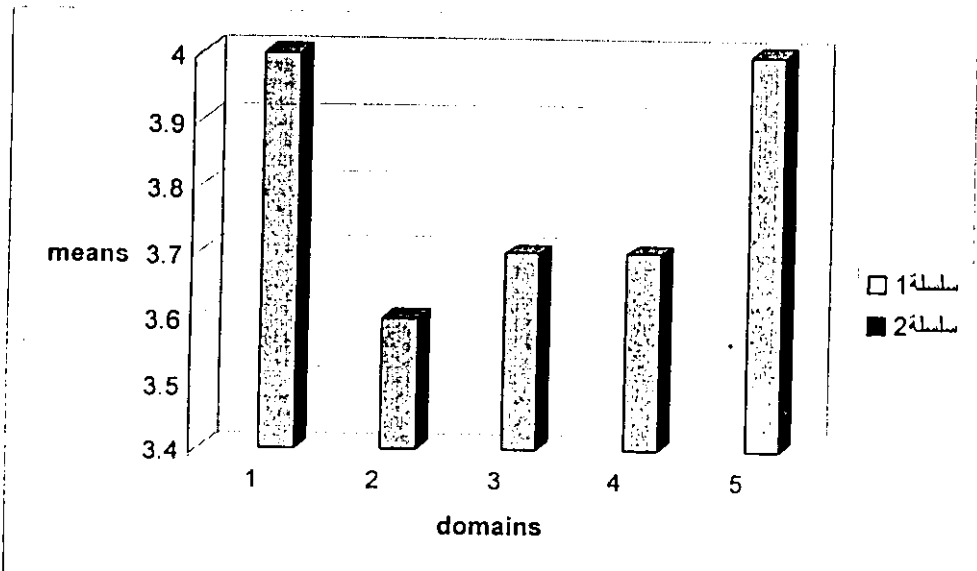
**Second rank:** Teaching and student achievement domain: 79%.

**Third rank:** Structure of language, grammar and terms domain: 74%.

**Fourth rank:** Methods, aids teachers' book domain :73.2%.

**Fifth rank:** Book content domain: 72.2%.

These results are clear as Figure 1 shows.



**Figure 1**Means of evaluation domains

## 2- Results related to the second question:

Are there any significant differences at  $\alpha = 0.05$  in the degree of evaluation of the Palestinian English textbook for first grade in the Northern Governorates due to gender variable?.

To answer this question, independent groups t-test was used as in Table 12.

**Table 12**

Results of independent groups t-test for the difference in degree of evaluation according to gender variable

Domains	Male N=116		Female N = 92		T-test	P-value *
	M	SD	M	SD		
Book general shape	3.95	0.71	4.05	0.53	1.10	0.27
Book content	3.61	0.87	3.62	0.57	0.05	0.95
Structure of language, grammar and terms	3.64	0.61	3.79	0.53	1.86	0.06
Methods, aids teacher book	3.61	0.53	3.73	0.51	1.63	0.10
Teaching and student achievement domain	4.07	0.59	3.80	0.54	3.40	0.001*
Total	3.78	0.55	3.80	0.37	0.31	0.75

\* Critical T-test value 1.96 with DF 206. M means, SD standard deviation

The result of Table 12 shows that the P-values were respectively 0.27, 0.95, 0.06, 0.10, and 0.75. This means that there were no significant differences at  $\alpha = 0.05$  in the degree of evaluation of the Palestinian English textbook for first grade in the Northern Governorates on these domains and total score of evaluation due to gender variable. Computed t-value for teaching and student achievement domain was 3.40. Such value was greater than critical t-test value 1.96. This means that there was a significant difference at  $\alpha = 0.05$  in the degree of evaluation of this domain between male and female teachers in favor of males.

### 3- Results related to the third question:

Are there any significant differences at  $\alpha = 0.05$  in the degree of evaluation of the Palestinian English textbook for first grade in the Northern Governorates due to educational level variable?

To answer this question, One-Way ANOVA was used, where Table 13 shows means of domains and total score of evaluation according to educational level, while Table 14 shows the results of One-Way ANOVA.

**Table 13**

Means of domains and total score of evaluation according to educational level variable

Domains	Diploma N =80	B A N =116	M A N= 12
Book general shape	3.97	3.93	4.70
Book content	3.55	3.58	4.33
Structure of language, grammar and terms	3.64	3.69	4.27
Methods, aids teachers' book	3.65	3.64	3.97
Teaching and student achievement domain	3.89	3.92	4.97
Total	3.74	3.75	4.39

**Table 14**

Results of One -Way ANOVA for the difference in evaluation  
according to educational level variable

Domains	Source of variance	Sum of squares	df	Mean Squares	F	P-value*
General shape	Between groups	6.41	2	3.20	8.34	0.0001*
	Within groups	78.86	205	0.38		
	Total	85.28	207			
Content	Between groups	6.60	2	3.30	6.15	0.003*
	Within groups	110.04	205	0.53		
	Total	116.65	207			
Structure of language, grammar and terms	Between groups	4.12	2	2.06	6.37	0.002*
	Within groups	66.34	205	0.32		
	Total	57.91	207			
Methods, aidsteachers' book	Between groups	1.17	2	0.59	2.13	0.12
	Within groups	56.73	205	0.27		
	Total	57.91	207			
Teaching and student achievement domain	Between groups	7.32	2	3.66	11.77	0.0001*
	Within groups	63.75	205	0.31		
	Total	71.07	207			
Total	Between groups	4.72	2	2.36	11.10	0.0001*
	Within groups	43.63	205	0.21		
	Total	48.36	207			

\*Critical F value: 3.03.

The result of Table 14 shows that computed F values on teaching methods, aids teachers' book domain was 2.13. This value was lower than critical F value: 3.03. This means that there were no

significant differences at  $\alpha = 0.05$  on this domain due to educational level variable.

Computed F values for other domains and total score were respectively 8.34, 6.15, 6.37, 11.77, and 11.10. All of these values were greater than critical F value 3.03. This means that there were significant differences at  $\alpha = 0.05$  on these domains and total score due to educational level variable. To determine these differences Scheffes' post-hoc test was conducted as Tables 15, 16, 17, 18, and 19show.

### A- Book general shape domain

**Table 15**

Scheffes' post-hoc test for the differences on book general shape domain according to educational level variable.

Educational level	Diploma	B A	M A
Diploma		0.03	- 0.72 *
B A			- 0.76*
M A			

\* Significant at  $\alpha = 0.05$ .

The results of Table 15 shows that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of book general shape domain between diploma and B.A. holders while there was a significant difference between diploma and M.A. holders in favor of M.A. and between B.A. and M.A. holders in favor of M.A. holders

## B- Book content domain

Table 16

Scheffes' post-hoc test for the differences on book content domain according to educational level variable

Educational level	Diploma	B A	M A
Diploma		- 0.03	- 0.78 *
B A			- 0.74*
M A			

\* Significant at  $\alpha = 0.05$ .

The results of Table 16 show that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of book content domain between diploma and B.A. holders while there are significant differences between diploma and M.A. holders in favor of M.A. holders, and between B.A. holders and MA in favor of M.A. holders.

## C- Structure of language, grammar and terms domain

Table 17

Scheffes' post-hoc test for the differences on sructure of language, grammar and terms domain according to educational level

Educational level	Diploma	B A	M A
Diploma		- 0.04	- 0.62 *
B A			- 0.57*
M A			

\* Significant at  $\alpha = 0.05$ .

The results of Table 17 show that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of structure of language, grammar and terms domain between diploma and B.A. holders, but there were significant differences between diploma and



M.A. holders in favor of M.A. holders and between B.A. holders and M.A. holders in favor of M.A. holders.

### D – Teaching and student achievement domain

**Table 18**

Scheffes’ post-hoc test for the difference on teaching and student achievement domain according to educational level variable

Educational level	Diploma	B A	M A
Diploma		- 0.03	- 0.8 2 *
B A			- 0.7 2 *
M A			

\* Significant at  $\alpha = 0.05$ .

The results of Table 18 show that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of teaching and student achievement domain between diploma and B.A. holders, but there were significant differences between diploma and M.A. holders in favor to M.A. holders, and between B.A. holders and M.A. holders in favor to M.A. holders.

### E – Total:

**Table 19**

Scheffes’ post-hoc test for the differences on total score according to educational level variable

Educational level	Diploma	B A	M A
Diploma		- 0.01	- 0.63 *
B A			- 0.63 *
M A			

\* Significant at  $\alpha = 0.05$ .

The results of Table 19 show that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of total score between diploma and B.A. holders but there were significant differences between diploma and M.A. holders in favor to M.A. holders, and between B.A. holders and M.A. holders in favor to M.A. holders.

#### 4- Results related to the third question

Are there any significant differences at  $\alpha = 0.05$  in the degree of evaluation of the Palestinian English textbook for first grade in the Northern West Bank due to experience variable?

To answer this question, One -Way ANOVA was used, where Table 20 shows means of domains and total score of evaluation according to experience, while Table 21 shows the results of One -Way ANOVA.

**Table 20**

Means of domains and total score of evaluation according to years of experience variable

Domains	Less than 5 N-64	5-10 N-68	More than 10 N-76
Book general shape	4.13	3.96	3.91
Book content	3.88	3.60	3.40
Structure of language, grammar and terms	3.97	3.59	3.58
Methods, aids teachers' book	3.79	3.65	3.57
Teaching and student achievement domain	3.99	3.85	4.02
Total	3.95	3.73	3.69

**Table 21**

Results of One –Way ANOVA for the differences in  
evaluation according to experience variable

Domains	Source of variance	Sum of squares	df	Mean squares	F	P-value*
General shape	Between groups	1.72	2	0.86	2.11	0.12
	Within groups	83.55	205	0.40		
	Total	85.28	207			
Content	Between groups	8.17	2	4.08	7.72	0.001*
	Within groups	108.48	205	0.52		
	Total	116.65	207			
Structure of language, grammar and terms	Between groups	6.61	2	3.30	10.61	0.001*
	Within groups	63.85	205	0.31		
	Total	70.46	207			
Methods, aids teachers' book	Between groups	1.79	2	0.89	3.28	0.039*
	Within groups	56.11	205	0.27		
	Total	57.91	207			
Teaching and student achievement domain	Between groups	1.07	2	0.53	1.57	0.20
	Within groups	69.9 9	205	0.34		
	Total	71.07	207			
Total	Between groups	2.60	2	1.30	5.82	0.003*
	Within groups	45.7 6	205	0.22		
	Total	48.36	207			

\* Critical F value: 3.03

The results of Table 20 show that computed F values on book general shape and teaching and student achievement domains were respectively 2.11 and 1.57. Such values were lower than critical F value: 3.03. This means that there were no significant differences at  $\alpha = 0.05$  on these domains due to experience variable.

Computed F values for other domains and total score were respectively 7.72,10.61,3.28 and 5.82. All of these values were greater than critical F value 3.20. This means that there were significant differences at  $\alpha = 0.05$  on these domains and total score due to experience variable. To determine these differences, Scheffes' post-hoc test was conducted as Table 21, 22, 23 and 24 show.

### A- Book content domain

**Table 22**

Scheffes' post-hoc test for the differences on structure of language, grammar and terms domain according to experience variable

Year of experience	Less than 5	5-10	More than 10
Less than 5		0.38*	0.39*
5-10			0.01
More than 10			

\*Significant at  $\alpha = 0.05$ .

The results of Table 22 show that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of structure of language, grammar and terms domain between 5-10 years and more than 10 years of experience, but there were significant differences between those who had less than 5 years and who had 5-10 years and more than 10 years in favor of those who had less 5 years.

**Methods, aids teacher book domain**

**Table 23**

Scheffes' post-hoc test for the differences  
on methods, aids teachers' book domain according to experience  
variable

Year of experience	Less than 5	5-10	More than 10
Less than 5		0.14	0.22*
5-10			0.08
More than 10			

\*Significant at  $\alpha = 0.05$ .

The results of Table 23 show that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of methods, aids teachers' book domain between those who had less than 5 years and those who had 5-10 years experience, and between those who had 5-10 years and those who had more than 10 years, but there was a significant difference between those who had less than 5 years and those who had more than 10 years in favor of those who had less than 5 years.

**B- Total**

**Table 24**

Scheffes' post-hoc test for the differences  
on total score according to experience variable

Years of experience	Less than 5	5-10	More than 10
Less than 5		0.22*	0.25*
5-10			0.03
More than 10			

\*Significant at  $\alpha = 0.05$ .

The results of Table 24 show that there was no significant difference at  $\alpha = 0.05$  in the degree of evaluation of total between those who had 5-10 years and those who had more than 10 years but there were significant differences between those who had less than 5 years and those who had 5-10 years, and more than 10 years in favor of those who had less than 5 years.

#### D- Total

**Table 25**

Scheffes' post-hoc test for the difference on total score according to experience variable

Years of experience	Less than 5	5-10	More than 10
Less than 5		0.22*	0.25*
5-10			0.03
More than 10			

\* Significant at  $\alpha = 0.05$ .

The results of Table 25 show that there was no significant difference at  $\alpha = 0.05$  in the degree of total score, between those who had 5-10 years and those who had more than 10 years, but there were significant differences between those who had less 5 years and 5-10, and those who had more than 10 years in favor of those who had less 5 years.

## **Summary**

This chapter presented the results of the statistical analysis. These results have been presented in terms of answers to the questions of the study. Independent T-test, One –Way Analysis and variance ANOVA, Scheffes' post-hoc test were used in the analysis of the data collected for this study.

# *Chapter Five*



## ***Chapter Five***

### ***Discussion, Conclusions and Recommendations***

#### **Introduction**

The main purpose of this study was to determine teachers' evaluation of *English for Palestine*. The English language textbook for the first grade in the Northern Governorates of Palestine. Moreover this study aimed at examining the role of gender, educational level, and experience variables on the level of evaluation of Palestinian English textbook first grade in the Northern Governorates of Palestine due to teacher opinions.

#### **Discussion and Conclusions**

##### **Discussion of the first question**

- 1- What is the degree of evaluation of the Palestinian English textbook for the first grade in the Northern Governorates of Palestine due to teacher's opinion?

The results in Table 6 shows that the degree of evaluation of the Palestinian English textbook for the first grade in the Northern Governorates of Palestine of book shape domain were very high on items 1 ,3,4 ,and 6 when the percentages of responses on items 2, 5,

and 8 were high. The degree was moderate on item 9 compared with the total score.

According to these levels, the researcher attributed such high degrees to the symbolism that the shape of the book indicated the colours and pictures were attractive and useful, easy to differentiate between characters such as Ann, Miss Kate – Dilly ...etc.

As a result, putting such colours on the cover and inside the book has great advantages. One advantage is the psychological effect of colour at this age for children. In other words, pupils children will be more attracted to it and will not forget the lessons easily. So the textbook was designed in a way which draws the attention of the pupils. These findings agree with Hatamleh and Jarradat (1984 in which they evaluated elementary TEFL textbook in which the sample consisted of (94) elementary English class teachers. They concluded that the textbook format was clear in addition to paper printing letters durability, and general appearance. Book content domains results were clear in Table 7, which shows that the degree of evaluation of the Palestinian English textbook on the book content domain were high.

The researcher attributes such results to the great interest, which the textbook of the English Language received from the administration of curriculum planning. The content of the book was designed to satisfy the students' needs. Also the content was suitable for the age of the pupils.

The findings were consisted with the findings of Al-Jarrah(1987). He revealed that the content of the lessons of “PETRA” textbook and units were logically ordered and regularly reviewed. The lessons were short enough to enrich the minds of intended pupils.

The Third domain, structure of the language, grammar and terms had a high degree with the total score.

The researcher believes that such results were due to the great care from the curriculum planners and the efficiency of the planners and staff. The structure of the language, grammar and terms should suit the students' level and ages. This result agrees with the three evaluated studies in Irbid Governorate on “PETRA” textbook between (1987-1990) which showed that “PETRA” was good concerning rationale, objectives, language skills, vocabulary, grammar, teachers' book and technical factors. The participants in the studies stated that they were not contacted by the Ministry of Education regarding the selection of EFL objectives for PETRA materials, and they felt the need for special training in handling the materials.

Concerning the domain of methods aids, in Table 9 shows that the degree of responses was very high. The total score was high too.

Methods and aids are important in the teaching process. The Palestinian curriculum depends primarily on the communicative language teaching and the aids were suitable for their ages. The communicative language teaching is an effective approach in teaching English as a second language.

Table 10 shows the degree of evaluation of the Palestinian English textbook for first grade of teaching and students achievement domain. The degrees were very high.

The researcher justified this degree by the training courses, Teachers received training courses to be equipped with the effective methods of teaching. Accordingly, students' achievement will be affected positively.

To determine the ranks of domains and total score, Table 11 shows a high degree of evaluation of the Palestinian English textbook in the Northern Governorate of Palestine .

The range of percentages of responses on the domains was between 72.2-79.8% for the total score.

## **2- Discussion of the Second Question**

Are there any significant differences at  $\alpha = 0.05$  in the degree of evaluation of the Palestinian English textbook due to gender variable?

Results of Table 12 show that there were no significant differences at  $\alpha = 0.05$  in the degree of evaluation of the Palestinian English textbook for the first basic grade in the Northern Governorates of Palestine on these domains and total score variables. This means that the null hypothesis was accepted. On the other hand, there were significant differences at  $\alpha = 0.05$  in the degree of evaluation of this domain between male and female teachers in favor of male.

Such results support the results of Al-Mustafa (1988) who concluded that there was a significant difference  $\alpha = 0.05$  between male and female teachers.

### **3- Discussion related the Third Question**

Are there any significant differences at  $\alpha = 0.05$  in the degree of evaluation of the Palestinian first grade English textbook in Palestine due to the educational level?

Results of Tables 15, 16, 17, 18 , and 19, revealed that there were a significant difference between diploma and, B.A. holders, and M.A. holders in favor of M.A. holders in all domains.

The researcher attributed such finding to many factors. One is that M.A. holders are more familiar with the methods of teaching second, they take courses during their study directly related to the Palestinian curriculum analysis. Also M.A. holders have taken projects and reports in the field of curriculum and methods of teaching, so they will be aware of the suitability and the values of the curriculum.

Al- Mustafa (1988) found that there was no significant difference at  $\alpha = 0.05$  among teachers due to experience or educational level.

### 3- Discussion Related to the Fourth Question

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

Results of Tables 21, 22, 23, and 24 show that there were significant differences between those who had less than five years of experience and five those who had to ten and more than ten years in favor of those who had less than five years of experience.

The researcher attributed this result to the fact that those who have less than five years of experience are MA graduates and so MA graduates, as mentioned previously, are more aware of methods, content, aids, curriculum than teachers' long experience. Also long teachers with long experience have taught PETRA more than "English for Palestine" first grade.

This results agree with the results of Mumen's study (1992) and Saleh's research study (1990) which found that there were no significant differences at  $\alpha = 0.05$  among teachers' responses due to qualification or experience.

## Conclusions

After presenting the findings of this study, concerning teachers' evaluation of the English textbook English for Palestine for first grade in Nablus and the Northern Governorates.

The evaluations of the teachers towards the English textbook were positive all over the domains.

- 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 the aids were high with total score.
- Significant differences were found in the degree of evaluation between male and female teachers in favor of males.
- Significant differences were found between diploma, B.A. holders and M.A. holders in favor of M.A. holders on all domains.
- Significant differences were found between those who had less than 5 years of experience and 5-10 years and those who had more than 10 years in favor of those who had less than 5 years.

## Implications for Teachers

Teachers should keep up with modern trends in teaching English as a foreign language. They should create new methods and techniques in teaching English for Palestine Grade 1. Teachers should concentrate on using tapes, cards and giving more time, because these

activities encourage children to learn more and not to forget specially at this age.

Varying their teaching techniques would help them to deal with the individual differences among their students ( pupils).

Finally, organizing school workshops should help teachers exchange experiences and discuss recent educational trends such as developing students' cognitive skills, promotion of self-learning, and life-long education skills.

### **Recommendations for the Ministry of Education**

- 1- It is recommended that the Ministry of Education encourage both teachers and supervisors to conduct participatory action research that is classroom- based and self-evaluative, thus bridging the gap between theory on one hand and practice on the other, to study the interaction between teachers and students, and teachers and supervisors.
- 2- It is recommended that workshops, programs, and seminars be held for EFL teachers in order to keep teachers focus on the effective techniques that help teachers increase students' interaction and involvement in the classroom.
- 3- Finally, it should be noted here that teachers work under bad and unsatisfactory conditions, both educational and financial. To



perform well in class, teachers need professional development as well as respectable pay. Good teachers should be rewarded.

### **Recommendations for Further Studies**

The researcher would like to offer the following recommendations for further studies:

1. Conducting an evaluative study on the differences between socio-economic backgrounds of both students and teachers.
2. Conducting an evaluative study on upper stages.
3. Conducting an experimental study between the use of the curriculum at private and public schools.

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## Appendixes (A)

بسم الله الرحمن الرحيم

تقوم الباحثة بإجراء دراسة حول " تقييم كتاب اللغة الإنجليزية الفلسطيني لمنهاج الصف الأول الابتدائي الأساسي من وجهة نظر المدرسين في نابلس ومنطقة الشمال"، يرجى الإجابة بوضع إشارة (x) على يسار كل فقرة من فقرات الاستبانة بما يعكس درجة الممارسة لديكم، علماً أن البيانات ستستخدم لغاية البحث العلمي فقط.

شاكرة لكم حسن تعاونكم

الباحثة

سائدة نديم المصري

### معلومات شخصية:

مكان المدرسة : -----

- الجنس : ☐ ذكر ☐ أنثى

- المؤهل العلمي: دبلوم ☐ بكالوريوس ☐ دراسات عليا ☐

- الخبرة: العلمية أقل من (5) سنوات ☐ من (5-10 سنوات) ☐

أكثر من (10 سنوات) ☐



ثانياً : يرجى وضع إشارة (x) في المربع الذي يتفق ورأيك ، وذلك أمام كل فقرة من الفقرات التالية:

الرقم	الفقرات	موافق جداً	موافق	متعدد	غير موافق جداً	غير موافق
1	جميع أجزاء المقرر (الكتاب المقرر والأشرطة ودليل المعلم) متممة لبعضها البعض ومتوفرة الآن.					
2	تصميم وعرض المادة المقررة مناسبة للدارسين.					
3	مزهرة الكتاب الخارجي (الغلاف) جذاب					
4	الغلاف مصنوع من مادة جديده					
5	حجم الكتاب المقرر مناسب لطلاب مرحلة الأول الأساسي					
6	حجم طباعة الكلمة مناسب لطلبة مرحلة الأول الأساسي					
7	ألوان الكتاب المقرر جذابه					
8	ما يحتويه الكتاب من مواضيع يلبي حاجات الطالب					
9	المحتويات (المواضيع، والصور) واقعية					
10	لغة الكتاب مفهومة وواضحة لطلبة هذه المرحلة					
11	المادة مكتوبة بشكل واضح للطلبة					
12	يوجد لكل وحدة في الكتاب أهميتها					
13	تتدرج محتويات الكتاب لتلبي حاجات الطلبة					
14	المادة تواكب الدقة والتطور، وهل هي حديثة					
15	المادة والتطبيقات والمهارات تلبي حاجات الطلبة					
16	يحتوي الكتاب المقرر على مهارات متوازنة تناسب الدارسين					
17	تطبيق مهارة واحدة متمم لتطبيق باقي المهارات					
18	اللغة المستخدمة في المادة تناسب المستوى الصحيح للطلبة					
19	مادة الموضوع تغطي وتشتمل على مواضيع مختلفة تناسب المستويات المختلفة للطلاب					

الرقم	الفقرات	موافق جداً	موافق	متردد	غير موافق جداً	غير موافق
20	رتبت المادة بشكل منطقي من حيث العناوين والمواضيع					٣
21	تدرجت التراكيب بشكل مناسب					
22	كان عدد وتسلسل النقاط القواعدية مناسباً					
23	كانت التراكيب تتدرج في الصعوبة (التعقيد) لتلائم تطور الطلبة					
24	المفردات في مجال الاستعمال الحديث					
25	عدد المفردات المعروضة في كل درس مناسبة لمستوى الطلاب					
26	يوجد تقنين وسيطرة على المفردات للتأكيد على ترتيب منظم من السهل الى الصعب					
27	يعاد عرض المفردات الجديدة وتتم عملية مراجعة في الدروس اللاحقة لتعزيزها وترسيخها					
28	طول الجملة يتناسب مع مستوى الطلاب في هذه المرحلة					
29	تم عرض المهارات الكتابية والتمرينات من السهل الى الصعب					
30	يكمل الكتاب التطبيقي للكتاب المقرر في تقديمه للمواضيع المختلفة					
31	التمارين تطور الفهم للفكرة الرئيسية والتفاصيل العامة المتابعة					
32	عرضت التمارين بشكل تدريجي من لسهل الى الصعب					
33	تساهم التمارين على تشجيع الطلبة على التفكير					
34	أعدت التمارين لتلائم مستوى الفروق الفردية بين الطلاب					
35	تعمل التمارين على تشجيع الطالب على أن يكون على اتصال جيد ، من حيث احتوائه على نشاطات وحالات واقعية					

الرقم	الفقرات	موافق جداً	موافق	متردد	غير موافق جداً	غير موافق
36	يقدم الكتاب المنهجي أفكاراً تعمل على تطوير الأفكار التدريسية					
37	يحتوي الكتاب على صور كافية					
38	الصور الموجودة في الكتاب كثيرة ومكتظة					
39	ترجع الصور إلى خلفية الطالب المعرفية					
40	هذه الصور تلعب دوراً في جذب انتباه الطالب					
41	الصور الإيضاحية المستعملة في شرح المادة جذابة للطلبة					
42	الأشرطة المسجلة تساعد الطلبة على التهجئة بصورة سليمة					
43	يساعد الكتاب المقرر المعلم في اختيار الوسيلة المناسبة للشرح					
44	الوسائل والأنشطة المستخدمة مناسبة لمستوى الطلبة					
45	الوسائل والأنشطة تعمل على تحفيز المتعلم نحو التعلم					
46	هل الوسائل المستخدمة تمثل وتعكس قيم المجتمع					
47	تساعد الوسائل المتعلم على التطور التدريجي للمهارات الأربعة (التعلم، القراءة، الكتابة والمحادثة)					
48	دليل المعلم يوضح كيفية استعمال كتاب الطالب والوسائل التي سوف تستخدم بوضوح					
49	الكتاب المقرر يعمل على تطوير الاتجاهات الإيجابية نحو معلم اللغة الإنجليزية					
50	يشكل عدد الطلبة الموجودين في الصف عائقاً في استيعاب المادة جيداً					
51	طريقة جلوس الطلاب في الصف تساعد أو تعيق عملية التدريس					
52	تقليل عدد طلاب الصف يعمل على استيعاب المادة أكثر خلال الحصة					

الرقم	العبارات	موافق جداً	موافق	متردد	غير موافق جداً	غير موافق
53	مساعدة الأهل للطلاب في البيت يساعد في العملية التدريسية للغة الإنجليزية					
54	ترتيب الطفل (الطالب) بين اخوته يؤثر في تحصيله					
55	مكان وجود المدرسة يؤثر في عملية تحصيل الطالب للغة الإنجليزية					

## Appendix B

Dear Teacher,

The researcher is conducting on evaluation a study of the New Palestinian English Textbook for the first grade in Nablus and the Northern Governorates of Palestine. The following questionnaire is used for the purpose of a research study. As your answers have an important effect on the results of this study, please answer the questions accurately and objectively.

Thank you for your help.

The researcher

Saieda Masri

### Information:

Location of the School:

Gender:

Male ( )

Female ( )

Qualification:

Diploma ( )

B.A. ( )

M.A. ( )

Years of Experience:

Less than 5 years ( )

From (5-10) years ( )

More than (10) years ( )

No	Items	Strongly agree	agree	Undecided	Strongly disagree	disagree
	<b>Book General Shape</b>					
1	Are the integral parts of the materials (course book, tapes, teacher's book, etc) available now?					
2	Is the layout design of materials appropriate for your learners?					
3	Is the outside cover of the book attractive?					
4	Is the cover of the textbook made of good quality?					
5	Does the size of the book seem convenient for the first grade learners to handle?					
6	Is the print appropriate for first grade learners?					
7	Is the color of the textbook attractive?					
8	Is the content of the book (subjects and content of materials) relevant to the learners' needs?					
9	Is the content realistic?					
	<b>Book Content:</b>					
10	Is the content of the book interesting?					
11	Is the material clearly written for your learners?					
12	Does every unit of the book have its importance?					
13	Is the content graded to meet the learners' need?					
14	Is the material accurate and up-to date?					

No	Items	Strongly agree	agree	undecided	Strongly disagree	disagree
15	Does the material include practice of the skills for your learners need?					
16	Does the material have an appropriate balance of skills for your learners?					
17	Is the practice of one skill integrated into practices of the skills?					
18	Is the language used in the materials at the right level for your learners?					
19	Does the subject matter cover a variety of topics appropriate for the different levels of your learners?					
20	Is the ordering of material in terms of topics and themes, arranged in a logical way					
	<b>Structure of Language grammar and terms:</b>					
21	Is the structural grading in the book appropriate?					
22	Is the member of the symmetrical appropriate?					
23	Do structures gradually increase complexity to suit the growing ability of the learners?					
24	Is the vocabulary useful and in current use?					
25	Does the vocabulary load (number of words introduced every lesson) seem reasonable for the learners' level?					

No	Items	Strongly agree	Agree	undecided	Strongly disagree	disagree
26	Are the vocabulary items controlled to ensure systematic grading from simple to complex items?					
27	Is the new vocabulary repeated in the subsequent lessons for reinforcement?					
28	Does the sentence length seem reasonable for the learners of that level?					
29	Are the writing skills and training presented from easy to difficult?					
30	Do the textbook and workbook have continuity in presenting the subjects?					
31	Do the exercises develop comprehension of main ideas, details and sequence of details?					
32	Are the exercises presented in the book graded from easy to difficult?					
33	Do the exercises encourage and help learners to think?					
34	Are the exercises presented in a way that meets individual differences?					
35	Do the exercises provide practice in different types of written work? Do the exercises promote meaningful communication by referring to realistic activities and situations?					



No	Items	Strongly agree	Agree	undecided	Strongly disagree	disagree
36	Does the textbook introduce ideas for developing teaching ideas?					
37	Does the book contain enough pictures?					
38	Are the pictures overcrowded in the book?					
	<b>Methods,aids, teachers' book</b>					
39	Are the pictures related to the learners' background?					
40	Are the pictures displayed attractively?					
41	Are the postcards, used in the text, attractive to children?					
42	Do the taped cassettes help the children to pronounce in a correct way?					
43	Does the textbook help the teacher decide on the suitable aid to be used?					
44	Are the aids and activities suitable to the students' level?					
45	Does the textbook help the teacher to choose the suitable aid for explaining the lesson					
46	Do the aids reflect the values and aims of the society?					

No	Items	Strongly agree	agree	undecided	Strongly disagree	disagree
47	Do the aids help the children to move gradually to the four skills: (listening ,Reading, Writing, Speaking)?					
48	Does the teacher's book describe clearly how to use pupils' book and the aids to be used?					
49	Does the textbook help to develop positive attitudes toward learning English?					
50	Is there any kind of cooperation (between home & school) which helps the learners to learn the language?					
	<b>Teaching and student achievement domain</b>					
51	Does the level of parents' education influence achievement?					
52	Does the rank of the child influence achievement in the language?					
53	Does the financial situation of the family influence achievement in the language?					
54	Does the rank in the family have its effect on achievement.					
55	Does schools location influence student's achievement in English?					



التاريخ ٢٠٠١/٥/٥

معالي وزير التربية والتعليم المحترم

تحية طيبة وبعد ،،

الموضوع : تسهيل مهمة الطالبة / سائدة نديم اسعد المصري رقم ٩١٥٠٢٩٢

الطالب المذكور أعلاه هي إحدى طلبة الماجستير في جامعة النجاح الوطنية تخصص أساليب  
تدريس اللغة الانجليزية في كلية العلوم التربوية وهي بصدد إجراء دراسة لها بعنوان :  
(Teachers Evaluation of English Textbook of the First Grade in  
the Northan Districts of Palestine)

لذا يرجى التكرم من حضرتكم تسهيل مهمتها في توزيع استبانته على معلمي الصف الاول  
الاساسية للغة الانجليزية في المدارس الحكومية في محافظات شمال فلسطين .

شاكرين لكم حسن تعاونكم .

وتفضلوا بقبول الاحترام ،،

عميد الدراسات العليا

د. محمد العملة



نسخة: الملف.

بسم الله الرحمن الرحيم

جامعة النجاح الوطنية  
كلية الدراسات العليا

تقييم المعلمين لكتاب اللغة الإنجليزية الفلسطيني  
للمصف الأول الأساسي في شمال فلسطين

إعداد  
سائدة نديم المصري

إشراف  
الدكتورة سوزان عرفات

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب  
تدريس اللغة الإنجليزية في كلية الدراسات العليا في جامعة النجاح الوطنية

نابلس - فلسطين

1424هـ/2003م

## الملخص

### تقييم المعلمين لكتاب اللغة الإنجليزية الفلسطيني للصف الأول الأساسي في شمال فلسطين

هدفت هذه الدراسة إلى تقييم كتاب اللغة الإنجليزية الجديد للصف الأول الأساسي في مدارس منطقة شمال فلسطين من وجهة نظر المعلمين، وقد تم وضع معيار تقويمي اشتمل النواحي والعناصر المهمة في هذا الكتاب.

وقد حاولت هذه الدراسة الإجابة على الأسئلة التالية:

- 1- ما تقييم كتاب اللغة الإنجليزية من وجهة نظر المعلمين؟
- 2- هل توجد فروق ذات دلالة إحصائية عند مستوى  $(\alpha = 0.05)$  لتقييم كتاب اللغة الإنجليزية للصف الأول أساسي في منطقة شمال فلسطين يعزى لمتغير الجنس؟
- 3- هل توجد فروق ذات دلالة إحصائية عند مستوى  $(\alpha = 0.05)$  لتقييم كتاب اللغة الإنجليزية للصف الأول أساسي في منطقة شمال فلسطين يعزى إلى متغير المستوى التعليمي لدى المعلمين؟
- 4- هل يوجد فروق ذات دلالة إحصائية عند مستوى  $(\alpha = 0.05)$  لتقييم كتاب اللغة الإنجليزية للصف الأول أساسي في منطقة شمال فلسطين يعزى إلى متغير الخبرة؟

قامت الباحثة بتصميم استبانة للإجابة على هذه الأسئلة ولقياس غرض هذه الدراسة احتوت الاستبانة على خمسة وخمسون فقرة موزعة على خمس مجالات ، ولقد طورت هذه الاستبانة بعد الإطلاع على استبانات سابقة.

أما مجتمع الدراسة فتكون من جميع معلمي ومعلمات اللغة الإنجليزية للصف الأول الأساسي في منطقة شمال فلسطين وهم (356) معلم ومعلمة ، وقد اختيرت عينة عشوائية ضمت (208) معلم ومعلمة وقد تم توزيع الاستبيان على هؤلاء المعلمين من قبل الباحثة وبعض المعلمين في منطقة الشمال.

تم تحليل النتائج باستخدام عدة أساليب إحصائية بنظام (SPSS) لقد أظهرت نتائج التحليل الإحصائي لتقييم كتاب اللغة الإنجليزية من وجهة نظر المعلمين في منطقة نابلس وشمال فلسطين ما يلي:-

1- درجة تقييم كتاب الصف الأول أساسي للغة الإنجليزية من وجهة نظر المعلمين في نابلس ومنطقة شمال فلسطين نسبة (75.8%) وكانت نتائج المعايير التالية كما يلي:-

أ- المظهر العام للكتاب (79.8%).

ب- مستوى التعليم والتحصيل العام للتلاميذ (79%).

ج- التطبيقات اللغوية والقواعد والمصطلحات (74%).

د- الوسائل التعليمية والتطبيقات (73.2%).

و - محتوى الكتاب (72.2%).

2- يوجد فروق ذات دلالة إحصائية عند مستوى ( $\alpha = 0.05$ ) يعزى لمتغير الجنس لصالح الذكور.

3- توجد فروق ذات دلالة إحصائية عند مستوى ( $\alpha = 0.05$ ) يعزى لمتغير المستوى التعليمي لصالح درجة الماجستير.

4- توجد فروق ذات دلالة إحصائية عند مستوى ( $\alpha = 0.05$ ) يعزى لمتغير الخبرة لصالح أقل من خمس سنوات.

وفي ضوء النتائج توصلت الباحثة إلى بعض التوصيات منها :

- عقد ورشات عمل دراسية لمعلمي اللغة الإنجليزية للمرحلة الأساسية الدنيا وعقد دورات دراسية.

- توفير فئة جديدة من الشباب والشابات حديثي التخرج.

- إعطاء وقت كافٍ لاستخدام الوسائل الإيضاحية والأشرطة التسجيلية ومكافئة المعلمين المتفوقين والمميزين في أدائهم كذلك هناك توصيات أخرى للباحثين ووزارة التربية والتعليم.