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37	The front cover and the first page contain the title, author(s), publisher(s), and place and date of publication.			
38	The available exercises are related to the presented material in the reading textbook.			
39	The number of the periods per week is enough to cover the selected material.			
40	It specifies the general objectives of the course.			
41	It motivates teaching			
42	It gives a brief description regarding units, subjects, and time allotment			
43	It is rich in illustrations in order to help teachers understand the material more effectively.			
44	The front cover contains the title, author(s), publisher(s), and place and date of publication.			
45	The cover is well - bound.			
46	It contains an index listing the key words with their page numbers.			
47	It is free of mistakes.			
48	It gives the English meanings of new words.			
49	It is provided with pre-recorded vocabulary items.			
50	It specifies the psychological and educational principles.			
51	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.			
52	It contains a clear list of bibliography to help teachers get better understanding of the topics included.			

17	It helps students in aiding their nation and improving their country.			
18	The included pictures promote the national philosophy and religion.			
19	It emphasizes the national culture.			
20	The vocabulary items are selected to suit the students' level.			
21	The vocabulary items are selected to suit the students' need.			
22	It is free of mistakes.			
23	The front covers and the first page of the book contain the title, author(s), publisher(s), and place and date of publication.			
24	It is organized appropriately to enhance the students' comprehension skills.			
25	The number of the periods per week is enough to cover the selected material.			
26	The content is interesting, enjoyable, and attractive to the students.			
27	It contains glossary and proper pronunciation exercises			
28	The content is interesting, enjoyable, and attractive to the students.			
29	It is free of mistakes.			
30	It addresses the learners.			
31	It is rich in illustrations in order to help students understand the material more effectively.			
32	The quality and the covered material are adequate for both learners and teachers.			
33	It is provided with the learning aids and test packages.			
34	It includes remedial work			
35	It is durable			
36	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.			

From 1- 26 items are dedicated for the student's book. Item 27-39 are dedicated for the workbook whereas the rest of the items are dedicated for the teacher's book

No. of item	Items	Mean	Percentage	Degree-Level
1	The book addresses the learners.			
2	It specifies the general objectives of the course.			
3	It motivates learning.			
4	It gives a brief description regarding units, subjects, and time allotment.			
5	It is rich in illustrations in order to help students understand the material more effectively.			
6	The quality and the covered material are adequate for both learners and teachers.			
7	It meets the students' needs			
8	It contains a glossary, proper pronunciation, and phonetic transcriptions for each word.			
9	It contains an index listing the key words with their meanings and page numbers.			
10	It is rich in decorated drawings and photographs to help students understand the material more effectively.			
11	It is provided with supportive materials such as: tape-recordings, and test packages.			
12	It includes remedial work.			
13	It makes a subtle balance between different kinds of knowledge as well as different cultures			
14	It is durable.			
15	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.			
16	It stresses the local environment and the country.			

Appendix II

Dear Sir,

The following questionnaire is the tool used to collect information for the research entitled: “Analyzing English for Palestine- 10” in terms of the characteristics of a good English Textbook.”

The following items are designed to discover the Characteristics of “English for Palestine –10 ”, and, solutions for the missing items.

The researcher would appreciate very much if you express your opinion about the suitability of these items. Further suggested items will be taken into account. The questionnaire is adopted from; Mariani, 1987; Makhzoumi, 1992; Kinsella, 1999.

Name :-----

School:-----

Age:-----

Sex: -----

Years of experience:-----

Qualifications:-----

Other training courses:-----

Please fill the following spaces which will be used for research purposes only

Thank you for your co-operation.

The researcher

Appendix I

The characteristics of a good textbook

A good textbook has the following features and functions:

- It addresses both teachers and learners.
- It specifies the general objectives of the course.
- It points out the position of the textbook in comparison with other books.
- It motivates teaching and learning.
- It gives a brief description of a textbook regarding units, subjects, and time allotment.
- It allows continual enrichment of the material by being designed in an open-ended way.
- It is rich in decorated drawings and photographs in order to help students understand the material more effectively.
- The quality and quantity of the textbook should be sufficient for both learners and teachers.
- It should be provided with tape-recordings, workbooks, wall-charts, and test packages (two cassettes are attached with the appendices).
- It should motivate students to read and comprehend its overall parts.
- It should meet the students needs, including educational, social, and religious ones.
- It should include remedial work for students who have not understood the present material.
- It should give the English meanings for new vocabularies.
- It should be provided with pre-recorded vocabulary items.
- It should make a subtle balance between different kinds of knowledge as well as different cultures.
- It should be designed and made in a way that gives learners and teachers, as well as other local public and private institutions the chance to participate in preparing and selecting the content.
- It specifies the psychological and educational principles, which were taken into consideration in writing the content and organizing the subject matter.
- It should be durable.

Conclusion and Recommendations.

After the thorough analysis of the textbooks entitled "English for Palestine 10", the researcher discovered that these textbooks could be more suitable for the tenth graders and could be more in accordance with the two evaluative criteria if they regard these items:

- 1- Teachers, supervisors, and parents as well as the local society did not participate in selecting the materials or in choosing the objectives and this is why there is a serious drawback in revealing the national culture, values, and ways of life. These are very good books for studying, but would be better if they had included the Arab and Islamic culture.
- 2- The textbooks overlooked the local environment and the country: thus they do not help students in aiding their nation and improving their country.
- 3- The textbooks are not free of mistakes in the number of pages as well as miss-print but they are very few.
- 4- The number of the periods per week is enough to cover the selected material.
- 5- The students' book for the tenth graders does not contain a glossary, proper pronunciation, and phonetic transcription for each word. Besides it lacks an index listing the key words with their meanings and page numbers.
- 6- The books lack good pictures and topics that emphasize the Palestinian culture, religion and local environment.

If the textbooks mentioned had considered the above-mentioned items, they could have been in accordance with all the evaluative criteria that the researcher conducted. Besides, they would have had a more powerful effect in creating a better educational atmosphere and would have been recommended in private and public schools as well.

Because there are differences between the means, the researcher used the One-Way ANOVA Test so as to get more accurate results and see if there are any significant differences and in favour of which book.

Table 12

Books	Sum of squares	df	Main squares	F	significance
SB	2.74	2	.137	.013	.987
WB	9.38	2	.4.67	.237	.788
TB	.239	2	.120	.472	.626
Totals	4.101	2	2.050	.175	.842

As it is clearly seen from Table 12, the computed F-values were .013, .237, and .472 for Student’s Book, Workbook and Teacher’s Book respectively. This means there were no significant differences at $\{\alpha =0.05\}$ in the degree of evaluation by the teachers in their evaluation of the mentioned textbooks due to the academic level.

To answer the fourth question of the study, “Are there any significant differences between teacher’s evaluation of “English for Palestine-10” Nablus district due to experience?, the researcher used the t-test to analyze the data from the questionnaire. Table 13 shows the results.

Table 13

The t-test results on the differences in the degree of evaluation by the teachers in their evaluation of the mentioned textbooks due to experience.

Experience			
Books	T	df	significance
SB	1.63	58	.109
WB	1.66	58	.102
TB	2.62	58	.611
Totals	2.27	58	.627

The results of Table 13 show that the computed t-test values were .109 for the SB and .102 for the Workbook while the value for the Teacher’s Book was .611 .These results showed that there were significant differences at $\{\alpha =0.05\}$ in the degree of evaluation by the teachers in their evaluation of the mentioned textbooks.in favour of experience

participate in selecting the materials and in choosing the objectives.

To answer the second question of the study, “2- “Are there any significant differences between teachers’ evaluation of “English for Palestine-10” in Nablus district due to gender?”

The researcher used the t-test to analyze the data from the questionnaire. Table 13 shows the results.

Table 10

The t-test results on the differences in the degree of evaluation by the teachers in Nablus District in their evaluation of the mentioned textbooks due to gender.

Books	Gender		
	t	df	significance
SB	1.064	58	.292
WB	-.711	58	.480
TB	1.114	58	.270
Totals	.684	58	.497

The results of Table 10 show that the computed T-Test values were .292 for the SB and .480 for the Workbook while the value for the Teacher’s Book was .270 These results showed that there were no significant differences at $\{\alpha =0.05\}$ in the degree of evaluation by the teachers in their evaluation of the mentioned textbooks.due to gender

To answer the third question of the study “Are there any significant differences between teacher’s evaluation of “English for Palestine-10” in Nablus district due to their academic level?”, the researcher used the means for each book from three variables {diploma holders, B.A holders and M.A holders respectively. Table 11 shows the results

Table 11

The means of the three books regarding qualification.

Books	Qualifications			
	Diploma	Bachelor	Master	Significance
Student’s book	3.61	3.63	3.62	0.987
Work book	3.51	3.60	3.53	0.788
Teacher’s book	3.43	3.56	3.57	0.626
Totals	3.54	3.60	3.58	0.840

Table 9

The arrangement of the three books regarding the means, percentages and degrees

Arrangement	Books	Mean	Percentage	Degree-Level
1	Student's book	3.26%	65.2%	Medium
2	Work book	3.55%	70.4%	Good
3	Teacher's book	3.52%	70.4%	Good
Total				

Table 6 illustrates the basic features of the Student's Book from the teachers' perspective concerning the following items, the means, percentages and the degree or the level, show that items 8, 9, 12, 18, 20, and 22 received low degrees. The percentages of responses were 54.7%, 51.3%, 58%, and 56.3% 50.4% respectively. The same table reveals that items 15 and 25 received very poor degrees. The percentages of responses were 47% and 47.7 respectively. The rest of the items received medium, good and very good. These findings reveal that the students' book for the tenth graders does not contain a glossary, proper pronunciation, and phonetic transcriptions for each word. Besides, it lacks an index listing the key words with their meanings and page numbers. Additionally, there is not enough room for learners and other public and private institutions to participate in preparing and selecting the content. Some of the included pictures are against the national philosophy and religion and the vocabulary items are selected to suit the students' level. The book is not free of mistakes.

Table 7 illustrates the basic features of the Workbook from the teachers' perspective concerning the 13 items, the means, percentages and the degree or the level, show that items 29, and 39 received low degrees. The percentages of responses were 50.4% and 53 respectively. The same table reveals that item 36 received a very poor degree. The percentage of response was 47.6%. The rest of the items received medium, good and very good. These findings reveal that the workbook for the tenth graders is not free of mistakes and the number of the periods per week is not enough to cover the selected material. Additionally, Teachers, supervisors, and parents did not participate in selecting the materials and in choosing the objectives.

Table 8 illustrates the basic features of the Teacher's book from the teachers' perspective concerning the 12 items, the means, percentages and the degree or the level, show that items 47, 49 and 51 received poor degrees. The percentages of responses were 53.6% and 53.6% and 51%.6 respectively. The same table reveals that item 48 received a very poor degree. The percentage of response was 38.6%. The rest of the items received medium, good and very good. These findings reveal that the teacher's book for the tenth graders is not free of mistakes and it is not provided with pre-recorded vocabulary items. Additionally, teachers, supervisors, and parents did not

Table 8

This table illustrates the basic features of the Teacher's book from the teachers' perspective concerning: the following items.

No. of items	Items	Mean	Percentage	Degree-Level
40	It specifies the general objectives of the course.	4.0333	80.6%	Very good
41	It motivates teaching	4.1667	83.3%	Very good
42	It gives a brief description regarding units, subjects, and time allotment	3.8500	77%	Good
43	It is rich in illustrations in order to help teachers understand the material more effectively.	3.7167	74.3%	Good
44	The front cover contains the title, author(s), publisher(s), and place and date of publication.	4.1667	83.3%	Very good
45	The cover is well - bound.	3.8500	77%	Good
46	It contains an index listing the key words with their page numbers.	3.5500	71%	Good
47	It is free of mistakes.	2.6833	53.6%	Poor
48	It gives the English meanings of new words.	1.9333	38.6%	Very Poor
49	It is provided with pre-recorded vocabulary items.	2.8333	53.6%	Poor
50	It specifies the psychological and educational principles.	3.7500	75%	Good
51	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.	2.5833	51.6%	Poor
52	It contains a clear list of bibliography to help teachers get better understanding of the topics included.	3.3667	67.3%	Medium

Table 7

This table illustrates the basic features of the Workbook from the teachers' perspective concerning: the following items.

No. of item	Items	Mean	Percentage	Degree-Level
27	It contains glossary and proper pronunciation exercises	3.32	66.4%	Medium
28	The content is interesting, enjoyable, and attractive to the students.	3.97	79.3%	Good
29	It is free of mistakes.	2.52	50.4%	Poor
30	It addresses the learners.	3.85	77%	Good
31	It is rich in illustrations in order to help students understand the material more effectively.	3.95	79%	Good
32	The quality and the covered material are adequate for both learners and teachers.	3.87	77%	Good
33	It is provided with the learning aids and test packages.	3.78	75.7%	Good
34	It includes remedial work	3.43	68.6%	Medium
35	It is durable	3.57	71.3%	Good
36	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.	2.38	47.6%	Very Poor
37	The front cover and the first page contain the title, author(s), publisher(s), and place and date of publication.	4.20	84%	Very good
38	The available exercises are related to the presented material in the reading textbook.	4.25	85%	Very good
39	The number of the periods per week is enough to cover the selected material.	2.65	53%	Poor

11	It is provided with supportive materials such as: tape-recordings, and test packages.	4.25	85%	Very good
12	It includes remedial work.	3.55	71%	Good
13	It makes a subtle balance between different kinds of knowledge as well as different cultures	3.43	68.7%	Medium
14	It is durable.	3.71	74.3%	Good
15	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.	2.35	47%	Very Poor
16	It stresses the local environment and the country..	3.21	64.3%	Medium
17	It helps students in aiding their nation and improving their country.	3.55	71%	Good
18	The included pictures promote the national philosophy and religion.	2.91	58.3%	Poor
19	It emphasizes the national culture.	3.61	72.3%	Good
20	The vocabulary items are selected to suit the students' level.	2.81	56.3%	Poor
21	The vocabulary items are selected to suit the students' need.	3.36	67.3%	Medium
22	It is free of mistakes.	2.51	50.4%	Poor
23	The front covers and the first page of the book contain the title, author(s), publisher(s), and place and date of publication.	4.31	86.3%	Very good
24	It is organized appropriately to enhance the students' comprehension skills.	3.63	72.7%	Good
25	The number of the periods per week is enough to cover the selected material.	2.38	47.7%	Very Poor
26	The content is interesting, enjoyable, and attractive to the students.	3.97	79.3%	Good

Table 5
The number of items pertaining to each book.

Books	No. of Items
SB	26
WB	12
TB	14
Total	52

Table 6

This table illustrates the basic features of the Student's Book from the teachers' perspective concerning the 35 items. The means, percentages and the degree or the level for each of the following items .

No. of item	Items	Mean	Percentage	Degree-Level
1	The book addresses the learners.	4.12	82.2%	Very good
2	It specifies the general objectives of the course.	4.13	82.7%	Very good
3	It motivates learning.	4.3	85.75	Very good
4	It gives a brief description regarding units, subjects, and time allotment.	4.00	80%	Very good
5	It is rich in illustrations in order to help students understand the material more effectively.	4.38	87.7%	Very good
6	The quality and the covered material are adequate for both learners and teachers.	4.05	81%	Very good
7	It meets the students' needs	3.98	79.7%	Good
8	It contains a glossary, proper pronunciation, and phonetic transcriptions for each word.	2.73	54.7%	Poor
9	It contains an index listing the key words with their meanings and page numbers.	2.56	51.3%	Poor
10	It is rich in decorated drawings and photographs to help students understand the material more effectively.	4.36	87.3%	Very good

Instruments of the Study

The researcher used two instruments:

- 1-A 52- item questionnaire on judging the suitability of a book and
- 2- The characteristics of a good textbook. The characteristics of a good textbook and the items of the questionnaire are adopted from (Solicits, 1978; Cunningsworth 1984; Sheldon 1988; Skierso, 1991; Al-Makhzoumi 1992; McMillan and Schumacher 1997; Laime 1999; Ur, 1996 and Grainger, 2002)

Stability and Validity of the tools

To ensure that the scale is valid, it was handed to a jury of seven professional doctors and teachers from different universities and schools in Palestine. The members of the jury were asked to evaluate the appropriateness of the questionnaire to the whole purpose of the study. Consequently, the specialists sent letters in which they ensured the validity of the questionnaire and recommended some modifications which were taken into consideration. Additionally, the researcher measured the correlation between every single item and the total mark . he kept those items which were related to the total mark around (0.25) and above .

he stability of the scale was measured by using cronbach alfa formula which was (0.87) and this means that it shows high stability .

Statistical Analysis and Results

The data of the study were statistically analyzed and the results were as follows.

For the purpose of interpreting the findings of the study, the following percentages and ranks are referred to:

(80% and more)	very good
(70% -79%)	good
(60%- 69%)	medium
(50%-59%)	poor
(Below 50%)	very poor

Interpretation of the Results

To answer the first question of the study, “What are the degrees of evaluation of English for Palestine-10 textbooks in Nablus district from the teachers’ perspective?”, the researcher used the means, percentages and degree-level for each item in the three books (student’s book, workbook and teacher’s book) and then the same thing was done for each of the three books separately. The following tables {4-5-6-7} explain the answers of the first question.

Table (1) The distribution of the whole population according to three variables:

Variable	Frequency	Percentage (%)
Gender		
Male	590	49.0
Femle	610	51.0
Qualification		
Diploma	190	16.0
BA	910	76.0
MA	100	8.0
Experience		
Until 5 years	360	30.0
More than 5 years	840	70.0

Table2

The random sample distribution according to the gender.

Gender	Frequency	Percentage (%)
1 Female	25	50.0
2 Male	25	50.0
Total	50	100

Table 3

The stratified random sample distribution according to the qualification.

Qualification	Frequency	Percentage (%)
1 Diploma	8	16.0
2 Bachelor degree	38	76.0
3 M.A	4	8.0
Total	50	100

Table 4

The random sample distribution according to experience.

Experience	Frequency	Percentage (%)
1 {until 5 years}	15	30.0
2 {more than 5 years}	35	70.0
Total	50	100

Palestine-10” in Nablus district due to gender?”

- 3- “Are there any significant differences between teachers’ evaluation of “English for Palestine-10” in Nablus district due to their academic level?”
- 4- Are there any significant differences between Teacher’s evaluation of “English for Palestine-10” in Nablus district due to experience?

Limitations of Study

This study was limited to 1200 male and female teachers form Nablus district English teachers were teaching English for the tenth graders during the second semester of the academic 2006. The stratified random sample was 50 male and female teachers

Definitions of Terms

In order to facilitate an understanding of the terms used in this study, the following definitions are adopted:

- 1- Analysis means working with data, organizing information, breaking it into manageable units, synthesizing it, discovering what is important, and what is to be learnt, and what you will tell others.
- 2- Evaluation describes and interprets the past or recent past or present in order to improve the future. It provides knowledge and understanding through focusing on events included in research questions (who, what, when, where, and why). It provides researchers and analysts with techniques of criticism which are useful for assessing the authenticity and trustworthiness and usefulness of the things which researchers judge Riffel, et al. (1998).
- 3- Curriculum refers to the English language curriculum for the tenth graders published by the Ministry of Education and Higher Education, Curriculum Centre, August 2004. It includes general guidelines for the authors of the syllabus, general objectives, the methods and the teaching procedures as well as the various ways of evaluating the students’ achievements.

Procedures of the Study

Population of the Study

The population of this study consisted of 1200 male and female teachers who teach English for the tenth graders from Nablus district. The randomly chosen sample was 50 male and female teachers. The sample was distributed according to three independent variables. Table 1 shows the distribution of the whole population according to three variables: gender, qualification and experience respectively. Tables 2, and 3 and 4 show the distribution of the selected stratified random sample.

Tung (1996) suggested two basic ideas for improving the teaching of English in Taiwan. These two methods were:

- 1-Improving the teaching methods used at the universities and colleges .
- 2-changing the students' attitudes positively towards learning English. In this analytical study, the researcher showed that the students were more interested in gaining benefits from learning English more than having high grades.

Riffel et al 1998 in their attempt to evaluate the Japanese Exchange and Teaching Program (JET) as an effective tool to improve the English used in the Japanese institutions – revealed that this program was considered as a unique cross-cultural educational program. It enhanced the students' lingual and cultural potentials.

Canale and Swane (1980) and Canale (1983) proposed a classroom model of communicative competence, which comprises four components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. These types of competence should be included in the selected materials and in the teaching techniques.

Hartley sees three content areas that must be addressed and advises assessors to ask the following questions. Firstly, does the book meet its teaching objectives? Secondly, is there sufficient depth and breadth of material? And lastly, will it need to be supplemented? (Hartley, 1994, p.163).

Problems of the Study

Due to the inadequate number of research which deals with evaluating English textbooks in general and the series of the English textbook entitled "English for Palestine" in particular, the researcher and in an attempt to encourage the area of research in evaluating the English textbooks, conducted this study.

This study, as it is hoped, will pinpoint the strong points of these books and show the areas that need modification.

Aims of the Study

This study aimed to evaluate the effectiveness and suitability of "English for Palestine -10" content which is used for the first time for teaching English used by the tenth graders in all the government schools in Palestine.

Questions of the Study

This study sought to answer these questions:

- 1- What are the degrees of evaluation of English for Palestine-10 textbooks in Nablus district from the teachers' perspective?"
- 2- "Are there any significant differences between teachers' evaluation of "English for

them recommended that teachers needed more training programs on methodology.

The present researcher agrees that effective training on the new syllabuses is an important issue which receives the researchers' care and agreement (Mahmoud 2006, Saleh 1990, Khalil and Kattan 1994, Riffel et al 1998 among others.

El-Mostafa (1988)-in his evaluative study for the PETRA textbook used for the first preparatory students- agreed with Al-Jarah (1987) - in his evaluative study for PETRA textbooks for the fifth and sixth graders and Mahmoud (2006) in his evaluative study for - "English for Palestine IV" in the sense that each one of them stated that teachers and supervisors were not contacted by the Ministry of Education regarding the selection of the EFL objectives for the PETRA materials. Therefore, it was not surprising then that they felt the need for more training on the materials.

Al-Jarah (1987) was in congruence with Hatamleh and Jaradat (1984) who viewed that the material should meet the students' needs, the teachers' expectations, educational goals and psychological and pedagogical demands.

Labadi (1983) in his analytical study of the New Living English for Jordan textbooks (1-5), showed that the objectives and the content of these books were not realized appropriately by teachers and students He also revealed that these books contained mechanical grammatical exercises and there was no room for silent reading; furthermore, the time allotted to EFL courses was inadequate.

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

Ching-Wang L (1996) found out that the teaching activities were done via grammar translation techniques to train students with reading skills. Such dealings were in conflict with the national policy behind teaching English in Taiwan.

Marteni, (1996) revealed that motivation for learning English in Indonesia may be categorized into four variables: Language competence, employment opportunity, personal knowledge and cultural communication. Likewise, the researcher showed that Indonesian students were in need of more practice for using English in class.

As this study revealed teachers should gear their approaches towards student-centered approach. These findings match with Khalil and Kattan (1994) mainly those related to language competence and personal knowledge.

Manning (1996) recommended the teaching of grammar rules in a CALL environment. By doing so, a teacher could increase the students' motivation on the one hand and he could break the routine –the traditional way of teaching – on the other hand.

from disconnected observations or number-crunching to the level of significance in the field of investigation.

The literature review sets the basis for your discussion or analysis or contemplation of implications or anticipation of further research. Researchers apply the principles of analysis in their field in order to evaluate whether previous research is valid; Through the literature review one can distinguish what has been done from what needs to be done.

Because evaluation and assessment are looked upon as an integral part in the teaching and learning processes, a lot of research has been carried out to provide feedback to textbook designers, educators and the educational circles. The present researcher dedicated a separate part for this study to show that there is a lack in the field of evaluating the Palestinian textbooks and to shed light on the ways others evaluate their work so as to get benefit from the strong points and to try to improve the weak points.

Most of the work – as it is seen from the coming paragraphs- overstates the inaccordance between the number of allotted periods and the material in the English textbooks. Additionally, the idea of collaboration between teachers, supervisors, parents and the local society is overlooked. Consequently, the present researcher tries his best to show the researchers' accordance and disagreements and to link these items with the researcher's belief and findings.

Mahmoud (2006) in his evaluative study for "English for Palestine IV" textbooks showed that textbooks need modifications concerning the irrelevant pictures and that the time allotted for the included material is inadequate. Additionally, he stated that teachers and supervisors were not contacted by the Ministry of Education regarding the setting of the EFL objectives for the "English for Palestine IV" materials. Therefore, it was not surprising then that they felt the need for more training on the materials.

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

Mu'men (1992) in his evaluative study for PETRA textbooks for the seventh and eighth grades showed that these textbooks need modifications concerning the long comprehension passages, the writing activities were of a limited type and the readers did not sufficiently meet the students' scientific and technological needs.

Mahmoud (2006) in his evaluative study for "English for Palestine IV" textbooks agreed with Saleh (1990) in his evaluative study for PETRA textbook II because both of

the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. (Ibid: 2002, Thomas, 1994 and Kinsella, et al 1999.)

Analysis and evaluation provide useful data for teachers, supervisors and other educational departments with concrete evidence regarding strong and weak points of the evaluated books. Likewise, they include important information that addresses the needs of teachers and students. These needs are divided into teacher-centered and student-centered. (Ibid: 1999)

Evaluators and analysts have to be decision makers. Besides, they have to enhance the probabilities that the technical and statistical methods employed can strengthen and improve the quality of decisions which must make the data flow. (Steves et al, 1978; Johnson and LaMontagne, 1993 and Mitchell, 1988). Additionally, Analysis and evaluation have played roles in evaluating curriculum, decision making and policy formation, assessing students' achievement, and improving educational materials and programs. (Worthen and Sanders 1987).

As far as course design is concerned, analysis and evaluation will also carry suggestions about selection (what to teach) and grading (when to teach) target language items. Those elements that are simple and concrete and related to the students' needs should be stressed while those elements that are difficult and abstract should be listed later. Since it is a universal principle of education that learning should be formed from the simple to the difficult (Lado 1957).

Questionnaires, interviews, observations, are methods of evaluating and analyzing textbooks. Objectives, students' needs, materials, content recognition, length of units, supplementary materials, teachers book and students workbook are useful criteria to look at when evaluating and judging a textbook. (Azevendo, 1979).

A practical, thorough, and straightforward method for choosing ESL textbooks is to analyze the options according to program issues, going from broad (e.g., goals and curriculum) to specific (e.g., exercises and activities). The strategy behind this technique is to eliminate unsatisfactory textbooks at each stage of analysis so that only the most appropriate are left at the end, making the choice clear and manageable. (Garinger, 2002)

Johnson (1996,:85) stated that "The important element in performance assessment development is that it is constantly under construction, and anyone can join the crew and push the work towards its progressing steps." In this respect, Johnson wants to overstress the importance of evaluation in the success of any process. Here, Johnson is in accordance with Riffel et al 1998 and Hoepfi 1997).

Reviewing of related literature

A literature review provides the meaningful context of one's project within the universe of already existing research. "Meaningful context" can elevate one's research

Introduction

A lot of complaints about the weakness in the students' performance in English have been revealed which need a lot of research to pinpoint the problems behind the teaching and learning of English in Palestinian schools and finding solutions for these problems. Improving learners' language skills is frequently the main purpose of ESL programs. However, which skills are taught and how they are taught differ from course to course and program to program; therefore, the effectiveness of each textbook in helping learners acquire the necessary skills must be considered. (Khalil and Kattan 1994 and Mahmoud 2006).

All nations all through the world have been striving through various means to improve their educational programs. In an attempt to achieve this purpose, they continuously introduce and evaluate their educational curriculum, syllabuses, and textbooks. In an attempt to keep up with the modern changes that are constantly taking place, the researcher conducted this analytical study to improve the strong points in the mentioned textbooks and to attract the reader's attention towards their shortcomings. This target goes on the line with (Alderson and Beretta 1992).

One way to understand current educational practices is to know how these practices developed and to clarify these issues concerning them. Explanations of past educational ideas or concepts, events, legal principles and policies suggest insights about current educational events and anticipate new educational issues and policies. (Sherman, and Webb, 1988 and Hoepfi, 1997).

Studies and research done in evaluation and analysis describe and interpret the past and present to improve the future. Analysis and evaluation provide knowledge and understanding through focusing on events included in research questions (who, what, when, where, and why). These two processes provide researchers and analysts with techniques of criticism which are useful for assessing the authenticity and trustworthiness and usefulness of the things which researchers judge (Riffel, et al 1998).

Content analysis is used in a large number of fields, ranging from marketing and media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science, as well as other fields of inquiry. Additionally, content analysis reflects a close relationship with socio- and psycholinguistics, and plays an integral role in the development of artificial intelligence. (Miller, and Riechert, 1994; Blom 1992; Neuendorf and Kimberly 2002).

Content analysis contains coding, or breaking down into manageable categories a variety of levels such as: word sense, phrase, sentence, or theme, and then examining the deep relationships between them. The results are then used to make inferences about

ملخص

هدفت هذه الدراسة إلى تقييم الكتاب العاشر من سلسلة "الإنجليزية الفلسطينية" والمستخدم لتدريس طلبة الصف العاشر في المدارس الحكومية في فلسطين . ولتحقيق أهداف هذه الدراسة ، استخدم الباحث معياريّ تقييمٍ هما: الاستبانة المرفقة ومعايير الكتاب الجيد . تضمنت الاستبانة المستخدمة بنوداً عدة تمكن المرء من الحكم على مناسبة الكتاب أو عدم مناسبته .

تبين الباحث معياريّ التقييم من (-Shel 1984 Cunningsworth; Solicits, 1978; Skierso, 1991; Al-Makhzoumi 1992; McMillan and Schumdon 1988; Ur, 1996 and Grainger, 2002 and Laime 1999; acher 1997).

أعطى الباحث الاستبانة لخمسين معلماً ومعلمة يدرسون اللغة الإنجليزية لطلبة الصف العاشر الأساسي في محافظة نابلس .

وبعد الملاحظة والتحليل الدقيقين لكتاب اللغة الإنجليزية للصف العاشر ، ومن المعلومات التي حصل عليها بعد تفريغ الاستبانة ، توصل الباحث إلى أن هذه الكتب جيدة ومناسبة ويوصى بها للتدريس في الصف المذكور في المدارس الحكومية والخاصة شريطة أن تأخذ بالاعتبار التوصيات التي أقرتها هذه الدراسة

Abstract

The purpose of this study was to evaluate the book entitled “English for Palestine-10” which used for teaching English for the tenth graders in Public Schools in Palestine. To achieve this aim, the researcher used two criteria: a questionnaire that contains 52 items which helps to judge the suitability of a good textbook and a list that contains the characteristics of a good textbook. The two criteria are adapted from (Solicits, 1978; Cunningsworth 1984; Sheldon 1988; Skierso, 1991; Al-Makhzoumi 1992; McMillan and Schumacher 1997; Laime 1999; Ur, 1996 and Grainger, 2002).

The researcher gave the questionnaire to 50 male and female English teachers who teach the tenth graders from Nablus district. After the observation and analysis of the textbook regarding the above-mentioned evaluative measures, the researcher noticed that these textbooks are suitable and could be used in private and in government schools after regarding the different suggestions and modifications the researcher concluded.

Analysing "English for Palestine-10" in Terms of the Characteristics of a Good English Textbook

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