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A Comparative Evaluation of *English for Palestine Grade One*

Teacher's Books Original and New Editions

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Dedication

To my kind father,

To my compassionate mother,

To my husband, Mohammed,

To my beloved son Khaled,

To my dear brother Iyas and sisters Sohad and Aseel

To all people who supported me

Acknowledgement

In the Name of Allah, the Most Gracious, the Most Merciful

I thank Allah the Almighty for giving me the blessings and the strength to do this work.

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Abstract

This study aimed at evaluating English for Palestine Grade 1 teacher's books (TB) original and new editions in order to find out to what extent they are in line with the suggested evaluation criteria. It also aimed at comparing the two TBs to identify the differences between them.

To fulfill the aims of the study, the researcher followed the descriptive-analytical approach. One main tool was used to collect data: a content analysis card. Benefiting from previous studies, related literature, journals and books, the researcher built the criteria of evaluation which constituted the content analysis card. The analysis card was shown to seven experts to benefit from their comments in regard to any potential modifications, additions and deletions to achieve validity. To ensure reliability the researcher asked for the cooperation of another researcher who analyzed the TBs along with her. Results obtained from analyzing original and new edition TBs were analyzed to find out the match degree with the suggested criteria. Later, a comparison was held between the two TBs to find out the differences between them in addition to finding out the shortcomings of New Edition TB.

Based on the analysis of the data, the following were the most important conclusions. Regarding the introduction, TB original and new editions include clear and specific Grade 1 aims, offer clear overview of the organization of the course structure and components and provide detailed language map of the pupil's book. They both differ in providing a clear approach in favor of the new edition and in providing guideline evaluation checklist and preparation notes in favor of the original edition TB. With regard to procedural guidance for teaching, both TBs offer clear objectives for each lesson/period, clear and practical suggestions for teaching listening, pronunciation, language, speaking, and writing activities, clear and practical suggestions on how to teach games and songs and various teaching activities and techniques. Both TBs need more supplementary teaching activities and TB new edition does not offer homework suggestions while TB original edition does.

There is absence of advice for techniques for error correction from both TBs. TB new edition is better in terms of providing assessment than TB original edition. TB new and original editions provide good guidance and suggestions on using cassette, poster and flashcards. Cultural background information is absent from both TBs, TB new edition offers background information on course and lessons content more than TB original edition and learning difficulties are predicted and appropriate advice is given in TB new edition more than TB original edition. Both TBs provide excellent physical make-up. TB new edition presents better physical make-up in terms of that the TBs content can be more easily related to the Pupil's Book content.

Based on the study findings, the researcher recommended reviewing the evaluation checklist for constructing and evaluating the rest of TB series to overcome the shortcomings of Grade 1 TB new edition. It is also recommended to modify Grade 1 TB in terms of enriching it with supplementary activities, sample tests, error correction techniques and teaching songs.

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List of abbreviations

No	Abbreviation	Equivalent
1	**TB**	Teacher's book
2	**TG**	Teacher's guide
3	**PB**	Pupil's book
4	**WB**	Workbook
5	**FC**	Flashcards
6	**SB**	Student Book
7	**EFL**	English as a Foreign Language
8	**ETB**	English Teacher's Book

Chapter I

Study Statement and Background

Introduction

1.1 Statement of the Problem

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Chapter I

Study Statement and Background

Introduction

English language has become the center of communication all over the world. This is one of the reasons why English is taught as a foreign language in many countries. It has been taught to help learners to keep up with the recent advances and developments of the time in science and technology. To achieve this purpose, educational curriculum syllabuses, and textbooks are continuously introduced and evaluated. The evaluation process covers different fields of the curriculum; mostly the content represented by the textbooks.

Many studies were concerned with evaluating English textbooks, although, few were interested in evaluating and analyzing the *Teacher's Book* (TB). Most textbook evaluation studies either make brief reference or neglect evaluating TBs. TBs have not been sufficiently evaluated by ELT professionals to date despite considering them an important part of materials package especially for novice teachers (Coleman 1985: 85-86, Cunningsworth and Kusel 1991:128, Menkabu 2010:17 and Zabihi and Tabataba 2011:1). A well written TB can contribute to enhancing teaching quality and teacher's performance as Cunningsworth and Kusel (1991:129) note. Coleman (1985: 85-86) also states that inadequate TBs mean that the materials they accompany are not properly exploited. His idea means that if more attention is given to evaluating TBs then more attention will be paid to writing them. He adds that "The literature is remarkably devoid of discussion by materials writers themselves of the role of teacher's guide" (p.85).

Furthermore, in published checklists for the evaluation of teaching materials, the TB is often ignored, or gets a scant mention.

The Palestinian Authority implemented the first Palestinian curriculum called *English for Palestine* in the scholastic year 2001/2002. This series was used for ten years, and as textbooks must keep up with the development and changes in the world, a new edition of English for Palestine Grades 1- 4 was implemented in the Palestinian schools in 2011/2012. The researcher was conducting a study which aimed to evaluate *English for Palestine Grade 1* TB in addition to identifying teachers' and supervisors' perceptions regarding the TB. Although it was acceptable to continue in conducting the study to evaluate TB original edition and to identify teachers' and supervisors' perceptions of it, the researcher found that it would be more useful and beneficial to cope with the changes of the curriculum. Consequently, and with consultation with the supervisor, decision was made up to modify the study by evaluating and comparing *Grade One* TB original and new editions to present the strengths and shortcomings of TB new edition so that teachers, students, supervisors, and decision makers reach the optimum benefit before even launching the rest series of *English for Palestine Grades* 5- 12.

Grade one is the stage of orientation that can either contribute to the success or failure of children to acquire and practice the new language. Teaching Grade One new edition totally depends on guidance provided in the TB. Teachers cannot teach without referring back to TB because the content of grade one Pupil's Book (PB) depends on pictures more than written content that is presented for teachers in the TB. As a result, teachers should be able to comprehend the main aims, approach and guidance for teaching the content of the PB to succeed in achieving the aims of the curriculum. Such

guidance can only be found in the TB, so it is important to draw teachers' and ELT specialists' attention to the role that TB should accomplish.

Many complaints were raised about English language curriculum (original edition), so UNRWA has made great effort to improve the educational program and held many workshops with the contribution of university professors, supervisors and teachers to evaluate *English for Palestine* (original edition) from grade one to nine. The evaluation included the three textbooks i.e. Student's Book (SB), Workbook (WB) and TB, but the concentration was only on the problematic areas in SB and WB. On the contrary, this study aims at evaluating and comparing Grade One original and new edition TBs to highlight the strengths and weaknesses of both and to maximize the pedagogical benefits teachers can obtain from TB new edition Grade One.

1.1 Statement of the Problem

As an English teacher newly appointed to teach young learners (first graders) many difficulties faced the researcher in teaching them due to their needs to be taught with special techniques and methods. There was a need to know more about the young learners' need, characteristics, nature and how pupils should be taught. Although, PB and WB did not provide teachers with sufficient information and methods to deal with young learners, the researcher found the TB a helpful source for teaching. She benefited from guidance provided on teaching the language skills.

For the new curriculum there was a more urgent need to use the TB to comprehend the new PB activities and to well teach grade one. PB greatly depends on listening and speaking materials that are not provided for learners in the PB but can only be found in the CD and the TB that includes the detailed instructions for each teaching step. As a result, the researcher finds that grade one TB (new edition) represents the

soul of teaching and without it teachers will be lost and will not be able to manage their classes appropriately. This is because the PB content consists of pictures more than written texts, structures or vocabulary unlike the original edition that includes the written texts, dialogues, songs in addition to the pictures. As a result, the researcher needed to evaluate grade one TBs original and new editions to identify the differences between both in order to teach the new PB edition in the best ways.

1.2 Research Questions

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

1. What are the needed criteria for evaluating *English for Palestine Grade One* teacher's books original and new editions?

2. How far are these criteria included in *English for Palestine Grade One* teacher's books original and new editions?

3. Are there any statistically significant differences at ($\propto \leq 0.05$) between *English for Palestine Grade One* teacher's books original and new editions?

1.3 Purpose of the study

Without empirical investigation, the quality of original and new TBs is not clear. The following study aims at evaluating and finding out the match degree between the content of the original and new editions of grade one TB and the suggested criteria. Furthermore, based on the comparison of both TBs the researcher aims at finding the differences between the two TBs and the advantages and shortcomings of the new edition. Finally, more focus will be made on the introduction, linguistic skills, assessment, error correction and aids, given advice and physical make-up of the new and original edition TBs.

1.4 Significance of the Study

This study could:

- Help specialists and syllabus designers to evaluate TBs through providing a comprehensive, detailed TB evaluation checklist criteria which functions as a model for TB evaluation with special focus on *English for Palestine*.

- Encourage teachers' critical and questioning attitudes about the TBs they use.

- Give feedback to textbook and TB writers on practical basis for revising and developing TBs by providing recommendations for better TB.

- Assist trainers when running training dealing with using TBs.

- Draw teachers' attention to strengths and weaknesses of TB new edition in comparison with TB original edition and thus maximize the benefit of using TB.

1.5 Definitions of terms

English for Palestine Grade 1 (Original edition)

It refers to the English curriculum for the first graders published by the Palestinian Ministry of Education and Higher Education in the scholastic year 2001/2002. It includes general guidelines by the authors of the syllabus, general objectives, the methods and the teaching procedures.

English for Palestine Grade 1 (New Edition)

It also refers to the English curriculum for the first graders published by the Palestinian Ministry of Education and Higher Education in the scholastic year 2011/2012 to provide guidance for teaching.

Teacher's Book

Hemsley, (1997:72) states that there is no clear definition to TB, the definition is varied because it is heterogeneous. He lists the functions of TB as mentioned in Cunningsworth and Kusel (1995:129)

> The teachers' guide (TG) states the purpose of the associated teaching materials and describes the rationale behind them. The TG will encourage the development of teaching skills and assist the teacher to understand the course as a whole. It will provide guidance on how to use the material and the linguistic and cultural information required for its effective use.

The researcher adopts the definition of Seguin (1989:22), who defines TB as "An instructional tool intended to facilitate teacher's work by indicating the objectives to be attained in each discipline, the content to be taught and the pedagogical methodology to be followed."

It is believed that it is the most suitable definition because it clearly presents the main characteristics of the TB being an instructional tool; its role is to help teachers by providing the objectives, the content that should be taught, and the methodology which are considered the major aspects that teachers look for in any TB.

Evaluation

Harmer (2001:301) defines course book evaluation as "A judgment on how well a book has performed in fact".

The researcher adopts the definition of Brown (1989:222 in Weir and Roberts 1994:4) who states that evaluation is "The systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved".

1.6 Limitations of the Study

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

1. The evaluative study will be limited to the TBs of *English for Palestine Grade 1 original and new edition.*

2. The analysis of the content will not include all the units of the TBs, nine units will be analyzed in the original edition (1-2-3-5-6-7-8-9-10) and five units in the new edition (1-2-3-4-6) which means thirty lessons in each TB, in addition to the introductions of each.

3. The study will take place in the scholastic year (2011/ 2012).

Summary

This chapter provides a relevant introduction to the research problem. It also introduces the study statement of problem, the purpose, the significance of the study, the questions of the study, the definitions of terms, the limitations and the list of abbreviations used in the study. The chapter that follows is the review of studies that include the theoretical framework and the previous studies.

Chapter II

Review of Related Literature

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Section I
Theoretical Framework

Introduction

This chapter consists of two sections: the theoretical framework and the previous studies. The first section consists of three parts: part one presents the concept of evaluation in terms of the definition, purpose, types, what to evaluate, methods of conducting evaluation, textbook evaluation and criteria for textbook evaluation. Part two includes definitions of TB, importance of TB, types, functions; aspects of the TB, importance of TB evaluation, criteria for evaluating TB and finally criticism of ideas against TB. Part three presents *English for Palestine Grade One* in terms of, overview of *English for Palestine Grade One*, TB objectives, TB components and format of units. The second section in this chapter presents the previous studies which were reviewed.

2.1 Evaluation

2.1.1 Definition of Evaluation

Specialists define evaluation differently. Hutchinson and Waters (2004) present a broad definition for evaluation that it is "A matter of judging the fitness of something for a particular purpose" (p.96)

 Brown (1989:222 in Weir and Roberts 1994:4) states that evaluation is:

> The systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved.

Harmer (2001:301) defines course book evaluation as "A judgment on how well a book has performed in fact".

As a matter of fact, Brown's definition is more specific than the other two definitions since evaluation means the systematic collection of relevant data and

analyzing it, it aims at improving curriculum, assessing its effectiveness and identifying the participants' attitudes.

2.1.2 Purpose of evaluation

There are two purposes for evaluation: accountability and development of program or project**.**

1- Accountability

Accountability refers to the ability of the staff to answer the others about the quality of their work; it usually examines the effects of a program or project at significant end points of an educational cycle and usually conducted for the benefit of an audience or decision maker (Weir and Roberts 1994:5). Tomlinson (2005:223) also states that the purpose of accountability evaluation is to determine whether the stated goals of the program have been met or not.

2- Program development

The purpose of program development may be either to improve curriculum or to foster teacher development or both (Tomlinson, 2005:223). Weir and Roberts (1994:7) indicate that development oriented program intends to improve the quality of a program as it is being implemented. It may be carried out by internal or external evaluators but it can be more effective when it is carried by both.

2.1.3 Types of evaluation

There are three types of evaluation: formative evaluation, summative evaluation and illuminative evaluation.

1- Formative evaluation

According to Richards (2001:288) formative evaluation is carried out as a part of a program development to find out what is working well and what is not and to define the problems that need to be addressed. It takes place during the development of a program and it can operate as a form of quality control, the monitoring of progress and the provision of immediately useful information for decision making or change (Weir and Roberts 1994:15). The information that is gathered during the formative evaluation is used to address the problems that have been identified to improve the delivery of the program, and to evaluate what is effective and change what is not to meet the students' needs and to provide information for the redesign of the course (Graves 2000:215).

2- Summative evaluation

Summative evaluation aims at making decisions about whether the course should continue or not, assessing its achievement and providing information for the redesign of the course (Graves 2000:215). According to Richards (2001:288) summative evaluation takes place after the implementation of a program, it is concerned with determining the effectiveness of the program, its efficiency and its acceptability and it makes decisions about the value of different aspects of the curriculum.

3- Illuminative evaluation

This type of evaluation seeks to provide deeper understanding of the processes of teaching and learning that occur in a program without necessarily making changes in the course in any way, it seeks to find out how different aspects of the program work or how they are being implemented (Richards 2001:289).

The current research is considered summative evaluation because it is conducted after the implementation of *English for Palestine New edition* and it tries to determine the effectiveness of grade one TB new edition to make decisions about the value of different aspects it includes.

2.1.4 What to Evaluate?

Evaluation may focus on many different aspects of a language program, such as:

1. Curriculum design: to provide insights about the quality of a program planning and organization.
2. The syllabus and program content: for example, how relevant and engaging it was, how easy or difficult, how successful tests and assessment procedures were.
3. Classroom processes: to provide insights about the extent to which a program is being implemented appropriately.
4. Materials of instruction: to provide insights about whether specific materials are aiding student learning.
5. Teachers: for example, how they conducted their teaching, what their perceptions were of the program, what they taught.
6. Teacher training: to assess whether training teachers have received is adequate.
7. Students: for example, what they learned from the program, their perceptions of it, and how they participated in it.
8. Pupil progress: to conduct formative (in-progress) evaluations of student learning.
9. Learner motivation: to provide insights about the effectiveness of teachers in aiding students to achieve goals and objectives of the school.
10. Institution: for example, what administrative support was provided, what resources were used, what communication networks were employed.
11. Learning environment: to provide insights about the extent to which students are provided with a responsive environment in terms of their educational needs.
12. Staff development: to provide insights about the extent to which the school system provides the staff opportunities to increase their effectiveness.
13. Decision making: to provide insights about how well the school staff- principals, teachers and others – make decisions that result in learner benefits (Richards, 2001:286-287).

2.1.5 Methods of evaluation

Richards (2001:299-303) Nunan, (1988:123), Graves (2000:215) and Weir and Roberts (1994:26-30) list various methods that can be used to evaluate a TB such as: course statistics, classroom description – narrative, tests, structured observation methods,

feedback, questionnaire, dialogue, document analysis, delphi technique, self-assessment checklists, journals, ranking activities, diaries, interview, peer appraisal case study , materials evaluation checklists. White (1988:155) believes that there is no one best method for conducting textbook evaluation although some methods are better for some kinds of data than others.

The researcher uses content analysis as the main instrument for conducting the current analysis study as it is the most suitable one for the purpose of the study which is evaluating the teacher's book of *English for Palestine Grade 1* original and new editions. This can be achieved through analyzing them in terms of a list of criteria to see to what extent they match the criteria.

2.1.6 Textbook Evaluation

According to Richards (2001:257) and Ansary and Babaii (2002:1) no textbook is perfect and no textbook can fit each teaching situation or a language program. Richards (1993:3) contends that "In order for textbooks to be able to serve as sources for creative teaching, teachers need to develop skills in evaluating and adapting published materials". Evaluating and selecting textbooks are close and related to each other. Selecting textbooks depend on the result of textbook evaluation. Cunningsworth (1995: 7) ensured 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. Another reason for textbook evaluation is that it can be very useful in teachers' development and professional growth. Ellis (1997:37) states that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook

material. Richards (2001: 256) adds that there is needed information before evaluating the textbooks:

- The role of the textbook in the program.
- The teachers in the program
- The learners in the program

Moreover, Cunningsworth (1995:14) declares that there are two major reasons for textbook evaluation which are adopting new course books or identifying particular strengths and weaknesses of the course book so that optimum use of the strengths can be used and the weaknesses can be strengthened. Textbook evaluation indeed helps teachers to get more insight to the nature of the teaching materials. There are also three types of course book evaluations that take place: before textbook is used, during its use, and after its use. Pre use evaluation is the most difficult as there is no experience in using the book. In use evaluation evaluates the material whilst it is in use, and post-use evaluation provides retrospective assessment of the course book performance and identifying its strengths and weaknesses.

2.1.7 Criteria for Textbook Evaluation

Many scholars proposed different principles in textbook evaluative checklists as in Cunningsworth (1995: 15-17) who sets 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 that should be chosen 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.

In the same context, Hutchinson and Waters (2004: 97) divide evaluation process into four major steps which are: defining criteria, subjective analysis, objective analysis and matching, and present a checklist of criteria for objective analysis (analysis of materials being evaluated) and subjective analysis (analysis of the course in terms of material requirements). The criteria are divided into: audience, aims, content, methodology and other criteria.

Skierso (1991 in Cakit 2006:40) suggests very detailed checklist for evaluating textbooks. The checklist is divided into three parts the textbook, the TB and overall values. The textbook part includes bibliographical data, aims and goals, subject matter, vocabulary and structure, exercises and activities and layout and physical makeup. Overall values section considers suitability, appropriacy, adequacy and effectiveness.

Additionally, Brown (2001:142) presents a comprehensive evaluation checklist which includes goals of the course, background of the students, approach, language skills, general content, quality of practice materials, sequencing, vocabulary, general sociolinguistic factors, format, side of the book and binding, accompanying materials and teacher's guide.

Ansary and Babaii (2002:5-6) identify what they think 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:

- Stating purposes and objectives for the total course and individual units.
- Selection and its rationale through coverage, grading, organization and sequencing.

- 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.

To conclude, evaluative checklists can be effective and objective methods for text book evaluation. No specific or comprehensive standard criteria for evaluating the TBs could be found, so the researcher built her own criteria after reviewing different sources: previous studies, related literature and books.

2.2 What is a Teacher's Book?

According to Cunningsworth and Kusel (1991:129), "Teacher's books seldom provide explicit statements concerning their function or use but where these are provided they help the teacher to form a clearer perception of the role and potential of the TB allowing it to be used more effectively". TB takes variety of forms and there is no definite definition for it. They stated the functions of TB as

> The teachers' guide (TG) states the purpose of the associated teaching materials and describes the rationale behind them. The TG will encourage the development of teaching skills and assist the teacher to understand the course as a whole. It will provide guidance on how to use the material and the linguistic and cultural information required for its effective use (Cunningsworth and Kusel 1991:129).

TB according to Good (2003:20) is "A kind of mini-teacher training and advice manual". Textbooks are normally accompanied with TBs which can greatly contribute to achieving good standards of teaching and can be used for quick check of the answer keys or for ideas and suggestions about how to implement lessons.

Seguin (1989:22) defines TB as "an instructional tool intended to facilitate his work by indicating the objectives to be attained in each discipline, the content to be taught and the pedagogical methodology to be followed."

To sum up, the three definitions agree on the most important aspects that should be included in the TB which are objectives and pedagogical guidance to enhance the quality of teaching.

2.2.1 Importance of Teacher's Book

TBs are very important for many reasons as stated by different specialists. Here is a list of five reasons that make TBs important.

First, TBs are indispensable for guiding teachers on how to teach. As noted by Cunningsworth (1995:112), "Teacher's books are very important parts of the whole as they can exert a considerable influence on how the course is taught". Akbulut (2007 cited in Zabihi and Tabataba 2011: 2) also agrees that teachers not only need to do things but they also need to know how to do things. Thus, their role should not be underestimated as many teachers rely on the TB for guidance. Teachers need a book that helps them in pedagogic principles, transparent methodology and flexible approaches that allow them to use the materials. Cunningsworth and Kusel (1991) also comment that TBs deserve careful consideration, but are usually written in haste despite the fact that a good TB can enhance teaching quality (p.129). Tomlinson (1998) in Good (2010: 22) comments:

One of the surprising things about the chapters in this section is that none of them really stresses the potential role of the teacher's book in helping to cater for choice (and in contributing to teacher development too). At the moment teacher's books (because they do not sell many copies) receive little investment in time and in energy developing their contents and design.

Second, Cunningswoth (1995: 113) and Tomlinson (2005:244) agree that TBs should satisfy the needs of their users as much as possible and at the same time they should be as flexible as possible. Teachers need easy life no long hours of preparation. They need usable and motivating materials, fun activities that help students to develop their skills. As a result, identification of teachers' needs can provide useful information for the content, coverage, and format for producing a TB. TBs which give explicit suggestions, detailed resources, guidance and instructions satisfy the needs of wide range of users and provide crucial success to the use of materials, as stated in Cunningsworth and Kusel (1991: 128).

Third, TBs are important for three types of teachers: non-native, inexperienced and experienced teachers. Donoghue (1992:26) says that there is no pressure on teachers to use TBs but they can provide support as they are a short cut to lesson preparation. Cunningsworth and Kusel (1991: 131) contend that TBs should provide support to teachers whose knowledge in English is shaky and incomplete, the least trained and least confident.

Jordan, Cunningsworth and Kusel, and Clyde agree that TBs are important for non-native teachers. According to Jordan (1997:138) TBs are "vitally important in countries where most teaching is done by non-native speakers who depend heavily on the teacher's book for linguistic, methodological or cultural information." Furthermore, Clyde (2001:81) asserts that non-native teachers rely on TB for cultural information. A

TB should help teachers use the textbook more effectively and tell the teachers what values are embodied in the textbook and relate these values to teachers' opinions about principles of teaching. Cunningsworth and Kusel (1991: 129) add that TBs become even more important than textbooks because the teacher in these countries heavily depend on TB for methodological guidance, and linguistic and cultural information. TBs are indispensible for non-native teachers, according to Tucker (1974:358 cited in Yu-mei 2004: 54):

> If the teachers are unlikely to have native competence in English or sufficient training in modern methodology, the text should be accompanied by teacher's edition or guide with adequate simplified guidance for presenting the varied ingredients of the text.

For inexperienced teachers, Cunningsworth and Kusel (1991:131) think that TBs are very important for them, especially for beginners who have little or no experience of teaching as well as for those teachers who are not proficient in the English language. Furthermore, experience reveals that they are indispensable for many of primary school teachers who are not well qualified and whose command of English is relatively poor (Abou Haggar 1995:53). Cunningsworth (1995:112) agrees with Clyde (2001:81) and Tomlinson (2005:244) that less experienced teachers tend to look for detailed information about teaching in particular and that they might need more detailed instructions and suggestions on teaching methods in the TB. On the other hand, more experienced teachers tend to look for extra ideas outside the content of the other course; they might prefer a TB that supplies a lot of optional activities or interesting materials to be exploited more as a resource than a prescriptive course.

Fourth, TB is important for untrained teachers. Gearing (1999:123) and Richards (1993 in Zabihi and Tabataba 2011:3) note that in countries where teachers do not have

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any formal teacher training courses, it is important for them to be able to use and evaluate TBs and that in parts of the world TBs are the primary teaching resources as there are no formal teacher training courses. According to Cunningsworth and Kusel (1991) and Donoghue (1992:26), TB could supplement the lack of in-service training courses and alleviate difficulties facing teachers. Moreover, they can introduce teachers to new trends and methods as they could contribute to teachers' continuing education. Hemsley (1997: 80) declares that if suitable TBs can be found, training budgets will be reduced and teachers will try to conform to TBs rather than oppose them. Williams (1983 in Grace 1995: 19) also states that where there is shortage of trained teachers, language teaching is more tied to the textbook and teachers, especially untrained and new teachers who tend to depend heavily upon TBs as source of lesson plan.

Fifth, it is important to enhance teaching quality and teachers' performance by including the characteristics of the good well prepared TB. Tomlinson (2005:244) assumes that TBs can be one of the main sources for teachers' development; they can save teachers much preparation time and energy before the class. Cunningsworth and Kusel (1991:130) and Chen (2004:15) believe that it should state the aim of the course as well as the level and age of the learners it is designed for. A good TB gives hints on how the course will be most effective and provides detailed plans and guidelines for the lessons for teaching, the key answers to exercises and mentions the possible difficulties to be aware of in teaching. A TB can be a useful aid in terms of helping the teachers to conceptualize the content of the textbook and being aware of alternative ways in terms of using them efficiently in the classroom (Aytog, 2007:30). Cunningsworth and Kusel (1991:128) emphasize the value of TBs and attribute the success of the textbook to the TB when they are well prepared. They claim that:

The detailed resources, guidance, suggestions, and instructions which they provide are crucial to the successful use of the materials, and teachers using the course must understand the TBs and relate to them effectively if their use of the course material is to be productive.

They also add that TB deserves careful construction. If the TB is deficient through omission, inaccuracy or other reasons, the quality of teaching is likely to suffer (p129). Abou Haggar (1995:53) agrees that TB is of vital importance as a well prepared TB can contribute to enhance teaching quality and teachers' performance.

To sum up, TBs importance can be summarized in five points. First, it is important as guidance for teachers, important to satisfy teachers' needs, important for non-native, inexperienced and experienced teachers, important for untrained teachers and finally important for developing and enhancing the teaching process by including the major characteristics of the good TB.

2.2.2 Types of Teacher's Books

This part presents fifteen types of TBs classified by five ELT specialists. According to Tomlinson (2005:244) TBs are written in two different ways: some start with the description of the make-up of the course and then give notes on how to use the contents unit by unit. Others start with a wider view, consider the principles informing the course and discuss the needs of learners and teachers before focusing on the actual content of the course.

Cunningsworth (1995:114) illustrates three types of TB. The first type provides detailed lesson plan and specifies each activity it includes and the materials and aids required. The other TB type simply provides small number of sample lesson plans that cover different types of activities in the course book, so it is left to teachers to construct plans for remaining units. The third type provides no lesson plans, but outline ways of

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using the different kinds of the activity included in the material. It can offer answer keys, regular tests including the blank space that should be left at the end of each section or unit.

There are three types of TBs according to Fowle (2001:75): those that are uninteresting and of little use, the type that gives detailed guidance for using the course without giving ideas for adapting the materials and the third type provides ideas for adapting the materials and gives the teacher extra activities.

McDonough and Shaw (1993:70) believe that some TBs include hints while others have very prescribed programs of how to teach the material including lesson plans and non-availability of TB may make the student edition difficult to work with.

Finally, Good (2010:21) asserts that the TB or manual may come in many forms. Some are published separately, some are interleaved with the SB; they may have general hints on using the material, or more specific instructions on setting up and running activities. Some provide complete step by step lesson plans to be followed without deviation. A TB may provide a detailed rationale of the linguistic and pedagogical theory behind its instructions along with advice on learner motivation, study skills, and teacher development, or may be little more than a list of answers to exercises. Some TBs are expressly written as part of a whole package of published teaching materials for a course which may also include SB, WB, cassettes, videos, answer book and, more recently, computer software. Other TBs may be an integral part of teachers' resource books. There are some books which are little more than collections of material with complete lesson plans that can be taken as they are into the lesson. *English for Palestine Grade 1* TB new edition is the type that presents a comprehensive

overview of the course components, objectives and methodology then detailed lesson plans and guidance.

2.2.3 Functions of Teacher's Book

TBs perform various roles that can assist teachers in comprehending the rationale behind the accompanying course book, assist teachers in instruction, and enhance the teaching process.

Cunningsworth (1995:112) and Cunningsworth and Kusel (1991:129) proposed different functions for the TB stated as follows:

- Setting out the guiding principles, general purpose and describing the linguistic and methodology rationale of the course.
- Helping teachers in developing their teaching skills.
- Stating the aims and objectives of the course.
- Describing the basis of the selection and grading of the language content.
- Giving an overview of the way the course is constructed and of how different parts are related to one another
- Providing practical guidance on how to use the material
- Providing background cultural information where this is necessary to understand the contexts being used in the material
- Promoting better understanding of the principles and practice of language teaching in general and helping to develop language skills
- Giving detailed plans for teaching
- Giving keys to exercises.

2.2.4 Aspects of Good Teacher's Book

A TB can be assessed by the aspects it includes. Different checklists which were presented to describe the aspects of the good TB are going to be discussed.

First, Cunningsworth (1995:115) states a basic checklist for what a TB should include:

- Overview of the course and methodology
- Aims of each unit

- Objectives for each lesson

- Sufficiently detailed information about language items to be taught

- Details of predictable problems that learners may encounter

- Guidance on using the material

- Background cultural information

- Ideas for adapting the materials to varied teaching contexts

- Extra supplementary materials

- Information to help teachers to develop their teaching practice

He also adds that the good TB should include:

- guidelines on how to make the best use of the course.

- detailed plans for teaching each unit and keys to exercises.

- suggestions for planning and preparing the lessons and guidance on what and how to do it.

- sequencing and progression of lessons and the planning of schemes of work.

- Correction techniques.

- including extra "contingency" activities to supplement the course in the TB (p.114).

Second, Baily and Celce-Muricia (1979 cited in Good 2011:3) believe that the TB should raise learners' motivation which is an important factor for learning a language, so variety is a necessity for TBs because it makes lessons more interesting .

Another interesting role for the TB is as a tool for professional development, as stated by Cunningsworth and Kusel (1991:112) "In some parts of the world the teacher's book may be one of the main sources for the professional development of teachers."

A checklist by Chen (2004: 17) also adds that it should:

- include vocabulary explanations.

- include grammar interpretation.

- include text transcripts.

- include assistance to teachers to carry out their instruction.

- help teachers to have thorough understanding of the background of the texts, and related references to enhance teaching activities.

Finally, according to Fowle (2001:81), the key for a good TB is the ability to make the course flexible for use in widely varying contexts; it may include ideas about making the materials culturally appropriate, provide additional materials and help teachers to deal with mixed ability students.

To conclude, TBs are designed to enhance, help and develop teachers' instructional capacities. A well written TB should include the various aspects mentioned earlier to make it a good TB.

2.2.5 Importance of Teacher's Book Evaluation

TB evaluation can be useful for teachers and for ELT specialists for many reasons.

First, Gearing (1999:122) discusses reasons for evaluating TBs. Zabihi and Tabataba (2011:1) and Gearing agree that evaluating TBs can help teachers and institutes choose better textbooks with TBs which are pivotal both for language teaching and learning. TB evaluation can raise teachers' awareness towards the content of TBs they use. It can raise their awareness regarding the advantages and deficiencies of TBs so that they can be improved and used more effectively. Moreover, Abou Haggar (1995:57) sees that TBs need careful construction and that evaluating them is a worthwhile activity since they can be double edged weapon. If they are well prepared they could be a constructive tool for improving teachers' performance and could be

good investment of time, effort and money, while if they are deficient they could be harmful and their cost effectiveness is doubtful.

Second, Good (2010:20) elaborates that the TB for many inexperienced or non-native speaker teachers is not only their sole planning resource, but also their only source of the linguistic or cultural information they may need for planning and implementing their lessons. Given this situation, it seems that efficient, informed evaluation and use of TB is a subject that could be better addressed in teacher training. Evaluating TBs can serve teachers on in-service courses that would benefit from evaluating TBs familiar to them to appreciate what the TB had to offer and make more effective use of it. It is important to those who use them day by day in the classroom and in countries where teachers do not have any formal training courses.

Third, evaluating these textbooks and TBs with close scrutiny is pivotal both to language teaching and learning (Zabihi and Tabataba 2011:1). If TBs do not satisfy teachers' needs, they are not guiding them. In reality TBs need to be evaluated because aims, values, and methods are dealt with in them in an explicit manner (Coleman 1985:94). Teachers should be able to evaluate certain qualitative and quantitative elements of TBs (Skierso:1991 in Zabihi and Tabataba 2011:2).

Fourth, evaluating TBs is of a potential value to all who are concerned with teaching materials and to who produce them. It can be of prime feedback to the publishers when revising the materials. Moreover, it can be useful to the responsible for material selection and authors when they commence work on a new TB (Cunningsworth and Kusel 1991:138). Coleman (1984:86) adds that if more attention is paid to the evaluation of TBs in the literature, then more effort will go into writing them. It would benefit language teaching and learning in general if some of the energy and time that

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goes in the production of materials for learners was directed to the improvement of materials for teachers (Donoghue 1992:4).

2.2.6 Criteria for Evaluating Teacher's Books

The following section discusses in detail the evaluative criteria of Cunningsworth (1995), Cunningsworth and Kusel (1991) and Abou Haggar (1995). The main criteria that are going to be discussed in detail are the three mentioned earlier because they represent the most comprehensive and detailed checklists that are concerned with evaluating TBs in particular. In addition to that, rest of the studies adapted their evaluative checklists mainly from the criteria of Cunningsworth and Kusel (1991).

Cunningsworth (1995:115) presented an evaluative checklist to evaluate TBs, it consists of twenty two criteria that cover assumptions about teacher's knowledge and content of TB regarding: approach, procedural guidance, advice, testing, culture, clarity of procedures and motivation in addition to other criteria.

Cunningsworth and Kusel (1991) TB evaluation checklist is intended to act as an illustrative framework. It asks detailed questions with a total of twenty nine questions for investigation. It includes two main categories global appraisal and detailed evaluation. They are grouped into eleven sections. Global appraisal is divided into four categories with fifteen criteria. The second section discusses seven categories which are objectives and content, cultural loading, procedural guidance, advice about unpredictable correcting and testing, motivation, presentation and use. There are benefits to be obtained at each stage of the process in terms of greater insights and understanding on the part of those involved. Additionally, teachers are given the opportunity to add to the checklist according to what they find suitable for their evaluation. This means that they do not have to be strict to this evaluative checklist

only; they could develop their own particular perceptions of each criterion and they could have the opportunity to include criteria that were missed or considered unimportant. However, two shortcomings appear in the checklist. Firstly, some items appear to be duplicated within the questions, i.e. the questions are not mutually exclusive. One illustration of this relates to the provision of information about language, where in the section concerned with the assumed capabilities and needs of teachers, one question asks 'Does the TG provide enough detailed information on language and methods?' (p.131). In a later section regarding assumptions about the nature of language and language learning, part of the same question is repeated: 'In what terms is the language content formulated, and *in how much detail* (p.132) emphasis added. Secondly, as highlighted in both of these examples, some questions deal with two discrete items. This requires users of the checklist to identify the two parts, and to give separate answers for each. Thirdly, the questions are open questions which do not make it easy for teachers to answer all the questions.

Gearing (1999) designed an evaluation checklist to be used by teachers of English from any background in order to assess the TBs to be used in their teaching environment. It consists of twenty five questions divided into four sections, which are related to: the author's assumptions about the teachers' knowledge and experience in lesson planning, implementation and evaluation, teachers' development, and technical points about the TB. Strength of Gearing's checklist is that it uses closed questions to avoid repetition. It can be ranked according to the importance of the question from 1-3 ranging between (1) not very and (3) very and according to answers to the questions ranging from (1) no, (2) partly, (3) yes and do not know.

The third checklist is suggested by Abou Haggar (1995) to evaluate TBs for English language teaching. The researcher developed the evaluation criteria that consists of two sections comprising twenty seven close ended questions to be rated on a 5 point scale ranging from 4 "excellent", to 0 "totally lacking". Section one consists of eleven categories about the general introduction of the guide including:

1- General features concerning the philosophy of the language textbooks, the rationale, overall aims, approach, teachers' role, how to use the TB, organization of the course and the preparation notes
2- Procedural guidance for teaching language skills
3- Classroom management
4- Aids and material
5- Correction, testing and evaluation.
6- Advice about unpredictable
7- Cultural loading
8- Motivation
9- Practicality and easiness
10- Motivation
11- Physical make-up

Section two evaluates unit organization comprising: aims of the content, teaching procedure and evaluation.

It is believed that Abou Haggar's evaluative checklist is good in terms of being comprehensive, specific and clear. It is comprehensive because it covers all the aspects that should be included in the good TB like: introduction, procedural guidance, culture, aids, assessment, physical make-up and other mentioned aspects. Specific due to that each category includes more than one criterion to evaluate the components of each category, in addition to the clarity of each criterion that makes it easy for teachers to use. The criteria are close ended statements, and can be ranked easily according to teacher's views and experience of using the TB.

There are various criteria categories which can be grouped under ten categories to be outlined below.

2.2.6.1 General features

Skierso (1991) states that the criteria for evaluating TBs are based on general features. A good standard of teaching will be achieved if TBs provide information about language, help on the way of teaching, and provide a rationale for the course (Cunningsworth and Kusel, 1991). A TB should help teachers use the textbook more effectively. According to Aytog (2007:30), a guide can be a useful aid in terms of helping the teachers to conceptualize the content of the textbook and being aware of alternative ways in terms of using them efficiently in the classroom. It should also tell the teachers what values are embodied in the textbook and relate these values to teachers' opinions about principles of teaching. Moreover, teachers should be aware of the content that they are going to teach. A good introduction gives idea about the course book's content, so it should state the aims of the course as well as the level and age of the learners it is designed for, the approach of the course, the table of contents, the organization of units and lessons, preparation notes, aids needed, in addition to other components that enable teachers to comprehend and utilize the course book they are going to teach.

Cunningsworth and Kusel (1991:131) make a clear statement of the underlying approach that makes it easier to identify and uncover the implicit, unwritten assumptions contained in any TB, and thus provides a firmer foundation for using the more specific guidance provided.

2.2.6.2 Procedural guidance

The textbook should provide appropriate guidance for the teacher who is not a native speaker of English. The untrained, or partially trained, teacher who does not possess native-like control over all aspects of English should not be left in any doubt concerning

the procedures proposed by the textbook (Williams 1983:252). The lack of linguistic knowledge hinders teachers from problem anticipation making the teacher unable to present the new language clearly and efficiently (Thornbury 1997 in Zahibi and Tabataba 2010:3). If teachers do not know about the language, they will feel anxious (Andrews and McNeil 2005 in Zahibi and Tabataba 2010:3). Students expect their teachers to explain different skills clearly, so teachers must know how and when to use them.

Cunningsworth and Kusel (1991) state that teachers expect a TB that provides explicit suggestions for the planning and conduction of lessons. They seek guidance on what to do and how to do it. Lessons require prior planning and preparation of materials; they involve conducting class activities in the sequence planned. TBs can do this by providing the teacher with advice on including sufficient and practical guidance on how to teach the four language skills (listening, speaking, reading and writing) and linguistic features (grammar, vocabulary and pronunciation), in addition to variety of activities in lessons, using topics of real interest to the learners, encouraging learners to discuss personal concerns and interests, and making use of games and other fun activities.

2.2.6.3 Clarity

Clarity of guiding teaching instructions for each teaching step is an important criterion. Instructions should be clear and appropriate so that teachers can understand what and how to teach each skill and activity. Unclear and complex guiding instructions may lead the teachers to unwillingness and confusion between the skills that need to be focused on. This usually results in avoiding using TB. Cunningsworth and Kusel (1991) and Cunningswoth (1995) agree that TBs should be user friendly, i.e. easy to use, and their

language should be comprehensible for nonnative teachers. The explanations must be simple, clear and intelligible.

2.2.6.4 Correction and testing

An intrinsic part of language teaching concerns evaluating and responding to the language that students produce. Students expect their teachers to correct their pronunciation and grammar mistakes (Harmer, 2007 in Zahibi and Tabataba 2010:4). Correction aims to supply feedback to the student and it should be handled sensitively by teachers to contribute to effective learning (Cunningsworth and Kusel 1991:136). TBs can predict mistakes that might be committed and provide teachers with suitable advice on what to correct or ignore and how to correct such mistakes.

Assessment and testing are other criteria that enable teachers to follow up learners' learning progress. Assessment can be during the lesson via formative and summative evaluation for what is being learnt. TBs can also offer regular tests to give learners feedback on their progress and give teachers information on areas of language that need to be revised (Cunningsworth and Kusel 1991:136).

Teachers are expected to provide their students with assignments at a suitable level of challenge (as cited in Chastain, 1988 in Zahibi and Tabataba 2011:3); so if a TB provides suitable assignments, teachers who are less experienced in language testing may benefit most.

2.2.6.5 Culture

Culture background information is another important criterion which is important to be included in TBs. Cunningsworth and Kusel (1991:134) claim that a good TB provides teachers with sufficient information on cultural points because cultural awareness can present problems and the potential difficulties that are not always foreseen by TB

writers. It is taken for granted that culture cannot be separated from language (Chastain, 1988 in Zahibi and Tabataba 2011:3). Therefore, the basic information that helps one understand the second language culture must be given to learners by the teacher. If teachers are not equipped with such knowledge, they cannot teach it. Teachers who have not spent much time abroad are not aware of the foreign culture. Even natives who have been far away for years do not know the changes that have taken place in the culture. In another way, teachers need some information about the problems and difficulties that might be encountered when they are teaching cultural points (Cunningsworth and Kusel, 1991).

2.2.6.6 Variety

Cunningsworth and Kusel (1991) state that TB must contribute positively in raising learners' motivation, as it is an important factor for success in learning a language. Chastain (1988 in Zahibi and Tabataba 2010:3) claims that students' attention span is not very long and they get bored if activities last for more than 10-15 minutes. Teachers must provide the class with a variety of activities, not only the activity but also its content and theme must change. Variety is a necessity and TBs should provide this variety. Variety makes a lesson interesting (Bailey and Celce-Murcia, 1979 in Zahibi and Tabataba 2010:3) and if activities are various, students will learn without being bored.

2.2.6.7 Teaching Aids and Materials

As for the supporting aids, it is highly important for language teachers and learners to be supported by appropriate supplementary materials such as flashcards, posters, cassettes or CDs as consolidation parts in the course books, or other self-access packs so that they make use of sufficient number of exercises to review. Teaching aids facilitate

teaching, save teacher's time as well as being motivating and encouraging for children to learn and comprehend what is being taught. Consequently, TBs that provide sufficient, clear and practical guidance for using aids are important since they assist teachers to make the best use of the course books accompanying materials.

2.2.6.8 Supplementary activities

This means including ideas about making the materials appropriate, providing additional materials for teachers to choose from and helping them to deal with mixed ability classes. Teachers seem to be increasingly expecting these features as essentials. Cunningsworth and Kusel (1995:114) and Zabawa (2001:162) agree that providing some extra contingency activities for each unit can be valuable to the contents of the TB and to teachers. They can save lessons in losing moments in addition to providing teachers with additional sense of security. The TB should provide teachers with sufficient guidance and suggestions for some additional activities.

2.2.6.9 Advice about unpredictable

Teachers who use materials which concentrate on specific aspects of language may require a more extended theoretical description to provide them with adequate background knowledge. Some understanding of this theoretical background is essential for the teacher who wishes to make effective use of the material. Advice on the unpredictable is arguably beyond the scope of TBs. However, some guidance on alternatives is feasible and is often provided (Cunningsworth and Kusel 1991:136).

2.2.6.10 Presentation and use

Evaluating the design of a textbook covers a number of issues such as the physical appearance, layout, font, sequence and format and other features such as the

presentation of illustrations, presentation of references such as vocabulary lists, tape scripts, answer keys, indexes, notes and translation of passages.

Cunningsworth (1995:114) states that course book units which can be easily related to their corresponding pages in TB is important. This can be helped by cross referencing to page number and by clear page layout. A popular format is to interleave the pages of the PB in the TB. The result of this is that the pages of the PB and TB always appear next to each other. It can be said that suitable layout and physical make up increase teachers' awareness of what they are preparing so they do not have to fumble about with two separate books at the same time, and saves time of preparation.

2.2.7 Criticism against TBs

There are two widely different opinions regarding the usefulness of using TBs. Some specialists argued against and some for the use of TBs. The first debate is against TBs. Some scholars believe that TBs and textbooks deskill teachers as most of the teachers' decisions are based on these materials. They believe that these TBs trivialize teachers' role while teaching is preplanned by others (Richards, 1993; Richards and Renandya, 2002 cited in Zabihi and Tabataba 2011: 3). In some cases TBs can be viewed as "No more than student editions with an inserted answer key" (Sheldon, 1987:3), and in this case they are weak servant of the textbook.

On the other hand, Hemsley (1997:73) states that although TBs may deskill experienced teachers, they do empower untrained, non-native teachers and as a result, do more good than harm. In other words, a good TB will help the teacher to be more innovative and creative, and will avoid stereotyped teaching. Coleman (1985:84) argues in favor of the strong TB "Which can bolster the non-native speaker teacher's confidence". Cunningsworth and Kusel (1991:129) also add "TG in the developing

world will differ considerably from those of TG for teachers who have ample training, rich resources and small classes". The view of Richards, that teachers are 'deskilled' when their "Decisions are largely based on the textbook and the teachers' manual" (1993:7) appears less damning when seen in the light of this awareness, Hemsley (1997:72- 73) adds that a given TB may be capable of 'deskilling' some trained, western teachers, while also being capable of 'skilling' untrained non-native speaker teachers. Good (1992:26) sees that TBs have an advantage over general handbooks in that they are more likely to be used by all teachers since they accompany the materials that are used in classroom. There is no pressure on teachers to use TBs, but they are generally considered to provide support at least as they are short cut lesson preparation.

The researcher argues in favor of the use of TB. It is believed that using TBs empower novice and untrained teachers and provide them with sense of security and confidence. Well written TBs facilitate teaching by providing teachers with various ideas, activities and techniques that save time and effort. However, as argued earlier that TBs might deskill experienced teachers can be overcome by designing TBs with wide variety of activities and teaching ideas, by adding supplementary activities by benefiting from teachers' experiences and by making regular modifications on TBs so that teachers can gain optimum benefit from it. Finally, a TB is a tool which helps teachers to teach and it does not necessarily mean following it rigidly because each teacher is more aware of the needs of his students, so he can make use of TB and modify according to what he thinks suitable for his class.

2.3   *English for Palestine Grade 1*

2.3.1 Overview of *English for Palestine Grade 1* **Original and New Editions**

The development of the new English Language curriculum started in 1999 and the textbooks were introduced in the year 2001 for grades 1-5 and for grade ten *English for Palestine* is the first level of a complete English course that is written for children at primary school level. TB original edition provides a comprehensive and structured introduction to English and its language is carefully graded and controlled. Children are introduced gradually to the four skills listening, speaking, reading and writing. Moreover songs and simple dialogues are introduced and practiced. It involves a wide range of classroom activities promoting the four skills (ETB 2008:4).

TB new edition is an up-to-date communicative English course which has been especially written for schools in Palestine. It systematically develops competence in the four language skills and encourages pupils to become confident users of English. Grades 1 to 4 focus on building strong foundations for pupils to build upon in higher grades (ETB : 2011).

2.3.2 Teacher's Book Objectives in *English for Palestine Grade 1*

The following section presents the objectives of original and new edition TBs. TB original edition provides four objectives while TB new edition includes five objectives.

❖ **Objectives of TB Original Edition**

1- To provide a guide to the components of the course and the lessons.

2- To explain the language and purpose of the **Pupil's Book**.

3- To provide detailed suggestions to help teachers teach the material in a varied and imaginative way.

4- To help teachers adapt or develop ideas. (ETB 2008:4)

❖ **Objectives of TB New Edition**

1- To provide comprehensive notes for each period to help teaching be as effective as possible.

2- To ensure teaching time is used efficiently

3- To provide learning aims, the key language covered, the materials required to prepare the lesson in advance.

4- To provide timing for each activity

5- To provide instructions on how to model examples, ideas for classroom games using the flashcards and posters and to give feedback on answers.

2.3.3 Components of *English for Palestine Grade 1*

Any English course book can include the following components: PB, WB, flashcards (FC), posters, CDs, cassettes and training videos.

❖ **Original Edition Components**

1- SB presents the new language and provides classroom activities for practice and recycling.
2- WB provides exercises and activities that help students to practice and consolidate what they have learned from the students' book.
3- TB offers detailed, step-by step lesson notes and model tests.
4- Teacher's audio cassette provides all the listening activities and useful pronunciation model.

❖ **New Edition Components**

1- Two PBs (1 A and 1 B) each contains both language presentation and practice material.

2- One TB

3- 128 FCs

4- 20 posters

5- 2 audio CDs

2.3.4 Format of units in *English for Palestine Grade 1* original and new edition TBs

❖ **Original edition**

TB original edition includes 24 units; units 1- 4 consist of four lessons, the other twenty units include three lessons. Each lesson is divided into three main phases: oral phase, second phase and final phase.

The oral phase presents the contents of the PB and introduces the skills needed for the next phase. There might be dialogue presentation and the TB gives suggestions for using the posters and FCs. It also includes Focus on sound that suggests how to teach English sounds. The second phase is about the activities in the WB that includes instructions on how to practice reading or writing letters and words. The Final Phase (PB) is instructions on practicing songs, role plays or games. In units 5- 24, there are suggestions for Homework.

❖ **New Edition**

The TB includes 18 units each unit includes six teaching periods except for the four revision units that include three teaching periods. Each period is divided into Language Presentation stage, Phonemic Awareness stage, then the instructions for each PB's activity is provided and finally the Review stage is provided.

Summary

To sum up, this section deals with the theoretical framework of the study in order to give a clear vision about the topics related to the issue of TB evaluation and criteria for evaluating TBs. The following section covers previous studies of the research and commentary.

Section II

Previous studies

Introduction

2.1 Evaluating EFL Textbooks

2.2 Evaluating EFL Textbooks and Teacher's Books

2.3 Evaluative Comparison of EFL Textbooks

2.4 Developing Criteria for Teacher's Book Evaluation

2.5 Commentary on the Previous Studies

Summary

Section II
Previous studies

Introduction

Many studies were conducted in evaluating *English for Palestine* from different aspects. Some textbooks were evaluated as a whole text, some researchers evaluated skills in the textbooks, others evaluated it in light of standards for foreign language learning or evaluated culture that is included in the textbooks texts. However, none of these studies to the researcher's best knowledge evaluated TB or compared TBs to each other. This study will be the first one that deals with evaluating teacher's books and comparing *English for Palestine Grade 1* Teacher's Book Original and New Editions.

Fifty seven studies were surveyed to benefit from the procedures, tools, results and recommendations. They are divided into four categories: studies related to evaluating EFL textbooks, studies related to evaluating both EFL textbooks and TBs, studies related to evaluating and comparing English textbooks, and studies related to developing criteria for TBs evaluation. Studies that evaluated TBs were concerned with evaluating EFL teaching materials as a whole package i.e. SB, WB, teaching aids, and TBs, and not evaluating TBs in particular.

The first category includes nine studies that evaluated different aspects in the EFL textbooks like *English for Palestine* grades 1, 9, 10, 11, 12, and the other four evaluated other English textbooks. The second category includes twenty six studies that discussed evaluating EFL textbooks including TBs, the third category includes sixteen studies that evaluated, analyzed and compared English textbooks from different aspects. Finally, the fourth category includes six studies that presented suggested criteria to evaluate the TB. The studies in all these domains are thematically sequenced.

2.1 Evaluating EFL Textbooks

There are two major types of studies related to evaluating EFL textbooks, five of which are Palestinian and four are non-Palestinian.

Aqel (2009) evaluated the Palestinian 11th grade textbook from teacher's perspectives in southern Nablus and Salfit districts. He developed an evaluation scale that determines the characteristics of the good quality textbook. The sample consisted of 60 male and female teachers. The researcher developed a 47 - item questionnaire with four domains: book general shape, book objectives, book content and teaching aids to evaluate the textbook. The degree of evaluation of *English for Palestine 11* was moderate. The researcher recommended that the textbook should be revised frequently, should be provided with a variety of literary forms (such as poems, essays) and the units of the textbook should be reduced so that teachers can cover the material efficiently and in time.

In the same Palestinian context, Masri (2003) 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 included 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 population was (356) teachers. The sample was chosen randomly and consisted of (208) teachers. The results revealed 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 favor of those who had less than five years of experience. The researcher recommended conducting other studies for upper grades, conducting experimental study between the use of curriculum at private and public schools.

This study was conducted by Ali (2010), who aimed at evaluating the reading texts and exercises in SB and WB of *English for Palestine Grade 9* in order to find out to what extent the reading texts and exercises in SB and WB of *English for Palestine-Grade 9* matched the suggested criteria. It also aimed at identifying the areas of weaknesses in these reading texts and exercises. The researcher followed the descriptive analytical approach; she used two tools to collect the needed data: a content analysis card and a structured interview. The results of the analysis show the following conclusions: The reading texts in the textbook employed a wide variety of topics as well as values and good manners. On the other hand, no authentic reading texts were found in this textbook and extensive reading is not included. Regarding the text vocabulary, in all the reading texts, colors are used to highlight new vocabulary. Almost all the visuals accompanying the reading texts are relevant, attractive, colorful and clear to the 9th graders. Reading texts have sufficient layout, SB & WB instructions were clear, a variety of questions was found within each reading text. However, throughout the textbook, the same types of questions are repeated. Based on the study findings, the researcher recommended modifying the reading exercises by preparing an enrichment material that covers all the neglected skills. Also, she recommended conducting other studies similar studies or in other skills like writing, speaking or listening in other textbooks of *English for Palestine Series*.

Another study by Al-Mazloum (2007) evaluated the content of *English for Palestine Grade Ten* textbook in the light of standards for foreign language learning. The study aims at finding out if this newly implemented textbook matches requirements of the new current trends of standards within the allowed period for developments and innovations agreed upon by the Ministry of Education and Macmillan Press as the first four publications are trial ones. The researcher designed an analysis card as a basic tool to collect data relevant to process the study. Communication standards scored the most and Comparison Standards came in the second rank to mark points of strengths. The findings also show 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 summative evaluation researches to achieve more innovations and developments.

Elshawa (2011) also evaluated the content of English for Palestine secondary stage grade 11 and 12 in order to find out to what extent the content of these two textbooks reflect the Palestinian and non-Palestinian culture and if those two books matched the current universal trends in TEFL. The researcher followed the descriptive analytical approach, quantitative analyses of the cultural content of grades 11 and 12 textbooks. She used one main tool which is content analysis card. The most important conclusions were: more than half of the entire activities are culturally oriented. There is focus on introducing the non-Palestinian culture more than the Palestinian; absence of authentic texts for either Palestinian or non-Palestinian countries, very limited opportunities for comparing cultures is evident.

Apart from the Palestinian context Jiazhi (1994) discussed the importance of evaluating teaching materials and moved on to evaluate *A New English Course* used by

university major students in china. The researcher carried out a one unit evaluation for the textbook from both the micro and macro perspectives. The former analyses each individual section in the unit commenting on its characteristics critically, the later discussed the general impression of the unit pointing out its strengths and weaknesses. The paper concluded that even though the material evaluation is a complex issue, it helps us learn more about teaching and learning as well as help us select good teaching materials and adapt the unsatisfactory ones.

Furthermore, Jahangard (2007) evaluated four EFL textbooks which have been prescribed for use in Iranian high schools by the Ministry of Education which were *English Book 1, English Book 2, English Book 3* and *Learning to Read English for Pre-University Students*. He discussed the merits and demerits of the textbooks in detail with reference to 13 common features extracted from ten different material evaluation checklists which were: 1. Are objectives explicitly laid out in the introduction, and implemented in the material? 2. Good vocabulary explanation and practice. 3. Approaches educationally and socially acceptable to target community. 4. Periodic review and test sections. 5. Appropriate visual materials available. 6. Interesting topics and tasks. 7. Clear instructions 8. Clear attractive layout, print easy to read. 9. Content clearly organized and graded. 10. Plenty of authentic language. 11. Good grammar presentation and practice. 12. Fluency practice in all four skills. 13. Encourages learners to develop own learning strategies and to become independent in their learning. The results of the study show that the books are acceptable regarding clarity and orthographic beauty. Most instructions are clear and easy to understand for the learners. Also the grammar drills occupy the lion's share of each lesson from repetition, substitution to transformational ones. In conclusion, regarding the above mentioned

criteria, book 4 is considered to be qualified in helping learners to develop some of the learning strategies found in good language learners but books 1, 2 and 3 in the series need much revision and modifications The article then gave some suggestions as to how to alleviate some of the shortcomings encountered in the textbooks.

In the study of Salameh (2005), the researcher selected the *Action Pack* for the seventh grade (SB) as a representative sample to analyze all the activities impeded to examine to what extent this textbook actually includes some of the communicative aspects. The researcher extracted some criteria from the communicative approach to use them while analyzing. The analysis revealed some positive indicators, such as the total number of the activities which related students to real life situations. On the other hand, the analysis revealed some negative indicators such as the insufficient number of the activities that integrate between the four language skills and which ask students to access information from other sources. In the light of the findings, the researcher recommended further studies to be conducted to make sure that the content includes activities which utilize the aspects of the communicative approach.

The last study is by Kırkgöz (2009), in which he discussed an evaluation of the three English textbooks which have been prescribed for use in grade 4 classes by the Turkish Ministry of National Education in state primary schools. Teachers and students responded to a 37-item textbook evaluation scheme (Smiley Questionnaire) to express their perceptions concerning various aspects of the textbooks. Both groups of participants were also interviewed to gain further insights into the use of the textbooks. Findings revealed the extent of appropriateness of the three textbooks used by young learners of English. Suggestions were offered for the future revision and/or designing the textbooks for young learners of English.

2.2 Evaluating EFL textbooks and Teacher's Books

The second category includes twenty six studies that are grouped according to the countries they took place in, in descending order. The studies are grouped as: two Palestinian, four Saudi, five Jordanian, eight Thai, one Turkish, one Japanese, three Iranian, one Korean and one British.

Mahmoud (2007) evaluated *English for Palestine 4*. To achieve this aim, the researcher used several evaluative tools such as: a questionnaire that was distributed to 60 English teachers who taught fourth grade in Jenin and Qabatia districts and it contained important items through which a person can judge the suitability of a good TEFL or ESL textbook and a list that contains the characteristics of a good textbook. The researcher listed 17 items to find out teachers' perceptions concerning the basic features of grade four teacher's book. The findings revealed that the teacher's book for the fourth graders is not free of mistakes and it is not provided with pre-recorded vocabulary items. Additionally, teachers, supervisors, and parents did not participate in selecting the materials and in choosing the objectives. The highest degrees were for the items that objectives of the course were specific, the front cover contains the author publishers, and place and date of publication and that it motivates teaching. After the analysis of the textbooks, the researcher noticed that these textbooks were suitable and he strongly recommended using them in private as well as in government schools.

In another study the same researcher (2006) evaluated *English for Palestine 10*, using two instruments, a questionnaire that contained 52 items which helped to judge the suitability of a good textbook and a list that contained the characteristics of a good textbook. The questionnaire was distributed to 50 male and female English teachers who taught grade ten in Nablus district. Teachers' perceptions of the basic

characteristic of TB revealed that tenth grade TB was not free of mistakes, it's not provided with recorded vocabulary items and supervisors, teachers and parents did not participate in selecting the materials and in choosing the objectives. Teachers agreed that the TB is very good in specifying the general objectives of the course, motivating teaching, giving the English meanings of new words. It is good at describing the units, subjects and time allotment, containing an index listing the key words with their page numbers, specifying the psychological and educational principles, rich in illustrations to help teachers to understand the materials more effectively and the cover was well bound. The researcher recommended that teachers, supervisors and parents as well as the local society should be included in designing and selecting the materials.

Alamri (2008) aimed at evaluating the Sixth Grade English Language Textbook English for Saudi Arabia for Saudi Boys' Schools that was recently released for the first time. Teachers' and supervisors' perceptions questionnaires were used to evaluate textbooks used in the sixth year of elementary schools. The subjects were 93 teachers and 11 supervisors in Riyadh Educational Zone about the textbook in question. The questionnaire consisted of 64 items grouped under 12 main categories: the general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, teachability, flexibility, teaching methods, and practice and testing. The findings were generally in favor of the textbook except for the teaching methods and some other sub-items. Only a minority criticized the accompanying materials (posters, flashcards and the TB). On whether or not the TB that accompanies the book is informative, the results showed that the results were in favor of the TB. The reason behind this conflict might be due to the fact that the TB did not provide a variety of methods and techniques for

teaching the same lesson in order to give the teachers the opportunity to choose the method or technique that suits their students.

In the same context, Al-yousef (2007) evaluated the Third Grade Intermediate English course book in Saudi Arabia, *Say It in English*, which was implemented in 2005 by the Ministry of Education. The researcher used a retrospective mixed-methodology research design (both quantitative and qualitative) to evaluate the CB, which included 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 who participated in the study. There were two remarks noted upon inspection of the TB. First, the TB contained a lot of useful information on how to best use the PB in class and the rationale that lies behind the book. In practice, however, it seems impossible to cover one lesson in forty-five minutes. Secondly, the teacher's books contained transcripts of the speaking activities in the PB. This helped temporarily in closing the gap of sparse supplementary material and provided the teacher's with oral proficiency. Not all teachers were provided with copies of the TBs so it did not accurately reflect all the respondents' perceptions. The TB, however, failed to consider the following points: predicting learning difficulties and providing appropriate advice; giving guidelines for evaluating how well lessons went; and presenting sample regular progress tests. He stated that the TB have strengths from teachers' perceptions as it contains useful information on how to best use the book in class, and the rationale that lies behind the CB. However, some teachers complained of not having enough copies of the TB. The researcher suggested that teachers should be provided with copies of the

TB, either in printed format or on CDs. Thereby, it will reduce the costs of printing hard copies.

Khafaji (2004) evaluated the materials used to teach English to the secondary level in Saudi public high schools. He discussed the general educational policy of the Kingdom, and the specific policy for teaching English. Furthermore, he reviewed different methods and frameworks for material evaluation and previous work in evaluating the learning/teaching context in Saudi schools. He used three checklists to evaluate the textbooks Cunningsworth's (1995), Littlejohn's (1998), framework to evaluate one unit of the textbook with a reference to the sections related to this particular unit in the teacher's book and a checklist adopted from both to evaluate the reading skill . The general outcome of this study suggested that the TBs have total control over the teachers and this resulted in having materials taught with less diversity and flexibility which led to having teachers with limited teaching experiences. Khafaji recommended that there is a need to re-evaluate the learning/teaching context in public schools in Saudi Arabia and to adopt new materials that can reflect the needs of learning English in society taking the students and teachers' needs into account.

Al-Hijailan (1999) investigated the quality of the third-grade secondary school textbook in Saudi Arabian schools. Both quantitative and qualitative techniques were employed in this study. He 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. One hundred twenty-eight teachers and supervisors responded to the study's questionnaire and thirteen teachers, five supervisors, and two administrators were interviewed. The results of the study revealed that the book's appearance, accompanying materials, academic content, cultural content,

and evaluation techniques were satisfying in the textbook while the fulfillment of the national goals and the teaching methods were not. The results covered the areas of strengths, and weaknesses of the textbook. The areas of strengths included utilizing colors and teaching aids, having an informative TB, a good organization, a good introduction, and employing the learners' culture in a way that made learning English easier, faster, and more interesting. The areas of weaknesses included: having several books, including unknown goals for teachers, the including unattractive book's cover. Furthermore, 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. Finally, Al-Hijailan recommended that the textbook should be updated every five years.

Karasou and Alkhawalde (2006) evaluated *Action Pack* textbooks 1-5 in Jordan regarding its rationale, objectives, language skills, teaching aids, content, methods, activity book, TB, and general aspects of the textbook. The researcher developed and validated two tools which were a questionnaire of 75 items given to EFL supervisors and teachers, and a set of interviews conducted with eight supervisors, 192 teachers and 300 students. The questionnaire's results revealed that TB is a good aid to *Action Pack* teachers by providing them with answers to the questions in the textbooks , and guiding them to identify with new vocabularies and other content material in the syllabus. It also introduced them to the rationale behind the textbooks and the importance of teaching English to basic graders. It further encouraged the training of *Action Pack* teachers as their training has become a great issue as teachers are life long- learners. One drawback associated with this book was the weakness to provide a time schedule that enables teachers in planning and lesson planning as well as implementing their lessons.

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 covered eleven major characteristics of a good EFL textbook. Another questionnaire was designed for students 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 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* WBs were not related completely to the material and their real life situations. It was also found that the TB included model answers and helped teachers of English understand the rationale of *AMRA* textbooks.

El-Mustafa (1988) evaluated the first preparatory PETRA textbook in Jordan. He developed two evaluation scales, one for teachers and one for students. The teachers' scale contained 87 Lickert-type items covering the strength and weakness of eleven major characteristics of good textbooks. The pupils' scale consisted of 24 items tapping pupils' perceptions about the textbook. The sample of the study consisted of 29 first preparatory TEFL teachers (14 males, and 15 females), and 666 first preparatory pupils (327 males and 339 females). The results of the study revealed that PETRA textbook was rated quite adequate regarding rationale, objectives, language skills, teaching aids, grammar, vocabulary, content, method of teaching, WB, TB, and general aspects of the book. 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.

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 analyzed and evaluated were PETRA textbooks (i.e., PB, WB, and TB) for grades five and six. The findings of the study indicated that PETRA textbooks were good concerning rationale, objectives, language skills, vocabulary, grammar, content, method of teaching, technical factors, handwriting books, TBs, and general aspects of PETRA series. On the other hand, one of the drawbacks of the PETRA textbooks is that the textbooks and TB did not have clear introductions for both teachers and students. Al-Jarrah recommended that the teachers should participate in selecting the objectives of the textbook; the instructions of PETRA textbooks ought to be clarified. In addition, the number of units of both PETRA textbooks should be minimized so as to enable both teachers and pupils to cover the material effectively on time.

Elementary TEFL textbooks and classroom teaching lessons in Jordanian elementary schools were evaluated by Hatalmeh and Jaradat (1984). The sample of the study consisted of (94) elementary English class teachers and TEFL experts, TEFL English textbooks and Active English ones. Two scales were developed by the authors, one analyzes and evaluates TEFL textbook in the first four grades; and the other

analyzes and evaluates classroom TEFL lessons in the same grades. The study revealed that TEFL English textbooks were more pertinent than Active English Textbooks in all aspects except for letters, printing, paper, durability, and general appearance. The objectives of TEFL textbooks were clear, teachable, and related to content of textbooks and students' needs. The TB was very good in terms of providing visual aids, pictures and appendices. However, Hatamleh and Jaradat maintained the following drawbacks of Active English Textbooks: the language of the textbooks and the ways of teaching them were difficult. The content of the textbooks was not related to the students' background and their environment. The Active English textbooks also lacked the availability of visual aids or supplementary materials and the Active English textbooks did not develop positive concepts and attitudes of elementary students.

Liu (2007) utilized questionnaires and conducted interviews with 239 English teachers in Taiwan to survey teachers' evaluation and selection of the elementary English textbooks and the degree of satisfaction towards the textbooks (SB, WB, TB). He mainly focused on teachers' evaluation of the elementary English textbooks, including SBs, WBs, TBs and the teaching aids, the problems teachers encounter when using those textbooks, and the selection of the textbooks. The main findings were that most teachers' were dissatisfied with TBs due to unclear explanations, poor activity design, poor background information, no content related information and no translation of the texts. Most of the teachers did not use TBs at all when teaching due to the inappropriateness of activities for students and little information provided for teachers' reference. The teachers who did not use TBs did not know the pros and cons of them, thus they could use the textbook and at the same time ignore the TBs. According to the

teachers' responses, he suggested that TBs should be written in English and the activities be designed more effectively to be improved.

Lin (2006) also surveyed English textbook selection of junior high schools in Taipei City and Taipei County after the implementation of the Nine-year Integrated Curriculum and explored English teachers' opinions of these textbooks. It focused on: the criteria highlighted by English teachers when evaluating the new textbooks, the committees and the procedure of English textbook selection in each school, the junior high school English teachers' satisfaction and opinions about the contents of the new teaching materials, including SBs, WBs and TBs, the reasons for teachers' changing textbooks and its consequences. The subjects were 253 junior high school English teachers from 57 schools. According to the questionnaires, there were 6 versions of textbooks used in junior high schools in Taipei City and Taipei County. After data analysis, the main findings stated that teachers were more satisfied after changing the textbooks. Teachers' response to the questionnaires about the six books indicated that the majority of the teachers found that TBs for the new textbooks were helpful references for teaching and planning to make use of them. On the whole most teachers agreed that instructions were clear and teaching methods, objectives and activities were specific, TBs offered practical and interesting activities, relevant cultural background and supplemental data, answers to the questions in textbooks, multiple assessment references, and correction of mistakes in textbooks. The researcher concluded that teachers were satisfied with TBs.

A similar study was conducted in Northern Taiwan by Hsu (2004). This study investigated the current usage status of new English textbooks in senior high schools and explored English teachers' perceptions of these textbooks (PBs, WBs, TBs),

instructions of textbooks, skills included in the textbooks (reading, writing, speaking, listening, vocabulary and grammar), resources adopted to enhance teaching, and text-related tapes and CDs. A questionnaire was distributed to 164 English teachers for 20 senior high schools. The results match with Chen (2000) that on the whole the new textbooks are satisfactory to most of the subjects and were more suitable to meet students' needs. Most subjects were satisfied with TBs 44% and 97.5% of the participants in this study used them. Almost half of the subjects were satisfied with TBs because they could offer sufficient instructional references, acquainted teachers with the texts and smoothed the instructions, elaborated and explained the texts in detail, assisted teachers in activity design, took students' individual differences into consideration, offered various instructional methods, provided diverse ways to evaluate students, offered answers to the questions in the textbooks, arranged contents in sequence and directed teachers for further research. The results indicated that TBs still need to be improved as they needed sufficient related information to the texts in the textbooks, abundant teaching activities, questions and answers, cues of the instructional points, and various audio or video teaching aids.

Similarly Chan (2004) aimed at finding out the junior high school English teachers' opinions of current English textbooks and their use in Tainan County. The questionnaires were filled by 152 English teachers from 35 junior high schools in Tainan County. Teachers were pleased and satisfied with the TBs as they could offer clear lesson objectives, teaching methods and activities, sufficient references, detailed and correct answers to exercises in addition to being well sequenced. However, less than half of the subjects agreed that TBs provided ways of evaluation. Some subjects

proposed that TBs should contain more relative teaching references and more suggestions for classroom activities.

A contradictory study results was conducted by Spenser Chen (2004) who investigated the opinions of the elementary school teachers concerning English teaching materials (students' book, workbook, TBs, flash cards, audio tapes, posters, sentence strips, CDs, DVDs, video tapes, test sheets and computer resources) and their use in Kaohsiung. 192 English teachers from 84 elementary schools filled questionnaires in Kaohsiung. It also discussed the situation with the use of TBs and if teachers follow the procedures suggested in TBs to teach the students and how TBs dominated elementary school English teaching. The researcher found out that teachers were not satisfied with their TBs, the degree of teachers' satisfaction about clarity of teaching instructions in TBs was 69.46%, while 30.54% did not consider it an important factor. He stated that this statistic was not high because some teachers did not use TBs. 71.08% were satisfied with the vivid and practical activities in TBs but not to 28.92%. Having translations and answers in TBs influenced only 30.54% with 69.46% reported that it did not influence their level of satisfaction. He also reported some difficulties that teachers faced. Some said that TBs did not help, activities designed in TBs were too simple for grade five students, and they needed more complex or challenging activities. The researcher finally suggested that the publishers should call some professional teachers to edit their TBs that they could really use not inventing activities that could not be applied.

A further study by Huang (2003) aimed to identify the current use of English teaching materials in Taiwan i.e. the main set of adopted textbooks, lay-out, content, language, language, exercises, TBs, supplementary materials provided by publishers, computer resources. Participants included 354 vocational high school teachers and 1147

60

students. Two questionnaire surveys and ten teachers' interviews were conducted to investigate vocational high school teachers' and students' perspectives and use of their English teaching/learning materials. Chi-square analyses were conducted to test the correlation between teachers' use of teaching materials and the two variables, the amount of instructional time and the amount of teaching experience. This study also agreed with the previous two studies on the importance of TBs since most of the subjects were satisfied with it and most of them (always and often) used TBs, 83.6% of the subjects used the TBs consisting of always users 5.1%, often users 38.5% and sometimes users 40%, 11.9% seldom used TBs, and only 1.5% never used it. Half of the subjects agreed that they offer sufficient references, have detailed explanations, are well sequenced, provide translations of texts, and provide detailed answers for exercises. The subjects made suggestions that TBs ought to have more references related to texts, authors, and cultures, and they should offer as many interesting teaching activities or strategies as possible to facilitate instructions and to teach diverse students of big classes.

Kuo (2003) assessed elementary school English textbooks *(Enjoy)* from grade two to grade six by analyzing its contents and activities and conducting a questionnaire survey to collect 40 elementary schools in Tainan city teachers' perceptions of it. It also aimed at identifying 57 teachers' perceptions of the rationales of *Enjoy*, opinions towards *Enjoy* regarding the level of difficulty, practicality and quantity. The results revealed that only half of the users usually utilized the suggested activities in the TBs, younger teachers relied more heavily on the instructions and activities in the TBs than those teachers over 30 years old. He justified that by younger teachers have less experience comparatively to the older teachers. Moreover, older teachers who may have

more teaching experiences tended to use their own activities according to their experience. Half of the teachers did not like the designed activities because they thought that they were impractical at all for use in a big class.

The last Tai study by Chen (2000) aimed at finding out the usage of new English teaching materials in senior high school in Southern Taiwan and exploring English teachers' perceptions of these materials. The recruited subjects were 113 English teachers from 22 senior high schools in southern Taiwan. To find out how teachers felt about teaching materials the researcher distributed a questionnaire. Teachers' opinions of TBs reveal that over half of them agree that they are satisfactory and that they are pleased with the TBs. The subjects agreed that they offered sufficient reference for teaching, could acquaint teachers with each lesson and help them to teach, had detailed explanations and were well sequenced, however, 19.5% were unsure and 20.4% disagreed. Teachers relied on TBs for reference or guidance. Additionally, the results revealed that 39.8% of subjects sometimes made reference to them, 37.2% often, 12.4% seldom and 8.8% always but none never. Teachers thought that TBs should cover additional information related to texts in textbooks, questions and answers, explanation of sources of textbook contents, assistant teaching activities, and the analysis of teaching materials and design of instructions and the Chinese translation of reading texts in textbooks. He suggested that TBs should contain detailed and helpful information.

In order to evaluate senior high school in Japan, Atkins (2001) provided a practical study wherein he used McDonough and Shaw's (1993) model for course book evaluation as the criteria for his study. His checklist consisted of two stages. The first stage was to look at the external characteristics of the material which included the

book's introduction, table of contents, the claims made on the cover of the SB and TBs, the publisher's catalog and the internet homepage. The second stage is the internal analysis which included the presentation of the skills in the material, appropriateness of discourse, authenticity of listening topics, the appropriateness of speaking materials and the effectiveness of the TB. Atkins's most important findings were that the TB should provide alternative ways for teaching the same lesson and it could be adapted and edited to provide a usable course book.

A Turkish study by Cakit (2006) assessed the effectiveness of intermediate textbook titled "*New Bridge to Success 3*" for the ninth grade school students from the perspective of teachers and students. The study was conducted at the macro level on the basis of eleven criteria, quantitative and qualitative data were obtained through students' questionnaire and interviews with eight teachers. Results revealed that teachers and students felt unhappy about most of the characteristics of the textbook. Teacher's stated that the TB served only as an answer key to the exercises in the textbook. Three teachers expressed that they only used it to have an idea about the warm up stages. They all complained that it did not help them with each new type of the lesson introduced. They added that they sometimes needed background information about the new topics. Additionally, it did not provide practical activities or ideas to use in class, they agreed that TB should include some games and activities involving some fun and popular songs to be used through the end of the lessons. TB also did not provide advice about variety of lessons presentation techniques and it would be helpful to provide such advice. The results indicated that teachers were unhappy with the TB.

Zabihi and Tabataba (2011) also investigated the use of widely used TBs and evaluated their usefulness in Iran. The research was a qualitative one and the data were

collected via the observation of 15 English language classes and interviewing 17 English teachers at College of Ferdowsi University in Mashhad, Teachers' use of and their ideas about the TBs were then explored. The books taught by these teachers were *Interchange (Third Edition), Rising Star,* and *Ready for FCE*. It became evident that the use of TBs is different among teachers. Although teachers used TBs differently, they all wanted better, more resourceful ones. Results indicated that two out of 15 teachers did not use the TB, seven teachers used it 30 to 60% of the time. They used the warming up questions, answer keys and some useful tasks. Four used it 60 to 70% of the whole class time; they used the activities in it while two teachers relied on the TB heavily. Teachers who had two years or less of experience tended to rely heavily on the TB and follow its steps with some change in few steps. More experienced teachers put the activities in the TB and their experience together and believed that if TBs could be improved, they would be more helpful and they were looking for various activities in the TB. Teachers needed from TBs tape scripts, keys, better grammar guidance, and ways of teaching different points, better and more interesting activities, more cultural and linguistic information.

Additionally, Riasati and Zare (2010) attempted to evaluate the suitability of *New Interchange Series* from the Iranian English as a Foreign Langauge (EFL) teachers' perception. Thirty-five Iranian EFL teachers comprising males and females participated in this study. The instrument employed was a textbook evaluation questionnaire developed by Litz (2000). Descriptive statistics were carried out to interpret the data. Results demonstrated the strong points and weak points of the series. One strong point that the teachers mentioned was the practical consideration of the series, which included the reasonable price, its accessibility, and the existence of TB as

well as audio tape. Teachers were satisfied with the TB since it contained guidance about how they can be used to the utmost advantage, and that the materials' objectives were clear to both the teacher and student. An open-ended question was added to the questionnaire. Having content-analyzed the data derived from the open-ended question, the researchers came up with a list of weaknesses that the teachers reported to exist in the series including the inadequate number of TBs.

In Iran EFL context, the issue of textbook evaluation has attracted the attention of several researchers. Ansari and Babaii (2002) made effort to look for some theory-neutral, universal, and broad consensus-reached characteristics of EFL/ESL textbooks, and draw up some guidelines for the generation as well as systematic evaluation of EFL/ESL textbooks. They evaluated ten EFL/ESL textbooks and came up with a list of some characteristics of a suitable textbook which are: dissemination of a vision (theory or approach) about the nature of language, the nature of learning and how the theory can be put to applied use. Moreover, stating purpose(s) and objective(s) for the total course and for individual units, selection and its rationale for coverage, grading, organization and sequencing. Furthermore, teacher's satisfaction with the syllabus for providing a guide book, advice on the methodology and explaining theoretical orientations, and keys to the exercises and supplementary materials. The last characteristic is learner satisfaction with the syllabus for giving piecemeal, unit-by-unit instruction and clear instructions for exercises.

White (2003) examined several evaluation methods and adopted the model designed by McDonough and Shaw to appraise the strengths and weaknesses of *High Impact* course book 4 taught to beginners and intermediate Korean students. The researcher stated that the TB is widely available wherever the course book and

workbook are available. The TB included valuable teaching tips addressing common problems and concerns. Every chapter contained *Teacher Reflection* section which gave teachers the opportunity to evaluate the activities done. Additionally, he believed that it can be useful resources for both beginning and experienced teachers, it offered much prescribed programs on how to teach the material so experienced teachers can benefit from the variations provided and it provides support for both of them.

In the British article, Good (2003) looked at how teachers use TBs in the planning of their lessons and discussed whether the evaluation and use of TB should be addressed in teacher training. Good then presented a brief survey of the evaluation and use of TBs in the literature. The researcher gave an account of a survey and carried out interviews. Four questions were asked: How often do you use the teacher's guide?, Do you use only the teacher's guide?, Do you regularly omit anything from the teacher's guide plan?, How do you select activities from the teacher's guide? Forty responded to the questionnaire and thirty-one of the respondents agreed to be interviewed. The TB was seen as very useful and fundamental in providing ideas for organizing and staging lessons and in making clear author's intentions. Answer keys and transcripts were much used, and it was seen as 'very frustrating' to have a new course book and no answer key. The TB would be used when the teacher could not understand a point in the textbook, also to check answers and to gain background knowledge of the teaching topic or methodological advice when the teacher needs more ideas in a certain situation such as teaching young learners. Reasons for not using the TB here included a 'need to extemporize, need a change', that some instructions would not work with a specific class situation, if the topic or linguistic point is already well known to the teacher, or when it is felt that the explanations given are insufficient.

2.3 Evaluative Comparison of EFL Textbooks

The following section reports sixteen studies that are related to analyzing and comparing EFL textbooks. They are compiled according to the themes they compare into five categories: three studies that compare English textbooks organization, content and methodology, eight studies that compare language skills, two compare cultural aspects, one compares readability, one compares cognitive affective and cultural aspects and one compares gender aspect.

Takeda and Choi (2006) compared and summarized the organization, content, linguistic skills, and tasks of the Japanese and Korean English textbooks used in 3rd year junior high and 1st year high school. The continuity of the textbooks between the two grades was also analyzed. The framework of educational approach, the balance of four skills, the continuity of the level and the difficulty of the text were the major observed differences. Learning through the differences and similarities, considerations for future textbook writers were suggested. The researchers set criteria that were divided into two parts, one of which dealt with physical features of textbook (with regard to the "target audience" and "material in general." The analysis of "material in general" captured fundamental aspects of the textbooks including the published year, format (content of each lesson), text length and readability, additional aids, organization (how lessons are sequenced), functional organization (organization besides lessons including typefaces and page numbers), and expected learning sequences (whether lessons were organized step by step and built up on students' previous knowledge) and the other dealt with internal features that examined the content of the textbook in more depth. Results highlighted the overall characteristics of the textbooks of each country, which also revealed differences in the philosophy of education the textbook writers might be

depending upon. For the content selection, the Korean textbooks included controversial issues so that students would acquire critical thinking skills. In contrast, the emphasis in the Japanese textbooks is on providing students with knowledge (especially grammar knowledge) piece by piece. Two major differences in terms of physical features were the volume of the textbooks and the level of difficulty of the reading texts in these textbooks, for linguistic skills, one major difference is the syllabus that the textbooks follow. The textbooks of each country also use different approaches to dealing with the four skills.

Another study by Heim (2006) compared and contrasted organization and introduction of texts and contents, structure including one or two book, organization of words, exercises, CDs, website, ideas and contents including background information, literature, factual texts language of two English textbooks *Passage* and *Across*, used in the foundation course in upper secondary school. Another central field of interest was to explore how the two textbooks dealt with pre-reading activities and the students' experiences with such exercises. A questionnaire was constructed to collect information from the students, both regarding attitudes to textbooks and pre-reading activities. Research in this context means "empirical research". Results indicated that both books approximately had the same types of activities. The most noticeable distinction was the great variety of activities in *Passage*, whereas *Across* had focused mostly on pre-reading questions throughout the book. Both *Passage* and *Across* emphasized the importance of active students. *Across* is extremely thick and contains the factual and literary texts, there was a rather thick workbook, including all the exercises to the texts. While in *Passage* the exercises, succeeding the texts were relevant and varied and the splitting up of American and British texts had been disturbing.

Jin (2011) compared *New Horizon College English* Viewing, Listening and Speaking Textbook and *New Era Interactive English* Viewing, Listening and Speaking. It was generally done from five aspects: teaching guiding ideology, teaching methodology, the arrangement and selection of content, components of textbooks and the authenticity of language. The researcher conducted questionnaires and interviews to teachers and students. There were -three questions the study specifically addresses :(1) What are the similarities and differences between *New Horizon College English* and *New Era Interactive English*? (2) What are the advantages and disadvantages of the two sets of textbooks respectively? (3) What are the essential features of an ideal CEVLST for textbook users like teachers and students? Through data analysis, the results are summarized as follows :(1) The two sets of textbooks have a lot in common. For instance, both are graded textbooks and take into account the emotional factors of students. But their distinction obviously exists. NH stressed the cultivation of students' cross-cultural awareness, while NE put an emphasis on the improvement of students' interactive capability and comprehensive competence;(2) Students were basically satisfied with the two sets of textbooks. For example, NH offered rich cultural content, while NE attached importance to students 'formative evaluation. However, there were also some problems. For instance, the language authenticity of NH was not very good; the Online Course CD-ROM of NE was irreversible, etc.

Septinawati (2008) also aimed at judging whether the speaking materials in the textbook entitled *"Bring Me to the World*" of a Professional Worker English for Vocational School Book I", used for the first year students of Vocational School in Purwodadi were compatible with speaking materials in the 2006 English curriculum or not. The data were speaking materials in the textbook mentioned. The data were

collected by observing the document of speaking materials in the textbook, and analyzed by comparing speaking materials in the textbook to speaking materials in the 2006 English curriculum. The result of data analysis showed that the quality of speaking materials in the textbook was good. Among the 20 sub-competencies in the 2006 English curriculum, there were only 17 sub-competencies that were presented with speaking materials in the textbook. Although the 17 sub-competencies present speaking materials as suggested by 2006 English curriculum, not all of the speaking elements were presented. One element that was presented at all in the textbook is phonology which was the most important element in speaking.

A similar paper compared a speaking aspect that was the expressions of agreement. This is a corpus-based study comparing the expressions of agreement in textbook English and in genuine English to suggest how corpus data can help to improve the authenticity of English textbook material in Hong Kong. The data sets included textbook data and selected parts of the Hong Kong Corpus of Spoken English. Both quantitative and qualitative approaches were used to analyze the data. The findings showed that there were significant differences between textbook English and genuine English in expressing agreement. Not only the expressions of agreement but also the ways in which agreement was expressed vary. Many expressions of agreement mentioned in the textbooks cannot be found in the corpus data sets. Simultaneously, the common ways of expressing agreement in naturally occurring spoken English were not introduced in the textbook data. It was argued that textbook writers need to enhance the authenticity of textbook material for language learners by using examples from genuine English and corpus data was one important source in providing naturally occurring

expressions of agreement for local secondary schools students in Hong Kong (Seto 2009).

Uenishi and Akase (2009) reported a language aspect in grammar which is Wh-interrogative questions, the simultaneous analysis of English textbooks from China, Japan, and Thailand. The motivation behind this work lied in the belief that these analyses shed important light on the classroom content of teaching English as a foreign or second language. The study made a comparison of the frequency of the wh-interrogative questions taught in English textbooks in the above-mentioned countries. It focused on the textbooks at the primary and secondary educational levels in Japan and the ones at primary educational level in China and Thailand. The aim was to analyze the corpora to identify some of the differences among the textbooks and to explore the findings which reflect English language teaching curriculum in Japan. Each textbook was first digitized and then analyzed in terms of the wh-interrogatives. Each textbook was first scanned and then items were analyzed in terms of the frequency of wh-interrogative questions. The results revealed that in China and Thailand, new wh-interrogative questions were introduced in a well-organized way from Book 1 to Book 3 in the primary school textbooks and they were also regularly recycled. In China, four interrogatives (i.e. what, where, how, who) were introduced in the first grade at primary schools, while *why* is introduced in the second grade. In Japan, the wh-interrogatives failed to appear in an organized way in standard EFL textbooks. The wh-interrogative *what was* the highest frequency in all of the textbooks in the three countries.

Yenny (2008) aimed at judging whether the writing exercises in the textbook entitled "Look Ahead 2", used by the second year students of Senior High School were compatible with writing skill indicators in School-based Curriculum and facilitate the

students to achieve the competency or not. The data were writing exercises written in the textbook. The data were collected by documenting writing exercises in the textbook, and analyzed by comparing writing exercises in the textbook with writing skill indicators in School-based Curriculum. The result of the analysis showed that the quality of writing exercises in the textbook was very good because the score of schema of quality classification of the writing exercises was 100%. In other words, the writing exercises in the textbook facilitate the students to achieve the competencies. So, the teacher of English, primarily the teacher of second year students of Senior High School should choose and use the textbook evaluated.

Another quantitative comparative analysis is by Kobayakawa (2011) of writing tasks in English I, II, and Writing textbooks. Writing tasks in the textbooks were classified into four categories: controlled writing, guided writing, translation, and free writing; and 14 subcategories. The results of the analysis showed that both English I and II textbooks featured mostly controlled writing tasks and fill-in-the-blank with translation tasks, while writing textbooks included various translation and controlled writing tasks. Overall, guided writing and free writing tasks rarely appeared in the textbooks analyzed. According to the Japanese government's (MEXT) course of study, writing instruction was generally related to free writing tasks. Therefore, free writing skills were necessary to develop students' practical communication abilities as defined by MEXT. The findings suggested that teachers need to support the development of practical communication abilities by proactively increasing the free writing activities in English classes.

Sinnika (1985) compared three sets of English textbooks for grades 6 and 7 in the comprehensive school. The 6th grade reviewed books were *Welcome to English 6*

and *Say it in English 4* , the corresponding books of 7th grade were *Say it in English 5* and *Jet Set 7*. The study compared the language teaching methods, vocabulary and grammar. Considering language teaching methods, *Welcome to English 6* seemed to apply the direct method whereas the other books tried to find a synthesis of several methods. *Say it in English 4* and *Welcome to English 6* differ in dealing with grammar items. The analysis of 7th grade textbooks lied on the differentiation, situational teaching and the comparison of the verb phrases. Both series were too extensive considering the amount of lessons on the 7th grade, but *Jet Set 7* was more feasible.

Francisco and Catalan (2008) also reported the results obtained from analyzing vocabulary input contained in EFL corpus from two Spanish 6th year of primary education and two 4th year of secondary education. The researchers considered the fifty most frequent words in each textbook as a sample of analysis and dealt with their word type, word frequency, frequency rank, and the percentage they represent in the whole textbook. A comparison between the textbooks was carried out and assessed the influence of the increase in the number of types and tokens between the end of each educational stage and regard the implications of their repetition in EFL textbooks for the acquisitions of vocabulary.

This study attempted to make a comparison and evaluation of three textbooks that were widely used in colleges and universities throughout China. They were: *New College English*, *21st Century English and New Horizon English.* Readability, the four skills and the related activities and vocabulary were compared and evaluated. The selection of the reading materials and the difficulty level of the materials were checked in detail. Through the analysis of the readability of the texts in NHE and 21st   it was clearly seen that they were randomly put together instead of being graded by difficulty.

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The way the textbooks handled the four skills and the related activities were analyzed to see if they were conducive for the students. Vocabulary was the basis and also the bottleneck for the development of the four skills ("A Comparative Evaluation of Three Sets," 2010).

Another paper analyzed and compared the cultural content in two series of textbooks widely used in college English teaching in China, *College English (New Edition)* and *New Horizon College English*. The respective core courses of Book 3 and 4 of each series were selected as representative samples for the evaluation. Among the many textbook evaluation criteria, the paper synthesizes Risager's and Cortazzi & Jin's checklists. The reading passages were first analyzed from the four aspects—micro-level, macro-level, international and intercultural issues and the author's styles and point of view; then their cultural orientations (C1, C2, C3) were examined. The results were presented in the form of percentage. Other different culture-related components besides the reading passage in each series were also qualitatively analyzed. It was found that the two series had common advantages: 1) the passages were up-to-date, informative and authentic; 2) the topics were various and catering to learners' interest; 3) the authors' viewpoints on disputable issues were expressed; and 4) the related background information was provided. The common weaknesses were: 1) the style of the reading passages was monotone; 2) too many passages were based on American culture, while expressions of Chinese culture were rarely found; 3) comparisons between different cultures were almost absent; and 4) the exercises failed to integrate linguistic knowledge and cultural knowledge ("A comparative Analysis of Cultural Content", 2010).

A similar study by Da Cruz (2010) analyzed signs of multiculturalism present in children English textbooks for primary students from different countries. The idea was to reflect about the importance of the immersion of multiculturalism into the childhood education as a way of contributing to the development of the field of education. In order to find out the above objective, the researcher observed the contents of the books used for research, the illustrations, the exercises and dialogues; checking how family, society and the school environment were presented in the books; reflecting on that; comparing and contrasting the points of analysis presented in the books and comparing and contrasting how the different textbooks present the other. The instruments used in this study were two foreign (an Eritrean and a Palestinian textbook) and one Brazilian English textbooks for primary education. Results indicated that the three books were interesting and the Palestinian one appeared to be better than the others. Illustrations had good size and were colorful without many details, showing simple dialogues into social and school environment. Home environment could be better explored as well as cultural diversity. The Eritrean one did not have enough or good pictures to show. Illustrations were not colorful and most of them were not big enough to be understandable. Even being like that, illustrations represented the culture of such country. It had almost nothing of multiculturalism. The Brazilian textbook had good size, easy to manipulate. However, it was too colorful and had difficult dialogue for first grade.

The purpose of Liselott's study (2010) was to analyze texts from four English textbook series for Swedish school years 7-9 as regards their readability and to investigate whether the text difficulty progresses within series with grade level and with each assigned difficulty level. The study also wished to make comparisons between

these textbook series to determine if they were equivalent as regards their average readability level. The readability formulas Flesch Reading Ease and Flesch-Kincaid in Microsoft Word 2007 were used for calculation of the readability grade levels of a selection of 231 texts from the series *Good Stuff*, *Happy*, *Time* and *Wings*. The results from both formulas indicated that the texts in general become more difficult for each school year and with assigned level. However, the study showed that there were differences among the four series as regards their average difficulty levels and that there was a great difficulty range among texts.

Lee and Peter (2010) discussed the gender content in English textbooks. It examined whether the later development of awareness of gender issues in Hong Kong compared to Australia was reflected in patterns of gender representation in the English language textbooks published in these two places. A comparison of 10 currently-used Australian books with 10 Hong Kong books revealed that such awareness has impacted most on the use of gender-inclusive terms and symmetrical phrases in both places. The Australian writers tended to use generic 'they' while their Hong Kong counterparts preferred either the coordination 'he' or 'she' or generic 'he'. Both sets of writers maintained the convention of male-first presentation, depicted women in a more limited range of social roles, and presented stereotyped images of women as weaker and more passive than men, and as operating primarily within domestic domains. The visual representations also reinforced traditional gendered roles. Hong Kong textbook writers, nevertheless, paid more heed to the inclusion of females visually. Controversy persists over whether textbook writers should reflect reality or whether they should lead social change and strive for gender equality.

Hasan (2008) explored and compared the cognitive, affective and procedural aspects of EFL elementary textbooks in Syria and Germany. He analyzed a corpus which consisted of three Syrian elementary textbooks, Starters I-III, and their German counterparts, Kooky I-II. A descriptive-analytical approach was used to examine the content-material in terms of teacher vs. pupil orientation, product vs. process orientation, virtuality vs. authenticity, cognitive learning vs. learning by doing which represent the essential parameters of learner autonomy. Results indicate that the Syrian material focused on the cognitive element of language learning without ignoring affective and procedural factors, whereas the German material tended to put special emphasis on affectivity and process-orientation. Culturally, the Syrian textbooks confine their view to the domestic background before opening up to British culture in book III, whereas the German textbooks are keen to introduce the British dimension right from the start. For the Syrian material, the study suggested the inclusion of pronunciation exercises and a stronger consideration of learner autonomy. For the German material, close attention should be paid to a well-balanced relationship between the three parameters mentioned above.

2.4 Developing Criteria for teacher's book evaluation

In the last section of the previous studies, six studies related to developing checklist criteria are reviewed and arranged in descending time order.

Fowle (2001) conducted comprehensive study of what teachers should look for in a TB. The researcher surveyed how teachers actually perceived and used TBs. She carried out a questionnaire survey of teachers working in Thailand and received sixty-seven responses. The results revealed that less experienced teachers tended to rely more heavily on the TB referring to them more frequently and using them in class more

regularly. The participants also responded to what should be in a good TB that were: answer keys, tape scripts, aims and objectives, photocopiable resources, testing resources, ideas for extension activities. Moreover, findings revealed that nonnative teachers needed more background culture information. Four teachers added additional items to the list which were extra games and fun activities, revision materials, translated teachers' notes, and simple grammar explanations. The researcher concluded that teachers have clear idea about what should be included in the TB. The key of a good TB is its ability to make a given course flexible for use in widely varying contexts, including materials for teachers to choose from them and helping teachers to deal with mixed ability students.

Gearing (1999) provided recommendations for an evaluation checklist for TB intended for less-experienced teachers of English, and for those who lack confidence in their own English proficiency. Gearing offered reasons for evaluating materials, discussed published checklists and a revised compilation of their criteria in a concise checklist which makes use of a simple method of priority weighting. The final evaluation checklist can be used by teachers independently, or as an introduction to materials. Evaluation in teacher training is divided into four dimensions that include twenty five, author's assumptions about teacher's knowledge and experience, lesson planning, implementation and evaluation, teacher development and technical points about TB.

In another study, Hemsley (1997) sought to develop a model for TB evaluation. The study began with a discussion of the functions of the TB (stating purpose, encouraging the development of teaching skill, providing guidance and assisting teachers to understand the course). Then it reviewed an examination of various issues in

the design of TB evaluation, and introduced existing checklists of criteria for the teacher's guide and ELT materials evaluation. Finally the researcher formed an outline for the TB evaluation and saw it as a pragmatic based on his personal experience of what actually possible in practice in the private language school context. The researcher concluded "If a suitable TB, textbook, WB and tape set can be found through a systematic evaluation procedure of this kind, the benefits are likely to be several: the training budgets reduction, more comfort with trade due to active involvement in the process of evaluation and selection, feeling of value in adapting course material."

The closest study to the current study in Egypt is by Abou Haggar (1995) who attempted to find out criteria to evaluate TBs, how far these criteria in *Excel Book One Teachers' Book* were included and how the current TBs could be improved. The researcher used the descriptive analytic approach and developed TB evaluation criteria that consisted of two sections and 57 items rating from excellent to totally lacking. The evaluation checklists were administrated to 50 teachers in six secondary schools in EL Fayoum. The researcher and the teachers agreed on the merits of the book that were: good introduction and explanation of the new lesson and the vocabulary for the first lesson of every unit, inclusion of lists of structures, special difficulties in grammar, vocabulary list with phonetic transcription for words, proper names and places, provision of answers to questions in the PB, clear unit content and organization, adequate timing needed to cover the lesson, inclusion of various activities, easiness to use. Limitations included the absence of overall aims for each unit, of clear cut aims of the whole course, clear approach, clear cut behavioral objectives for each lesson, preparation lesson notes, aids and materials needed in the introduction, language transfer and error analysis, copies of PB lessons, list of references for teachers to use

and testing and evaluation of teachers' activities. The researcher recommended giving ideas so that teachers can fulfill different roles, adding activities for teaching listening and speaking including sample tests, stating clear objectives in behavioral terms, suggesting various teaching techniques, types of questions, including lists of references that could help teachers deal with grammar or additional activities. She also suggested organizing workshops to help teachers make full use of TB.

Another study by Donoghue (1992) aimed at improving TB and considered their usefulness to all types of teachers (i.e. native and non-native speakers). The report is concerned with the quality of TBs that accompany English language course books. It is divided into four sections. The first section discusses the demands that the TBs assumptions make in terms of teachers' knowledge, the teacher-learner relationship, teaching techniques and classroom management. In the second section the focus is on the practical support that teachers require in order to be able to handle communicative materials and on ways in which that support might be supplemented. The third section analyzes the results of a questionnaire that was distributed to practicing English language teachers in a number of countries (Britain, Brunei, France, Germany, Hong Kong, Ireland, Italy, Malaysia, morocco, Senegal and Singapore) the sample included 76 participants. 9% of the respondents said that they did not think that TBs could be improved. Teachers used TBs for answer keys, tape scripts for listening texts, ideas on how to use the course book, and background information. Teachers responded to the question what TBs should include that they should include tape scripts, answers, suggestions on how to use the course book, background information, ideas for teaching and expanding vocabulary and ideas for activities outside the course book. The fourth

section contained a framework of basic features that a TB could include and examines examples of TBs.

The final study presented detailed TB evaluation checklist. Cunningsworth and Kusel (1991) state that a TB is an important part of a materials package, especially for teachers who are less experienced, or whose English is not strong. This article considered the functions of TB, and suggested why evaluation is a worthwhile activity. It then went on to examine the evaluation process, with a consideration of how teachers can become actively involved in it, and proposed a set of model criteria that consist of twenty nine criteria for global appraisal and more detailed evaluation of TB that included objectives and content, cultural loading, procedural guidance, advice about the unpredictable, correcting and testing, motivation, presentation and use.

2.5 Commentary on the Previous Studies

To conclude, fifty seven studies were reviewed, nine studies related to evaluating EFL and English for Palestine textbooks, twenty six evaluated EFL textbooks and TBs, sixteen analyzed or evaluated and compared English textbooks and six suggested criteria to evaluate TB.

Through reviewing the previous studies, the researcher benefited and enriched her background in specifying and identifying the procedures and the evaluative checklists that researchers followed when conducting the studies. The current study aims to evaluate and compare *Grade One English for Palestine Teacher's Books Original and New Editions* as few studies conducted in depth evaluation of the EFL TBs and to the researcher best knowledge no studies compared TBs. It aims to be distinguished from the other reviewed studies for four reasons. First, part of the reviewed studies has dealt with evaluating the EFL textbooks as whole. Second, most

studies included evaluating English textbooks that include the SB, WB, teaching aids in addition to the TBs. Third, other studies evaluated teaching materials including TBs from teacher's perception, except for Abou Haggar (1995), who conducted content analysis for *Excel Book One Teacher's Book* and administrated the same evaluation checklist to teachers to evaluate the book. Similarly, this study evaluates the *Teacher's Books of Grade One Original and New Editions* in a comprehensive way. The last reason is that the studies that compared English textbooks did not mention anything about comparing TBs.

Many benefits were gained from the results of the studies. Some studies concluded negative finding about TBs evaluation like Khafaji (2004), Ali (1983), Al-Jarah (1987) , Kuo (2003), Liu (2007), Atkins (2001), Zabihi and Tabataba (2011), Cakit (2006) and Al-yousef (2007). They agreed on many shortcomings of the TBs that were surveyed and expressed teacher's dissatisfaction with the TBs due to insufficiency of activities, unclear instructions and explanations, lack of background information, lack of alternative ways for teaching, impractical and inappropriate activities for big classes, little information as teachers' reference and few ways of evaluation.

On the other hand, other studies revealed positive results like Mahmoud (2006), (2007), Riasati and Zare (2010), Alamri (2008), Al-Momani (1998), Karasou and Alkhawalde (2006) Abou Haggar (1995), White (2003) and Fowle (2011), who agreed on the suitability of and satisfaction with the TBs regarding the teaching methods , inclusion of key answers, specifying the general objectives of the course and inclusion of references, clarity of methods and activities, inclusion of transcripts of speaking and listening activities that provide oral proficiency.

Finally the researcher benefited from the tools of many studies like questionnaires and analysis cards in Chen (2000), Lin (2009), Lui (2007), Spenser Chen (2004), white (2003), Al-Yousef (2007), Cunningsworth (1991), Gearing (1999)Ansary and Babii (2002), Hemsley (1997), Abou Haggar (1995), Hsu (2004), Fowle (2011), Mahmoud (2007) and Minihui Leu (2004) and the methodology used in comparing English textbooks.

Summary

The major concern of this chapter is reviewing the related literature of evaluating TBs and the criteria that were used to evaluate them. Then numerous previous studies were presented and commented on. This chapter helped to design the tool of the study that is going to be discussed in the chapter that follows.

Chapter III

The Methodology

Introduction

3.1 Research Design

3.2 Content analysis

3.3 Content analysis procedures

3.4 Procedures of the study

Summary

Chapter III

The Methodology

Introduction

This chapter illustrates the method and tool of the study that involves constructing a content analysis card, examining its validity and reliability and the procedures that were used to conduct this study.

3.1 Type of Research Design

The descriptive analytical method was used to conduct the study. This type of research is defined by Brown and Rodgers (2002:118) as "Any research that describes a setting of events in numerical terms". Being descriptive in nature, this study aims to evaluate *English for Palestine Grade 1* TBs original and new editions and compares the differences between both TBs. Thus, content analysis is used to analyze them.

3.2 Content Analysis

White and Marsh (2006) define content analysis as a systematic, rigorous approach to analyze documents obtained or generated in the course of research. It is a research technique for making replicable and valid inferences from texts to the contexts of their use.

In line with White and Marsh, Neuman (1997:272-273) defines content analysis as "A technique for gathering and analyzing the content of the text". The content refers to words, meanings, symbols, themes, or any messages that can be communicated, and the text is anything written, visual, or spoken that serves as a medium for communication. Text includes books, newspapers, or magazine articles, advertisements, speeches, official documents, films or videotapes, photographs, and so on. Neuman continues to elaborate the role of a researcher conducting a content analysis. In such

kind of analysis, the researcher uses systematic and objective counting to produce a quantitative description on the text content analyzed. On the other hand, he adds that there is a qualitative approach of content analysis conducted for exploratory purposes.

However, due to the large amount of data in this study as it seeks to evaluate the new and original edition TBs of *English for Palestine Grade 1* a quantitative content analysis was used as the major method of this study because it is systematic and objective.

3.3 Content analysis procedures

3.3.1 Purpose of the content analysis

The analysis aims at identifying to what extent the content of *English for Palestine Grade 1* original and new editions TBs match the suggested criteria of evaluation.

3.3.2 Sample of the analysis

The sample of the research is *English for Palestine Grade 1 TBs original and new editions*. TB original edition consists of twenty four units and seventy six lessons, while TB new edition includes eighteen units and ninety six lessons. Units (1,2 ,3, 5, 6 ,7, 8, 9 ,10) were analyzed in TB original edition, units (1, 2 , 3) include 4 lessons while units (5,6,7,8,9,10) include three lessons. Units (1, 2, 3, 4, 6) in TB new edition were also analyzed, each unit includes 6 lessons. The total of the analyzed lessons in both TBs is thirty for each. Unit four in TB original edition and five in TB new edition were excluded from the sample to create balance between the number of lessons and to create statistical balance due to the difference of the lesson distribution in the two TBs.

3.3.3 Instrument of the analysis

To conduct a quantitative content analysis for the two TBs prescribed for grade one teachers, one main tool was used: content analysis card. It was not possible to use

another tool like questionnaires or interviews due to the fact that TB new edition has not been used by teachers for at least one scholastic year. The content analysis card was used for collecting data, describing and analyzing the content of *English for Palestine Grade 1* original and new edition TBs in light of the suggested criteria in the content analysis card.

3.3.4 Constructing the content analysis card

Previous studies, related literature and books were reviewed in order to build criteria to evaluate *English for Palestine Grade 1* TB. A table of the most important characteristics and aspects that should be included in a good TB was constructed. Twenty one resources with the criteria that were used to evaluate TBs were listed, and then what was related to the contents of TBs of *English of Palestine Grade 1* and frequently repeated from these checklists was extracted. Later with the help and discussions with the supervisor, some criteria were added and modified according to relevance to the Palestinian teaching and learning context. Through searching, few checklists that place much emphasis on TB evaluation in some detail were found. Those include the books of: Cunningsworth (1995), Skierso (1995) and Hutchinson and Waters (1987). Journal articles and papers for: Cunningsworth and Kusel (1991), Gearing (1999), Hemsley (1997) Abou Haggar (1995), Fowle (2001) and Donoghue (1992). By contrast, the published textbook evaluation checklists including TB are plenty Al-Masri (2008), Chen (2000), Lin (2006), Lui (2007), Chan (2004), Hsu (2004), Spencer Chen (2004), Mahmoud (2006), Alamri, (2008), Al- Yousef (2007), McDonough and Shaw (1993), Ansary and Babii (2002) as clarified in Table (3.1). As was mentioned earlier the checklists that evaluated TBs are few. This study benefited from the mentioned studies and majorly borrowed the criteria from Cunningsworth (1995), Cunningsworth and

Kusel (1991), Gearing (1999) and Abou Haggar (1995) with some modifications to suit the study.

Concerning the evaluation checklist of this study, it includes thirty two criteria classified in five categories: general introduction, procedural guidance for teaching, assessment correction and aids, advice about difficulties and background information and physical make-up.

Table (3.1)

Frequency of Teacher's Book Evaluation Criteria

S.N	Item	Haggar	Hemsley	Cunningsworth	Gearing	Masri	Fowle	Al- Yousef	Al-Amri	Chen	Lin	Lui	Mc Donough shaw	Chan	Spencer chen	Ansary	Hsu	Minhui Leu	Mahmoud	Skierso	Donoghue	Hutchinson and Waters	Total
1	Includes answers to questions in textbooks	√	√	√	√	√	√	√		√	√			√	√	√		√			√		14
2	Detailed teaching procedures and instructions are clearly explained		√	√	√		√			√	√	√	√		√		√	√	√	√		√	13
3	Offers background culture information on course, lesson content	√	√	√	√	√	√				√	√								√	√		10
4	Offers sufficient instructional references (teaching tips, tape transcripts, vocabulary lists, reference books, grammar references)	√				√	√			√		√	√				√	√		√			9
5	Offers variety of teaching activities and techniques	√	√		√	√			√				√			√				√			8
6	Provides guidance on testing (how and what to test) and multiple ways of assessment (tests, quizzes, revision)	√		√				√	√	√	√			√								√	8
7	TB's content can be easily related to relevant sections of PB and WB (well sequenced)	√		√						√				√			√	√		√			7

S.N	Item	Haggar	Hemsley	Cunningsworth	Gearing	Masri	Fowle	Al-Yousef	Al-Amri	Chen	Lin	Lui	Mc Donough shaw	Chan	Spencer chen	Ansary	Hsu	Minhui Leu	Mahmoud	Skierso	Donoghue	Hutchinson and Waters	Total
8	Presents clear and specific objectives for each lesson	√		√	√						√			√							√		6
9	Background information for texts is provided						√			√	√	√						√					5
10	Includes additional teaching activities						√								√	√						√	4
11	Overall aims of the course are included	√	√				√															√	4
12	Learning difficulties are predicted and appropriate advice id given	√		√	√		√																4
13	Includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went	√		√				√							√								4
14	provides practical and interesting teaching techniques and activities	√				√					√				√								4
15	Clearly states approach , methodology, activities timing	√		√			√														√		4
16	Caters for individual differences	√	√				√														√		4
17	Advises teachers for techniques for correction	√	√	√			√																4
18	Has clear lay out (margins, font, spaces)	√			√		√																3

S.N	Item	Haggar	Hemsley	Cunningsworth	Gearing	Masri	Fowle	Al-Yousef	Al-Amri	Chen	Lin	Lui	Mc Donough shaw	Chan	Spencer chen	Ansary	Hsu	Minhui Leu	Mahmoud	Skierso	Donoghue	Hutchinson and Waters	Total
19	Provides revision and reinforcing vocabulary and structure	√				√	√																3
20	Provides guidance and options on using the course cassette, poster, flashcards	√				√	√																3
21	Suggests evaluation techniques after each unit	√	√		√																		3
22	Offers variety of activities that motivate learning	√	√	√																			3
23	The rationale of the English language textbooks is clear	√	√																	√			3
24	Includes methodological guidance																			√	√	√	3
25	States clear instructions on how TB, PB, WB can be best used	√	√																				2
26	Includes clear overview of the organization of the course structure and components	√					√																2
27	Provides ideas on classroom management	√			√																		2
28	Contain sufficient model tests that can point out teacher's and students' progress	√				√																	2
29	TB is free of mistakes				√						√												2

S.N	Item	Haggar	Hemsley	Cunningsworth	Gearing	Masri	Fowle	Al-Yousef	Al-Amri	Chen	Lin	Lui	Mc Donough shaw	Chan	Spencer chen	Ansary	Hsu	Minhui Leu	MAHMOUD	Skierso	Donoghue	Hutchinson and Waters	Total
30	Teacher's role is explicitly mentioned in the introduction	√																			√		2
31	Encourages discussion of personal concerns	√																			√		2
32	Provides table of contents and contents of each unit	√																					1
33	Includes information on the duration of the course						√																1
34	Provides sufficient activities for teaching listening skill	√																					1
35	Provides sufficient speaking activities that help to develop communicative skill	√																					1
36	Provides sufficient reading activities	√																					1
37	Provides sufficient writing activities	√																					1
38	Provides activities to teach and reinforce grammar	√																					1
39	Provides activities to teach vocabulary	√																					1
40	Considers pronunciation teaching techniques	√																					1

3.3.5 Validity of the content analysis card

According to Al Agha (1996:118) a valid test is the test that measures what it is designed to measure. To check the validity of the content analysis card, it has been exposed to seven experts in the field of Teaching English as a Foreign Language. Four of these referees are from the Islamic University-Gaza, one of whom is a member of the Authorship supervisory committee of the English Language Curriculum Team. Two referees from Gaza University and a researcher in Al-Qattan Centre. Each member has been requested to point out his remarks and suggestions on the suitability and the applicability of the checklist. Few remarks were given by the referees concerning the list of criteria for evaluating the TB. After considering the comments and suggestions of the referees, the researcher reedited the final form of the analysis card to be applied (See appendix 1).

3.3.6 Applying the analysis card

Meetings were held to train the colleague researcher to conduct the analysis through the content analysis card. The colleague researcher was provided with the criteria for evaluating the TBs and was shown how to conduct the analysis. In the second meeting, the researcher was asked to start analysis of units 1-3 in TB1 and 1-2 in TB2 to check comprehension of the colleague researcher. There was relative approximation among the researchers' collected data in the second meeting. After ensuring the researchers' involvement, she was asked to complete the analysis of the rest units in the third meeting. The analysis was conducted through using a tick which indicates that the items meet or do not meet the criteria or a cross which shows its absence.

3.3.7 Reliability of the analysis card

According to Mackey and Gass (2005:364) "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

another rater. The analysis was conducted by making a survey of fifteen units that include thirty lessons for each TB of *English for Palestine Grade 1* original and new editions and colleague rater did the same.

The aim is to find the correlation among the two results of the surveys for reliability. Hulsti correlation was used to determine the reliability as follows:

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

(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)

Coefficient Correlation of Inter-rater Reliability

in TB Original Edition

TB original edition	Researchers	Points of Agreement	Points of Difference	Coefficient Correlation
	Rat. 1	503		
	Rat. 2	488	15	**97%**

Table (3.3)

Coefficient Correlation of Inter-rater Reliability

in TB New Edition

TB new edition	Researchers	Points of Agreement	Points of Difference	Coefficient Correlation
	Rat. 1	581		
	Rat. 2	539	12	**98 %**

It is clear from Tables (3.2) and (3.3) that the correlation between the first and the second researcher is 97% in TB old edition and 98% in the new edition. The strong correlation between the researchers enables the researcher to process the data collected.

3.3.8 Reliability through Time

The analysis of units 1-3 in TB original edition and units 1-2 (i.e. twelve lessons for each) in TB new edition were repeated after three weeks and reliability through time by using Hulsti Equation was calculated.

Table (3.4)

Reliability through Time

TB	Reading	Points of Agreement	Points of Difference	Coefficient Correlation
TB original edition	Reading 1	192		
	Reading 2	197	5	**97.46 %**
TB new edition	Reading 1	206		
	Reading 2	219	13	**94.06%**

The results mentioned in the above table show a strong correlation that enables the researcher to process the data collected.

3.4. Procedures of the study

- Reviewing related literature

- Constructing the criteria of evaluation after reviewing the related literature

- Consulting a number of experts for verifying the tool: content analysis card

- Modifying the analysis card according to the referees' comments

- Applying the analysis card with the help of another rater

- Analyzing the collected data in the form of frequencies and percentages

- Comparing the collected data to find out the differences between the two TBs

- Giving interpretations and comments

- Presenting recommendations and suggestions

Summary

This chapter described how the research was conducted, the instrumentation that was used, how the data were collected, recorded and analyzed and how validity and reliability of the data were ensured. It discussed the following major sections: types of research design, content analysis, purpose of content analysis, sample of analysis, instrument of analysis, constructing the content analysis card, validity of the analysis card, reliability and applying the analysis card and the procedures of the study. The next chapter presents results obtained from analyzing analysis card.

Chapter IV

The Study Findings

Introduction

Results of content analysis card

4.1 The developed list of criteria for teacher's books original and new editions

4.2 Evaluating teacher's books original and new editions

4.2.1 The general introduction

4.2.2 The procedural guidance

4.2.3 Assessment and correction and aids

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4.2.5 Physical make-up

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4.3 The comparison between original and new edition teacher's books

Summary

Chapter IV

The Study Findings

Introduction

This chapter introduces the findings of the study. Two different statistic forms (i.e. frequencies and percentages) were used to show the final collected data results. Tables are also used to clarify and present these data. Through these forms, differences between TBs original and new editions are identified. The aim of this chapter is to display the study results by answering the three research questions. For doing so, descriptive statistics were used including means of frequencies and percentages.

4.1 The Developed List of Criteria for the teacher's book

One of the purposes of the study is to specify a list of evaluation criteria for evaluating the TB as stated in the first research question:

What are the needed criteria for evaluating *English for Palestine Grade 1* teacher's books original and new editions?

The suggested criteria function as a guide to cite the elements that should be included in good TB. Moreover, the organization of these criteria help researchers and those who are concerned with better analysis and evaluation of TBs by examining the extent to which these criteria are applied. The thirty two developed criteria are classified into five basic domains as clarified in Table (4.1).

Table (4.1)
List of criteria

1.	**General introduction**
1.1	TB includes clear overall aims of the whole grade one course
1.2	TB clearly states the approach of the course
1.3	TB includes clear overview of the organization of the course structure and components (PB, WB, FCs, poster, CD)
1.4	TB provides detailed language map of the pupil's book (table of contents)
1.5	TB includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went
2.	**Procedural guidance for teaching (Language skills)**
2.1	TB offers clear objectives for each lesson/ period
2.2	TB provides clear suggestions for teaching listening skill activities
2.3	TB provides practical suggestions for teaching listening skill activities
2.4	TB provides clear suggestions for teaching pronunciation
2.5	TB provides practical suggestions for teaching pronunciation
2.6	TB provides clear suggestions for teaching language
2.7	TB provides practical suggestions for teaching language
2.8	TB provides clear suggestions for teaching speaking
2.9	TB provides practical suggestions for teaching speaking
2.10	TB provides clear suggestions for teaching writing
2.11	TB provides practical suggestions for teaching writing
2.12	TB provides clear suggestions on how to use games
2.13	TB provides practical suggestions on how to use games
2.14	TB provides clear suggestions on how to teach songs
2.15	TB provides practical suggestions on how to teach songs
2.16	TB provides practical homework suggestions
2.17	TB suggests various teaching activities and techniques
2.18	TB offers supplementary teaching activities
3.	**Assessment, correction and aids**
3.1	TB advises teachers for techniques for error correction
3.2	TB provides guidance on assessment (formative and summative evaluation)
3.3	TB provides guidance and suggestions on using the course (cassette, poster and flashcards)
4.	**Advice about difficulties and background information**
4.1	TB offers background cultural information on course and lesson content
4.2	TB offers background information on course and lesson content
4.3	Learning difficulties are predicted and appropriate advice is given
5.	**Physical make-up**
5.1	TB 's content can be easily related to relevant sections of PB and WB (well sequenced)
5.2	TB offers clear instructional references (tape transcripts, vocabulary lists)
5.3	TB has clear layout e.g. margins, font, spaces

4.2 Evaluating teacher's book original and new editions

After setting the criteria, content analysis card was designed and refereed to analyze original and new edition TBs to collect the relevant data concerning the second research question **"How far are these criteria included in *English for Palestine Grade One* teacher's books original and new editions?"**

Results of the content analysis card are based on the five basic developed domains: general introduction, procedural guidance for teaching, assessment, correction and aids, advice about difficulties and background information and physical make-up.

4.2.1 General introduction

The first domain contains (5) criteria related to the introductions of the two TBs, Table (4.2) shows the frequency of each item.

Table (4.2)

Frequency of the items in the introductions of TB original and new editions

No.	Criteria	Original edition			New edition		
		No	Yes	NA	No	Yes	NA
1. General introduction							
1.1	TB includes clear overall aims of the whole grade one course		1			1	
1.2	TB clearly states the approach of the course	1				1	
1.3	TB includes clear overview of the organization of the course structure and components (PB, WB, FCs, poster, CD)		1			1	
1.4	TB provides detailed language map of the pupil's book (table of contents)		1			1	
1.5	TB includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went		1		1		

It is clear from the table that items (1.1) "includes clear overall aims of the whole grade one course", (1.3) "includes clear overview of the organization of the course structure and components (PB, WB, FCs, poster, CD)", (1.4) "provides detailed language map of the

pupil's book (table of contents)" and (1.5) "includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went" are available in the introduction of TB original edition while the item (1.2) "includes clear approach of the course" is absent.

On the other hand, the introduction of TB new edition includes items (1.1), (1.2), (1.3), (1.4), while item (1.5) "includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went" is not introduced.

4.2.2 Procedural guidance for teaching (Language skills)

This domain has (18) criteria related to the procedural guidance for teaching. Table (4.3) presents these criteria together with the frequency and percentage for each item in both TBs original and new editions.

Table (4.3)

The Frequency & Percentage of the items in procedural guidance for teaching

(The Second Domain)

No.	Criteria	Original edition				New edition			
		No	Yes	NA	%	No	Yes	NA	%
1. Procedural guidance for teaching									
2.1	TB offers clear objectives for each lesson/ period	5	25	0	83.3	1	29	0	96.6
2.2	TB provides clear suggestions for teaching listening skill activities	0	26	4	86.6	0	30	0	100
2.3	TB provides practical suggestions for teaching listening skill activities	1	25	4	83.3	0	30	0	100
2.4	TB provides clear suggestions for teaching pronunciation	3	24	3	80	0	30	0	100
2.5	TB provides practical suggestions for teaching pronunciation	3	24	3	80	0	30	0	100
2.6	TB provides clear suggestions for teaching language	5	25	0	83.3	0	30	0	100
2.7	TB provides practical suggestions for teaching language	6	24	0	80	0	30	0	100

2.8	TB provides clear suggestions for teaching speaking	2	28	0	93.3	0	30	0	100
2.9	TB provides practical suggestions for teaching speaking	2	28	0	93.3	0	30	0	100
2.10	TB provides clear suggestions for teaching writing	1	29	0	96.6	0	24	6	80
2.11	TB provides practical suggestions for teaching writing	1	29	0	96.6	0	24	6	80
2.12	TB provides clear suggestions on how to use games	0	13	17	43.3	0	8	22	26.6
2.13	TB provides practical suggestions on how to use games	1	12	17	40	3	5	22	16.67
2.14	TB provides clear suggestions on how to teach songs	1	11	18	36.6	0	3	27	10
2.15	TB provides practical suggestions on how to teach songs	2	10	18	33.3	0	3	27	10
2.16	TB provides practical homework suggestions	1	16	13	53.3	0	0	30	0
2.17	TB suggests various teaching activities and techniques	1	29	0	96.6	0	30	0	100
2.18	TB offers supplementary teaching activities	27	3	0	10	22	8	0	26.6

The results in Table (4.3) show that TB new edition is characterized by better improvement in the availability of some criteria in comparison with TB original edition. For example, "clarity of objectives for each lesson / period" got 83.3% in TB original edition which indicates that twenty five out of thirty of the objectives are clear and five are not. On the contrary, TB new edition got higher percentage (96.6%), which indicates that twenty nine lessons present clear objectives and only one does not. Items (2.4) "provides clear suggestions for teaching pronunciation" and (2.5) "provides practical teaching pronunciation suggestions" in TB original edition got 80% with the frequency of twenty four lessons including clear and practical suggestions, three lessons include unclear and impractical suggestions and three lessons do not include suggestions for teaching pronunciation. In contrast, TB new edition got 100%; this means that the thirty analyzed lessons include clear and practical suggestions. The results also indicate that TB original edition got higher percentages in the items (2.10) "provides clear suggestions for teaching

writing" and (2.11) "provides practical suggestions for teaching writing" which represented 96.6%. This means that twenty nine lessons out of thirty are clear and practical and only one is not. TB new edition got lower percentage (80%), this is due to the absence of writing skill in six lessons and availability in the other twenty four lessons.

On the contrary, the table reveals that there are low percentages in both TBs with some variations. TB new edition got very low percentage (0%) for the item (2.16) "provides practical homework suggestions" which means that it does not include any homework suggestions. Whereas TB original edition got 53.3% which indicates that sixteen lessons include practical homework suggestions, one does not and thirteen lessons do not include homework suggestions. Furthermore, TB original edition provides "clear suggestions on how to teach games" by 43.3%, it means that the thirteen lessons that included teaching games are all clear and the other seventeen lessons do not include games. A less percentage is given to this criterion in TB new edition (26.6%), eight lessons include clear suggestions, and twenty two lessons do not include games in the teaching periods. Criterion (2.15) "practical suggestions on how to teach songs" also got low percentages in both TBs. TB original edition got 33.3 %, ten lessons include practical suggestions, two lessons are impractical and eighteen lessons do not include teaching songs. The suggestions on how to teach songs in TB new edition are practical in the three lessons that include songs with the percentage of 10%, the absence of songs from twenty seven lessons decreased its percentage.

4.2.3 Assessment, correction and aids

In this domain, there are three criteria related to assessment, correction and aids. Table (4.4) shows these criteria together with the frequency and percentage of each item.

No.	Criteria	Original edition				New edition			
		No	Yes	NA	%	No	Yes	NA	%
3.1	TB advises teachers for techniques for error correction	30	0	0	0	30	0	0	0
3.2	TB provides guidance on assessment (formative and summative evaluation)	29	1	0	3.33	6	24	0	80
3.3	TB provides guidance and suggestions on using the course cassette, poster and flashcards	0	30	0	100	0	30	0	100

Table (4.4) indicates that there is big improvement in the availability of "guidance on assessment" in TB new edition with 80%. The result means that this criterion is taken into consideration in TB new edition, twenty four lessons provide guidance on assessment and six do not. On the other hand, TB original edition represented 3.33% with frequency of one lesson including assessment and twenty nine lessons do not which means that TB original edition neglects assessment. Moreover, original and new edition TBs got similar results for the criterion "provides guidance and suggestions on using the course aids". Both got 100%, which means that all lessons provide clear guidance for using teaching aids. Although "advise for techniques for error correction" got 0 % in both TBs. This indicates that none of the TBs advises teachers how to correct pupils' errors.

4.2.4 Advice about difficulties and background information

The fourth domain as shown in table (4.5) below which consists of three criteria related to advice about difficulties, background information and cultural background.

Table (4.5)

The Frequency & Percentage of the Items in Advice about difficulties and background information

(The fourth Domain)

No.	Criteria	Original edition				New edition			
		No	Yes	NA	%	No	Yes	NA	%
4.1	TB offers background culture information on course and lesson content	30	0	0	0	30	0	0	0
4.2	TB offers background information on course and lesson content	23	7	0	23.3	20	10	0	33.3
4.3	Learning difficulties are predicted and appropriate advice is given	29	1	0	3.33	24	6	0	20.0

The results in table (4.5) reveal the low results of criteria availability in both TBs, however, TB new edition got higher percentages in criteria (4.2) and (4.3) and very low percentage for criterion (4.1). Referring to the item "offers background information about the content of the course and lessons" it got 23.3% in TB original edition. This means that seven lessons include background information while twenty three do not. While TB new edition got 33% for this criterion, ten lessons offer background information for teachers about the course and lesson content and twenty lessons do not. Whereas the lowest percentage was for the item "offers background cultural information". Results indicate that it got 0% in both TBs. This means that both TBs totally lack background culture information about the content of the course.

4.2.5 Physical make-up

The last domain contains three criteria related to the physical make-up. Table (4.6)

presents these criteria together with the frequency and percentage of each item.

Table (4.6)

The Frequency & Percentage of Physical make-up

(The fifth Domain)

No.	Criteria	Original edition				New edition			
		No	Yes	NA	%	No	Yes	NA	%
5.1	TB 's content can be easily related to relevant sections of PB and WB (well sequenced)	0	30	0	100	0	30	0	100
5.2	TB offers clear instructional references (tape transcripts, vocabulary lists)	0	30	0	100	0	30	0	100
5.3	TB has clear layout e.g. margins, font, spaces	0	30	0	100	0	30	0	100

It is obvious from the table that the three criteria are equally met in both TBs with very high percentages (100%). The results indicate that the criteria are available in all the analyzed lessons.

4.2.6 Results of the five domains

Table (4.7) sums up the results of each domain. It presents the frequencies and percentages of all the items in the five domains.

Table (4.7)

The Frequency & Percentage of the criteria in original and new editions TBs

No.	Domain	Original edition		New edition	
		Frequencies	%	Frequencies	%
1	General introduction	4	80.0	4	80.0
2	Procedural guidance for teaching (Language skills)	381	70.5	369	69.06
3	Assessment, correction and aids	31	34.4	54	60.0
4	Advice about difficulties and background information	8	13.3	16	26.7
5	Physical make-up	90	100	90	100

4.2.6.1 General introduction

It is clear from table (4.7) that the first domain "general introduction" got 80% in the introductions of the two TBs. This means that four criteria out of five are included and one criterion is absent in both introductions.

4.2.6.2 Procedural guidance for teaching (Language skills)

The percentage of the second domain "procedural guidance for teaching" is 70.5% in TB original edition. It means that the frequent criteria are 381 out of 540. TB new edition got 69.06%. This means that 369 out of 540 items are included. This result indicates that TB original edition got higher percentage than TB new edition.

4.2.6.3 Assessment, correction and aids

As regards to the third domain "assessment, correction and aids" it got 34.4% which means that out of ninety frequent lessons thirty one criteria are included in TB original edition. TB new edition got a higher percentage 60.0%, fifty four criteria are available in ninety lessons.

4.2.6.4 Advice about difficulties and background information

The fourth domain includes three criteria; its percentage is 13.3%. This indicates that the three criteria are eight times frequent in TB original edition. On the contrary, TB new edition got a higher percentage (26.7%). The criteria are frequent sixteen times out of ninety.

4.2.6.5 Physical make-up

The last domain is "physical make-up". The percentage of this domain is very high and equal in both original and new edition TBs (100%). This means that the three criteria are included in the thirty lessons.

4.3 Comparing differences between TB original and new editions

The last section presents results that are related to the third question:

Are there any statistically significant differences at ($\propto \leq 0.05$) between *English for Palestine Grade 1* teacher's book original and new editions?

To answer this question, the researcher used Chi square test as illustrated in the tables according to the five domains.

4.3.1 General introduction

It was not possible to apply Chi square test to compare the introductions of the two TBs because there is only one introduction for each TB.

Table (4.8)

**Results of differences between grade one teacher's
book original and new editions in general introduction**

No.	Criteria	Book	existence
1.1	TB includes clear overall aims of the whole grade one course	**Original**	Yes
		New	Yes
1.2	TB clearly states the approach of the course	**Original**	No
		New	Yes
1.3	TB provides organization of the course structure and components (PB, WB, FCs, poster, CD)	**Original**	Yes
		New	Yes
1.4	TB provides detailed language map of the pupil's book (table of contents)	**Original**	Yes
		New	Yes
1.5	TB includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went	**Original**	Yes
		New	No

Table (4.8) shows that criteria No. (1.1), (1.3) and (1.4) exist in TB original and new editions, while there are differences in criterion (1.2) in favor of TB new edition and in criterion (1.5) in favor of TB original edition.

4.3.2 Procedural guidance for teaching (Language skills)

The second domain illustrates the Chi square results, the frequencies of original and new edition TBs, the significant value and the significant differences between TB original and new editions.

Table (4.9)
Chi-square test results of differences between Grade One teacher's books original and new editions

No.	Criteria	Original edition			New edition			Chi square	Sig. value	Sig. level
		No	Yes	NA	No	Yes	NA			
2. Procedural guidance for teaching										
2.1	TB offers clear objectives for each lesson/ period	5	25	0	1	29	0	2.963	0.085	not sig.
2.2	TB provides clear suggestions for teaching listening skill activities	0	26	4	0	30	0	4.286	0.038	sig. at 0.05
2.3	TB provides practical suggestions for teaching listening skill activities	1	25	4	0	30	0	5.415	0.020	sig. at 0.05
2.4	TB provides clear suggestions for teaching pronunciation	3	24	3	0	30	0	6.667	0.010	sig. at 0.01
2.5	TB provides practical suggestions for teaching pronunciation	3	24	3	0	30	0	6.667	0.010	sig. at 0.05
2.6	TB provides clear suggestions for teaching language	5	25	0	0	30	0	5.455	0.020	sig. at 0.05
2.7	TB provides practical suggestions for teaching language	6	24	0	0	30	0	6.667	0.010	sig. at 0.05
2.8	TB provides clear suggestions for teaching speaking	2	28	0	0	30	0	2.069	0.150	not sig.
2.9	TB provides practical suggestions for teaching speaking	2	28	0	0	30	0	2.069	0.150	not sig.
2.10	TB provides clear suggestions for teaching writing	1	29	0	0	24	6	4.043	0.044	sig. at 0.05
2.11	TB provides practical suggestions for teaching writing	1	29	0	0	24	6	4.043	0.044	sig. at 0.05
2.12	TB provides clear suggestions on how to teach games	0	13	17	0	8	22	1.832	0.176	not sig.
2.13	TB provides practical suggestions on how to teach games	1	12	17	3	5	22	4.022	0.045	sig. at 0.05

No.	Criteria	Original edition			New edition			Chi square	Sig. value	Sig. level
		No	Yes	NA	No	Yes	NA			
2.14	TB provides clear suggestions on how to teach songs	1	11	18	0	3	27	5.963	0.015	sig. at 0.05
2.15	TB provides practical suggestions on how to teach songs	2	10	18	0	3	27	4.812	0.028	sig. at 0.05
2.16	TB provides practical homework suggestions	1	16	13	0	0	30	21.818	0.000	sig. at 0.01
2.17	TB suggests various teaching activities and techniques	1	29	0	0	30	0	1.017	0.313	not sig.
2.18	TB offers supplementary teaching activities	27	3	0	22	8	0	2.783	0.095	not sig.

Table (4.9) shows that there are statistically significant differences between the original and new editions in favor of the new edition, in criteria No. (2.2, 2.3, 2.4, 2.5, 2.6, 2.7) and in favor of the original edition in criteria No. (2.10, 2.11, 2.13, 2.14, 2.15, 2.16). There are no statistically significant differences between the original and new edition in criteria No. (2.1, 2.8, 2.9, 2.12, 2.17, 2.18)

4.3.3 Assessment, correction and aids

Three criteria results are demonstrated in table (4.10) to show differences between the two TBs regarding assessment, correction and aids.

Table (4.10)

Chi-square test results of differences between grade one teacher's books original and new editions in assessment, correction and aids

No.	Criteria	Original edition			New edition			Chi square	Sig. value	Sig. level
		No	Yes	NA	No	Yes	NA			
3. Assessment, correction and aids										
3.1	TB advises teachers for techniques for error correction	30	0	0	30	0	0	_____	_____	not sig.
3.2	TB provides guidance on assessment (formative and summative evaluation	29	1	0	6	24	0	36.274	0.000	sig. at 0.01

| 3.3 | TB provides guidance and suggestions on using the course cassette, poster and flashcards | 0 | 30 | 0 | 0 | 30 | 0 | —— | —— | not sig. |

Table (4.10) shows that there are no statistically significant differences between the original and new editions in criteria No. (3.1) and (3.3) while there are statistically significant differences in favor of the new edition in criterion No. (3.2).

4.3.4 Advice about difficulties and background information

The fourth category compares three criteria as illustrated in Table (4.11).

Table (4.11)

Chi-square test results of differences between grade one teacher's books original and new editions in advice about difficulties and background information

No.	Criteria	Original edition			New edition			Chi square	Sig. value	Sig. level
		No	Yes	NA	No	Yes	NA			
4. advice about difficulties and background information										
4.1	TB offers background cultural information on course and lesson content	30	0	0	30	0	0	——	——	not sig.
4.2	TB offers background information on course and lesson content	23	7	0	20	10	0	0.739	0.390	not sig.
4.3	Learning difficulties are predicted and appropriate advice is given	29	1	0	24	6	0	4.043	0.044	sig. at 0.05

Table (4.11) show that there are no statistically significant differences between the original and new editions, in criteria No. (4.1) and (4.2). Meanwhile, there are statistically significant differences between the original and new editions in favor of the new edition in criterion No. (4.3).

4.3.5 Physical make-up

The last domain compares three criteria about physical make-up as shown in table (4.12).

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Table (4.12)

Chi-square test results of differences between grade one teacher's books original and new editions in physical make-up

No.	Criteria	Original edition			New edition			Chi square	Sig. value	Sig. level
		No	Yes	NA	No	Yes	NA			
5. advice about difficulties and background information										
5.1	TB 's content can be easily related to relevant sections of PB and WB (well sequenced)	0	30	0	0	30	0	———	——	not sig.
5.2	TB offers clear instructional references (tape transcripts, vocabulary lists)	0	30	0	0	30	0	———	——	
5.3	TB has clear layout e.g. margins, font, spaces	0	30	0	0	30	0	———	——	

Table (4.12) shows that there no statistically significant differences between the original and new editions in criteria No. (5.1), (5.2) and (5.3)

Table (4.13)

t.test results of differences between grade one teacher's books original and new editions in the five domains

S.N	Domain	Book	N	Mean	Std. Deviation	T	Sig. value	Sig. level
2.	Procedural guidance for teaching (Language skills)	**Original**	30	12.700	2.003	0.516	0.608	not sig.
		New	30	12.467	1.456			
3.	Assessment, correction and aids	**Original**	30	1.033	0.183	9.417	0.000	sig. at 0.01
		New	30	1.800	0.407			
4.	Advice about difficulties and background information	**Original**	30	0.267	0.450	2.009	0.49	sig .at 0.05
		New	30	0.533	0.571			
5.	Physical make-up	**Original**	30	3.000	.00000(a)	The mean is equal		
		New	30	3.000	.00000(a)			
sum	Sum	**Original**	30	17.000	2.084	1.505	0.138	not sig.
		New	30	17.700	1.466			

"t" table value at (58) d f. at (0.05) sig. level equal 2.00

"t" table value at (58) d f. at (0.01) sig. level equal 2.66

Table (4.13) presents t.test results of the five domains. Regarding the general introduction, it was not possible to apply t.test but the results indicate that 4 criteria out of five exist in the two TBs. It is also clear from the table that there are no statistically significant differences between TB original and new editions in domains No. (2) and (5). On the other hand, there are statistically significant differences in favor of TB new edition in domains No. (3), (4). The final sum in the table indicates that there are no statistically significant differences between TB original and new editions.

Summary

This chapter answered the questions of the study by presenting the results of the content analysis card. Regarding these results, it can be concluded that the introductions in TB original and new editions meet the suggested criteria except for one criterion in each. Both TBs match procedural guidance criteria with some differences of match degree between them. Physical make-up equally meets the criteria in both TBs. Assessment, correction are almost absent from TB original edition, but available in TB new edition and aids are equally met. The final result indicates that there are no statistically significant differences between TB new and original editions.

Discussion of results, suggestions and recommendations are going to be discussed in light of the given results in the chapter that follows.

Chapter V

Discussion, conclusions and recommendations

Introduction

Discussion of the results of content analysis card

5.1 The developed list of criteria for teacher's book

5.2 Evaluating teacher's books original and new editions

5.2.1 The general introduction

5.2.2 Procedural guidance for teaching

5.2.3 Assessment, correction and aids

5.2.4 Advice about difficulties and background information

5.2.5 Physical make-up

5.3 Discussion of the differences between TB original and new edition

Conclusions

Recommendations

Chapter V

Discussion, conclusions and recommendations

Introduction

The aim of this chapter is to discuss the study results thoroughly and to find out a close connection between these results and the results of the previous studies. Also, the researcher comes out with overall suggestions and recommendations depending on the study findings, interpretations and analysis.

5.1 The developed list of criteria for evaluating teacher's book

One of the main outcomes of this study is developing a comprehensive checklist of criteria that has several features and benefits. The developed list of criteria includes five main domains presented in the previous chapter. These items are chosen carefully to suit the aim of the study. The list of criteria is comprehensive because it covers all aspects found in *English for Palestine* TB. This list of criteria would help researchers and those who are concerned to analyze and evaluate the TBs by examining to what extent the content of the TBs matches these criteria. Many benefits can be gained from this checklist. First, it supports teaching and saves preparation time. Second, the criteria can be used to evaluate *English for Palestine* new edition TBs to assess its effectiveness, advantages and shortcomings to make the suitable modifications for optimum benefit for teachers and learners.

5.2 Evaluating original and new edition teacher's books

The second question tries to find out "to what extent *English for Palestine Grade 1 original and new editions* teacher's books match the suggested criteria for teacher's book evaluation". The second section discusses the results thoroughly with reference to

importance of including the suggested criteria and its impact on teaching and learning. It is divided into the main five domains as follows:

5.2.1 The general introduction

5.2.1.1 includes clear overall aims of the whole grade one course

Teachers should be aware of the content of the course book they teach. A good introduction gives statement of the course aims. Clear aims enable teachers to know the skills and knowledge that learners should acquire by the end of each grade. TB original and new editions meet the criterion "includes clear overall aims". This means that the introductions of both TBs are good in terms of clarifying the aims of grade one course.

5.2.1.2 clearly states the approach of the course

A good standard of teaching will be achieved if TBs provide information about the language approach or the methodology of the course. TB new edition provides clear teaching approach while TB original edition does not. Cunningsworth and Kusel (1991:131) state that a clear statement of the underlying approach has significant impact on teachers and teaching. It makes it easier to identify and uncover the implicit, unwritten assumptions contained in any TB, and thus provides a firmer foundation for using the more specific guidance provided.

5.2.1.3 includes clear overview of the organization of the course structure and components (PB, WB, FCs, poster, CD)

TB is a useful aid in terms of assessing teachers to conceptualize the content of the textbook. Organization of book structure represents a map that illustrates the regular format of lessons in the course book which gives teachers guidance on the sequence of each lesson. Course components usually consist of PB, WB, FCs, posters, CDs or cassettes. TBs should illustrate the characteristics of the accompanied materials, their functions and components. This raises teacher's awareness regarding the importance of

using such materials, the best methods of using them and other information about materials e.g. number and content of flashcards, posters and CDs. Results indicate that both TBs new and original editions include clear overview of the organization of the course structure and components.

5.2.1.4 provides detailed language map of the pupil's book (table of contents)

TB new and original editions meet the criterion "includes detailed language map". Table of contents is a guiding map to the contents of any book; it mainly clarifies the page numbers of the book chapters. A detailed language map provides teachers with overview of the main components of the course content which gives them an idea about what should be taught. In the case of school books, table of contents may include unit number, functions or topics, main language items, letter sounds and reading and writing components that should be taught.

5.2.1.5 includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went

TB original edition meets the criterion "includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went". Including guideline preparation notes in the TB's introduction gives teachers an opportunity to prepare their lessons effectively without missing any preparation note or procedures that might lead to insufficient teaching. Through preparation checklist teachers can make sure that they are ready to manage use of flashcards, cassette, poster, timing of activities and homework. Evaluation checklist can also improve teacher's performance for next classes. When teachers evaluate how well the lesson went, their performance, learners' involvement, timing of activities and use of teaching aids, they can judge the degree of success or failure of achieving the objectives of the lesson and their performance to avoid the shortcomings

of that lesson in next classes. Evaluation checklist is not available in TB new edition, however, it includes in the back of the book p.126-7 teaching notes grid.

5.2.2 Procedural guidance for teaching (Language skills)

The second category discusses the importance of procedural guidance. The textbook should provide appropriate guidance for the teacher of English, lack of linguistic knowledge hinders teachers from problem anticipation making when the teacher is unable to present the new language clearly and efficiently. If teachers do not know about the language they teach, they will feel anxious (Andrews and McNeil 2005 in Zahibi and Tabataba 2010:3). Furthermore, students expect their teachers to explain different skills clearly, so teachers must know when and how to teach different language skills.

5.2.2.1 offers clear objectives for each lesson/ period

In regard to the criterion "offers clear objectives for each lesson/ period" TB original edition got 83.3%. This indicates that twenty five out of thirty of the objectives are clear. On the contrary, TB new edition got a high percentage (96.6%) which indicates that twenty nine lessons offered clear objectives and only one does not. Presenting clear lesson objectives is one of the essential components of good TB. Objectives are important for teachers to enable them to determine what to focus on in the teaching process and to identify the skills or activities that require more attention in each lesson than others. Another importance is that achieving the objectives means success in teaching regarding time organization and accomplishing the monitored activities. According to Cunningsworth and Kusel (1991:133), the first criterion in detailed evaluation concerns the specification of objectives for each lesson and the way in which they are formulated. In the case of both content and objectives, the categories used for description vary according to the view of language form and use taken by the writers of the TB.

5.2.2.2 clear suggestions for teaching listening, pronunciation, language, speaking, and writing activities

Clarity of suggestions and instructions is an important criterion according to Cunningsworth and Kusel (1991) who state that explanations must be simple, clear and intelligible. In order to avoid the repetition of results the researcher grouped criteria related to "clear suggestion of the language skills, listening, pronunciation, speaking, language and writing activities" in one group.

English teaching in early stage follows the rule of natural language acquisition where listening and speaking are first acquired then reading and writing. As a result TB original and new editions take into consideration teaching listening skill first. Each lesson includes teaching listening so the suggestions of teaching of this skill should be clear to teachers. In fact, TB new edition got 100 % for presenting clear suggestions which means that all the activities include clear suggestions since one of the course aims is to develop listening skill by giving children the opportunity to listen to spoken English. TB original edition got a lower percentage (86.6%) due to the absence of the listening activities in four lessons out of thirty.

Considering "clarity of pronunciation suggestions", TB new edition meets the criterion with the 100%, which means that the thirty pronunciation suggestions are clear. However, TB original edition got 80% with frequency of twenty four lessons including clear suggestions, three lessons do not provide clear suggestions and three lessons do not include suggestions for teaching pronunciation. Such difference could be justified by the methodology of TB new edition which focuses on oral interaction in the classroom. Pronunciation is an integral skill for both listening and speaking skills i.e. if learners listen to the correct pronunciation of sounds and vocabulary they will be able pronounce it correctly.

The criterion that follows is related to **"providing clear suggestions for teaching language"** i.e. vocabulary and structures. TB new edition got 100% and TB original edition got 83.8% which means that five lessons out of thirty do not provide clear suggestions. Developing core vocabulary of high frequency and simple key grammatical structures is important to build the basic English knowledge for first graders. Clear instructions to vocabulary are important for teachers to determine what should be taught and how to teach in the most effective ways that suit young learners. Additionally, clear instructions on what and how to teach facilitate teachers' role in teaching and save preparation time.

The fourth criterion is **"clear suggestions for teaching speaking",** it was very high (93.3%) in TB original edition; two out of thirty of the lessons' suggestions are unclear. TB new edition got 100%, the criterion is found in the thirty analyzed lessons. Teaching the speaking skill is of high importance in *English for Palestine* new edition. Learners should be given opportunity to practice language to develop the speaking skill and teachers are required to engage learners in meaningful activities.

"Clear suggestions for teaching writing skill activities" got lower percentage in TB new edition (80%). This percentage could be justified by that listening and speaking occupy more interest than writing skill in English for Palestine new edition. Periods one, three and five in each unit are mainly listening and speaking and sometimes they might include less than 5% of writing skill. In periods two, four and six listening and speaking are reinforced orally and in written form. Writing skill got high percentage (96.6%) in TB original edition with one unclear lesson suggestion. This high percentage can be also justified by the clarity of guidance for teaching this skill and by the methodology of TB original edition which focuses on the three skills almost equally within the teaching period. Learners first acquire listening and speaking knowledge and then move to apply it in the workbook. To sum up, the researcher agrees with Zabawa (2001) that any TB should

provide teachers with clear and sufficient guidance that should be the salient feature in all language textbooks.

5.2.2.3 practical suggestions for teaching listening, pronunciation, language, speaking and writing activities

TB original and new editions meet the criterion "practical suggestions" with some variation. McDonough and Shaw (1993) indicate that skill development is important and material developers should provide the students with sufficient opportunity to develop those skills through adequate practice. The conclusion that can be drawn from this result would be that material developers and textbook writers need to make sure that textbooks provide the particular group of learners with sufficient coverage of the four skills, reading, writing, speaking and listening through adequate practice.

Practicality of suggestions means providing suitable activities to learners' level, age, class number and individual differences that should be taken into consideration. The following category discusses the practicality of suggestions of TB original and new editions for listening, pronunciation, language, speaking and writing activities. TB original edition got 83.3%, four lessons do not include listening skill and one is impractical. Regarding practical suggestions for teaching pronunciation it represented 80% with frequency of twenty four lessons that include practical suggestions, three lessons have impractical suggestions and three lessons do not include suggestions for teaching pronunciation. Practical suggestions for teaching language formed 80%, six lessons do not provide practical suggestions. Two lessons are impractical in teaching speaking activities with 93.3%. Practical suggestions for writing got the highest percentage (96.6%), this reveals that one lesson does not include clear suggestions. TB new edition got very high percentages (100%) for practicality of teaching listening, pronunciation, language and

speaking while writing was the lowest (80%) due to the absence of writing skill in six lessons.

5.2.2.4 provides clear suggestions on how to use games and how to teach songs

Language learning and teaching is a challenging work, so teachers should make their lessons interesting and motivating especially for children who have short concentration span. Utilizing games and songs in teaching English language is motivating for learning and encouraging to sustain learners' interest and work. It also helps the teacher to create contexts in which the language is useful and meaningful. Consequently, it is necessary that TBs clearly illustrate effective and clear suggestions to use games and teach songs. Regarding "clarity of suggestions on how to use games", TB original edition got 43.3%. This means that the thirteen lessons that include teaching games are clear and the other seventeen lessons do not include teaching games. A less percentage represented this criterion in TB new edition (26.6%), eight lessons include clear suggestions, and twenty two lessons do not include games in the teaching periods. Both TBs provide clear instructions on how to use games, but TB new edition got lower percentage, this can be attributed to the fact that *new edition PB* does not provide as many games as original edition does.

With respect to "clarity of suggestions on how to teach songs" the percentage was 36.6% in TB original edition. The result indicates that eighteen lessons do not include teaching songs, one lesson does not include clear suggestions and eleven do. Additionally, providing clear suggestions on teaching songs got the lowest percentage among the other criteria in the second domain in TB new edition. It got 10%, songs are not available in twenty seven lessons and the three lessons that include songs provide clear suggestions. This result can be also attributed to that *PB new edition* does not include more than one song in each unit and some units do not even include songs. On the contrary, *PB original*

edition focused more on teaching songs, using songs is one of communication aims of original edition curriculum to reinforce communication, learning and acquiring language.

5.2.2.5 provides practical suggestions on how to teach games and songs

Learners want to take part in class. In order to do so they must understand what others are saying or writing and they must speak or write in order to express their own point of view or to give information. Clear suggestions for teaching games and songs is not enough, they have to be practical for teaching and should consider individual differences, different environments, big and small classes and children's interests and capacities. The percentage of practicality of suggestions on how to teach games indicated 40% in TB original edition. This means that twelve lessons include practical suggestions, one suggestion is impractical and seventeen lessons do not include games.

Moreover, this criterion got low percentage (16.67%) in TB new edition. This is due to that five lessons include practical suggestions, twenty two lessons do not include games and three lessons do not provide practical suggestions on teaching games.

On the other hand, "practicality of suggestions on how to teach songs" got 33.3 % in TB original edition. Ten lessons include practical suggestions, two lessons are impractical and eighteen lessons do not include teaching songs. The suggestions on how to teach songs in TB new edition are practical in the three lessons that include songs by 10%. The researcher refers the low percentage to that PB new edition does not include enough teaching songs.

5.2.2.6   provides practical homework suggestions

Assigning homework to students reinforces what has been learned, and gives the opportunity to revise and practice what is learned at school. The researcher believes in the effectiveness and importance of homework so she added this criterion in addition to that it is included in TB original edition, but not in the new edition. The results of the criterion"

provides practical homework suggestions" indicate that it got 53.3% in TB original edition which means that sixteen lessons include practical suggestions, one does not and thirteen lessons do not include homework. TB new edition does not include homework suggestions at all in the thirty lessons with 0%. Teachers are expected to provide their students with assignments at a suitable level of challenge (as cited in Chastain, 1988 in Zahibi and Tabataba 2011:3); so if a TB provides suitable assignments, teachers who are less experienced in language testing may benefit most too.

5.2.2.7 suggests various teaching activities and techniques

A good TB provides teachers with a whole range of teaching options to exploit the textbook in various ways (Zabawa: 2001). The results show that both TBs highly meet this criterion. TB original edition got 96.6%. This means that one lesson does not suggest various activities and techniques and twenty nine out of thirty do. TB new edition also got a very high percentage (100%). All the analyzed lessons included various activities. Chastain (1988 in Zahibi and Tabataba 2001:3) claims that students' attention span is not very long and they get bored if activities last for more than 10-15 minutes. The teacher must provide his class with variety of activities. Not only the activity but also the content and theme of it must change. Variety is a necessity and TBs should provide this variety which makes a lesson interesting and contributes positively in raising learners' motivation, as it is an important factor for success in learning language. If activities are various, students will learn without being bored (Bailey and Celce-Murcia, 1979 in Zahibi and Tabataba 2010:3). Tomlinson (1998) also emphasizes that learner's curiosity, interest and attention should be drawn through variety (e.g. breaking up the monotony with an unexpected activity), attractive presentation and appealing content. It should be noted that learners are more involved when they are introduced to texts that deal with topic/themes they are familiar with.

5.2.2.8 offers supplementary teaching activities

A criterion that is highly demanded by teachers is offering supplementary teaching activities. TBs should provide some extra contingency enjoyable activities for each unit, which teachers can draw on if necessary. Tomlinson (2005:244) emphasized that teachers specially experienced ones prefer a TB that supplies a lot of optional activities or interesting materials to be exploited. Such activities could save a lesson that is losing momentum and can be given to outstanding and distinguished learners who have the ability to complete the designed activities before their colleagues. The item "offers supplementary teaching activities" was low (10%). This indicates that TB original edition weakly meets this criterion and does not provide enough supplementary teaching activities. On the other hand, supplementary activities in TB new edition represented 26.6%, which means that twenty two lessons do not provide supplementary activities and eight do. Although TB new edition includes more supplementary activities, the researcher believes that it needs more activities to support teachers.

5.2.3 Assessment, correction and aids

A major role that teachers play in classroom is providing students with feedback about their progress. So teachers are expected to assess and correct learners' mistakes to enhance learning.

5.2.3.1 advises teachers for techniques for error correction

The criterion "advises teachers for techniques for error correction" does not meet original and new TBs, it got 0 %. The result disagrees with Cunningsworth (1991) who states that an intrinsic part of language teaching is responding to the language that students produce and correcting mistakes that aims to supply feedback to the students. Students expect their teachers to correct their pronunciation and grammar mistakes (Harmer, 2007). Correction aims to supply feedback to the student and it should be handled sensitively by teachers to

contribute to effective learning (Cunningsworth and Kusel 1991:136). TBs can predict mistakes that might be committed and can provide teachers with suitable advice on what to correct and what to ignore and how to correct such mistakes. Moreover, it is seen important that TBs include error correction especially for non-native speakers who will commit many mistakes due to mother tongue influence**.**

5.2.3.2 provides guidance on assessment (formative and summative evaluation)

Concerning "guidance on assessment", the results show that TB original edition does not include this criterion except for one lesson; it got 3.33%. This means that TB original edition neglects assessment, although, this criterion is taken into consideration in TB new edition by 80%. Twenty four lessons provide guidance on assessment and six do not.

Assessment and testing are criteria that enable teachers to follow up learners' learning progress. Assessment can be during the lesson via formative and summative evaluation for what is being learnt. TBs can also offer regular tests to give learners feedback on their progress and to give teachers information on areas of language that need to be revised (Cunningsworth and Kusel 1991:136).

5.2.3.3 provides guidance and suggestions on using cassette, CD, poster and flashcards

With reference to "providing guidance and suggestions on using cassette, CD, poster and flashcards" results indicate that TB original and new editions highly meet the criterion with 100%. This shows that all the analyzed lessons provide guidance and suggestions for teaching aids. Aids play major role in teaching and learning. Aids facilitate teaching and save teachers time to illustrate or clarify certain activities. Aids are also motivating for learners, they promote language skills and enhance learning and comprehension by acquiring native language and correct pronunciation in case of cassettes and CDs or by comprehending vocabulary and situations by using flashcards and posters.

5.2.4 Advice about difficulties and background information

TB writers should exert more effort in making predictions about what is being written. They could provide advice about the difficulties teachers might face while teaching and advice about difficulties learners might face. Moreover, according to Cunningsworth and Kusel (1991:128), TB should provide support to teachers whose knowledge in English is shaky and incomplete.

5.2.4.1 offers background cultural information on course and lesson content

With regard to the item "offers background cultural information" results indicate that it got 0% in both TBs. This means that TB original and new editions totally lack background cultural information about the content of the course although it is considered very important by many specialists. According to Cunningsworth (1991), cultural awareness can present problems and the potential difficulties are not always foreseen by TB writers and this is a disadvantage for both *English for Palestine* TBs. Jordan (1997:138) agrees that TB is of vital importance for countries where most teaching is done by non-native speakers who depend heavily on TB for cultural information. When teachers are well prepared, they will be able to answer any question that might be asked, and if TB provides cultural information, it will save teacher's effort and time to search for such information that he himself might not know.

5.2.4.2 offers background   information on course and lesson content

With reference to the criterion "offers background information about the content of the course and lessons" it got 23.3% in TB original edition. This means that seven lessons includ background information while twenty three do not. TB new edition got 33.3% for this criterion which indicates that ten lessons offer background information for teachers about the course and lesson content and twenty lessons do not. Cakit (2006) emphasized the importance of including background information which enriches teachers' background

and provides learners with some knowledge. It is believed that this would facilitate learning English and it can be drawn that teachers are in search of some additional materials that could appeal to their needs and interests.

5.2.4.3 Learning difficulties are predicted and appropriate advice is given

Predicting learning difficulties and giving appropriate advice got 3.33%. This is a weak result and means that TB original edition weakly meets this criterion. In contrast, TB new edition predicts difficulties and gives advice in six lessons and in twenty four lessons does not, it got 20%. Some guidance on alternatives is feasible and providing understanding to learning difficulties is essential for teachers who wish to make effective use of the textbook. Chen (2004:15) and Cunningsworth and Kusel (1991:130) discussed the importance of TB that it can be a useful aid in terms of mentioning the possible difficulties to be aware of in teaching

5.2.5 Physical make-up

Evaluating the design of a TB covers a number of issues such as the physical appearance, layout, font, sequence and format and other features such as the presentation of illustrations, presentation of references such as vocabulary lists, tape scripts, answer keys, indexes, notes and translation of passages.

5.2.5.1 TB's content can be easily related to relevant sections of PB and WB (well sequenced)

The item "TB is well sequenced" got a very high percentage (100%) in both TBs. This means that they match this criterion properly. They are well sequenced and can be easily related to relevant sections and activities in the PB or WB. Zabawa (2001) confirms the results of the study by emphasizing that the materials should be organized in such a way that is easy for the teacher to find a relevant piece of information in the textbook. Cunningsworth (1995:114) points out that course book units should be easily related to

their corresponding pages in TB which is important. This can be helped by cross referencing to by page number and by clear page layout. A popular format is to interleave the pages of the PB in the TB. The result of this is that the pages of the PB and TB always appear next to each other. It can be said that suitable layout and physical make up increase teachers comprehension of what they are preparing so they do not have to fumble about with two separate books at the same time, and it saves time of preparation.

5.2.5.2 offers clear instructional references (tape/audio transcripts, vocabulary lists)

References of teaching vary (e.g. answer keys, notes to the texts, teaching tips, explanations to the words and difficult expressions, translation of passages, glossary, pictures, internet sites, and grammar references). In this study the researcher specified references to tape scripts and vocabulary lists and excluded an important reference which teachers need and refer to a lot which is answer keys. Answer keys is an important criterion that most specialists agreed on; however, it was excluded in *Grade 1* TB due to the simplicity of most grade one activities like matching pictures and simple handwriting activities which are easy for teachers to answer with pupils. Consequently, it was found unnecessary to add this criterion with the set of criteria that evaluate *Grade 1* TB, but this does not mean that it could be ignored in evaluating other TBs. With regard to the item "offers clear instructional references" in both original and new TB editions it got 100%. This means that the thirty lessons in both books offer clear tape/audio scripts and vocabulary lists. Sometimes teachers are not provided with the accompanying tapes or CDs so TBs that include listening transcripts could compensate for the absence of listening materials. Moreover, when quality of sound is bad in tapes, teachers can take the role of listening materials and read the texts to learners by themselves.

5.2.5.3 has clear layout e.g. margins, font, spaces

Finally, the criterion "clear layout" in both original and new TB editions got 100%. This means that all lessons in both TBs have clear layout regarding suitable font, clear division and distribution of teaching phases, sufficient margins on sides and spaces between lines, and suitable spaces so that it can be easily used. The layout of the TBs' contents is well done and there are no problems in the font type/size.

5.3 Discussion of the results of differences between TB original and new editions

The last section of the discussion discusses the differences between original and new edition TBs according to the evaluation criteria that include five categories. They are going to be compared according to general introduction, procedural guidance, assessment, correction and aids, advice about difficulties and background information and physical make-up.

5.3.1 General introduction

It was not possible to apply Chi square test to find out the differences between the introductions of the TBs because each includes only one introduction. Results regarding the differences between TB new and original editions indicate that differences appear in two criteria which are "TB clearly states the approach of the course" in favor of TB new edition and "TB includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went" in favor of TB original edition.

5.3.1.1 TB includes clear overall aims of the whole grade one course

 One of the important functions of good TB is to state aims of the course. Aims and objectives of both TBs are clear and comprehensive. TB original edition explains that the course has been devised to reflect the values and aims of Ministry of Education in

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Palestine as set out in English language curriculum of 1999. It includes fourteen aims which are categorized according to language skills as follows:

A- Reading skills

1- to have knowledge of the sounds and letters or of the sounds within phonics

B- Communicating in English

1- to use simple greetings

2- to respond to spoken commands

3- to understand yes and no,

4- to respond to question "what's this?"

5- to count to ten

6- to recognize the names of characters in the book

7- to sing a number of songs in English including the alphabet song

C- Writing skill

1- to learn how to hold the pen

2- to write from left to write and top to bottom

3- to form letters correctly with regular size and shape

4- to space letters and words.

TB new edition illustrates seven objectives of grade 1 which are:

1- to develop a core vocabulary of high frequency English words

2- to introduce simple key grammatical structures

3- to provide opportunities for children to engage in meaningful activities in English

4- to teach children to count to ten

5- to familiarize children with the alphabet (lower case)

6- to familiarize children with sounds of English

7- to develop early literacy skills.

The two TBs present comprehensive aims with slight differences. TB original edition classifies the aims according to reading, writing and communication skills and specifies its aims more than TB new edition. TB new edition presents more general objective e.g. one

of TB original edition aims is "to use simple greetings" and greetings in TB new edition are of the "core vocabulary of high frequency English words" that should be developed.

5.3.1.2 TB clearly states the approach of the course

TB new edition takes the advantage over TB original edition since it provides very clear and comprehensive approach. Both TBs follow different approaches or methodology for introducing and teaching English language. TB original edition (2003:4) states its approach as:

> It provides comprehensive and structured introduction to English. Language is carefully controlled and graded. Children are introduced gradually to the four skills of listening, speaking, reading and writing. Songs and simple dialogues are introduced and practiced through the course.

It does not provide clear teaching methodology so it is hard to understand the approach on which the book is based on except that English is gradually introduced to the four skills.

On the contrary, TB new edition presents a clear and comprehensive methodology "*English for Palestine Grade 1* takes step by step approach. Children hear words then move to saying them. They practice recognizing letters and then move on to writing them." The methodology is clarified as follows:

1- The followed methodology meets different learning styles i.e. the visual learners, the auditory learners and the kinesthetic learners to motivate learners of different abilities.

2- It develops listening and speaking skills to provide learners with opportunities to develop fluency through informal interaction in English with children and giving children opportunities to display what they know. It develops accuracy as well by providing good model of accurate English, using the recording to help and by correcting children's errors and language pronunciation. It also seeks developing oral interaction by addressing the whole class, pair work, addressing questions and comments to individuals and small groups and by drilling.

3- Teaching pronunciation is also considered in the introduction by advising teachers to keep notes for the sounds that children find difficult and make practice each period.

4- Developing reading skills includes the alphabet which is introduced according to the frequency use of the sounds; phonics approach builds the children's confidence in linking sounds and letters before they recognize how the words are spelled, whole word and word cards to practice the new words.

5- Advice is also provided to develop writing skills to write numbers and alphabet in lower case. It provides illustrations on how to hold the pencil correctly and the letter poster illustrates how letters are formed.

It is clear from the discussion above that TB original edition covers its methodology in a comprehensive and organized way that enables teachers to know exactly what and how to teach each language skill without being confused.

5.3.1.3 TB provides organization of the course structure and components (PB, WB, FCs, poster, CD)

This criterion presents the differences between TB original and new edition in terms of PB, flashcards, posters, cassette and CDs. TB original edition explains the course components that include:

1- 1 PB and 1 WB

2- FCs

3- posters

4- Cassettes

5- TB

TB new edition includes:

1- Two PBs (1A and 1B) both contain language presentation and practice material.

2- One TB

3- 128 FCs

4- Twenty posters

5- Two audio CDs

TB original edition illustrates in details the PB and WB aims, activities and practice they provide. They include 24 units to teach the alphabet and some essential classroom language. The WB provides additional exercises to consolidate learning in the PB.

On the other hand, TB new edition clarifies in details the characteristics of the PB. There are two PBs (1A and 1B) that cover 18 units for both semesters. Each book contains seven units of new materials that present new vocabulary and structures, English alphabet and basic phonics and provide practice for listening, speaking, and early literacy skills and two revision units. It clarifies the distribution of periods, 6 periods for each unit, 1, 3, 5 are learn periods and periods 2, 4, 6 are practice periods. Learn periods present and reinforce language and practice periods practice language in variety of activities to develop handwriting skills. Similarly, detailed presentation of the FCs number with the key vocabulary items is clarified in TB original edition. They are organized in seven lexical groups i.e. letters of the alphabet, numbers, colors, characters, classroom objects, clothing, food and drink items.

For TB new edition, brief description of the aim of using flashcards is found in the back of the TB p.128. It presents a list of the FCs vocabulary items classified according to the units i.e. each unit and its flashcards in addition to the numbers and letters/ sounds. As a matter of fact, the classification of flashcards in TB new edition is good since it makes it easy for teachers to find the suitable flashcards for each unit, However an advantage for flashcards in TB original edition is that they are numbered from 1 to 80 according to their topics and this is clarified in the TB p.3. Methods on how to use flashcards are not discussed in the introduction of both TBs.

Posters are another component that TB original edition introduces. Each poster includes the pictures of the dialogues in the first lesson to allow pupils to see it before listening to it in addition to including letters of the alphabet. TB new edition provides detailed explanation of the posters components. The posters are 20 and they are classified into 14 posters for units, a number poster, an alphabet poster, a letter poster that models letters writing on the handwriting lines, and three posters showing key activities to show pupils how to complete the activities in their books. The introductions in the TBs do not suggest how to exploit the posters.

Another difference between TB original and new editions is the use of cassettes and CDs. TB original edition explains the use of cassette for the dialogues, pronunciation models and songs, while TB new edition illustrates that CDs contain native speaker recordings of all the listening texts and dialogues in the PB to give clear model for all language structures, key vocabulary and letter sounds. They are designed to give plenty of opportunity to develop learners' listening and speaking skills. TB new edition is provided with two CDs for each book which are easier and clearer for use than the cassette.

5.3.1.4 TB provides detailed language map of the pupil's book (table of contents)

Both TBs provide table of contents of the PB with some differences in favor of TB new edition. TB original edition presents two tables. The first is on p.6 and explains the distribution of lessons from units 1-4. It includes the unit number, lesson, class language and letters that should be practiced in the WB. Later on p.10-11 it lists the units, functions and main language items without a grid. On the contrary, TB new edition presents a well-organized table of the contents that is divided into: unit number and contexts, language, letter sounds, reading and writing. It is clear because unit titles are numbered and written in bold. Letter sounds and key structures are written in bold with an example next to each. It is comprehensive since it covers all eighteen units' main components that should be

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covered during the scholastic year. In addition, it is a well-organized table that is divided into two tables opposite to each other one for PB 1A and the other for PB 1B. They include ten rows and five columns. A benefit that could be gained from table of contents is that it can help teachers in determining what to test and revise without referring back to the PB (See appendix 2).

5.3.1.5 TB Includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went

This criterion is included in TB original edition and not in TB new edition. Consequently the last criterion is in favor of TB original edition, which provides a preparation checklist that includes ten clear items, self-evaluation checklist that consists of twelve (yes - no) items p.8 and teacher's record sheet grid to keep teacher's notes and comments for the 24 units p.9. However, TB new edition only provides teaching notes grid in the back of the book p.126-127. It includes wider spaces in the grid to enable teachers' record the unit, area of review and favorite games, activities and songs (See appendix 3).

5.3.2 Procedural guidance for teaching (Language skills)

Section two presents the differences regarding procedural guidance in the following eleven points.

5.3.2.1 Offers clear objectives for each lesson/ period

The result of the first criterion indicates that there are no significant differences between TB original and new editions in offering clear objectives. Both TBs are good and provide clear lesson objectives. Here is an example that matches this criterion

 unit 1 lesson/period 1/ from each TB:

TB original edition (p. 13)   **TB new edition (p. 12)**

Materials Pupil's Book page 6, Cassette 1 side 1, Workbook page 1, Unit 1 poster. Aim To teach *Hello, Hi.* To introduce the characters' names. To introduce some English sounds. To introduce the direction of writing. To check the position of holding a pencil. To reinforce manual dexterity for writing.	**Aims** to learn greetings; to learn the direction of writing **Key language** *hello, hi, goodbye, bye, Sami, Salwa, Amir, Tala;* **letter sounds** *s, a, t, p, h* **Materials** Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1) *Plus (for Period 2):* Activity Poster 1

The differences that can be noted between the two TBs are that the aims in TB original edition are listed in points but in TB new edition they are listed next to each other. Moreover, TB new edition states the key language and letter sounds that should be learned so that teachers can be aware of the language they should focus on as an aim of the period.

5.3.2.2 TB provides clear and practical suggestions for teaching listening skill activities

There are significant differences in favor of TB new edition regarding clarity and practicality of suggestions. This result could be attributed to that TB new edition focuses more on listening skill and provides clearer and more practical teaching suggestions than TB original edition. This is referred to the methodology of TB new edition that pays more attention to listening skill and that children should be given more opportunity to listen to language before producing it. This is confirmed by specifying a whole period for listening and speaking skills, and reinforcing the same skill in the practice period.

TB new edition unit 2 /period 5/ activity 3 /p. 23

ACTIVITY 3 5 minutes ● ● 19
1. Read the numbers in the wordbox out loud together.
2. Model the activity on the board. Draw three olives on the board. Say *Listen. Write and colour.* Say *Two olives.* Write the number *2* on the board and colour in two of the olives.
3. Play the recording, pausing after each item for the children to write the number and colour in the correct number of items. They can use any colour of pencil for this.
4. The children swap books with a partner to check each other's work as you check them with the class. Say *Dates?* to elicit *Two.* Repeat with *three melons* and *one egg.*

Audio
Two dates.
Three melons.
One egg.

Activity 3 "Listen and write" presents clear and practical suggestions for teaching the listening skill. Pupils are asked to listen to the numbers and write them in the suitable boxes. Teachers should make it easy for learners to listen by pausing the CD after each item so that pupils can listen the correct number and write it correctly.

5.3.2.3 TB provides clear and practical suggestions for teaching pronunciation

Criteria of clarity and practicality of suggestions of teaching pronunciation got the same result; there are significant differences in favor of TB new edition. This result can be due to that TB new edition specifies a pronunciation stage entitled **(phonemic awareness)** in each teaching period for the whole 18 units so that pupils can practice English sounds more effectively. On the contrary, TB original edition does not provide suggestions for teaching pronunciation **(focus on sound)** for each lesson in addition to that not all the suggestions are clear and practical. It is obvious that curriculum designers realize that "some sounds of English will be difficult for Palestinian children to pronounce" as stated in TB new edition (2011:5) so they provided specific time and stage for teaching and practicing pronunciation and specified in each period the **letter sounds** that children will practice.

TB original edition unit 2/ lesson 1/ p. 17

Focus on sound

- Show the flashcard for *cat* and repeat the word very slowly as before, emphasising the first sound: *c-at*.
- Write the letter on the board. Say the sound C.
- Repeat with insect: *i-i-insect*.
- Repeat with *dog*. Remind them of the sound in *Dilly*.

Learners are supposed to learn the three letter sounds *c /k/, i /i/* and *d /d/*. TB original edition does not provide clear instructions on how to deal with learners when teaching those sounds e.g. are they supposed repeat them in chorus, in groups or individually? is it advisable to let a pupil pronounce it in front of the class and the rest repeat? how learners should practice sounds? and how teachers can make sure that at least 80% of the class learned the sounds correctly?. Another issue that is raised is that it is recommended that CDs should be included with pronunciation materials. Not all teachers are qualified to pronounce the sounds correctly. Thus including recorded pronunciation enables learners to hear the correct sounds from a native speaker to produce them correctly as well.

A good example to teach pronunciation is presented in **TB new edition p. 24**

PHONEMIC AWARENESS 5 minutes

1 As you say each sound, show the children how to form the mouth shape. Introduce the sound *i*:
   - Say *Think*. Say *i i i i*. Ask the children if they have heard any words with this sound in it (use Arabic). Elicit *Insect*.
   - Point to your lips and say *i i i i* – get the children to notice the shape of your mouth.
   - Ask the children to repeat with you.
2 Repeat **1** to introduce the sounds *g (goat), c/k (cat, kitten), r (rabbit)*.
3 Say the words *insect, goat, cat, kitten* and *rabbit* in random order. Elicit the sound for each *(i, g, c, k, r)*. Praise the children for their efforts.

TB new edition clearly illustrates how to present the sounds /i/, /g/, /k/ and /r/ by showing children how to form the mouth shape. This activity helps children to practice and form the

correct mouth shape to produce the sounds correctly. It also encourages them to think of words that begin with the sounds they learn.

5.3.2.4 Provides clear and practical suggestions for teaching language

The results of clear and practical suggestions for teaching language are in favor of TB new edition. One of the main aims of TB new edition is "developing core vocabulary of high frequency English words and presenting simple key grammatical structures". Consequently, there is a great interest of the Ministry of Education and curriculum planners in acquainting teachers with clearer and more practical suggestions to teach vocabulary. Moreover, every period includes "**key language"** that children are supposed to learn.

TB new edition unit 4 /period 1 / language presentation/ p. 30

LANGUAGE PRESENTATION 10 minutes 31

1 Greet the class. Encourage the children to respond.
2 Show Unit 4 Poster. Ask what they can see, to elicit body parts in Arabic.
3 Show flashcards of body parts. Keep displayed on board/ wall throughout lesson.

> Remember: the form *Listen* means you should use the appropriate sign as you say the word(s).

4 Say *Look* and *listen*. Play recording. Point to each flashcard.
5 Say *Listen* and *say*.
   - Point to flashcards one by one. Say the name for the children to repeat.
   - Repeat *head*, using your fingers to show it has one syllable.
   - Repeat with *hand* (1), *fing-(g)er* (2), *leg* (1), *face* (1), *nose* (1), *mouth* (1).
6 Point to flashcards of body parts in random order for the children to say the name. Use your fingers or clap to show syllables. Encourage the children to do this too.

Audio
head, hand, finger, leg, face, nose, mouth
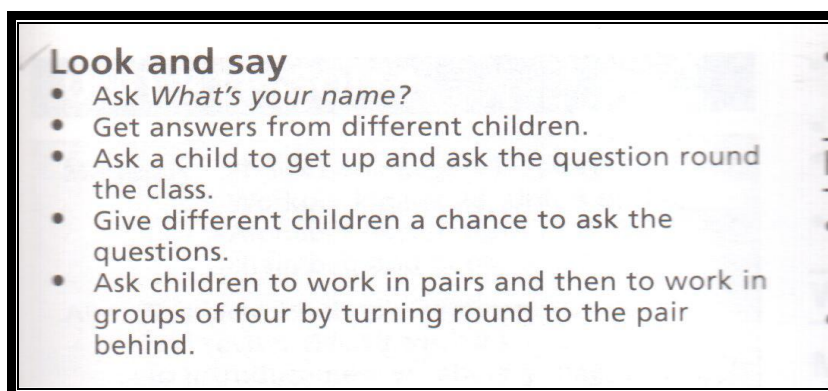
Pupils are expected to learn vocabulary of body organs "head, hand, finger, leg, face, nose, mouth". Teachers and pupils will enjoy this class since it teaches vocabulary that is

tangible and about their bodies. Instructions on how to teach the vocabulary and how to involve pupils are clear and well sequenced.

5.3.2.5 Provides clear and practical suggestions for teaching speaking

There are no significant differences regarding the clarity and practicality of suggestions for teaching speaking skill. This result shows that both TBs provide clear and practical suggestions on teaching the speaking skill. This is illustrated in the following examples:

TB original edition unit 7/ lesson 2/ p. 35
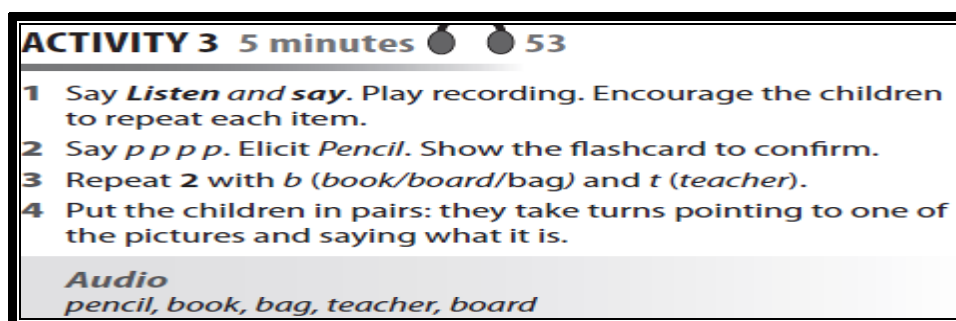
Teaching instructions in the activity are clear. Students are supposed to practice saying the structure "What's your name?". It involves speaking skill individually, in pairs and in groups so that all class can participate in the speaking activity.

TB new edition unit 6/ period 1 / activity 3/ p. 43

The instructions of this activity are clear and pupils should practice the vocabulary" pencil, book, board, bag and teacher". Teachers can use elicitation and pair work techniques to practice saying the words.

5.3.2.6 Provides clear and practical suggestions for teaching writing

There are significant differences in favor of TB original edition regarding providing clear and practical suggestions for teaching writing. This result can be attributed to that TB original edition includes writing skill in every lesson in the workbook. In other words, language is learned orally and then reinforced in written form. On the contrary, TB new edition keeps writing skill (practice) for the second teaching period. Each unit in TB new edition includes six periods and periods 2.4.6 are the practice periods to develop handwriting skills. According to the researcher's analysis and experience, it is believed that both TBs are very good in providing clear and practical suggestions for teaching writing skill. It is also believed that what is orally learned should be immediately reinforced by writing, so it is recommended that teachers apply an oral activity from presentation period and a writing activity from practice period within one period to immediately reinforce language orally and in written form.

TB new edition unit 2/ period 2/ activity 2/ p. 19

ACTIVITY 2   10 minutes

1   Display Activity Poster 2 (first activity). Teach the following sign (see p. 7): *Copy*. Revise the sign for *Trace*.
2   Write in the air *1, 2, 3* (with your back to the children so they can follow you). Get the children to write in the air and say the numbers.

   As you write each number, describe in Arabic how you are forming it. This will help the children when they come to write the numbers themselves.

3   Make sure all the children have a pencil and are holding it correctly (see p. 13).
4   Say *Trace and copy*. Model the activity: write *1* on the board, trace it, then copy it.
5   Walk round and check that the children are tracing the numbers from top to bottom.

TB provides clear and practical suggestions on how to teach writing numbers (1, 2, and 3). It suggests on air writing method, using the poster to model the activity, making sure that children are holding pencils correctly and advises teachers to monitor learners while they are writing.

5.3.2.7 Provides clear and practical suggestions on how to teach games

There are no significant differences between TB original and new editions regarding clarity of suggestions on how to teach games, but there are differences regarding practicality of suggestions in favor of TB original edition. The results mean that TB original edition is better in providing practical suggestions for teaching games. This could be due to that *English for Palestine Grade 1* original edition includes more games than *English for Palestine Grade 1* new edition. Curriculum designers considered using language games in the new edition more than the original edition. It is stated in the introduction of TB new edition p.8 that language games are enjoyable ways of revising and reinforcing new language, so teachers are provided with suggestions for nineteen different games that can be applied in the class for various purposes. On the contrary, TB original edition suggests only three games.

The following is an example for impractical game in **TB new edition unit 4/ period 6/ activity 3/ p. 35**.

The researcher asked four first grade teachers about their opinion of the practicality of this game and they all agreed that the second part of the game is not suitable for all pupils' abilities, number of class and timing of the activity. The first part is interesting and

applicable. When it moves to practicing the game individually, it takes long time to ask pupils write numbers in grid form, not all children are able to write numbers from 1-9 and teachers cannot monitor all children to make sure that they cross the correct number or that they are practicing this game correctly.

Here is another example for clear and practical suggestions for using games**:**

TB new edition unit 3/ period 6/ activity 3/ p. 29

ACTIVITY 3 10 minutes

1 Say *Let's play Sets.*
- Draw a line on the board to create two sections and give each section a heading: *Food* (with a small drawing of an egg) and *Animals* (with a small drawing of a cat).
- Shuffle the food and animal flashcards and leave them face down on your desk.
- Put the class into two teams. Each team takes it in turn to send two children to the front. One takes a card and says the word. The other puts it in the correct set. The rest of the class says whether they are correct or not. Each child wins 1 point for getting the right topic set.
2 Everyone says *Goodbye.*

Unit three presents clear suggestions for teaching "*Let's play sets*" game. It is an interesting and practical game which is suitable to learners' capacities and involves all class participation i.e. individually and whole class. In this game children will be able to practice vocabulary they learnt about food and animals.

5.3.2.8 Provides clear and practical suggestions on how to teach songs

There are significant differences in favor of TB original edition for both clarity and practicality of suggestions to teach songs. The researcher attributes the results to that *English for Palestine Grade 1* new edition does not include as much songs as TB original edition does. Curriculum designers did not take into consideration designing teaching songs unlike TB original edition that considers singing songs in English an aim to communicate in English so it focused on including more songs. The songs of *English for*

Palestine Grade 1 original edition are provided in PB, but they are not available in PB new edition. They can only be found in the TB and the CD.

TB new edition unit 1/ period 4/ activity 3 /p.15

This is an example that presents a clear and practical model for teaching songs. It takes into consideration the two shift schools, so it provided two versions for the same song "Good morning and Good afternoon". The instructions on how to teach the song are clear and involve whole class participation, in groups and in chorus, with and without the CD.

5.3.2.9 Provides practical homework suggestions

There are significant differences in favor of TB original edition concerning providing homework suggestions. The results indicate that TB new edition does not provide homework suggestions at all. This result could be attributed to the approach of *English for Palestine Grade 1* that focuses on listening and speaking skills more than written work. On the contrary, TB original edition provides teachers with homework suggestions that are practical, but they are not provided for each lesson. Homework is important for teachers, learners and parents. It is useful for teachers as resource for testing, useful for children to reinforce and revise what is learned in class, and for parents to follow up their children's progress.

5.3.2.10 Suggests various teaching activities and techniques

In "various techniques" criterion, results indicate that there are no significant differences between TB original and new editions. This indicates that both TBs provide various teaching activities and techniques which match with characteristics and functions of good TB that presents variety of activities. Variety of activities alleviates boredom and creates motivation for both teachers and learners.

Below is an example of various activities in **TB new edition unit 2/ periods 1, 2/ language presentation/ p. 18**

LANGUAGE PRESENTATION 10 minutes ⬤ ⬤ 10

1 Say *Good morning / Good afternoon* (as appropriate) to the children. Encourage them to say *Good morning / Good afternoon, Mr/Mrs . . .* to you. You could sing the *Hi, Hello* song from Unit 1 (Track 7).
2 Show Unit 2 Poster. Ask and elicit responses in Arabic.
   • Ask where the characters are.
   • Ask what the food is.
3 Show the food flashcards (except cheese and bread). Keep displayed on board/wall throughout lesson.

   From Unit 2 on, text in the form *Listen* means you should use the appropriate sign as you say the word(s).

4 Say *Look* and *listen*. Play recording. Point to each type of food.
5 Repeat 4.
6 Say *Listen and say*. Show the food flashcards again, one by one, and say the name for the children to repeat.
7 Show flashcards in random order for the children to say the name.

Audio
nut, melon, egg, date, olive

Language presentation stage presents various techniques to teach food items "nut, melon, egg, date, olive". Teachers could start with greeting and a song as warming up. Later elicitation technique is suggested to elicit food items from the poster. Flashcards and CD are also used to practice food items through listening and repetition.

5.3.2.11 Offers supplementary teaching activities

The last criterion in the second domain indicates that there are no significant differences between TB original and new editions in providing supplementary activities. Although it is noticed through the analysis that both TBs do not provide enough supplementary activities

that can assist teachers. As was mentioned earlier TB should include extra contingency fun activities to save a lesson that is losing momentum. It is recommended that TB new edition is provided with extra activities to keep experienced and less experienced teachers interested in using TB since it satisfies their needs. **onestopenglish.com** is a website that is recommended by TB new edition to provide teachers with support and reference for ideas for extra activities and to develop teaching skills on the website.

5.3.3 Assessment, correction and aids

5.3.3.1 Advises teachers for techniques for error correction

TB original and new editions do not meet error correction criterion. TB new edition advises teachers to correct children's errors in language or pronunciation so that they can respond to new language accurately, but it does not suggest how and when to correct such mistakes. It is recommended providing TB new edition with advice and techniques for error correction because children commit errors due to mother tongue interference and due to that language learning is not easy. .

5.3.3.2 Provides guidance on assessment (formative and summative evaluation)

The results of providing guidance indicate that there are significant differences in favor of TB new edition in providing assessment. This is justified by that curriculum designers realize the importance of assessment in class to evaluate learners' comprehension and acquisition of language. TBs can offer regular tests to give learners feedback on their progress, and it gives teachers information about language areas which need to be revised (Cunningsworth and Kusel 1991:136).

TB original edition provides tests that are designed to be photocopied and used in class but they cannot measure all aspects of child's performance. Tests are provided after every four units in addition to test keys in pages 85-91 and 92. It is thought that many questions are impractical and unsuitable to first graders to be tested in; ten questions out of

seventeen do not suit first graders. On the other hand, TB new edition includes no formal testing until grade four; however, it considers testing children informally on an ongoing basis. Unavailability of test resources confused teachers and parents who were not able to decide what and how to test since they are not provided with model tests that can be comparable with mid and final exams or benefit from to test the children.

5.3.3.3 Provides guidance and suggestions on using the course cassette, poster

and flashcards

TB original and new editions got equal means regarding providing guidance and suggestions on using teaching aids. This result indicates that the guidance in both TBs is excellent and that curriculum designers are concerned with providing teachers with the effective guidance for using teaching aids.

Example 1 illustrates guidance on using (puppet, poster and cassette and PB) in **TB original edition unit 9/ lesson 1/ p. 40, while example 2** provides guidance on using (poster, flashcards and CD) in **TB new edition unit 3/ period 1/ p. 24**

| **Example 1** | **Example 2** |

Both examples provide clear suggestions on using teaching aids which make it easy for teachers to know what and when to use each aid. Moreover, it advises teachers on how to use aids so that learners can benefit from them.

5.3.4 Advice about difficulties and background information

5.3.4.1 TB offers background cultural information on course and lesson content

Concerning offering background cultural information, results indicate that there are no differences between both TBs due to the absence of this criterion in either, although this criterion is considered one of the basic criteria that make a good TB and many studies and evaluation criteria include it. The researcher justifies absence of cultural background to that the contents of *Grade 1* are usually simple and topics are about children's daily routine life style which includes simple topics about home, classroom, food, clothes, garden and other vocabulary and structures that are not borrowed from other cultures. Such contents are relevant to children's life and habits and they are familiar with.

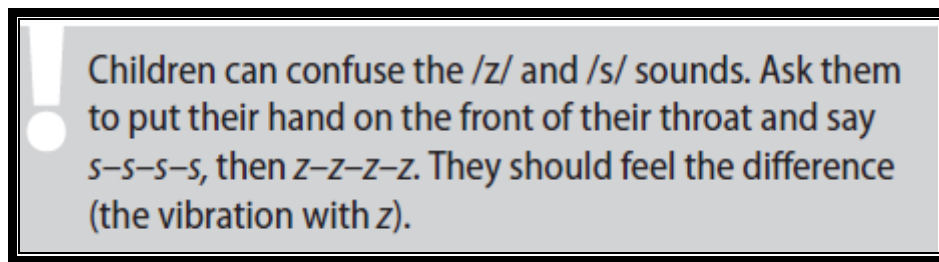**5.3.4.2 Offers background information on course and lesson content**

There are no significant differences between TB original and new editions. They both provide background information about the PB contents. An example can be found in **TB new edition unit 1/ period 1/activity 1/p. 12** clarifies to teachers who (Pip) is.

5.3.4.3 Learning difficulties are predicted and appropriate advice is given

There are significant differences between TB original and new editions regarding predicting difficulties and giving appropriate advice in favor of TB new edition .The

researcher attributes this result to that difficulties will face children when learning English as a foreign language due to the differences between Arabic and English languages. Teachers should be aware of difficulties that might face them and should be able to deal with. TB new edition took this criterion into consideration more than TB original edition. An example that illustrates predicting difficulties and giving advice is found in **TB new edition unit 3/ period 3/ p. 26**

> Children can confuse the /z/ and /s/ sounds. Ask them to put their hand on the front of their throat and say s–s–s–s, then z–z–z–z. They should feel the difference (the vibration with z).

It predicts that children might confuse the sounds /s/ and /z/, and provides suggestion on how to overcome such confusion.

5.3.5 Physical make-up

### 5.3.5.1 Content can be easily related to relevant sections of PB and WB (well sequenced)

The result of content analysis of TB original and new editions indicates that there are no differences; this is due to that both TBs provide well sequenced contents. However, it is thought that TB new edition has the advantage over the original edition. This is attributed to that it offers copy of PB pages in the upper right corner of the TB. This provides guidance for teachers to facilitate relating the contents of TB and PB instead of referring back to the PB itself. An example is taken from pages 12-13 TB new edition clarifies how contents of TB pages 12-13 can be easily related to contents of PB pages 4-5 (See appendix 4).

5.3.5.2 Offers clear instructional references (tape transcripts, vocabulary lists)

TB original and new editions also have no differences in offering clear references i.e. tape/CD scripts and vocabulary lists. The researcher believes that TB new edition is better in providing audio scripts although they are both clear. This is because the TB offers the serial number of each audio transcript which makes it easier for teachers to find the audio transcript they need. Moreover each audio transcript is offered in a shaded box. They both offer clear vocabulary lists with differences in the organization, original edition groups' vocabulary according to themes while new edition according to units and themes. Furthermore, TB new edition offers teaching tips and classroom management advice for teachers as well as website reference **onstopenglish.com** to gain more information and ideas for teaching to keep teachers up to date.

Here is an example that matches this criterion in TB new edition **unit 2/ period 1/ p.18 TB new edition** the grid shows the content of CD audio for **activity 1/ p. 10** in the PB.
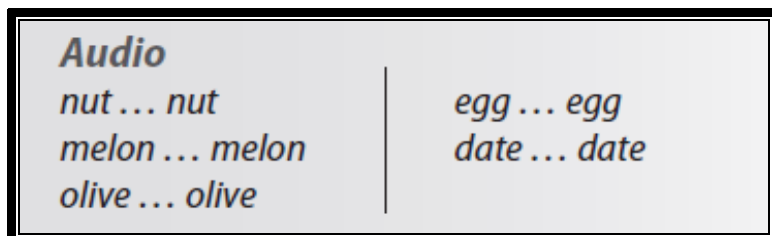
5.3.5.3 Has clear layout e.g. margins, font, spaces

Finally, the last criterion has no differences since the two TBs equally offer clear layout, suitable and clear font and underlined headings that are written in capital letters.

Conclusions

According to the study results, these final conclusions were reached. They are divided into five main categories about conclusions of the content analysis card and the conclusions of the differences between TB original and new editions.

- **Conclusions Related to the Content Analysis Card and differences between TB Original and New Editions**

To conclude the results related to content analysis card and differences between original and new editions are clarified according to the five domains as follows:

1- The general introduction

1.1 The aims in both TBs are clear.

1.2 TB original edition does not present clear approach.

1.3 Both TBs offer clear overview of the organization of the course structure and components.

1.4 Both TBs provide detailed language map of the PB.

1.5 TB new edition does not offer guideline evaluation checklist and preparation notes to evaluate how well the lesson went.

1.6 The two TBs differ in providing clear approach in favor of the new edition.

1.7 Both TBs differ in providing guideline evaluation checklist and preparation notes to evaluate how well the lesson went in favor of the original edition.

2- Procedural guidance for teaching (Language skills)

2.1 Both TBs offer clear objectives for each lesson/ period.

2.2 The two TBs offer clear suggestions for teaching listening, pronunciation, language, speaking, and writing activities.

2.3 Both TBs offer practical suggestions for teaching listening, pronunciation, language, speaking and writing activities.

2.4 TBs provide clear and practical suggestions on how to teach games and songs.

2.5 TB new edition does not offer homework suggestions.

2.6 TB original edition has the advantage over TB new edition in providing homework suggestions.

2.7 TB original and new editions offer various teaching activities and techniques.

2.8 The two TBs need more supplementary teaching activities.

2.9 There are no significant differences between TB original and new editions in offering procedural guidance for teaching.

3- Assessment, correction and aids

3.1 Advice for techniques for error correction is absent from both TBs.

3.2 TB original edition does not offer enough guidance on assessment.

3.3 TB new edition is better in terms of providing assessment than TB original edition.

3.4 TB original and new editions provide good guidance and suggestions on using cassette, poster and flashcards.

4- Advice about difficulties and background information

4.1 Cultural background information is absent from both TBs.

4.2 TB new edition offers background information on course and lesson content more than TB original edition.

4.3 Learning difficulties are predicted and appropriate advice is given in TB new edition more than TB original edition.

5- Physical make-up

5.1 Both TBs provide excellent physical make-up

5.2 TB new edition presents better physical make-up in terms of that TBs content can be more easily related to the PB content.

Recommendations

Suggestions and recommendations are presented in light of the results of analyzing the content of *English for Palestine Grade 1* original and new edition TBs.

1- English language Curriculum Team and the Ministry of Education are advised to review the study's checklist criteria for constructing and evaluating TBs that are going to be provided for grades 5-12. It can be a helpful resource to avoid the shortcoming of *Grade 1* TB new edition and make maximum effort to benefit from the recommendations before launching the rest series of *English for Palestine* New Editions textbooks and TBs .

2- Workshops in cooperation between UNRWA and Ministry of Education should be held in order to evaluate the newly implemented English textbooks including the TBs. It is advisable to evaluate them in terms of the suggested criteria developed by the researcher in the current study. Such kind of evaluation can lead to development and effective modification and thus lead to effective teaching.

3- TB new edition does not provide enough supplementary activities, so it is suggested that supplementary activities should be added for each lesson to motivate experienced and less experienced teachers make the best use of TB. This could be achieved by asking teachers to keep notes about good and effective teaching activities for each grade they teach. Supervisors are asked to conduct regular annual workshops to discuss the suggested activities and the recent trends in teaching that teachers make use of. The activities can be organized in well prepared materials and distributed to teachers. They can also be sent to Ministry of Education to benefit from it to update the TBs at least every three years according to teachers' needs since they have not participated in the new curriculum.

4- Sample tests ideas are other missing criteria in TB new edition. It is also recommended that TBs should include ideas and notes about the important vocabulary, language structures, listening and speaking texts that teachers should focus on for revision and testing. Ministry of Education can provide samples of photocopied tests in TBs so that teachers can provide it for learners to enable parents participate in training their children. UNRWA's training materials that are provided for teachers and students by the end of each semester to train pupils' on the questions format and types for the final exam can be helpful resource for testing as well.

5- Another missing element in *Grade 1* TB is ideas for correcting learning errors. Language learning is not easy and lots of the committed errors are universal and can be predicted, so appropriate pedagogic advice could be provided. Supervisors can hold workshops to discuss with teachers the difficulties and most common errors that pupils commit and give appropriate methods for correcting such errors to overcome its absence from TB. The suggestions can be also provided to Ministry of Education to be added with the updated TBs so that all teachers can benefit from.

6- The last suggestion is concerned with supplementing the few suggested teaching games and songs in the PB. It is believed that songs and games are important and motivating for learning, TB new edition presents nineteen types of games in the introduction so teachers can make use of them to supplement the lack of games in PB. Moreover, there is less presentation for teaching songs in PB, it is suggested that teachers look for more fun, easy, and suitable songs for learner's level and allow them listen to more songs to acquire native intonation, stress and pronunciation from early stage.

Recommendations for Further Studies

1- This study evaluated *English for Palestine Grade 1* TB, although, not all the TB was analyzed. It is suggested that a comprehensive study could be conducted to evaluate the whole *Grade 1* TB, with reference to teachers' perceptions about it.

2- Other studies could be conducted on evaluating *English for Palestine* new editions including *Grade 1* PB.

3- A further study could be conducted for evaluating grade one PB in terms of providing games and songs since it was noticed from the TB that PB original edition provides more games and songs than PB new edition does.

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Consultation Form of an Analysis Card

Dear colleagues,

The researcher **Inas A.K Fares** is carrying out an *M.ED dissertation* **entitled**

"A Comparative Evaluation of *English for Palestine Grade One* Teacher's Books Original and New Editions".

The purpose of the study is to find out if grade one teacher's books new and original editions meet the following criteria for evaluating teacher's books and to compare both TBs.

You are kindly invited to examine and referee the attached criteria list to survey and collect data on the issues mentioned above in the light of this list.

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

Many thanks for your kind cooperation

The researcher Inas A.K Fares

The Content Analysis Card

Purpose of the Analysis:

The analysis aims at identifying the extent to which new and original editions of teacher's books match the suggested criteria to evaluate teacher's books. Later new and original teacher's books editions will be compared.

Sample of the Analysis:

Sixty lessons from teacher book original and new editions will be analyzed.

Elements of Analysis:

The researcher built the criteria for evaluation after reviewing 22 evaluation checklists. And these criteria are the elements of analysis.

Units of Analysis:

Units (1, 2, 3, 5, 6, 7, 8, 9, 10) in original edition teacher's book.

Units (1, 2, 3, 4, 5, 6) in new edition teacher's book.

1.	**General introduction**
1.1	TB includes clear overall aims of the whole grade one course
1.2	TB clearly states the approach of the course
1.3	TB includes clear overview of the organization of the course structure and components (PB, WB, FCs, poster, CD)
1.4	TB provides detailed language map of the pupil's book (table of contents)
1.5	TB Includes guideline evaluation checklist and preparation notes to evaluate how well the lesson went
2.	**Procedural guidance for teaching (Language skills)**
2.1	TB offers clear objectives for each lesson/ period
2.2	TB provides clear suggestions for teaching listening skill activities
2.3	TB provides practical suggestions for teaching listening skill activities
2.4	TB provides clear suggestions for teaching pronunciation
2.5	TB provides practical suggestions for teaching pronunciation
2.6	TB provides clear suggestions for teaching language
2.7	TB provides practical suggestions for teaching language
2.8	TB provides clear suggestions for teaching speaking
2.9	TB provides practical suggestions for teaching speaking
2.10	TB provides clear suggestions for teaching writing
2.11	TB provides practical suggestions for teaching writing
2.12	TB provides clear suggestions on how to teach games
2.13	TB provides practical suggestions on how to teach games
2.14	TB provides clear suggestions on how to teach songs
2.15	TB provides practical suggestions on how to teach songs
2.16	TB provides practical homework suggestions
2.17	TB suggests various teaching activities and techniques
2.18	TB offers supplementary teaching activities
3.	**Assessment, correction and aids**
3.1	TB advises teachers for techniques for error correction
3.2	TB provides guidance on assessment (formative and summative evaluation
3.3	TB provides guidance and suggestions on using the course cassette, poster and flashcards
4.	**Advice about difficulties and background information**
4.1	TB offers background cultural information on course and lesson content
4.2	TB offers background information on course and lesson content
4.3	Learning difficulties are predicted and appropriate advice is given
5.	**Physical make up**
5.1	TB 's content can be easily related to relevant sections of PB and WB (well sequenced)
5.2	TB offers clear instructional references (tape transcripts, vocabulary lists)
5.3	TB has clear layout e.g. margins, font, spaces

Appendix (2)

Tables of contents of TB new and original editions

Pupil's Book 1A				
Unit and contexts	**Language**	**Letter sounds** 🎧💬	**Reading** 📖	**Writing** ✏️
1 Hello! – Greeting people – Saying your name	*hello, hi, goodbye, bye, good morning, good afternoon* *What's your name? My name's Tala.*	**s** (Sami) **a** (Amira) **t** (Tariq) **p** (Pip) **h** (hello)		
2 Let's eat! – Talking about food – Using numbers	*nut, olive, melon, date, egg, bread, cheese* *1, 2, 3*	**n** (nut) **m** (melon) **d** (date) **o** (olive) **e** (egg)		1, 2, 3
3 Animals – Talking about animals – Using numbers	*insect, goat, rabbit, cat, kitten, lion, zebra, dog* *4, 5, 6*	**i** (insect) **g** (goat) **c/k** (cat/kitten) **r** (rabbit)		4, 5, 6
4 My body – Talking about parts of the body – Using numbers	*head, hand, finger, leg, face, nose, mouth* *7, 8, 9, 10*	**f** (face) **l** (leg)		7, 8, 9, 10
5 Revision	Revision of the language in Units 1–4			
6 My classroom – Talking about classroom items – Saying what things are	*board, teacher, pencil, book, bag, desk* ***What's this? It's** a (pencil).*	**b** (bag)	a, c, d, p, t	a, c
7 My family – Talking about family – Saying who someone is	*Mum, Dad, sister, brother, baby, me* ***Who's this? This is** Tala/my brother.*	**j** (Jamila) **z** (Zaid) **w** (Wafa)	e, f, m, n, o, s	e, o
8 Let's drink! – Talking about drinks – Saying what things are	*water, milk, tea, coffee, apple juice, orange juice* ***What's this? It's** water.*	**th** (this) **q** (quiet)	i, g, q	d, g, q
9 Revision	Revision of the language in Units 6–8			

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Appendix (3)

Self-monitoring form in TB original edition

SELF MONITORING

Use this checklist every time you teach. Look at **A Preparation checklist** before you go into the classroom. Look at **B Self evaluation** afterwards.

A Preparation checklist	Yes	No		B Self evaluation	Yes	No
1 Have I read the **Teacher's Book** before the lesson?	☐	☐		1 Did the cassette work?	☐	☐
2 Have I got out the correct **flashcards**?	☐	☐		2 Did I have the right **flashcards** and posters?	☐	☐
3 Do I need to listen to the cassette?	☐	☐		3 Did each child have an opportunity to practise the language?	☐	☐
4 Is the cassette now in the correct position?	☐	☐		4 Did children use a variety of skills?	☐	☐
5 Have I looked at what we did last lesson?	☐	☐		5 Did I cover all the material I intended to?	☐	☐
6 Do I know the language purpose of the lesson?	☐	☐		6 Was my lesson well-timed and well-balanced?	☐	☐
7 Have I considered any particular needs of the children?	☐	☐		7 Did most children appear to understand the lesson?	☐	☐
8 Have I thought about the timing of my lesson?	☐	☐		8 Did most children appear to enjoy the lesson?	☐	☐
9 Have I looked at what is set for homework?	☐	☐		9 Did I use the **Workbook** successfully?	☐	☐
10 Have I allowed time for questions or favourite activities?	☐	☐		10 Have I taken note of anything special which I need to cover next time?	☐	☐
				11 Have I noted on my **Teacher's Record Sheet** what we have covered?	☐	☐
				12 Do I consider that this **Pupil's Book** lesson and **Workbook** lesson are appropriate and successful?	☐	☐
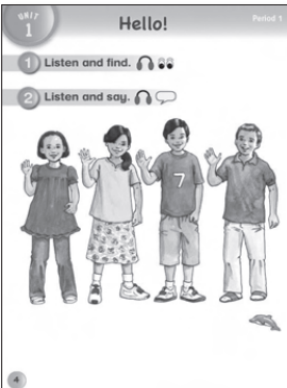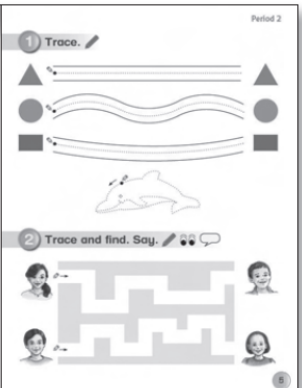
UNIT 1 Hello!

Aims to learn greetings; to learn the direction of writing
Key language *hello, hi, goodbye, bye, Sami, Salwa, Amir, Tala;* **letter sounds** *s, a, t, p, h*
Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1)
Plus (for Period 2): Activity Poster 1

Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 🎧 2

1 Say *Hi/Hello* to the children. Explain that you can use *Hi* or *Hello* to greet someone. Encourage them to say *Hi/Hello* to you and to each other.
2 Ask the children if they know any English words (use Arabic). Praise them for how much they know.
3 Introduce the Pupil's Book characters:
   ● Show Unit 1 Poster (the first picture only). Ask where the characters are (use Arabic).
   ● Show flashcards of the characters (Sami, Salwa, Amir and Tala) and say their names for the children to repeat. Keep displayed on board/wall throughout lesson.
4 Teach the following signs (see p. 7): *Listen, Say*.
5 Say *Listen*. (Use sign.) Play recording. Point to each character.
6 ● Say *Listen and say*. (Use signs.)
   ● Point to characters one by one. Encourage the children to say the name and wave.
7 Repeat **6**.
8 ● Say *Say hello*. (Use sign.) Say *Say hi*.
   ● Point to characters one by one. Encourage the children to say *Hello* + name.

Audio
Hello. Hi.
Sami, Salwa, Tala, Amir
Hello. Hi.

PHONEMIC AWARENESS 10 minutes

1 Teach the following sign (see p. 7): *Think*.
2 As you say each sound, show the children how to form the mouth shape.
3 Say *h h h h*. *Think*. (Use sign.) Ask the children if they know an English word with this sound in it (use Arabic). Elicit *Hello/Hi*.
4 ● Say *t t t t*. *Think*. (Use sign.) Ask the children if they have heard any names with this sound in it (use Arabic).
   ● Display the character flashcards. Say *Think and say*. (Use signs.) If the children say *Tala.*, praise them: *Well done.*
   ● Say *t t t t Tala* slowly and clearly. Say *Say Tala*. (Use sign.)
5 Repeat **4** with *a a a a* (*Amir*). Get the children to notice the shape of your mouth.
6 Repeat **4** with *s s s s* (*Sami*) and *s s s s* (*Salwa*).

ACTIVITY 1 10 minutes 🎧 3

1 Teach the following sign (see p. 7): *Find*.
2 Say *Open book*. (Use sign.) Show the page. Check that the children are on the correct page.
3 Say *Find*. (Use sign.) *Find Amir*. Check that the children are pointing to *Amir*.
4 Repeat **3** with *Sami*, *Tala* and *Salwa*.
5 Say *Pip?* Use facial and body gestures to show confusion. (Pip is the dolphin hidden in some pictures for the children to find.) Show the character flashcards: point to each and encourage the children to say the name. Look relieved when you get to the flashcard for Pip: *Pip! p p p p – Pip*. Say *Pip*. for the children to repeat. Say *Find*. *Find Pip*. The children find the dolphin in the picture and say *Pip*.

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Appendix (5)

TB evaluative checklist by Michael Hemsley 1997

Global evaluation:

□□Is the TG and its ancillaries readily available at an acceptable price, both to the school and to the learners?

□□Does the TG provide a viable rationale for the information and guidance it provides?

□□Does the TG make unreasonable assumptions about the users' knowledge and experience of language teaching?

□□Does the TG deepen users' understanding of language teaching principles as they develop their practical teaching skills?

Does the TG focus on one variety of English to the exclusion of others?*

□□Is the advice given on teaching procedures explicit enough?

□□Is there enough cultural information to enable teachers to interpret appropriately the situations represented in the teaching materials?*

□□Is the guidance provided unreasonably prescriptive?

□□Does the TG have helpful things to say about the language learning process which are also supported by modern theory and research?

□□Does the TG make explicit an awareness of different learning styles and strategies and suggest ways of using and developing them?

□□Does the TG consider a variety of roles for the teacher with reference to the nature of each learning activity?

Detailed evaluation:

□□Does the TG explicitly inform the teacher how it can best be used?

□□Are the objectives of the course set out clearly and rationally?

□□Is the basic teacher-student relationship implied in the TG, and the content and methods contained within it appropriate to the context of use?

□□Is the TG likely to help heighten and sustain learner motivation?

□□Is use of the TG likely to result in lessons the learners will enjoy? (Ellis and Ellis, 1987:96).

□□Is the TG free of the use of confusing metalanguage?

□□Do the design and content of the TG suggest ease of use? (Ellis and Ellis, 1987:91)

□□Does the TG aim to maximise learners' opportunities to develop sociopragmatic and strategic competencies? (Cunningsworth, 1984:47-51).

□□Does the TG suggest appropriate ways for the teacher to evaluate each activity, lesson, and sequence of lessons?

□□Is the information about, and guidance on handling language items adequate, unambiguous and appropriate? Are there any helpful notes about potential problems which may arise regarding language items in this context?

□□Does the TG predict difficulties in understanding the cultural setting and background in the materials, and provide sufficient information about, and explanation of them?*

Does the TG provide clear but adequately flexible guidance in selecting and sequencing units, planning them into a scheme of work and integrating them into the programme as a whole?

□□Does the TG suggest procedures for the planning, preparation and conduct of lessons in an appropriate manner and in sufficient detail?

☐☐Does the TG suggest alternative routes through activities, lessons or units which can be helpful when things do not go according to plan?

☐☐Does the TG advise the teacher when and how to correct students' language and about the likely responses of learners in this context to various kinds of correction?

☐☐Does the TG provide clear and unambiguous answers to tasks set?

☐☐Does the TG provide adequate guidance for the checking of learning, both formally and informally?

Appendix (6)

TB evaluative checklist by Clyde Fowle 2001

What should be in a good teacher's book?
The table below shows the responses to a rating of statements on the importance of various features of a TB.
Key: E = essential, **D** = desirable, **U** = unnecessary, **A** = ambivalent

Teacher's books should include the following:	E	D	U	A
Answer keys				
Tape scripts				
Aims and objectives of the course				
Additional photocopiable resources				
Testing resources				
Ideas for extension activities				
Overview of the course structure				
Overview of the methodology used				
Instruction/advice on teaching methods/techniques				
Wordlists				
Overview of how to exploit the teaching materials				
Detailed information on teaching each unit/lesson				
Alternative options for exploiting materials				
Ideas on correction techniques/giving students feedback				
Glossary of terminology used in the book				
Background cultural information on lesson content				
Information about author(s)				

TB evaluative checklist by Karen Gearing 1999

A How important is this question				Author's assumptions about teacher's knowledge and experience	B Answer to the question			
Not very (1)	very (2)	quite (3)			No (1)	Partly (2)	Yes (3)	Don't Know (4)
1	2	3	1	Is the language in the teachers' guide (TG) easy to understand?	1	2	3	?
1	2	3	2	Does the TG give enough advice on teaching procedures and methods?	1	2	3	?
1	2	3	3	Does the TG give enough information about the English language?	1	2	3	?
1	2	3	4	Does the TG give enough information about the cultural aspects of the situations presented?	1	2	3	?
1	2	3	5	Does the TG give enough information about other topics included in the course, e.g. numeracy, health, bureaucracy, etc	1	2	3	?
1	2	3	6	Does the TG help to give more confidence to teachers who use it?	1	2	3	?
Lesson planning, implementation, and evaluation								
1	2	3	7	Does the TG provide a plan for every lesson?	1	2	3	?
1	2	3	8	Are the objectives of each lesson clear?	1	2	3	?
1	2	3	9	Are the instructions for each lesson plan clear?	1	2	3	?
1	2	3	10	Is there enough information about answers in the TG?	1	2	3	?
1	2	3	11	Does the TG suggest alternative activities or plans?	1	2	3	?
1	2	3	12	Does the TG tell you which parts students may find difficult?	1	2	3	?
1	2	3	13	Does the TG suggest ways to explain difficult parts?	1	2	3	?
1	2	3	14	Does the TG give ideas for classroom management?	1	2	3	?
1	2	3	15	Does the TG suggest ways of evaluating lessons?	1	2	3	?
Teacher development								
1	2	3	16	Does the TG give information on how people learn languages?	1	2	3	?
1	2	3	17	Does the TG help teachers to understand more about the different strategies (methods) and styles of learning?	1	2	3	?
1	2	3	18	Does the TG help teachers to understand why it uses certain activities and methods?	1	2	3	?

1	2	3	19	Does the TG help teachers to explore different teacher roles in the classroom?	1	2	3	?
1	2	3	20	Does the TG help teachers to become more confident about developing their teaching skills?	1	2	3	?
Technical points about the TG								
1	2	3	21	Is the TG's lay-out clear?	1	2	3	?
1	2	3	22	Is the TG's lay-out clear?	1	2	3	?
1	2	3	23	Is the TG free of mistakes?	1	2	3	

TB evaluative checklist by Cunningsworth and Kusel (1991)

	Global appraisal
1	How explicit is the TG in expressing the views of the writer(s)? Are they clearly stated or are the values and assumptions implicit, leaving the user to tease them out?
2	What assumptions are made about the users' knowledge and experience of language teaching?
3	What assumptions are made about their knowledge of English?
4	What assumptions are made about their awareness of the cultural context portrayed in the course material?
5	How confident are the teachers assumed to be?
6	Does the TG provide enough detailed information on language and methods?
7	Is the advice given on teaching procedures explicit enough?
8	Is there enough cultural information to enable teachers to interpret appropriately the situations represented in the teaching material?
9	How prescriptive is the guidance provided? (Bearing in mind that a moderately prescriptive approach may be preferable in certain circumstances.)
Information about language and language learning	
10	Which aspects of language are covered in the TG? Form (grammar, pronunciation, vocabulary) use (skills, appropriateness, pragmatics)
11	In what terms is the language content formulated, and in how much detail?
12	What does the TG say about the language-learning process?
13	Is there reference to different learning styles and strategies, and are there suggestions for using and developing them?
14	Is the role of the teacher considered, possibly with reference to changing roles according to the nature of the learning activity?
Developing teacher's awareness theory	
15	Does the TG assume a teacher-development rule, by providing a rationale for the information and guidance it provides?
16	Does the TG assume a teacher-development rule, by providing a rationale for the information and guidance it provides?
17	Does it help users to gain more understanding of the language-teaching principles involved, in addition to helping them to develop their practical teaching skills?

	Detailed evaluation
Objectives and content	
1	How are the objectives and content set out in the TG? Possible categories include these: grammar items, vocabulary items, pronunciation, functional units, situational features, topics covered, skills practiced (reading, writing, speaking, listening)
2	What information is given about the language items to be taught, and what guidance is given about handling them? Are there any helpful notes about possible problems?
3	Does the TG adequately predict difficulties in understanding the cultural setting or background?
4	Does it deal with these difficulties by providing sufficient information and explanation?
Procedural guidance	
5	What is the extent and nature of the guidance in selecting and sequencing units, planning

	them into a scheme of work, and thereby integrating them into the overall learning programme?
6	In what manner and in what detail are procedures suggested for the planning, preparation, and conduct of lessons?
Advice about unpredictable	
7	Does the TG assist the teacher in dealing with the unpredictable, for example in selecting optional routes through the lesson, or in handling activities that do not go according to plan?
Correction and testing	
8	Is the teacher advised when and how to correct students' language?
9	Does the TG contain suggestions for ways students might respond to correction?
10	To what extent does the TG provide keys of answers to tasks set?
11	Is there adequate guidance in the checking of learning both informally, through practice activities, and more formally, through revision units and achievement tests?
Motivation	
12	Does the TG make a positive contribution to heightening and sustaining learner motivation?
Presentation and use	
13	Does the TG suggest how it can best be used?
14	To what extent do the organization and layout of the contents make it easy to use?
TGs not in English	
15	What language is the TG written in? If it is the native language of the users, are there persuasive reasons for this? If it is in English, is the style direct and comprehensible to non-native speakers?

Workshop (1) Textbook Evaluation
Criteria for specifying sources of difficulties
March – July 2008

Trainer
Dr. Nazmi Al-Masri
Aims
1. To familiarize participants with a wide variety of appropriate criteria for evaluating English language textbooks
2. To apply specific and contextually appropriate criteria for evaluating the Palestinian textbooks and other pertinent concerns.
3. To help teachers move beyond impressionistic evaluation and be more aware of the most important features of the textbooks.

Outcomes
By the end of the training workshop, participants will have been presented with practical opportunity to be able to:

1. identify specific sources of difficulties in the SB, WB, TB for grades 1-8 as well as in other pertinent aspects.
2. cite the weaknesses identified accurately and systematically
3. justify their choice of the shortcomings pedagogically and professionally
4. offer practical and effective suggestions to the problematic areas specified.

Components of *English for Palestine* to be evaluated

1. Students books- Grades 1- 8
2. Work Book (WB) Grades 1- 8
3. Teacher Book (TB) Grades 1 – 8
4. Practical concerns pertinent to the above three books.
5.
Procedures Includes 3 sessions as follows

Session	Title	Time
One	Why, What and How do evaluate a textbook	7.30 – 09.00
Two	Specifying & finalising criteria for evaluation SB,WB & other practical concerns	09.15 – 10.45
Three	Specifying & finalising criteria for evaluating TB	11.00 – 12.30

Methodology: pair and group discussion, questioning and making judgment.
Resources: LCD, handouts
Session (3)
Specific criteria for identifying sources of difficulties in TB

A) Look at the following list of 8 language aspects for identifying sources of difficulties in the TB and do these 2 tasks:

a. **Individually**, make sure that you fully understand all the questions below and you can **apply** them professionally.
b. **In groups of threes**, try to add **one** more useful question.

<div align="center">

Reading
Writing
Listening
Speaking
Vocabulary
Grammar
Pronunciation
Spelling

</div>

1. What specific areas in TB do not offer sufficient **practical techniques** that illustrate to teacher how to teach students the language points listed above?
2. What specific areas in TB do not offer **examples** for teaching students some of the aspects above?
3. What specific areas in TB do not offer sufficient **model tests**?
4. What specific areas in TB do not offer adequate **guidance** for the teacher on how to review language items (vocabulary & grammar)?
5. Which language items (grammar) need reference sections in the TB?
6. Which exercises in the SB & WB need key answers in the TB?
7. What specific areas in TB include insufficient instructions on how to incorporate **audio-visual** material (cassette, pictures, diagrams, etc.)?
8. What specific areas in TB include insufficient cultural notes?
9.

Pedagogical beliefs & principles for evaluating SB, WB & TB

B) The above chosen criteria for identifying weaknesses in SB, WB, & WB are based on 21 pedagogical beliefs & principles that should be taken into consideration when any textbook is designed or evaluated.

Work in groups to guess these alphabetically sequenced beliefs. The first belief is done and first letter of the others is given for you. Can you add one more?

	beliefs & principles		beliefs & principles
1.	Comprehensibility	12	P
2.	C	13	P
3.	E	14	P
4.	F	15	Q
5.	G	16	R
6.	I	17	R
7.	L	18	S
8.	L	19	S
9.	M	20	S
10.	M	21	V
11.	P	22	

☼Please document specific details☼

Sample Form for Specifying & justifying sources of difficulties in SB

Grade ……….   Evaluation Team………………… Date:……………

	Problem	Justification	Unit	page	Exercise No
Reading					
Writing					
Listening					
Speaking					
Vocabulary					
Grammar					
Pronunciation					
Spelling					
Illustrations					
Practical considerations					

Variety- suitability   -Sufficiency - Simplicity – relevance – recycling –quality – Purity practicality - personalization - Mentality – Matching – length learnability interest - gradualism - Familiarity - Exemplification - Contextualization - Comprehensibility

Appendix (10)

The List of Juries

1. Dr. Awad Keshta   PhD. in TEFL   The Islamic University

2. Dr. Kamal Murtaja   PhD. in TEFL   The Islamic University

3. Mrs. Maha Barzaq   M.A. in TEFL   A researcher at (QCERD)

4. Dr. Mohammad Hamdan   PhD. in Curricula Design   Gaza university

5. Dr. Nazmi Al Masri   PhD. in Curricula Design   The Islamic University

6. Dr. Sadek Ferwana   PhD. in TEFL   The Islamic University

7. Mrs. Zulfa Bard El-Deen   M.A. in TEFL   Gaza University

Appendix (11)

The Final Version of the Criteria of Evaluation (TB new origin)

		TB2		TB2		TB2		TB2		TB2		TB2	
	Unit	L1		L2		L3		L4		L5		L6	
	Procedural guidance for teaching (Language skills)	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	TB offers clear objectives for each lesson/ period												
2	TB provides clear suggestions for teaching listening skill activities												
3	TB provides practical suggestions for teaching listening skill activities												
4	TB provides clear suggestions for teaching pronunciation												
5	TB provides practical suggestions for teaching pronunciation												
6	TB provides clear suggestions for teaching language												
7	TB provides practical suggestions for teaching language												
8	TB provides clear suggestions for teaching speaking												
9	TB provides practical suggestions for teaching speaking												
10	TB provides clear suggestions for teaching writing												
11	TB provides practical suggestions for teaching writing												
12	TB provides clear suggestions on how to teach games												
13	TB provides practical suggestions on how to teach games												
14	TB provides clear suggestions on how to teach songs												
15	TB provides practical suggestions on how to teach songs												
16	TB provides practical homework suggestions												
17	TB suggests various teaching activities and techniques												
18	TB offers supplementary teaching activities												
Assessment, correction and aids													
19	TB advises teachers for techniques for error correction												

20	TB provides guidance on assessment (formative and summative evaluation													
21	TB provides guidance and suggestions on using the course cassette, poster and flashcards													
Advice about difficulties and cultural loading														
22	TB offers background cultural information on course and lesson content													
23	TB offers background culture information on course and lesson content													
24	Learning difficulties are predicted and appropriate advice is given													
Physical make-up														
25	TB 's content can be easily related to relevant sections of PB and WB (well sequenced)													
26	TB offers clear instructional references (tape transcripts, vocabulary lists)													
27	TB has clear layout e.g. margins, font, spaces													

The Final Version of the Criteria of Evaluation (original edition units 1-3)

		TB1		*TB1*		TB1		*TB1*	
	Unit	L1		*L2*		L3		*L4*	
	Procedural guidance for teaching (Language skills)	Yes	No	Yes	No	Yes	No	Yes	No
1	TB offers clear objectives for each lesson/ period								
2	TB provides clear suggestions for teaching listening skill activities								
3	TB provides practical suggestions for teaching listening skill activities								
4	TB provides clear suggestions for teaching pronunciation								
5	TB provides practical suggestions for teaching pronunciation								
6	TB provides clear suggestions for teaching language								
7	TB provides practical suggestions for teaching language								
8	TB provides clear suggestions for teaching speaking								
9	TB provides practical suggestions for teaching speaking								
10	TB provides clear suggestions for teaching writing								

#									
11	TB provides practical suggestions for teaching writing								
12	TB provides clear suggestions on how to teach games								
13	TB provides practical suggestions on how to teach games								
14	TB provides clear suggestions on how to teach songs								
15	TB provides practical suggestions on how to teach songs								
16	TB provides practical homework suggestions								
17	TB suggests various teaching activities and techniques								
18	TB offers supplementary teaching activities								
Assessment, correction and aids									
19	TB advises teachers for techniques for error correction								
20	TB provides guidance on assessment (formative and summative evaluation								
21	TB provides guidance and suggestions on using the course cassette, poster and flashcards								
Advice about difficulties and cultural loading									
22	TB offers background cultural information on course and lesson content								
23	TB offers background culture information on course and lesson content								
24	Learning difficulties are predicted and appropriate advice is given								
Physical make-up									
25	TB 's content can be easily related to relevant sections of PB and WB (well sequenced)								
26	TB offers clear instructional references (tape transcripts, vocabulary lists)								
27	TB has clear layout e.g. margins, font, spaces								

The Final Version of the Criteria of Evaluation (TB original edition units 5-10)

	Unit	TB1 L1 Yes	No	TB1 L2 Yes	No	TB1 L3 Yes	No
	Procedural guidance for teaching (Language skills)	Yes	No	Yes	No	Yes	No
1	TB offers clear objectives for each lesson/ period						
2	TB provides clear suggestions for teaching listening skill activities						
3	TB provides practical suggestions for teaching listening skill activities						
4	TB provides clear suggestions for teaching pronunciation						
5	TB provides practical suggestions for teaching pronunciation						
6	TB provides clear suggestions for teaching language						
7	TB provides practical suggestions for teaching language						
8	TB provides clear suggestions for teaching speaking						
9	TB provides practical suggestions for teaching speaking						
10	TB provides clear suggestions for teaching writing						
11	TB provides practical suggestions for teaching writing						
12	TB provides clear suggestions on how to teach games						
13	TB provides practical suggestions on how to teach games						
14	TB provides clear suggestions on how to teach songs						
15	TB provides practical suggestions on how to teach songs						
16	TB provides practical homework suggestions						
17	TB suggests various teaching activities and techniques						
18	TB offers supplementary teaching activities						
	Assessment, correction and aids						
19	TB advises teachers for techniques for error correction						
20	TB provides guidance on assessment (formative and summative evaluation						
21	TB provides guidance and suggestions on using the course cassette, poster and flashcards						
	Advice about difficulties and cultural loading						
22	TB offers background culture information on course and lesson content						
23	TB offers background culture information on course and lesson content						
24	Learning difficulties are predicted and appropriate advice is given						
	Physical make-up						
25	TB 's content can be easily related to relevant sections of PB and WB (well sequenced)						
26	TB offers clear instructional references (tape transcripts, vocabulary lists)						
27	TB has clear layout e.g. margins, font, spaces						

ملخص الدراسة

هدفت الدراسة إلى تقويم كتابي دليل المعلم اللغة الانجليزية للصف الأول الأساسي لإيجاد مدى تطابق محتواها مع المعايير المقترحة بالإضافة إلى التعرف على الفروق بين النسختين الأصلية و الحديثة.

ولتحقيق أهداف الدراسة اتبعت الباحثة طريقة البحث الوصف التحليلي و استخدمت الباحثة أداة واحدة لجمع المعلومات و هي بطاقة تحليل المحتوى.

قامت الباحثة ببناء معايير التقويم والتي شكلت بطاقة تحليل المحتوى بعد مراجعة الدراسات السابقة و الأدب التربوي و الكتب و منشورات الدوريات و قد تم عرض بطاقة التحليل سبعة محكمين للاستفادة من تعليقاتهم بشأن أية تعديلات أو حذف أو إضافة للتحقق من صدق البطاقة ، كما أن ثبات البطاقة تم اختباره من خلال تعاون باحثة حيث قامت بتحليل ستين درسا من دليلي المعلم الأصلي و الحديث. تم تحليل النتائج لإيجاد مدى التطابق مع المعايير المقترحة و عقدت مقارنة بين محتوى الدليلين لإيجاد الفروق التي بينهما و معرفة مواطن الضعف في الدليل الحديث.

و لقد أظهرت نتائج التحليل الأتي :-

١- يحتوي الدليلان على أهداف الصف الأول بشكل واضح و دقيق، يقدمان فكرة عامة واضحة عن التنظيم الهيكلي لمنهاج الصف الأول بالإضافة إلى مكوناته و يقدمان جدول محتويات لكتاب الطالب بشكل مفصل. تظهر الاختلافات بينهما في أن دليل النسخة الأصلية لا يقدم فكرة واضحة عن طرق التدريس المتبعة للصف الأول على عكس الدليل الحديث و أن الدليل الحديث لا يحتوي على قائمة لتقويم أداء المعلم بينما الدليل القديم يقدمها.

٢-يقدم الدليلان أهدافا واضحة و دقيقة لكل حصة دراسية، اقتراحات عملية وواضحة لتدريس مهارات الاستماع، المحادثة، الكتابة و النطق. كلاهما يقدمان اقتراحات عملية وواضحة لتوظيف الألعاب و الأغاني التعليمية و يقدمان أنشطة متنوعة أثناء التدريس. يحتاج الدليلان إلى أنشطة تعليمية إضافية إضافة إلى تقديم اقتراحات للواجبات المنزلية.

٣- يقدم الدليلان مقترحات جيدة لتوظيف الوسائل التعليمية في الحصص.

٤- يوجد غياب لمقترحات كيفية تصحيح أخطاء الطلاب في كلا الدليلين و الدليل الحديث أفضل من القديم في تقديم طرق لتقويم تعلم الطلاب.

٥- يقدم الدليلان شكل عام واضح للمحتوى مما يسهل على المعلم الاستخدام.

بناءا على نتائج الدراسة قدمت الباحثة توصيات باستخدام المعايير المقترحة لبناء و تقويم كتب المعلم التي سوف يتم طرحها في المدارس خلال العامين القادمين بالإضافة إلى تعديل دليل الصف الأول الحديث بإضافة أنشطة إضافية بحيث يستطيع المعلم الاستفادة من الدليل بشكل أفضل، إضافة نماذج امتحانات ليستفيد منها المعلم، إضافة أساليب لتصحيح أخطاء الطلاب المتوقعة و إضافة أغاني تعليمية.