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Analysing *"English for PalestineIV"* in Terms of the Characteristics of a good English Textbook.

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Abstract : The aim of this study is to evaluate *"English for Palestine IV"*. To achieve this aim, the researcher used several evaluative criteria such as: a questionnaire that contains important items through which a person can judge the suitability of a good TEFL or ESL textbook. Additionally, the researcher used the characteristics of a good textbook in order to see whether the textbooks mentioned above are suitable or not. The characteristics of a good textbook and the questionnaire are adopted from Solicits, (1978); Al-Makhzoumi (1992) and Macmillan (1997).
The questionnaire was given to 60 of the English teachers who teach the fourth graders from Jenin and Qabatia districts. After the thorough observation and analysis of the textbooks regarding the different evaluative measures, the researcher noticed that these textbooks are suitable and he strongly recommended using these textbooks in private as well as in government schools after carrying out the suggested modifications mentioned in the researcher's suggestions and recommendations

تحليل كتاب الرابع الابتدائي وتقيمه من سلسلة الانجليزية الفلسطينية

ملخــص: هدفت هذه الدراسة إلى تقييم كتاب الرابع من سلسلة"الإنجليزية الفلسطينية" والمستخدم لتدريــب طلــبة الصــف الرابع في المدارس الحكومية في فلسطين . ولتحقيق هذا الهدف استخدم الباحــث عدة معايير تقييمية مثل الاستبانة ومعايير الكتاب الجيد، تضمنت الاستبانة المستخدمة على عدة بنود والتي من خلالها يتمكن المرء من الحكم على مناسبة أو عدم مناسبة الكتاب. تبنى الباحث الاســتبانة المستخدمة ومعايير الحكم على الكتاب الناجح من (سولست ،١٩٧٨و المخزومي،١٩٩٢ وماكميلان ،١٩٩٧) .
أعطى الباحث الاستبانة لستين معلم ومعلمة يدرسون اللغة الإنجليزية لطلبة الصف الرابع الأساسي في محافظتي جنين وقباطية. وبعد الملاحظة والتحليل الدقيقين لكتاب اللغة الإنجليزية للصف الرابع ومن خلال 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 .

Introduction and Theoretical Background

All those who are concerned with teaching and learning English have always expressed their complaints about weakness in the students' performance. Such complaints are in need of research so as to pinpoint the problems behind teaching and learning English in our schools and finding solutions for these problems. (Khalil and Kattan,1994).

Nations all over the world are striving through different 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. (Alderson and Beretta, 1992)

One way to understand current educational practices is to know how these practices are 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. (Scherman and Webb, 1988 and Hoepfi, 1997).

Analitical research and evaluative studies describe and interpret the past or recent past or present in order 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 (Riffe,et al. 1998).

Analysis means working with data, organising information, breaking it into managweable units, synthesising it, discovering what is important, and what is to be learnt. Content Analysis is a research technique for systematically examined descriptive data. It 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 is playing an integral role in the development of artificial intelligence. (Miller, and Riechert, 1994, Blom 1992 and Neuendorf, 2002).

Content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language. To conduct a content analysis on a text, the text is coded, or broken down, into manageable categories on a variety of levels such as: word sense, phrase, sentence, or theme, and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. For example, content analysis can indicate pertinent features such as comprehensiveness of coverage or the intentions, biases, prejudices, and oversights of authors, publishers, as well as all other persons responsible for the content of materials. (Ibid: 2002 and Thomas, 1994)

Analysis begins with identification of themes emerging from the available data and surrounding resources of knowledge. Analysis and evaluation are very neccesary, because they aim to get information and provide on the merit of goals, designs, implementation, and outcomes of educational products through its development. (Johnson, and LaMontagne, 1993 and Mitchell, 1988) .

Evaluators and analysts have to be decision makers and 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).

Analysis and evaluation have played roles in evaluating curriculum, decision making and policy formation, assessing students' achievment, 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 more than those elements that are difficult and abstract since it is a universal principle of education that learning should be formed from the simple to the difficult (Lado 1957).

Formative evaluation is useful for modifying the training materials for the purpose of making it stronger. It measures individual and class growth in specific areas of learning. Besides, it helps researches and educationalists determine the strengths and weaknesses of a lesson, unit or program in terms of either its content or its methods. Whereas the summative evaluation is concerned with making policy regarding adopting instructional materials on the basis of concrete evidence of their effectiveness (Kinsella et al 1999).

Questionnaires, interviews, observations, are methods of evaluating and analysing textbooks. Objectives, students' needs, materials, content organisation, length of units, suplimentary materials, teacher's book and student's workbook are useful criteria to look at when evaluating and judging a textbook. (Azevendo, 1979).
Analysis and evaluation provide useful data to teachers, supervisors and other educational departmaents with concrete evidence regarding strong and weak points of the evaluative books. Likewise, they include important information that addresses the needs of teachers and students which can be devided into teacher-centered and student-centered. (ibid: 1999).

Statement of the Problem

It is true that there are many studies that dealt with evaluating textbooks of other subjects, but those which dealt with evaluating English textbooks are still inadequate.
To the best of the researcher's knowledge, this study is the first to evaluate "English for Palestine IV" because it is a new textbook.
It is hoped that this study will pinpoint the strong points of these books and show the areas that need modification.

Research Questions

This study sought to answer these questions:

1- What are the degrees of evaluation of English for Palestine-IV textbook in Qabatia and Jenin districts from the teachers' perspective?"

2- "Are there any significant differences between male teachers' and female teachers' evaluation of the same textbooks in the same districts?

3- "Are there any significant differences between teachers' evaluation of the same textbooks in the same districts due to their academic level?"

4- Are there any significant differences between Teacher's evaluation of the same textbooks in the same districts due to experience?

5- Are there any significant differences between Teacher's evaluation of the same textbooks due to district?

Objectives of the Study

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

Significance of the Study

This study aimed to evaluate the effectiveness and suitability of "English for Palestine IV" content. This study is basic because nations all over the world strive through different means to improve their educational programs. 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.

Definition of Terms

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

1-**Content analysis** is a research tool focusing on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner**.**

2-**Analysis** means working with data, organizing information, breaking it into manageable units, synthesizing it, discovering what is important to be learnt.

3-**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 (Riffe, et al. 1998).

4- **Curriculum** refers to the English language curriculum for the fourth graders published by the Palestinian Ministry of Education and Higher Education in August 2003. It includes general guidelines for the authors of the syllable, general objectives , the methods and the teaching procedures as well as the various ways of evaluating the students' achievements.

Limitations of the Study

This study was limited to 60 male and female teachers who were randomly chosen form two districts (Jenin and Qabatia); the chosen English teachers were teaching English for the fourth graders during the second semester of the academic year 2004 and the first semester of the academic year 2005.

Reviewing of related literature

Because evaluation and assessment are considered 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.

Masri (2003) showed that teachers of English for the first graders in Palestine needed more training in the field of pedagogy and this goes on the line with Al- Momani (1998). 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.

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 student' scientific and technological needs.

Saleh (1990) evaluated PETRA textbook II and recommended that teachers be trained on PETRA methodology in addition to evaluating the same textbook outside Irbid Directorate of Education.

El-Mostafa (1988) agreed with Al-Jarah (1987) in the sense that both 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 for 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.

Lababidi (1983) in her analytical study of the New Living English for Jordan textbooks (1-5), showed that the objectives of these books were not realized nor was their content. She 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 evaluation of PETRA Materials used at the eighth and ninth and tenth grades in the West Bank Government schools revealed the gap between the teachers' pedagogical competence and their real classroom performance and this goes in harmoney with Hatamleh's Jaradat's.(1986); thus teachers need more training in teaching the functional-notional syllabus. Supervisors should help teachers in this sense via workshops , training courses and reasearch work.

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

Martani (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 (1995) recommended the teaching of grammar rules in a Computer Assisted Language Learning 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.
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 and
2-changing the students' attitudes positively towards learning English. In this analytical study, Tung showed that the students were more interested in gaining benefits from learning English more than having high grades.
Reeve (1998) - in his attempt to evaluate the Japanese Exchange and Teaching Program (JET) as an effective tool to improve 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 Swain (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 chosen materials and in the teaching techniques.

Procedures of the Study

Population of the Study

The population of this study consisted of 60 male and female teachers who teach English for the fourth graders in two districts of Palestine; Jenin district and Qabatia district. The sample of the study, randomly chosen, was the whole population .The sample was distributed according to four independent variables.

Tables 1, 2, 3 and 4 show the distribution of the sample.

Table 1

Sample distribution according to school district variable.

District	**Frequency**	**Percentage (%)**
1 Qabatia	29	48.3
2 Jenin	31	51.7
Total	60	100

Table 2

Sample distribution according to gender

Gender	Frequency	Percentage (%)
1Female	30	50.0
2 Male	30	50.0
Total	60	100

Table 3

Sample distribution according to qualifications..

Qualification	Frequency	Percentage (%)
1 Diploma	22	36.7
2 Bachelor degree	20	33.3
3 Master's degree	18	30.0
Total	60	100

Table 4

Sample distribution according to experience.

Experience	Frequency	Percentage (%)
1 {until 5 years}	24	40.0
2{more than 5 years}	36	60.0
Total	60	100

Instruments of the Study

The researcher used two instruments:

1-A 69- 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); Al-Makhzoumi (1992) and Macmillan (1997).

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-IV textbook in Qabatia and Jenin districts 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 {5-6-7-8} explain the answer of the first question.

Table 5

The number of items pertaining to each book.

Books	**No. of Items**
SB	35
WB	17
TB	17
Total	69

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 points out the position of the textbook in comparison with other books.	3.9	77%	**Good**
4	It motivates learning.	4.3	85.75	**Very good**
5	It gives a brief description regarding units, subjects, and time allotment.	4.00	80%	**Very good**
6	It allows continual reinforcement of the material by being designed in an open-ended way.	4.17	83.3%	**Very good**
7	It is rich in illustrations in order to help students understand the material more	4.38	87.7%	**Very good**

	effectively.			
8	The quality and the covered material are adequate for both learners and teachers.	4.05	81%	**Very good**
9	It is provided with the learning aids and test Packages.	4.40	88%	**Very good**
10	It motivates students to read and comprehend its overall parts	4.05	81%	**Very good**
11	It meets the students' needs	3.98	79.7%	**Good**
12	It contains a glossary, proper pronunciation, and phonetic transcriptions for each word.	2.73	54.7%	**Little**
13	It contains an index listing the key words with their meanings and page numbers.	2.56	51.3%	**Little**
14	It is organized appropriately to enhance the students' comprehension skills.	4.06	81.3%	**Very good**
15	It is rich in decorated drawings and photographs in order to help students understand the material more effectively.	4.36	87.3%	**Very good**
16	It is provided with tape-recordings, workbooks, wall-charts, and test packages.	4.25	85%	**Very good**
17	It includes remedial work.	3.55	71%	**Good**
18	It makes a subtle balance between different kinds of	3.43	68.7%	**Medium**

	knowledge as well as different cultures			
19	It is designed in a way that gives learners and other local public and private institutions the chance to participate in preparing and selecting the content.	2.09	58%	**Little**
20	It specifies the psychological and educational principles, which were considered in writing the content and organizing the subject matter.	3.61	72.3%	**Good**
21	It is durable	3.71	74.3%	**Good**
22	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.	2.35	47%	**Very little**
23	It overlooks the local environment and the country.	3.21	64.3%	**Medium**
24	It helps students in aiding their nation and improving their country.	3.55	71%	**Good**
25	Some of the included pictures are against the national philosophy and religion.	2.91	58.3%	**Little**
26	It emphasizes the national culture.	3.61	72.3%	**Good**
27	The vocabulary items are selected to suit the students’ level.	2.81	56.3%	**Little**

28	The vocabulary items are selected to suit the students' need.	3.36	67.3%	**Medium**
29	The content is interesting, enjoyable, and attractive to the students.	4.16	83.3%	**Very good**
30	It is free of mistakes.	2.51	50.4%	**Little**
31	It is provided with all the necessary audio-visual aids, which help students learn the four skills in an integrated way.	3.09	78%	**Good**
32	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**
33	It relates the main subject with other related fields of study.	4.46	69.3%	**Medium**
34	It is organized appropriately to enhance the students' comprehension skills.	3.63	72.7%	**Good**
35	The number of the periods per week is enough to cover the selected material.	2.38	47.7%	**Very little**

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
36	It contains glossary and proper pronunciation exercises	3.32	66.4%	**Medium**
37	The content is interesting, enjoyable, and attractive to the students.	3.97	79.3%	**Good**
38	It is free of mistakes.	2.52	50.4%	**Little**
39	It addresses the learners.	3.85	77%	**Good**
40	It is rich in illustrations in order to help students understand the material more effectively.	3.95	79%	**Good**
41	The quality and the covered material are adequate for both learners and teachers.	3.87	77%	**Good**
42	It is provided with the learning aids and test packages.	3.78	75.7%	**Good**
43	It motivates students to read and comprehend its overall parts?	3.80	76%	**Good**
44	It includes remedial work for students who have not understood the present material.	3.43	68.6%	**Medium**
45	It makes a subtle balance between different kinds of knowledge as well as different cultures	3.28	65.6%	**Medium**
46	It is durable	3.57	71.3%	**Good**
	Teachers, supervisors,	2.38	47.6%	**Very little**

47	and parents participate in selecting the materials and in choosing the objectives.			
48	It is provided with all the necessary audio-visual aids, which help students learn the four skills in an integrated way.	3.87	77.3%	**Good**
49	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**
50	The available exercises are related to the presented material in the reading textbook.	4.25	85%	**Very good**
51	The number of the periods per week is enough to cover the selected material.	2.65	53%	**Little**
52	It relates the main subject with other related fields of study.	3.73	74.6%	**Good**

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
53	It specifies the general objectives of the course.	4.0333	80.6%	**Very good**
54	It points out the position of the textbook in comparison with other text- books.	3.9833	79.6%	**Good**

55	It motivates teaching	4.1667	83.3%	**Very good**
56	It gives a brief description regarding units, subjects, and time allotment	3.8500	77%	**Good**
57	It is rich in illustrations in order to help teachers understand the material more effectively.	3.7167	74.3%	**Good**
58	It is provided with all the necessary audio-visual aids, which help teachers deal with the four skills in an integrated way.	3.9000	78%	**Good**
59	The front cover contains the title, author(s), publisher(s), and place and date of publication.	4.1667	83.3%	**Very good**
60	The cover is well - bound.	3.8500	77%	**Good**
61	The front cover is durable because it is made of well designed, fortified paper showing its content.	3.8667	77.3%	**Good**
62	It contains an index listing the key words with their page numbers.	3.5500	71%	**Good**
63	It contains a clear list of bibliography to help teachers get better understanding of the topics included.	3.3667	67.3%	**Medium**
64	It is free of mistakes.	2.6833	53.6%	**Little**
65	It gives the English meanings of new words.	1.9333	38.6%	**Very Little**

66	It is provided with pre-recorded vocabulary items.	2.8333	53.6%	**Little**
67	It specifies the psychological and educational principles.	3.7500	75%	**Good**
68	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.	2.5833	51.6%	**Little**
69	It helps teachers in aiding their nation and improving their country.	3.5833	71.6%	**Good**

Table 9

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

Arrangement	**Books**	**Mean**	**Percentage**	**Degree-Level**
1	Student book	3.26%	65.2%	Medium
2	Work book	3.55%	70.4%	Good
3	Teacher 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 12, 13, 17, 19, 25, 27, and 30 received little degrees. The percentages of responses were 54.7%, 51.3%, 58%, and 56.3% 50.4% respectively. The same table reveals that items 22 and 35 received very little 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 fourth 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 no enough room for learners and other public and private institutions to participate in preparing and selecting the content. In this respect, the researcher agreed with El-Mostafa (1988) and Al-Jarah (1987) who stated that teachers and supervisors were not contacted by the Ministry of Education regarding the selection of the EFL objectives for the PETRA materials. Moreover, some of the included pictures are against the national philosophy and religion and the vocabulary items are not selected to suit the students' level. This finding is in congruence with Al-Jarah (1987) and Hatamleh and Jaradat (1984) who viewed that the material should meet the students' needs and the teachers' expectations.

Table 7 illustrates the basic features of the Workbook from the teachers' perspective concerning the 17 items, the means, percentages and the degree or the level. It shows that items 38, and 51 received little degrees. The percentages of responses were 50.4% and 53 respectively. The same table reveals that item 47 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 fourth 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. These findings except the one which is about mistakes go on the line with El-Mostafa (1988) and Al-Jarah (1987) . The item which is about the mistakes for all the books is unique to this study. Therefore, the researcher overstreses this issuue and strongly appreciates any effort for the books editting and reviewing.

Table 8 illustrates the basic features of the Teacher's book from the teachers' perspective concerning the 17 items, the means, percentages and the degree or the level, shows that items 64, 66 and 68 received poor degrees. The percentages of responses were 53.6% and 53.6% and 51%.6 respectively. The same table reveals that item 65 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 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.

To answer the second question of the study, "**Are there any significant differences between male and female teachers evaluation of "English for Palestine-IV" in the two districts?** 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 the two districts (Jenin and Qabatia) in their evaluation of the mentioned textbooks due to gender.

Gender			
Books	**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 12 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 {α =0.05}} in the degree of evaluation by the teachers in the two districts (Jenin and Qabatia) in their evaluation of the mentioned textbooks. The female teachers' remarks were in complete congruence with the male teachers' remarks.

To answer the third question of the study **"Are there any significant differences between teachers' evaluation of "English for Palestine-IV" in the two districts 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

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 for the sake of which book.

Table 12

Books	**Sum of squares**	**df**	**Main squares**	**F**	**significance**
SB	2.74	2	.1.37	.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 {α =0.05} in the degree of evaluation by the teachers in the two districts (Jenin and Qabatia) in their evaluation of the mentioned textbooks due to the academic level. All the teachers regardless their academic certificate gave the same evaluation of the mentioned textbooks. This finding does not agree with Masri (2003) who stressed the importance of the academic qualification.

To answer the fourth question of the study, "**Are there any significant differences between Teacher's evaluation of "English for Palestine-IV" in the two districts due to experience?** The researcher used 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 the two districts (Jenin and Qabatia) in their evaluation of the mentioned textbooks due to experience.Table 13

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 {α =0.05}} in the degree of evaluation by the teachers in the two districts

(Jenin and Qabatia) in their evaluation of the mentioned textbooks due to experience. Up to the researcher's, this finding is not reached by other researchers except Masri (2003) who stressed the importance of experience and its effect on all aspects of the teaching and learning components.

Conclusion and Recommendation.

Having analyzed the three textbooks and their objectives, the researcher found out that these books are suitable regarding the characteristics of a good textbook mentioned above. However, the analyzed books lack few items that characterize a good book such as:

Teachers, supervisors, and parents as well as the local society did not participate in selecting the materials or in choosing the objectives. Therefore the researcher overstressed this point and recommended taking it into consideration in any future step of improving the curricula.

The textbooks overlooked the local environment and the country: thus they do not help students in aiding their nation and improving their country. As all of us know, one of the basic goals of the whole teaching and learning process is to link schools and their results positively with the real life, and so good textbooks are a true mirror to life and nature. In short, to have good textbooks, designers should consider the country's environment in the materials included in the books activities.

The textbooks are not free of mistakes. It is recommended to revise the textbooks carefully before they are applied. A lot of care should be regarded before printing the materials, while printing the materials and after printing the materials so as to make sure that the books are free of mistakes.

The number of the periods per week is not enough to cover the selected materials. So as to get the best fruit, there should be a sort of balance between the aims, the materials and the number of periods designed to render the whole message to the students.

Additionally, the students' book for the fourth 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. For any future improvement or evaluation, such shortage of important items should be considered.

Had the above-mentioned items been included, these textbooks can be said to be in full agreement with all the evaluative criteria that the researcher conducted. Besides, they would have had a positive effect in creating a better educational atmosphere and would have been recommended in private and public schools as well.

Appendix I

This appendix is about 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-recording, 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 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. {Romero, 1975; Azevendo, 1979; Newman et al, 1981; Mariani, 1987; Makhzoumi, 1992; Kinsella, 1999; among others}

Appendix II
Dear Sir,

The following questionnaire is the tool used to collect information for the research entitled: **"Analyzing English for Palestine- IV in Terms of the characteristics of a good English Textbook."**
The following items are designed to discover the Characteristics of "English for Palestine IV", 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 purpos

		Options					
No.	**Question**	**Strongly agree**	**agree**	**neutral**	**disagree**	**Strongly disagree**	**Not found**
The Student's Book							
1	The book addresses the learners.						
2	It specifies the general objectives of the course.						
3	It points out the position of the textbook in comparison with other books.						
4	It motivates learning.						
5	It gives a brief description regarding units, subjects, and time allotment.						
6	It allows continual reinforcement of the material by being designed in an open-ended way.						
7	It is rich with illustrations in order to help students understand the material more effectively.						
8	The quality and the covered material are adequate for both learners and teachers.						
9	It is provided with the learning aids and test packages.						
10	It motivates students to read and comprehend its overall parts?						
11	It meets the students' needs						
12	It contains a glossary, proper pronunciation, and phonetic transcriptions for each word.						
13	It contains an index listing the						

	key words with their meanings and page numbers.						
14	It is organized appropriately to enhance the students' comprehension skills.						
15	It is rich in decorated drawings and photographs in order to help students understand the material more effectively.						
16	It is provided with tape-recording, workbooks, wall-charts, and test packages.						
17	It includes remedial work.						
18	It makes a subtle balance between different kinds of knowledge as well as different cultures						
19	It is designed in a way that gives learners and other local public and private institutions the chance to participate in preparing and selecting the content.						
20	It specifies the psychological and educational principles, which were considered in writing the content and organizing the subject matter.						
21	It is durable						
22	Teachers, supervisors, and parents participate in selecting the materials and in choosing the objectives.						
23	It overlooks the local environment and the country.						
24	It helps students in aiding their nation and improving their country.						
25	Some of the included pictures are against the national philosophy and religion.						
26	It emphasizes the national culture.						
27	The vocabulary items are selected to suit the students' level.						
28	The vocabulary items are selected to suit the students' need.						
29	The content is interesting, enjoyable, and attractive to the students.						

30	It is free of mistakes.						
31	It is provided with all the necessary audio-visual aids, which help students learn the four skills in an integrated way.						
32	The front covers and the first page of contain the title, author(s), publisher(s), and place and date of publication.						
33	It relates the main subject with other related fields of study.						
34	Ii is organized appropriately to enhance the students' comprehension skills.						
35	The number of the periods per week is enough to cover the selected material.						
No.	**Question**	**Strongly agree**	**agree**	**neutral**	**disagree**	**Strongly disagree**	**Not found**
The Workbook							
36	It contains glossary and proper pronunciation exercises						
37	The content is interesting, enjoyable, and attractive to the students.						
38	It is free of mistakes.						
39	It addresses the learners.						
40	It is rich with illustrations in order to help students understand the material more effectively.						
41	The quality and the covered material are adequate for both learners and teachers.						
42	It is provided with the learning aids and test packages.						
43	It motivates students to read and comprehend its overall parts?						
44	It includes remedial work for students who have not understood the present material.						
45	It makes a subtle balance between different kinds of knowledge as well as different cultures						
46	It is durable						
47	Teachers, supervisors, and parents participate in selecting the materials and in choosing the						

	objectives.						
48	It is provided with all the necessary audio-visual aids, which help students learn the four skills in an integrated way.						
49	The front covex and the first page conpain the title, puthor(s), publisher(s), and pla`e and dqte of pqblicatibn.						
50	The available exercises are related to the presented material in the reading textbook.						
51	he number of the periods per week is enough to cover the selected matepial.						
52	Ht relat%s the m`in subjact with other r%lated f`elds of study.						
Teacher’s Book							
53	It specifies the general objectives of the course.						
54	It points out the position of the textbook in comparison with other books.						
55	It motivates teaching						
56	It gives a brief description regarding units, subjects, and time allotment						
57	It is rich in illustrations in order to help tdachers understand the material dore effectively.						
58	It is providdd with all the necessary audio-visual aids, which help peachers deal with the four skills in an integrated way.						
59	The front covdr contains the title, author(s), publisher(s), and place and date of publication.						
60	The cover is well- bound.						
61	The front cover is durable because it is made of well - designed, fortified paper showing its content.						
62	It contains an index listing the key words with their page numbers.						

63	It contains a clear list of bibliography tm help teachers get better understanding of the topics included.						
64	It is free of mistakes.						
65	It gives the English meanings for new words.						
66	It is provided with pre-recorded vocabulary items.						
67	It specifies the psychological and educational principles.						
68	Teachers, supervisors, and parent participate in selecting the material and in choosing the objectives.						
69	It helps teachers in aiding their nation and improving their country.						

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