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A Comparison between The Israeli and Palestinian Twelfth Grade Textbooks In Reading Comprehension

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A Comparison between The Israeli and Palestinian Twelfth Grade Textbooks in Reading Comprehension

وبعد المناقشة العلنية التي تمت اليوم الاثنين 30 محرّم 1433هـ، الموافق 2011/12/26م الساعة الحادية عشرة صباحاً بمبنى طيبة، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في **كلية *التربية*/قسم مناهج وطرق تدريس- اللغة الإنجليزية**.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

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Dedication

This thesis is dedicated:

To my father who empowers my career of education.

To my mother who waited my success.

To my lovely wife, my sons Baraa, Fadi and my daughters Haneen and Ola, for their endless patience and support that they have shown to me during this process.

To the great martyrs and prisoners, the symbol of sacrifice,

To my brothers and sisters who have been supporting and encouraging me,

To all with warm regards.

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Abstract

This study aimed at evaluating the reading texts in student Book ,*English for Palestine-Grade 12 and TOP MARKS " Israeli 12th Grade textbook* in order to find out to what extent the reading texts in *English for Palestine-Grade12 and TOP MARKS " Israeli 12th Grade* match the suggested criteria. It also aimed at identifying the areas of similarities and differences in these reading texts. To fulfill the aims of the study, the researcher followed the descriptive analytical approach. He used a content analysis card to collect the needed data. Reliability was examined through the help of two colleague researchers who volunteered to analyze the reading texts. For the reading texts many tasks were designed to help students grasp the ideas and questions were graded and sequenced. English for Palestine and TOP MARKS aimed to make students learn intensively; however TOP MARKS paid more attention to extensive reading than did English for Palestine . Referring to culture both textbooks tackled issues related to culture. Higher order thinking skills were more clearly employed in TOP MARKS than English for Palestine. All texts in TOP MARKS were authentic. On the other hand, only one unit of English for Palestine was authentic. In English for Palestine Grade 12 there was no much employment of exercises that require students to infer the author's attitude, or activities that demand the students to distinguish between facts and opinions .similarly, there were no exercises that require students to find meanings of new vocabulary in contexts or relate the text to their personal experience and work out answers in pairs and groups, however in TOP MARKS these tasks and activities were much more employed. Concerning highlighted or coloured new vocabularies, they were apparently employed in the whole units of English for Palestine Grade 12; however, they were completely neglected in TOP MARKS Grade 12. Information gap activities were clearly introduced in the whole units of TOP MARKS Grade 12, but in English for Palestine few activities were used. Concerning presentation and layout, all items in the content of the two books were approximately similar. Both textbooks contained charts, graphics and maps. In TOP MARKS Grade 12, students were left for further information or titles to be searched .The objectives were found out to be more clearly presented in TOP MARKS. In English for Palestine the use of prerequisite was employed but in top marks it was totally neglected. The study recommends that interactive task and activities should be introduced for the reading in English for Palestine.

ملخص الدراسة

مقارنة بين مقرري منهاج الثاني عشر الإسرائيلي و الفلسطيني في مهارة القراءة

هدفت الدراسة لتقويم مهارة القراءة لمحتوى اللغة الانجليزية من خلال مقارنة كتابي الطالب الفلسطيني و الإسرائيلي لمنهاج الثاني عشر و قد هدفت أسئلة البحث لتحديد مجالات التشابه و الاختلاف في هذين المحتويين .و لتحقيق أهداف الدراسة اتبع الباحث طريقة البحث الوصفي التحليلي باستخدام بطاقة تحليل المحتوى لجمع البيانات المطلوبة .قام الباحث ببناء بطاقة تحليل المعايير لتقويم المحتوى من خلال الاستفادة من الدراسات السابقة و الكتب و الأدب التربوي و منشورات المؤسسات و قد تم عرض بطاقة المعايير على خمسة عشر محكما للاستفادة من تعليقاتهم بشأن أي تعديلات أو حذف أو إضافة للتحقق من صدق البطاقة .كما أن ثبات البطاقة تم إختبارة من خلال تعاون باحثين حيث قاما بتحليل دروس القراءة .

و لقد أظهرت نتائج التحليل الآتي :.

1. يوظف الكتابين مواضيع متنوعة في دروس القراءة و قد توفرت موضوعات ثقافية في الكتاب الفلسطيني أكثر منه في الإسرائيلي و قد ركز المحتوى الفلسطيني على قيم و أخلاق جيده بشكل أوسع من المحتوى الإسرائيلي و قد وجد أن محتوى الكتاب الفلسطيني لا يشمل سوى نص واحد أصلى بينما وجد أن جميع النصوص الإسرائيلية أصلية كما أن القراءة الموسعة موظفة بشكل كبير عكس المحتوى الفلسطيني الذي لم يتضمن أي قراءات موسعة .

2. فيما يتعلق بمفردات النصوص لوحظ أن جميع دروس القراءة تم استخدام الألوان فيها لإبراز الكلمات الجديدة في المحتوى الفلسطيني لكن تم تجاهل هذا الأمر تماما في المحتوى الإسرائيلي كما أن عدد المفردات مناسب أكثر لطلاب الثاني عشر .

3. يمكن القول أن جميع الوسائل المتعلقة بالنصوص تقريبا ذات علاقة بموضوع النص و جذابة و ملونة وواضحة في كلا المحتويين.

4. فيما يتعلق بالإطار العام للنصوص فإن كلا المحتويين اشتملا على حواشي و مسافات مناسبة بين الأسطر و قد تم تقسيم النصوص إلى فقرات لكن لوحظ أن الرسومات و الصور كانت أكثر وضوحا في المحتوى الإسرائيلي من حيث علاقتها بالنص و ترقيمها و الإشارة إلى مرجعها بل و تقديم بعض الشروح عنها.

5. في المحتوى الفلسطيني تم ملاحظة عدم توفر تدريبات تحث الطالب على استنتاج رأي الكاتب و التفريق بين الحقيقة و الرأي و ربط المحتوى بخبرات الطالب بينما توفرت هذه العناصر بشكل واضح في المنهاج الإسرائيلي

6. أشمل المحتوى الإسرائيلي على عناوين أسفل النص لجعل الطالب يطلع أكثر و يوسع مداركه بينما غاب هذا الأمر تماما في المحتوي الفلسطيني.

7. فيما يتعلق بتمارين القراءة في كتاب الطالب .أتضح أن معظم التعليمات كانت واضحة في كلا الكتابين و قد تنوعت الأسئلة داخل كل وحدة في المحتوى الفلسطيني و الإسرائيلي لكن لوحظ عدم تكرار الأسئلة في المنهاج الإسرائيلي بينما كانت الأسئلة تتكرر بشكل كبير في المحتوى الفلسطيني.

بناء على نتائج الدراسة أوصى الباحث بالاستفادة بما ورد من اختلافات في محتوى الكتابين من خلال تضمين العناصر الايجابية في المنهاج الإسرائيلي تضمينها داخل المنهاج الفلسطيني و تعديل بعض أنواع التدريبات كما أوصى الباحث بإجراء دراسات مشابهة لهذه الدراسة في مهارات أخرى كمهارة الكتابة و الاستماع و التحدث .

Table of Contents

Contents	Page No
1.1 Dedication	I
1.2 Acknowledgment	II
1.3 Abstract	III
1.4 Arabic Abstract	IV
1.5 Introduction	2
1.6 Statement of the problem	3
1.7 Research Questions	3
1.8 Purpose of the Study	4
1.9 Significance of the Study	4
1.10 Definition of Terms	5
1.11 Limitations of the Study	6
1.12 List of Abbreviations	6
Chapter II Review of Related Literature	
Section I Theoretical Framework	
2.1 Evaluation	7
2.1.1 Definition of Evaluation	7
2.1.2 Types of Evaluation	7
2.2 Textbook Evaluation	8
2.2.1 Methods of textbook evaluation	8
2.2.2Role of Textbooks in English Language Teaching	9
2.2.3 Methods of conducting evaluation	11
2.2.4 Evaluating the illustrations in ELT textbooks	13
2.2.5 Approaches to Materials Evaluation in English Language Teaching	15
2.2.6 Standards for foreign language learning (SFLL)	17
2.2.7 Criteria for Textbook Evaluation:	18
2.3 What is Reading?	22
2.3.1 Types of Reading	22
2.3.2Skills Involved in Reading	23
2.4 The Educational System in Palestine	24
2.5 The educational system in Israel	25

Section II Literature Review	
LITERATURE REVIEW	26
Commentary on the previous studies	37
Summary	38
Chapter III The Methodology	
3.1 Research Design	39
3.2 Instrumentation	39
3.3.1The Content Analysis Card	39
3.3.1.1 Constructing the content analysis card	39
3.3.1.2Description of the content analysis card	40
3.3.1.3Validity of the content analysis card	40
3.3.1.4 Applying the analysis card	41
3.3.1.5 Reliability of the analysis card	42
3.3.1.6 Reliability Through Time	43
3.4 Procedures of the study	44
Chapter IV The Study Findings	
1- The developed list of criteria for reading texts	45
1. The Reading Texts	45
2. Text Vocabulary	45
3. Reading Exercises	46
4. Presentation and layout	46
5. Contextual expected response	47
6. Graphic Elements (Photographs, illustrations, maps, charts, etc	47
2- Evaluating the reading texts	47
1. The Reading Texts in English for Palestine	48
2. Text Vocabulary in English for Palestine	51
3. Reading Exercises in English for Palestine	53
4. Presentation and layout in English for Palestine	58
5. Contextual expected response in English for Palestine	60
6. Graphic Elements in English for Palestine	62
1. The Reading Text in TOP MARKS	64
2.Text Vocabulary in TOP MARKS	66
3.Reading Exercises in TOP MARKS	69
4.Presentation and Layout in TOP MARKS	73
5.Contextual expected response in TOP MARKS	75

6. Graphics Elements	76
3.1 The areas of similarities between English for Palestine and TOP MARKS in the reading texts.	78
3.2 The areas of differences between English for Palestine and TOP MARKS in the reading texts.	79
Chapter V Study Findings	
Evaluating the reading texts (English for Palestine & TOP MARKS)	81
1. **The Reading Text**	81
2.Text Vocabulary	89
3.Reading Exercises	92
4. Presentation and Layout	97
5.Contextual expected response	98
6.Graphics Elements	99
2.Discussion of the areas of similarities and differences in the reading texts of English for Palestine Grade 12 and TOP MARKS	100
Conclusions	103
Recommendations	105
Recommendations for Further Studies	106
References	107
Appendices	114

List of Tables

No.	Table	Page
Table (2.1)	**The Number of Items in each Domain of the Analysis Card.**	41
Table (2.2)	**English for Palestine Grade "12"Holesti : Reliability through Persons.**	42
Table (2.3)	**TOP MARKS Grade "12" Holesti : Reliability through Persons.**	43
Table (2.4)	**Reliability Through Time in English for Palestine .**	43
Table (2.5)	**Reliability Through Time in TOP MARKS**	44
Table (3.1)	**Frequency & percentage of the items in The Reading Texts" in EFP".**	48
Table (3.2)	**The Frequency & Percentage of the Items in Reading Text Vocabulary" in EFP ".**	51
Table (3.3)	**The Frequency & Percentage of the Items in Reading Exercises" in EFP"**	53
Table (3.4)	**The Frequency & Percentage of the items in Presentation and layout" in EFP ".**	58
Table (3.5)	**The Frequency & Percentage of the items in Contextual expected in EFP.**	60

Table (3.6)	**The Frequency & Percentage of the items in Graphic Elements (Photographs, illustrations, maps, charts, etc in EFP.**	62
Table (4.1)	**Frequency & percentage of the items in The Reading Texts in TP.**	64
Table (4.2)	**The Frequency & Percentage of the Items in Reading Text Vocabulary in TP**.	66
Table (4.3)	**The Frequency & Percentage of the Items in Reading Exercises in TP.**	69
Table (4.4)	**The Frequency & Percentage of the items in Presentation and layout in TP.**	73
Table (4.5)	**The Frequency & Percentage of the items in Contextual expected response in TP** .	75
Table (4.6)	**The Frequency & Percentage of the items in Graphic Elements (Photographs, illustrations, maps, charts, etc in TP**.	76
Table (51)	**Topics related to the Palestinian culture and reality.**	83
Table (5.2)	**Topics related to the Israeli culture and reality.**	84
Table (5.3)	**Values Survey throughout the Textbook English for Palestine .**	85
Table (5.4)	**Values Survey throughout the Textbook in TOP MARKS .**	85
Table (5.5)	**Higher order thinking skills activities and exercises throughout the Textbook in English for Palestine Grade – 12.**	87
Table (5.6)	**Higher order thinking skills activities and exercises throughout the Textbook in TOP MARKS Grade – 12.**	87
Table (5.7)	**Survey of Science and history selections throughout the Textbook in English for Palestine Grade – 12.**	88
Table (5.8)	**Survey of Science and history selections throughout the Textbook in TOP MARKS Grade – 12.**	88
Table (5.9)	**Survey of Number of New Words throughout the Textbook in English for Palestine Grade -12.**	89

List of Appendices

No	Table	Page
1.	**Samples of Pictures and extracts in English for Palestine and TOP MARKS**	114
2.	**General Goals of Teaching English for Palestine**	120
3.	**Consultation Form of an Analysis Card**	129
4.	***MASSACHUSETTS DEPARTMENT OF EDUCATION*** **Recommended Criteria for Evaluating Instructional Materials and Programs in Reading**	133
5.	**Checklist For Evaluating EFL Reading Textbook Design Dr Reima Al-Jarf (2007)**	136
6.	**General Description of Reading Texts of Grade six & seven**	139
7.	**ESL TEXTBOOK EVALUATION CHECKLIS*T***	143
8.	**Textbook Evaluation Form**	145
9.	**Final Version of Criteria Evaluation**	148
10	**The List of Juries**	153

Chapter I

Background

1.1 Introduction

English language has been considered as an international language since it became the language of science , technology and every existing modern thing in our life .Learning English has become an urgent need for nations all over the world .Countries pay great deal of attention to make their citizens cope with the rapid change of life .The Ministry of Education in Palestine has adopted the idea of designing a pure Palestinian English language curriculum in order to develop its citizens' abilities of mastering and using English .

Hamdan (1991:1) assured that it is now commonplace that the effectiveness of foreign language instruction is not only measured by the quality of textbooks and other instructions or by the type of method used for teaching but also by the learners' ability to internalize and use the target language in natural situations and the abilities for adaptive behavior that enables them to deal effectively with the demands and challenges of everyday life .For all the above mentioned points the researcher believed that analyzing textbooks can be the most appropriate tool for evaluation. Moreover Evaluation is considered an integral part aside with the process of planning and implementation. Without evaluating and justifying proposals, curriculum system will be vague as evaluation provides educationalists with weaknesses and strengths that occur during the stages of planning and implementation (White, 1988:148).

Evaluation of textbooks can be conducted by using checklists of criteria through the analytical research. Analysis and evaluation provide useful data to teachers, supervisors and other educational departments with concrete evidence regarding strong and weak points of the evaluative books (Riffe,et al. 1998).

As many researchers have been working on evaluating the content of English for Palestine, the researcher believed it would be significant to complete the task on evaluating 12th grade's textbook " English for Palestine " in reading comprehension texts. While preparing for conducting the study, the researcher wished to shed light on the Israeli educational life as he supposed that Israel pays a great deal of concern to education. The researcher hoped to find out points of strength or significant points in the Israeli curriculum so that can be get used of. So it has been decided to conduct a comparative study of the two 12th grade textbooks in both Israel and Palestine .Evaluating the two different textbooks aims at shedding light on the similarities as well as the differences Palestine which is believed to be problematic and needed to be modified.

1.2 Statement of the Problem

The research problem can be formulated throughout the following questions:

1. What are the needed criteria for evaluating the Israeli and Palestinian twelfth grade textbooks of reading texts?

2. To what extent do the reading texts in student textbook of the Israeli and Palestinian 12th grade textbooks match the suggested criteria?

1.3 Research Questions

To achieve the purpose of the study, the researcher addresses the following questions:

1. What are the needed criteria for evaluating the Palestinian and the Israeli twelfth grade textbooks of reading texts?

2. To what extent do the reading texts in the Palestinian and the Israeli 12th grade textbooks match the suggested criteria?

3. What are the similarities between the Israeli and the Palestinian twelfth grade textbooks in terms of the suggested criteria for the reading texts?

4. What are the differences between the Israeli and the Palestinian twelfth grade textbooks in terms of the suggested criteria for the reading texts?

1.4 Purpose of the Study

The study aims to:

1-Evaluate the reading texts of both Palestinian and Israel 12th grade textbooks.

2- Diagnose and highlight points of similarities and differences in the content of both 12th grade English language textbooks.

3- Give a suggested perspective for improvement and innovation for stakeholders at the Palestinian Ministry of Higher Education and other educational institutes.

1.5. Significance of the study

The following can be the main aims for conducting the study.

1. It aimed to find out points of similarities and differences between English for Palestine Grade 12 and TOP MARKS 12TH Grade Israeli English Language Textbook.

2. It provided a chance for stakeholders, teachers and others to realize what differences are there between the Israeli English language textbooks and the Palestinian English language textbooks in reading comprehension texts.

3. It offered all 12th grade teachers opportunity to benefit from the valuable Suggestions for enriching the reading texts.

4. It sought to create enthusiastic encouragement among specialists in curriculum development and evaluation in order to help in the improvement of the Palestinian syllabuses.

1.6 Definition of terms

The following terms are used in the present study:

Definitions of terms:

Evaluation: "It is a matter of judging the fitness of something for a particular purpose". (Hutchinson and Waters, 1987:96).

Content reflects assumptions about the nature of language, language use andlanguage learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning (Richards, 2001:148)

Curriculum refers to the totality of the content to be taught and aims to be achieved within one school or educational system. In the USA, curriculum tends to be synonymous with syllabus in the British sense. (White, 1988: 4).

Curriculum evaluation is concerned with collecting information about different aspects of a language program in order to understand how the program works and how successfully it works enabling different kinds of decisions to be made about the program. (Richards, 2001: 286)

English for Palestine-Grade 12: It refers to the English curriculum for the twelfth graders published by the Palestinian Ministry of Education and Higher Education in2008. It includes general guidelines for the authors of the syllabus, general objectives, the methods and the teaching procedures as well as the various ways of evaluating the students' achievement.

TOP MARKS FOR 12 TH GRADE 5 POINTS: It refers to the Israeli curriculum for the twelfth graders published by Eric Cohen Books, Onda Publication Ltd .Approved by the Ministry of Education and Culture -4073

Comparison: a technique for studying the development of languages by performing a feature-by-feature comparison of two or more languages with common descent from a shared ancestor, as opposed to the method of internal reconstruction, which analyzes the internal development of a single language over time.

1.7 Limitations of the Study

The limitations of the study are outlined in the following points:

1. The evaluative study will be limited to the reading texts in both Palestinian and Israeli 12th Grade textbooks.

2. The study will take place in the scholastic year (2010/ 2011).

1.8 List of abbreviations

Abbreviation	Equivalent
1. EFL	**English as a Foreign Language**
2. ELC	**English Language Curriculum**
3. ESL	**English as a Second language**
4. FL	**Foreign Language**
5. SB	**Student's Book**
6. TEFL	**Teaching English as a Foreign Language**
7. T. G	**Teacher's Guide**

Literature Review
Section I

Theoretical Framework

2.1 Evaluation

2.1.1 Definition of Evaluation

The term evaluation has been used to define a variety of processes in the field of applied linguistics Lynch (1996) defined evaluation as "the systematic attempt to gather information in order to make judgments or decisions" (p. 2). Harmer (2001) sees a distinction between evaluation and assessment. He stated that "the assessment of a course book is an out-of-class judgment as to how well a new book will perform in class. Course book evaluation, on the other hand, is a judgment on how well a book has performed in fact" (p. 301). In addition to text materials McGrath (2002) contends that "materials could include realia: real objects such as a pencil, a chair or a bag and representations such as a drawing, a photograph of a person, house or scene" (p. 7).

As for materials evaluation as a field of study, Carter and Nunan define it as "the process of measuring the value of learning materials. This can be predictive pre-use evaluation, ongoing whilst-use evaluation or retrospective post use evaluation (p. 223).

The researcher believed that evaluation can best suit the research as it can diagnosed and could analyze the criteria items properly.

2.1.2 Types of Evaluation

There are three types of evaluation: Formative evaluation, Summative evaluation and Illuminative evaluation.

A- Formative Evaluation

According to Tomlinson (1998:229), formative evaluation takes place during the development of a program and its curriculum. Its purpose is to collect information that will be used to improve the program. The types of decisions that will result from such evaluation will be relatively small scale and various, and will lead to modifications and fine tuning of the existing program design. Additionally, Williams and Burden (1994:22) and Richards (2001:288) say that formative evaluation involves evaluating the project from the beginning. It is ongoing in nature, and seeks to form, improve and direct the innovation, rather than simply evaluating the outcomes. In this regard,

Richards (2001:288) thinks that formative evaluation aims to find out what is working well and what is not. The collected data is used to address problems to improve the deliver of the program. It seeks to find details about the time spent on particular objective, result of placement test, methodology, difficulties facing teachers or students, students, enjoyment for the program, sufficient practice work for students and adequate material pacing.

B-Summative Evaluation

Tomlinson (1998:229) states that summative evaluation is often thought of as occurring at the end of the program. The purpose for gathering the information in this type of evaluation is to determine whether the program was successful and effective. The types of decisions that will result from such analyses will be fairly large-scale and may result in sweeping changes (for example, the continual funding of a program or its cancellation). Similarly, Graves (2000:215) says that it assesses the achievement of the course to provide information when the course is redesigned.

C-Illuminative Evaluation

The purpose of illuminative evaluation is not necessarily to change the course but to find out the work of different aspects of the program and how they are implemented. It is concerned with establishing a deeper understanding of the processes of teaching and learning that occur in the program. (Richards 2001: 289) According to Williams and Burden (1994:23) a variety of information-gathering techniques are normally used in the process of illuminative evaluation-mainly interviews, questionnaires, observation, diaries, and examination of existing documentation such as student records-in order to keep the richness of the data and to acknowledge multiple perspectives. Illuminative techniques can be employed either summatively or formatively. These techniques assist us in interpreting the complexities of the situation.

2.2 Textbook Evaluation

2.2.1Methods of textbook evaluation

Many researchers tackled this area of evaluation with a variety of criteria or methods. Most of them agreed on creating a checklist of criteria for textbook evaluation such as the correspondence of the textbook to learner’s needs, the reflection that learners will

make, facilitating the learners' learning process, and the clear and well defined goals (Griffiths, 1995), (Garinger, 2001), (Garinger, 2001) and (Richards, 2001: 258).

Many researchers adopted the idea of checklists for textbook evaluation. Consequently Ansary and Babaii (2002: 5, 6) identify a select set of common consensus reached characteristics of EFL/ESL textbooks. This is what they think is a set of universal features of EFL/ESL textbooks:

1- Approach reflects the dimension of a vision, theory or approach about the nature of the language, the nature of learning and how the theory can be put to applied use.

2- Content presentation includes:

a- Stating purposes and objectives for the total course and individual units.

b- Selection and its rationale through coverage, grading, organization and sequencing.

c- Satisfaction of the syllabus to the teacher by providing a guide book, giving advice on the methodology and supplementary material available and to the student through piecemeal, unit-by-unit instruction, graphics, periodic revisions, workbook, exercises and activities, periodic test sections and accompanying audio-visual aids.

3- Physical make-up relates to the appropriate size and weight, attractive layout, durability, high quality of editing and publishing and appropriate title.

4- Administrative concerns macro-state policies, appropriate for local situation (culture, religion, gender) and appropriate price. Garinger (2001) did similar work when he called for creating one's own personal checklist to evaluate textbooks. He stated these evaluation lists may or may not include the issues for elements that reflect the concerns of teachers choosing textbooks. Therefore, selecting particular items to create a personal evaluation index is the best method for ensuring that the realities of each individual situation are addressed.

2.2.2Role of Textbooks in English Language Teaching

Textbooks have always been the most preferred instructional material in ELT. They are best seen as a resource in achieving aims and objectives that have already been set concerning learner needs(Cunningsworth, 1995). Textbooks play a prominent role in the teaching /learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

Hutchinson and Torres, (1994) argues that the textbook has a very important and a positive part to play in teaching and learning English. They state that textbooks provide

the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs. Hutchinson and Torres (1994) also mention that the good textbook, as long as it is properly used can be an excellent tool for effective and long- lasting change. They conclude that the textbook is an important means of satisfying a wide range of needs that come out from the classroom. Their role in education cannot be ignored because they make the lives of teachers and learners easier, more secure, and fruitful.

Regarding the multiple roles of textbooks in ELT, Cunningsworth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners but not their boss.

Richards (2001) states that textbooks act as a key component in most language programs. They provide the learners with the necessary input that the learners receive and the language practice that occurs in the class. They also serve as the basis for the language content and skills to be taught and other kinds of language practice that the learners take part in. Regarding the advantages, Richards (2001) states that without textbooks a program may have no path, therefore, they provide structure and a syllabus.

Besides the use of a textbook in a program can guarantee that students in different classes will receive a similar content, and therefore, can be evaluated in the same way. In other words textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs and cassettes, videos, etc., which makes the learning environment interesting and enjoyable for the learners. As for inexperienced teachers, Richards (2001) states that textbooks can serve as a tool to train them. Finally, he concludes that textbooks are efficient in that they allow much time for the teacher to focus on teaching rather than material's production.

Similarly, Grant (1990) presents the opinions of teachers about the textbook in his book. Most teachers state that a textbook shows the order what is to be taught and learned and in which order it is to be taught and learned. They guide the teachers as to what methods to be used and as Richards (2001) states above, a textbook saves the teacher an extraordinary amount of time. Last but not least, they are very useful learning aids for the learners.

Ur (1996) also states that a textbook provides a clear framework. It makes clear what is coming next and learners know where they are going. As mentioned above, it serves as a syllabus and save the time of the teacher because it already includes ready-made texts and tasks for a particular group of learners. It also acts as a guide to the inexperienced teachers. Finally, Ur (1996) concludes that a textbook can gain the learner with some degree of autonomy. She states that a learner without a textbook becomes more teacher-dependent. Despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. What is more it has significant impact on the learners' meeting their language learning objectives. The role of the textbook in the language classroom is undeniable. Both teachers and students need a framework on which to build and textbooks definitely provide this.

2.2.3Methods of conducting evaluation

Al-Madany (2009) conducted a study for evaluating HEADWAY COURSEBOOK.She has borrowed certain criteria points from De Jong (De Jong 1996), (Byram 1991), the researcher worked out some points out herself in which the designed questionnaire was built upon the following :

1. The design of the book is interesting and brings the best in the students and motivates them.
2. The topics are of interest to the student and up to date.
3. The books cover the major skills of the language and encourage students' center learning.
4. The text materials, visuals and learning tasks should represent the cultural difference and encourage comparison between their culture and what they encounter through the process of learning English .
5. The book encourages pair/ group work and full of multiple tasks or activities.
6. The book encourages learners' independence.

The study was conducted in Prince Sultan Cardiac Center (PSCC). Data was collected from 20 Saudi female students age (18+). The students' level ranges from mere beginners to Pre-intermediate. The students are high school graduates, who are specializing to be heart technicians, as a requirement of this major; they have to take an intensive English course for the first year and a half in order to be able to communicate in everyday situation since the program as a whole is taught in the English language

only. Bruder (1978) suggests the use of a checklist of eight criteria: level, objectives, style, language, age, time, convictions, and competency. He claims that these criteria should be considered from the viewpoints of teachers and students.

Williams (1983) argues for the design and application of a more systemic evaluative approach. Recognizing that the inherently complex nature of L2 teaching material evaluation has spawned various evaluation paradigms, Williams (1983) believes that the design and implementation of a single, comprehensive assessment framework would allow for both more consistent evaluation standards and impose optimal design criteria upon textbook designers. He proposes an evaluative scheme which assesses the effectiveness of the material from pedagogical, linguistic, general and technical perspectives. Textbooks should, therefore, be evaluated on their inclusion of general linguistic instructions and rules, their simplified presentation of linguistic techniques, such as grammatical and syntactical rules, their embrace of practice material, as in reading passages, which both teach language, as in vocabulary and grammar, and can function to guide students' writing skills and, lastly, on their provision of phonetics guides (William, 1983). The argued for, theoretically-informed, evaluation criteria would further function as a guide for the design of L2 textbooks.

Cunningsworth (1984) discussed the principles and criteria for course analysis. The criteria he suggested are discussed under the following headings: language content, selection and gradation of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials motivation and the learner, conclusions and overall evaluation. At the end of the book, he provided a checklist that should be used in course evaluation.

Tu'eimah (1985) proposed three different tools: a tool for language teaching textbook analysis, a tool for language teaching textbook evaluation, and a tool for measuring language teaching textbook readability.

The analysis tool consists of fifteen categories. These are the book's physical make up, the nature of the course, pre-preparation studies, the language of the book, method of teaching, language skills, grammar, vocabulary, linguistic drills, assessment and evaluation, cultural content, aids and activities, individualized learning, the teacher's manual and others. The evaluation tool consists of eight categories: pre-preparation studies, language content, language skills, methods of teaching, drills and evaluation, aids, physical make up, and overall impression.

2.2.4Evaluating the illustrations in ELT textbooks

Illustrations can be considered as the most important aspect of the design in EFL textbook. A colorful and appealing selection of the pictures is effective in terms of attracting students' attention in the language learning process (Sheldon, 1988). However, in most cases, the illustrations are criticized because of being childish and poor in quality (color and clarity).They also fail to reflect the actual scene presented in the relevant reading passages, listening scripts, tasks and exercises.

Graves (2000) criticizes the illustrations in a textbook wherein visual priority is given to a specific gender, class, race and culture. The clarity of the illustrations is of crucial importance since, in most cases, the information in the relevant material is transferred by the use of pictures. Further, a balance should be achieved considering the number of the pictures. More importantly, the illustrations should not depict materials in which the presentations are not demanding and appealing regarding the age range of the intended audience. In addition, if the pictures portray the authority of a specific gender (in most cases man) and culturally offensive scenes, this situation would result in negative reactions of the language learners. The clarity ands simplicity of the illustrations is of crucial importance since, in most cases, the information in the relevant material is transferred by the use of pictures (Dougill, 1987). Correspondingly, clear representations would not lead confusions in learners' minds in conceptualizing the input (Daoud & Celce-Murcia, 1979). Another role of the pictures should be to serve a functional purpose in order to sustain the practice of the relevant skill or issue presented in a particular page, otherwise, it is not appropriate to represent the pictures just for the sake of occupying space in textbook pages (Dougill, 1987; Sheldon, 1988; Graves, 2000). Sheldon (1988) discusses some of the common theoretical and practical problems in textbook design. He reviews literature on the subject of textbook evaluation and the previous evaluative proposals. Finally, he suggests an evaluation sheet which consists of seventeen elements: rationale, availability, user definition, layout and graphics, accessibility, linkage, selection and grading, physical characteristics, appropriacy, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money. He also provides several key questions to be asked about each feature.Ellis (1997) argues for the implementation of empirical evaluation methodologies. Proposing a two-part evaluative framework, Ellis (1997) maintains that L2 instruction material and textbooks should first be assessed

according to predictive standards. The implication here is that L2 teachers would independently evaluate the material in accordance with one of the numerous established evaluation checklists. Following evaluation and selection, the textbook/material is adopted. Subsequent to the use of the material, the second step in the evaluation process begins. Referred to as the retrospective evaluation process, teachers/evaluators are called upon to either "impressionalistically" assess the material according to their own perspectives of its efficacy or by involving the student and asking for their input on the material used (Ellis, 1997, p. 37). This evaluative approach, therefore, embraces the input of key stakeholders, both teachers and students.Chambers (1997) argues for the design and implementation of a standardized evaluative paradigm, within the context of single schools or districts. As he explains, L2 teaching is a complex and complicated undertaking and more often than not, individual instructors have their own preferences for teaching theories and styles. Accordingly, it is probable that each has his/her own preferences regarding L2 teaching materials. Schools generally rise above evaluation and selection controversies by imposing the choice of teaching materials upon L2 instructors. According to Chambers (1997), this is a counterproductive as it engenders resistance among L2 teachers towards the instruction material. It is in light of the stated that Chambers (1997) recommends that L2 teachers to be involved in the design of the evaluation material. Needless to say, this is a practical recommendation which constructively draws upon the teachers' pool of L2 teaching experiences. Hayes and Schrier (2000) contend that L2 English language instruction textbooks and teaching material should be evaluated on the basis of the explicated criteria. Specifically stated, when assessing the value and possible effectiveness of L2 teaching materials, it is incumbent upon evaluators to do so in light of the cultural-linguistic context of implementation. The reading exercise materials should draw from the students' cultural background and should utilize symbols, places, names and events that are both culturally familiar and identifiable. The instruction material should be presented in terms that are not just familiar to the student but which allow him/her to constructively utilize their pre-existing linguistic tools and knowledge for the more effective absorption of the new. The researcher used document analysis as the main instrument for conducting the current study as it is the most suitable one for the purpose of the study which is evaluating the reading texts for both English for Palestine-Grade 12 and TOP MARKS grade 12.This can be achieved through analyzing them in terms of a list of criteria to see to what extent they match the criteria.

2.2.5Approaches to Materials Evaluation in English Language Teaching

Rea-Dickins and Germaine (1994) state that ‘evaluation is an intrinsic part of teaching and learning’ (p.4) Evaluation plays a key role in education and it is important for the teacher since it can provide valuable information for the future going of classroom practice, for the planning of courses , for the management of learning tasks and students. Finally, evaluation is essential for the use of instructional materials such as textbooks.

Tomlinson (1998) defines materials evaluation as the systematic judgment of the value of materials in relation to the aims of the materials and the learners who are using them. What is more he points out that evaluation can be pre-use focusing on predictions of potential value. It can also be while-use focusing on awareness and description of what the learners are doing with the materials and it can be after-use so as to find out what happened as a result of using the instructional material.

Yumuk (1998) states that generally in the literature, materials evaluation is considered to be an‘interactive process’ which involves a deeper analyses of the materials used. This further implies ‘the dimension of focusing more closely on the interaction between teacher, learners and materials as an integral part of materials evaluation’ (p.11).

Ellis (1997) distinguishes two types of materials evaluation, namely, predictive evaluation and retrospective evaluation. A predictive evaluation is designed to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes. Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them, and this type of evaluation is called retrospective evaluation.Ellis (1997) indicates that there are two principles ways in which teachers can carry out predictive evaluation. One is to rely on evaluations carried out by expert reviewers who identify specific criteria for evaluating materials. However, in reviews of individual coursebooks the criteria can be inexact or implicit. The other way is that teachers can carry out their own predictive evaluations by making use of various checklists and guidelines available in the literature. The idea behind using such guides is to assist teachers carry out a predictive evaluation systematically, yet the author points out that ‘there are limits to how scientific such an evaluation can be’ (p.37). As Sheldon (1988) states, ‘it is clear that coursebook assessment is

fundamentally, a subjective, rule- of-thumb activity, and that no neat formula grid or system will ever provide a yardstick' (p.245).It is for the reason mentioned above that there is then a need to evaluate materials retrospectively because such an evaluation provides the teacher with feedback so as to determine whether it is worth using the material again. Thus, Ellis (1997) states that 'a retrospective evaluation serves as a means of testing the validity of a predictive evaluation and what is more, it may point to ways in which the predictive instruments can be improved for future use (p.37). As can be understood from the above definitions, both predictive and retrospective evaluations aim at making the teaching/-learning environment more effective. They both help teachers to make appropriate judging concerning the effectiveness of their teaching including the materials they used.Cunningsworth (1995) also talks about two types of evaluation. He claims that evaluation can take place before a coursebook is used, during its use and after use depending on the purposes for which the evaluation is being undertaken. The aim of a pre-use evaluation is to look future or potential performance of the coursebook. Inuse evaluation, on the other hand, refers to a kind of evaluation which is carried out while the material is in-use. However, post- use evaluation provides retrospective assessment of a coursebook's performance as Ellis (1997) has already mentioned. Post–use evaluation is useful for identifying strengths and weaknesses of the particular coursebook after a period of continuous use. As Cunningsworth (1995) states post evaluation is considered to be useful in helping to decide whether to use the same coursebook on future occasions.Reasons for materials evaluation activities are also many and varied. One of the major reasons for it is the need to adopt new coursebooks. Another reason as Cunningsworth (1995) emphasizes is to identify particular strengths and weaknesses in coursebooks already in use. Such activities also let teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books. Coursebook analyses and evaluation not only helps teachers to develop themselves but also helps them to gain good and useful insights into the nature of the material. Moreover, as Hutchinson (1987) points out materials evaluation not only serves the immediate practical aim of selecting teaching materials but also plays a critical role in developing teacher's awareness in a number of ways which are providing teachers to analyze their own presuppositions about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/ learning situation. As can be seen in the literature, materials evaluation is of vital importance since it leads to

a better understanding of the nature of a particular teaching-learning situation. Moreover, assessment and analyses of what's happening in the teaching/learning situation provide the teacher with gathering more information about the nature of a textbook or the material used. As mentioned by Hutchinson 'evaluation is a matter of judging the fitness of something for a particular purpose' (p.41).There are two main approaches that have an important role for the purpose of selecting, improving and modifying materials to suit the needs of learners and teachers in a particular teaching/learning context. These are called as macro approach and micro approach to evaluation of materials. A macro evaluation focus on an overall assessment of whether an entire set of materials has worked in relation to the needs identified. In a micro evaluation, however, the focus is on the evaluation of effectiveness of the tasks. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners and reveal certain weaknesses in the design of a task for future. (Ellis, 1997).

2.2.6 Standards for foreign language learning (SFLL)

"Success in meeting the social, political, and economic challenges in our linguistically and culturally diverse communities depends on large part on the ability of teachers to prepare students studying other languages to meet the communicative demands of these challenges." (Hall, 1999: 15). Phillips and Robert (1999: 1) points out that standards are used to assess product quality and there are criteria that assess conformity rest on upon which independent judges will universally agree. Performance quality needs standards to be assessed in which competency may reflect variables that include artistry, functionality, audience or user response and individuality. Wisconsin Department of Public Instruction (2001: 11) defines: Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it…Standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Content standards lie at the heart of education reforms. The design of content standards requires judging what students should know and be able to do as a result of their study of the world languages.

2.2.7 Criteria for Textbook Evaluation:

English language instruction has many important components but the essential constituents for many ESL/EFL classrooms and programs are the textbooks and instruction materials that are often used by language instructors. As Hutchinson and Torres (1994) suggest that the textbook is an almost universal element of [English language] teaching. Other theorists such as Sheldon (1988) agree with this observation and suggest that textbooks not only "represent the visible heart of any ELT program" (p.237) but also offer considerable advantages - for both the student and the teacher - when they are being used in the ESL/EFL classroom. Haycroft (1998), for example, suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. A second advantage identified by Cunningsworth (1995) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Hutchinson and Torres (1994) have pointed out that textbooks may play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own. Whether one believes that textbooks are too inflexible and biased to be used directly as instructional material or they actually help teaching and learning, there can be no denying the fact that textbooks still maintain enormous popularity and are most definitely here to stay. It is important to remember, however, that since the 1970's there has been a movement to make learners the center of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Moreover, they should not necessarily determine the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (Brown: 1995). Consequently, we must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. We should also

ensure "that careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program." (Cunningsworth, 1995 p.7). Sheldon (1988) has offered several other reasons for textbook evaluation. He suggests that a thorough evaluation would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses in textbooks already in use. This would go a long way in ultimately assisting teachers with making optimum use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts. One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Textbook evaluation, therefore, can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. As mentioned previously, if one accepts the value of textbooks in ELT then it must surely be with the qualification that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used. Although Sheldon (1988) suggests that no general list of criteria can ever really be applied to all teaching and learning contexts without considerable modification, most of these standardized evaluation checklists contain similar components that can be used as helpful starting points for ELT practitioners in a wide variety of situations. Preeminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum. Moreover, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment. Finally, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects,

content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution. Brown (1995) discusses the essential elements of a curriculum - needs analysis, objectives, testing, material, teaching, and evaluation, and shows how these components.Hanner (1991) points out the importance of textbooks. Textbooks give teachers ideas about what to teach and how to teach, often functioning as a basic syllabus for a class. As such, they strongly influence what type of teaching takes place. Low(1989) also argues that "teaching materials are one of the major determinants of what gets taught in language teaching programmes" (p. 136). As both Hanner and Low suggest, material is considered an essential component of the curriculum, and consequently material evaluation should be included in an evaluation of the curriculum.Skierso (1991) suggests a framework for textbook analysis. She argues that the first step for material evaluation is to gather information about the students' background, the course syllabus, and the learning context As a second step, she divides materials into five subsections: bibliographical data, aims and goals, subject matter, vocabulary and structures, and layout and physical makeup. In the same context, Cunnings worth (1995 cited in Richards 2001:258) proposes four criteria for evaluating textbooks, particularly course books:

1. They should correspond to learners' needs. They should match the aims and objectives of language learning program.
2. They should reflect the uses (present or future) that learners will make of the languages. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid " method".
4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and learner.Cunningsworth (1984) discussed the principles and criteria for course analysis. The criteria he suggested are discussed under the following headings: language content, selection and gradation of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials motivation and the learner, conclusions and overall evaluation. At the end of the book, he provided a checklist that should be used in course evaluation. Hong Xu (2004) carried out an evaluation study and investigated criteria for assessing ESL textbooks. The purpose of the study was twofold. First it aimed to develop a list of criteria for selecting ESL textbooks for high school

students in Alberta, Canada. Second, it aimed to identify issues that local ESL teachers face in textbook use. The study was based on three research questions concerning what the research literature and practising ESL teachers considered important when selecting a "good" ESL textbook.

The questions this research study aimed at answering were as follows:

1. What constitutes a "good" ESL textbook, according to research literature?

2. What do ESL teachers think about what the research literature says about what constitutes a"good" ESL textbook?

3. What other factors or criteria do ESL teachers consider when assessing or looking for an ESL textbook or resource?

This research study was based on a qualitative methodology including written questionnaires and recorded interviews. Six ESL teachers participated in the study and were used as both informants and respondents so as to answer those research questions. As a result of the study, four things seemed certain. First of all, the researcher stated that there was a need for a detailed textbook evaluation tool (TET) and ways to inform and train teachers to use it. Second, the study itself brought an increased awareness about ESL textbook selection, acquisition and use to a group of high school ESL teachers. Third, many more questions needed to be asked and answered before matters surrounding textbook use could be understood. Furthermore, another issue that the study revealed was that yet teachers found the following matter important when selecting and evaluating a textbook. These were use of standard English and quality of language used in the textbook and god editing, and attractive design and layout, easy to Access to components and content for organizing instruction, evidence of a developmental progression of content, topics that are of relevance and interest to student users, Canadian content (e.g. money and measurement), educational validity, variety of activities, a sufficient number of activities that fit all parts of the learning process, many activities on a similar theme or topic, follow-up questions for all readings , up-to-dateness and activities that could meet the needs of multi- level classes (p.23). The researcher concluded that this study on the characteristics of "good" ESL textbook examined only the perspectives of teachers and recommended that future research could be needed to solicit views of publishers; author-developers school administers curriculum specialists, educational consultants, parents and finally former ESL graduates and students.

2.3 What is Reading?

Some people may ask a question why do we read , what do we read , In other question what is reading and what purposes does it have ?

The researcher believes that reading is a main integrated part of the educational process although it can be linked to non educational aims such as reading for pleasure or enjoyment .Reading is considered to be one of the most important skills in language as it creates comprehension as well as understanding .

Wikipedia defines Reading as " a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement. Here we understand that reading is connected to text and reader and they complement as well as interact with each other.

Reading, according to Freire (1972, 1973), would mean reading the world, perceiving the relationship between text and context. Freire points out that the texts, the words and the letters of the context of reading incarnate in a series of things, signs and objects, and perceiving these, should provide a basis for experience which in turn fosters a perceptual capacity in the reader. Reading as an act of empowerment should provide the reader with access to a word universe that is, the readers' language used in his expression of his anxieties, fears, dreams and demands.

2.3.1 Types of Reading

There are two main types of reading : extensive reading and intensive reading.

2.3.1.2 Extensive Reading

Day and Bamford (1998:xiii), in the introduction of their book, declare that "in extensive reading, language learners read a large quantity of books and other materials that are within the learner's linguistic competence."

Krashen (1982) argues that extensive reading is reading through which students can acquire language and improve their reading skills because they are exposed enough to comprehensible language. It should be done in a low anxiety environment. Students should be flooded with a large amount of easy reading material with little follow up or

testing. It is self-selected reading. Extensive reading or reading for pleasure enables readers to acquire language unconsciously.

Nuttal (1996) argued that researches on extensive reading confirmed that it is influential in improving reading ability, motivation and attitude towards reading and it improves the overall linguistic competence. Vocabulary and spelling are also enhanced. Extensive reading is influential in developing not only reading comprehension but all language skills. The researcher concludes that extensive reading is related to what can be called 'reading for pleasure ' so students are not objected to systems of being examined in the texts they red .

2.3.1.3. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hamdan (1991) explains that the emphasis in intensive reading is on details that support the main points picked out at the skimming level. According to Broughton (1980:93) intensive reading is typically concerned with texts of not more than 500 words in length. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

In this context, Nuttall (1996:38) states that intensive reading involves approaching the text under the guidance of a teacher (the right kind of guidance) or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what the text means, but of how the meaning is produced.

2.3.2 Skills Involved in Reading

Reading involves a variety of skills. Many specialists prepared lists for these skills. For example Munby (1978) mentioned some of the skills involved in reading .He said that recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information and Selective extraction of relevant points from a text are considered to be skills involved in reading .Munby added that Interpreting text by going outside it, recognizing indicators in discourse as well as identifying the main point or important information in a piece of discourse are also involved in reading skills. On the other hand , Lunzer et al.(1979)

asserted that reading skills include word meaning , Words in context, Word meaning as well as finding salient or main ideas.

Hamdan (1991:5) states that the main skills involved in reading .He pointed out that the main skills include interpreting the meaning of word , relating word meaning in to sentence meaning, relating sentence meaning in to general understand of a text and using ones own knowledge of the outside world to make predictions.

Hamdan added that distinguishing the main idea from the minor ones, deducing the meaning of unknown words ignoring unknown words that contribute nothing to meaning, and understanding meaning relation: e.g., cause, result, purpose, time reference, contrast , paraphrase, definition, warning, conclusion , etc. are considered to be skills involved in reading .

Similarly Jordan (1997:143-144) enumerated some of the main strategies, skills and sub-skills utilized in reading .He claimed that skimming and scanning are of the main strategies in reading .Jordan pointed out drawing inferences and conclusions as well as deducing unknown words are included in reading skills.

2.4 The Educational System in Palestine

The Palestinian Education System comprises a mandatory basic cycle covering Grades 1-10, divided into the Preparation Stage (Grades 1 to 4) and the Empowerment Stage (Grades 5 to 10). Optional Secondary Education covers Grades 11 and 12, with the option of general secondary education, and a few vocational secondary schools. Secondary Education in Palestine is separated into academic courses (Literature or Science) and Vocational Education which offers courses in Religion, Commerce, Agriculture, Industry and Hotels/Catering. Enrolments in the scientific and vocational streams have continued to drop and those in the literary stream have increased a further: 3 out 4 students that pass the Tawjihi examination are from the literary stream. In 2005, only 3% of the secondary enrolment was in vocational streams. The PA Ministry of Education was established in 1994, following the Oslo I Accord, and the first ever Palestinian national curriculum was introduced into schools (in the 1st and 6th grades) in Sept. 2000 (replacing the Jordanian and Egyptian curricula that were used since the 1967 occupation in the West Bank and Gaza respectively).

2.5The educational system in Israel:

Senior high school includes grades 9-12 (tet, yud, yud aleph, and yud bet). Senior high schools fall into the category of independent recognized schools, and are operated by the municipalities or by various national authorities or associations, such as ORT, or by private boards of directors. The Ministry of Education supervises curricula and matriculation examinations, although the subjects considered obligatory vary according to each school's orientation. The subjects common to all students include History, Jewish Studies, Hebrew Language and Literature, Social Sciences, English, Natural Sciences, Mathematics, and Physical Education. Students may also choose to add on classes in such topics as physics, chemistry, biology, or an additional foreign language. The structure of the high school curriculum allows students to choose the scope, level, and pace of the subjects that they will study. The students are required to major in a particular subject area starting in the 11th grade. As there is a wide variety in the high school trends, it is difficult to generalize about the atmosphere in Israeli high schools. Students can at times be taking upwards of 10 subjects , which means that they have a considerable breadth of exposure. As a result of the emphasis on field trips and extracurricular activities, students are usually very involved in their schools. A wide range of activities is usually offered in high schools, including clubs, volunteer work, music, sports, films, etc. In addition, every class elects a class committee, and together all of the school's class committees choose representatives for a student council to represent the entire student body. The student council organizes events, publishes the student newspaper, and represents student interests to the administration.

LITERATURE REVIEW

1- Studies Related to Evaluating English for Palestine Textbooks

The content of English for Palestine- Grade nine textbook was evaluated by Ali (2010). The researcher tried to discover the weaknesses points in the reading texts and exercises in both Student and Workbook of English for Palestine-Grade 9. The researcher pursued the descriptive analytical approach. She took advantage of two tools to bring together the desirable data: a content analysis card and a structured interview. Ali listed about fifty items of a criteria to get the consequences of analysis .She also performed an interview to boost the outcome obtained of the criteria.

The results of the analysis showed that the reading texts in the textbook engaged a wide variety of topics authentic as well as values and good manners. It was found out that no reading texts were existed in this textbook and extensive reading was not included as well.

Concerning the text vocabulary, in all the reading texts, colours were used to clarify new vocabulary and the number of new vocabulary was suitable for 9th graders.

On the other hand, the researcher found out that there was no employment of exercises that require students to infer the author's attitude, differentiate between fact and opinion, recognize pronoun references, find meanings of new vocabulary in contexts, relate the text to their personal experience and to work out answers in pairs and groups.. The researcher recommended modifying the reading exercises by preparing an enrichment material that cover all the neglected skills.

In his study, Aqel (2009) aimed to evaluate the Palestinian 11th grade textbook from teachers' perspective. The researcher chose some variables such as gender, district, qualifications and years of experience in order to examine their roles among teachers' of evaluation degree of the New Palestinian English Textbook for the eleventh grade in Southern Nablus and Salfit districts.

The researcher selected a gender sample consisted of 60 male and female teachers who teach English for Palestine Grade 11. according to his 47 questionnaire items, he evaluated the textbook.

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

evaluation of the textbook due to the variables of qualification or experience. In the lime light of the results of the study, the researcher recommended that the 11th-English textbooks need to be revised frequently. In addition, The units of the textbook should be reduced so that teachers can cover the material efficiently and in time. The researcher also suggested conducting more evaluative studies for the upper stages textbooks, the 10th and 12th grades.

Al-Mazloum's study (2007) evaluated the content of English for Palestine- Grade Ten textbook which was evaluated in the light of foreign language learning principles. Its purpose was to find out 10^{th} Grade English for Palestine textbook matches the requirements of the new current standards within the allowed period for developments and innovations agreed upon by the Ministry of Education and Macmillan Press.

The researcher designed an analysis card as a basic tool to collect relevant data to process the study. The findings showed a variance in the frequencies of the standards. Communications standards scored the most and Comparison Standards came in the second rank to mark points of strengths.

Along with Al – Mazloum , there was also a variance in the frequencies of each standard in each unit of the textbook. The researcher pointed out that there should be more balance in the distribution of these standards among the units of the textbook since there are some relatively abandoned standards. Moreover, the findings showed good employment for topics in the textbook. Various topics were introduced throughout the twelve units. The study recommends establishing a follow-up research committee whose duty is to apply formative and comprehensive evaluation researches to attain more innovations and developments.

On the brink of the previous studies , Badawi(2007) endeavored to evaluate the content of English for Palestine Grade 10 textbook, which was planned for the tenth basic grade students in the West Bank and the Gaza Strip and has been taught since2004-2005, the author used the descriptive investigative method of research to carry out the study. He designed an analysis card that sought to collect data relevant to process the study. These data involved making a survey for the textbook so as to analyze the activities that match the standards set by the study.

This study showed a variance in presenting the standards of the foreign language learning. Communicative standards were highly prevailing in contrast with communities, connections and cultures standards. He pointed out that there should be

more balance in the distribution of the standards among the units of the textbook. These also showed good employment for topics in the textbook. Various topics were introduced throughout the twelve units.

The study recommended establishing a follow up research committee in order to apply formative and summative evaluation researches to achieve more innovations and developments. team work and cooperative learning methods.

Furthermore, in line with the preceding studies' aims, Masri's (2003) study aimed to evaluate the first graders' new English textbook *English for Palestine Grade 1* from teachers' perspective in the Northern Districts of Palestine. An evaluation scale was developed on the basis of language teaching and learning.

A questionnaire was developed for the purpose of this study. It incorporated fifty items distributed on the five domains of the study. The population of the study was all 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. Different statistical techniques were used to find out the results of the study. The results exposed 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 was (72.2 %). It was also found that there were significant differences in the degree of evaluation for the Palestinian English Textbook for the first grade in Northern Governorates due to educational level in favor of M.A degree holders. In addition, there were significant differences in the degree of evaluation for the Palestinian English Textbook for the first grade in Northern Governorates due to experience in agreement with those who had less than five years of experience.

2- Studies Related to Evaluating EFL Textbooks

In a study administered by Henriques (2009), the researcher's study purpose was to analyze, evaluate, and critique the content of the currently used Angola Secondary Schools EFL textbooks on the basis of current foreign language curriculum theories, and to determine how well these textbooks enable teachers to effectively teach English in their classrooms. This evaluation and analysis were conducted by performing a content analysis of the format and the content of the textbooks (reading passages, comprehension questions, exercises for vocabulary learning, and points of grammar). For the data collection, a checklist was applied to the two Angolan EFL textbooks.

The checklist was adapted from the American Council on the Teaching of Foreign Languages (ACTFL). Based on the results of this study, and on the current curriculum theorem, the two Angolan EFL textbooks were considered to be inapt for achieving the goals set forth by the Angolan Institute for the Development of Education. The two textbooks failed to conform with most criteria contained in the checklist. It was suggested that these two textbooks need to be substituted to accommodate the teachers' current practice in the classrooms.

In another study administered by Al-Yousef (2007) ,the study was conducted on the Third Grade Intermediate English Coursebook (CB) in Saudi Arabia " Say It in English " The author aimed to investigate the points of strengths and weakness in the CB throughout evaluating the textbook . The researcher used a retrospective mixed-methodology research design (both quantitative and qualitative) to evaluate the CB, which includes interviews/ document analysis (Micro-Analysis) and questionnaires (Macro-Analysis) with different populations: students, teachers, supervisors, and policymakers. The quantitative analysis was conducted with a total sample of 184 students, teachers and supervisors.

The Textbook Evaluation Tool (TET) contained 50 specific criteria in 14 categories. The results of the study revealed that both the teachers-supervisors and the students perceived the CB as rather adequate. Both the quantitative and the qualitative findings have shown that the content and the visuals of the textbook were among the categories that gained the most support, while gradation and recycling and supplementary material were the most poorly rated categories. The study set forth suggestions and recommendations for the improvement of the 2005 English CB.

Seda (2007) aimed to explore English teachers' attitudes towards the evaluation of the textbook *New Bridge to Success for 9th Grade New Beginners* (*NBS*) and the study also looked into teachers' perceptions concerning main characteristics of a model ELT textbook designed for high school students in Ankara. A questionnaire and an interview were the study tools used . In addition, the textbook *NBS* was used as core material for analyzing the data in terms of determining the correspondences and discrepancies between the teachers' reports and the actual features of the textbook.

The purpose of the questionnaire was to determine how the English teachers evaluate the textbook *NBS* . The follow-up interviews provided insight into teachers' suggestions and beliefs considering the features of a model ELT textbook designed for the high school students. According to the analyses, teachers' evaluations depicted agreement and disagreement considering the features of the textbook *NBS*. The findings also showed that the researcher's own observations of the textbook elements matched up the teachers' evaluations.

To assess the importance of the process of textbook evaluation, Yilmaz(2005) carried out a study that emphasized the importance of selecting and evaluating textbooks in the process of language teaching and learning. It revealed that materials evaluation was a highly tricky task for the teacher trainees. The author recommended that a close co-operation between lecturers and teacher trainees was needed to accomplish the ultimate goals contained in such a course.

The consequences also confirmed that the students are capable of making their own valuable judgments when evaluating textbook without becoming the slave of it once they have familiarized themselves with the procedure that were discussed. It was found that heavy dependence on certain textbooks has a detrimental effect on the teaching process. Instead, the task to be undertaken on the part of teachers was to be selective in the process of evaluating and selecting materials on the basis of students. particular needs and expectations.

Kumaki (2003) endeavored to discover the intonational features taught and treated in the context of TEFL at high school in Japan. The study examined related literature on overall intonational approaches and clarified the strengths of discourse intonation. Three surveys were conducted to collect pertinent data on intonation. Firstly, thirty two authorized English textbooks of Aural/Oral Communication for high school were investigated. Secondly, a short questionnaire survey was carried out on how close the

teachers' view was to the intonational treatment given by authorized textbooks. Thirdly, a survey with lesson plans and observation of demonstration lesson was conducted.

The findings suggested that intonation teaching at upper secondary schools has still confined to the grammatical approach and remained little changed. It was also found that the teachers' view on intonation was almost in line with that of the authorized textbooks, though they are rarely taught intonation in lessons. The study finally suggested conducting the same type of survey on intonation after each publication of new textbooks so as to gain up-to date results and maintain their validity.

Ansary, and Esmat's (2002) sought to outline the common-core characteristics of standard EFL/ESL textbooks . The researcher attempted to find out consensus among what makes a good standard EFL/ESL textbook. The researchers used ten EFL/ESL textbook reviews and ten EFL/ESL textbook evaluation checklists as an attempt to jot down points for and against a particular textbook. The researchers followed the same procedure to categorize the important criteria elements by which teachers may evaluate and select an appropriate teaching text. The result of the study showed what a set of universal features of EFL/ESL textbooks can be made: Approach, Content, Presentation, Physical make-up and Administrative concerns.

Kiyani (2002) conducted a research on comparative analysis of SSC and GCE-O level programme with special reference to science education. The key objectives of the study were to conduct a comparative analysis of policy objective, scheme of studies, curriculum objectives, contents, teaching methods and examination system of Pakistani secondary GCE-O level programme with special reference to Pakistan. The researchers explored through their studies that GCE-A level curriculum development process, core curriculum objectives, curriculum contents, teaching methods and examination system were better as compared to Higher Secondary School Certificate (HSSC) in Pakistan. The equipments and the teacher performance are better as compared to SSC level system.

Inözü (1996) in Turkey, the researcher aimed to provide guidelines to teachers in selecting and evaluating their instructional materials for preparatory classes in secondary schools. This evaluation study was based on the points of views of both teachers and students. In accordance with the purpose of the study, the main concern was to evaluate the secondary preparatory year coursebooks to see whether the characteristics of the book matched with the needs of the students. The subjects of the study were teachers and pre-students of two private colleges, one Anatolian high school

and vocational Anatolian high school in Adana. Data collection instruments used in this study were questionnaires given to instructors and students and interviews carried out again with instructors and students. Sixteen categories of evaluation criteria which covered all the characteristics of instructional materials and which were prepared by Chicago Board of Education (1986). The criteria were namely, purpose, objectives, front end analyses, content, audience, strategies, teaching aids, technical aspects, evaluation, overall design, field test, physical appear, philosophy, management, authorship, and cost.

Murdoch's study (2000) aimed at evaluating the coursebooks used in the Chungbuk Provincial Board of Education Secondary School Teacher's Training Sessions– South Korea. The researcher investigated skill presentation, material grading and sequencing ,material language element inclusion the relationship of tests exercises to materials and learning styles. These two-stage evaluation process represented the basic method of the coursebooks evaluation in the study.

The study showed an awesome praise from the learners for the books that provided evidence of their efficiency. The focus on listening and speaking skills and material content that were relevant and authentic seemed to reflect the learners' and the course teacher's goals. Their adaptability of the book was praised by the secondary school teachers. The book enabled the learners to reproduce material or speech again in their own teaching environment. It seemed to meet the course teacher intuitions made during the course selection. It also overcame many weaknesses that traditional and current textbooks, taught to Korean secondary school English teachers, may contain. The study findings pleased the Chungbuk Provincial Board of Education for the praise received from the secondary school teachers.

Al-Hijailan's study (1999) investigated the quality of the third-grade secondary school textbook in Saudi Arabian schools. The author used a questionnaire to collect the teachers' and supervisors' opinions about the textbook. Qualitative data were also collected from document analysis, content analysis, and interviews.

The results of the study revealed that the book's appearance, accompanying materials, academic content, cultural content, and evaluation techniques were satisfied in the textbook while the fulfillment of the national goals and the teaching methods were not. The results uncovered the areas of strengths, and weaknesses of the textbook. The areas of strengths included utilizing colors and teaching aids, having an informative teacher's book, a good organization, a good introduction, and employing the learners'

culture in a way that made learning English easier, faster, and interesting. The areas of weaknesses included having several books, goals were not known to teachers, the book's cover was not attractive, sequence of lessons was not appropriate, reading passages did not have questions and were not recorded in cassettes, some grammar items were repeated, and composition was guided.

The researcher suggested combining the pupil's book, the workbook, and the writing book into one book, making the book's cover more attractive by putting colorful pictures on it, reorganizing the sequence of the lessons, increasing and re-organizing grammatical items, recording the reading passages on cassettes, supporting reading passages with questions, putting model tests, and adding free compositions, translation and dictation. Finally, Al-Hijailan (1999) recommended that the textbook should be updated every five years.

The study of Rivas's (1999) presented an analysis of the reading component in a representative sample of ELT course books for intermediate level The study examined the way those course books reflect current theories on foreign language reading in their treatment of the reading skill. Based on the instructional implications of interactive models of reading, the analysis focused on the attempts to develop both lower-level processing skills and higher-level comprehension and reasoning skills in EFL learners. From this analysis, the researcher concluded that the course books seemed to reflect current interactive views on reading, although they differed in the number and type of activities included. According to Rivas ,the activities were deficient in various ways. This implied that EFL teachers need to supplement deficient reading activities to help learners become efficient readers.

Similarly, Al-Momani (1998) conducted a study to evaluate AMRA textbooks for the first and the second secondary classes in Jordan. To achieve that purpose, the researcher developed three evaluation instruments. The first one was two evaluation questionnaires, one for teachers and supervisors which contained (91) likert-type items covering eleven major characteristics of a good EFL textbook. Another questionnaire was designed for students which included (85) likert-type items concerning the characteristics of the textbooks. The second evaluation instrument was the interview form that consisted of (22) questions.

The third evaluation instrument was the observation form which included actual observations on teaching methods and use of evaluated textbooks in the classrooms. The results showed that the objectives of AMRA textbooks were based on teaching English

for communication, and they met the students' needs and interests, the vocabulary items were selected to suit the students' level and to facilitate communication, the grammar and structural functions were selected to suit students' backgrounds, the textbooks were good in terms of their general aspects; they were paginated correctly, clearly typed and free of misprints, the teaching aids, wall pictures and cassettes were not provided, the exercises in AMRA workbooks were not related completely to the material and their real life situations. It was also found that the teacher's book included model answers that help teachers of English understand the rationale of AMRA textbooks, listening and speaking skills were not stressed in AMRA textbook and that the number of allocated periods per week to cover the material was not suitable.

Marteini's study (1996) revealed the strengths and weaknesses of English language curriculum in three Indonesian private universities. The study aimed at answering the following questions: What do the students report as reasons for wanting to learn English? What are the strengths and weaknesses of the English language curricula as perceived by the students in three selected institutions of higher education in Jakarta? What directions for improving their English language curriculum do the students recommend? The sample of the study consisted of 58 enrolled students and 14 recent graduates from three institutions of higher education. Data were maintained through open- ended survey questionnaires.

The findings of the study revealed that motivations for learning English may be categorized into four variables: Language Competency 38%, Employment Opportunity19%, Personal Knowledge 19%, and Cultural Communication 11%.

The strengths across the institutions were the improvement of the skills of reading, writing, listening and speaking. Other strong areas were increased knowledge about culture and literature, helpful faculty members, and methods that encouraged students' participation in learning. Weaknesses included insufficient time for practicing English in class and uninteresting textual materials for some of the linguistic courses. Other weaknesses were inadequate amount of composition and translation assignments, too much lecturing as teaching method, and inadequate book collections school libraries.

The study preferred the methods of teaching that encourage participation and enlargement of library book collections. In addition, institutions and administrators were recommended to utilize students as a means for designing better curricula.

For evaluating EFL textbooks used in Jordan**,** Mu'men (1992) conducted a study in which he evaluated the new EFL 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 population of the study consisted of all EFL 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 results revealed that *PETRA* textbooks were judged to be adequate regarding rationale and objectives, language skills, grammatical structures and functions, vocabulary, content, students' book, workbook, audio-visual aids and the physical make-up of the textbooks.

On the other hand, teachers' evaluation pointed out the following negative aspects: too long reading passages, the role cards required much time, limited type of the writing activities and the readers did not sufficiently address scientific and technological subjects. In the light of the results of this study, the researcher recommended holding training programmes for EFL teachers and *PETRA* methodology. It was also recommended that other evaluation studies on the other *PETRA* textbooks be conducted in different areas in Jordan.

Saleh (1990)evaluated the second preparatory PETRA textbooks in Jordan. The sample of the study consisted of 45 male and female teachers from Irbid Preparatory schools. Ten trainers and three supervisors were also a part of the sample. The study instruments used were two scales developed by El-Mustafa (1988), one for teachers and the other for pupils. The results of the study revealed that there were significant differences at a= 0.05 between male and female teachers on the two variables, objectives and content; there was also a significant difference between the responses of teachers and trainers on the objectives variable; no significant differences were found among teachers due to experience, education or area.

The rationale and objectives of the textbook were suitable and clear for both teachers and pupils. It was also found that the reading material is relevant to the learner's life and background; the methods used in the book are perceived suitable to achieve the stated goal since they focus upon fluency and transfer of communication. On the other hand, it was found that the book did not include clear introductions for both teachers and pupils, and teachers were not asked to participate in selecting the objectives.

Al-Jaser (1988) conducted a comparative study to evaluate the English language textbook taught at the first grade boy's secondary schools and the textbook taught at the same grade in girl's secondary schools in Saudi Arabia. The researcher used a questionnaire of 73 items as a research instrument. English language teachers and supervisors participated in this study. The questionnaire was concerned to the introduction of the textbook , The target audience, the grounded theory of the textbook, the objectives of the course, the textbook's content, the textbook's language and style and Aids . The findings of this study showed that the textbooks that were evaluated did not adhere to all the criteria of a good textbook. In addition the degree of adherence to some criteria of a good textbook was not as strong as it should be. Moreover , the boys' book and the girls' book were similar to a large extent. The researcher explained the points of strength and weakness of the two books and recommended that these textbooks should be revised according to the students' gender, level, needs and further responsibilities. In an effort to evaluate the the first preparatory PETRA textbook , El-Mustafa's study(1988) developed two evaluation scales, one for teachers and covering the strength and weakness of eleven major characteristics of good textbooks. The pupils' scale consisted of 24 items tapping pupils' perceptions about the textbook. The sample of the study consisted of 29 first preparatory TEFL teachers (14 males, and 15 females), and 666 first preparatory pupils(327 males and 339 females). The results of the study revealed that there were statistically significant differences at a= 0.05 between the responses of male and female teachers on the three subscales, rationale, vocabulary, and general aspects. Also, there were differences between the responses of male and female pupils on the two subscales, vocabulary and structure, and general aspects. Regarding PETRA textbook , it was rated of having adequacy , objectivity ,as well as clarity of language skills used , methods of teaching and general aspect of the book . The researcher found out that the teachers were not consulted at all in selecting the textbook objectives. He added that clarity of instructions in PETRA textbook was inadequate. El Mustafa recommended that the teachers should participate in selecting the textbook objectives; clear instructions ought to be provided for both teachers and pupils because they are necessary to help the teachers recognize what to teach, and the pupils what to learn. According to the researcher , English language teachers should be trained in the main principles of language learning and the various techniques of current language teaching/learning .

Al- Jarrah, (1987) evaluated the new TEFL textbooks (PETRA) for the fifth and sixth elementary class in Jordan. He made an evaluation scale to determine the specifications of good quality textbooks and to analyze the main strengths and weakness in the textbook used by Jordanian fifth and sixth grades. The sample of the study consisted of 120 subjects including (40) TEFL experts and (80) elementary class teachers chosen by class sampling techniques. The materials to be analysed and evaluated were PETRA textbooks (i.e., pupils' book, work book, and teachers' book) for grades five and six. The findings of the study indicated that PETRA textbooks were good concerning rationale, objectives, language skills, and general aspects of PETRA series.

Commentary on the previous studies

Having reviewed those studies, the researcher's background has been enriched especially on specifying and identifying the procedures that researchers follow when conducting evaluation studies. In the current study, the researcher has been evoked to evaluate the Palestinian English Textbooks as very few studies evaluated them and even none of the studies evaluated the newly Palestinian textbook English for Palestine Grade-12. The researcher came out with his own criteria to evaluate the reading texts in English for Palestine-Grade 12 and the Israeli English textbook "TOP MARKS GRADE12 ". The researcher built these criteria after revising different sources (previous studies, related literature, books and institutions' publications) to build these criteria. Definitely, this study is intended to be distinguished from other studies by evaluating the reading texts in English for Palestine. Grade 12 and the Israeli English textbook "TOP MARKS GRADE 12" in three dimensions. Firstly, because most of the pre-mentioned studies have dealt with evaluating textbooks as a whole, this study is thought to take a new dimension by dealing with one skill that is reading. Secondly, the pre-mentioned studies evaluated textbooks in terms of international standard criteria set for the purpose of textbook evaluation, whereas in the present study, the researcher himself built the criteria of evaluation by adopting different items from different criteria . Thirdly, a few number of the pre-mentioned studies evaluated English for Palestine Series the present study is the first study to be conducted on evaluating the reading texts in the newly implemented Palestinian textbook "English for Palestine .Grade 12".The most important issue that the researcher benefited from is the variant results and findings that the studies gave. The majority of the studies confirmed that the textbooks

are well-designed and fulfill the textbook evaluation criteria as well as the learners' needs. The last comment to be made is the varied instruments used in the previous studies have given some insights to carry out this study effectively. Some of the important and suitable used tools to conduct these studies include analysis cards .

summary

This chapter included two main sections. The first section discussed main issues in evaluation ,reading types. Criteria of evaluation, and so on. These issues constitute great importance not only for curriculum and textbook evaluation but also for educationalists and teachers working in the field of teaching. No successful development and evaluation could be done without thorough understanding and implementation for the essence of curriculum and textbook evaluation bases. The second section reviewed twenty three previous studies that were very close to the topic the researcher is carrying out. It pointed out different aspects of analysis and evaluation that were investigated through the twenty- three studies reviewed.The researcher considered these studies as a rich resource for benefiting and conducting potential studies since they present various interests and targets needed in the specific situation for each researcher's society. The researcher reviewing these studies opened a further area of interest that represents a recent and unique point of contact. These studies helped the researcher form the core idea of his study. Focusing on content analysis, these studies gave a manipulation of inspirations towards determining the main strategies to be followed. Stepping into a new path does not mean that you can do without the experience of others. The researcher was illuminated by the others' achievements (academic research) through deep investigation into the main problems of the studies, purposes, procedures of study, and findings analysis. These studies represent accumulation of knowledge and experience in the field of syllabus evaluation. The most important issue that the researcher benefited from is the variant results and findings that the studies gave. Another benefit is the recommendations that these studies came out with. Most of the studies recommended carrying out more researches into the textbooks so as to ensure more quality and correspondence between the learners' needs, interests and level of proficiency on one side and the specifications of knowledge, facts, and skills included in the public or private teaching institutes, schools, and universities. The researcher's study can add more to these studies as the study topic is in light of new and modern trends that have just occurring (the Standards for Foreign Language Learning).

Chapter III

The Methodology

3.1 Research Design

Brown and Rodgers (2002:117) define the descriptive research as "A research that describes group characteristics or behaviors in numerical terms". They maintain that "the descriptive statistics are those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion"

The researcher conducted this method due to its relevance for investigating the extent to which the reading texts in English for Palestine-Grade 12and Israeli English Textbook "TOP MARKS" match the suggested criteria used in the analysis.

3.2 Instrumentations

3.3.1The Content Analysis Card

Content analysis is used as the research design for this study. White and Marsh (2006) define content analysis as a systematic, rigorous approach to analyze documents obtained or generated in the course of research and it is a research technique for making replicable and valid inferences from texts to the contexts of their use. Content analysis is an appropriate research method to use when manipulating large quantities of textual information to systematically identify certain characteristics or properties.

To achieve the purposes of the study, a content analysis card was used for collecting, describing and analyzing data regarding the content of the reading text in English for Palestine-Grade 12 and the Israeli English Textbook Grade 12 "TOP MARKS" in the light of the suggested criteria in the analysis card.

3.3.1.1 Constructing the content analysis card

After reviewing some books, previous studies, related to literature and institution's publications, the researcher built his own criteria to suit the purpose of the current study. Two checklists were designed as there are two different textbooks , but in order to get reliable results the same items were used in the checklists .The first criteria dealt with ten units and the second one that is related to the Israeli textbook was restricted to six units which are the book units. The English Language Curriculum (1999) which is produced by the Ministry of Education provides the researcher with the main reading skills to be acquired by 12th graders. These skills formulate some of the criteria of evaluating the reading exercises. The researcher borrowed some of the

criteria designed by specialists and international institutes that are concerned and interested in curriculum design and evaluation. These include' The Massachusetts Department of Education (2002) ',' Qattan Centre for Educational Research and Development (QCERD) (2007)",' Al-Jarf (2007)'and Matrix checklist.Habeeb ,Afana's observations and feedbacks enriched the researcher's study by adding some fruitful items to the content analysis card. Some items were deleted and others were modified. The researcher refereed the checklist by asking professors from The Islamic University of Gaza, Al Aqsa University as well as specialists and researchers from Ministry of Education to give their view points.

3.3.1.2Description of the content analysis card

Purpose of the Analysis:

The analysis aims at identifying to what extent the reading texts in English for Palestine -Grade 12 and the Israeli English Textbook" Grade 12""TOP MARKS ' match the suggested criteria for reading texts.

Sample of the Analysis:

All the (10) reading texts of English for Palestine – Grade12 and all the (6) reading texts of "TOP MARKS ".

Elements of Analysis:

The researcher built the criteria for evaluation after reviewing several sources. These criteria are the elements of analysis.

Units of Analysis:

The researcher considers the reading text as a unit for analyzing reading texts.

Limitations of the Analysis:

The analysis is for all the reading texts of English - Palestine – Grade12 and the Israeli for English Textbook "Grade "12 ""TOP MARKS ". The analysis includes text pictures, text vocabulary and text layout as well.

3.3.1.3Validity of the content analysis card

Al Agha (1996:118) states that valid test is the test that measures what it is designed to measure. To validate the content analysis card, it was shown to ten experts from different institutes in the field of education. Three of the referees were from the Islamic University-Gaza, , three from Al-Aqsa University, two of them were from the Ministry

of Education and two English language teachers,. See appendix(9) for the names of experts and referees .

The list of criteria was checked to ensure:

1-the suitability of the units, elements and limitations of the analysis.

2-the comprehensiveness of the dimensions of all the needed criteria.

3-the relevance of the items to the general dimensions .

4-the clarity of the criteria for analysis.

5-the correctness of the criteria linguistically.

Table (2.1)

The Number of Items in each Domain of the Analysis Card

NO.	Domain	No. of items
1.	The Reading Texts	11
2.	Text Vocabulary	8
3.	Reading Exercises	18
4.	Presentation and layout	8
5.	Contextual expected response	4
6.	Graphic Elements	4
Total		53

3.3.1.4 Applying the analysis card

The researcher held three workshops to train two other colleague researchers so as to conduct the analysis through the content analysis card. The researcher provided the researchers with the criteria for evaluating the reading texts and discussed with them how to conduct the analysis. For the second meeting, the researchers were asked to start analysis for units 1-3 in the English for Palestine Textbook and units1-3of the Israeli 12th Grade English Textbook "TOP MARKS" so that the researcher could check understanding of the colleague researchers. There was relative approximation among the researchers' collected data in the second meeting. After assuring the researchers involvement, they were asked to complete the analysis for all the units in the third meeting. The analysis is conducted through using a tick which indicates the presence of

the criterion or a cross which shows its absence. In some cases, the judgment was for the majority of the presence or absence of the criterion.

3.3.1.5 Reliability of the analysis card

McGrath (2002) defines *reliability* as the accuracy and consistency of the measurement resulting from an assessment. It is "the extent to which the same measurements of individuals obtained under different conditions yield similar results" (Everitt, 2002, p. 321). Four methods can be used to assess the reliability of an instrument : and these are retest method, alternative form method, split-halves method and internal consistency method (Key, 1997).

Mackey and Gass (2005:364) state that reliability is the degree to which there is consistency of scores students would receive on alternate forms of the same test.

To examine the reliability of the analysis card, the researcher asked for the cooperation of two researchers. The researcher conducted the analysis by making a survey to three units of the reading texts of English for Palestine-Grade 12and three units of TOP MARKS. The first and second colleague researchers did the same.

The aim is to find the correlation among the three results of the surveys for reliability.

The researcher used Holesti correlation to determine the reliability as the following:

Holesti Equation $R = \frac{2M}{N1+N2}$

R) refers to the consistency;(M) refers to the number of elements of the analysis**)** agreed upon by the analyzers; (N1&N2) refers to the elements of the analysis.

Table (3.2) shows the correlation among the three researchers.

Table (2.2) English for Palestine Grade "12"

Holesti: Reliability through Persons

Researchers	Points of Agreement	Points of Difference •	Total of points	Coefficient Correlation
Res. 1/ 2	277	47	324	85.49%
Res. 1/ 3	274	50	324	84.56%
Res. 2/ 3	269	55	324	83.24%
Total				84.43%

Table (2.3) TOP MARKS Grade "12"

Hilesti : Reliability through Persons

Researchers	Points of Agreement	Points of Difference	Total of points	Coefficient Correlation
Res. 1/ 2	288	36	324	88.88 %
Res. 1/ 3	286	38	324	88.27 %
Res. 2/ 3	290	34	324	89.50 %
Total				88.88%

3.3.1.6 Reliability Through Time

The researcher repeated the analysis of units 1-3 of English for Palestine and units 1-3 of "TOP MARKS " after three weeks. Then, he calculated the reliability through time by using Holisti Equation. Table (3.3) shows the reliability through time:

Table (2.4) English for Palestine Grade "12"

Reliability Through Time

Domains	Points of Agreement	Points of Difference	Total of points	Coefficient Correlation
The Reading Texts	29	7	36	80.55
Text Vocabulary	21	3	24	87
Reading Exercises	44	10	54	81.48
Presentation and layout	21	3	24	87.5
Contextual expected response	9	3	12	75
Graphic Elements	10	2	12	82.47
Total				**83.24%**

Table (2.5) TOP MARKS Grade "12"
Reliability Through Time

Domains	Points of Agreement	Points of Difference	Total of points	Coefficient Correlation
The Reading Texts	34	2	36	94.44
Text Vocabulary	17	7	24	70.83
Reading Exercises	51	3	54	94.44
Presentation and layout	21	3	24	87.5
Contextual expected response	10	2	12	83.33
Graphic Elements		5	12	58.33
Total				**81.47%**

3.4 Procedures of the study

1. Designing the evaluation criteria through reviewing the literature related to textbook evaluation and adopting some items from different international criteria.
2. Unifying the same criteria for the two different targeted textbooks.
3. Consulting a number of experts for verifying the tools (the content analysis card).
4. Modifying the analysis card according to the supervisors' recommendations and the referees' comments.
5. Applying the analysis card with the help of other two researchers.
6.Analyzing the collected data in the form of frequencies and percentages.
7- Giving interpretations and comments.
8- Presenting recommendations and suggestions.

Chapter IV

Data Analysis

Answer of question one:

What are the needed criteria for evaluating the Palestinian and the Israeli twelfth grade textbooks of reading texts?

1- The developed list of criteria for reading texts

One of the purposes of the study is to specify a list of evaluation criteria for evaluating the reading texts of English for Palestine Grade 12 and the Israeli 12th grade English textbooks "TOP MARKS " as stated in the first research question:

What are the needed criteria for evaluating the Palestinian and the Israeli twelfth grade textbooks of reading texts?

The suggested criteria that the researcher built can be a guide to identify the points of the similarities and the differences between the Israeli and the Palestinian twelfth grade textbooks in reading. The criteria developed are fifty-three items classified into six basic domains as follows:

1. The Reading Texts

1.1 help students to read extensively.

1.2 help students to read intensively.

1.3 use authentic texts.

1.4 Present topics related to the Palestinian and Israeli cultures and realities.

1.5 enrich student's general knowledge about different topics.

1.6 Present ethical values and good manners.

1.7 The cultural readings are interesting ,significant and appropriate for age level.

1.8 Students are asked to utilize the higher order thinking skills.

1.9 Texts include works that enable the reader to pursue further information.

1.10 Tasks are clear and unambiguous.

1.11 Include science and history selections

2. The Vocabulary Texts

2.1 contain suitable number of new(unknown) vocabulary (not more than 3% -5% from the whole number of the text words)

2.2 employ new (unknown) vocabulary that are concrete and abstract.

2.3 use colours to highlight new(unknown) vocabulary.

2.4 include guessable words.

2.5 vocabulary items are functional ,thematic ,authentic and practical.

2.6 There are themes that encourage projects outside the classroom

2.7 Provide direct instructions in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.

2.8 Students are introduced to appropriate information gap activities.

3. Reading Exercises

3.1 include a variety of questions

3.2 present clear instructions that can be understood by 12^{th} graders.

3.3 focus on pure reading. (based on reading).

3.4activate students' background knowledge before reading the text through questioning , picture reading , word clustering .

3.5 ask students to relate the text to their personal experience.

3.6 require students to find the main idea. (skimming)

3.7 require students to scan for specific information presented in the text .(scanning)

3.8 encourage students to find meanings of new vocabulary in contexts.

3.9encourage students to develop awareness about synonyms and antonyms.

3.10 help students to distinguish between cause and effect.

3.11 help students to distinguish between fact and opinion.

3.12 allow students to infer the author's attitude .

3.13 help students to make predictions(guessings) about the reading text.

3.14 let students draw conclusions(inferences)from information given in the text.

3.15 support students to make a summary of the reading text.

3.16 require students to work out answers in pairs and groups.

3.17 let the students identify the organization of the ideas in the reading passages.

3.18 allow students to infer the tone of the text.

4. Presentation and layout

4.1 the title is clearly presented to the learner.

4.2 sufficient margins on both sides.

4.3sufficient spaces between text lines

4.4 text is divided into paragraphs.

4.5 the objective is clearly presented to the learner

4.6. the general appearance of the text is appealing.

4.7 colour printing is used.

4.8 units are well organized and offer easy progression .

5. Contextual expected response

5.1 comprehension of the text depends on particular prerequisite.

5.2 supported pictures required to comprehend text.

5.3 items can be answered by taking words and phrases directly from the text.

5.4 explain how to enhance student comprehension while reading aloud.

6. Graphic Elements (Photographs, illustrations, maps, charts, etc

6.1 Graphics are located within the text rather than on pages

6.2Graphicas are consistently identified with call out, such as Figure one, Figure two, etc

6.3 Maps and charts include keys or legends that explain what the symbols mean.

6.4 Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.

Answer of question two:

To what extent do the reading texts in the Palestinian and the Israeli 12th grade textbooks match the suggested criteria?

2- Evaluating the reading texts:

After setting these criteria, the researcher designed a content analysis card and refereed it to analyze the reading texts and collect the relevant data concerning the second research question **:**

To what extent do the reading texts in the Palestinian and the Israeli 12th grade textbooks match the suggested criteria?

As two different textbooks need to be analyzed, the researcher used two forms so that each textbook is presented statistically separately. The results of the content analysis card are based on the six basic developed domains as follows:

English for Palestine " Grade 12 "

1. The Reading Texts

This domain contains (12) criteria related to the reading texts in Student Book . Table (3.1) showsthe percentage and frequency of each item in the first domain ,The Reading Texts.

Table (3.1)

Frequency & percentage of the items in The Reading Texts (The First Domain)

No.	Criteria	Mean of Frequency	Percentage
1. The Reading Text			
1.1	help students to read extensively.	0	0 %
1.2	help students to read intensively.	10	100 %
1.3	use authentic texts.	1	10 %
1.4	present topics related to the Palestinian culture and reality .	6	60 %
1.5	enrich student's general knowledge about different topics.	10	100 %
1.6	Present ethical values and good manners.	6	60 %
1.7	The cultural readings are interesting, significant and appropriate for age level.	9.33	93.3 %
1.8	Students are asked to utilize the higher order thinking skills.	5	50 %
1.9	Texts include works that enable the reader to pursue further information.	0	0 %
1.0	Tasks are clear and unambiguous.	8.33	83.3 %
1.11	include science and history selections.	3	27.27 %
Total		58.66	53.07 %

1.1help students to read extensively.

The item "help students to read extensively" took 0 %. This indicates that none of the reading texts is meant to be read extensively. Extensive Reading is the free reading of books and other written material that is not too difficult nor too easy! Extensive Reading is sometimes called Free Voluntary Reading**.** English for Palestine especially Grade 12 does not include such types of reading because students are obliged to be examined in the assigned textbook as a whole without deletion and English for Palestine is not optional but obligatory. There is no space fort the students to read.

1.3 help students to read intensively.

On the other hand, the criterion "help students to read intensively" had a very high percentage of100 % with the frequency of 10. This showed that all the reading texts in *English for Palestine-Grade 12* were meant to be read intensively. The result could be explained easily as English for Palestine Grade 12 is connected to "Tawjihi final Exam in which students are required to grasp every single detail in the whole textbook. Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to went of general reading skills.

1.3 Use of authentic texts.

In the light of the reading texts, it is obvious that the item "use authentic texts" received 10%. This indicates that one unit of the reading texts in *English for Palestine-Grade 12* is an authentic text. Designers of the 12th Grade textbook have illustrated this in the book's cover by showing that unit 6 " How organized are you "is an adapted extract from ' Choices Top Tips Tackling Personal Development ' fro The 7 Habits of Highly Effective Teens by Sean Covey (Franklin Covey Co , 1998), reprinted by permission of the publisher (p57).

1.4 present topics related to the Palestinian culture and reality.

Before tackling the item "present topics related to culture" it is necessary to explain what the term" culture" means. Culture means" literature, music and art but, instead, a shared system of attitudes, beliefs, values and behaviour ' English for Palestine 'Grade 12 " p (102). With regard to "topics related to the Palestinian culture", it is indicated that it achieved the percentage of 60 % with a frequency of 6. This reveals that six units out of the ten units in the textbook tackle topics related to the

Palestinian culture. Palestinian leaders and characters were discussed such as Yassir Arafat, Edward Saeed, Hisham Sharabi and Shoman .The Palestinian catastrophe wasillustrated, universities of Palestine are shown and so on. Moreover the whole of unit ten is about culture. All these evidences proved that English for Palestine present topics related to the Palestinian culture and reality.

1.5 enrich student's general knowledge about different topics.

A scrutiny of the scored percentages and frequencies of each item in the reading text in Table (4.1) showed that the item "enrich students. general knowledge about differenttopics " had the highest score of 100 % with the frequency of 10 (in all 10 units the textbook has). This means that in every unit, throughout the textbook, there was a new and different topic.

1.6 Present ethical values and good manners.

With reference to ethical values and good manners, this item got a percentage of 60 % with a frequency of 6. This indicateed that a good deal of ethical values and good manners was represented.

1.7 The cultural readings are interesting, significant and appropriate for age level.

Concerning "The cultural readings are interesting, significant and appropriate for age level' item , the criterion got a very high percentage of the mentioned criterion and it is included in almost the whole units of English for Palestine "Grade 12 ".

1.8 Students are asked to utilize the higher order thinking skills.

Regarding the item of higher order thinking skills. , the results analyzed showed a percentage of 50 % with a frequency of b5 .This indicates that five units have higher order thinking skills in English for Palestine " Grade 12 ".

1.9 Texts include works that enable the reader to pursue further information.

A scrutiny of the scored percentages and frequencies of each item in the reading texts in Table (4.1) showed that the item " Texts include works that enable the reader to pursue further information)" made a score of 0 % with the frequency of 0 (in the 10 units the textbook does not have texts include works that enable the reader to pursue further information.

1.10 Tasks are clear and unambiguous.

About Tasks are clear and unambiguous, this had 83.3 % with a frequency of 8.33. This indicated that Tasks were almost clear and unambiguous.

1.11 Includes science and history selections

Analyzing the reading texts, it was obvious that the item " include science and history selections " achieved 27.27%. This indicated that three of the ten reading texts in *English for Palestine- Grade 12* discussed topics that that re related to science or history.

2.The Vocabulary Texts

In this domain there are (8) criteria related to the reading text vocabulary in SB. Table (4.2) presents these criteria together with the frequency and percentage for each item.

Table (3.2)
The Frequency & Percentage of the Items in Reading Text Vocabulary (The Second Domain)

No.	Criteria	Mean of Frequency	Percentage
2. The Reading Text Vocabulary			
2.1	contain suitable number of new(unknown) vocabulary (not more than 3% -5% from the whole number of the text words)	10	100 %
2.2	employ new (unknown) vocabularies that are concrete and abstract.	2.3	23.3%
2.3	use colours to highlight new(unknown) vocabulary.	10	100%
2.4	Include guessable words.	7	70%
2.5	Vocabulary items are functional ,thematic ,authentic and practical.	8.6	86.6%
1.6	There are themes that encourage projects outside the classroom	2.6	26 %
2.7	Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.	6.6	66 %
2.8	Students are introduced to appropriate information gap activities.	5	50%
Total		52.1	65.23 %

2.1 contain suitable number of new(unknown) vocabularies (not more than 3% - 5% from the whole number of the text words)

About containing suitable number of new (unknown) vocabularies (not more than 3%-5% from the whole number of the text words), results showed that it had 100% with a frequency of 10. This revealed that the number of new vocabularies in all the reading texts are suitable for 12^{th} graders.

2.2 employ new (unknown) vocabularies that are concrete and abstract.

It was clear that the item "employ new (unknown) vocabularies that are concrete and abstract" got the least percentage in this domain. It got a percentage of 23% with frequency of2.3. This means that most vocabulary used in the reading texts are abstract ones.

2.3 use colours to highlight new(unknown) vocabulary.

In relation to "using colours to highlight new (unknown) vocabulary", the results showed that it was 100% with a mean of frequency of ten. This meant that in all the reading texts, the new vocabulary was highlighted by using the yellow coloured. It can be said that one of the prominent features of English for Palestine was the use of perfect design, coloured words; especially new ones which are referred to as highlighted words.

2.4 Include guessable words.

Concerning including guessable words, this had also 70 % with a percentage of 7. This showed that not all the new vocabularies were easy to be guessed by 12th graders and about seven units of the ten ones could be guessed**.**

2.5 Vocabulary items are functional, thematic, authentic and practical.

Concerning the criteria ' Vocabulary items are functional, thematic, authentic and practical the results showed that they achieved the percentage of 86.6 % with the frequency of 8.6. This showed that about nine out of the ten reading texts in *English for Palestine-Grade 12* were functional, thematic, authentic and practical.

2.6 There are themes that encourage projects outside the classroom

Analyzing the reading texts, it was obvious that the item " themes encourage projects outside the classroom " received 26%with a frequency 2.6. This indicates that quarter of reading texts in *English for Palestine- Grade 12* encourage projects outside the classroom.

2.7 Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.

As regards the point of " Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions " it got 66 % with a frequency 6.6.

2.8 Students are introduced to appropriate information gap activities.

In relation to " Students are introduced to appropriate information gap activities ", the results showed that it had 50%. This meant that in half of the reading texts, information gap activities were introduced.

3. Reading Exercises

This domain contains (18) criteria related to the reading text exercises in SB. Table (4.3) presents these criteria together with the frequency and percentage of each item.

Table (3.3)
The Frequency & Percentage of the Items in Reading Exercises
(The Third Domain)

No.	Criteria	Mean of Frequency	Percentage
3. The Reading Exercises			
3.1	Includes a variety of questions.	6	60%
3.2	presents clear instructions that can be understood by 12^{th} graders .	6	60%
3.3	focuses on pure reading. (based on reading).	8	80%
3.4	activates students' background knowledge before reading the text through questioning , picture reading , word clustering .	7.3	73%
3.5	asks students to relate the text to their personal experience.	5.3	53%
3.6	requires students to find the main idea. (skimming)	8.3	83%
3.7	requires students to scan for specific information presented in the text .(scanning)	8.6	86%

3.8	encourages students to find meanings of new vocabulary in contexts.	8	80%
3.9	encourages students to develop awareness about synonyms and antonyms.	9	90%
3.10	helps students to distinguish between cause and effect.	7.6	76%
3.11	helps students to distinguish between fact and opinion.	4.3	43%
3.12	allows students to infer the author's attitude .	9	90%
3.13	helps students to make predictions (guessings) about the reading text.	7.6	76%
3.14	lets students draw conclusions (inferences)from information given in the text.	8	80%
3.15	supports students to make a summary of the reading text.	10	100%
3.16	requires students to work out answers in pairs and groups.	3	30%
3.17	lets the students identify the organization of the ideas in the reading passages.	6.3	63 %
3.18	allows students to infer the tone of the text.	6.6	66 %
Total		128.9	67.84%

3.1 Includes a variety of questions.

With reference to the item, including a variety of questions. This received a Percentage of 60 % with a frequency of 6. This indicated that almost half of the units contained variety of questions, but this can not be enough because the more variety of questions the text has, the more comprehension and understanding students get.

3.2 presents clear instructions that can be understood by 12th graders.

With respect to the criterion "present clear instructions that can be understood by 12th graders", it got 60 % with a frequency of 6. This shows that approximately half of the instructions used in the reading exercises were to some extent clear and can be understood by 12th graders.

focuses on pure reading. (based on reading). 3.3

The item "focus on pure reading" got 80 % with a frequency of 8. This revealed that most of the reading exercises were pure reading exercises but there were also some what integrated ones.

3.4 activates students' background knowledge before reading the text through questioning , picture reading , word clustering .

Concerning the item of ' activating students ' 73 % was achieved with a mean of frequency of 7.3 .This indicated that a high percentage of the exercises included this item.

3.5 asks students to relate the text to their personal experience.

The item " ask students to relate the text to their personal experience. " was 53 % with a frequency of5.3. This meant that almost half of the reading exercises asked students to relate the text to their personal experience.

3.6 requires students to find the main idea. (Skimming)

With reference to require students to find the main idea. (Skimming), this had a high score in a percentage of 83 % with a frequency of 8.3. This indicated that a great deal of skimming was found in the reading exercises.

3.7 requires students to scan for specific information presented in the text .(scanning)

The item " require students to scan for specific information presented in the text .(scanning)" was 86 % with a frequency of 8.6. This revealed that most of the reading exercises focus on scanning i.e. looking for specific information or details.

3.8 encourages students to find meanings of new vocabulary in contexts.

About requiring students to find meanings of new vocabulary in contexts, this got 80 % with a frequency of 8. This indicates that the exercises that require students to find meanings of new vocabulary in contexts are nearly found in the whole units.

3.9 encourages students to develop awareness about synonyms and antonyms.

With regard to the criterion " encourage students to develop awareness about synonyms and antonyms. ", it had a very high score in a percentage of 90 % with a frequency of 9. This reveals that almost all the reading exercises contain synonyms and antonyms activities or exercises.

3.10 helps students to distinguish between cause and effect.

The item " help students to distinguish between cause and effect" got 76 % with a frequency of 7.6. This means that a great deal is a available in the reading exercises in the Student Book .

3.11 helps students to distinguish between fact and opinion.

Concerning the criterion "require students to distinguish between fact and opinion", it achieved 43 % with 4.3 frequency. This showed that exercises that require students to distinguish between fact and opinion are found only in nearly four units.

3.12 allows students to infer the author's attitude .

Referring to "require students to infer the author's attitude", it was 90 % with a frequency of 9. This indicates that exercises that require students to infer the author's attitude are found nine times in the reading exercises in SB.

3.13 helps students to make predictions(guessings) about the reading text .

With regard to the item requiring students to make predictions (guessings) about the reading text, it made 76 % with a frequency of 7.6. This means that almost more than two thirds of the pre-reading activities require students to make predictions(guessings) before reading the text.

3.14 lets students draw conclusions(inferences)from information given in the text.

Referring to" let students draw conclusions(inferences)from information given in the text", it was 80 % with a frequency of 8. This revealed that almost all of the exercises let students to draw conclusions(inferences)from information given in the text.

3.15 supports students to make a summary of the reading text.

With regard to the item " support students to make a summary of the reading text." it got 100 % with a frequency of 10. This illustrates that all of the exercises in SB require students to make summary of the reading text.

3.16 requires students to work out answers in pairs and groups.

In regard to the item "require students to work out answers in pairs and groups", it was 30 % with a frequency of 3. This illustrated that three of the exercises in SB requireed students to work out answers in pairs and groups.

3.17 lets the students identify the organization of the ideas in the reading passages.

Regarding the item " let the students identify the organization of the ideas in the reading passages" ,63% and a mean of frequency of 6.3 were achieved .This illustrated that a great deal of the item is represented in the reading exercises.

3.18 allows students to infer the tone of the text.

Referring to "require students to infer the author's attitude", it received 66 % with a frequency of 6.6. This indicated that exercises that require students to infer the author's attitude were found almost six in all the reading exercises in SB.

4. Presentation and layout

This domain contained (8) criteria related Presentation and layout in SB. Table (4.4) presents these criteria together with the frequency and percentage of each item.

Table (3.4)

The Frequency & Percentage of the items in Presentation and layout (The Fourth Domain)

No.	Criteria	Mean of Frequency	Percentage
4. Presentation and layout			
4.1	the title is clearly presented to the learner.	8.6	86%
4.2	sufficient mrgins on sides.	10	100%
4.3	sufficient spaces between text lines.	10	100%
4.4	text is divided into paragraphs.	10	100%
4.5	The objective is clearly presented to the learner.	6.3	63 %
4.6	the general appearance of the text is appealing.	8	80 %
4.7	colour printing is used	10	100%
4.8	units are well organized and offer easy progression	6.6	66 %
Total		69.5	86.8%

4.1 the title is clearly presented to the learner.

The item " the title is clearly presented to the learner " was 86 % with a frequency of 8.6. This shows that the title is clearly presented in about nine units out of ten.

4.2 sufficient margins on sides.

Regarding the sufficiency of margins on sides, it got 100 % with a frequency of 10. This reveals that the margins on sides are found in all the reading texts.

4.3 sufficient spaces between text lines

In terms of the sufficiency of spaces between text lines, it got 100 % with a frequency of 10. This means the spaces between text lines are found in all the reading texts and they are sufficient.

4.4 text is divided into paragraphs.

In respect to the item "text is divided into paragraphs", it got 100 % with a frequency of10. It is the highest percentage also. It illustrates that all the ten units of the reading texts are divided into paragraphs.

4.5 the objective is clearly presented to the learner

With reference to' the objective is clearly presented to the learner', this got a percentage of 63 % with a frequency of 6.3. This indicates that most objectives are clearly presented to the learner.

4.6 the general appearance of the text is appealing

Concerning the criterion " the general appearance of the text is appealing ", it got 80 % with 8frequency. This shows that eight units out of the ten units of the general appearance of the text is appealing.

4.7 colour printing is used.

In relation to " colour printing is used ", the results show that it got 100%. This means that in all the reading texts, colour printing is used**.**

4.8 units are well organized and offer easy progression

The item " units are well organized and offer easy progression " got 66 % with a frequency of 6.6. This shows that units are well organized and offer easy progression in about seven units out of ten.

5. Contextual expected response

This domain contained (4) criteria related to the Contextual expected response in SB. Table (4.5) presented these criteria together with the frequency and percentage of each item.

Table (3.5)

The Frequency & Percentage of the items in Contextual expected response

(The Fifth Domain)

No.	Criteria	Mean of Frequency	Percentage
5. The contextual expected response			
5.1	comprehension of the text depends on particular prerequisite.	6	60%
5.2	supported pictures required to comprehend text.	7.6	76 %
5.3	items can be answered by taking words and phrases directly from the text.	6.6	66%
5.4	explains how to enhance student comprehension while reading aloud.	0	0 %
Total		20.2	67.3%

5.1 comprehension of the text depends on particular prerequisite.

Regarding " comprehension of the text depends on particular prerequisite ", it was indicated that it had the percentage of 60% with a frequency of 6. This reveals that six units out of the ten units in the comprehension of the text depend on particular prerequisite.

5.2 supported pictures required to comprehend text.

With reference to" supported pictures required to comprehend text', results indicated that it took a percentage of 76 % with a frequency of 7.6.

5.3items can be answered by taking words and phrases directly from the text.

Pertaining the point of " items can be answered by taking words and phrases directly from the text**.**" it got 66 % with a frequency of 6.6. This indicates that about two thirds of items can be answered by taking words and phrases directly from the text.

5.4explain how to enhance student comprehension while reading aloud.

Analyzing the reading texts, it is obvious that the item " explain how to enhance student comprehension while reading aloud' got 0%. This indicates that none of the ten reading texts in *English for Palestine- Grade 12* explains how to enhance student comprehension while reading aloud'.

6. Graphic Elements (Photographs, illustrations, maps, charts, etc

This domain contains (4) criteria related to the Contextual expected response in SB. Table (4.6) presents these criteria together with the frequency and percentage of each item.

Graphic Elements (Photographs, illustrations, maps, charts, etc

Table (3.6)
The Frequency & Percentage of the items in Graphic Elements (Photographs, illustrations, maps, charts, etc
(The Sixth Domain)

No.	Criteria	Mean of Frequency	Percentage
6. Graphic Elements (Photographs, illustrations, maps, charts,			
6.1	Graphics are located within the text rather than on pages .	7	70%
6.2	Graphics are consistently identified with call out, such as Figure one, Figure two, etc	5.3	53%
6.3	Maps and charts include keys or legends that explain what the symbols mean.	5.6	56%
6.4	Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.	7	70%
Total		24.9	62.25%

6.1 Graphics are located within the text rather than on pages

In respect to the item " Graphics are located within the text rather than on pages". it received 70 % with a frequency of7. It illustrateed that seven out of ten reading texts contain graphics that were located with the text that they reader to rather than pages before or after it.

6.2Graphicas are consistently identified with call out, such as Figure one, Figure

The item "Graphicas are consistently identified with call out, such as Figure one, Figure two, etc" got 53 % with a frequency of 5.3.

6.3 Maps and charts include keys or legends that explain what the symbols mean.

With respect to the criterion " Maps and charts include keys or legends that explain what the symbols mean**.**", it got 56% with a frequency of 5.6. This shows that about half of the maps and charts in the textbook explain what the symbols mean.

6.4 Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.

The item " Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text" got 70 % with a frequency of 7. This reveals that each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.

12th Grade Israeli English Textbook "TOP MARKS "

1. The Reading Texts

This domain contains (12) criteria related to the reading texts in TOP MARKS. Table (5.1) shows the percentage and frequency of each item in the first domain "The Reading Texts".

Table (4.1)

Frequency & percentage of the items in The Reading Texts (The First Domain)

No.	Criteria	Mean of Frequency	Percentage
1. The Reading Text			
1.1	helps students to read extensively.	5.6	93.3 %
1.2	help students to read intensively.	6	100 %
1.3	use authentic texts.	6	100 %
1.4	present topics related to the Israeli culture and reality .	1	16.6 %
1.5	enrich student's general knowledge about different topics.	6	100%
1.6	Present ethical values and good manners.	2.3	38.8 %
1.7	The cultural readings are interesting, significant and appropriate for age level.	5	83.3%
1.8	Students are asked to utilize the higher order thinking skills.	6	100%
1.9	Texts include works that enable the reader to pursue further information.	6	100%
1.10	Tasks are clear and unambiguous.	4.3	72.2%
1.11	include science and history selections	3	50 %
Total		49.2	74.61 %

1.1help students to read extensively

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In contrast to English for Palestine's textbook, the results of TOP MARKS show that 12th Grade Israeli English Textbook is strongly concerned with the criteria "reading extensively. The item got a percentage of 93.3 % with frequency 5.6.

1.2help students to read intensively.

It is clear that the item "help students to read intensively" is totally equal to the results of English for Palestine .the results showed a percentage of 100 % with frequency 6 which is the number of unit of "TOP MARKS ".

1.3 Use authentic texts.

Concerning the content of the textbook of the Israeli 12th Grade textbook, all text is completely authentic in contrast to English for Palestine which is not in nine units out of its ten ones. Using authentic texts achieved a percentage of 100 % with frequency of six.

1.4 present topics related to the Israeli culture and reality.

Regarding the point of " present topics related to culture" it got 16.6 % with a frequency of 1. This indicates that only one unit of the six ones present topics is related to culture.

1.5 enrich student's general knowledge about different topics.

In respect to the item " enrich student's general knowledge about different topics", it got 100 % with a frequency of 6 . It illustrated that all the reading texts enriched student's general knowledge about different topics.

1.6 Present ethical values and good manners.

Concerning the criterion " Present ethical values and good manners" it got 38.8 % with 2.3 frequency. This showed that about two units Present ethical values and good manners.

1.7The cultural readings are interesting, significant and appropriate for age level.

Concerning the criterion " The cultural readings are interesting, significant and appropriate for age level ", it had 83.3 % with 5 frequency. This shows that The cultural readings are interesting, significant and appropriate for age level.

1.8 Students are asked to utilize the higher order thinking skills.

Regarding utilizing higher order thinking skills, it had 100 % with a frequency of 6. This revealed that the content is rich with higher order thinking skills.

1.9 Texts include works that enable the reader to pursue further information.

This item indicates one of the differences between the content f English for Palestine and 12th Grade " TOP MARKS .Meanwhile the criterion of English for Palestine received a percentage of TOP MARKS achieved a percentage of 100 5 with frequency of six. This indicates that the whole content of the Israeli 12th Grade Texts include works that enable the reader to pursue further information.

1.10 Tasks are clear and unambiguous.

In respect to the item " Tasks are clear and unambiguous ", it was72.2 % with a frequency of4.3. It illustrates that about two thirds of the six units of the reading texts have tasks that are clear and unambiguous.

1.11 include science and history selections

Analyzing the reading texts, it was obvious that the item " include science and history selections " got 50%with frequency of 3 .This indicateed that three units of the six reading texts of TOP MARKS- *Grade 12* include science and history selections .

2. Text Vocabulary

In this domain there are (8) criteria related to the reading text vocabulary in TOP MARKS. Table(4.2) presents these criteria together with the frequency and percentage for each item.

Table (4.2)

The Frequency & Percentage of the Items in Reading Text Vocabulary (The Second Domain)

No.	Criteria	Mean of Frequency	Percentage
2. The Reading Text Vocabulary			
2.1	contain suitable number of new(unknown) vocabulary (not more than 3% -5% from the whole number of the text words)	4.3	72.2 %
2.2	employ new (unknown) vocabulary that are concrete and abstract.	2.6	44.4 %
2.3	use colours to highlight		

	new(unknown) vocabulary.	0	0 %
2.4	Include guessable words.	5.3	88.8 %
2.5	Vocabulary items are functional ,thematic ,authentic and practical.	5.6	94.4 %
1.6	There are themes that encourage projects outside the classroom	0	0 %
2.7	Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.	5.3	88.8 %
2.8	Students are introduced to appropriate information gap activities.	6	100%
Total		29.1	61.075 %

2.1 contain suitable number of new(unknown) vocabulary (not more than 3% -5% from the whole number of the text words)

Concerning , containing suitable number of new (unknown) vocabulary (not more than 3%-5% from the whole number of the text words), results show that it got 72.2% with a frequency of 4.3. This reveals that some units have a large number of new vocabularies i.e. more than 3- 5 % from the whole number of the text words.

2.2 employ new (unknown) vocabulary that are concrete and abstract.

It is clear that the item "employ new (unknown) vocabulary that are concrete and abstract" got a low percentage in this domain. It got a percentage of 44.4% with frequency of2.6. This means that less half of the vocabulary used in the reading texts are abstract ones.

2.3 use colours to highlight new (unknown) vocabulary.

In contrast to English for Palestine which achieved 100 %, the content of TOP MARKS got the least percentage in which it got 0 % .This indicates that none of the new (unknown vocabulary) is highlighted or coloured.

2.4 Include guessable words.

In relation to " guessable words ", the results show that it got 88.8% with a mean of frequency of 5.3 . This means that a high amount of words can be guessed in the text.

2.5 Vocabulary items are functional ,thematic ,authentic and practical.

Concerning the criteria ' Vocabulary items are functional, thematic, authentic and practical the results show that they got the percentage of 94.4 % with the frequency of 5.6. This shows that most reading texts in *TOP MARKS Grade 12* are functional, thematic, authentic and practical.

2.6 There are themes that encourage projects outside the classroom

Analyzing the reading texts, it is obvious that the item encouraging projects outside the classroom "got 0% with a frequency 0. This indicates that none of the reading texts in *TOP MARKS - Grade 12* encouraging projects outside the classroom.

2.7 Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.

Regarding the point of " Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions " it got 88.8 % with frequency 5.3.

2.8 Students are introduced to appropriate information gap activities.

Totally different from the results of English for Palestine in the item " Students are introduced to appropriate information gap activities ", the results of TOP MARKS Show that it got 100 % with frequency of six. This means that in all of the reading texts, information gap activities are introduced**.**

3. Reading Exercises

This domain contained (18) criteria related to the reading text exercises in TOP MARKS. Table (5.3) presents these criteria together with the frequency and percentage of each item.

Table (4.3)

The Frequency & Percentage of the Items in Reading Exercises (The Third Domain)

No.	Criteria	Mean of Frequency	Percentage
3. The Reading Exercises			
3.1	Include a variety of questions .	6	100 %
3.2	present clear instructions that can be understood by 12^{th} graders .	5.3	88.8 %
3.3	focus on pure reading. (based on reading).	4.6	77.7 %
3.4	activate students' background knowledge before reading the text through questioning , picture reading , word clustering .	5	83.3 %
3.5	ask students to relate the text to their personal experience.	1.6	27.7 %
3.6	require students to find the main idea. (skimming)	6	100%
3.7	require students to scan for specific information presented in the text . (scanning).	6	100%
3.8	encourage students to find meanings of new vocabulary in contexts.	5.3	88.8 %
3.9	encourage students to develop awareness about synonyms and antonyms.	5.6	94.4 %
3.10	help students to distinguish between cause and effect.	3.6	61.1

3.11	help students to distinguish between fact and opinion.	3.3	55.5 %
3.12	allow students to infer the author's attitude .	5	83.3 %
3.13	help students to make predictions(guessings) about the reading text.	5.3	88.8 %
3.14	let students draw conclusions(inferences)from information given in the text.	4.3	72.2 %
3.15	support students to make a summary of the reading text.	6	100 %
3.16	require students to work out answers in pairs and groups.	2.6	44.4%
3.17	let the students identify the organization of the ideas in the reading passages.	4.6	77.7 %
3.18	allow students to infer the tone of the text.	4.6	77.7 %
Total		84.7	78.96%

3.1 include a variety of questions

With reference to the item, including a variety of questions, this took the highest Percentage in this domain by achieving 100 % with a frequency of 6. This indicates that all of the units contain variety of questions.

3.2present clear instructions that can be understood by 12th graders.

With respect to the criterion "present clear instructions that can be understood by 12th graders", it got 88.8 % with a frequency of 5.3. This shows that more than two thirds of the instructions used in the reading exercises are and can be understood by 12th graders.

3.3 focus on pure reading. (based on reading).

The item of focusing on pure reading shows results of 77.7 % with frequency 4.6 .

3.4 activate students' background knowledge before reading the text through questioning , picture reading , word clustering .

Concerning the item of ' activating students 8.3 % was achieved with a mean of frequency 5. This indicated that a high percentage of the exercises include this item.

3.5 ask students to relate the text to their personal experience.

The item " ask students to relate the text to their personal experience " got 27.7 % with a frequency of 1.6. This means that less than two of the reading exercises ask students to relate the text to their personal experience.

3.6 require students to find the main idea. (skimming)

With reference to require students to find the main idea. (Skimming), this got the highest score in a percentage of 100 % with a frequency of 6. This indicates that all reading exercises are based on skimming.

3.7 require students to scan for specific information presented in the text .(scanning)

The item " require students to scan for specific information presented in the text**. (** scanning)" got 100% with a frequency of 6 as skimming did. This reveals that allof the reading exercises focus on scanning i.e. looking for specific information or details.

3.8 encourage students to find meanings of new vocabulary in contexts.

Referring to the criterion of encouraging students to find meanings in context ,it got 88.8 % has appeared with 5.3 frequency.

3.9 encourage students to develop awareness about synonyms and antonyms.

Nearly all exercises seem to encourage students to develop awareness about synonyms and antonyms. The appearance of 94.4 % has ensured the idea mentioned above.

3.10 help students to distinguish between cause and effect.

Similar to the results of the content of English for Palestine, a frequency of 3.6 with a percentage of 61.1 % has appeared .This indicates that not all texts push students to distinguish between cause and effect.

3.11 help students to distinguish between fact and opinion.

Concerning the criterion "require students to distinguish between fact and opinion", it got 55.5% with 3.3 frequency. This shows that exercises that require students to distinguish between fact and opinion are found only nearly in three units.

3.12 allow students to infer the author's attitude .

Referring to "require students to infer the author's attitude", it got 83.3 % with a frequency of 5. This indicates that exercises that require students to infer the author's attitude are found in five units in the reading exercises in TOP MARKS, Grade 12.

3.13help students to make predictions(guessings) about the reading text.

With regards , to requiring students to make predictions (guessings) about the reading text, it got 88.8% with a frequency of 5.3. This means that almost more than two thirds of the pre-reading activities require students to make predictions (guessings) before reading the text.

3.14 let students draw conclusions(inferences)from information given in the text.

Referring to**"** let students draw conclusions(inferences)from information given in the text", it got 72.2 % with a frequency of 4.3. This reveals that almost all of the exercises let students draw conclusions(inferences)from information given in the text.

3.15 support students to make a summary of the reading text.

Totally similar to English for Palestine the criterion " support students to make a summary of the reading text." it got 100 % with a frequency of 10. This illustrates that all of the exercises in TOP MARKS require students to make summary of the reading text.

3.16 require students to work out answers in pairs and groups.

With regards to the item "require students to work out answers in pairs and groups", it got 44.4 % with a frequency of 2.6. This illustrates that less than three of the exercises in TOP MARKS require students to work out answers in pairs and groups.

3.17 let the students identify the organization of the ideas in the reading passages.

Regarding the item " let the students identify the organization of the ideas in the reading passages" ,77.7 % and a mean of frequency of 4.6 was achieved .This illustrates that a great deal of the item is represented in the reading exercises.

3.18 allow students to infer the tone of the text.

Referring to "require students to infer the author's attitude", it got 77.7 % with a frequency of 4.6. This indicated that exercises that require students to infer the author's attitudes.

4. Presentation and layout

This domain contains (8) criteria related Presentation and layout in TOP MARKS. Table (5.4) presents these criteria together with the frequency and percentage of each item.

Table (4.4)
The Frequency & Percentage of the items in Presentation and layout
(The Fourth Domain)

No.	Criteria	Mean of Frequency	Percentage
4. The Reading Exercises			
4.1	the title is clearly presented to the learner.	6	100 %
4.2	Sufficient margins on sides.	6	100 %
4.3	sufficient spaces between text lines.	6	100 %
4.4	text is divided into paragraphs.	6	100 %
4.5	the objective is clearly presented to the learner.	5	83.3 %
4.6	the general appearance of the text is appealing	4.6	77.7 %
4.7	colour printing is used.	6	100 %
4.8	units are well organized and offer easy progression	5.3	88.8
Total		44.9	93.7 %

It can be said that this domain is one of the most prominent features that TOP MARKS IS characterized with .So when the researcher answers the question of the similarities and differences between the two different textbook, this domain will be a fruitful area to be discussed through. It was clear through the results that most items in this domain got 100 % with frequency of 6 .

4.1 the title is clearly presented to the learner.

The item " the title is clearly presented to the learner " got 100 % with a frequency of 6. This shows that the title is clearly presented in about six units out of six.

4.2 sufficient margins on sides.

Regarding the sufficiency of margins on sides, it got 100 % with a frequency of 6. This reveals that the margins on sides are found in all the reading texts.

4.3 sufficient spaces between text lines

In terms of the sufficiency of spaces between text lines, it got 100 % with a frequency of 6. This means the spaces between text lines are found in all the reading texts and they are sufficient.

4.4 text is divided into paragraphs.

With respect to the item "text is divided into paragraphs", it got 100 % with a frequency of6. It is the highest percentage also. It illustrates that all the six units of the reading texts are divided into paragraphs.

4.5 the objective is clearly presented to the learner

With reference to' the objective is clearly presented to the learner', this got a percentage of 83.3% with a frequency of 5. This indicates that objectives are clearly presented to the learner in five units.

4.6 the general appearance of the text is appealing

Concerning the criterion " the general appearance of the text is appealing ", it got 77.7 % with 4.6 frequency. This shows that about five units out of the six units of the general appearance of the text is appealing.

4.7 colour printing is used.

In relation to " colour printing is used ", the results show that it got 100%. This means that in all the reading texts colour printing is used.

4.8 units are well organized and offer easy progression

The item " units are well organized and offer easy progression " got 88.8 % with a frequency of 5.3. This shows that units are well organized and offer easy progression in about five units out of six .

5. Contextual expected response

This domain contains (4) criteria related to the contextual expected response in TOP MARKS . Table (5.5) presents these criteria together with the frequency and percentage of each item.

Table (4.5)

The Frequency & Percentage of the items in Contextual expected response

(The Fifth Domain)

No.	Criteria	Mean of Frequency	Percentage
5. The contextual expected response			
5.1	comprehension of the text depends on particular prerequisite.	0	0 %
5.2	supported pictures required to comprehend text.	6	100 %
5.3	items can be answered by taking words and phrases directly from the text.	3.3	55.5 %
5.4	explain how to enhance student comprehension while reading aloud.	1.6	27.7 %
Total		10.9	45.8 %

5.1 comprehension of the text depends on particular prerequisite.

With regard to " comprehension of the text depends on particular prerequisite ", it is indicated that it got the percentage of 0% with a frequency of 0. This reveals that none of the six units in the comprehension of the text depends on particular prerequisite.

5.2 supported pictures required to comprehend text.

With reference to supported pictures required to comprehend text, results indicate that it got a percentage of 100 % with a frequency of 6.

5.3items can be answered by taking words and phrases directly from the text.

With regards the point of " items can be answered by taking words and phrases directly from the text**.**" it got 55.5 % with a frequency of 3.3. This indicates that about half of items can be answered by taking words and phrases directly from the text.

5.4 explain how to enhance student comprehension while reading aloud.

Analyzing the reading texts, it is obvious that the item " explain how to enhance student comprehension while reading aloud' got 27.7% with frequency 1.6. This indicates that about one unit of the six reading texts in *TOP MARKS - Grade 12* explain how to enhance student comprehension while reading aloud'

6. Graphic Elements (Photographs, illustrations, maps, charts, etc

This domain contains (4) criteria related to the Contextual expected response in TOP MARKS. Table (5.6) presents these criteria together with the frequency and percentage of each item.

Graphic Elements (Photographs, illustrations, maps, charts, etc

Table (4.6)

The Frequency & Percentage of the items in Graphic Elements (Photographs, illustrations, maps, charts, etc

(The Sixth Domain)

No.	Criteria	Mean of Frequency	Percentage
6. Graphic Elements (Photographs, illustrations, maps, charts			
6.1	Graphics are located within the text rather than on pages	6	100%
6.2	Graphics are consistently identified with call out, such as Figure one, Figure two, etc	6	100 %
6.3	Maps and charts include keys or legends that explain what the symbols mean.	3.3	55.5 %
6.4	Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.	5.6	93.3 %
Total		20.9	87.2 %

6.1 Graphics are located within the text rather than on pages

With respect to the item " Graphics are located within the text rather than on pages '. it got 100 % with a frequency of 6. It illustrates that all the six reading texts contain graphics that are located with the text that they reader to rather than pages before or after it.

6.2Graphicas are consistently identified with call out, such as Figure one, Figure two, etc

The item "Graphics are consistently identified with call out, such as Figure one, Figure two, etc" got 100 % with a frequency of 6.

6.3 Maps and charts include keys or legends that explain what the symbols mean.

With respect to the criterion " Maps and charts include keys or legends that explain what the symbols mean**.**", it got 55.5% with a frequency of 3.3. This shows that about half of the maps and charts in the textbook explain what the symbols mean.

6.4 Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.

The item " Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text" got 93.3% with a frequency of 5.6. This reveals that each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.

Answer of Questions three:

What are the areas of similarities between English for Palestine and TOP MARKS in the reading texts.

3.1 The areas of similarities between English for Palestine and TOP MARKS in the reading texts.

In an answer to the research fourth question "What are the similarities between the Israeli and the Palestinian twelfth grade textbooks in terms of the suggested criteria for the reading texts? The researcher found out the following similarities.

Concerning the reading texts, both reading texts include tasks that are related to reading intensively. It can be said that in the two different textbooks, topics related to culture and reality were presented but the Palestinian topics were slightly more. Presenting ethical values and good manners was apparent in the two contents with approximately fifty percent in both. In the criterion which is concerned with high order thinking skills, both contents show similarities at this regard, but the content of TOP MARKS seem to be more interested in high order thinking skills. Employing science and history selections got the same percentage in the two textbooks.

Referring to text vocabulary, two items need to be excluded and the other six items are similar in which the amount of unfamiliar vocabulary used is suitable .Also words introduced can be easily guessed and the vocabulary items are functional and practical. Using examples, definitions as well as descriptions really provide direct instructions in ways to use content to understand word meanings in the two different textbooks.

In relation to the reading exercises, the points of employing synonyms and antonyms are found in the content of both English for Palestine and TOP MARKS. Moreover, skimming and scanning are widely used in both textbooks although TOP MARKS is more interested than English for Palestine in both skimming and scanning. Making summary of the text as well as inferring the author's attitude and drawing conclusions were found in the two textbooks. Concerning presentation and layout, all items in the content of the two books were approximately similar although the item which is related to the objective, it was found out that the objective is more clearly presented in TOP MARKS .Referring to contextual expected response, both textbooks use pictures to support comprehending the text. Both textbooks contain charts, graphics and maps to make students comprehend more. Finally it can be said that the most similarities are found in the fourth domain which is related to presentation and layout.

Answer of question four :

3.2 What are the areas of differences between English for Palestine and TOP MARKS in the reading texts.

3.2 The areas of differences between English for Palestine and TOP MARKS in the reading texts.

It was found that extensive reading is not included in *English for Palestine-Grade 12* as the main objective of teaching reading is intensive reading whereas extensive reading is widely included in TOP MARKS Grade 12.In addition, all texts in TOP MARKS are authentic, this can be pointed out by seeing the name of the newspaper or book that the text has been adapted from .On the cover of the book, the author has included names and authorities who have permitted adapting these articles or texts.

On the other hand only one unit of English for Palestine is authentic which is unit six and the book's cover has included this by taking permission from the publisher. In English for Palestine Grade 12, There is no much employment of exercises that require students to infer the author's attitude, distinguish between fact and opinion, recognize pronoun references, find meanings of new vocabulary in contexts, relate the text to their personal experience and to work out answers in pairs and groups, but in TOP MARKS it is employed much more.

Concerning highlighted or coloured new vocabularies, they are apparently employed in the whole units of English for Palestine Grade 12; however they are completely neglected in TOP MARKS Grade 12.Information gap activities are clearly introduced in the whole units of TOP MARKS Grade 12, but in English for Palestine few activities were used.

Another significant point which needs to be mentioned is that in TOP MARKS Grade 12 , students are left for further information or titles to be searched and many related titles are written down to make students search and get more knowledge ,but in English for Palestine this point seems to be completely absent .

Making projects and group work or pairs seem to be little employed in English for Palestine however in TOP MARKS they are more employed. Meanwhile making projects is nearly used in English for Palestine, it is totally neglected in TOP MARKS. In relation to the reading exercises, the TOP MARKS seem to be more suitable in containing variety of questions, presenting clear instructions than English for Palestine.

Concerning presentation and layout, the item which is related to the objective, it was found out that the objective is more clearly presented in TOP MARKS.

In English for Palestine the use of prerequisite is employed but in TOP MARKS it was totally neglected. In English for Palestine reading aloud is more used than TOP MARKS. Graphics were more gently used in top marks than English for Palestine.

Both textbooks of TOP MARKS and English for Palestine employ pictures, charts, figures and graphics, but in TOP MARKS these graphics were referred to in numbers and illustrations which enabled the students to relate these maps, charts to the text and connect them more appropriately. English for Palestine contain such things but without giving any indications to numbers or illustrations.

Chapter V
Study Findings

Discussion of Question two

to what extent the reading texts in Student Book of English for Palestine-Grade 12 and TOP MARKS match the suggested criteria of the reading texts.

The research second question is trying to find out to what extent the reading texts in SB of *English for Palestine-Grade 12 and TOP MARKS match* the suggested criteria of the reading texts. The following is a discussion of the results which are divided into the main six domains as follows:

1. The Reading Text

1.1 Helping students to read extensively

Concerning the item "help students to read extensively ", it is not included in English for Palestine – Grade 12 though it has a significant impact on the learners' development. Richards and Renandya (2002) argue strongly for extensive reading in the second language Curriculum. From the researcher's point of view , neglecting extensive reading is not excused as it enriches the learner's background knowledge, encourage learners to read self- selected m large amounts of meaningful language .In many textbooks that have been reviewed , the researcher observed the presence of extensive reading clearly. On the other hand, TOP MARKS encourages students to read extensively. The researcher found out that English for Palestine has a percentage of 0 %. Similar to the study of Ali (2011), it was found out that English for Palestine focuses on intensive reading . Ali (2011) and Barzaq (2007) found that extensive reading is lacked in *English for Palestine grade six and seven*, whereas Israeli 12th Grade TOP MARKS got a percentage of 93.3 %. These results show that TOP MARKS is rich with topics that encourage students to read extensively.

1.2 Helping students to read intensively

The criterion "help students to read intensively" got the highest percentage of100 % with the frequency of 10. This reveals that all the reading texts in *English for Palestine-Grade 12* are meant to be read intensively. In TOP MARKS, all textbooks are related to intensive reading topics.

1.4 Using authentic texts

Analyzing the reading texts shows that using authentic texts got 10%. This means that only one unit of the ten reading texts in *English for Palestine- Grade 12* is an

authentic text. This was confirmed throughout reviewing the book's cover. The publisher which is"Macmillan Company included all what have been adapted or extracted whether they are photos, articles or graphics. So it can be observed that only the comprehension text of unit six has been adapted by taking permission from the author and designers of the 12th Grade textbook has illustrated this in the book's cover by showing that unit 6 " How organized are you "is an adapted extract from ' Choices Top Tips Tackling Personal Development ' fro The 7 Habits of Highly Effective Teens by Sean Covey (Franklin Covey Co, 1998), reprinted by permission of the publisher (p57).

Richards(2001: 253) Pinpointed many advantages for using authentic materials in language programmes. One of these advantages was that " They provide authentic cultural information about the target culture". Meanwhile the content of the Israel 12th Grade textbook TOP MARKS is basically designed to be made authentic. So it is found that all the six units of TOP MARKS are authentic texts. The researcher believes that authentic texts can be motivating and interesting as it reflects the language of its people and can be more addressing than artificial ones.

1.5 Presenting topics related to the Palestinian and Israeli cultures and realities.

With regard to "present topics related to culture", it got the percentage of 60 % with a frequency of 6. This indicates that six out of the ten units in the textbook tackle topics related to culture. In TOP MARKS, the result score is 10 %. This means that only unit six in TOP MARKS discusses topics related to Israeli culture. The researcher could understand the reason of not including topics related to Israeli culture because the whole textbook is purely adapted and the topic in unit six was adapted from Jerusalem Post which is a Jewish Newspaper.The abundance of cultural content goes in line with the General Goals of The English Language Curriculum as stated by the Ministry of Education, as well as with Core Curriculum objectives, namely: developing cultural awareness. Ali (2010) confirmed that English for Palestine Grade -9 has topics related to culture; especially Palestinian .She claimed that four reading texts are related to the Palestinian culture and reality but she recommended adding more. Regarding this issue, Pang (2004) stated that having rich cultural knowledge will affect our understanding and appreciation of the written text.

Also Williams (1999) points out that successful reading is affected by the way the subject matter relates to the pupils' existing cultural and general knowledge or to

subject-specific knowledge. Students will be helped in their reading if some of the information is already understood. Shawa (2011) whose main thesis is about

Evaluating the Cultural Content of *English for Palestine* Secondary Stage Textbooks, talked in details about culture in English for Palestine Textbooks Grade 11 - 12. Shawa found out that more than half of the entire activities included in the two textbooks analyzed are culturally oriented. On the contrary, Almazloum (2007) study, claimed that culture poorly appeared in *English for Palestine*, Grade 10. The researcher believes that having five units that focus on culture in one textbook is satisfactory and that it is not a problem if English for Palestine has universal cultural topics as Shawa and Mazloom claimed.

Table (5.1)
Topics related to the Palestinian culture and reality

Unit	Title of the unit	Reason
3	**Don't throw it a way**	It talks about Gaza City Council and gives advice to the people on how to save water.
4	**Engineering a better future**	In the Integrated Skills, it discuses the idea of Gaza as a tourism destination by showing with pictures Gaza with its cities m valleys and heritage.
5	**Money matters**	In lesson 7 & 8 the whole passage is the Palestinian founder of The Arab Bank Abdul Hameed Shoman
6	**Getting your life organized**	A Palestinian students from AL Najjah University talks about her life at university and gives tips for first year students how to get started and organize their life.
9	**Palestinian around the world**	Lesson 7 & 8 tackles the Palestinian characters and leaders who have done so much to their country .They are Yassir Arafat, Edward Saeed an Hisham Sharabi
10	**Communicating across cultures**	It talks about Palestinian traditions and how the Palestinians behave in contrast to the cultures of others.

Table (5.2)

Topics related to the Israeli culture and reality

Unit	Title of the unit	Reason
6	**MISINFORMATION**	It talks about Kibbutz Nitzanim in which a battle took place between the Israeli and Egyptian forces in 1948 which the Israelis call the War of Independence.

1.5|Enriches student's general knowledge about different topics

In English for Palestine the results show that the item "enriches student's general knowledge about different topics "got the highest score of 100 % with the frequency of 10. This shows that in every unit, throughout the textbook, there is a new and different topic. In TOP MARKS Grade- 12, the item also got a percentage of 100 %.

So all evidences prove that every unit in both textbooks has a new and different topic so that students could enrich their general knowledge throughout reviewing these topics. Many studies have been conducted on evaluating English for Palestine in different grades found out that English for Palestine is deeply focusing on introducing different topics. The study of Ali (2010), Al- Mazloum (2007) found good employment for topics in the textbooks they analyzed.

1.6 Presens ethical values and good manners.

Concerning the values and good manners, it got the percentage of 80 % with the frequency of 8. This demonstrates that eight out of the ten reading texts of *English for Palestine-Grade 12* present values and good manners. When analyzing the reading texts, it was found that many values and good manners are presented in the reading texts. Table (6.3) indicates the values expressed in the reading texts throughout the textbook. Out of surveying the textbook's units, it is found that values and good manners are clearly reflected and this is because English for Palestine is basically targeting Palestinian students who are Muslim Arab ones. In TOP MARKS , the researcher could conclude that TOP MARKS was not nationally designed but commercially by companies . The designers were interested in introducing the textbook academically and they were not nationally oriented to a large extent.

Table (5.3)

Values Survey throughout the Textbook English for Palestine

Unit	Title of the reading text	Values expressed
3	**Environmental sense makes economic sense**	Cooperation-Environmental sense-Determination –Self respect
5	**Builders of the Modern Arab World**	Honest behaviour- Great determination-Patriotism-
6	**Getting your life organized**	Love- Helping others- Time management
7	**Dealing with stress**	Dealing with situations – Giving advice –Respect of others desires-Love
8	**Your future world of work**	Advice- cooperation – Building character- Planning for future
9	**Palestinians around the world**	Equality-Justice- Freedom- Peace

Table (5.4)
Values Survey throughout the Textbook in TOP MARKS

Unit	Title of the reading text	Values expressed
5	**Money matters**	Love- Family unity- cooperation – respect- Social behaviour-
6	**M ISINFORMATION**	Freedom- Great determination-Patriotism-

1.7 The cultural readings are interesting, significant and appropriate for age level.

Referring to the item " The cultural readings are interesting, significant and appropriate for age level" it got the percentage of93.3 with frequency of 9.33 .

This shows that more than nine units of the content of English for Palestine Grade – 12 contains cultural readings that re interesting and significant as well as appropriate for age level .Throughout the researcher's experience as a teacher , it is noticed that almost all the reading texts are appropriate for age level and are significant .

When students study topics about how others behave , how people organize their life , how globalization changes the world , they learn and get significant knowledge about the world ,students only found some difficulty in unit four comprehension texts as it talks about project .They complain because the text does not have prerequisite and not so much keywords or questions are available .

1.8 Students are asked to utilize the higher order thinking skills.

Regarding the item of higher order thinking skills, the results analyzed showed a percentage of 50 % with a frequency of 5 .This indicates that five units have higher order thinking skills in English for Palestine " Grade 12 ".

Regarding utilizing higher order thinking skills, it got 100 % with a frequency of 6. This reveals that the content Of TOP MARKS is rich with higher order thinking skills. Rohani (2002) said that Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Passey (1999) added that "Higher order thinking skills mean that students can compare m evaluate, find solutions to problems, give reasons, analyze, create, compare and question ". Any activity which seeks to generate creativity should involve at least a number of the different elements in the list associated with creativity: searching all topics; generating ideas; developing ideas; hypothesizing; applying, seeking innovative alternatives, imagination. These elements can help in generating higher order thinking skills .Types of exercises and activities can judge whether any textbook has higher order thinking skills. Based on these elements and throughout analyzing the content of English for Palestine and12th Grade TOP MARKS , the researcher found out that English for Palestine – Grade 12 lacks such types of exercises and activities to a large extent.. On the other hand TOP MARKS Grade -12 is distinguished by this merit as the researcher found out through analysis that it took a percentage of 100 %. Although some units in English for Palestine have some items that are related to higher order thinking skills , it is clear that in Top MARKS they are widely used in every unit. See appendix (1) for Higher order thinking skills activities and exercises throughout the Textbook in English for Palestine Grade – 12 and TOP MARKS .

Table (5.5)
Higher order thinking skills activities and exercises throughout the Textbook in English for Palestine Grade – 12

Unit	Title of the reading text	Higher order thinking skills expressed
1	**Black gold**	Compare-Analyse –Think-Make notes-Relate-Question-Say what you think
4	**Engineering a better future**	Explain –Find-Compare-Refer to –Think-Say what you think
5	**Money matters**	Find –Think-Produce-Express
7	**Dealing with stress**	Problem solving Say what the following mean-Say what you think-Give reasons –
8	**Your future world of work**	Analyse-Imagine –Explain-Decide

Table (5.6)
Higher order thinking skills activities and exercises throughout the Textbook in TOP MARKS Grade – 12

Unit	Title of the reading text	Higher order thinking skills expressed
1	Looking Forward	Identify-Analyse-Think-Find-Search-Give reasons-Give opinion-Communicate-Discuss-Guess-Role play—Express –Recognise-Give examples

1.9Texts include works that enable the reader to pursue further information.

In English for Palestine, a scrutiny of the scored percentages and frequencies of the item in the reading texts shows that the item " Texts include works that enable the reader to pursue further information)" got a score of 0 % with the frequency of 0 (i.e. the 10 units the textbook does not have texts include works that enable the reader to pursue further information. However in TOP MARKS the six units contain works that enable the reader to pursue for further information .At the bottom of each comprehension text , many titles are presented for students to search and widen their knowledge.

1.10 Tasks are clear and unambiguous

In respect to the item "Tasks are clear and unambiguous ", it got 83.3 %. This illustrates that more than two thirds of the six units of the reading texts have tasks that are clear and unambiguous. In TOP MARKS, the result achieved is 72.2%.

1.11 includes science and history selections

Analyzing the reading texts, it is obvious that the item " includes science and history selections " got 27.27%. This indicates that three of the ten reading texts in *English for Palestine- Grade 12* discussed topics that that are related to science or history. But in TOP MARS, it got 50 %. So three units talk about science and history selections.

Table (5.7)
Survey of Science and history selections throughout the Textbook in English for Palestine Grade – 12

Unit	Title of the reading text	Science and history selections
4	Engineering a better future	Aswan High Dam-Suez Canal-Lake Hula
5	Builders of the Modern Arab World	Abdul Hameed Shoman-
9	Palestinians around the world	1948 disaster-Arafat-Edward Saeed- Hisham Sharabi

Table (5.8)
Survey of Science and history selections throughout the Textbook in TOP MARKS Grade – 12

Unit	Title of the reading text	Science and history selections
1	Looking Forward	Cyber- Skies
2	MAN'S BEST FRIENDS	CREATURE COMFORTS-Rescue

2. Text Vocabulary

2.1 Containing suitable number of new (unknown) vocabulary

With regard the point of "contain suitable number of new (unknown) vocabulary (not more than 2%-5% from the whole number of the text words)", it got the percentage of100 % with a frequency of 10.

This reveals that the number of new vocabulary in almost all the reading texts are suitable for 12th graders. On the other hand, the result of TOP MARKS was 72.2 %. This reveals that English for Palestine is better in having suitable numbers of new vocabulary .It is a non negotiable fact that vocabulary plays an important role in reading comprehension. Students can grasp the task when familiar vocabularies are introduced. Hirsh and Nation (1992) indicated that reading will be laborious if the number of new vocabulary is below 95% -98% of the lexical coverage of the reading text. Moreover, Hsueh-Chao & Nation (2000) stated that a vocabulary size around 98% of text coverage would be necessary to achieve a very good comprehension of it.

Table (5.9)

Survey of Number of New Words throughout the Textbook in English for Palestine Grade -12

Unit	Number of text words	Number of new vocabulary	Ratio of new vocabulary %
1.	526	15	2.8 %
2.	561	17	3. 3 %
3.	528	22	4.1 %
4.	585	10	1.7 %
5.	607	17	2.8 %
6.	605	14	2.3 %
7.	646	22	3.4 %
8.	607	17	2.8 %
9.	625	20	3.2 %
10.	638	17	2.6 %
Average	593	17.1 %	2.9 %

Concerning TOP MARKS, the researcher could not conduct the survey of new words throughout the textbook because the vocabularies were not highlighted as English for Palestine. But the analysis of results that was conducted by researchers who have helped in evaluation show that the new vocabularies in TOP MARKS do not seem easier than vocabulary in English for Palestine. Table (5.9) shows that all the reading texts contain suitable number of new vocabulary

, i.e. between 2 %-5 % of the whole number of the text words. This survey agrees with teachers perspectives that numbers of new vocabularies are suitable and appropriate

Employing new (unknown) vocabulary that are concrete and abstract

It is clear that the item "employ new (unknown) vocabulary that are concrete and abstract" got the least percentage in English for Palestine Grade -12. It got a percentage of 23% with frequency of2.3. This means that most vocabulary used in the reading texts are abstract ones. In TOP MARKS Grade -12**,** it got a low percentage in this domain. It got a percentage of 44.4% with frequency of 2.6. This means that less half of the vocabulary used in the reading texts are abstract ones.

Concerning both English for Palestine Grade 12 and TOP MARKS Grade -12, the researcher believes that not presenting concrete vocabularies is not a big deal. Students are mature enough to learn vocabs in context .It is important to add that twelfth Grade English for Palestine adopts the idea of recycling in which students find the targeted vocabs in different tasks or exercises. For example students find synonyms and antonyms, word family, word pairs word collocations in the tasks that follow the reading texts , for this reason students are not required to memorise words . Moreover, 12^{th} grade students are not young to learn words through pictures although many texts provide charts, pictures or illustration to make the task seems easy for students to learn well.

2.2 Using colours to highlight new (unknown) vocabulary

In English for Palestine, using colours to highlight new (unknown) vocabulary got 100% whereas in TOP MARKS, the result achieved was 0%. This shows that all the ten units in the reading texts in English for Palestine are highlighted and none of the six units of TOP MARKS is highlighted. In fact using colours for highlighting new vocabularies is preferable as it makes students concentrate on new vocab that they need to learn as well as it is attractive and cannot be forgotten easily in addition to drawing attention of students to the new vocabulary.

2.4 Includes guessable words

In relation to " guessable words ", the results show that it got 88.8% with a mean of frequency of 5.3 in TOP MARKS. This means that a high number of words can be guessed in the text. Concerning including guessable words in English for Palestine, it got 70 % with a percentage of 7. This shows that not all the new vocabularies are easy to be guessed by 12th graders and about seven units of the ten ones can be guessed**.**

2.5 Vocabulary items are functional, thematic, authentic and practical.

Concerning the criteria ' Vocabulary items are functional, thematic, authentic and practical .The results show that they got the percentage of 86.6 % with the frequency of 8.6. This shows that about nine out of the ten reading texts in *English for Palestine-Grade 12* are functional, thematic, authentic and practical. In TOP MARKS it got 94.4 %.This indicates that vocabulary items are more functional in TOP MARKS than in English for Palestine.

2.6 There are themes that encourage projects outside the classroom

Analyzing the reading texts, it is obvious encouraging projects outside the classroom "got 0% in TOP MARKS, But in English for Palestine it got 26 %. This indicates that both textbooks have a low percentage in this respect. From the researcher's perspectives, he thinks that projects play a very vital role in making students communicate English perfectly although it is not needed in reading skills but because skills complement each other, it becomes a necessity to include projects in textbooks.

2.7 Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.

As regards the point of " Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions " it got 66 % in English for Palestine. In TOP MARKS, it got 88.8 %.

Concerning direct instructions , it was found out that the textbook of English for Palestine includes instructions to enhance comprehension , but these instructions were not well designed and titled with numbers or references . In TOP MARKS , more than two thirds of the textbook were well designed as well as titled with numbers and references. Also when instructions are clear , they can be motivating to students.

2.8 Students are introduced to appropriate information gap activities.

In relation to " Students are introduced to appropriate information gap activities ", the results show that it got 50% in English for Palestine. This means that in half of the reading texts, information gap activities is introduced. Totally different from the results of English for Palestine in the item " Students are introduced to appropriate information gap activities ", the results of TOP MARKS Show that it got 100 % with frequency of six. This means that in all of the reading texts, information gap activities is introduced. The use of information gap activities is very useful because it makes students understand the comprehension text properly. When students fill the gaps they got a summary of the text indirectly.

3. Reading Exercises

3.1 Includes a variety of questions.

With reference to including a variety of questions, this item in English for Palestine got a Percentage of 60 % with a frequency of 6. This indicates that almost half of the units contain variety of questions, but this can not be enough because the more variety of questions the text has, the more comprehension and understanding students get. In TOP MARKS With reference to including a variety of questions, this got the highest Percentage in this domain by achieving 100 % with a frequency of 6. Although there are many repeated types of questions in every unit, there are other different types of questions such as multiple choice, true or false. Also in TOP MARKS all units contain variety of questions and they are wider , more comprehensive and cover all types of questions . Meanwhile students are asked to answer some comprehension questions multiple choice or gap filling , they are left to reflect their opinion , give the author's attention, give causes and effects and fact and opinion. These mechanisms are not included in English for Palestine.

3.2 present clear instructions that can be understood by 12th graders.

With respect to the criterion "present clear instructions that can be understood by 12th graders", it got 60 % with a frequency of 6. This shows that nearly half of the instructions used in the reading exercises are to some what clear and can be understood by 12th graders. IN TOP MARKS with respect to the criterion "present clear instructions that can be understood by 12th graders", it got 88.8 % with a frequency of 5.3. This shows that more than two thirds of the instructions used in the reading exercises are and can be understood by 12th graders.

3.3 focus on pure reading. (based on reading).

The item "focus on pure reading" got 80 % with a frequency of 8. This reveals that most of the reading exercises are pure reading exercises but there are also some integrated ones. In TOP MARKS the item of focusing on pure reading shows results of 77.7 % with frequency 4.6.

3.4 activate students' background knowledge before reading the text through questioning, picture reading and word clustering.

The item "activate students' background knowledge before reading the text through questioning, picture reading, word clustering" got 73 %.This means that a great deal of the pre-reading exercises activate students' previous knowledge about the reading texts through questioning, picture reading and word clustering. This means that a great deal of the pre-reading questions are effective. Indeed having more prior knowledge generally aids comprehension and helps students to understand the text better. In TOP MARKS, the item of ' activating students got 8.3 %. This indicated that a high percentage of the exercises include this item. It can be concluded that the item of activating students in TOP MARKS is employed better than English for Palestine.

3.5 ask students to relate the text to their personal experience.

The item " ask students to relate the text to their personal experience. " got 53 %. This means that almost half of the reading exercises ask students to relate the text to their personal experience. In TOP MARKS the item got 27.7 %, this means that less than two of the reading exercises ask students to relate the text to their personal experience.

3.6 require students to find the main idea. (Skimming)

With reference to require students to find the main idea. (Skimming), In English for Palestine got a high score in a percentage of 83 %. This indicates that a great deal of skimming is found in the reading exercises in English for Palestine. Concerning TOP MARKS, it got a percentage of 100 %. Which means that all texts in TOP MARKS focus on skimming.

3.7 require students to scan for specific information presented in the text. (scanning)

The item " require students to scan for specific information presented in the text**. (** scanning)" got 86 % with a frequency of 8.6. This reveals that most of the reading exercises focus on scanning i.e. looking for specific information or details.

In TOP MARKS The item "require students to scan for specific information presented in the text**. (** scanning)" got 100% with a frequency of 6 as skimming did. This reveals that allof the reading exercises focus on scanning i.e. looking for specific information or details.

3.8 encourage students to find meanings of new vocabulary in contexts.

About requiring students to find meanings of new vocabulary in contexts, it got 80 %. This indicates that the exercises that require students to find meanings of new vocabulary in contexts are nearly found in the whole units. Referring to the criterion of encouraging students to find meanings in context in TOP MARKS got 88.8 %. The researcher believes that teaching students to learn new vocabulary in context is essential as it makes students learn vocabularies appropriately without learning them by heart and then forgetting them easily. Also finding meanings in contexts helps students to comprehend the text and analyse its main points and ideas.

3.9 encourage students to develop awareness about synonyms and antonyms.

With regard to the criterion " encourage students to develop awareness about synonyms and antonyms. " it got a very high score in a percentage of 90 % with a frequency of 9. This reveals that almost all the reading exercises contain synonyms and antonyms activities or exercises. TOP MARKS Nearly all exercises seem to encourage students to develop awareness about synonyms and antonyms. The appearance of 94.4 % has ensured the idea mentioned above. Throughout the researcher's analysis, it was found that all texts encourage students to develop awareness about synonyms and antonyms ,moreover it can be found that every text contain an exercise related to synonyms and antonyms, students are asked to find out meanings or opposites from the text .Then they are required to complete pairs of opposites or antonyms in another exercise.

3.10 help students to distinguish between cause and effect.

The item " help students to distinguish between cause and effect" got 76 % .This means that a great deal is a available in the reading exercises in the SB. In TOP MARKS the results are similar to the results of the content of English for Palestine .It got 61.1 so not all texts in English for Palestine help students to distinguish between cause and effect.

3.11 help students to distinguish between fact and opinion.

Concerning the criterion "require students to distinguish between fact and opinion", it got 43 % with. This shows that exercises that require students to distinguish between fact and opinion are found only in nearly four units in English for Palestine. In TOP MARKS the criterion "require students to distinguish between fact and opinion"; got 55.5%. This shows that exercises that require students to distinguish between fact and opinion are found only nearly in three units.

3.12 allow students to infer the author's attitude.

Referring to "require students to infer the author's attitude", it got 90 % with a frequency of 9. This indicates that exercises that require students to infer the author's attitude are found nine times in the reading exercises in SB.In TOP MARKS it got 83.3 %and this indicates that exercises that require students to infer the author's attitude are found in five units in the reading exercises in TOP MARKS, Grade 12.

3.13 help students to make predictions (guessings) about the reading text.

With regards to the item " requiring students to make predictions (guessings) about the reading texts, it got 76 %. This means that almost more than two thirds of the pre-reading activities require students to make predictions (guessings) before reading the text. TOP MARKS. This item got 88.8% with a frequency of 5.3. This means that almost more than two thirds of the pre-reading activities require students to make predictions (guessings) before reading the text.

3.14 let students draw conclusions (inferences)from information given in the text.

Referring to" let students draw conclusions (inferences) from information given in the text", it got 80 % with a frequency of 8. This reveals that almost all of the exercises let students draw conclusions(inferences)from information given in the text. In TOP MARKS, it got 72.2 %. This reveals that almost all of the exercises let students draw conclusions(inferences) from information given in the text.

3.15 support students to make a summary of the reading text.

Pertaining the item " support students to make a summary of the reading text." it got 100 %. This illustrates that all of the exercises in SB require students to make summary of the reading text. Totally similar to English for Palestine, in TOP MARKS it got 100 %. This illustrates that all of the exercises in TOP MARKS require students to make summary of the reading text.

3.16 require students to work out answers in pairs and groups.

Regarding the item "require students to work out answers in pairs and groups", it got 30 % with a frequency of 3. This illustrates that three of the exercises in SB require students to work out answers in pairs and groups. In regard to TOP MARKS, the item "require students to work out answers in pairs and groups" got 44.4 % with a frequency of 2.6. This illustrates that less than three of the six exercises in TOP MARKS require students to work out answers in pairs and groups. Working out answers in pairs and groups has an importance as it encourages students to share ideas, thoughts and ensure their answers.

3.17 let the students identify the organization of the ideas in the reading passages.

Regarding the item " let the students identify the organization of the ideas in the represented in the reading exercises. Regarding the item in TOP MARKS it got 77.7.This illustrates that a great deal of the item is represented in the reading exercises.

3.18 allow students to infer the tone of the text.

Concerning "require students to infer the author's attitude", it got 66 %. This indicates that exercises that require students to infer the author's attitude are found almost six in all the reading exercises in SB. In TOP MARKS, it got 77.7 %. This indicates that exercises that require students to infer the author's attitude are found almost in about five units in all the reading exercises in TOP MARKS.

4. Presentation and Layout

4.1 the title is clearly presented to the learner.

In English for Palestine Grade – 12 the item " the title is clearly presented to the learner " got 86 % whereas in TOP MARKS , it achieved 100 % ,this indicates that the title is more obvious in TOP MARKS . The researcher thinks that when the textbook has clear titles, it makes students get a very useful idea by guessings about the reading text, then understanding what the text is about.

4.2 Sufficiency of margins on sides

Regarding " sufficiency of margins on sides, it got 100 % in both Palestinian and Israeli 12th Grade textbooks. This means that the margins on sides are found in all the reading texts. This indicates that no problems are found in the layout of the reading texts. The researcher believes that having sufficient margins on both sides of the reading texts will motivate students to read.

4.3 sufficient spaces between text lines

In terms of the sufficiency of spaces between text lines, 100 % was achieved in both English for Palestine 12th Grade and TOP MARKS Grade 12. This shows that the spaces between text lines are found in all the reading texts. Throughout the researcher's experience as a teacher, he thinks that employing sufficient spaces between lines in the reading texts has a positive effect on students' ability to read. Students can read without difficulty when there are spaces between lines.

4.4 text is divided into paragraphs.

In both textbooks 100 % was got in respect to paragraphs division. This shows that all the reading texts are divided into paragraphs. As English for Palestine provides questions related to paragraphs, the division of paragraphs helps students to answer questions properly .Also when the reading text has paragraphs division students understand how many topics are introduced. Lunzer and Gardner (1979) asserted that the layout is a very important factor that affects the legibility of the reading text.

4.5 the objective is clearly presented to the learner

In English for Palestine the item of having clear objectives got a percentage of 63 %, however, in TOP MARKS it got 83 %. This indicates that most objectives are clearly presented to the learner, but the 12th Grade TOP MARKS has clearer objectives.

4.6 the general appearance of the text is appealing

Concerning the criterion " the general appearance of the text is appealing ", it got 80 %. This shows that eight units out of the ten units of the general appearance of the text is appealing. In TOP MARKS the percentage is 77.7 %.

4.7 colour printing is used.

Both English for Palestine and TOP MARKS have an equal percentage of having 100%. This means that in all the reading texts, colour printing is used. Using colours has many benefits on learning students as they make the text attractive , motivating as well as appealing.

4.8 units are well organized and offer easy progression

While TOP MARKS got 88. 8 %. English for Palestine got 66%. This shows that units are well organized and offer easy progression, but they are more organized in TOP MARKS.

5. Contextual expected response

5.1 comprehension of the text depends on particular prerequisite.

In English for Palestine 'comprehension of the text depends on particular prerequisite ", got the percentage of 60%. But in TOP MARKS, it achieved 0 % .Introducing prerequisite aims to make students connect the past educational achievements to the present ones .Other pedagogic specialists believe in the necessity of introducing prerequisite. Others do not believe in .So in English for Palestine, we notice that designers of the curriculum took this issue into consideration, however, designers of TOP MARKS did mot give it any importance.

5.2 supported pictures required to comprehend text.

In English for Palestine supported pictures required to comprehend text, got a percentage of 76 % but in TOP MARKS it got 100 %. Having relevant and clear pictures makes students understand the text. .In addition to the attractiveness and motivation pictures have they also facilitate and make the text more convincing.When pictures are colourful, attractive and relevant ,They definitely help in comprehending the text .The results show that a good deal of the texts of in English for Palestine have pictures that are clear, relevant as well as attractive .In TOP MRKS it was found out that all texts have exact connection to the text in addition to the qualities of attractiveness. colours were distinctive . Concerning authenticity of pictures, all pictures are authentic in TOP MARKS, but in English for Palestine none of them is authentic.

5.3 items can be answered by taking words and phrases directly from the text.

With regard to the point of " items can be answered by taking words and phrases directly from the text**.**" it got 66 % in English for Palestine . This indicates that about two thirds of items can be answered by taking words and phrases directly from the text. Concerning TOP MARKS it achieved 55.5 %.

5.4 explain how to enhance student comprehension while reading aloud.

Analyzing the reading texts, it is obvious that the item " explain how to enhance student comprehension while reading aloud' got 0%. This indicates that none of the ten reading texts in *English for Palestine- Grade 12* explains how to enhance student comprehension while reading aloud'. *In TOP MARKS it got 27.7 %.*

6. Graphics Elements (photographs, illustrations, maps, charts etc.)

6.1 Graphics are located with the text that they read to rather than pages before or after it.

In English for Palestine " Graphics are located with the text that they reader to rather than pages before or after it'. got 70 %. In TOP MARKS, it got 100 %.Graphics are essential as they aim to clarify some issues that’s seem difficult to understand .So when the textbook has charts , maps , this help students so much .When graphics are attractive , clear and meaningful , they help the students in understanding the text before being involved in reading it.

6.2Graphicas are consistently identified with call out, such as Figure one, Figure two, etc

In English for Palestine the item "Graphics are consistently identified with call out, such as Figure one, Figure two, etc" got 53 % with a frequency of 5.3.However in TOP MARKS , it got 100 %.

6.3 Maps and charts include keys or legends that explain what the symbols mean.

With respect to the criterion " Maps and charts include keys or legends that explain what the symbols mean.", it got 56% in English for Palestine whereas it scored 55.5 %.

6.4 Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.

The item " Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text" got 70 % in English for Palestine but it got 93.3 % in TOP MARKS .

Discussion of question three and four :

2.Discussion of the areas of similarities and differences in the reading texts of English for Palestine Grade 12 and TOP MARKS

The third question is trying to find out the areas of similarities and differences in the reading texts of English for Palestine Grade 12 and TOP MARKS, in terms of the suggested criteria for the reading texts. Through the analysis process, the researcher found out the following similarities and differences in the reading texts of English for Palestine-Grade 12and TOP MARKS.

Concerning the reading texts, both textbooks focused and paid attention to reading skills. Many facilities were provided to help students grasp the ideas, questions were graded ,and sequenced .English for Palestine and TOP MARKS aim to teach students learn intensively although TOP MARKS pay attention to extensive readin The researcher believes that providing some extra texts that can focus on extensive reading may lead to improving students' knowledge and awareness of English language .Also Teachers are recommended to introduce extensive reading into the classroom through encouraging students to read about other topics related to the ones dealt with in the curriculum. Referring to culture, both textbooks tackle issues related to culture, but

it was clear that English for Palestine gives more attention to culture. Also ethical values and good manners were apparent in the content of the two textbooks . Higher order thinking skills were more clearly employed in TOP MARKS than English for Palestine ,so it would be a merit if stake holders in Curriculum design add exercises , activities or projects to encourage students think creatively. words introduced can be easily guessed and the vocabulary items are functional and practical. Using examples, definitions as well as descriptions really provides direct instructions in ways to use content to understand word meanings in the two different textbooks. All texts in TOP MARKS are authentic, this can be pointed out by seeing the name of the newspaper or book that the text has been adapted from .on the cover of the book, the author has included names and authorities who have permitted adapting these articles or texts.

On the other hand only one unit of English for Palestine is authentic ,it is unit six and the book's cover has included this by taking permission from the publisher. The researcher believes that if some authentic texts are included , students may face difficulty but can be exposed to the genuine English language throughout its writers , publishers and authors. In English for Palestine Grade 12, There is no much employment of exercises that require students to infer the author's attitude, distinguish between fact and opinion, recognize pronoun references, find meanings of new vocabulary in contexts, relate the text to their personal experience and to work out answers in pairs and groups, but in TOP MARKS it is employed much more. In this respect it can be recommended that new different exercises need to be added. Teachers are recommended to introduce extensive reading into the classroom through encouraging students to read about other topics related to the ones dealt within the curriculum.

Concerning highlighted or coloured new vocabularies, they are apparently employed in the whole units of English for Palestine Grade 12; however they are completely neglected in TOP MARKS Grade 12.Information gap activities are clearly introduced in the whole units of TOP MARKS Grade 12, but in English for Palestine few activities were used In relation to the reading exercises, the points of employing synonyms and antonyms were found in the content of both English for Palestine and TOP MARKS. Moreover, skimming and scanning are widely used in both textbooks although TOP MARKS is more interested than English for Palestine in both skimming and scanning. Making summary of the text as well as inferring the author's attitude and drawing conclusions were found in the two textbooks.

Concerning presentation and layout, all items in the content of the two books were approximately similar although the item which is related to the objective, it was found out that the objective is more clearly presented in TOP MARKS .Referring to contextual expected response, both textbooks use pictures to support comprehending the text. Both textbooks contain charts, graphics and maps to make students comprehend more.It can be said that the most similarities are found in the fourth domain which is related to presentation and layout. Another significant point which needs to be mentioned is that in TOP MARKS Grade 12 , students are left for further information or titles to be searched and many related titles are written down to make students search and get more knowledge ,but in English for Palestine this point seems to be completely absent . Making projects and group work or pairs seem to be little employed in English for Palestine however in TOP MARKS they are more employed. Meanwhile making projects is nearly used in English for Palestine, it is totally neglected in TOP MARKS. In relation to the reading exercises, the TOP MARKS seem to be more suitable in containing variety of questions, presenting clear instructions than English for Palestine.

Concerning presentation and layout, the item which is related to the objective, it was found out that the objective is more clearly presented in TOP MARKS. In English for Palestine the use of prerequisite is employed but in top marks it was totally neglected. In English for Palestine reading aloud is more used than TOP MARKS.

Graphics were more gently used in top marks than English for Palestine. Both textbooks of TOP MARKS and English for Palestine employ pictures, charts, figures and graphics, but in TOP MARKS these graphics were referred to in numbers and illustrations which enabled the students to relate these maps, charts to the text and connect them more appropriately. English for Palestine contain such things but without giving any indications to numbers or illustrations.

Conclusions

On the basis of the study results, these final conclusions were reached. It is the conclusions of the content analysis card which are divided into the six main domains mentioned below.

- **Conclusions Related to the Content Analysis Card**

This category is divided into the six main domains of the content analysis card as follows:

1. The Reading Texts:

1.1 The textbook employs a wide variety of topics in both English for Palestine and TOP MARKS.

1.2 The textbook employs many values and good manners through the reading texts in English for Palestine, but with little concern in TOP MARKS.

1.3 Only one authentic reading text is found in English for Palestine, however in TOP MARKS all reading texts are authentic.

1.4 Extensive reading is not included in *English for Palestine-Grade 12*as the main objective of teaching reading . On the other hand all texts in TOP MARKS include extensive reading .Also all texts in both contents of English for Palestine and TOP MARKS include intensive reading.

1.5 Encouraging students to search for further information got 0 % so texts that encourage students to search need to be added. However all texts contain titles that ask students to look for further information in TOP MARKS.

2. Text Vocabulary:

2.1 In English for Palestine, in all the reading texts, colours are used to highlight new vocabulary which is helpful for both teachers and learners. But in TOP MARKS, colours are not totally used to highlight new vocabulary.

2.2 The number of new (unknown) vocabulary is between 2%-5% which is suitable for 12th graders. However a difficult was found in TOP MARKS .

2.3 Most of the new (unknown) vocabulary is easy to learn by 12th graders in English for Palestine but with some difficulty in TOP MARKS.

2.4 Approximately all the new (unknown) vocabulary are abstract ones but they are all easy to learn and are guessable by 12th graders both textbooks.

3. Reading Exercises

3.1 Almost all the reading exercises present clear instructions that can be understood by 12th graders in both textbooks.

3.2 A great variety in questions is found in the reading exercises in SB but throughout the textbook, the same types of questions are repeated. In TOP MARKS there is a variety of questions and most questions encourage higher order thinking skills.

3.3 In English for Palestine, some skills are not included completely in the exercises such as exercises that require students to distinguish between cause and effect, distinguish between fact and opinion, infer the author's attitude and find meanings of new vocabulary in contexts. However most of the exercises require students to infer the author's attitude although not all texts encourage students to distinguish between cause and effect, fact or opinion.

4. Presentation and layout

4.1 All the reading texts have sufficient margins on sides and spaces between lines in both textbooks.

4.2 Approximately all the reading texts are divided into paragraphs and use indentation in both textbooks.

5. Contextual expected response

5.1 In regard to comprehension of the text depends on particular prerequisite it can be noticed that six units in English for Palestine contain prerequisite .However in TOP MARKS, none of the texts contain prerequisite.

5.2 There are an acceptable percentage of pictures that enhance comprehending the texts, but in TOP MARKS, all texts contain pictures that help in comprehending the text.

6. Graphic Elements (Photographs, illustrations, maps, charts, etc

6.1 In TOP MARKS all texts contain Graphics that are consistently identified with call out, such as Figure one, Figure two, etc, however in English for Palestine about half of the reading texts contain graphics identified with call out.

6.2 Both textbooks of TOP MARKS and English for Palestine employ pictures, charts, figures and graphics, but in TOP MARKS these graphics were referred to in numbers and illustrations which enabled the students to relate these maps, charts to the text and connect them more appropriately. English for Palestine contain such things but without giving any indications to numbers or illustrations.

Recommendations

The researcher gave his recommendations in the light of the results of analyzing the reading texts and exercises in of *English for Palestine*-grade 12 and TOP MARKS textbooks.

1. Interactive task and activities should be introduced for the reading in English for Palestine.
2. Curriculum Development Centre in the Ministry of Education is recommended to hold workshops in cooperation with teachers and researchers who have conducted studies on the curriculum of English for Palestine to get their feedback of the content of English for Palestine in reading skill. They are invited to reevaluate the reading texts by adopting what the attendance assert according to the international criteria that curriculum are built through.
3. Supervisors and teachers of English are recommended to prepare an enrichment material for the reading exercises which cover all the reading skills that are not included such as: exercises that require students to infer the author's attitude, distinguish between fact and opinion, , find meanings of new vocabulary in contexts, relate the text to their personal experience.
4. Teachers are recommended to introduce extensive reading into the classroom through encouraging students to read about other topics related to the ones dealt with in the curriculum.
5. Higher order thinking skills need to be employed more in English for Palestine and students need to be given opportunities to give their opinions, differentiate between fact and opinion, causes and effects.
6. In English for Palestine, it is recommended to include titles and websites to give students opportunity to pursue for further information and enrich their knowledge.
7. Adding an appropriate glossary at the end of the textbook for the benefit of both teachers and students.
8. Including a variety of attractive illustrations that can stimulate creativity.
9. Adding topics that can provoke students' critical thinking encourage them to generate their ideas and leave room for making judgments on others' opinions.
10. Teachers should be consulted when selecting the textbook material, and they should participate in making any modifications or improvements concerning the textbooks.

Recommendations for Further Studies

1 - Conducting evaluative studies on12th Grade in other skills in comparison to other foreign textbooks to know the points of similarities and differences.

2. Conducting studies on measuring to what extent the goals of teaching reading stated by the Ministry of Education have been accomplished by teachers**.**

3.Conducting training programs for developing teaching skills of English language teachers in Gaza.

4.conducting a study on points of hatred and discrimination in the Israeli curriculum

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Appendices

Appendix (1)

1 . Sample of authentic texts in TOP MARKS

Dedicated sim heads take their games very seriously. In one game, called *Air Warrior*, real battles are reenacted as pilots fly across the English Channel from France to England. If shot down, the pilot is out of the action. To prepare for the game, players go through

adapted from the Los Angeles Times

Samples of topics that introduced Palestinian Cultural topics and realities

TO ALL THE PEOPLE OF GAZA

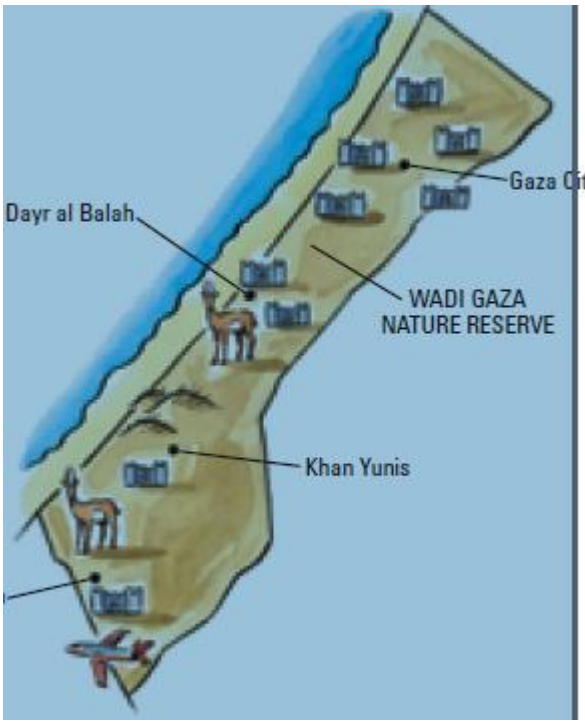
Saving water

The great Allah says, 'We made from water every living thing.' *Qur'an – Al-Anbiya (Verse 30)*

TOURISM DEVELOPMENT FOR GAZA

If there had been no conflict, Gaza would have become a tourist centre long ago. Planning expert Dr Mansour Badawi says, 'Tourism in Gaza could and should have developed as early as the 1960s.' According to a new report, Gaza can now develop its tourism potential with several well-planned, environmentally friendly resorts.

The report notes many important heritage sites such as ancient Roman remains. Among other man-made strengths, there is the Yassir Arafat International Airport near Rafah. There are also important natural resources, including nature reserves with much wildlife in northern, southern and central

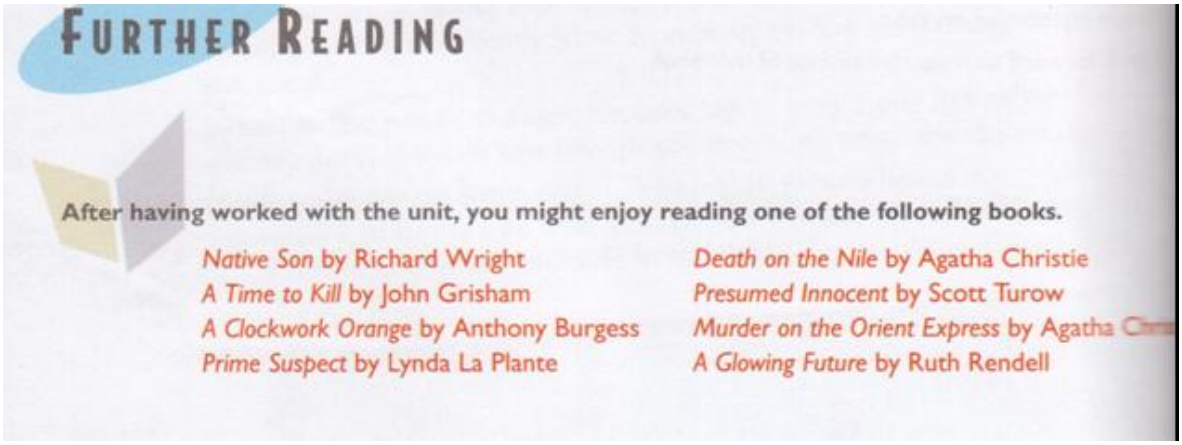


Cultural Tourism in Palestine

Palestine is one of the world's greatest cultural treasure houses. On the one hand, many great civilisations have passed this way and left their mark. On the other, there is a wealth of local arts, crafts, traditions and customs.

It is essential for Palestinians to keep their heritage alive and in good health. In the first place, it is a vital part of the national identity. And in these difficult times, nothing could be more important than defending this.

Sample of further information titles in TOP MARKS



Samples of synonyms and antonyms in English for Palestine –Grade 12

Vocabulary

Find words in the text on pages 12–13 that mean the opposite of the following.

1 supply (paragraph 2) _____

2 production (paragraph 2) _____

3 decreasing (paragraph 3) _____

4 permanently (paragraph 4) _____

5 agree (paragraph 6) _____

6 pessimistic (paragraph 6) _____

7 exclude (paragraph 9) _____

Complete the following with pairs of opposites from Exercise 3. (You may have to change their form.)

1 It may take months from the _____ of a barrel of oil to its _____, which could happen half-way round the world.

2 Some experts say that new energy sources will solve our problems, but not all are so_____ .Many are _____.

3 So far, our figures have only _____ Middle East oil reserves. They _____ reserves in other parts of the world.

4 Oil is only a _____ answer to our energy needs. In future, we must find a _____ source of cheap, safe, clean energy.

5 If _____ remains at 85M barrels per day, and_____ rises to 90M, then there will be a major energy gap.

6 Most people _____ that there is a real energy problem, but they _____ about how to deal with the problem.

7 Oil production is _____ in many places with old oilfields, but it is _____ in other places with new oilfields

Synonyms

Find words in the texts on page 27 that mean the same as the following.

1 line 9: phone (v) _____

2 line 10: faulty _____

3 line 14: only _____

4 line 19: rubbish _____

5 line 24: improve _____

6 line 26: sort _____

7 line 26: quantity _____

8 line 34: as many as _____

9 line 35: needs _____

0 line 48: mend _____

Sample of making summary in English for Palestine Grade -12

Summary ☆ p138

Read the text's key points 1–7 below. Match notes for connected ideas a–g to 1–7.

1 Oil has become much more expensive **because**… ___

2 Americans are the world's biggest oil users, **but**… ___

3 When American oil production started falling in 1970, the country began importing much more. **However,**… ___

4 Although experts disagree on when exactly worldwide production will start declining,… ___

5 Many scientists are working on new energy technologies **in order to**… ___

6 These new sources of energy are not yet ready **though, so**… ___

7 This will require difficult changes, **but**… ___

a it is very important / us / stop wasting oil unnecessarily.

b demand / rising rapidly everywhere else, especially / industrialising economies.

c this and / explosion in / price / oil will probably come soon.

d / global supply / oil can hardly keep up / demand.
e without them, / world might face / economic / social disaster.

f provide energy sources / are clean and can also fill / energy gap.

g when global oil production starts falling / the future, the world will not / able to / other new oil sources.

Expand notes a–g and write them out with 1–7 as a summary paragraph.

Example: Oil has become much more expensive because the global supply of oil can hardly...

Samples of pictures in English for Palestine

Samples of pictures in TOP MARKS

Appendix (2)

General Goals of Teaching English for Palestine as stated in Teacher's Guide p(5-6)2011

- To contribute to the intellectual, personal, and vocational development of the individual.
- To enable students to use English, orally and in writing, to communicate freely and effectively in different situations and settings with native and non-native speakers alike, using appropriate and linguistically correct forms.
- To develop students ability to use English for personal expression and enjoyment as well as for creative purposes.
- To enable students to attain a reasonable language proficiency to function within certain academic and vocational settings.
- To equip students with the requisite linguistic. Basic academic, study and research skills for pursuing university education in their fields of study.
- To develop communicative skills in order to acquire, record, and use information form aural and written texts using traditional and nontraditional sources.
- To develop students ability to present information in and organized manner in spoken or written English.
- To develop and maintain the students sense of self confidence and self-worth, and reinforce pride in their Palestinian, Arab, Islamic cultural heritage, and family backgrounds.
- To foster understanding and develop sensitivity to the target language culture and other cultures, and thereby, strengthen the learners appreciation and understanding of their own culture.
- To develop students respect for others especially those with social cultural and family backgrounds different from their own by encouraging them to reject sexual, racial, and ethnic stereotypes.
- To increase through a common language the possibility of understanding and cooperation with people who speak English.
- To develop understanding and appreciation of cultures where English is used.
- To enhance students ability to use learning strategies to extend their communicative competence (CC)

- To enhance students ability to work cooperatively with others by developing social communication skills.
- To develop students high-order thinking skills (HOTS) such as critical, creative, analytical inferential relational, thinking.
- To develop students ability to think critically about different social, environmental, and political problems.
- To develop the students ability to transfer knowledge from one context to other similar and relevant contexts.
- To develop students environmental concern, respect for the natural environment-locally and globally and man's place in the web of life.
- To develop in students the willingness to approach different sources of information, people and events with a critical but open mind.
- To develop students sense of social responsibility valuing genuinely democratic principles and processes, and developing a commitment not only to defend their rights but to accept and fulfill their responsibilities as well.
- To develop students ability to use strategies for cooperation, consensus building teamwork, while having an opportunity for language development.
- To develop students' appreciation of literature that is written in the English language
- To develop the students awareness of the nature of language and the differences between English and other languages, and thereby, gain additional insight into the nature of their mother tongue,
- To encourage students to look for common themes in the texts they read or listen to and draw conclusions about the needs and feelings of humans in general.
- To develop students social literacy skills i.e. the ability to influence decision-making thoughtfully and constructively both within their own lives and local community, and also at the national and global levels.

Reading Objectives in English for Palestine Grade 12 as stated in T'B (2008:p4):

Oral /Aural communication

1.Comprehend the most important information in an extended conversation, extract key information from a talk and take notes .

2.Exchange everyday information , ideas and options in spoken English , narrate a story , make a rehearsed oral presentation , use correct intonation and stress , and maintain a conversation .

Reading skills

1.Read silently and independently ' comprehend , interpret and appreciate slightly simplified semi –authentic texts .This includes the ability to identified summarise the main ideas and supporting details , distinguish fact from opinion , understand inferred meaning , give personal and critical responses to texts , ideas and arguments .

2. Use reading micro skills successfully (e.g. make predictions about content, skim texts for general meanings, scan for specific information, use contexts to guess meanings of unknown words, and recognize reference words) .

3.Develop and practice reading skills.

4.Provide contexts for learning new language .

5. Extract relevant information from a text .

6.Review and practice vocabulary from previous lessons .

7. Learn about new technology .

8. Infer mood and author's attitude or tone.

9.. Understand different types of letters.

10. Interpret information presented in diagrammatic display.

Writing Skills

1.Produce a variety of creative written texts of about 150 words with less help than at Grade 11 , for example, write short personal and formal letters' using the proper format , and write reports on researched topics , using information from more than one source .

2. Use punctuation and connectors correctly ,use appropriate texts organization and discourse markers .

Language and cultural awareness

Grammar

1.Revise , understand and use correctly the common grammatical structures of English , specially those listed in the contents chart of Grade 12.

Functions

1.Understand and use the functional language that is revised and presented in Grade 12.

Vocabulary

1.Understand and use approximately 3,000 of the most common English lexical items (i.e. words , phrasal verbs and fixed phrases).

2. Deduce meaning of unfamiliar words from context.

3. Develop awareness about synonyms and antonyms.

4. Use vocabulary in context.

5. Develop vocabulary and reading skills .

6. Study and expand vocabulary groups and practice using them.

Culture

1.Have some awareness and appreciation of foreign cultural attitudes and values , and (for students in the academic stream) a taste of English literature .

Thinking and learning skills

1.Use high – order thinking skills , such as problem- solving and inferring .

2.Take some responsibility for their own learning and use appropriate study skills to become more independent learners.

Components of English for Palestine Grade 12 Student's Book

The student's book contains the teaching materials for classroom use. It consists of ten units , each with ten pages , which provide material for ten 45 – minute lessons .

At the front of the book , a contents chart provides a clear overview of the language , skills , texts types and activities that are covered in the ten units .

At the back of the book , useful reference material includes the following :

1. a Grammar reference (pages 106-115) .

2. a Skills reference (pages 116-118).

3. a unit- by unit alphabetical word list , showing pronunciation , primary word- stress , grammatical information , and page of first use (pages 119-122).Their is also a key to phonetic symbols used in the list .

Format of units in English for Palestine Grade 12

There are 10 units in the SB, which contain 10 lessons each. Lessons 1&2, lessons7&8,lessons 9&10 are on two pages in the SB. Lessons 3, 4, 5 and 6 are designed to be covered in one class period each. Each of the main teaching units is designed for a total of six class periods

The structure of each unit in English for Palestine-Grade 12

Contents

Unit	Page	Reading	Vocabulary development	Listening and speaking 1 Listening 2 Pronunciation 3 Speaking
FIRST SEMESTER				
1 Black gold	6	Oil and oil workers	Word families; word pairs	1 Note details 2 Letters *p* and *b* 3 Make and deal with inquiries
2 People, people everywhere	16	Cities in the sky	Adjectives; phrasal verbs with *bring*	1 Note details 2 Teens and tens 3 Present information from graphics
3 Don't throw it away!	26	Reduce, reuse, repair, recycle	Synonyms; word families	1 Write captions 2 ***th**is/**th**ing* 3 Consider alternative actions
4 Engineering a better future	36	The Aswan High Dam	Measurements; directions	1 Note priorities 2 Large numbers 3 Propose, agree, disagree
5 Money matters	46	You and your bank	Word field: banking	1 Note bank activities 2 Sounds *sh* and *ch* 3 Request, check, correct
SECOND SEMESTER				
6 Getting your life organised	56	How organised are you?	Expressions with *do/make/have*; phrasal verbs with *get*	1 Note diary dates 2 Consonant clusters 3 Request, offer, refuse
7 Dealing with stress	66	Just ask Jasmin	Word field: feelings; comparison: spelling rules	1 Note advice 2 *note/not/nought* 3 Suggest, advise, warn
8 Your future world of work	76	A job application	Word pairs; word families	1 Phone notes 2 Sound friendly and helpful 3 Phone language; make arrangements
9 Palestinians around the world	86	San Francisco – a world city	Compound adjectives; opposites; positive description	1 Note travel and personal details 2 Aviation code 3 Give and check information
10 Why do people behave like that?	96	Some Do's and Don'ts in America	British and American English; word families	1 Note Palestinian personal qualities 2 Tag questions 3 Introduce a fact or opinion

Language	Integrated skills	Reading	Writing and vocabulary 1 Summary 2 Vocabulary 3 Writing
Request/give information, present and past	Choose vehicles and write report	Using oil better	1 Match points 2 Opposites 3 Report on and recommend vehicles
be and *have*; mixed tenses	Collect information on Dubai and write report	Getting past the population peak	1 Match points 2 Connectors 3 Analyse graphs
Modal verbs, present and past	Sell unwanted goods online	Environmental sense makes economic sense	1 Make notes and write summary 2 Fractions and percentages 3 Letter to editor
Conditionals	Note tourism attractions; design resort	Big projects – big benefits but big problems	1 Make notes 2 Collocations 3 Write essay: The Aswan Dam
Verb + infinitive/*-ing*; mixed passives	Choose and write about student bank offers	Builders of the Modern Arab World – Shoman, Abdul Hameed	1 Write guided summary 2 Definitions; word families 3 Write life story
Reflexive pronouns; indirect forms	Note messages and schedule first day at college	Some Do's and Don'ts for first-year students	1 Write topic sentences and summary 2 Verb + expressions 3 Write on organising oneself
Verb + infinitive/*-ing*; suggest, advise, warn	US Palestine Center; feelings about leaving home	Stress: What is it?	1 Make notes and write summary 2 Confusables; opposites 3 Story about oneself
Prepositions; offers	How to succeed at job interviews	Your future world of work	1 Make notes and write summary 2 Connectors; opposites 3 Write about future
be and *have*; prepositions; relative clauses	A day in Golden Gate Park	Palestinian bridges to the world	1 Make notes and write summary 2 Synonyms, word families 3 Describe a place
Articles; comparison	Cultural tourism in Palestine; some Do's and don'ts in Palestine	Communicating across cultures	1 Make notes and write summary 2 Word families; word field: culture 3 Write essay: study in America

Reading Objectives of TOP MARKS *Grade 12 as stated in the textbook:*

1.To read for the main idea.

2.To skim for the general idea.

3.To understand the author's intention.

4.To understand text organization.

5.To guess the meaning of words.

6.To separate the main idea from supporting details .

7.To report on a social phenomenon .

8.To understand the tone of the text.

9.To recognize the author's emotions .

10.To separate fact from opinion.

11.To recognize the author's mood.

12.To scan for the main idea.

13.To develop and practice reading skills.

14.To infer mood and author's attitude or tone.

15. To extract relevant information from a text .

16.To learn about new technology .

17. Provide contexts for learning new language .

The coursebook features :

1.motivating topics which promote discussion

2.an increased emphasis on reading .

3.a wide variety of genres , styles and text types .

4. comprehension questions at contextual and literal levels .

5.contextualized vocabulary and grammar practice .

6.focus on learning and test-taking strategies.

7.useful writing tips and tasks.

8.a complete grammar appendix .

Components of TOP MARKS Grade 12

The coursebook contains the teaching materials for classroom use. It consists of six units without allocating number of lessons or specifying number of pages .The first pages tackles reading comprehension skill with different types of exercises. Then listening skill is introduced and then writing skill. After that, reading is introduced throughout another comprehension text and the last pages are concerned with vocabulary.

At the front of the book , a contents chart provides a clear overview of the language , skills , texts types and activities that are covered in the six units . At the back of the book , useful reference material ." a Grammar appendix(pages 124-135) " is included.

Format of units for TOP MARKS Grade 12

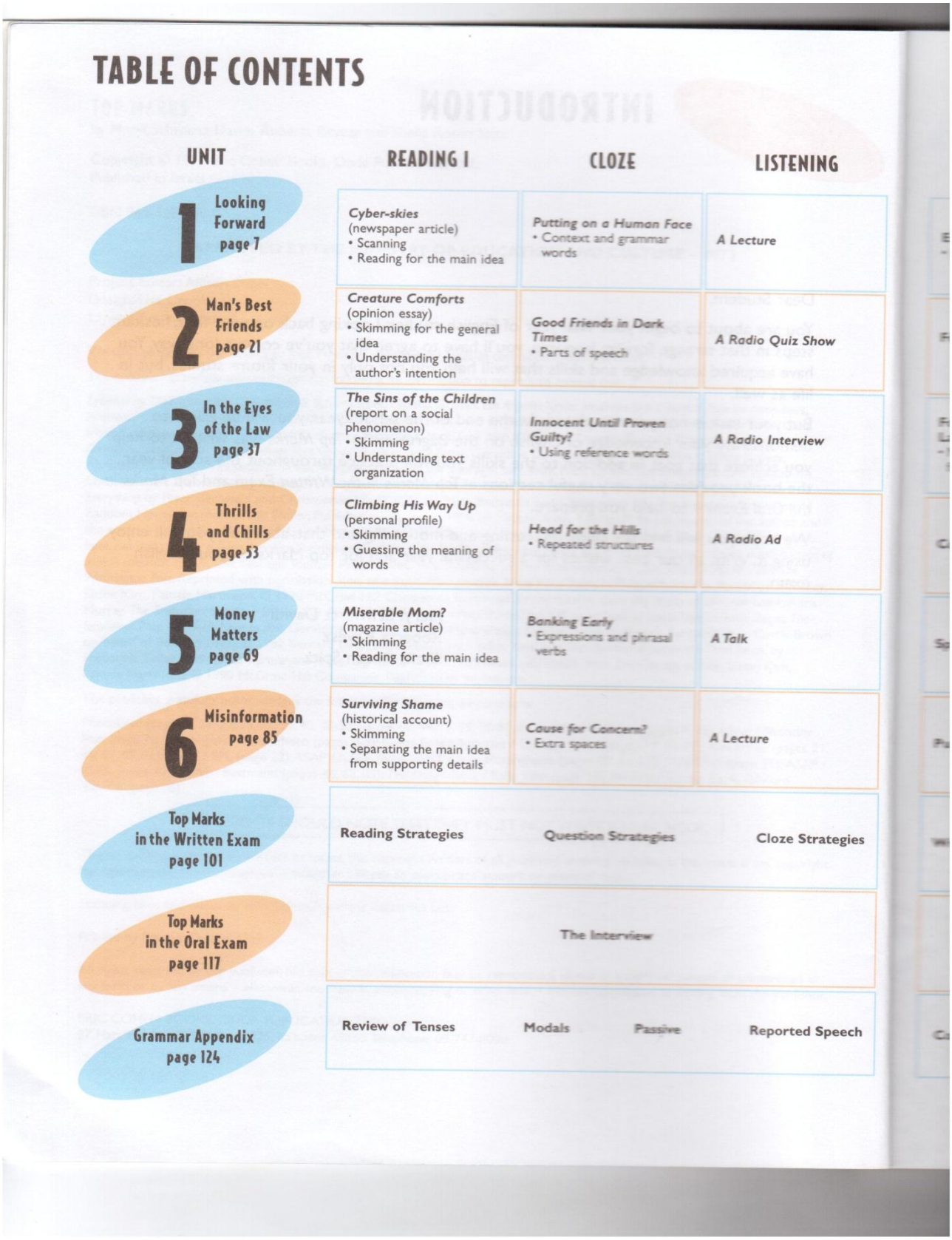


TABLE OF CONTENTS

UNIT	READING I	CLOZE	LISTENING
1 Looking Forward page 7	*Cyber-skies* (newspaper article) • Scanning • Reading for the main idea	*Putting on a Human Face* • Context and grammar words	*A Lecture*
2 Man's Best Friends page 21	*Creature Comforts* (opinion essay) • Skimming for the general idea • Understanding the author's intention	*Good Friends in Dark Times* • Parts of speech	*A Radio Quiz Show*
3 In the Eyes of the Law page 37	*The Sins of the Children* (report on a social phenomenon) • Skimming • Understanding text organization	*Innocent Until Proven Guilty?* • Using reference words	*A Radio Interview*
4 Thrills and Chills page 53	*Climbing His Way Up* (personal profile) • Skimming • Guessing the meaning of words	*Head for the Hills* • Repeated structures	*A Radio Ad*
5 Money Matters page 69	*Miserable Mom?* (magazine article) • Skimming • Reading for the main idea	*Banking Early* • Expressions and phrasal verbs	*A Talk*
6 Misinformation page 85	*Surviving Shame* (historical account) • Skimming • Separating the main idea from supporting details	*Cause for Concern?* • Extra spaces	*A Lecture*
Top Marks in the Written Exam page 101	Reading Strategies	Question Strategies	Cloze Strategies
Top Marks in the Oral Exam page 117	The Interview		
Grammar Appendix page 124	Review of Tenses	Modals	Passive / Reported Speech

WRITING	READING II	READING III	SPEAKING	GRAMMAR IN CONTEXT
Essays • Before writing	***Look Alive*** (magazine article) • Scanning	***Trekking Onward ...*** (TV review) • Recognizing the author's attitude	**Talking about technology**	**First Conditional**
Formal Letters	***Dramatic Rescue*** (news report) • Predicting	***The Red Dog*** (short story) • Recognizing the writer's emotions	**Talking about animals**	**The Passive**
Formal and Informal Language • Making the language fit the topic	***Grandfather's Not to Blame*** (interview) • Scanning	***Mugging Victim Charged*** (description of an incident) • Separating fact from opinion	**Talking about the law**	**Gerunds and Infinitives**
Connectors	***Women Who Burn, Run and Slide for a Living*** (newspaper article) • Skimming	***Scarier and Scarier*** (description of a person) • Understanding the author's intention	**Talking about adventure**	**Modals**
Spelling	***The Psychology of Money*** (expository text) • Skimming; predicting	***Debt Run Wild*** (first-person narrative) • Recognizing the author's mood	**Talking about money**	**Second and Third Conditionals** **Wish Clauses**
Punctuation	***Looking on the Bright Side*** (editorial) • Understanding the tone of the text	***Fact or Fiction?*** (autobiography) • Predicting	**Talking about truth**	**Question Formation**

Writing Strategies	**Listening Strategies**	**Further Test-Taking Strategies**
The Role Play	**The Reading Program**	
Conditional Sentences	**Wish Clauses**	**Relative Pronouns / Clauses**	**Verb Complements**

Appendix (3)

Consultation Form of an Analysis Card

Dear colleagues,

The researcher **Sobeh M. S. Halawa** is carrying out a ***M.ED dissertation*** **entitled "Comparison between The Israeli and Palestinian Twelfth Grade Textbooks *In Reading Comprehension*"** The purpose of the study is to find out if the Reading Texts in the Student Book of English for Palestine –Grade 12 and" TOP MARKS" Israeli 12th Grade textbook match the suggested following criteria for reading comprehension.

I would be grateful if you examine and referee the attached criteria list. I would be so grateful if you could offer comments on:

1- the comprehensiveness of the dimensions of all the needed criteria.
2- the relevance of the items to the general dimensions.
3- the clarity of the criteria for analysis.
4- the correctness of the criteria linguistically.

Any modifications, additions, or omissions will be taken into consideration when processing this analysis card.

With best regards

The researcher

Sobeh Mohammad Halawa

The Content Analysis Card

Purpose of the Analysis:

The analysis aims at identifying the extent to which the reading texts in the Student Book of *English for Palestine - Grade* 12 and Israeli 12th Grade textbook match the standard criteria of English reading comprehension.

Sample of the Analysis:

All the reading texts in Student Book of *English for Palestine - Grade* 12 and Israeli 12th Grade textbook" TOP MARKS ".

Elements of Analysis:

The researcher built the criteria for evaluation after reviewing several textbook evaluation checklists. And these criteria are the elements of analysis.

Units of Analysis:

The researcher considers the reading text as a unit for analyzing reading texts

Limitations of the Analysis:

- The analysis is for all the reading texts in Student Book of English *for Palestine - Grade* 12 and Israeli 12th Grade textbook "TOP MARKS ".
- The analysis includes The Reading Text, Vocabulary Text , Reading Exercises , Presentation and layout , Contextual expected response , Graphic Elements (Photographs, illustrations, maps, charts, etc in English for Palestine –Grade 12 and Israeli 12th Grade "TOP MARKS ".
- The analysis doesn't include the teacher's book.

The analysis doesn't include the workbook.

- The analysis doesn't include other language skills.

1. The Reading Texts

1.1 helps students to read extensively.

1.2 helps students to read intensively.

1.3 uses authentic texts.

1.4 Presents topics related to the Palestinian and Israeli cultures and realities.

1.5 enriches student's general knowledge about different topics.

1.6 Presents ethical values and good manners.

1.7 The cultural readings are interesting, significant and appropriate for age level.

1.8 Students are asked to utilize the higher order thinking skills.

1.9 Texts include works that enable the reader to pursue further information.

1.10 Tasks are clear and unambiguous.

1.11 Includes science and history selections

2. The Texts Vocabulary

2.1 contains suitable number of new(unknown) vocabulary (not more than 3% -5% from the whole number of the text words)

2.2 employs new (unknown) vocabulary that are concrete and abstract.

2.3 uses colours to highlight new(unknown) vocabulary.

2.4 includes guessable words.

2.5 vocabulary items are functional ,thematic ,authentic and practical.

2.6 There are themes that encourage projects outside the classroom

2.7 Provides direct instructions in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.

2.8 Students are introduced to appropriate information gap activities.

3. Reading Exercises

3.1include a varieuestions

3.2presents clear instructions that can be understood by 12^{th} graders.

3.3 focuses on pure reading (based on reading)by 12^{th} graders

3.4 activates students' background knowledge before reading the text through questioning , picture reading , word clustering .

3.5 asks students to relate the text to their personal experience.

3.6 requires students to find the main idea. (skimming)

3.7 requires students to scan for specific information presented in the text .(scanning)

3.8 encourages students to find meanings of new vocabulary in contexts.

3.9 encourages students to develop awareness about synonyms and antonyms.

3.10 helps students to distinguish between cause and effect.

3.11 helps students to distinguish between fact and opinion.

3.12 allows students to infer the author's attitude .

3.13 helps students to make predictions(guessings) about the reading text.

3.14 les students draw conclusions(inferences)from information given in the text.

3.15 supports students to make a summary of the reading text.

3.16 requires students to work out answers in pairs and groups.

3.17 lets the students identify the organization of the ideas in the reading passages.

3.18 allows students to infer the tone of the text.

4. Presentation and layout

4.1 the title is clearly presented to the learner.

4.2 sufficient margins on both sides.

4.3sufficient spaces between text lines

4.4 text is divided into paragraphs.

4.5 the objective is clearly presented to the learner

4.6. the general appearance of the text is appealing.

4.7 colour printing is used.

4.8 units are well organized and offer easy progression .

5. Contextual expected response

5.1 comprehension of the text depends on particular prerequisite.

5.2 supported pictures required to comprehend text.

5.3 items can be answered by taking words and phrases directly from the text.

5.4 explains how to enhance student comprehension while reading aloud.

6. Graphic Elements (Photographs, illustrations, maps, charts, etc

6.1 Graphics are located within the text rather than on pages

6.2Graphicas are consistently identified with call out, such as Figure one, Figure two, etc

6.3 Maps and charts include keys or legends that explain what the symbols mean.

6.4 Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.

Appendix (3)

MASSACHUSETTS DEPARTMENT OF EDUCATION

Recommended Criteria for Evaluating Instructional Materials and Programs in Reading

Rating	Strongly Agree	Agree	Cannot Judge	Disagree	Strongly Disagree
I. reading Content					
Reflect the learning standards in the English Language Arts					
Include quality literary/non-literary selections					
Include science and history selections					
Highlight works of authors suggested in Appendix A of the Massachusetts English Language Arts Curriculum Framework					
Highlight works of authors suggested in Appendix B of the Massachusetts English Language Arts Curriculum Framework					
Contain selections with an appropriately challenging vocabulary of English words					
Contain selections with all non-English words italicized and footnoted					
Include predictable texts, leveled texts, and both fictional and non-fictional trade books					
Include reading materials in which approximately 75% of the words are decodable, for practicing phonic elements already taught					
Include biographical information on authors represented in the s elections					
II. Pedagogical Features					
A. Phonological Awareness					
Provide ways to identify and work with individual phonemes in spoken words: isolating, identifying, blending, segmenting, deleting, adding, substituting					
Provide ways to identify and produce oral Rhymes					
Provide ways to identify and work with onsets and rhymes in spoken syllables					
Provide ways to identify and work with syllables in spoken words					
B. Systematic Phonics					
Provide a clearly identified, logically coordinated and sequenced set of letter-sound relationships					
Provide explicit and systematic teaching of these letter-sound relationships					
Provide for application of knowledge of					

letter-sound relationships in decodable texts.					
C. Fluency					
Explain how to model fluent oral reading followed by student rereading					
Explain how to assess student oral reading Rate					
Explain how to promote student oral reading with expression					
Explain how to enhance student comprehension while reading aloud					
Explain how to direct and monitor repeated oral reading					
Include guidance in providing students with opportunities for supplemental, independent silent reading					
D. Vocabulary					
Provide for direct instruction of important words in a text before reading it					
Provide for direct instruction of frequently used words in a text before reading it					
Provide for direct instruction of difficult words such as compound words, homographs, homophones before reading text					
Provide direct instruction in using word parts (prefixes, suffixes, base words, and Greek and Latin roots)					
Provide direct instruction in using dictionaries and other references					
Provide direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions					
E. Text Comprehension					
Provide guidelines for teaching comprehension strategies: direct explanation; modeling; guided practice; application; using prior knowledge; using					
mental imagery					
Provide explicit instruction on skills or to promote their use					
Cumulatively build a repertoire of skills and Strategies					
Explain how to promote and monitor student use of active comprehension strategies before, during, and/or after independent silent reading: using graphic and semantic					

III. Learning Activities					
Fit into a research-based, conceptual framework for the concepts and skills taught					
Fit into coherent units that build conceptual Understanding.					
Use a variety of pedagogical strategies: e.g., open.ended questioning, direct instruction, practice, discussion and flexible grouping patterns					
Are developmentally appropriate					
Encourage student discussion and reflection					
Enrich and reinforce skills and strategies for extended learning					
Provide explicit strategies for students reading significantly below grade level					
Provide enrichment and acceleration for advanced readers					
Involve students in active learning and problem solving					
Offer multiple ways for students to explore, analyze, and communicate concepts and ideas					
IV. Student Assessment Materials					
Are free of inappropriate or derogatory Material					
Occur throughout, not merely at t he end of a Unit					
Focus on the acquisition of skills and concepts as well as on the learning process					
Provide for assessment of major reading skills and strategies					
Incorporate multiple forms of assessment: oral presentations, written report s, compositions, teacher observations, performance assessments, quizzes and pre - and post tests					
V. Program Development and Implementation					
Provide field tests data showing positive effects on student learning for similar population					
Are adaptable to local curriculum and school					
Offer professional development training and long-term follow up for teachers					

Massachusetts department of education
September 30,2002

Appendix (4)

Checklist For Evaluating EFL Reading Textbook Design

Dr Reima Al-Jarf (2007)

number of pages in the textbook number of pages of text
proportion of text space
frequency of illustrations
proportion of photograph
space margins and column width

Text divisions: # of columns, consistency within single text, consistency across texts

paragraphs: indenting, line numbering, paragraph form, emphasized material, word__spacing,
line-to-line spacing

portrait vs landscape

typefaces & typesizes: word-spacing, line-to-line
spacing typestyle:
typefaces = character style, chs firm in line, open and even in
spacing, have idiosyncratic features

line and interword spacing

space between the heading and the remaining text, consistency typographic setting (unjustified text, vertical spacing, horizontal spacing)
typographic detailing (primary, secondary and tertiary headings)
chapter #: position, color, typesize, typestyle, typeface, consistency
chapter heading: position, color, typesize, typestyle, typeface, consistency
subheadings: position, color, typesize, typestyle, typeface

typographic cueing (underlining, italics, boldface, capital letters, color, multiple cueing)

illustrative material (frequency, positioning, caption)

illustrations: # per text, type, caption, position, relation to text, color, familiarity of objects, details

relation of illustrations to reading text: background experience, concept, support
text
Which of the following is inappropriate: planning of pages, formal specification or plan, size and position of component parts

Spatial organization of text

- standardization in unit organization
- standardization in the structure of reading passages
- lack of standardization
- poor organization of information
- vertical and horizontal spacing

□□sequencing of columns
□□use space systematically to indicate which blocks of material go together

typography of text:

titles of units

- titles of sections
- titles of sub-sections
- space between heading and remaining text
- indenting of the first line indicates the start of a new paragraph
- paragraphs having different levels of rank
- items having different levels of rank

PAGE-SIZE:

- page-sizes:
- margins:
- layout of page
- divisions of the page
- interline spacing
- line-length of the text
- position of illustrations
- information area

photocomposition= formatting and make-up of the text:

- type font and body,
- line spacing,
- type-size
- spacing
- means of emphasis
- changes from the norm in letter-size, size, boldness, color or position

Illustrations

- Are illustrations interesting
- Do illustrations attract attention
- Do illustrations provide support material
- production of printed words and pictures
- type of illustrations used (line drawings, pictorial illustrations, tables, graphs, diagrams, and symbols)
- How detailed are pictures (highly detailed, excessive unnecessary detail, deletion of detail)
- What pictures illustrate (unfamiliar objects)
- Can students interpret the conventions of illustrations
- background knowledge of students
- are illustrations realistic,
- location of illustrations (at the top, at the bottom)
- use of color (use of too many colors, too few colors, make correct discrimination, use color consistently,
- is code understood by students
- are graphic aids positioned with regard for their dependence on statements made in the text.
- the illustration of a process involving separate steps or actions
- amount of text supported by illustrations
- way in which illustrations and the text are arranged.

- conventions of illustrations
- position of picture in relation to text
- relation of picture to printed words
- sequencing and the functional grouping of parts.
- dimensions and position of parts
- differentiation of sub-items a, b, c,
- differentiation of the question indicators 1, 2,3
- the centered arrangement of the text
- the haphazard use of space
- typefaces of ill-considered size and weight.
- space between the heading and the remaining text.
- vertical and horizontal spacing.
- captions

layout of bibliographies, references and indexes

layout of exercises

layout of pre-reading material

number of pages in the textbook
number of pages of text
proportion of text space
frequency of illustrations
proportion of photograph space
margins and column width
portrait vs landscape
typefaces & typesizes
line and interword spacing
typographic setting (unjustified text, vertical spacing, horizontal spacing)
typographic detailing (primary, secondary and tertiary headings)
typographic cueing (underlining, italics, boldface, capital letters, color, multiple cueing)
illustrative material (frequency, positioning, caption,)

components of an instructional text:

listed information
programmatically developed statements
numbered items
diagrammatic presentations
explanatory notes
pictorial features of many kinds
headings, lists, questions, exercises, tables, figures, captions

Appendix (5)

Al-Qattan Centre for Educational Research and Development Gaza. Palestine		

General Description of Reading Texts of Grade six & seven

No	Item	Unit --	Unit --	Unit -	Unit -- -
A	**Presentation and lay out**				
1	Theme of the unit				
2	Title of reading comprehension				
3	Number of tasks				
4	Number of items				
5	Suggested time allocated (if any)				
6	Is the title clearly presented to the learner?				
7	Is the objective clearly presented to the learner?				
8	Is the general appearance of the text appealing?				
9	Are photographs and accompanying ancillaries used attractive and				
10	Is colour printing used?				
	Are visuals realistic?				
12	Units are well organized and offer easy progression				
B	**Type of reading texts**				
13	(Adapted) written for young adults				
14	(Specially written)for young adults				
15	Newspaper article				
16	Advertisement				
17	Prose				
18	Poetry				
19	Novel				
20	Dialogue				
21	Story				
22	Instructional leaflet				
C	**Tasks**				
23	Number of tasks in relation to the text				
24	Number of items per task				
25	Tasks are clear and unambiguous				
26	The language of the texts is at appropriate level				
27	The language of the rubric is at appropriate level				
28	The language of the txt is at appropriate level				
29	The number of new vocabulary is at appropriate level				
30	Items are sequenced in relation to the text				
31	Multi level response is required according to the items				

32	Type of responses relate to. Find it. (literal level)				
33	Type of response relate to .Connect it. (analytical level)				
34	Type of response relate to .Add to it. (inferential level)				
35	Type of response relate to .Go beyond it.(critical level)				
36	Type of response relate to .Go beyond it.(creative level)				
37	Reading the text requires finding the main idea strategy				
38	Reading the text requires recalling facts and details				
39	Reading the text requires understanding sequence				
40	Reading the text requires recognizing cause and effect				
41	Reading the text requires making prediction				
42	Reading the text requires finding word meaning in context				
43	Reading the text requires drawing conclusions/inferences				
44	Reading the text requires comparing and contrasting				
45	Reading the text requires distinguishing fact from opinion				
46	Reading the text requires identifying author.s purpose				
47	Reading the text requires interpreting figurative language				
48	Reading the text requires reading pictures				
49	Reading the text requires distinguishing real from make believe .				
50	Reading the text requires summarizing				
51	Grammatical concepts presented in a meaningful manner				
52	Activities move from controlled to communicative				
53	Students are introduced to appropriate vocabulary				
54	Vocabulary items are functional ,thematic ,authentic and practical				
55	There are variety of meaningful activities				
56	Activities provide opportunities for individual ,paired and cooperative Learning				
57	Students are introduced to appropriate information gap activities				
58	Activities are set in an age appropriate context				
59	There are themes that encourage projects outside the classroom				
D	**Language ability**				
60	Main focus skimming for overall gist				

61	Demonstrating understanding of text as a whole				
62	Identifying topic of text				
63	Identifying function of text				
64	Distinguishing main points of text from subsidiary ones				
65	Retrieving specific information by scanning text				
66	Locating and selecting relevant factual information to perform task				
67	Demonstrating understanding of how text structure works				
68	Distinguishing fact from opinion				
69	Deducing meaning from context				
70	Interpreting text for author.s attitude ,style				
71	Making inferences from information given in the text				
72	Recognizing numbers ,letters etc.				
73	Making use of clues as subtitles illustrations				
E	**Contextual expected response**				
74	Comprehension of texts assumes cultural knowledge				
75	Comprehension of the text depends on particular prerequisite				
76	Comprehension of texts depend on prior knowledge				
77	Supported pictures required to comprehend text				
78	Information required to answer a particular item				
79	Localization required to comprehend a particular item				
80	Learners are referred to specific areas of the text				
81	Items can be answered by taking words and phrases directly from the Text				
82	Words in tasks repeat words already used in the text				
83	Items can be answered by modifying words in text slightly				
84	Items can be answered by rephrasing text to a significant extent				
85	Non -linguistic skills are included in tasks				
86	There are an over lap with measuring linguistic skill areas				
87	There are references of interests and needs of the grade level				
88	Personal language included in reproduction				
F	**Comparison**				
90	Students are asked to look at their own native language and compare it to L2				
91	Students are asked to compare their own culture and make comparison to other culture.				

G	**Evaluation**				
92	There is sufficient oral and written practice of the grammar concepts that lead to meaningful usage of L2.				
93	The cultural readings are interesting ,significant and appropriate for age level .				
94	Texts provide the learners with strategies at point of use to help them be successful listeners ,speakers ,readers and writers of L2.				
95	Pair and co operative learning activities are plentiful and meaningful				
96	Multiple intelligences utilized so as to support the variety of learner types in the classroom				
97	Students are asked to do more than rote memorization and recall				
98	Students are asked to utilize the higher order thinking skills				
99	The reading lessons have a recorded material that is integrated with the Text				

Appendix (6)

ESL TEXTBOOK EVALUATION CHECKLIST

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I. Textbook

A. Content

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. Vocabulary and Grammar

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?

C. Exercises and Activities

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?

D. Attractiveness of the Text and Physical Make-up

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?

II Teacher's Manual

A. General Features

i. Does the manual help teachers understand the objectives and methodology of the text?
ii. Are correct or suggested answers given for the exercises in the textbook?

B. Background Information

i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing?
ii. Is there a list of true and false cognates for vocabulary words?

C. Methodological Guidance

i. Are teachers given techniques for activating students. background knowledge before reading the text?
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea?
iii. Does the manual suggest a clear, concise method for teaching each lesson?

D. Supplementary Exercises and Materials

i. Does the manual give instructions on how to incorporate audiovisual material produced for the textbook?
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words?
iii. Does the manual provide additional exercises for reinforcing grammar points in the text?

III. Context

A. Is the textbook appropriate for the curriculum?

i. Does the text coincide with the course goals?

B. Is the textbook appropriate for the students who will be using it?

i. Is the text free of material that might be offensive?
ii. Are the examples and explanations understandable?
iii. Will students enjoy reading the text selections?
iv. Will the content meet students. felt needs for learning English or can it be adapted for this purpose?

C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?

i. Is the teacher proficient enough in English to use the teacher's manual ?

Appendix (7)

Textbook Evaluation Form

Book Title	**Ratings**			
Author(s): Publisher	**1 (poor)**	**2 (fair)**	**3 (Good)**	**4 (Excellent)**
Table of contents: Material is presented in an order that makes sense for teaching. For example, a building approach is used with math and science subjects; new material is based on previously taught skills or already defined/discussed information.				
Glossary: Unfamiliar or specialized terms are well-defined and their pronunciation are included.				
Bibliography: List of books and other reference works used by author(s) is comprehensive and up to date.				
Recommended reading: Includes works that enable the reader to pursue further information.				
Recommended reading: Includes works that enable the reader to pursue further information.				
Index Index is thorough and easy to use, and consists of entries that are detailed and cross-referenced.				

Book Title	**Ratings**			
Author(s): Publisher	**1 (poor)**	**2 (fair)**	**3 (Good)**	**4 (Excellent)**
Writing Style: Writing is descriptive and thought-provoking, and fosters visualization, sparking the reader's imagination on many levels. Vocabulary consists of words that are both familiar and challenging, and words the reader may not know are clearly defined. Main ideas are explicit, not imbedded in the text.				

Headings/subheadings: Headings and subheadings support the content and preview what is coming so that the reader gets a clear idea about the section and can make predictions and read for purpose-helpful with before-reading activities. Wording is explicit rather that vague or ambiguous.				
Captions and labels: Captions and labels are accurate and informative, and supplement the text or main ideas in that part of the book.				
Sidebars: Sidebars augment the text by highlighting incident or little-known information, or by expanding upon points or ideas mentioned in the text.				
Topic sentences and section/ chapter previews: These communicate what is being discussed/ developed in the paragraph or section/chapter; allow the reader to establish, identify, and absorb main ideas; and provide helpful information for before-reading activities.				
Section/Chapter Summaries: Key ideas and main points supporting the topic discussed in the section/chapter are clear and accurately restated.				
Extension Activities: Includes relevant activities offering sufficient practice so that the student can reinforce and retain what has been taught. Activities focus on different ways in which students might continue their study on various learning styles.				
Page layout: The text is complemented/supported by graphic elements (illustrations, photographs, maps, charts, etc.)that follow the less-is-more rule: they do not crowd the page or overwhelm the student with too much textual or visual information.				

Book Title	**Ratings**			
Author(s): Publisher	**1 (poor)**	**2 (fair)**	**3 (Good)**	**4 (Excellent)**
End-of-Section/Chapter Comprehension and Critical-Thinking Questions: The questions make connections between the learned content, allow the reader to reflect on main ideas, and extend critical thinking about past and future vents. Questions also are multileveled, i.e., there are questions that the reader can answer by looking in a specific place in the text, some that require the reader to look in several places to find the answer, and others that require the reader to look for clues in what they have read and combine these with their prior knowledge. The number of questions included provides ample practice for students				
Type style, Line Length, and Leading: The point size of the type, length of the line of the type, and space between each line all work together, producing a page that is not only visually appealing but also readable and accessible.				
Graphic Elements (Photographs, illustrations, maps, charts, etc.): Graphics are located with the text that they reader to rather than pages before or after it.				
Graphics are consistently identified with call outs, such as Figure 1, Figure2 , etc.				
Maps and charts include keys or legends that explain what the symbols mean.				
Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.				
At least half of the graphics are in colour.				
Total Each Column				

Appendix (8)

Final Version of Criteria Evaluation

No.	Criteria	U.1	U. 2	U. 3	U.4	U.5	U. 6	U.7	U. 8	U. 9	U.10	Total
1.	**The Reading Texts**											
1.	helps students read extensively.											
2.	helps students read intensively .											
3.	uses authentic texts.											
4.	presents topics related to the Palestinian and the Israeli cultures and realities.											
5.	enriches student's general knowledge about different topics.											
6.	Presents ethical values and good manners.											
7.	The cultural readings are interesting ,significant and appropriate for age level.											
8.	Students are asked to utilize the higher order thinking skills.											
9.	Texts include works that enable the reader to pursue further information.											
10.	Tasks are clear and unambiguous.											
11.	Includes science and history selections.											

2.	**Text Vocabulary**											
12.	contains suitable number of new(unknown) vocabulary (not more than 3% -5% from the whole number of the text words).											
13.	employs new (unknown) vocabulary that are concrete and abstract.											
14.	uses colours to highlight new(unknown) vocabulary.											
15.	Includes guessable words.											
16.	Vocabulary items are functional ,thematic ,authentic and practical.											
17.	There are themes that encourage projects outside the classroom.											
18.	Provides direct instruction in ways to use context to understand word meaning: definitions, restatements, examples, descriptions.											
19.	Students are introduced to appropriate information gap activities.											

3.	**Reading Exercises**											
20.	estionsسinclude a variety of qu.											
21.	presents clear instructions that can be understood by 12th graders.											
22.	focuses on pure reading. (based on reading).											
23.	activates students' background knowledge before reading the text through questioning , picture reading , word clustering											
24.	asks students to relate the text to their personal experience.											
25.	requires students to find the main idea. (skimming).											
26.	requires students to scan for specific information presented in the text (scanning).											
27.	encourages students to find meanings of new vocabulary in contexts.											
28.	encourages students to develop awareness about synonyms and antonyms.											
29	helps students distinguish between cause and effect.											
30.	helps students distinguish between fact and opinion.											
31.	allows students infer the author's attitude .											

32.	helps students make predictions(guessings) about the text.											
33.	lets students draw conclusions from the text.											
34.	supports students in making a summary of the reading text.											
35.	requires students to work out answers in pairs and groups.											
36.	lets the students identify the organization of the ideas in the reading passages.											
3.7	allow students to infer the tone of the text.											
No.	**Criteria**	**U.1**	**U. 2**	**U. 3**	**U.4**	**U.5**	**U. 6**	**U.7**	**U. 8**	**U. 9**	**U.10**	**Total**
4.	**Presentation and layout**											
38.	The title is clearly presented to the learner.											
39.	sufficient margins on sides.											
40.	sufficient spaces between text lines											
41.	Text is divided into paragraphs.											
42.	The objective is clearly presented to the learner.											
43.	The general appearance of the text is appealing?											
44.	colour printing is used.											
45.	Units are well organized and offer easy progression											
5 .	**Contextual expected response**											
46.	Comprehension of the text depends on particular											

	prerequisite.											
47.	Supports pictures to comprehend text.											
48.	Items can be answered by taking words and phrases directly from the text.											
49.	Explains how to enhance student comprehension while reading aloud.											
6.	**Graphic Elements (Photographs, illustrations, maps, charts, etc**											
50.	Graphics are located with the text that they reader to rather than pages before or after it.											
51.	**2**Graphicas are consistently identified with call out, such as Figure 1, Figure 2 etc.											
52.	Maps and charts include keys or legends that explain what the symbols mean.											
53.	Each photograph includes a caption that succinctly identifies it and makes a direct connection between it and the text.											

Appendix (9)

The List of Juries

1. Prof . Ezzo Afanah	PhD. in curriculum studies	The Islamic University
2. Dr. Akram Habeeba	PhD. in Literature	The Islamic University
3. Dr. Mohammed Attia	PhD. in TEFL	Al-Aqsa University
4.Dr Abdallah Al-Assar	PhD in TESOL	Al-Aqsa University
5. .Dr Saed Farahat	PhD in Linguistics	Al-Aqsa University
6 .Mrs Yosra Kahloot	M.E in English	Supervisor at Governmental school
7. Miss Naema Ali	M .E in English	Teacher at UNRWA Schools
8 Mr. Khaled Jabr	B.A. in English	Supervisor at Governmental school
9 Mr Mohammad Habash	B.A. in English	Abu Thar Secondary School
10. Mr Hasaneen Qanoo	B.A. in English	Othman Bin Affan Secondary School

الجامعة الإسلامية – غزة
عمادة الدراسات العليا
كلية التربية
قسم المناهج و طرق التدريس

مقارنة بين مقرري منهاج الثاني عشر الإسرائيلي و الفلسطيني في مهارة القراءة

إعداد الطالب

صبح محمد صبح حلاوة

إشراف

أ.د عزو عفانة د. أكرم حبيب

رسالة مقدمة لكلية التربية بالجامعة الإسلامية – غزة استكمالا لمتطلبات الحصول على درجة الماجستير

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