

A Teacher-based Evaluation of Grade Nine English Textbook in Southern Mazar Directorate

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Abstract

The purpose of this study is to evaluate teachers' perception of Grade Nine English textbook (Action Pack 9, 2013) in Jordan. A self-completion 57-item questionnaire has been developed to evaluate five major components – all of which are textbook objectives, textbook content, activities, evaluation, and textbook layout and design. The sample of the study consists of 89 teachers (34 males and 55 females).

The results reveal that the rating of teachers' perception of the appropriateness of the ninth-grade textbook is high. In particular, the components of textbook objectives, textbook layout and design, and evaluation are rated with a high level of appropriateness; whereas the components of activities and textbook content are rated with a medium level of appropriateness. Furthermore, the results show that there is significant difference attributed to the variable of gender in favor of males. Nevertheless, there is no significant difference attributed to the variable of experience. In addition, the results reveal that the interaction of variables is self-evident.

Keywords: Evaluation, Grade 9, English language, Textbook, Teachers.

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تقييم كتاب اللغة الإنجليزية للصف التاسع من وجهة نظر المعلمين في مديرية المزار الجنوبي

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ملخص

هدفت هذه الدراسة إلى تقييم كتاب اللغة الإنجليزية للصف التاسع (طبعة 2013) من وجهة نظر المعلمين في الأردن. تشكلت أداة الدراسة من (57) فقرة موزعة على خمسة مجالات رئيسية: أهداف الكتاب، محتوى الكتاب، الأنشطة، التقييم، والإخراج الفني للكتاب. تكونت عينة الدراسة من (89) معلماً: (34 معلماً و 55 معلمة).

وقد أظهرت نتائج الدراسة أن مائة كتاب اللغة الإنجليزية للصف التاسع من وجهة نظر المعلمين جاءت بدرجة عالية. وأظهرت النتائج أن المجالات الآتية: أهداف الكتاب، والإخراج الفني للكتاب والتقييم تم تصنيفها بمستوى عال من الملاءمة، في حين أن مجالات؛ الأنشطة ومحتوى الكتاب المدرسي تم تصنيفها بدرجة متوسطة من الملاءمة. كما بينت النتائج وجود فروق ذات دلالة إحصائية في آراء أفراد عينة الدراسة تعزى لمتغير الجنس لصالح الذكور، في حين لم تظهر هناك فروق ذات دلالة إحصائية تعزى لمتغير الخبرة لدى عينة الدراسة، إضافة إلى ذلك كشفت النتائج عن وجود تفاعل بين متغيرات الدراسة.

الكلمات الدالة: التقييم، الصف التاسع، كتب اللغة الإنجليزية، معلمو اللغة الإنجليزية.

Introduction

Curriculum is one of the most important components of the educational process par excellence; teachers depend on curriculum to enrich students' experiences in order to achieve the goals of the educational process. The curriculum, in being the full range of diverse experiences offered to students inside and outside the school, aims at enhancing students' comprehension and confidence. Furthermore, curriculum is expected to be in line with the society and its philosophy, culture, needs, and expectations.

There is a strong relationship between the textbook and the curriculum: it expresses the contents of the basic curriculum, and its educational and social philosophy. The textbook is the procedural document of the content of the curriculum and the course through which it achieves the desired educational goals. It is also known as a holistic system that addresses the content component of the curriculum. It, furthermore, includes several elements such as objectives, content, activities, and evaluation. It, likewise, aims to enable teachers to help learners in a classroom and in a subject in order to achieve the objectives as required by the curriculum.

Educationally speaking, and with respect to English language, the textbooks represent a useful resource for both teachers (as course implementers) and students (as learners who are acquiring the English language). Thus, the textbooks are important for achieving the objectives of school curriculum and facilitating the teaching learning process. Moreover, the educational process centers on the textbook, teacher, and methodology. Thus, any problem that these face might negatively influence students' comprehension.

Textbooks are of great significance, especially in this digital world. In this sense, Noordin and AbdulSamad (2002:1) highlighted the crucial role textbooks play in language teaching. They added that "textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. In some situations, the textbook may function as a supplement to teachers' instruction in the ESL teaching and learning process." By the same token, Ansary and Babaii (2002:1) argued that a textbook is framework of an instructional program which serves as a syllabus and provides learning experiences. They further added that a textbook enhances learners' concentration, and creates a strong sense of security and support.

Thus, it is emphasized that textbooks facilitate learners' task in order to achieve the objectives of any subject. In this regard, Ornstein and Hunkins, (1993:1) stated that "when curriculum (and its texts) is irrelevant to students, it will debilitate student's motivation and learning". Within this context, Jahangard (2007:47) emphasized that "one of the ways to amend and improve a curriculum is to improve the textbooks and the materials employed in the program. This is possible if teachers participate in assessing on the basis of some established criteria".

In line with the concept of evaluation, there is no doubt that there is a strong relationship between curriculum and textbooks. Therefore, there is a great need to develop textbooks and the evaluation process that brought an essential component of the learning process in order to evaluate the success of the learning process in achieving its objectives, and help in taking the appropriate action. Ansary and Babaii (2002:1) argued that "no textbook is perfect; therefore, a teacher should have the option of assigning supplementary materials based on their own specific needs and on their own specific teaching situation". Therefore, many researchers went through the evaluation process to highlight the strengths and weaknesses of the textbooks for the purpose of improvement and development of the textbooks.

Brown (1995) generally defined curriculum evaluation as the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and to assess its effectiveness within the context of a particular instruction involved. Further, Tomlinson (2003:15) defines materials evaluation as "a procedure that involves measuring the value (or potential value) of a set of learning materials". This means that textbook evaluation is the process of measuring the value and effectiveness of learning materials.

To sum up, the evaluation process determines the validity of the textbook which is the first step towards development through the results of the evaluation process determined by the processes of modernization and development path. It should, therefore, be relatively clear that textbook evaluation provides educational leaders with accurate information about the effectiveness of one of the main elements of the educational process. This

apparently assists in making decisions and identifying strategies related to the development and renewal of the education system, in general, and of the curriculum in particular.

Statement of the problem:

In Jordan, the English language textbooks for grade 9 were developed and introduced in 2014. However, and to the best of the researchers' knowledge, although this version (Action Pack 9, 2013) is the most recent developed textbook, it has not yet received the analysis and evaluation to determine the extent of its contribution to achieve the desired goals of teaching, efficiency and ways and means of teaching and their compatibility with the evaluation methods used. It is significant to mention that the researchers attempted to investigate the perspectives of teachers about the grade 9 English textbook in order to identify the strengths (which should be enhanced) and the weaknesses (which similarly must be tackled). In other words, the researchers attempted to assess its appropriateness based on the views of teachers.

Questions of the study

This study is an attempt to answer the following two questions;

1. What is the extent of the appropriateness of the grade 9 English textbook from the point of view of teachers in terms of course objectives, textbook content, activities, evaluation and course layout?
2. Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) that can be attributed to gender, experience, and the interaction between these two variables?

Significance of the study

This study is of great significance regarding the appropriateness of English language textbooks in Jordan for the following reasons:

1. It forms an unprecedented attempt to evaluate the appropriateness of the English language textbook of the most recent edition for grade 9 that was issued, lately, by the Ministry of education.
2. It helps the specialists in curriculum development in the future by identifying the strengths and weaknesses of the English language textbook for grade 9.

Operational Definition of Terms

Some terms are defined operationally as follows:

1. English Language Textbook: It is the grade nine English language textbook that the Ministry of Education has prescribed to adopt for Jordanian schools in accordance with the approval of the board of education No. 56/2013 for the scholastic year of 2013/2014.
2. Teachers' Perspectives: Teachers' responses (in Southern Mazar) to the content of each item within each domain of the study's instrument (the questionnaire).
- 3 . Grade 9 students: It means students who are about 15 years old in Jordanian schools.

Limitation of the study

There were several limitations to this study. The first was the sample of the study; this study was limited to the teachers of English language in the Southern Mazar Directorate of Education who taught grade 9 during the academic year 2016/2017. The second limitation relates to the fact that the study specifically examined the textbooks of English language for grade (9), which was adopted in 2014. This certainly means that the results cannot be generalized to other directorates or the textbooks of other grades.

Theoretical framework

Azizfar, et al. (2009:36) consider textbooks as “essential resources for teachers to aid students in the learning process of every subject, which plays a rudimentary role in school instruction”. They argue that, for the EFL learners, the textbook becomes the major source of contact they have with the language, apart from the input provided by the teacher.

A good textbook is very important in the educational process as it is a key element that must be taken care of so that the outputs of the educational process have been achieved as planned. In this regard, Deuri (2012:26) identified the following as some of the characteristics that good English textbooks should have:

(1) Adequate Topics:

Topics should be based on the psychological needs and interests of students, and should be related to students' environment. In addition, it is expected that the topics will encompass prose, poetry, story,...etc.

(2) Illustrations:

Illustrations should make topics more obvious, coupled with sufficient numbers.

(3) Proportion and Order:

Generally speaking, lessons should not be very long, while appropriate portions of content and structure should be maintained.

(4) Style:

The style should be based on the principle that topics are presented in a logical manner. In addition, the style should be appealing to students.

(5) Suitable Vocabulary and Structures:

Vocabulary should be controlled, properly selected, and systematically introduced. Similarly, it is expected that at the end of the textbook, a glossary of unfamiliar words and structures should be given.

(6) Exercises:

Textbooks should include different types and levels of exercises. There must be a sufficient number of exercises at the end of every lesson, which should be well selected and graded.

In this regard, Ellis (1997) differentiates between two types of materials evaluation: a predictive evaluation and a retrospective evaluation. A predictive evaluation is designed to make decisions regarding what materials to use, whereas a retrospective evaluation is designed to examine materials that have actually been used. A brief review of the literature relating to materials evaluation reveals that studies deal primarily with predictive evaluation. Retrospective evaluation provides teachers with information regarding the strengths and weaknesses of the used syllabus. It, moreover, serves "as a means of testing the validity of a predictive evaluation, and may point to ways in which the predictive instruments can be improved for future use" (Ellis, 1997: 37).

It is significant to note that Williams (1983 :253) listed some criteria and items which can be developed for evaluating English language textbooks, among which are:

1. The textbook gives introductory guidance on the presentation of language items and skills.
2. The textbook offers meaningful situation and variety of techniques for teaching structural units.
3. The textbook distinguishes the different purposes and skills involved in the teaching of vocabulary.
4. The textbook provides guidance on the initial presentation of passages for reading comprehension.
5. The textbook demonstrates the various devices for controlling and guiding content and expression in composition exercises.

To sum up, it was believed that teachers are involved in the process of curriculum evaluation. For instance, Ansary and Babaii (2002:2) affirmed that "as teachers, many of us have had the responsibility of evaluating textbooks. Often, we have not been confident about what to base our judgments on, how to qualify our decisions, and how to report the results of our assessment."

Justifications for Textbook Evaluation

Textbooks play a very crucial role in language teaching and learning. They are considered as the resources for achieving the goals and objectives that have already been set in terms of learner needs. Consequently, every effort should be devoted to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. In this sense, Cunningsworth (1995:7) emphasized 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." In the same vein, Sheldon (1988:237) said that the necessity to evaluate textbooks are related to two reasons; first, the evaluation of the merits and demerits of a textbook

will familiarize the teacher with its probable weaknesses and strengths; second, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook.

Furthermore, researchers reported several justifications for textbook evaluation. For instance, Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation can potentially be a valuable component of teacher training programs for it serves the dual purpose of making students and teachers aware of the important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials.

Textbook Evaluation Schemes

Researchers have suggested various ways to helping teachers to be more advanced in their evaluative approach. They provide evaluation 'checklists' which should be chosen according to the learning-teaching context and the specific needs of the learner and teacher. In this sense, Sheldon (1988.:238) suggests the use of textbook evaluation sheets in the ELT classroom, which consists of a list of factors such as textbook rationale, availability, layout etc. to be rated (poor, fair, good, excellent). Sheldon adds, that the whole process of textbook assessment is inevitably a subjective activity. However, a review of the available evaluation checklists indicates that they have many generalizable and identical evaluative criteria. For instance, the checklist of Cunningsworth and Kusel (1991) or that of Skierso (1991) examine similar domains like physical attributes of textbooks including aims, layout, methodology, and organization.

The Role of Teachers in Textbook Evaluation

Teachers are responsible for translating curriculum objectives into specific lessons, so they should be consulted about curriculum evaluation. In this regard, Ansari and Babaii (2002:2) stated that teachers have the responsibility for evaluating textbooks, so the evaluation of teaching materials is an integral part of a teacher's work. Teachers in Jordanian schools have the responsibility for teaching the books suggested and mandated by the Ministry of Education. Therefore, they need to get acquainted with the principle of textbook evaluation as well as the evaluation checklists and schemes. Skilled teachers have the opportunity to

report and reflect their views on the usefulness and weakness of the textbook they use in a given class. It may be useful for the syllabus designers, inexperienced teachers, and textbook developers, etc.

It can be concluded that teachers are expected to manage, evaluate, and administer the education program especially teaching textbooks. In supporting this conclusion, Cunningsworth (1995) reported that since the major users of the textbooks are the students and teachers, their opinions toward textbooks should be collected and analyzed. Moreover, it is expected that teachers participation in the evaluation of textbook will provide a good opportunity to highlight problems with the teaching materials. This in turn means that textbooks should be taken into consideration.

Literature Review

The researchers of this study diligently seek studies that address similar question(s) or that may offer suggestions for key elements of the study framework. For instance, Alkofeiri (1997) evaluated English textbook (PETRA) for the tenth grade in Jordan from the point of view of teachers who teach this book as the final part of PETRA series. The researchers used an evaluative scale developed by EL-Mostafa (1988). The scale consisted of 87 Likert-type items covering eleven major characteristics of a good textbook. The population of the study consisted of all teachers of English who teach tenth grades in the Directorates of Education in Mafraq Governorate. The sample of this study consisted of (120) teachers: (60) male teachers and (60) female teachers. The results of the study indicated that the teachers' views about the textbook were positive. Similarly, the results revealed that:

- 1- There were statistically significant differences attributed to sex.
- 2- There were statistically significant differences due to educational qualification except in the area of objectives.
- 3- There were no significant differences attributed to the teaching experience.

Furthermore, Mahmoud (2006) evaluated English textbook for Palestine grade 4. A self-completed questionnaire was designed in order to evaluate the suitability of a good TEFL or ESL textbook. The sample of the study consisted of 60 teachers who teach the fourth grade from Jenin and Qabatia districts. Findings revealed that the analyzed textbooks were suitable but lacked few items that characterize a good textbook. He noticed that:

- Teachers, supervisors and parents as well as the local society did not participate in selecting the materials or in choosing the objectives of the curriculum. Designers should consider the country's environment in the materials included in the books activities.
- The textbooks should be revised carefully to make sure they are free of mistakes.
- The students' book should have a glossary, proper pronunciation and phonetic transcription of each word and an index listing the keywords with their meanings and page numbers.

Alamri (2008) evaluated the quality of the sixth grade English language textbook for Saudi boys' schools introduced at the elementary stage by the Ministry of Education in 2004. A survey questionnaire was used in this study to elicit the perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone about the textbook in question. The questionnaire consisted of 64 items grouped under 12 main domains: the general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-contexts, skills development, teaching ability, 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. Out of 46 items in the questionnaire, only 13 items had a mean less than 2.50. The category that had the highest mean was the one on learning components, while the category that had the lowest mean was the one on teaching methods. The findings also revealed that there were no significant differences between the means of the two populations of the study (teachers and supervisors) except on the flexibility of the textbook and the different natures of their jobs which can account for this difference.

Aqel (2009) evaluated the Palestinian 11th grade English textbook from teachers' perspective. The study examined the role of the district, gender, qualification and years of experience variables among teachers. The

researchers developed a 47-item questionnaire to evaluate the textbook. There were significant differences in book general layout domain between Salfit and Southern Nablus districts in favor of Salfit. There were also differences in teaching aids between male and female teachers in favor of females. However, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables. In the light of the results of the study, the researchers recommended that the 11th-English textbooks to be revised frequently.

Yasemin (2009) evaluated 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 are offered for the future revision and/or designing the textbooks for young learners of English.

Amawi (2011) evaluated the English textbook for twelfth grade from the perspectives of students and teachers in Al-Tafilah directorate of education. The study investigated the students and teachers perceptions of the new 12th grade English Textbook and the effect of gender and experience for teacher and the effect of gender for students on these perceptions in Al-Tafilah Directorate of Education. The results revealed a positive rating among the English language teachers toward the new 12th grade English textbook regardless of their gender and years of experiences, also they revealed mild perceptions among the English language students toward the new 12th grade English textbook regardless of their gender. Results also revealed that there were no statistical significant differences among teachers and students due to gender or year of teacher's experience.

Ahour, Towhidiyan, and Saeidi (2014) evaluated the appropriateness of "English Textbook 2" for Iranian EFL second grade high school students from the teachers' perspectives. The participants of the study consisted of 25 English teachers (8 females and 17 males) randomly selected from different high schools in Boukan, Iran. The evaluation of the textbook was conducted

quantitatively through an adapted checklist developed by Litz (2005). The checklist was a 5-point Likert scale and three criteria including subject and content, activities, and skills out of seven criteria in Litz's checklist were selected for this study. The results of the study revealed that teachers' perceptions about these criteria were not favorable in general. The results of this study can be helpful for teachers to use appropriate teaching techniques to compensate for the deficiencies of the textbook and the materials developers and syllabus and curriculum designers in Ministry of Education and other pedagogical experts to revise the current textbook or adopt a new textbook instead.

Handayani (2016) evaluated the quality of English textbook for grade 7 of junior high school in Indonesia entitled "When English Rings a Bell - Revised Edition". The evaluation of the textbook was conducted qualitatively through an adapted checklist. The checklist consisted of six criteria including practical consideration, layout and design, activities, skills, language type, subject and content. The results revealed that the "When English Rings a Bell - Revised Edition" textbook fits the criteria of good English textbook in term of practical consideration, layout and design, activities, and skills. However, the textbook needs to provide workbook and audio-tapes as supporting aids, detailed overview instead of general overview, grammar points and vocabulary items, and highlights and practices natural pronunciation. In terms of language types, this textbook needs many improvement or revision: for instance, there is no authentic, real-life English language used, there are no brief and easy examples and explanations of grammar, and there is a diverse range of registers and accents. In terms of subject and content, this textbook needs to be improved in order to make this textbook interesting, challenging, and motivating.

Comments and conclusions on literature review

Most of the previous studies examines some cases and issues such as textbooks. Almost all of them recognized the importance and the appropriateness of school textbooks and the importance of teachers' and students' perspectives in the evaluation of these textbooks. Therefore, the current study is expected to contribute to knowledge in the given field for it is the first study conducted in the Southern Mazar Directorate of Education and from the teachers' perceptions. In particular, it surpasses those studies in the way it investigated the teachers' perspectives, mainly with regard to the domains of the course objectives, textbook content, activities, evaluation

and course layout of the grade 9 textbook specially teachers in Southern Mazar. In addition, the current study explores the differences in EFL teachers' perspectives that can be attributed to the variable of gender and years of experience, and the interaction between them as well.

Design and Methodology

Population of the Study

The population of the study consists of all English language teachers who teach the newly introduced English textbook (Action Pack 9) for the grade 9 in public schools in southern Mazar Directorate during the second semester of the academic year 2016/2017. The total number of the teachers is 172 (65 males and 107 females).

Sample of Study

The sample consisted of (89) teachers with (55) female teachers and (34) male teachers at southern Mazar directorate of education for the academic year 2016-2017, with approximately 53% of the entire population.

Table (1) shows the distribution of the sample of the study according to the study's variables.

**Table (1) Sample distribution according to study variables:
Gender and years of experiences**

Variable		No.	%
Gender	Male	34	38
	Female	55	62
	Total	89	100
Years of Experiences	Less than 5 Years	15	17
	5-10 years	28	31
	More than 10 Years	46	52
	Total	89	100

Instrumental Material

The targeted textbook was the grade 9 English textbook, published in 2013 and used in 2014. It is the latest version and its title is Action Pack 9.

Instrument of the Study

For the purpose of data collection, and based upon reviewing the previous related literature, a self-completed questionnaire was developed covering aspects related to curriculum evaluation, mainly those addressed in the theoretical framework. The researchers developed a 57-item questionnaire that tackles the perceptions of the English language teachers in Southern Mazar Directorate with regard to the new English textbook for grade 9.

The questionnaire consisted of two parts:

Firstly, demographical information which includes the variable of gender and the variable of years of experience.

Secondly; Items of teachers' perceptions.

The items of the questionnaire were classified into five main domains:

1. Course Layout: (9) items.
2. Course Objectives:(11) items.
3. Textbook Content: (16) items.
4. The Activities: (9) items.
5. Evaluation: (12) items.

Likert scale with five options was used and given values that rank from 5 to 1; (Strongly Agree =5, Agree =4, Undecided =3, Disagree =2 and Strongly Disagree =1).

Variables of the Study

This study has two independent variables:

- 1- Variable of Experience: with three levels: (≤ 5), ($5 < 10$) and ($10 < \infty$).
- 2- Variable of Gender ; with two levels: female and male.

The dependent variable was the EFL teachers' perceptions toward the new grade 9 English textbook.

Validity of the instrument

For verification purposes, instrument validity has been referred for examination by a number of specialists including; professors working in Mutah University, educational supervisors, and English language teachers. That reviewed the language, phraseology and items of questionnaire. Accordingly, some items and phrases have been amended for improving the degree of instrument validity. The first draft of the questionnaire consisted of 58 items, whereas the final draft includes only (57) items.

Reliability of the Instruments

To ensure the instrument reliability, Cronbach alpha was employed to measure the stability of the measuring tool. The reliability value was (alpha = 89.5) which is considered excellent for this study. Moreover, and at the domain level, the (Cronbach alpha) was shown in table (2):

Table (2) Cronbach's alpha values of questionnaire domains

Cronbach's alpha for the reliability of the questionnaire domains	Cronbach alpha
Course Layout	.93
Course Objectives	.83
Textbook Content	.89
The Activities	.82
Evaluation	.84
Whole Instrument	.885

Procedures of the study

After validating and establishing the reliability of the questionnaire, the researchers went to the schools in Southren Mazar Directorate of Education and administered the questionnaire hand to hand to English language teachers in all schools in order to guarantee a high level of common

understanding, the researchers explained the purpose of the study for the targeted sample.

Criteria for classifying the textbook appropriateness

The following classification was adopted to express the degree of the textbook appropriateness from the point of view of the English language teachers;

1. Mean Scores of 1-2.33 are classified as a weak appropriateness of the domain or item(s), and reflect an urgent need for comprehensive improvement.
2. Mean Scores of 2.34-3.67 are classified as a moderate appropriateness of the domain or item(s), and reflect the need for partial and not urgent improvement.
3. Mean Scores of 3.68-5 are classified as a high appropriateness of the domain or item(s), and reflect no need for any improvement for the time being.

Results of the study

In this section, the findings of the study were presented through answering the questions of the study as follows:

Results related to the first question:

What is the extent of the appropriateness of grade 9 English textbook from the point of view of teachers in terms of course objectives, textbook content, activities, evaluation and course layout?

As shown in table (3), the findings revealed that the mean score for the teachers' perceptions, on the instrument as a whole, was (3.70), and the standard

Table 3 Means and Standard Deviation of the teachers' perceptions toward the textbook appropriateness

Rank	S. No	Domain	Mean	Std. Deviation	Degree of appropriateness
2	1.	Course Layout	3.79	.54	High
1	2.	Course Objectives	3.81	.69	High
5	3.	Textbook Content	3.52	.68	Moderate
4	4.	The Activities	3.67	.78	High
3	5.	Evaluation	3.70	.63	High
		Total	3.70	.56	High

deviation was (0.56). This score mean indicates a high degree of appropriateness. More specifically, and with regard to instrument domains, results revealed that the domain of course objectives was considered the first most important with a mean of (3.81). Then the domain of course layout comes next with the mean of (3.79). The domain of evaluation was considered the third most important with a mean of (3.70), then the domain of the activities at fourth rank with a mean of (3.67). The domain of textbook content occupied the last rank with a mean of (3.52).

As can be seen, domains of course objectives, course layout, and evaluation were rated with a high level of appropriateness, whereas the domains of activities and textbook content were rated with a moderate degree of appropriateness.

The following are the results related to the items for each of the instruments' five domains:

First domain: Course Layout

Table (4) shows that the mean average of the teachers' perceptions about appropriateness of "Course Layout" was "high" with (3.79), and the standard deviation was (.54). More specifically, item (4), "The print is clear

Table (4) Means and Standard Deviation of the items within First Domain (Course Layout)

Rank	No	Domain	Mean	Std. Deviation	Degree of appropriateness
5	1.	The cover of the book is attractive.	3.75	.93	High
2	2.	The textbook paper is of good quality.	4.18	.61	High
6	3.	The textbook is well organized.	3.72	1.13	High
1	4.	The print is clear and appropriate.	4.19	.58	High
8	5.	The layout design of the material is suitable for the students.	3.07	1.02	Moderate
3	6.	The titles and sub- titles are written clearly and appropriately.	3.87	.89	High
2	7.	The textbook is free of spelling mistakes.	4.18	.61	High
7	8.	The textbook is full of illustrations that facilitate students' learning.	3.31	1.04	Moderate
4	9.	The material is logically arranged.	3.87	1.08	High
		Total	3.79	.54	High

and appropriate" was the first most important with a mean of (4.19) and with a high degree of appropriateness. However, item (5), "The layout design of the material is suitable for students", was the least important with a mean of (3.07) and with a moderate degree of appropriateness. This result means that the course layout, in general, is appropriate and highly effective for students.

Second domain: Course objectives

Table (5) displays that the mean average for the teachers’ perceptions about appropriateness of "Course objectives" was "High" with a mean of (3.81) and the standard deviation was (0.69). More specifically, item (10):"The objectives give a brief description regarding units, subjects, and time allotment"

Table 5: Means and Standard Deviation of the items within the Second Domain (Course objectives)

Rank	Item No.	Domain	Mean	Std. Deviation	Degree of appropriateness
1	10.	The objectives give a brief description regarding units, subjects, and time allotment.	4.22	.57	High
10	11.	The book objectives are related to the learners' needs and interests.	3.61	1.17	Moderate
4	12.	The objectives used are at the adequate level for student's current abilities in English Language.	3.88	1.00	High
9	13.	The objectives stimulate students not only to express but also to clarify, justify, and represent their ideas.	3.61	.95	Moderate
5	14.	The objectives stimulate critical thinking.	3.87	1.02	High

Rank	Item No.	Domain	Mean	Std. Deviation	Degree of appropriateness
11	15.	The objectives enable the learners to correspond with the modern world developments.	3.50	1.02	Moderate
6	16.	The objectives help to build students' confidence.	3.75	1.08	High
7	17.	The objectives are relevant to the local culture.	3.74	.97	High
8	18.	The objectives meet the individual differences among students.	3.72	.85	High
3	19.	The objectives achieve a balance between the four main skills: listening, speaking, reading, and writing.	3.96	.91	High
2	20.	The objectives help the teacher to choose the right aids and the best methods of teaching.	4.09	.91	High
	Total		3.81	.69	High

occupied the first rank with a mean of (4.22), and with a high degree of appropriateness. Nonetheless, the item (15): " The objective enables the learners to correspond with a modern world developments" came at last rank with a mean of (3.50) and with a moderate degree of appropriateness.

Third domain: Textbook Content

Table (6) shows that the mean average for the teachers' perceptions about appropriateness of "Textbook Content" which was "moderate" with a mean of (3.52) and standard deviation was (.68). More specifically, the item (22): "The

Table (6) Means and Standard Deviation of the items within the Third Domain (Textbook Content)

Rank	No	Domain	Mean	Std. Deviation	Degree of appropriateness
5	21.	The content is interesting and enjoyable to the students.	3.57	.83	Moderate
1	22.	The content is attractive to the students.	4.37	.58	High
3	23.	Written materials contain a sufficient number and a variety of reading passages.	3.96	.83	High
12	24.	Written materials help students to develop fluency and enjoyment in reading.	3.24	.84	Moderate
8	25.	Many of the reading passages are up-to-date and meaningful.	3.44	.88	Moderate
15	26.	Some written texts are difficult for most of the students to deal with.	2.88	.90	Moderate
11	27.	Written materials enhance free writing opportunities.	3.33	.86	Moderate
4	28.	The vocabulary items are selected to suit students' level and need.	3.62	.89	Moderate
13	29.	Structures are designed to be taught inductively.	3.42	.92	Moderate
6	30.	The grammar is graded appropriately.	3.50	1.20	Moderate

Rank	No	Domain	Mean	Std. Deviation	Degree of appropriateness
5	31.	Grammar lessons are often derived from the reading passages.	3.57	.94	Moderate
7	32.	The topical nature of the vocabulary exercises is often meaningful to the students.	3.46	.90	Moderate
9	33.	Grammar and vocabulary are appropriate to the students' level.	3.42	.92	Moderate
10	34.	The exercises for vocabulary and grammar practice are rich and adequate.	3.42	1.02	Moderate
2	35.	Speech exercises urge students to talk about their concerns and interests.	3.98	.78	High
14	36.	The textbook contains a variety of literary forms. e.g. poems, a novel, a play,... etc.	3.18	1.54	Moderate
		Total	3.52	.68	Moderate

content is attractive to the students", occupied the first rank with the mean of (4.37), and with a high degree of appropriateness, while the item (26): "Some written texts are difficult for most students to deal with" came at last rank with a mean of (2.88) and with a moderate degree of appropriateness.

Fourth domain: The Activities

Table (7) displays that the mean average for the teachers' perceptions about appropriateness of "The activities" was graded "high" with (3.67) and the standard deviation was (.78).

Table (7) Means and Standard Deviation of the items within the Fourth Domain (The Activities)

Rank	No	Domain	Mean	Std. Deviation	Degree of appropriateness
2	37.	The activities are suitable to the students' level.	3.87	1.09	High
7	38.	The activities are purposeful.	3.55	1.19	Moderate
4	39.	The textbook is rich in decorated drawings and photographs to help students understand the material more effectively.	3.75	1.15	High
3	40.	The activities help to build students' confidence.	3.83	.90	High
8	41.	The textbook is rich in illustrations in order to help students understand the material more effectively.	3.40	1.03	Moderate
1	42.	The included activities foster the spirit of independent learning.	3.90	.93	High
5	43.	The included activities help to develop communicative skills.	3.75	.80	High
9	44.	The included activities encourage critical thinking.	3.37	.94	Moderate
6	45.	The number of classes per week is enough to cover the selected material.	3.71	1.00	High
	Total		3.67	.78	High

More specifically, the item (42): "The included activities foster the spirit of independent learning", occupied the first rank with the mean of (3.90) and with a high degree of appropriateness, whereas the item (44): "The included activities encourage critical thinking" came at last rank with the mean of (3.37) and was graded with a moderate degree of appropriateness.

Fifth domain: Evaluation

Table (8) shows that the mean average for the teachers' perceptions about appropriateness of "Evaluation", which was "high", with a mean of (3.70) and the standard deviation was (.63). More specifically, the item (46): "The questions at the end of each lesson/unit measure what learners are expected to achieve /do/ understand", occupied the first rank with the mean of (4.08) and was graded with a high degree of appropriateness, whereas the item (53): "The questions are adequate enough to help the learner to absorb the curriculum content", came at last rank with the mean of (3.13) and was graded with a moderate degree of appropriateness.

Table (8) Means and Standard Deviation of the items within the Fifth Domain (Evaluation)

Rank	No	Domain	Mean	Std. Deviation	Degree of appropriateness
1	46.	The questions at the end of each lesson/unit measure what learners are expected to achieve /do/ understand.	4.08	.74	High
5	47.	The included exercises are contributing to measuring what learners are expected to do/ understand.	3.72	1.05	High
3	48.	The included exercises were written accurately and clearly.	4.05	.83	High
4	49.	The questions take into consideration the individual differences among learners.	3.77	.74	High
8	50.	The included exercises taking into consideration the individual differences among learners.	3.57	1.07	Moderate
2	51.	The questions are adequate for the level of the learners.	4.07	.61	High

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Rank	No	Domain	Mean	Std. Deviation	Degree of appropriateness
11	52.	The included exercises are well constructed to match learners' levels.	3.44	1.05	Moderate
12	53.	The questions are adequate enough to help the learner to absorb the curriculum content.	3.13	1.01	Moderate
6	54.	The questions encourage learners to think creatively.	3.67	.91	High
10	55.	The exercises provide learners with the opportunity to think creatively.	3.49	1.06	Moderate
7	56.	The questions encourage learners to research and discovery.	3.67	.89	High
9	57.	The answers for the questions are available in the Teacher's book.	3.56	1.27	Moderate
	Total		3.70	.63	High

Results related to the second question:

Are there any statistically significant differences at level of ($\alpha \leq 0.05$) that can be attributed to gender, experience, and the interaction between these two variables?

Table (9) presents the means and the standard deviations of the teachers' perceptions according to the variables of the study.

Table (9) Means and the standard deviations of the English textbook appropriateness according to the variables of the study

Domain	Variable	Variable categories	Mean	standard deviation
Course Layout	Gender	Male	4.32	0.40
		Female	3.49	0.35
	Years of Experience	less than 5years	3.91	0.64
		5years to 10 years	3.74	0.60
		More than 10 years	3.72	0.33
Course objective	Gender	Male	4.01	0.63
		Female	3.70	0.71
	Years of experience	less than 5years	3.95	0.52
		5years to 10 years	3.90	0.69
		More than 10 years	3.56	0.83
Course content	Gender	Male	3.54	0.52
		Female	3.52	0.78
	Years of Experience	less than 5years	3.52	0.30
		5years to 10 years	3.59	0.79
		More than 10 years	3.46	0.90
The activities	Gender	Male	3.87	0.60
		Female	3.56	0.86
	Years of Experience	less than 5years	3.85	0.64
		5years to 10 years	3.74	0.54
		More than 10 years	3.39	1.10

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Domain	Variable	Variable categories	Mean	standard deviation
The Evaluation	Gender	Male	3.82	0.54
		Female	3.64	0.68
	Years of experience	less than 5years	3.74	0.50
		5years to 10 years	3.72	0.60
		More than 10 years	3.64	0.84
The Whole Instrument	Gender	Male	3.91	0.45
		Female	3.58	0.60
	Years of experience	less than 5years	3.80	0.49
		5years to 10 years	3.74	0.44
		More than 10 years	3.55	0.76

Table (9) displays that there are statically significant differences in the perceptions of English language teachers' toward the textbook, that can be attributed to the variables of the study(Gender, years of experience).

To determine whether these differences were statistically significant, (Multiple-ANOVA) analysis was used with regard to each domain and with regard to instrument as a whole. Results as revealed in Table (10) shows the following:

Table (10) The results of Multiple- ANOVA to detect differences in the degree of appropriateness of the English language textbook for grade 9 from the point of view of teachers according to the study variables

Domain	variance	Sum of squares	d.f	MSS	F	Sig
Course layout	Gender	8.522	1	8.522	63.049	0.000*
	Years of experience	0.523	2	0.262	1.936	0.155
	Gender*years of experience	0.259	2	0.130	0.959	0.390
	error	6.488	48	0.135		
	Total	794.185	54			
Course Objective	Gender	1.406	1	1.406	3.355	0.073
	Years of experience	1.183	2	0.592	1.411	0.254
	Gender*years of experience	2.395	2	1.198	2.857	0.067
	error	20.124	48	0.419		
	Total	811.876	54			
Course content	Gender	.027	1	.027	.060	.808
	Years of experience	.022	2	.011	.024	.976
	Gender*years of experience	3.521	2	1.761	3.929	.026*
	error	21.509	48	.448		
	Total	696.578	54			
The activities	Gender	1.436	1	1.436	2.632	.111
	Years of experience	1.598	2	.799	1.465	.241
	Gender*years of experience	3.257	2	1.629	2.984	.060
	error	26.193	48	.546		
	Total	762.361	54			
The Evaluation	Gender	.500	1	.500	1.429	.238
	Years of experience	.294	2	.147	.420	.660

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	Gender*years of experience	4.066	2	2.033	5.809	.006*
	error	16.801	48	.350		
	Total	762.111	54			
The total	Gender	1.525	1	1.525	5.615	0.022*
	Years of experience	0.494	2	0.247	0.909	0.410
	Gender*years of experience	1.981	2	0.990	3.647	0.034*
	error	13.036	48	0.272		
	Total	757.692	54			

There are statically significant differences at level of ($\alpha \leq 0.05$) in teachers' perceptions due to the variable of gender in particular with regard to "course layout" domain, as well as the whole instrument. Table (9) shows, with regard to the variable of gender, the differences were in favor of males. With regard to the variable of experience, the results revealed that there are no significant differences at the level of ($\alpha \leq 0.05$) in the teachers' perceptions due to the variable of experience whether at the level of each domain or at the level of whole instrument.

With respect to the interactions between the study's variables, the results showed that there were differences due to the interaction between study's variables (gender and experience) in both the domain of content and the domain of evaluation, as well as at the overall level of the whole instrument. With regard to the domain of content and the domain of evaluation, results revealed that perceptions of male teachers, with short and long experience, were graded higher than female teachers. At the level of intermediate experience (5-10) years, the perceptions of female teachers were graded higher than their counterparts the male teachers.

With regard to the interaction between the study variables: gender and experience at the level of the whole instrument, figure (1) and table (10), indicate that there is an interaction between the study variables at the instrument as a whole, and at the domains of evaluation and course content. More specifically, results showed that males with short and long experience

were higher than females, while at intermediate experience (5-10) years females were more than males. In particular, the interaction (gender and experience) in the content domain indicates that males with short and long experience were higher than females while at intermediate experience (5-10) years females were more than males. The interaction between the variables: (gender and experience) for the evaluation domain indicates that males with short and long experience were graded higher than females, while at intermediate experience (5-10) years, females were graded more than males. The interaction (gender and experience) for the total indicates that males with short and long experience were higher than females, while at intermediate experience (5-10) years females were more than males.

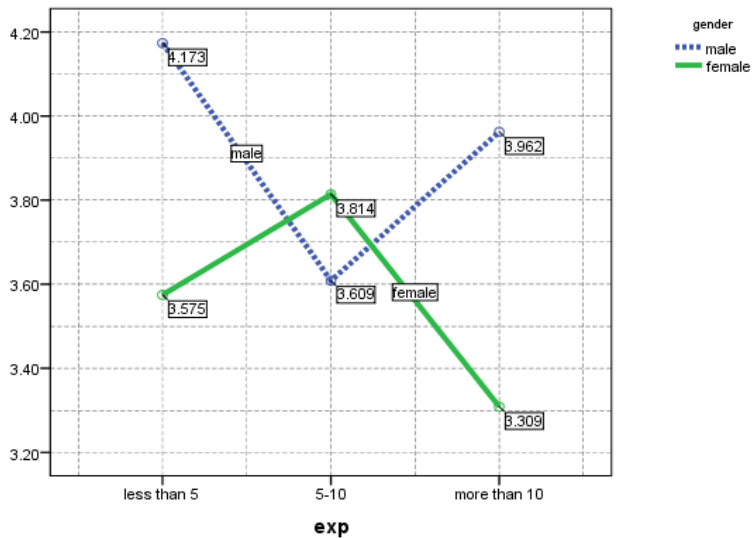


Figure (1) The interaction between the study variables: the gender and experience

Discussion of results

Discussion of the results related to the first question

The results revealed that the appropriateness of English textbook for the ninth grade from the point of view of teachers was considered high with an average mean of (3.70). The results also indicated that the rank order of evaluation domains, according to its appropriateness, was as follows: the

course objectives domain, the course layout domain, the evaluation domain, the activities domain, and the textbook content domain, respectively. This results agree with Alamri (2008), who emphasized the suitability of English book for the sixth grade especially in design, illustrations, objectives, practice, and testing. The current study result agrees with Amawi (2011), who showed a positive rating among the English language teachers toward the new 12th grade English textbook. In addition, the current study result agrees with Nemati (2009), who showed that 69% of teachers accepted the ESL English course book. Moreover, the current study result agrees with Alkofeiri (1997), who indicated that the teachers' views about the textbook were positive. Moreover, the results agree with Kirkogoz (2011), who showed that the English textbook in Turkish primary education is the most appropriate textbook. However, the current study results disagree with Aqel (2009), who showed that the degree of evaluation of the Palestinian 11th grade English textbook from teachers' perspective was moderate.

The current study attributed such results to the great attention paid by the Ministry of Education, represented by the school curriculum development, to the development of the textbook in line with the challenges and global changes, so that the textbook is appropriate to the abilities and skills of students and teachers. Therefore, the English language curriculum is designed in a precise scientific way based on all the needs of students, and in accordance with the abilities and skills of the teachers.

With regard to the domain of course layout, the appropriateness was graded high with a mean of (3.79). The researchers attribute such a high degree to the great interest from the Ministry of Education and curriculum planners in the course layout, and in response to the general criteria of evaluating a textbook that many educationalists recommended.

Nevertheless, the degree of appropriateness was moderate in case of items 5 (The layout design of the material is suitable for the students, and item (8) "The textbook is full of illustrations that facilitate students' learning". The results related to aforementioned items reveal that there is a need to improve the appropriateness of material design for students and the need to enrich the illustrations of the text to facilitate students' learning. The researchers attribute such a low degree to the inappropriateness within the layout design of textbook material due to the fact that neither teachers nor

students were consulted when selecting the material objectives or the textbook content. These results are in line with the findings of Alamri (2008) and Aqel (2009).

As far as the domain of the textbook objectives is concerned, the appropriateness was high with a mean of (3.81). This result shows that the course objectives are clear and related to learners' needs and interests, and they are at an appropriate level for students' abilities in English Language. Moreover, this result can be attributed to the nature of the objectives of grade 9 English language book, which is based on a scientific study of the needs of students in this stage. Nevertheless, the degree of appropriateness was moderate in the case of items 11, 13, and 15. This certainly reflects the need to improve the appropriateness of the course objectives to the learners. In particular, the student's capacity is not only to express but also to clarify, justify, and represent their ideas. Similarly, the capacity of the course objectives is to enable the learners to correspond with the modern world developments. These results are aligned with the findings of Aqel (2009), which showed that the course objectives were high.

With respect to the domain of textbook content within the grade 9 textbook, the appropriateness was graded moderate with an average mean of (3.52). This result reflects the need for partial and not urgent improvement, mainly with the items of a moderate degree of appropriateness. This result can be attributed to the fact that teachers and students did not participate in selecting the textbook content to improve students' comprehension. In particular, the mean scores of all items within this domain were graded moderate except (3) items out of (16) items. Specifically, items 22, 23, and 35 were graded with high appropriateness. More important, the worst graded items were item 26 ("some written texts are difficult for most of the students to deal with") and item 36 (the textbook contains a variety of literary forms. e.g. poems, a novel, a play,... etc). These results account for the need to simplify and diversify the written text in order to represent, for instance, the poems, novels, and stories, taking into account its appropriateness to the students' level. More interestingly, the latest result was supported, for example, by the fact that there are only two stories included in the textbook, and those two stories do not seem to meet students' needs or their backgrounds. Once again, it is expected that such this situation is due to the fact that neither teachers nor students were consulted when selecting the material or the content of the textbook. These results are aligned with the findings of Aqel (2009) who showed that the

appropriateness of the content domain was graded moderate. These results are also aligned with the findings of Nemat (2009) who showed that 92% of teachers believe that the ESL English course book content is acceptable.

In the case of the domain of activities within the grade 9 textbook, the appropriateness was graded high, with the average mean of (3.67). This result indicates high appropriateness of the domain or item(s), and reflect no need for any improvement for the time being. The explanation of such a result is related to the assumption that the included activities were quite appropriate; since they can help students to build self-confidence, foster the spirit of independent learning, and encourage their communication. Moreover, this result can be attributed to the nature of the activities in grade 9 English language textbook. Those effective and efficient activities contribute to improving the level of students in various English language skills, and attribute certainly to the extent to which the quality of the activities and lessons in grade 9 English language textbook are consistent with the main objectives of the book.

With regard to the domain of evaluation within grade 9 textbook, the appropriateness was graded high with the average mean of (3.70). This high degree of appropriateness is related to many issues – among which are the capability of the evaluation exercises in measuring what learners are supposed to do or understand, the exercises adequacy for the level of learners, and a well-planned and carefully selected questions and evaluation activities. In addition, the content of grade 9 English language book is suitable for students' abilities, which lead to improve students' comprehension. However, in some items, improvement is required. In particular, items 52, 53, 55, and 56 indicate the need for evaluation exercises to be enough adequate to help learners to absorb the curriculum content, provide learners with the opportunity to think creatively, and enhance the availability of the questions' answers in the teacher's guide book.

Discussion of results related to the second question,

The study results revealed that there are significant differences at level of ($\alpha \leq 0.05$) in the teachers' perceptions due to their gender variable at the level of the whole instrument, and domain of: "course layout." The differences were in favor of males. Nevertheless, at the experience variable,

there are no significant differences at the level of each domain and the whole instrument. With regard to the variable of gender, the results of the current study agree with the outputs of Alkofeiri (1997) who showed that there were statistically significant differences attributed to gender variable. However, the outputs of the current study disagree with the outputs of Aqel (2009) and Amawi (2011), who similarly showed that there are no statistically significant differences on the views of the study sample that can be attributed to the variable of gender. However, the results related to the variable of years of experiences showed no statistically significant differences. Thus, these results are aligned with Aqel (2009), Alkofeiri (1997), and Amawi (2011) who argued that there are no statistical significant differences on the views of the study sample that can be attributed to the variable of years of experience.

With regard to the interaction between the study's variables, the results of the study showed that there were statistically significant differences due to the interaction between the study's variable: gender and experience; in both the content domain and the evaluation domain as well as at the overall level. Such a result confirmed the dependency of the study variables which mean that the results related to each variable are not independent.

Recommendations

In the light of results of the study, the following recommendations are suggested:

1. The Ministry of Education is required to revise several issues related to the domain of textbook content, in particular the diversification of the encompassed content in order to facilitate learners capacity to develop their fluency and enjoyment in reading English language.
2. Improving and developing the level of educational activities in grade 9 English textbook because of its expected impact on improving students' understanding and comprehension of the contents of the book.
3. Further studies are recommended to evaluate the appropriateness of the textbook for other grades within the Jordanian educational system.

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