Evaluation Study for Secondary Stage EFL Textbook: EFL Teachers' Perspectives

Dr. Abdullah Abdul Muhsen Al Harbi[1]

[1] Assistant professor in curriculum and instruction, Department of Educational Sciences, College of Education, University oF Shaqra, Saudi Arabia

Correspondence: Dr. Abdullah Abdul Muhsen Al Harbi, Department of Educational Sciences, College of Education, University oF Shaqra, Saudi Arabia. E-mail: alharbi.a@su.edu.sa

Abstract

This study aimed at evaluating EFL textbook for secondary stage in Saudi Public schools. Participants consisted of (100) male teachers and (73) female teachers teaching secondary stage students in two cities: Madinah and Dowadmi. The tool of the study designed to cover five dimensions: layout and design, the objectives of the textbook, teaching methods and activities, language skills, and evaluation. The results revealed that EFL textbook for Saudi secondary schools needs more development to be more effective in learning and teaching EFL. Clarity of the textbook objectives was one of teachers' negative comments about the current textbook especially female teachers who disagreed that the objectives were treated effectively in the current course. The content of the textbook is not helpful in applying teaching theories and practices. In addition, the content of the textbook has no helpful tests or procedures to evaluate the achievement of the students effectively.

Keywords: textbook, evaluation, EFL, secondary stage, teachers, Saudi

1. Introduction

Textbooks (Charalambous, 2011) play a significant role in EFL teaching and learning by providing useful ready-made material to both teachers and students. However, inappropriate use of course books may de-skill teachers and their students.

A textbook (Lee, 2013) occupies a very important place in foreign language education. The analysis and evaluation of existing textbooks plays a very important role in the process of developing new textbooks. Analyzing and fixing problems with existing textbooks provides the basis on which the direction of development of new teaching materials can be presented. One essential consideration (Hammad, 2014) in the evaluation process is obtaining the teachers' perceptions of the value of the materials. Since language teachers can teach successfully if they enjoy the materials they are employing, it is essential to take teachers' opinions and experiences into consideration. Additionally, the selection of materials involves matching them against the context (teachers' and students' needs and interests) in which they are going to be used. Thus, there is a critical need to involve teachers in the evaluation process. In order to improve any textbook usability or develop it, it is necessary to explore the opinions of the users of the textbook: Teachers and Students (Kim, 2015).

As for evaluating EFL materials in particular, Hammad and Abdellatif (2012) view that exploring EFL teachers' perceptions of the learning materials can offer Insightful information about such materials. Tok (2010) also provides that EFL teachers have the right to participate in evaluation since they are the real users of school textbooks.

The Ministry of Education in Saudi Arabia considers English one of the main school subjects. It is taught as a compulsory subject at government schools, starting from the first grade. While three class periods a week are devoted to teaching English to first, second, third, and fourth graders, students of the other grade shave four English class periods a week. The Ministry rules imply that all teachers of English should have at least B.A. (Bachelor of Arts) in English language teaching from a teaching education program offering a number of courses, that is, English linguistics, literature, and TEFL (Teaching English as a foreign language) courses. Additionally, the Ministry holds annual training courses and workshops to improve EFL teachers' professional skills and to help them use textbooks intelligently. In fact, teachers' training is not the only one of the factors contributing to

English language learning development. Language materials are one of the other important factors affecting learning. That is why the Saudi Ministry of Education has taken steps to improve EFL curricula since 2010, the year that witnessed trying, many different textbooks presented by different specialized publishers, in all Saudi schools.

One of these textbooks is a Traveler series. The series consists of six textbooks (traveler1-6) covering the six levels of the secondary stage (3 years).Every level has three books: a textbook for student, a workbook, and teacher's guide. A Traveler series presented, by MM Publications as Pilot Edition in 2011, to English Language Development Project (ELDP) in Saudi Ministry of Education. The current study evaluates the textbook for 2nd grade in the secondary stage (Traveler 3&4).

2. The Purpose of the Study

The purpose of this study is to explore the opinions of EFL secondary stage teachers about the EFL textbooks for the 2nd grade levels.

3. Study Questions

The specific research questions are listed as follows:

1). To what extent is the textbook effective according to the layout and design?

2). To what extent is the textbook objectives are clear to the users?

3). To what extent is the textbook effective according to the activities?

4). To what extent is the textbook helpful in varying teaching methods?

5). To what extent is the textbook effective according to the skills?

6). To what extent is the textbook helpful in evaluating students progress in EFL?

7). Are there any statistically significant differences at the level (0.05) in the teachers' responses are attributable to the teachers' sex or their experience in teaching or their place of work or qualifications?

4. The Importance of the Study

According to (Lawrence, 2011), EFL textbook evaluation is in need because most of them are printed originally for commercial purposes. It is, therefore, very important for us to conduct EFL textbook evaluation so as to ensure EFL textbooks effectively facilitate attainment of our teaching objectives. Wrong Choice of EFL textbooks would be likely to negatively affect both teaching and learning. Financial resources would also be wasted.

In addition, the researcher was one of the participants in English Language Development Project during the period, from 2011 to 2013, which witnessed trying many textbooks. These attempts notified the researcher towards the need to evaluation study for these textbooks. Thus, the importance of this study can be clarified in the following:

1). The study is useful to EFL education policy in Saudi Arabia. It assists textbook designers in determining the readability problems to help in developing the new EFL textbooks used at the secondary schools in Saudi Arabia.

2). It offers useful information related to EFL/ESL materials assessment research.

3). The implications of the study also shed some light on EFL instruction, particularly in the Saudi context.

5. Limits of the Study

This study is limited to Pupils' EFL textbook which taught for 2nd grade level at Saudi secondary schools during the 2nd term and 1st term 2016/2017 in Madinah and Dowadmi cities. Therefore, conclusions need to be verified by conducting similar studies across different cities in Saudi Arabia. It is assumed that teachers answered the questions honestly and with seriousness. Another limitation of this study is that the present study is a macro level evaluation study, however, it can be complemented with a micro evaluation study, which is on the task level. The study does not contain students' perceptions because they may not be as expressive as their teachers. We assume that teachers' evaluations will be more accurate.

5. Theoretical Frame

5.1 The Definition of EFL Textbook

(Lappalainen, 2011) stated that:" a textbook includes books made and published for educational purpose or even any book used as a help tool in the classroom. He also stated that an EFL textbook is also defined as a guide, which forms the image of the English language and culture and the practice to study English.

5.2 The Significance of EFL Textbook

Teaching the English language and publishing EFL textbooks are a big business and a great deal of time and money is spent on planning and marketing textbooks. Therefore, textbooks are supposed to fulfill many expectations. They should follow the national curriculum, consider the expectations, needs and hopes of the teachers and the pupils and enable language learning. As (Lawerene, 2011) mentioned, EFL textbook serves as a learning instrument. Textbooks are also used to support teaching process. Teacher's textbook and pupil's text are providing a direction for EFL teaching and learning process. (Opoku-Amankwa et al., 2011) ensured that textbooks should not simply aim at providing a body of knowledge. Rather, they should stimulate the pupils' interest, develop creativity and interactive learning, and create cultural awareness.

5.3 Theories of Evaluating EFL Textbooks

According to (Lee, 2013), the evaluation of a textbook contributes to the area of English education in two aspects. That is, one aspect is a simple contribution through the teacher's deed of selecting a textbook and the other is that the teacher can enhance his own understanding of the teaching and learning situation. The theoretical foundation for evaluating and analyzing EFL textbooks started in early 1970s. In 1972, Stevick classified the assessment standards of the English textbook into three qualifications, three dimensions and four components. In1978, Mary Newton Bruder has presented the assessment standards for 8 items in English textbook analysis like as follows: level, objectives, style, language background, age background, time, and convictions. In 1978 also, Tucker maintained that second language educators have a responsibility to evaluate the ESL textbook for the development of English education and pointed out that English education has so far lacked the systematic and efficient approach of evaluation. He also maintained the textbook evaluation system should include four elements: it should extend over such a wide range; it should be flexible system; the sign for easy identification should be rendered; and regarding the ideal model of textbook. In the 1980s, the theory of English textbook analysis was systematically established. During this period. Rivers (1981), Cunningsworth (1984), Dougill (1987), Sheldon (1988) and others have presented theories of textbook analysis. The most notable feature with the theory of English textbook analysis in 1980s is that it has established the parent category to which the detailed items of textbook analysis are bound. The fact that the theory of the 1980s began to ask for the evaluator's subjective evaluation.

6. Review of Literature

Previous studies had been reviewed to help the current study in attaining its objectives and designing its tool.

A study conducted by (Dweikat, 2011), it aimed at analyzing the exercises and activities of "English for Palestine" textbook for the Tenth Grade and investigating teachers' and students' attitudes towards the appropriateness and usefulness of the activities and exercises. The results indicated that the activities and exercises included in the textbook are suitable for the targeted objectives by them. (Al-Qazaq, 2011) study aimed at evaluating the content of "Action Pack" Textbook Series for the Jordanian tenth grade students in light of the lifelong learning and the basic academic competencies and investigating the Jordanian English language teachers' views concerning it. The findings of the study showed that the lifelong learning competencies (thinking and learning) were not fairly available in the tenth grade units of the "Action Pack" textbook series. In addition, the findings of the study showed that the basic academic competencies (listening, speaking, reading and writing) were not available in the tenth grade units of "Action Pack" textbook series, except the reading competency. Also, (Ali, 2011) conducted a study aimed at examining the extent to which English for Palestine 9 textbook met the five Cs of EFL textbooks. A standard-based textbook evaluation list was used to evaluate the content of English for Palestine 9 textbook in the light of the five Cs. The results of the study showed a variance in the existence of the five Cs in the textbook. The communication goal got the highest score, with a mean of (3.31), and percentage of (82.81%). However, the community goal had the lowest score with a mean of (1.00), and percentage of (25.00%). On the other hand, the culture goal occupied the second position with a mean of (2.66), and percentage of (66.41%). The connection goal came at the third position with a mean of (2.44), and percentage of (60.94%). The comparison goal had the forth position with a mean of (1.25), and percentage of (31.25%). The overall total mean of the five Cs was (2.13), and their overall total percentage was (53.28%). A study conducted by (Al-Rihaily, 2011), and aimed at evaluating exercises given in the third grade EFL textbook and its attached workbook prescribed by Saudi Ministry of Education for the public intermediate schools. The results indicated that the knowledge and comprehension were representative in the textbook more than the applications (practical use of English in real situations). (Al-Dawoodi, 2011) conducted a study that aimed at evaluating EFL Sunrise Course (Book 9) in terms of its behavioural objectives. Results of the study showed that the instructional tasks, exercises, topics of EFL Sunrise Course (Book 9) don't achieve their identified behavioural objectives. They also,

showed that Student's Book supplies pupils with sufficient practice on different language areas, and it gives pupils enough opportunities for practising all language skills.

Another study conducted by (Alshehri, 2012), it aimed at evaluating the EFL textbooks used for teaching/learning English in the Saudi intermediate schools.The findings of the study indicate that the first three objectives of the English curriculum are only slightly met by the textbooks, while objectives four does not seem to be met at all. Other findings indicate that learners' wants and autonomy need to be more emphasized. In addition, the grammar content seems to be quite dominant, whereas vocabulary content appears to be well presented. Furthermore, the findings show that listening, writing, and speaking skills merit further emphasis, while reading content seems to be enough. Topics are mainly derived from the local culture and need to be more interesting and motivating. (Dweikat, 2013) conducted a study aimed to investigate the cultural values in the NorthStar textbook which has been taught since 2008 at An-Najah University as a compulsory course. The content analysis revealed that the most frequent cultural values were related the American culture. This thing indicated an obvious bias towards the foreign cultural values in general and the American cultural values in particular at the expense of the Arab–Islamic culture as no unit talked about Arabs or Muslims except the mentioning of the word "Arab" which was mentioned only once in the textbook and in a way that even displeases the Arabs. (Alosaimi, 2013) conducted a study aimed at investigating KSA Primary EFL textbook in the light of active learning principles. The results of the study showed that there is low relevance between the content of EFL textbook and the active learning principles.

A study conducted by (Al-Thubaiti, 2013) and aimed at evaluating to what extent do the activities of KSA intermediate English syllabuses match the principles of learner-centered instruction and propose guidelines to improve these activities. The obtained results show that: the syllabuses lack effective learner-centered activities. They suffer serious mismatch particularly between teacher's and student's books as well as between the books of the three years. Results reveal a serious gap between both student's and teacher's books in terms of the distribution of learner-centered activities rubrics which can be attributed to the lack of co-ordination between teams of authors who were responsible for both books. (Hammad, 2014) conducted a study that aimed at exploring

Palestinian English as a foreign language (EFL) teachers' attitudes towards the different aspects of the English textbooks used at the first three grades of elementary school in Gaza. The results revealed that the participants had positive (high) attitudes towards the

English materials in that the topics in such materials were perceived by the teachers to

be relevant to pupils' cultural background and needs. However, the teachers had some problems related to the large number of unfamiliar words and the inadequacy of the time devoted to delivering the materials. A study conducted by (Kim, 2015) and aimed at identifying differences in opinions on the evaluation of ELT teachers' books between

pre-service and in-service teachers. The results revealed that pre-service teachers stressed the importance of clear objectives for each lesson, but the in-service teachers emphasized the need for the inclusion of process tests in teachers' books.

7. Method

This research used descriptive method to explore EFL teachers' perceptions. Statistical treatment for data included: frequencies, Cronbach alpha coefficients, and analysis of variance (ANOVA).

7.1 Participants

The study was done with 173 EFL teachers (73 females, 100 males) at secondary schools in two cities of Saudi Arabia: Madinah and Dowadmi. 23.6%% of participants have 1 to 5 years experience in teaching, 36.4% of the participants have 5 to 10 years experience in teaching, 40 % of the participants have more than 10 years experience in teaching. Information on the subject group is demonstrated in Table 1.

Table 1. Participants' information

| experience | | | Place of Work | | Total |
			Madinah	Dowadmi	
1-5 years	sex	M	4	16	20
		F	13	8	21
	Total		17	24	41
5-10 years	sex	M	20	12	32
		F	16	16	32
	Total		36	28	64
Over 10 years	sex	M	40	8	48
		F	14	6	20
	Total		54	14	68
	Total		173		

7.2 Instrument

The data collection instrument is a questionnaire, designed by the researcher and consisted of two parts. The first part is about the subjects' personal information; the second part is the Pupil's Textbook Evaluation scale items, which covers five dimensions: layout and design, the objectives of the target EFL textbook, teaching methods and activities, language skills, and evaluation. For the statements in the "EFL Textbook Evaluation Scale "a Likert-type of equal-range and five sections was used. The statements in the inventory have been labelled as; "Strongly Agree (5)", "Agree (4)", "undecided (3)", "Disagree (2)", "Strongly Disagree (1)". In order to test the reliability of the "EFL Textbook Evaluation Scale, both as a whole and each of the five dimensions, the Cronbach Alpha Coefficients were calculated. As a whole the "EFL Textbook Evaluation Scale " has a high degree of reliability ("0.973"). Table 2 shows that when Alpha coefficient evaluation value criteria are considered, "EFL Textbook Evaluation Scale" has a high degree of reliability as a whole. In group comparisons, reliability values between 0.972 and 0.973 are also high.

Table 2. The cronbach alpha coefficients of EFL textbook evaluation scale

EFL textbook evaluation scale	Items	Alpha
Layout and design	(1,2,3,4,5,6,7,8,9,10,11)	0.972
The objectives of the textbooks	(12,13,14,15,16,17)	0.972
Teaching Methods and activities	(18,19,20,21,22,23,24,25,26,27,28,29,30)	0.972
Language Skills	(31,32,33,34,35,36,37,38,39,40,41,42)	0.972
The evaluation	(43,44,45,46,47,48,49)	0.973
Total	49 items	0.973

8. Discussion of the Results

The current aims to assess the effectiveness of an EFL textbook on teaching and learning English from the perspectives of teachers. The evaluation carried out at macro level focuses on five criteria namely, 'layout and design, the objectives of the target EFL textbook, teaching methods and activities, language skills, and evaluation. In presenting the results of the study, the means, standard deviations and signs of differences for each item were calculated to describe and summarize the responses of EFL teachers. The results of items that relate to each evaluation criteria (dimension) were presented in tables and explanations were provided accordingly. Variables of sex, qualifications, experience and the place of work, were considered in discussing the data analysis. The means of responses were interpreted as the following: 1 to 1.80 = Strongly disagree, 1.81 to 2.60 = Disagree, 2.61 to 3.40 = Undecided, 3.41 to 4.20 = Agree, 4.21 to 5 = Strongly agree.

8.1 Layout and Design

The first research question was: To what extent is the textbook effective according to its layout and design?. It was measured through first eleven items in the questionnaire (see the appendix). There is also general question for all the five questionnaire dimensions about the variables that may affect responses: Are there any statistically significant differences at the level (0.05) in the teachers' responses are attributable to the teachers' sex or their experience in teaching or their place of work or qualifications? In table 3 showed us that although there is a statically difference Sig.=.015 attributed to respondents' sex , and the mean of responses for male teachers, M=3.38, and female teachers, F= 3.079, but the total mean for both of them = 3.26, which means that they responded in (undecided) degree. In regard to EFL experience, table 4 showed that the total mean= 3.26, SD=.82. This also means that they responded inside the range (2.61-3.40)= undecided. In consideration of the place of work, Table 5 showed that the mean responses of Madinah teachers =3.30, SD= .88 and the mean of Dowadmi teachers = 3.17, SD = .71, the total mean = 3.26, SD = .81. Also, there is no statistically significant difference at (.05) level, Sig.=.293. The same result can be seen in Table 6 in regard to responses attributed to qualifications, Total mean = 3.26 SD= .81 and there is no statistically significant difference at (.05) level, Sig.=. 343 in the responses attributed to qualifications.

Table 3. Responses to responders' sex

Dimension	Sex.	N	Mean	SD	Sig.
Layout and design	M	100	3.3850	.75849	.015
	F	73	3.0799	.86829	
	Total	173	3.2562	.81827	
The objectives of the textbook	M	100	2.9717	87206.	.000
	F	73	2.3649	93908.	
	Total	173	2.7156	94720.	
Teaching methods and activities	M	100	3.1645	93026.	.001
	F	73	2.6912	88829.	
	Total	173	2.9648	93987.	
Language Skills	M	100	3.1360	95222.	.228
	F	73	2.9835	89714.	
	Total	173	3.0717	92979.	
The evaluation	M	100	2.9767	81937.	.034
	F	73	2.6970	89195.	
	Total	173	2.8587	85945.	

8.2 The Objectives of the Textbook

This dimension of the questionnaire appeared through six items (12, 13, 14 ,15, 16, 17) to answer the second question of the study: "To what extent is the textbook objectives are clear to the users?". And the joint question for all dimensions: "Are there any statistically significant differences at the level (0.05) in the teachers' responses attributed to the teachers' sex, their experience in teaching, their place of work, and qualifications?".

Table 4. Responses to responders' experience in teaching EFL

Dimension	Experience	N	Mean	SD	Sig.
Layout and design	1-5 years	41	2.9952	1.00145	005.
	5-10 years	64	3.1748	.67727	
	Over 10 years	68	3.4903	.76498	
	Total	173	3.2562	.81827	
The objectives of the textbook	1-5 years	41	2.5711	84800.	.464
	5-10 years	64	2.7144	90230.	
	Over 10 years	68	2.8039	1.04293	
	Total	173	2.7156	94720.	
Teaching methods and activities	1-5 years	41	2.7627	82256.	.253
	5-10 years	64	2.9832	89247.	
	Over 10 years	68	3.0693	1.03849	
	Total	173	2.9648	93987.	
Language Skills	1-5 years	41	2.9673	94511.	.224
	5-10 years	64	2.9768	88526.	
	Over 10 years	68	3.2239	95414.	
	Total	173	3.0717	92979.	
The evaluation	1-5 years	41	2.8855	84425.	.206
	5-10 years	64	2.7143	79502.	
	Over 10 years	68	2.9784	91733.	
	Total	173	2.8587	85945.	

Table 3 showed the mean for responses of the targets according to their sex: M=2.97, SD=.87, (responses label= undecided). F= 2.36, SD = .93, (responses label = Disagree). There is statistically significant difference at (.05) level, Sig. = .000 in the responses attributed to sex. In table 4, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.464 in the responses mean attributed to experience in teaching EFL. Total mean = 2.71, SD= .95 (responses label= Undecided). In table 5, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.275 in the responses mean attributed to the place of work. Madinah teachers: M = 2.77, SD = 1.3, Dowadmi Teachers: M= 2.61, SD = .79 (responses label= Undecided). In Table 6, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.433 in the responses mean attributed to respondents' qualifications. Mean = 2.71, SD = .95 (responses label = undecided)

Table 5. Responses to responders' place of work

Dimension	Place of work	N	Mean	Std. Deviation	Sig.
Layout and design	Madinah	107	3.3077	.87883	.293
	Dowadmi	66	3.1728	.70769	
	Total	173	3.2562	.81827	
The objectives of the textbook	Madinah	107	2.7775	1.02765	.275
	Dowadmi	66	2.6153	79711.	
	Total	173	2.7156	94720.	
Teaching methods and activities	Madinah	107	3.0044	1.00709	.481
	Dowadmi	66	2.9005	82264.	
	Total	173	2.9648	93987.	

Language Skills	Madinah	107	3.1114	1.04962	.475	
	Dowadmi	66	3.0072	69583.		
	Total	173	3.0717	92979.		
The evaluation	Madinah	107	2.9302	1.00508	.164	
	Dowadmi	66	2.7427	53401.		
	Total	173	2.8587	85945.		

8.3 Teaching Methods and Activities

This dimension of the study covered by two questions of the study:

- To what extent is the textbook effective according to the activities?

- To what extent is the textbook helpful in varying teaching methods?.

To answer these two questions, the EFL teachers' perceptions have been explored in 13 items in the questionnaire: (18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30). Table 3 showed that there is slightly differences in the mean of responses attributed to sex:

M=3.16, SD = .93, F=2.69, SD = .88 (M&F responses label = undecided). In table 4, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.4253 in the responses mean attributed to respondents' experince. Mean = 2.9, SD = .93 (responses label = undecided). In table 5, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.481 in the responses mean attributed to respondents' the place of work. Mean = 2.9, SD = .93 (responses label = undecided). In table 6, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.353 in the responses mean attributed to respondents' the place of work. Mean = 2.9, SD = .93 (responses label = undecided).

8.4 Language Skills

This dimension of the study covered by the question: "To what extent is the textbook effective according to the skills?". To answer the question, the EFL teachers asked to express their opinions through 12 items of the questionnaire (31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42). Table 3 showed that there is no statistically significant difference at (.05) level, Sig.=. 228 in the responses mean attributed to respondents' sex. Mean = 3.07, SD = .92 (responses label = undecided). Table 4 showed that there is no statistically significant difference at (.05) level, Sig.=. 224 in the responses mean attributed to respondents' experience. Mean = 3.07, SD = .92 (responses label = undecided). Table 5 showed that there is no statistically significant difference at (.05) level, Sig.=. 475 in the responses mean attributed to respondents' experience. Mean = 3.07, SD = .92 (responses label = undecided). Table 6 showed that there is no statistically significant difference at (.05) level, Sig.=. 497 in the responses mean attributed to respondents' experience. Mean = 3.07, SD = .92 (responses label = undecided).

Table 6. Responses according to responders' qualifications

Dimension	qualification	N	Mean	SD	Sig.
Layout and design	BA of E&ELT	126	3.3007	.81715	.343
	BA of Eng. only.	37	3.0822	.78469	
	MA in Eng.	10	3.3405	.94816	
	Total	173	3.2562	.81827	
The objectives of the textbook	BA of E&ELT	126	2.7553	96767.	.433
	BA of Eng. only.	37	2.6764	85387.	
	MA in Eng.	10	2.3611	1.02790	
	Total	173	2.7156	94720.	
Teaching methods and activities	BA of E&ELT	126	3.0202	95689.	.353
	BA of Eng. only.	37	2.7668	74941.	
	MA in Eng.	10	2.9988	1.30884	

	Total	173	2.9648	93987.	
Language Skills	BA of E&ELT	126	3.1224	90288.	.497
	BA of Eng. only.	37	2.9476	91821.	
	MA in Eng.	10	2.8917	1.30077	
	Total	173	3.0717	92979.	
The evaluation	BA of E&ELT	126	2.8994	83957.	.585
	BA of Eng. only.	37	2.7623	82080.	
	MA in Eng.	10	2.7020	1.24221	
	Total	173	2.8587	85945.	

8.5 The Evaluation

This dimension covered by the question:" To what extent is the textbook helpful in evaluating students progress in EFL?" to answer this question 6 items were included in the tool of the study (43, 44, 45. 46, 47, 48, 49). Table 3 showed that there is slightly differences in the mean of responses attributed to sex: M=2.97, SD = .81, F=2.69, SD = .89 (M&F responses label = undecided).). In Table 4, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.206 in the responses mean attributed to respondents' experience. Mean = 2.85, SD =.85 (responses label = undecided). In Table 5, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.164 in the responses mean attributed to respondents' experience. Mean = 2.85, SD =.85 (responses label = undecided). In Table 6, it can be seen that there is no statistically significant difference at (.05) level, Sig.=.585 in the responses mean attributed to respondents' experience. Mean = 2.85, SD =.85 (responses label = undecided).

9. Conclusion

EFL textbook for Saudi secondary schools need more development to be more effective in learning and teaching EFL at this stage. Clarity of the textbook objectives was one of the teachers' negative comments about the current textbook especially female teachers who disagreed (m=2.6) that the objectives were treated effectively in the current course. The content of the textbook is not helpful in applying teaching theories and practices. In addition, the content of the textbook has no helpful tests or procedures to evaluate the achievement of the students effectively. There are differences in the mean of the responses between female teachers (m=2.36) and male teachers (2.97), Sig. (.000) about the textbook objectives attributed to sex. There are statistical differences attributed to experience in the mean of responses of the teachers in the dimension of layout and design where the (1-5years-experience) teachers suggested additional development (m= 2.9) more than the other experience types (m= 3.1, and m= 3.4), Sig. = .005.

References

Ali, M. O. (2011). *Evaluation of English for Palestine 9 Textbook Based on the Five Cs*, (Master's thesis, *Al-Azhar University: Gaza.*), Retrieved from http://search.mandumah.com/Record/542226.

Alosaimi, M. N (2013). *Evaluating KSA Primary State English Language Course in the Lights of Active Learning Principles*, (Master's thesis, Taif University: Saudi Arabi). Retrieved from http://search.mandumah.com/Record/653336.

Al-Qazaq, M. B. (2011). *An Evaluation of the Action Pack Textbook Series for the Jordanian Upper Basic Stage Students in Light of Lifelong Learning and Basic Academic Competencies and the English Teachers' Views*, (master's thesis, Amman University: Jordan). Retrieved from http://search.mandumah.com/Record/637217

Al-Rihaily, A. R. (2011). *An Evaluation of the English Language Exercises in the Intermediate School Third Grade Textbook; Say it in English for the Second Semester in Terms of Bloom Taxonomy of Cognitive Objectives*, (Master's thesis, Taibah University: Saudi Arabia). Retrieved from http://search.mandumah.com/Record/687762

Alshehri, A. A. (2012). An Evaluation of EFL Textbooks Used for Teaching in Saudi Intermediate Schools. *College of Education Journal, 147*(1), 849-892.

Al-Thubaiti, L. K. (2013). *Evaluating Activities of KSA Intermediate English Language Course in the Lights of the Principles of Learner-Centered Instruction*, (Master's thesis, Taif University: Saudi Arabia). Retrieved

from http://search.mandumah.com/Record/649642.

Bruder, M. N. (1978). Evaluation of foreign language textbooks: A simplified, procedure. In H. S. Madson, & J. D. Bowen, (Eds.), *Adaptation in language teaching* (pp. 209-218). Rowley: Newbury House

Charalambous, A. C. (2011). The Role and Use of Course Books in EFL. (Master's thesis in ELT), Retrieved from http://files.eric.ed.gov/fulltext/ED524247.pdf

Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching materials*. London: Heinemann.

Dougill, J. (1987). Not so obvious. In L. E. Sheldon (Ed.), *ELT textbooks and materials: Problems in evaluation and development* (pp. 29-36). Oxford: *Modern English Publications.*

Dweikat, K. A. (2011). Investigating Teachers' and Students' Attitudes towards the Activities and Exercises of EFL Textbook for Tenth Grade in Palestine. *Journal of Al-Quds Open University for Research and Studies – 23*(1), 27-79.

Dweikat, K. A. (2013). Investigating the Cultural Values in EFL Textbooks: A Case Study of North Star Intermediate Textbook. *Islamic University Journal*, *21*(1), 563-589.

Hammad, E. A. R. (2014). Palestinian EFL Teachers' Attitudes Towards English Textbooks Used at the First Three Grades Of Elementary School. *The Electronic Journal for English as a Second Language, 18*(1), 1-18.

Hammad, E., & Abdellatif, M. (2012). English reading materials used at Gaza prep schools as perceived by students and teachers: A qualitative study. In H. Emery, & F. Gardiner-Hyland (Eds.), *Contexualiying EFL for young learners: International perspectives on policy and practice* (pp. 133-148).Dubai: TESOL Arabia.

Kim, H. (2015). Teachers' Opinions on the Evaluation of ELT Teachers' Books. *English Language Teaching, 8*(3), 1-12. https://doi.org/10.5539/elt.v8n3p1

Lappalainen, T. (2011). PRESENTATION OF THE AMERICAN CULTURE IN EFL TEXTBOOKS: An analysis of the cultural content of Finnish EFL textbooks for secondary and upper secondary education, (Master's, University of Jyväskylä: Finland). Retrieved from https://goo.gl/y8Hc0Z

Lawrence, W. P. (2011). Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum, (MA thesis, University of Hong Kong). https://doi.org/10.1177/1356389011421927

Lee, Sun-Min. (2013). The development of evaluation theories for foreign language textbooks. *Journal of Pan-Pacific Association of Applied Linguistics, 17*(2), 69-89.

Opoku-Amankwa, K., Brew-Hammond, A., & Kofigah, F. (2011). What is in a textbook? Investigating the language and literacy learning principles of the 'Gateway to English' textbook series. Pedagogy, *Culture & Society, 19*(2), 291-310. https://doi.org/10.1080/14681366.2011.582264

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, *42*, 237-246. https://doi.org/10.1093/elt/42.4.237

Tok, H. (2010). TEFL textbook evaluation: From teachers' perspectives. *Educational Research and Review, 5*(9), 508-517.

Appendix

The study tool

(QUESTIONAIRE)

Dear / English language teacher.............................

The researcher conducts an evaluating study for English textbook in the secondary stage second grade (Traveler 3 & 4) from the viewpoint of English Teachers.

I hope to respond to the questionnaire below with my thanks to Your Excellency on the response and nice cooperation.

The researcher:

Dr.Abdullah bin Abdul Muhsen Al Harbi

Assistant Professor of Curriculum and Instruction

Vice Dean for Development and Quality

College of Education in Dawadmi – Shaqra University

Mobile / 0505316471

E-mail: alharbi.a@su.edu.sa

1.   Basic information:

A)   Sex:

☐ male teacher

☐ female teacher

B)   Qualification:

☐ Bachelor of English Language with the educational preparation

☐ Bachelor of English Language only.

☐ MA in English.

☐ MA in educationl

C)   Experience:

☐ 1-5 years

☐ 5-10 years.

☐ Over 10 years

D)   Place of work:

☐ Madinah.

  Dowadmi.

2. The questionnaire

No	Item	Response				
		Strongly disagree	disagree	undecided	agree	Strongly agree
Layout and design						
1	The cover of the textbook is an attractive and its information indicating its content					
2	Font style and size of the written content is appropriate for this stage					
3	There is a page at the beginning of the textbook guides students on how to take advantage of it					
4	The textbook contains a detailed list of contents					
5	Each lesson in the textbook has a title					
6	The paper used for this textbook of a quality fit this stage					
7	The textbook contains a variety of attractive designs					
8	There is enough space between the Lines confirms the clarity of content					
9	There is consistency in the use of titles and designations and symbols					
10	Textbook illustrations are diverse and attractive					
11	Pictures inside the textbook are employed to facilitate the process of student learning					
	The objectives of the textbooks					
12	The textbook objectives are clear to me as a teacher					
13	The goals of the textbook is characterized by its propensity for measuring and verifying implementation					
14	The organization of the content is compatible with the objectives of the text book					
15	The textbook objectives reflect the needs of learners at this stage					
16	The objectives of the textbook are written at the beginning					
17	I find the objectives of the lessons written at the beginning of each lesson					
	Teaching Methods and activities					
18	textbook content takes into account the logical progression of topics					
19	The organization of the textbook content takes into account the integration with the					

No	Item	Response				
		Strongly disagree	disagree	undecided	agree	Strongly agree
	previous stages					
20	Textbook content is characterized by modernity and scientific accuracy					
21	The textbook contains Information connected to Student environment					
22	Textbook content allows to diversify teaching methods					
23	Textbook content allows the link between teaching theories and practices.					
24	The content of the textbook helps in the application of constructivist theory of learning					
25	the textbook content Contributes in conducting realistic applications in the classroom					
26	the textbook content Fits teaching process and professional development for teachers					
27	There is (teacher handbook) explains how to teach this book to students					
28	The content encourages learners to use modern technologies such as the Internet.					
29	The textbook content fits the scientific level for students of this stage					
30	The content of the textbook fits the number of lessons allocated for each week .					
	Language Skills					
31	Textbook content Improves listening skill of learners					
32	The textbook contains exercises and activities increase the ability of the learner to pronounce words correctly.					
33	The textbook contains exercises and activities increase the student's ability to speak English.					
34	The textbook helps learner to gain English grammar readily with full clarity,					
35	The textbook contains a variety of reading topics					
36	The textbook contains exercises and activities increase the ability of the learner to read English texts.					
37	Content of the textbook is linked to the needs of the students and their orientation					
38	the content of the textbook raises thinking					

No	Item	Response				
		Strongly disagree	disagree	undecided	agree	Strongly agree
	skills of learners					
39	The textbook includes activities encourage student participation in the learning process.					
40	The textbook includes activities encourage students to use English in the positions of normal life.					
41	The content of the textbook balances between quarterly and household duties carried out by the learners.					
42	This textbook better than the previous textbooks of the English language,					
	The evaluation					
43	The textbook offers a variety of exercises and activities to use the vocabulary and practice their skills.					
44	The textbook provides exercises and activities that help students to communicate in English implementation tasks in real life.					
45	There are clear instructions for all activities and exercises contained in the textbook.					
46	The number of exercises and activities appropriate to the content of the textbook.					
47	There are valid tests questions for the textbook.					
48	The textbook contains periodic reviews for the purpose of diagnostic assessment					
49	There are models for quarterly and final tests.					