

**Evaluating English for Palestine 12 in Terms of the EFL/ ESL  
Textbook Evaluating Checklist from the Teachers' Perspectives in  
Nablus Directorate Schools**

دراسة تحليلية لمنهاج الصف الثاني عشر من سلسلة الإنجليزية لفلسطين استنادا الى قائمة  
تقييم الكتب المدرسية الخاصة بتدريس الانجليزية كلغة اجنبية وذلك من وجهة نظر المعلمين  
في مدارس مديرية نابلس

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**Abstract**

This study aimed at evaluating the Palestinian 12<sup>th</sup> grade textbooks in terms of the EFL/ ESL textbook evaluation checklist from the teachers' perspectives in Nablus. The study also examined the role of gender, qualification and experience on the degree of evaluating the chosen textbooks. To accomplish these aims, the researcher used a 39- item questionnaire and then distributed it amongst the sample of the study which was chosen randomly and it consisted of 26 male and female teachers who teach English for the 12<sup>th</sup> grade in Nablus during the second semester of the academic year 2010-2011. After deep exploration and analysis of the new textbooks via comparing them with the used evaluative checklist, the researcher found that these books could be suitable for the Palestinian students, their culture and religion. Therefore, the researcher recommended using them in the Palestinian public and private schools after considering the suggested modifications.

**Key words:** Evaluating, English for Palestine XII textbooks, EFL/ ESL Evaluating Checklist, Teachers' Perspectives.

**ملخص**

هدفت هذه الدراسة الى تقييم كتاب اللغة الانجليزية للصف الثاني عشر استنادا الى قائمة تقييم الكتب المدرسية الخاصة بتدريس الانجليزية كلغة اجنبية أو كلغة ثانية من وجهة نظر المعلمين في مدارس مديرية نابلس. كما انها هدفت لمعرفة دور كل من الجنس و المؤهل العلمي والخبرة على درجة تقييم المناهج المذكورة. ولتحقيق ذلك استخدم الباحث استبانة مكونة من تسع وثلاثون بنداً وزعت على (٢٦) معلماً ومعلمة تم اختيارهم عشوائياً ويدرسون اللغة الإنجليزية لطلبة الصف الثاني عشر في مدارس الحكومة في مديرية نابلس خلال الفصل الثاني من العام الدراسي (٢٠١٠-٢٠١١). وبعد تحليل البيانات التي تم الوصول إليها وجد الباحث ان الكتاب يناسب الطلبة الفلسطينيين ويحقق احتياجاتهم التربوية والثقافية والدينية. وفي ضوء هذه النتائج يوصي الباحث باستخدام كتاب اللغة الانجليزية الجديد في جميع مدارس السلطة الفلسطينية – الحكومية والخاصة. بعد الأخذ بعين الاعتبار بعض التعديلات التي أوصى بها الباحث.

**الكلمات المفتاحية:** دراسة تحليلية: مناهج الصف الثاني عشر. سلسلة الإنجليزية لفلسطين. قائمة معايير تقييم الكتب المدرسية. وجهة نظر المعلمين.

**Introduction**

School teachers, parents and supervisors along with the university teachers complain a lot about weakness in the students' competence and performance in English. This crucial issue has revealed an urgent need for a lot of research to pinpoint the problems behind the teaching and learning of English in our schools and finding solutions for these problems. Improving learners' language skills is frequently the main purpose of ESL programs. However, which skills are taught and how they are taught differ from course to course and program to program; therefore, the effectiveness of each textbook in helping learners acquire the necessary skills must be considered. (Khalil and Kattan, 1994 and Mahmoud 2006 /2008). Moreover, Dajani and McLaughlin (2008) pointed out that through generations of conflict; Palestinians have considered education in general as the best route toward a better future and the English language in particular as a key of successful life in the world's global economy and communication.

In regard to English, the MoEHE has incorporated English as a foreign language to be implemented as a core subject since 2000 from the first grade for the first time. The textbook for the final year of the secondary stage i.e. grade 12 was implemented in 2006. A great collaborative effort has been done by experts to continually revise and evaluate the new curriculum for modification and implementation of the proposed curriculum to achieve the intended national goals (English for Palestine, Student's Book 12, 2006; The Palestinian Curriculum Development Center).

In planning or developing a course, as well as in evaluating it, many levels are involved and taken into consideration according to the objectives of that course. For example, the course rationale which clarifies and reflects the beliefs, values, goals and philosophy of the course in addition to the kinds of teaching and learning activities to be implemented.

Richards (2001) overstressed the importance of the proficiency level of the learner at the entry level and the desired when planning a course. Miekley (2005) added another challenging factor that is involved in planning and evaluating a course which is the appropriate selection of content to serve the set national goals of the curriculum.

Lamie (1999) pointed out the vital role that textbooks play in language classrooms in all types of educational institutions all over the world. Teachers either have the opportunity to choose the textbooks that fulfill the guidelines of the curriculum or they are prescribed for or produced by the governing body. In some cases, the adopted textbook represents the curriculum in the classroom and the government policy, yet fails to incorporate certain crucial pedagogical points that it is supposed to address for achieving the desired outcomes. This goes in harmony with Byrd (2001) who emphasized consistence between the material and the curriculum. He also pointed out that even though teachers may not have the choice to select the textbooks they teach, they may have an impact on the designers and decision makers, so they should be aware of the larger system in which they work and they should be given the opportunity to participate in the selection process of either the



Abu-Alhumous (2010) revealed that most of the students in the first grade got very little practice on reading enough words or connected texts. This lack of repetition and recycling contradicts with the word, sentence and text approach that English for Palestine adopts. He recommended immediate remedial activities and strategies for improving the mastery levels of reading skills in addition to increasing the number of weekly periods.

Aqel (2009) pointed out that the Palestinian 11<sup>th</sup> grade textbook should be enriched with a variety of literary forms such as poems and essays in addition to reducing the number of units in this textbook for the sake of covering the material effectively. Additionally, he recommended the teachers to develop the teaching aids and to employ modern technology to deal with individual differences and make learning English more meaningful and enjoyable.

Alghazo, K., Obeidat, H, Al- Trawneh, M. & Alshraideh, M. (2009) recommended holding training sessions for the teachers of to assist them in accomplishing the multi intelligences for better achievement of the goals of the curriculum. Additionally, the researchers recommended the designers of the textbooks to use a scale for the multiple intelligences for each textbook and each grade so that it flows in a logical way that suits the developmental characteristics of the learners.

Alghazo et al (2009) recommended the avoidance of mistakes committed by other textbook designers that is, taking advantage of strong points in other books and avoiding the weak points. Additionally, further studies are necessary to be conducted from the students' point of view.

Mahmoud (2006 and 2008) in his evaluative studies of English for Palestine 4 and 10 found out that these textbooks are suitable regarding the characteristics of a good textbook. but the number of periods per week is enough to cover the material. Therefore, he strongly recommended modifying the time used to cover the included materials. He also overstressed the active participation of parents, supervisors and teachers in the choice of the included materials. In this respect, he agreed with El Mustafa (1988) and Al- Jarah (1987) as they all overstressed the



Chen & Hoshower (2003). stated that there are many good words that the students are not exposed to in textbooks which might help students to become more active in language learning and may lead to the development of learner autonomy. This is an implicit call for educationalists and teachers to cover all the included material and not to skip any bit of information.

Simao (2003) conducted an evaluative study to analyze and evaluate the content of the secondary schools EFL textbooks currently used in Angola in terms of the current theories of foreign language curriculum. The researcher recommended the authorities in his country to replace these textbooks and to find alternatives following some guidelines suggested by the researcher.

Masri (2003) showed that teachers of English for the first graders in Palestine needed more training in the field of pedagogy. The content of the mentioned textbook is valid for the first graders provided that it should contain more Arabic names, more relevant pictures rather than animal pictures. Additionally, the number of the weekly periods is not enough for covering the whole textbooks. Here is a consensus on the insufficiency of the allotted time and the materia with Mahmoud (2006), Labadi (1983) and the present study.

Grainger (2002) said that textbooks that seem to be good in the surface often lack many of the characteristics of a good textbook. Therefore teachers should be equipped with skills needed to evaluate materials to ensure that students are using the highest quality text so as to enhance their learning. The present researcher agreed to some extent with Grainger 2001 regarding the quality of the textbook content, but the shape of the textbook cover is important as well. Therefore, there should be balance between the textbook cover and the content.

Talebinezhad and Aliakbari (2001) argued that teaching English in Iran is heading towards English as an International Language (EIL). Therefore the government is called for a paradigm shift in the ELT context and this is a call for all educators, textbook designers to consider this in all the textbooks and the teaching pedagogies.

Hartley (1994) sees three content areas that must be addressed and advises assessors to ask the following questions. Firstly, does the book meet their teaching objectives? Secondly, is there sufficient depth and breadth of material? And lastly, will it need to be supplemented?

Khalil and Kattan (1994) in their evaluative study of PETRA Materials used at the eight, the ninth and tenth grades in the West Bank Government schools revealed the gap between the teachers' pedagogical competence and their real classroom performance; thus teachers need more training in teaching the functional-notional syllabus. Supervisors should help teachers in this sense via workshops, training courses and research work.

To sum up, most of the work presented in the literature review overstates a lot of important issues to be considered and followed by all people who are concerned with the teaching and learning process. For example, the in accordance between the number of allotted periods and the material in the English textbooks (Masri, 2003; Mahmoud, 2006 and 2008, Hamdan, 2008 and Aqel, 2009). Additionally, the idea of collaboration among all the stakeholders mainly teachers, supervisors, parents, students and the local society is overlooked (Khalil and Kattan 1994; and Mahmoud, 2006 and 2008). Another important issue which has been overstressed by the previous literature review is the lack of harmony between the content and the cover and between the content and the learners' needs (Brown 1998; Alul, 2001; Grainger, 2001; Ian, 2006; Aytuğ, 2007; and Mahmoud, 2006 -2008) The gap between teachers' competence and performance is another important issue which requires focus and consideration (Grainger, 2002; and Mahmoud, 2006 and 2008) The inadequate or inappropriate use of teaching aids in facilitating the content is another common issue pinpointed by researchers (Khalil and Kattan 1994; Alghazo et al, 2009 and Aqel, 2009). Consequently, the present researchers suggested strongly considering all these issues in any further modifications.

### **Statement of the problem**

There is a lot of research that deals with analyzing and evaluating textbooks in general, but that which dealt with evaluating English for Palestine textbooks in particular are still inadequate. Consequently, the researcher decided to evaluate English for Palestine 12 textbooks to pinpoint any inconsistency between the ESL/EFL textbook checklist and what is really embodied in the textbook in addition to investigating the suitability of these textbooks in regard to the way in which different aspects of language are dealt with to attribute in finding solutions for the weak points or any potential difficulty in implementing the curriculum.

### **Purpose of the study**

This study aimed at evaluating the effectiveness and suitability of "English for Palestine- 12" content. Additionally, it aimed at exploring the role of gender, educational level and experience in the degree of evaluation.

### **Questions of the study**

This study sought to answer the following questions:

1. What are the degrees of evaluation for English for Palestine- 12 textbooks in Nablus Directorate schools from the teachers' perspectives?
2. Are there significant differences at ( $\alpha = 0.05$ ) in the degree of the teachers' evaluation of "English for Palestine- 12 textbooks in Nablus Directorate schools due to gender?
3. Are there significant differences at ( $\alpha = 0.05$ ) in the degree of the teachers' evaluation of "English for Palestine- 12 textbooks in Nablus Directorate schools due to academic level?
4. Are there significant differences at ( $\alpha = 0.05$ ) in the degree of the teachers' evaluation of "English for Palestine- 12 textbooks in Nablus Directorate schools due to experience?

### **Significance of the study**

Although there are a lot of analytical studies concerning textbooks for many subjects, English textbooks analysis is still inadequate. To the best of the researcher's knowledge, this is the first study to evaluate the Tawjeehi New English Textbooks (English for Palestine 12).

The significance of this study emerges from the following issues:

1. It could be a tool for evaluating the English textbooks from the teachers' perspectives in terms of EFL/ESL evaluative checklist.
2. It could be a reference for choosing the appropriate English textbooks for the Palestinian students in terms of content, organization, physical appearance and teacher's edition.

### **Limitations of the study**

This study considered the following limitations:

1. Place: the government schools in Nablus Directorate.
2. Population: 26 Male and female teachers who were randomly chosen from Nablus Directorate schools; the chosen English teachers were teaching English for the 12th graders.
3. Time: this study was conducted during the second semester of the scholastic year 2010-2011.

### **Definition of Terms**

**Content analysis:** Ferch (2005) (as cited in Hamdona 2007, p. 6) considered content analysis as “a systematic and objective research method used in the examination of texts, documents, and communication”.

**Curriculum:** Refers to the English language curriculum for the tenth graders published by the Ministry of Education and Higher Education, Curriculum Centre, August 2006. It includes general guidelines for the authors of the syllable, general objectives, the methods and the teaching procedures as well as the various ways of evaluating the students' achievements.

**Evaluation:** Brown (1988) (as cited in Richards 2001, p. 77) defined evaluation as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assesses its effectiveness and efficiency as well as the participants attitudes within the context of the particular institution involved".

## Methodology

### Population of the Study

The population of this study consisted of all male and female English language teachers who teach English for Palestine 12 at the schools of Nablus District (70 male and female teachers) according to the statistics of the Directorate of Education in north Nablus during the second semester (2010-2011).

### Sample of the study

The study sample which was selected randomly and consisted of (26) male and female English teachers who teach English for Palestine 12 from the schools in Nablus District. The sample was distributed according to three independent variables: gender, qualification, and experience. **Table I** shows the distribution of the sample according to the above-mentioned variables respectively.

**Table (I):** The distribution of the sample according to the gender, Academic qualification and experience variables

variables	Level	No.	Percentage%
Gender	Male	9	34.6%
	Female	17	65.4%
Academic qualification	Diploma	6	23.1%
	B.A	15	57.7%
	M.A	5	19.2%
experience	Less than 5 years	9	34.6
	From 5-10 years	6	23.1
	More than 10 years	10	42.3

**Instruments of the study**

The researchers used a 39 - item questionnaire to collect data needed for determining the appropriateness and suitability of English for Palestine 12. The items of the questionnaire are adopted from Simao 2003, Bahumaid 2008, Aytuğ 2007, Miekley 2005, Mukundan, 2004.

**Validity of the questionnaire**

To ensure that the scale is valid, it was handed to a jury of seven professional professors and teachers from different universities and schools in Palestine. The members of the jury were asked to evaluate the appropriateness of the questionnaire to the purpose of the study. Consequently, the specialists sent letters in which they ensured the validity of the questionnaire and recommended some modifications which were taken into consideration.

**Reliability of the Instrument**

To determine the reliability of the instrument, Khronapach Alpha test was used and the result was (0.905), provided that this value is acceptable and suitable for conducting such a study.

**Procedures**

The statistical procedures used in the study were: frequencies, means, standard deviations and percentages. Additionally, the following tests were computed: Kronpach Alpha test, T- test and One -Way ANOVA. Finally, the results of the study were discussed and the recommendations were put forth.

**Study Design**

The study includes the following variables:

- Independent variables:
  1. Gender: This has two levels (male and female)
  2. Academic qualification: This has three levels (Diploma, B.A and M.A)

3. Years of experiences: with three levels (less than 5 years, from 5-10 years and more than 10 years)

- Dependent variables:

The dependent variables of the current study are the means of the responses for the study sample on its questions about Analyzing English for Palestine XII.

### Interpretation of the Results

To answer the first question of the study, “**What are the degrees of evaluation of English for Palestine-12 in Nablus directorate schools from the teachers’ perspective?**” Means and standard deviations were computed and rank order is also provided for ordering the three main domains evaluated in the study i.e. Textbook, Teacher's manual and Context. **Table IV** shows the results.

**Table (II):** Table II shows means, standard deviations and the degrees of evaluation for the study questions.

Item No.	Item	Mean	standard deviation	Level/Degree
<b>Textbook</b>				
<b>Content</b>				
1.	The subject matter is presented topically or functionally in a logical, organized matter	4.10.	0.63	High
2.	The content serves as a window into learning about the target language culture	3.84	0.78	High
3.	The reading selections are authentic pieces of language	3.96	0.59	High
4.	Compared to text native speakers, the content contains real-life issues that challenge the reader to think critically about his/her word view	3.80	0.89	High

... Continue table (II)

Item No.	Item	Mean	standard deviation	Level/ Degree
5.	The text selections are representative of the variety of literary genres , and they contain multiple sentence structure	3.80	0.89	High
<b>Vocabulary and Grammar</b>				
6.	Grammar rules are presented in a logical manner and in an increasing order of difficulty	3.88	0.90	High
7.	New vocabulary words are presented in a various way (e.g. glosses ,multi- glosses ... etc)	3.42	0.98	Medium
8.	New vocabulary words are presented at an appropriate rate so that the text is understandable and students are to retain new vocabulary	3.57	0.90	High
9.	New vocabulary words are repeated in subsequent lessons to reinforce there meaning and use.	3.73	0.82	High
10.	Students are taught top-down technique for learning new vocabulary words	3.38	0.75	High
<b>Exercises and Activities</b>				
11.	There are interactive and task-based activities that require students to use new vocabulary to communicate.	3.65	1.16	High
12.	Instructions in textbook tell students to read for comprehension.	3.46	0.98	Medium

... Continue table (II)

Item No.	Item	Mean	standard deviation	Level/ Degree
13.	Top-down and bottom- down reading strategies are used	3.34	1.05	Medium
14.	Students are given sufficient examples to learn techniques for reading top-down comprehension	3.15	1.00	Medium
15.	The activities facilitate students' use of grammar rules by creating situations in which these rules are needed	3.46	0.94	Medium
16.	The text makes comprehension easier by addressing one new concept at a time instead of multiple new concepts.	3.38	0.80	Medium
17.	The Exercises promote critical thinking of the text	3.11	1.10	Medium
<b>Attractiveness of the Text and Physical Make-Up</b>				
18.	The cover of the textbook is appealing	3.80	1.23	Medium
19.	The visual imagery is of high aesthetic quality	3.50	0.90	Medium
20.	The illustrations are simple enough and close to the text that they add to its meaning rather than detracting from it	3.34	1.12	Medium
21.	The text is interesting that students will enjoy reading it.	4.11	0.95	High
22.	The manual helps teachers understand the objectives and methodology of the text	4.19	0.69	High

... Continue table (II)

Item No.	Item	Mean	standard deviation	Level/ Degree
23.	Correct or suggested answers for the exercises in the textbook are given.	3.38	1.02	Medium
<b>Methodological Guidance</b>				
26.	Teachers are given techniques for activating students' background knowledge before reading the text.	3.26	0.96	Medium
27.	Teachers are given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea.	3.50	1.06	Medium
28.	The manual suggests a clear, concise method for teaching each lesson.	3.61	0.80	High
<b>Supplementary Exercises and Materials</b>				
29.	The manual gives instructions on how to incorporate audio-visual material produced for the textbook.	3.57	0.80	High
30.	The manual provides teachers with exercises to practice, test, and review vocabulary words.	3.65	0.84	High
31.	The manual provides additional exercises for reinforcing grammar points in the text.	3.75	0.60	High
32.	The textbook is appropriate for the curriculum	3.61	0.75	High
33.	The text coincides with the course goals.	3.42	0.85	Medium

*... Continue table (II)*

Item No.	Item	Mean	standard deviation	Level/ Degree
34.	The textbook is appropriate for the students who will be using it	3.38	0.98	Medium
35.	The text is free of material that could be offensive.	3.61	0.80	High
36..	Examples and explanations are understandable.	3.61	1.01	High
37.	Student will enjoy reading the text selections	3.69	0.61	High
38.	The textbook and the teachers' manual are appropriate for the teacher who will be teaching from them	3.65	1.01	High
39.	The teacher is proficient enough in English to use the teachers' manual.	3.60	0.98	High
<b>The Total Degree</b>		<b>3.58</b>	<b>0.41</b>	<b>High</b>

Table IV illustrates that the degree of evaluation was from low to high.

Twenty-two items have got High degree. They are: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 21, 22, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39)

2. Seventeen items have got medium degree. They are the followings (6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 33, 34).

3. No item shows low degree.

Finally, the total degree of evaluation for the 12th grade English textbook was (4.28) which indicates a high level of evaluation.



helpful in identifying the objectives and suggesting methodology for teaching. This feature (item 22) scored the highest among the other features. The mean for this item is (4.19). However, the sub-domain entitled background information and methodology guidance features were considered acceptable whereas the supplementary exercises and materials in the teacher's manual were highly valued.

### Results related to the Content domain

As shown in table IV, all the sub-domains concerning content showed high evaluation degrees except items (33 and 34) which were medium. The degree of evaluation concerning item 33 indicates some discrepancy between the texts and the goals of the curriculum, and that the degree of evaluation for item (34) indicates that textbooks were fairly suitable for the learners in grade 12 in Palestine from the English language teachers' perspectives.

To answer the second question of the study, "Are there any significant differences ( $\alpha = 0.05$ ) between teachers' evaluation of "English for Palestine-12" in Nablus directorate schools due to gender?" The researcher used t-test to analyze the data from the questionnaire. Table VI shows the results.

**Table (VI):** Results of T-test for the differences in the degree of evaluation according to gender.

Domain 1 : Textbook				T	Sig.
Male (n=9)		Female (n=17)			
means	S. deviation	Means	S. deviation		
3.41	0.49	3.68	0.46	-1.374	0.182
Domain 2: Teacher's Manual					
3.47	0.66	3.64	0.55	-0.756	0.457
Domain 3: Context					
3.31	0.45	3.73	0.50	-2.055	0.051
Total					
3.39	0.45	3.68	0.35	-1.784	0.087

Table (VI) shows that the significance for the total was (0.087) which is higher than (0.05) which means that there were no significant differences at ( $\alpha = 0.05$ ) level in the degree of the teachers' evaluation of English for Palestine- 12 textbooks in northern Nablus due to gender.

To answer the third question of the study “**Are there any significant differences at ( $\alpha = 0.05$ ) in the degree of the teachers' evaluation of “English for Palestine- 12 textbooks in Nablus directorate schools due to academic level?** The researcher used One Way ANOVA .Table VII shows the result.

**Table (VII):** Results of One-Way ANOVA for the differences in the degree of evaluation according to academic level.

Textbook	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.127	2	0.0605	0.250	0.775
Within groups	5.669	23	0.246		
Total	5.796	25			
Teacher's Manual	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.391	2	0.196	0.541	0.589
Within groups	8.315	23	0.362		
Total	8.706	25			
Context	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.0213	2	0.0106	0.036	0.965
Within groups	6.777	23	0.295		
Total	6.799	25			
Total	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.0333	2	0.0166	0.092	0.913
Within groups	4.187	23	0.182		
Total	4.221	25			

**Table VII** shows that the significance was (0.913) which is higher than (0.05) and this indicates that there were no significant differences at ( $\alpha = 0.05$ ) in the degree of the teachers' evaluation of "English for Palestine- 12 textbooks in northern Nablus due to academic level. This result is in accordance with Aqel(2009) , Mahmoud(2006, 2008) whereas Masri(2003) revealed that there were significant differences in the evaluation of the First grade English textbook due to the academic qualification in favor of M. A. Holders in all domains. .

To answer the fourth question of the study "**Are there any significant differences at ( $\alpha = 0.05$ ) in the degree of the teachers' evaluation of "English for Palestine 12 textbooks in Nablus directorate schools due to experience?** The researcher used One Way ANOVA and table (VIII) shows the results:

**Table (VIII):** Results of One-Way ANOVA Test (ANOVA) for the differences in the degree of evaluation due to years of experience.

Textbook	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.788	2	0.394	1.809	0.186
Within groups	5.008	23	0.218		
Total	5.796	25			
Teacher's Manual	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.496	2	0.248	0.695	0.509
Within groups	8.210	23	0.357		
Total	8.706	25			
Context	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.0130	2	0.00650	0.022	0.978
Within groups	6.786	23	0.295		
Total	6.799	25			
Total	Sum of squares	D f	Mean square	F	Sig.
Between groups	0.315	2	0.157	0.926	0.410
Within groups	3.906	23	0.170		
Total	4.221	25			



provide sufficient examples to promote learning techniques for Top – down comprehension. Additionally, the researcher recommended the textbook writers and designers to address one new concept each time instead of multi concepts.

2. For better outcomes, the textbooks for this stage in particular should include activities and exercises that promote critical thinking, brain storming and creative thinking which result in long life learning and preparing students' for the university life
3. The manual should contain more background information and a variety of methods and that are helpful for teachers to assist their students lexical inferences as well as to manifest skill in comprehension as it plays a significant role in mastering other skills.
4. This shortcoming of the teacher' manual area could be compensated by implementing interwoven factors for a better implementation of the textbook such as holding fruitful sessions, seminars and workshops for teachers to help them cope up with the latest developments in education in general and teaching foreign languages in particular . Promoting the use of integrated approach in teaching and activating the learners' role in the classrooms are also suggested by the researcher.
5. Some modifications should be applied on the texts in the English textbook of grade12 to coincide more with the course goals. For example, as the course aims at developing the learners' competence to be confident users of the English as an international language. In this respect, teachers shouldn't neglect the listening and speaking skills and overstress preparing the students for the general exam.
6. The researcher also recommended conducting further studies in evaluating "English for Palestine" series and analyzing their content more thoroughly to keep our national curriculum compete with its counterparts all over the world. Taking in account the previous recommendations, the curriculum would be able to lead the learners to the appropriate track towards achieving the national goals of their societies.



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**Appendix (I)**

Dear teachers,

The following questionnaire is designed for the purpose of collecting data for the research entitled “Analyzing English for Palestine, Grade Twelve Textbook from the Teachers' Perspective in Nablus Directorate Schools.

Please go through the items of the questionnaire and then respond correctly in the space provided. Your answers will be highly considered for scientific purposes only.

Your co-operation is highly appreciated.

The Researcher

**Part I**

Personal information:

Gender:  Male  Female  
Qualification:  Diploma  B.A  M.A  
Years of experience:  Less than 5 years  5\_ 10 years  More than 10 years

<b>Textbook Evaluation Checklist</b>	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>	<b>Totally Lacking</b>	<b>Mandatory</b>	<b>Optional</b>	<b>Not Applicable</b>
<b>I. Textbook</b>								
<b>A. Content</b>								
i. Is the subject matter presented either topically or functionally in a logical, organized manner?								
ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)								
iii. Are the reading selections authentic pieces of language?								
iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?								
v. Are the text selections representative of the variety of literary genres, and do they								

contain multiple sentence structures?								
<b>B. Vocabulary and Grammar</b>								
i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?								
ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?								
iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?								
iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?								
v. Are students taught top-down techniques for learning new vocabulary words?								

<b>C. Exercises and Activities</b>								
i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?								
ii. Do instructions in the textbook tell students to read for comprehension?								
iii. Are top-down and bottom-up reading strategies used?								
iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?								
v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?								
vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?								

vii. Do the exercises promote critical thinking of the text?								
<b>D. Attractiveness of the Text and Physical Make-up</b>								
i. Is the cover of the book appealing?								
ii. Is the visual imagery of high aesthetic quality?								
iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?								
iv. Is the text interesting enough that students will enjoy reading it?								