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An Evaluation of the Third Grade Intermediate
English Coursebook in Saudi Arabia

By

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تقويم المقرر الدراسي للغة الإنجليزية للصف الثالث المتوسط
في المملكة العربية السعودية

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بحث مقدم استكمالاً لمتطلبات الحصول على درجة الماجستير في علم اللغة التطبيقي

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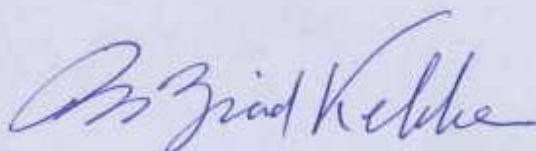
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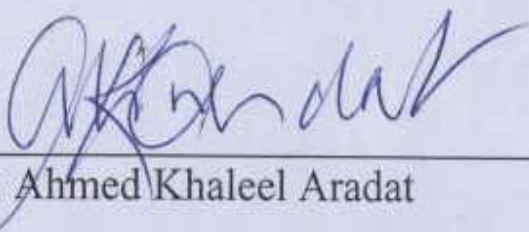


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Abstract

This study evaluated the Third Grade Intermediate English Coursebook (CB) in Saudi Arabia, *Say It in English*, which was implemented in 2005 by the Ministry of Education, Riyadh. This is a valuable research project since it is the first known evaluation of the CB. The significance of the study derives from the fact that it can reveal the strengths and weaknesses in the CB, and determine whether it is viable, or needs supplementation and/or modification for optimal learning. Six research questions were addressed in this study: 1- To what extent does the content of the CB meet the set objectives? 2- To what extent is the CB free of mistakes and errors? 3- Which of the fourteen categories (content, grammar, vocabulary, language skills, etc) are rated higher than 2.0 out of 4.0 by both teachers-supervisors and students when evaluating the 2005 CB using the Textbook Evaluation Tool (TET)? 4- Are there any statistically significant differences in the ratings of each of the fourteen categories when ranked by both groups? 5- Which participant demographic variables are correlated with the ratings of the 2005 CB as measured by TET? and 6- How well do the micro and macro-evaluations of the 2005 CB match?

The researcher used a retrospective mixed-methodology research design (both quantitative and qualitative) to evaluate the CB, which includes interviews/ document analysis (Micro-Analysis) and questionnaires (Macro-Analysis) with different populations: students, teachers, supervisors, and policymakers. The quantitative analysis was conducted with a total sample of 184 students, teachers and supervisors who participated in TET, both online and via paper-and-pencil. The TET contained 50 specific criteria in 14 categories. Five types of data analysis are used in this research study:

1. Statistical descriptive analysis for the closed-ended statements in the questionnaire

2. Content analysis for the open-ended questions in the questionnaire
3. Document analysis of the CB and the general and specific goals
4. Description of the interviews and the researcher's evaluation of the CB
5. Triangulation technique for comparing the findings of the micro- and macro-analyses

The results of the study revealed that both the teachers-supervisors and the students perceived the CB as moderately adequate since the mean composite score was above 2.0 out of 4.0 (mean=2.20, sd=.74). Both the quantitative and the qualitative findings have shown that the Content (mean= 2.60, sd=.56) and the Visuals of the textbook (mean= 2.70, sd=.91) were among the categories that gained the most support, while Gradation and Recycling (mean= 1.74, sd=.72) and Supplementary Material (mean= 1.79, sd=.98) were the most poorly rated categories. The study concludes with suggestions and recommendations for the improvement of the 2005 English CB.

ملخص البحث

الهدف من هذه الدراسة تقييم المقرر الدراسي للغة الإنجليزية للصف الثالث المتوسط والذي قررت وزارة التربية والتعليم تدريسه عام 2005م. وتظهر قيمة البحث في جدته، حيث تعد هذه الدراسة الأولى في تقييم هذا المقرر حسب استقراءى الشخصي. وتهدف هذه الدراسة إلى بيان نواحي القوة والضعف في المقرر، ومدى مناسبه للدارسين أو احتياجه إلى التعديل أو إضافة وسائل تعليمية أخرى لتحقيق الهدف المنشود من تعليمه. وقد عالجت الدراسة الأسئلة الآتية:-

- 1- إلى أي مدى يتناسب محتوى المقرر الدراسي والأهداف العامة والخاصة؟
 - 2- إلى أي مدى يخلو المقرر من الأخطاء؟
 - 3- أي عنصر من العناصر الأربعة عشر (المحتوى، النحو، المفردات، المهارات، الوسائل المصاحبة، إلخ..) حاز على أعلى درجة في التقييم؟
 - 4- هل هناك فوارق إحصائية مهمة في تقييم العيّنتين (المشرفين/المدرسين والطلاب) لكل من العناصر الأربعة عشر؟
 - 5- ما مدى تأثير المتغيرات الشخصية لعينة البحث على تقييم المقرر؟
 - 6- ما مدى درجة التوافق بين تقييم الباحث للمقرر ونتائج الاستبانة؟
- ولقد استخدم الباحث في دراسته المنهجين الكمي والنوعي، حيث أعد استبانة من أربعة عشر عنصراً تتألف من خمسين نقطة. وتتكون عينة الدراسة من مائة وأربعة وثمانين مشرفاً و مدرساً وطالباً قدموا مشاركتهم بالاستبانة إما كتابة أو عن طريق الإنترنت. استخدمت هذه الدراسة خمسة أنواع من أنواع التحليل وهي:-

- 1- التحليل الكمي الإحصائي لعناصر الاستبانة.

2- تحليل محتوى المتغيرات الشخصية

3- تحليل وثيقة الأهداف العامة والخاصة للمقرر.

4- وصف للمقابلات الشخصية ولتقويم الباحث للمقرر.

5- مقارنة نتائج التقويم النوعي للمقرر بنتائج التقويم الكمي.

وقد أظهرت نتائج الدراسة أن الكتاب المقرر مناسب بدرجة معقولة، حيث بلغ المتوسط النهائي

2.20 من أربع، والانحراف المعياري 0.98. وقد أظهرت الدراسة أيضاً أن عنصر المحتوى وعنصر

الصور قد حققا أعلى درجة في التقويم، بينما حقق عنصرا التدرج والتدوير في المحتوى والوسائل

التكميلية للمقرر أدنى درجة.

وتنتهي الدراسة بتوصيات واقتراحات لتحسين الكتاب المقرر.

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CHAPTER 1

INTRODUCTION

This study provides a retrospective mixed-methodology (both qualitative and quantitative) evaluation of the Third Grade Intermediate English Coursebook (CB) in Saudi Arabia, *Say It in English*, which was implemented in 2005 by the Ministry of Education, Riyadh. The term CB was used here to refer (inclusively) to the *Pupil's Book*, the *Workbook*, the *Supplementary Material*, and *Teacher's Manual* of the series.

This evaluation is significant because it (a) reveals the strengths and weaknesses of the CB, (b) determines how well the CB meets the standards of a good textbook (see TET, Appendix A), and (c) provides guidance and feedback for CB revisions. This study may also enhance teachers' own personal and professional development by encouraging them to adopt a reflective approach to their own teaching practice.

This study is primarily quantitative, and was conducted with a total sample of 184 students, teachers and supervisors. The study incorporates a triangulation technique, where multiple means and sources of information were used to combine the macro-evaluation survey results with those of the micro-evaluation. Besides, the teachers and the supervisors' ratings of the English CB were compared with the ratings of a sample of third grade intermediate students during the 2005-2006 academic year.

This evaluation is divided into two parts: micro-evaluation analysis (interviews and document analysis) and macro-evaluation analysis (a Textbook Evaluation Tool, TET). TET (see Appendix A) was used by teachers and supervisors as well as by students to rank the relevant components of the CB. A four-point Likert scale *forced-multiple-choice* format, ranging 1-4, was used to reflect the participants' level of agreement with a list of statements.

The micro-evaluation analysis provided a descriptive analysis of the CB through an in-depth investigation of its content (including objectives, language input, and skills' development) and description based on the researcher's evaluation (See Appendix B). Garinger (2001) echoes Hartley's (1992) claim that three content areas should be addressed when evaluating a textbook: teaching objectives, depth and breadth of material, and the need for textbook supplementation.

The macro-evaluation analysis involved both supervisors and teachers (males and females, $n = 96$) since they are optimally positioned to know their learners' needs, as well as the students themselves ($n = 88$) since they are using the 2005 CB and are well qualified to evaluate it in context. A retrospective analysis of the content and form of the CB was carried out by means of an extensive Textbook Evaluation Tool (TET, see Appendix A). Jolly and Bolitho (1998, cited in Li, 2004) remark that "teachers understand their own learners best (because) they understand their needs and their preferred learning styles" (pp. 18-19). Students are also well positioned to know their own learning styles and their curricular needs.

A wide range of CB evaluation checklists is described in the English Language Teaching (ELT) literature (Allwright, 1981; Ansary and Babaii, 2002; Cunningsworth, 1995; McDonough and Shaw 1993; Skierso 1991; Williams, 1983; and Xu, 2004). For the purposes of this study, however, a customized checklist instrument was been primarily developed and modified, the Textbook Evaluation Tool (TET: see Appendix A), by theory and experience, from that of Cunningsworth's (1995). TET included 50 criteria divided into 14 categories: Content, Grammar, Vocabulary, Phonology, Language Skills, Methodology, Study Skills, Visuals, Practice and Testing, Supplementary Material, Objectives, Content Selection, Gradation and Recycling, and the *Teacher's Manual*. The macro-evaluation attempts to identify whether the categories have been well presented in the syllabus or not by comparing the quantitative results with those of the qualitative.

Both teachers-supervisors and students participated in the macro-evaluation study by completing the TET. The data on TET were collected by both paper-and-pencil and online, via the Internet (via a survey web site, Survey- Monkey.com). An invitation letter for teachers and supervisors to participate in the survey study was posted in several Arabic educational forums (e.g. Al-Sharef Educational Forums) on the Internet (see Appendix C). Students were recruited through the researcher's own classes during the 2005-2006 academic year.

The study concludes by drawing the implications and suggestions for further research. Based on participants' feedback and on the resulting analyses, TET was also assessed in order to provide recommendations for future research by defining any aspects that need to be added or deleted in future versions of TET.

1.1 Statement of the Problem

Since its implementation in 2005, the new third grade intermediate English CB has been criticized by both supervisors-teachers and students for many reasons. Some argue that the 2005 English CB is overloaded with too many new vocabulary items, and others claim that it is too difficult for learners. Some teachers and supervisors' criticisms included a mismatch between content to be covered and the time allotted for the English lessons. This stance was noticed from personal communication with some colleagues, as well as from the online messages posted by teachers and supervisors in several educational forums.

1.2 Significance of the Study

This study examines the validity of the above mentioned claims made by some teachers, supervisors and students. Since the new 2005 Saudi English Third Grade Intermediate CB has not yet been formally evaluated, it was a worthwhile task to carry out this evaluation. For teachers, supervisors and students alike, the evaluation of course

materials is a major component of syllabus design. While predictive evaluation precedes the implementation of a CB, a retrospective evaluation examines materials that have actually been used. Al-Saif (2005) maintains that while

textbooks are central to how EFL teaching is done in Saudi Arabia, there is much need for an evaluation of their content and to investigate their role in teaching practice and methodology. (p. 7)

Material evaluation aims to determine the extent to which the objectives set out in the curriculum objectives are achieved. The ability to effectively evaluate an English Language Teaching (ELT) CB is very important in order to achieve the designated learning goals. Madkhali (2005) echoes Richards' (2001) argument that curriculum implementation needs to consider some important questions among which are the following:

Does the curriculum accomplish its goals? (2) Are students and teachers satisfied with the curriculum? (Madkhali, 2005, p. 170)

Trialing and evaluation are vital to the success of any curriculum material. This evaluation might contribute to the justification or enhancement of the current CB, *Say It in English*. Li (2004) echoes Williams and Burden's (1994) remark that the process of evaluation is a vital component of the design and implementation of syllabi since it provides "valuable information to guide our actions, methodology, materials, and all aspects of syllabus innovation" (p. 18).

Al-Ahaydeb (1986) also expresses the urgent need to evaluate the English programme at both the intermediate and secondary levels in order "to find out which aspects of the programme need reform" (p. 2). This study may have greater significance since it can reveal the strengths and weaknesses in the CB, and determine whether or not the CB is justified, or needs supplementation and/or modification for optimal learning. The study will attempt to identify the linguistic errors or the factual mistakes, if any. It is also hoped that the study results will help in making some appropriate recommendations for the curriculum planners,

course designers and subject experts in the Ministry of Education for further improving the quality of the CB. This study may also provide guidance for any retrospective textbook evaluation or future revision of the CB, and it may serve "as a means of testing the validity of the predictive evaluation, and may point to ways in which the predictive instruments can be improved for future use" (Ellis, 1997, p. 37).

1.3 Research Questions

All the research questions are tested for "statistical significance" at the $\alpha = .05$ level. For simplicity of presentation, this information is not included in each question. The study investigated six research questions. The micro-evaluation analysis aimed at providing partial answers for research question four (of the macro-evaluation analysis) and detailed answers for research questions 1A and 1B:

1A. In relation to the proclaimed objectives (both general goals and terminal objectives) of the CB, to what extent does the content of the CB meet the set objectives?

1B. To what extent is the CB free of any mistakes and errors?

The second portion of this research study investigated three macro-analysis quantitative research questions, as follows:

2A. Which of the fourteen categories (e.g. Content, Grammar, Vocabulary, Phonology, Language Skills, Methodology, Study Skills, Visuals, Practice and Testing, Supplementary Material, Objectives, Content Selection, Gradation and Recycling, and the *Teacher's Manual*) are rated higher than 2.0 out of 4.0 by the teachers-supervisors and the students when evaluating the 2005 CB using TET?

2B. Are there any statistically significant differences in the ratings of each of the fourteen categories when ranked by both groups?

3. Which participant demographic variables are correlated with the ratings of the 2005 CB as measured by the *Textbook Evaluation Tool* (TET)?

4. How well do the micro and macro-evaluations of the 2005 CB match?

Both micro- and macro-evaluative conclusions are drawn according to the triangulation made between the statistical results of TET and the descriptive analysis of the micro-evaluation results (including the researcher's evaluation of the CB, Appendix B).

1.4 Hypotheses of the Study

The study aims to test the following null hypotheses:

Null Hypothesis One A [H₀1a]: The content of the CB does not meet with the set objectives.

Null Hypothesis One B [H₀1b]: The CB is free of any mistakes and errors.

Null Hypothesis Two A [H₀2a]: None of the fourteen categories are rated higher than 2.0 out of 4.0 by participants when evaluating the 2005 CB using TET.

Null Hypothesis Two 2B [H₀2b]: There are no statistically significant differences in the ratings of each of the fourteen categories when ranked by the teachers-supervisors and the students.

Null Hypothesis Three [H₀3]: None of the participant demographic variables are correlated with the ratings of the 2005 CB as measured by TET.

Null Hypothesis Four [H₀4]: The micro-and macro-evaluations of the 2005 CB do not match at all.

1.5 Definition of Terms

Content: The term content refers to the knowledge, ideas, concepts, or subject matters that are conveyed in a textbook. Al-Hajailan (2003) echoes Hopkin's (1929) definition of content as the "material used to enable an individual to go from the place where he is to the place where he wants to be" (p. 31).

Curriculum and Syllabus: Curriculum is used as a general term for the entire organized teaching plan of a subject. Syllabus refers to a pre-defined teacher and supervisor definition of how the curriculum will be accomplished over a predefined period. A curriculum can consist of a number of syllabi (Ullmann, 1982).

Goals and Objectives: While developmental objectives refer to the immediate qualities which a learner is supposed to develop as a result of instruction, goals refer to the general purposes underlying a course of study (Nunan, 1988). A goal is a long-range statement that provides guidelines for action in terms of skills.

Grading, Sequencing and Recycling: While grading refers to "the way in which the content is organized in the syllabus", sequencing refers to "the order in which new items are taught" (Nunan, 1988, p. 59). Recycling falls within the sequencing of material, and it refers to the introduction of items in different contexts and over an extended period in order to facilitate the acquisition process.

Material Evaluation: Material evaluation is a dynamic process which is "fundamentally a subjective, rule-of-thumb activity" where "no neat formula, grid, or system will ever provide a definitive yardstick" (Sheldon, 1988, p. 245). Material evaluation consists of establishing criteria for the curriculum and its match to the syllabus. Sheldon argues that the criteria and the key questions central for setting up a material evaluation scheme partly depends on "the swings of linguistic fashion" (p. 240). Sheldon argues that a CB needs to be evaluated in terms of its integration with, and contribution to, the longer-term goals.

Suitability Evaluation: Suitability evaluation matches the CB against specific criteria, such as the learner's objectives, available resources, learners' background, etc. (Cunningsworth, 1995). Weir (1994) defines the positive rating of a CB a measure of acceptability. He states that even if the course was rated positively, the number of students reaching the objectives was also important, too. Richardson (2005) shares the same view with Weir and emphasizes

that there has to be more emphasis on students' level of satisfaction with the teaching or the program in general.

Triangulation Technique: A triangulation technique is used to combine the multiple data resources together to explain, confirm, or disconfirm one another (Brown and Rodgers, 2002). Triangulation is defined in social sciences as the attempt to understand some aspect of human behavior by studying it from different standpoints. Examples of triangulation techniques are data triangulation, theory triangulation, methodological triangulation, time triangulation, and location triangulation.

1.6 Delimitations

This study was concerned only with assessing the Saudi new Third Grade Intermediate English CB, *Say It in English*, which was implemented in 2005. Second, the evaluative criteria used in this study are only some of the numerous possible sets of criteria against which a textbook may be evaluated, and the conclusions are therefore relative to the used criteria. Finally, the interviews in this study were informal, and hence did not utilize protocols and running script notes. Future research studies might include the evaluation of English textbooks for the three stages of the intermediate grade and the 6th grade elementary.. The advantages of such analysis are twofold: analyzing developmental progression for each textbook and analyzing progression among the four textbooks.

CHAPTER 2

REVIEW OF RELATED LITERATURE

There is a vast literature on textbook evaluation. Therefore, the most relevant literature will be presented. While the theoretical literature review will investigate the latest studies contributing to the theory of textbook evaluation, the empirical literature review will brief some related experimental studies on EFL/ESL textbook evaluation, with greater emphasis on those studies that evaluated Saudi English CBs.

Rod Ellis (1997) differentiates between two types of materials evaluation: a predictive evaluation and a retrospective evaluation. A predictive evaluation is designed to make a decision regarding what materials to use, whereas a retrospective evaluation designed to examine materials that have actually been used. A brief review of the literature relating to materials evaluation reveals that the research focus to date has been more or less exclusively on predictive evaluation. Retrospective evaluation provides teachers with information regarding the strengths and weaknesses of the used syllabus. It also 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" (Eliss, 1997, p. 37).

2.1 Theoretical Studies

Material evaluation is one of the main components of syllabus design. Taba-Tyler (1962, cited in Pierson and Friederichs, 1980) argues that a CB evaluation determines the extent to which the curriculum objectives are met. Low (1989, cited in Kim, 2001, p. 136) argues that teaching materials are "one of the major determinants of what (is) taught in language teaching programmes". Al-Hajailan (1999) explains that while formative evaluation is carried out during the implementation process, summative evaluation can only be

conducted at the end of the process. Sharp (1990, p. 133) argues that although classical evaluation procedures may work well, there is an inherent dependence on the "course/program objectives being or having been clearly stated", regardless of whether or not they were achieved. Sharp calls for the use of an "illuminative evaluation" of courses where there is less concern with prediction and measurements and more concern with description and interpretation.

Many scholars offer checklists based on generalizable criteria. These detailed checklists use a variety of methods to assess how well a particular textbook measures up to certain standards. Farr and Tulley (cited in Chambliss, 1994) reviewed 70 checklists of English Language Textbooks and found that the number of criteria on the checklists ranged from 42 to 180 items. Skierso (1991) suggests a different framework for textbook analysis. She explains that the first step of material evaluation is to collect information about students' background, the course syllabus, and the learning context. Skierso then divides materials into five subsections: bibliographical data, aims and goals, subject matter, vocabulary and structures, and layout and physical makeup. Cunningsworth (1995) presents a checklist of evaluation criteria for English as a Second or Foreign Language (ESL/EFL) teaching material, upon which this TET (see Appendix A) is based. The category of language content addresses how language form, language functions, and patterns of communicative interaction are organized. Garinger (2001) echoes Hartley's (1992) conclusion that three content areas need to be addressed when evaluating a textbook's content: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not. This is consistent with the evaluation criteria suggested by Cunningsworth (1995).

Xu (2004) developed a predictive textbook evaluation questionnaire which is based on the literature review as well as on the interviews of practicing ESL teachers. The questionnaire includes 80 criteria in 13 categories: content, activities, language, culture, communication, evaluation, organization, format, reliability, supplementary components,

literacy, marketability and legal. Xu's study also revealed that when evaluating a textbook , teachers and supervisors refer to the use of standard English and quality of language in the textbook and good editing, an attractive design and layout, easy access to components and content for organizing instruction, evidence of a developmental progression of content, topics that are of relevance and interest to students, educational validity, an assessment of costs and durability, a wide variety of activities, a sufficient number of practice activities that fit all parts of the learning process, many activities on a similar theme or topic, follow-up questions for all readings, contemporariness of the curricular content, activities which promote communication, and activities that meet the needs of multi-level classes.

Al-Hajailan (2003) echoes Jarvis and Adams' (1979, p. 53) remarks that curriculum evaluation "involves all the components related to curriculum", i.e. educational objectives, the content, the teaching strategies, and the evaluation techniques. He also states that materials should be analyzed descriptively before starting the evaluation process.

One of the most important works in EFL/ESL textbook evaluation is Alan Cunningsworth's book *Choosing your Coursebook* (1995). Cunningsworth suggests evaluation criteria for each category, which are outlined at the end of each section. He proposes general criteria for textbook evaluation, which include 45 criteria in 8 categories: aims and approaches, design /organization, language content, study skills, topic, methodology, teacher's book, and practical considerations. The section on the organization of the book listed questions such as: What techniques are used for recycling and reinforcement? Are there reference sections? Is there a list of new vocabulary items? Is the material suitable for use in a self-study mode? Does it have a key to exercises? How long are the units? The section on language content investigated the following four sub-categories:

Grammar

- What grammar items are included?
- Do they correspond to students' language needs?

- Are they presented in small enough units for easy learning?
- How balanced is the treatment of form and use?

Vocabulary

- Is there any principled basis for selection of vocabulary?
- Is there any distinction between active and passive vocabulary, or classroom vocabulary?
- Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on semantic relationships, formal relationships, or collocations?

Phonology

- How thoroughly and systematically are the following aspects of the phonological system covered: individual sounds, word stress, sentence stress, intonation?
- Is the pronunciation work built on the other types of work, such as listening, dialogue, practice, etc., or does it stand separately?
- Are there cassettes for pronunciation practice?

Language Skills

- Is there practice in all four skills?
- If so, is it balanced?
- If not, which skills are omitted?
- Does the CB use authentic reading material at an appropriate level?
- What kind of comprehension questions are asked?
- Does the CB use authentic listening material at an appropriate level?
- How are accuracy and fluency balanced in speaking and writing?
- Are they both controlled in communicative exercises?

Similarly, other categories include the relevant criteria as outlined below:

Methodology

Learner needs:

- Does the material discuss and identify areas of student need?
- Is the book sensitive to what students need in order to learn well?

Principles and approaches

- Does the book encourage deductive or inductive approach to learning, or a balance of both?
- Is accuracy balanced with fluency?
- Are learners encouraged to use language creatively?
- What is the attitude towards error?
- What is the attitude towards the use of students' mother tongue?

Visuals

- Are the visuals in the book used as an integral part of teaching or are they essentially decorative?
- Are they reasonable, well produced and attractive?

Study Skills

- Is there any reflection on study techniques?
- Is there any advice on study skills development?
- Are students encouraged to take some degree of responsibility for their learning?
- Are there any materials for independent work?

The Teacher's Manual

- What components does the teacher's book include?
- Is it written so as to be comprehensible enough to less experienced teachers?
- Is it suitable for native and non-native speakers?
- Is the underlying approach of the writers expressed clearly and explicitly?
- Is there cultural explanation to enable teachers unfamiliar with, for example, British life styles to interpret and exploit appropriately the situations portrayed in the CB?
- Are learning difficulties predicted and appropriate advice given?

- Are keys to exercises and other activities provided?
- Are there regular progress tests?
- Are there guidelines for evaluating how well lessons went?
- Are there any photo-copiable additional materials (a.k.a. black line masters)?

Rea-Dickens (1994, cited in Li, 2004) summarizes three kinds of evaluation: (1) pre-use evaluation which can be done prior to the use of a CB (for the purpose of checking the construct validity and the match with needs); (2) in-use evaluation; and (3) post-use evaluation, measured in terms of learners' performance. She advocates giving more attention to in-use and post-use evaluation.

In her article, Skierso (1991) suggests that after collecting some background information about the learner, the teacher, the course, and the institutional objectives, an evaluation of the material be carried out under the following criteria:

The Coursebook

- Bibliographical data
- Aims and goals
- Subject matter
- Vocabulary and structures
- Layout and physical make up

Skierso argues that researchers should evaluate the teacher's manual, as part of material evaluation, and according to the following criteria:

Teacher's Manual

- General features
- Supplementary exercises
- Methodological and pedagogical guidance
- Linguistic background information

Inspired by Fillmore's second-language acquisition model, Andrade (1990) proposed guidelines for evaluating ESL basic textbooks for adults. The proposed 50-item checklist is divided into the following categories: adult appeal, individual differences, motivation and attitudes, educational background, social context, presentation/practice, and linguistic/social/ discourse/strategic competence.

Williams (1983) suggests a material evaluation scheme which accounts for language teaching assumptions as well as the linguistic and the pedagogical components associated with these assumptions. The assumptions on which the scheme is based are: (1) An up-to-date methodology of second language teaching, (2) Needs of learners, (3) Guidance for non-native speakers of English, and (4) Relevance to socio-cultural environment. He proposes an EFL/ESL textbook evaluation questionnaire, which includes 7 criteria in 28 categories: general, speech, grammar, vocabulary, reading, writing, and technical. While the first criteria, general, "embrace global considerations of methodology, the needs of the learner, the teacher, and the community" (Williams, 1983, p. 352), the *technical* criteria are concerned with "the quality of editing and publishing; the availability of supplementary material; cost and durability of the text; authenticity of language and style of the writer, etc." (pp. 352-353). Williams maintains that such a checklist is not exhaustive and teachers "can evolve their own sets of criteria for different educational levels or language teaching situations" (p. 353). He also argues that the validity of certain criterion can be certified by seeking the judgments of other teachers or linguists.

2.2 Empirical Studies

Most relevant to this study, the Ministry of Education in Saudi Arabia carried out an evaluation scheme of the new 2005 English CB (the Third Grade Intermediate English CB, *Say It in English*) on March 26, 2006. The scheme was conducted through workshops that covered all the educational districts in Saudi Arabia. Each workshop consisted of 8-15

teachers and supervisors. Therefore, one of the major strengths of this evaluation is that it does not only cover many cities but also includes all the supervision centers within a city. The CB evaluation scheme, however, was based on *all teacher vote* that has many weaknesses. First, since teachers are not given sufficient time in order to conduct a thorough examination of the CB, the validity of the final decision is affected. The decisions were thus "based on the notorious flip test" where teachers "settle for a brief and superficial examination of the materials" (Stein and others, 2001, p. 9). Second, lack of research-based criteria for evaluating a CB constitutes a major weakness of the evaluation process. The process of evaluation was based solely on a predetermined checklist that contained some of the used categories: e.g. general layout, skills, activities and exercises, grammar, and the audio tapes. The checklist did not include the categories of content, vocabulary, methodology, study skills, gradation and recycling, supplementary material, and the *Teacher's Manual*. Third, each supervision center evaluated two units out of 16 units in the CB. The aim of such procedure was to encounter the time restraint, but at the same time it weakened the results of the evaluation. Other factors may include time pressure since the administrators were not given sufficient release time to examine the CB. Stein and others (2001) argue that material evaluation should include not only screening criteria, but also a comprehensive content analysis, such as content organization; the presence of explicit, generalizable strategies; opportunities for scaffolded instruction; the strategic integration of skills and concepts; and judicious review. Finally and most important of all, this evaluation scheme failed to take into account students' evaluation of the CB.

In his doctoral dissertation, Madkhali (2005) proposes an alternate syllabus design for the one currently taught at the Institute of Public Administration (IPA) in Saudi Arabia, Riyadh. The goals for this new design are based on the findings of needs analyses at two settings: English for Academic Purposes (EAP) at the IPA, and English for job purposes at the Saudi private sector department (PSD). Madkhali uses multi-modal approach to data

collection that includes questionnaires, four focus groups (IPA alumni, IPA English language teachers, and teachers-students in the PSD), and interviews with different populations: students, managers, employees, etc. The researcher uses descriptive statistics and t-test to analyze the quantitative data, and content analysis for the interpretation of the qualitative data. Using a 5-Likert scale questionnaire, the results show that EAP students face difficulties in three English language skills: reading, writing, and speaking. Similarly, the perceptions of PSD students were that to a certain degree they face difficulties in the four language skills. Based on the needs found, the researcher suggests teaching two business courses: Business Correspondence and Business Communication. In addition, the researcher proposes an alternate design for the current program at the IPA's English Language Center which should focus on General English, rather than English for Specific Purposes.

Al-Saif (2005) conducted a comprehensive evaluation of the textbook English for Saudi Arabia which is taught in the 6th grade in Saudi elementary schools. The purpose of the study is to examine the strengths and the weaknesses of the textbook with particular emphasis on its suitability to teachers, social contexts and young learners. The method employed by the study is quantitative. The sample of the study consisted of 144 male and 149 female English teachers, supervisors and trainers who participated in training elementary stage English teachers. The questionnaires contained 93 specific criteria in 12 categories: rationales, objectives, language skills, teaching aids, vocabulary, grammar, content, methodology, the *Workbook*, the *Teacher's Manual*, assessment techniques, and general aspects of the textbook. With regard to teachers' opinions, the findings of the study showed that the distribution of data was not conclusive. It summarized that the textbook was only "moderately adequate", and that it required constant and cyclical evaluation based on the changing circumstances of the program. Al-Saif (2005) argues that this finding "suggests some indecisiveness on the part of the evaluators" (p. 62), caused by their limited training and their experience of the textbook. This shows that in addition to the level of curriculum

implementation, teacher professional development is a significant factor in any successful textbook evaluation.

In his MA thesis, Güntek (2005) evaluated the new ENG 101 course, Development of Reading and Writing Skills 1, in order to find out about the effectiveness of the course in terms of the goals and objectives, methods and materials and evaluation procedures. The researcher designed three questionnaires and an interview document and gave them to 21 ENG 101 instructors and 255 students. In addition to the questionnaires, interviews were held with 9 ENG 101 instructors and 1 administrator, and feedback was obtained from the end-of-the term evaluation meeting. Another questionnaire to evaluate the coursebook English for Academic Purposes 1 was designed and given to 19 instructors who taught the ENG 101 course. To analyze quantitative data, descriptive statistics, a one-way ANOVA and t-test were conducted. There were statistically significant differences in English language skills and the freshmen year of study group as opposed to the more advanced years of study group. The qualitative data gained from the interviews, open ended questions and feedback from the end of course meeting were analyzed via content analysis. The results of the study revealed that the participants were generally satisfied with the course since most of the answers given in the questionnaires were around 3 (out of 4) “moderately”, which meant that all parties had generally favourable perceptions about the effectiveness of the ENG101 regarding the achievement of the objectives, effectiveness of the methods, materials and evaluation procedures as well as the coursebook. There were some complaints about teachers’ workload and time constraints, however, including too many writing tasks and insufficient language input for which certain administrative academic decisions were taken and work on relevant modifications started.

Ranalli (2002) evaluated the *New Headway Upper-Intermediate* coursebook (CB) according to Cunningsworth’s (1995) four general guidelines, with particular emphasis on the syllabus and methodology used. The guidelines are as follows: (1) coursebooks should

correspond to learners' needs; (2) coursebooks should reflect the uses (present and future) which learners will make of the language; (3) coursebooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid *method*; and (4) coursebooks should have a clear role as a support for learning. Ranalli identifies the CB under study as an example of content-based approach to syllabus specification, where the success of learning is judged by mastering those itemized vocabulary, grammatical structures, and language skills. Therefore, content is graded according to three major categories: grammar, vocabulary and a *postscript*. Approximately one-fourth to one-third of the material in each unit is given over to grammar-related presentation and practice material. Vocabulary is selected, graded, and correspond directly to aspects of word knowledge, e.g. multiple meanings (Units 4 and 12), rules of word formation (Units 3 and 6); and collocation (Units 2, 5, 7 and 8). The "postscript" section includes categories of communicative function, topics, themes or communicative and cognitive skills. For this category, Ranalli uses the epithet "a catch-all category" which includes functional language (Unit 5), a lexical set of time expressions (Unit 10), and discourse features of conversation (Unit 12). Cross-cultural items have also been used in unit 6, English Sign, which the author declares it is not relevant for the Korean learners. The used methodology resembles the Presentation-Practice-Production (or PPP) approach, where a unit in the book starts with a semi-authentic text meant to provide a context for examples of the target language, followed by controlled practice activities.

Kim (2001) developed his own Communicative Language Teaching (CLT) criteria to study the 6th and 7th grade national Korean English curricula. The research had two aims. First, to develop appropriate CLT criteria for 4th grade elementary school pupils who begin learning EFL in Korea. The second purpose was to examine how the curriculum change affects one component of the curriculum, the materials. Perceptions of the curriculum and material change were considered from three perspectives: three teachers, a policy maker and

a researcher. It was revealed that opinions from the three perspectives vary considerably.

The study also found that despite the recent attempt to implement CLT-based elementary EFL, there are still deficiencies in the Korean elementary EFL curriculum and materials, such as the use of the Audio-lingual approach in teaching the 7th curriculum material set.

In his doctoral thesis, Al-Hajailan (1999) investigated the quality the English third-grade secondary textbook, *English for Saudi Arabia*. The study used both quantitative data collection methods and statistical test analysis, supported by qualitative data and content analysis. Therefore, the researchers utilized both questionnaires and interviews. The participants in the study were teachers and supervisors. The questionnaire contained 8 criteria: the textbook's appearance, its accompanying materials, the educational goals, academic content, cultural content, teaching methods of the textbook, evaluation techniques, and open-ended demographic questions. The interviews used a protocol and running notes to allow freedom in questioning within the specified frame. Four types of data analysis were used: (1) a statistical descriptive analysis for the closed-ended statements in the questionnaire; (2) content analysis for the open-ended questions in the questionnaire; (3) document analysis of the Saudi education policy, the curriculum document, and the third-grade secondary textbook; and (4) description of interviews. Besides, the researcher implemented a methodological triangulation of these multiple sources of data to provide an in-depth analysis. The results of the study revealed support for the book's appearance, accompanying materials, academic content, cultural content, and evaluation techniques. Disagreements appeared in terms of the national goals and the teaching methods. The implications of the study included merging the textbook, the *Workbook*, and the *Writing Book*; stating the educational goals in the *Teacher's Manual*; inserting pictures in the book's cover to make it attractive; increasing /ganizing grammar; adding free composition, translation, and dictation; putting in model tests; and updating the book's topics every five years.

In her dissertation, Ereksoussy (1993) evaluated the girls' *First Grade Intermediate English Textbook* taught at Saudi schools. The English coursebooks for both the girls and the boys were different at the time of the study from the ones currently used. Ereksoussy used a 126-item checklist as criteria for her evaluation. The checklist contained 6 main categories: the objectives, content selection, gradation and recycling, presentation frames, practice activities, and assessment models. Although the use of such comprehensive checklist is supposed to yield accurate results, it is believed to be exhaustive both for the researcher and participant teachers. This in turn will affect the reliability of the survey results since most teachers will not pay much attention when expressing their views. Ereksoussy found that there was more adherence (82.38 %) to the pre-set ideal textbook criterion than divergence. The hypothetical ideal textbook has been set by determining the characteristics of the 6 categories used in the questionnaire. She seems, however, aware that there is no one *ideal* textbook since there are many variables like learner's needs and the setting in which the textbook will be introduced. The researcher provided some recommendations and suggestions for further improvement. For example, male-oriented terms are given more prominence than female-oriented terms although the target learners are females, i.e. the use of "she" is delayed till unit 7.

In her thesis, Al-Jaser (1989) conducted a comparative study between the boys and the girls' First Secondary-level English Textbooks. Al-Jaser derived a number of criteria on which she built two questionnaires: one about the boys' book, and one about the girls' book. Each questionnaire contained 7 criteria in 2 categories: the introduction of the textbook and its content. The study found: (1) the textbooks that were evaluated did not adhere to all the criteria of good textbooks, and where they did, the degree of adherence was not as strong as it should be and that (2) the boys' book and the girls' book were similar to a large extent. Al-Jaser recommended that these textbooks can be revised according to the students' gender, level, needs and further responsibilities.

In his *Evaluating the English Language Textbook studied at the Second Grade Intermediate Schools in Saudi Arabia*, Ali (1983, cited in Ereksoussy, 1993) provided a textbook analysis as well as a micro-analysis based on English language supervisors' responses to a questionnaire. The criteria for building the questionnaire consisted of the following six categories: the introduction of the course, the course's subject matter, aids, exercises and activities, the *Teacher's Manual*, the book's layout and physical make up. The researcher suggested some textbook modifications.

2.3 Conclusion

The literature review presented several topics related to material evaluation. The theoretical literature review investigated the studies contributing to the theory of textbook evaluation, while the empirical literature review introduced a summary of research studies on EFL textbook evaluation, with greater emphasis on those studies that evaluated Saudi English CBs. The literature on theoretical studies reviewed some evaluation criteria and checklists developed by various researchers and writers to check the suitability of English language textbooks. This review guided the construction of the overall skeleton of this study: the research questions, the *Textbook Evaluation Tool* (TET), the procedures of analysis, etc. In addition, types of material evaluation were presented (predictive evaluation, summative evaluation, retrospective evaluation, etc.). In light of reviewed literature, it is evident that CB evaluation is necessary if proper materials are introduced and better methods are followed.

Most of the studies that evaluated Saudi English CBs investigated the old series *English for Saudi Arabia*, with the exception of two empirical studies: the 2006 evaluation scheme of the Ministry of Education and Al-Saif's (2005) MA thesis. The Ministry of Education evaluated the Third Grade Intermediate English CB, *Say It in English* through workshops in all the educational centers in Saudi Arabia (each workshop consisted of 8-15 teachers and supervisors). Each supervision center, however, evaluated two units out of 16

units in the CB. Second, the evaluation scheme failed to take into account students' opinions of the CB. Third, the checklist did not include the categories of content, vocabulary, methodology, study skills, gradation and recycling, supplementary material, and the *Teacher's Manual*. Finally, the evaluation scheme was based on *all teacher vote* where teachers agree on a brief and superficial ratings of the CB.

Al-Saif's comprehensive evaluation aimed at revealing the strengths and the weaknesses of the 6th grade elementary schools English CB, with particular emphasis on its suitability to teachers, social contexts and young learners. The method employed by the study is quantitative. The sample of the study consisted of 144 male and 149 female English teachers, supervisors and trainers. The 12-pages questionnaire contained 93 specific criteria in 12 categories. As mentioned in the literature review, long surveys are not only exhaustive for the participants, but may in turn affect the reliability of the survey results since some participants will not pay much attention when drawing in their views.

This research paper was concerned with the evaluation of the Third Grade Intermediate English CB, *Say It in English*, which was implemented in 2005 by the Ministry of Education. This is a valuable research project since it is the first known evaluation of the CB. The research paper used a retrospective mixed-methodology research design (both quantitative and qualitative) to evaluate the CB, which included interviews with 2 policymakers, document analysis, and questionnaires with different populations: 88 male students and 96 male and female teachers-supervisors. Finally, the researcher designed a 2-pages Textbook Evaluation Tool (TET, see Appendix A) to rank the relevant components of the CB, which included only 14 categories in 50 statements.

CHAPTER 3

METHODOLOGY

This study is primarily a quantitative quasi-experimental, retrospective and follow-up study, where the qualitative findings are used to support the quantitative results.

The first portion of this study, the micro-evaluation, analyzed the Coursebook (CB), through description based on the researcher's evaluation (See Appendix B), document analysis, and a pair of unstructured 30-minute interviews (see Appendix D). The aim of this analysis was to investigate its compatibility with the set objectives and to compare the results with the quantitative findings. While the first interview was with Dr. Abdulkarim Al-Humaidan, Chairman of the English Project at the Ministry of Education in Riyadh, the second interview was with Mr. Abdulaziz Al-Amir, a supervisor at the English Curricula Department. The documents that were analyzed for this study included the new English Third Grade Intermediate *Pupil's Book*, the *Workbook*, the *Teacher's Manual*, and the objectives of teaching English at the third grade intermediate (i.e. both the general educational goals set by the Ministry of Education and the developmental objectives stated in the *Teacher's Manual*).

3.1 Research Design

This study provided a retrospective mixed-methodology (both qualitative and quantitative) evaluation of the new Third Grade Intermediate English Coursebook (CB), *Say It in English*, which was published in 2005 by the Ministry of Education, Riyadh, Saudi Arabia. The term CB was used here to refer (inclusively) to the *Pupil's Book*, the *Workbook*, the Supplementary Material, and the *Teacher's Manual* of the series. This study compared the ratings of teachers and supervisors (n=96) with a sample of third year intermediate students (n=88) who were using the English CB throughout the 2005-2006 academic year.

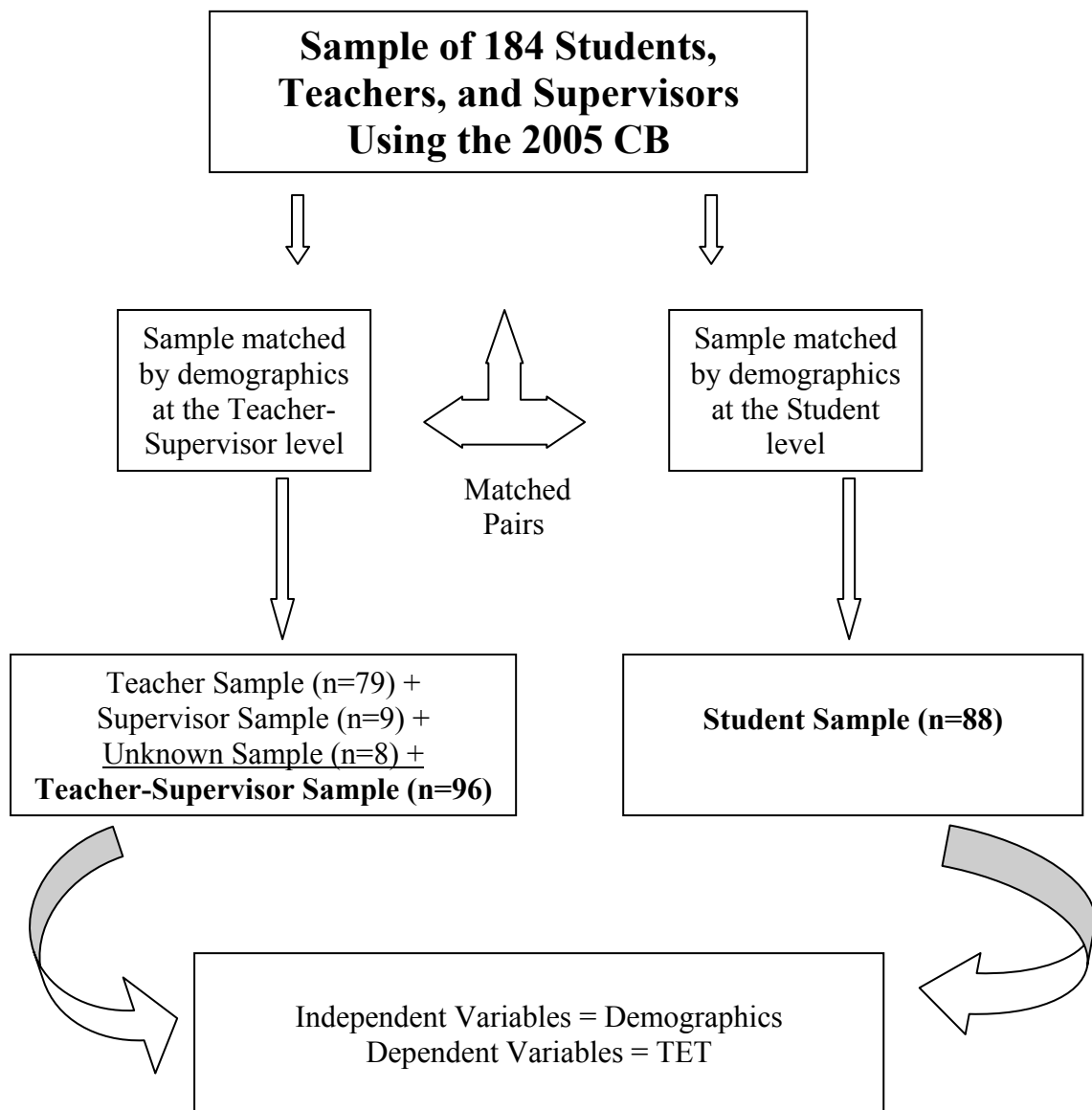
McDonough and Shaw (1993, cited in Petter, 2000) remarked that any CB evaluation should be "brief, practical to use, and comprehensive in its coverage of criteria" (p. 65). This study used both brief qualitative and quantitative techniques. The study was supported by the qualitative data collected from micro-evaluation of the CB, from the interviews (see Appendix D) with policymakers, and from the questionnaire's demographic data. The micro-evaluation analysis aimed at providing partial answers for research question 4 (of the macro-evaluation analysis) and detailed answers for research questions 1A and 1B (1.3).

The quantitative data collected by the macro-evaluation sought to investigate participants' judgments and opinions regarding the content of the CB. Both male and female teachers-supervisors and male students participated in the study by completing the Textbook Evaluation Tool (TET).

This study was primarily quantitative, and was conducted with a total sample of 184: 96 male and female teachers and supervisors in Saudi Arabia, as well as 88 male students who were using the 2005 English CB. The study incorporated a mixed-methodology approach with a triangulation technique, where multiple means and sources of information were used to combine the macro-evaluation survey results with the micro-evaluation. This study incorporated two types of triangulation (Brown and Rodgers, 2002, p. 245): methodological triangulation (i.e. by using questionnaire and unstructured interviews) and location triangulations, (i.e. by using multiple sites for the collection of data).

3.2 The Participants

Two unique samples participated in this study; (1) a sample of 184 participants (for the macro-evaluation) in TET and (2) two unstructured individual interviews (see Appendix D) with administrators in the Ministry of Education. The final distribution of the first sample is shown in Figure 1.

Figure 1: Final Sample Distribution (n=184)

The total number of participants for the first sample was 184: students (n=88), teachers and supervisors (including “unknown”, n=96). To account for attrition and missing data, a total of 200 total participants were recruited. It was hoped that through the use of electronic data collection a wider variety of cities in Saudi Arabia would participate. Volunteering teachers and supervisors participated in the study by completing the on-line or paper-and-pencil survey. An invitation letter for teachers and supervisors to participate in the survey study was posted on several Arabic educational forums on the Internet (see Appendix C)

which directed interested parties to the SurveyMonkey.com website at <<http://www.surveymonkey.com/s.asp?u=822191879506>>. Survey Monkey automatically saved participants' responses. The teachers and the supervisors' sample was also recruited through regular visits to work sites. The student sample was recruited from the classes of the researcher. The following pie charts illustrate the distribution of the sample (n=184) in terms of nationality and gender:

Figure 2. Overall Distribution of the Sample (n=184) in terms of Nationality

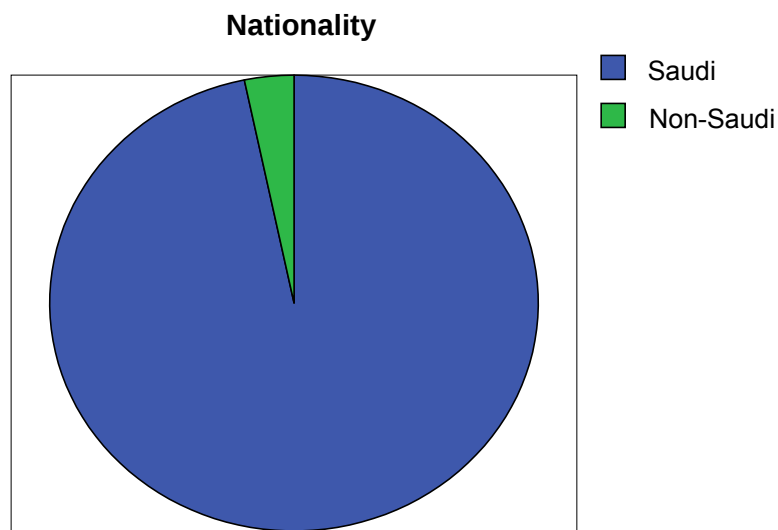
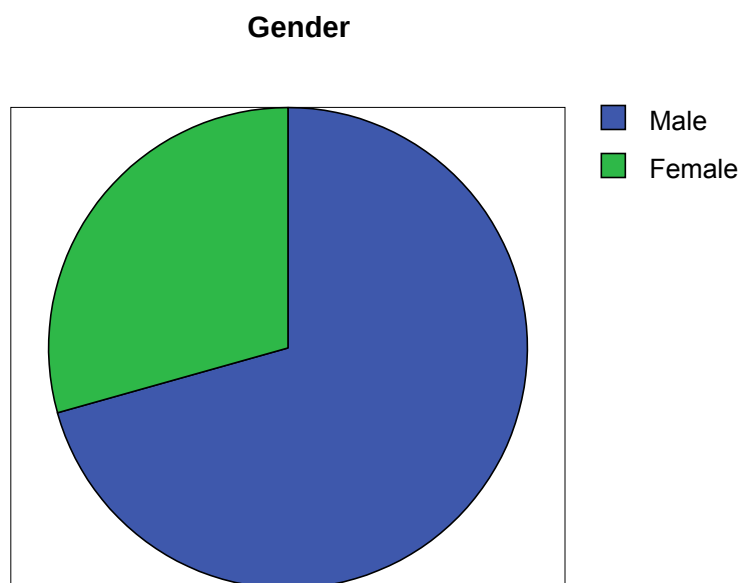


Figure 3. Overall Distribution of the Sample (n=184) in terms of Gender



The second sample (n=2) was used for the unstructured individual interviews (see Appendix D), i.e. they have no script notes. The interviews were conducted with two administrators in the Ministry of Education.

3.3 Research Instruments

Interviews

Two unstructured individual interviews (see Appendix D) were conducted for this study. The first interview was with Dr. Abdulkarim Al-Humaidan, Chairman of the English Project at the Ministry of Education in Riyadh. The second interview was with Mr. Abdulaziz Al-Amir at the English Curricula Department at the Ministry of Education in Riyadh. The interviewees' conversations revealed some important points.

Assessment Tools

A *Textbook Evaluation Tool* (TET) or checklist (see Appendix A) was developed primarily from Cunningsworth's (1995) checklist after tailoring it specifically for this study. The items of the questionnaire were developed after an extensive literature review of the related literature. Cunningsworth (1995) remarked that since "different criteria will apply in different circumstances" (p. 2), it is best for teachers or researchers to identify their own priorities and draw up their own checklists. Sheldon (1988) explains that "any culturally restricted, global list of criteria can never really apply in most local environments, without considerable modification" (p. 242). The items of TET are based on the characteristics of a good textbook, and the suggestions and recommendations of Professor Kebbe (King Saud University, Saudi Arabia), my supervisor for this thesis. TET includes 50 criteria in 14 categories: content, grammar, vocabulary, phonology, language skills, methodology, study skills, objectives, content selection, gradation and recycling, visuals, practice and testing, supplementary material, and the *Teacher's Manual*. TET was used to reflect participants' judgments and opinions regarding the CB. A four-point *forced-multiple-choice* Likert scale

format, ranging 1-4, was used to reflect participants' level of agreement with a list of statements (see Appendix A). Each evaluative statement was weighted equally, and with 50 statements, the possible range of scores was 50 to 200 (1 point for each strongly disagree, 2 points for each disagree, 3 points for each agree, and 4 points for each strongly agree). All scores were converted to percentile rankings (0-100%).

Students and teachers-supervisors completed the same version of TET, to allow for comparison across groups, although the teachers and the supervisors' version included some additional items. One advantage of using a single questionnaire was the avoidance of linguistic and cultural biases, as well as achieving results that were as accurate as possible. While both questionnaires contained ten major categories (statements 1-33)- content, grammar, vocabulary, phonology, skills, methodology, study skills, visuals, and practice and testing- the teachers and supervisors' questionnaire had four additional categories: objectives, content selection, gradation and recycling, and the *Teacher's Manual* (statements 34-50). Both questionnaires had an open-ended section, *remarks*, where participants were offered the opportunity to record their own comments or suggestions regarding the CB. Finally, the researcher reviewed the CB thoroughly to provide a descriptive analysis of the 14 categories, and to determine if there were any mistakes and/or errors (spelling, grammatical, punctuation, etc).

3.4 Data Collection and Analysis Procedures

All the research questions and hypotheses were tested for "statistical significance" at the $\alpha = .05$ level. For simplicity, this information is not included in each question or hypothesis. The researcher assessed the correlations using a two-tailed assumption since the directionality of the correlations, negative or positive, was not predicted. The correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. The data from

TET were computed into the corresponding sections of study by using a simple composite on a percentile basis, so that the composite scales could be compared effectively on an equal metric.

Statistical Package for Social Sciences (“SPSS”) version 13.0 was used to analyze the quantitative data collected for this study. The data were initially entered into an excel spreadsheet using variable labels and values and including the first and last name and e-mail address of each participant, if provided. Each participant was assigned a unique identification number for anonymity. The excel file was imported into SPSS and a master data file was built. This master data file was stripped of all names to ensure the confidentiality of each participant. The master data file was checked to ensure that each of the variable values is within its potential range, and that no outliers existed. A box-and-whiskers analysis is conducted to ascertain if there were any major outliers.

The first part of the analysis summarizes the demographic information using measures of central tendency and dispersion (reporting both means and standard deviations for continuous variables, and frequencies and cumulative percentages for nominal or ordinal variables).

The reliability (or internal consistency) of TET was measured by Cronbach's alpha (α). Hatch and Lazaraton (1991) argue that "the reliability of measures used in research projects should always be reported" (p. 529). Generally speaking, a strong reliability coefficient ranges from about 0.65 to 0.95. Alpha coefficients of 0.70 or higher were considered acceptable (DeVellis, 1991). The more items a questionnaire has, the higher the reliability. Overall reliability of all the 50 individual statements of TET was 0.96. It can be said that TET had an acceptable reliability ($\alpha = .96$).

Content validity of TET was assessed by asking five teachers to pilot-test and review the 50 statements and to make their suggested changes. Therefore, vague or not applicable statements were either changed or amended accordingly. Therefore, the five teachers

compared the coverage given by the 50 statements to the needs of their own teaching situation. Accordingly, any vague or not applicable statements were either changed or amended accordingly. This process in turn helped in making TET as intelligible as possible, thereby maintaining internal consistency of the survey.

The 50 Likert-type statements were classified under fourteen categories: (1) Content, statements 1-7; (2) Grammar, statements 8-11; (3) Vocabulary, statements 12-13; (4) Phonology, statements 14- 15; (5) Language Skills, statements 16- 18; (6) Methodology, statements 19- 21; (7) Study Skills, statements 22- 25; (8) Visuals, statements 26-27; (9) Practice and Testing, statements 28-32; (10) Supplementary Material, statement 33; (11) The Objectives, statements 34-37; (12) Content Selection, statements 38-40; (13) Gradation and Recycling, statements 41-42; and (14) The Teacher's Manual, statements 43-50.

All participants completed the same version of TET with the exception of statements 34 to 50, which were directed only to teachers and supervisors. Table 1 outlines the statistical procedures that were used to address each of the research questions.

Table 1**Macro-Evaluation Research Questions and the Used Statistical Procedures**

Research Question	Statistical Procedure
Research Question Two A: Which of the fourteen categories (content, grammar, vocabulary, phonology, language skills, methodology, study skills, visuals, practice and testing, supplementary material, objectives, content selection, gradation and recycling, and the <i>Teacher's Manual</i>) are rated higher than 2.0 out of 4.0 by both groups when evaluating the 2005 CB using TET? Research Question Two B: Are there any statistically significant differences in the ratings of each of the fourteen categories when ranked by the teachers-supervisors and the students?	Frequencies, Descriptives ANOVA*
Research Question Three: Which participant demographic variables are correlated with the ratings of the 2005 CB as measured by TET?	Pearson Correlation
Research Question Four: How well do the micro- and macro- evaluations of the 2005 CB match?	Side-by-side Comparison

*ANCOVA was unnecessary since there were no confounding variables.

CHAPTER 4

RESULTS

4.1 Micro-Evaluation Results

The micro-evaluation analysis investigated the Saudi Third Grade Intermediate English CB, *Say It in English*, in order to obtain partial answers for research question 4, and detailed answers for research questions 1A and 1B:

Research Question 1A: In relation to proclaimed objectives (both general goals and terminal objectives) of the CB, to what extent does the content of the CB meet the set objectives?

Research Question 1B: To what extent is the CB free of mistakes and errors?

Research Question 4: How well do the micro- and macro- evaluations of the 2005 CB match?

The first section of the micro-evaluation analysis aimed at presenting the general educational goals for teaching English at public schools in general, and in the third intermediate stage in particular (4.1.1). The researcher also evaluated the developmental objectives set by the syllabus designers. The second part of micro-evaluation analysis aimed at evaluating the third grade intermediate English CB in terms of the 14 categories (4.1.2), through document analysis and the researcher's evaluation (Appendix B).

Two unstructured individual interviews (see Appendix D) were conducted for this study. The interviewees' comments provided more understanding, and supported the qualitative research findings. Finally, the researcher compared the results of the micro-evaluation analysis to those of the macro-evaluation (4.2.3.3), where firm conclusions were drawn.

4.1.1 The General Goals and the Specific Objectives of the CB

The curriculum specifications for CB are adopted from the preset specifications for the first year secondary English curriculum. In fact, due to the introduction of English coursebook in grade six elementary schools in 2004, the directors in the Ministry of Education (A. Al-Humaidan, personal communication, October 19, 2005) had to modify the 2001 general educational aims for teaching English in Saudi schools by shifting seventh grade objectives to the sixth grade, the eighth grade objectives to those of the seventh grade, and so on. The objectives for learning English in the third intermediate grade are thus adopted from those of the first year secondary.

The latest *English Language Syllabus for the Elementary, Intermediate and Secondary Stages' Documentary* (*English Language Syllabus*, 2004) was adapted from the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the UK's Qualification and Curriculum Authority (QCA). These guidelines characterized what learners should be able to do by the end of a certain stage, and they are set in terms of six headings: Goals of Teaching English in Saudi Arabia, Objectives, Stage Scope and Objectives, Sequence, Specific Objectives and Study Skills, and Grammar and Punctuation. Each of these components is discussed below.

4.1.1.1 Goals of Teaching English in Saudi Schools

The goals of teaching English in Saudi Arabia are an interpretation of Article 50 of the Educational Policy of the Kingdom of Saudi Arabia. They are represented in two levels of generalization, main goals and sub-goals (or standards). English is taught in Saudi schools to develop learners' communicative competence in the language. Table 2 outlines the main goals and the sub-goals of teaching English in Saudi Arabia.

Table 2**The Main and the Standard Goals of Teaching English in Saudi Arabia**

Goal No.	Main Goal	Sub-Goals (or standards)
One	Explain the tenets of Islam with a vision to promoting international understanding and tolerance.	1. Students will use English to introduce Islam to others. 2. Students will use English to explain topics and issues central to the Islamic identity.
Two	Interact with the international community of English language users.	1. Students will use English as the means of communication in international contexts. 2. Students will use English as a means of advancements in various international fields.
Three	Promote mutual cultural understanding.	1. Students will use English to understand and appreciate the cultures of other international English language users. 2. Students will use English to communicate a respect for their culture to other international English language users.
Four	Enhance their cognitive and problem-solving skills.	1. Students will use English to develop their knowledge in various scientific fields. 2. Students will use English to develop their professional skills.

4.1.1.2 Objectives of the Intermediate Stage

This section lists the main concrete objectives targeted throughout the three stages of schooling. They are a manifestation of the required language proficiency level. To reach the language proficiency level necessarily required to attain the Goals of Teaching English in Saudi Schools (*English Language Syllabus*, 2004), learners should be able to

Understand what they hear and respond appropriately to others by

- Identifying the gist of an account or key points in a discussion and evaluate what they hear;
- Asking relevant questions to clarify, extend and follow up ideas;
- Recalling and re-presenting important features of an argument, talk, radio or television program;
- Identifying specific features related language use (for example, to persuade, instruct or entertain); and
- Responding to others appropriately, taking into account what they say.

Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences by

- Using vocabulary and syntax that enables them to communicate more complex meanings;
- Gaining and maintaining the interest and response of different audiences (for example, by varying pace and using persuasive language to achieve particular effects);
- Choosing material that is relevant to the topic and to the listeners;
- Speaking audibly and clearly, using spoken standard English in formal contexts; and
- Evaluating their speech and reflecting on how it varies.

Read with fluency, accuracy and understanding by

- Using inference and deduction;
- Looking for meaning beyond the literal;
- Make connections between different parts of a text (for example, how stories begin and end, what has been included and omitted in information writing);
- Using their knowledge of other texts they have read;
- Scanning texts to find information;
- Obtaining specific information through detailed reading;
- Drawing on different features of texts (including print, sound and image) to obtain meaning;
- Using organizational features and systems to find texts and information;
- Distinguishing between fact and opinion; and
- Considering an argument critically.

Develop their writing on paper and on screen by

- Choosing form and content to suit a particular purpose;

- Using language and style that are appropriate to the reader;
- Using and adapting the features of a form of writing, drawing on their reading; and
- Using features of layout, presentation and/or organization effectively. (*English Language Syllabus*, 2004, p. 4)

4.1.1.3 Stage Scope and the General Objectives of the Intermediate Stage

The wider outline portrayed in the general objectives is divided in terms of the three stages of schooling. The intermediate stage scope and objectives are as follows:

Scope

By the end of the stage, learners should be able to

- Create with the language, combining and re-combining learned elements;
- Initiate, minimally sustain, and close in a simple way basic communicative tasks, ask and answer questions.

Objectives

The 2004-2005 English Language Syllabus (English Language Syllabus, 2004) documentary also states the objectives for the intermediate stage in terms of language skills, as shown in Table 3. For example, students practice listening at this stage by dealing with a number of situations in their immediate surroundings and where there is context and shared knowledge

Table 3**Intermediate Stage Objectives in Terms of Language Skills**

Students should be able to	Used Language Skill
1. deal with a number of situations in their immediate surroundings and where there is context and shared knowledge.	Listening
2. use the language mostly to get around, to ask directions, and to get basic services.	Speaking
3. read material with common words and simple grammatical constructions, getting the main ideas.	Reading
4. meet limited practical writing needs by recombining learned vocabulary and structures into simple sentences.	Writing

Note: from the *English Language Syllabus*, 2004, p. 5

4.1.1.4 Specific Objectives and Study Skills for the Intermediate Stage

Learners at this stage are able to handle uncomplicated limited communicative tasks in social situations (e.g., those including personal information covering self, family, home, daily activities, interests, and physical and social needs such as food, shopping, travel). Learners' speech may contain pauses, self-corrections, and inaccuracies in vocabulary, grammar, and pronunciation. Learners are generally understood by sympathetic interlocutors accustomed to dealing with non-natives, although misunderstandings can occur.

The specific objectives introduce pronunciation (e.g. producing and distinguishing the English sound units that may cause difficulties for Arabic- speaking learners), contextualized vocabulary, useful expressions (e.g. time, directions, personal information, etc) that allow communication. Table 4 presents a detailed language notions-functions and study skills pursued within the intermediate stage of schooling (*English Language Syllabus*, 2004).

Table 4

Language Notions-Functions and Skills Presented During Intermediate Level

Listening	<i>The learner should be able to understand</i> -basic directions on how to get somewhere -greetings and other very commonly occurring social routines -questions about personal background, family, interests and activities -short conversations, well enough, to be able to take simple messages -short radio or television announcements and news reports dealing with familiar topics or events -a description of a place/person -locations and times -the main ideas in a conversation about a familiar topic -enough to carry on short conversations on concrete topics <i>S/he should be taught to</i> -distinguish the English sound units that may cause difficulties for Arabic- speaking learners -recognize the basic intonation patterns, interrogative vs. declarative
Speaking	<i>The learner should be able to</i> -introduce oneself, giving name and basic personal information -give directions on how to get from one place to another -describe in detail a particular place, such as a school, park, or store -describe in detail a particular person, such as a family member -describe common health problems -describe typical routine activities -talk about things s/he likes to do, such as leisure activities or favorite hobbies -talk about things s/he expects to do in the future -ask simple questions using words from the categories above -take part in short simple conversations <i>S/he should be taught to</i> -produce the English sound units that may cause difficulties for Arabic- speaking learners -produce the basic intonation patterns, interrogative vs. declarative
Reading	<i>The learner should be able to read and comprehend</i> -simple connected texts, within a short paragraph, about predictable subjects -short descriptions of persons or places -basic written directions -public service messages or instructions -questions about personal background or family <i>S/he should be taught to</i> -recognize the meanings of words in context -draw conclusions from reading materials
Writing	<i>The learner should be able to write</i> - short, simple letters about personal preferences, daily routine, or everyday events - telephone messages - postcards - short synopses - class or lecture notes on familiar topics - simple descriptions - simple paraphrases about life, work, or experience <i>S/he should be taught to</i> - spell correctly the assigned vocabulary - recognize and use the assigned punctuation and capitalization - write different sentence types

Note: adapted from *English Language Syllabus*, 2004

4.1.1.5 Sequence

The following table presents a detailed description of a particular range of abilities for the third intermediate learners in terms of the four language skills (listening, speaking, reading, and writing), subsuming all previous levels and progressing onto higher ones:

By the end of third intermediate grade, learners should be able to

Table 5

Sequential Development of Skills for the Third Grade Intermediate Learners

Skill	By the end of this stage, learners should be able to
Listening	Sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.
Speaking	Handle most uncomplicated communicative tasks and social situations. They will be able to initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
Reading	Read consistently, with full understanding, simple connected texts dealing with basic personal and social needs about which they have personal interest/knowledge. Learners will get some main ideas and information from texts featuring description and narration.
Writing	Meet some practical writing needs and limited social demands. They will be able to take notes in some detail on familiar topics and respond in writing to personal questions, writing simple letters, brief synopses and paraphrases, summaries of biographical data, and school experience.

Note: from the *English Language Syllabus*, 2004, pp. 11-12

4.1.1.6 Grammar and Punctuation in the Third Intermediate Grade

Table 6 outlines the grammar components and the uses of punctuation for the third intermediate grade learners. Students learn at this stage the uses and the forms of the past simple and the present perfect tenses. This includes learning the uses of *since* and *for*, the irregular verbs, yes/no question with *has/have*, etc. Students also learn simple future with *will*. Punctuations introduced at this stage include capitalization of names and the uses of the exclamation mark and the colon.

Table 6**The Grammar Components and the Uses of Punctuation for the Third Grade****Intermediate Students**

	Uses
Grammar Components	1. Present Perfect Tense 2. Present Perfect and Past Simple 3. Simple Future (will, is going to) 4. Uses of can and can't with verbs 5. Uses of has got/have got.
Punctuation	1. Capitalization of names of continents, seas, oceans, rivers, lakes, and specific geographical locations 2. Capitalization of names of historical events such as World War I 3. Capitalization of names of newspapers and journals 4. Using a colon before a list 5. Using exclamation mark.

Note: from the *English Language Syllabus*, 2004, p. 17

4.1.2 Content Analysis of the CB

Content analysis was carried out based on my evaluation of the CB (See Appendix B) and the respondents' answers to the questionnaire's open-ended question, i.e. remarks. The respondents' answers of the remarks section were brought together, summarized, and classified into three main categories: (1) points of strengths in the CB, (2) points of weaknesses in the CB, and (3) suggestions to modify the CB under the 14 categories of TET.

4.1.2.1 Content

Content analysis attempted to provide answers to the two parts of research question one of the micro-evaluation analysis, 1A and 1B:

1A. In relation to the proclaimed objectives of the CB, to what extent does the content of the CB meet the set objectives?

1B. To what extent is the CB free of mistakes and errors?

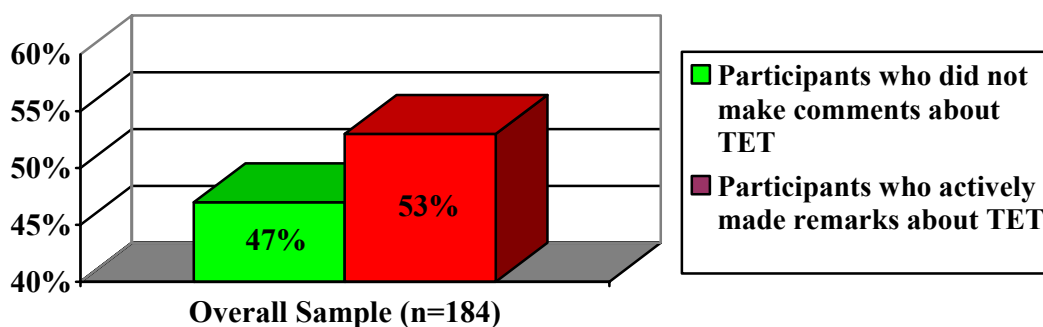
The underlying syllabus of the book is a communicative activities syllabus (topics and skills), followed by a language syllabus (grammatical and lexical) and a general language education syllabus (language learning tips), i.e. it represents what Cunningsworth calls a

combination of "rules-based" and "performance-based" approaches. The CB constitutes a hybrid syllabus combining structural, functional and topical threads. Though, as the authors argue, the ultimate goal of the book is to develop learner's fluency through language practice and skills work.

The table of contents shows that *topics* are the main organizing principle. The topics of the paragraphs are related to the themes of the unit, i.e. "Inventions", "Learning Tools", etc. The main purpose of a table of contents is to allow the reader to quickly browse through it to discover what the book has to offer in terms of contents and how this is connected. Say It in English facilitates orientation in this way since it contains two tables of contents: a concise table containing the topics and the page number and an extensive one, called a plan of *Pupil's Book* (see Appendix E), containing the topics, functions, and the skills covered in each unit.

The variability of interesting and familiar topics (e.g. "On the Phone", "Healthy Eating", "Friendship", "The Senses", "Inventions", "Pollution", etc) increases learners' motivation, thereby constituting an important dimension that determines learning success. The CB, however, includes few topics that are not familiar to the students: e.g. unit 11, Stories, introduces stories related to English literature, such as "David Copperfield". Although there is no real cultural syllabus included in the book, the authors have devoted a whole unit for *culture* (unit 10) which aims at widening student's knowledge of the different cultures around the world, as well as learning how to talk about their own culture (e.g. clothing, greeting habits, table manners, etc.). Forty-three errors and mistakes, however, were located (see Appendix F) after a thorough inspection of the content of the CB, as well as from the comments made by English teachers and supervisors. As shown in Figure 4, about half of the respondents drew their remarks on the CB, while 47% left the remarks section blank.

Figure 4 Overall Sample Percentage (n=188): Remarks on TET



Gender stereotypes are also more prevalent, where most if not all the characters are females. This gender bias occurred because, initially, the CB was designed for the implementation at female schools only (A. Al-Amir, personal communication, November 22, 2005). Gender stereotypes, however, is not a major error that will affect learning.

The *Workbook* contains varied writing exercises; e.g. graphic organizers, sentence and conversation completion, matching, multiple-item exercises, writing tasks, etc. A close inspection of the *Workbook* reveals the existence of some exercises that duplicate some of those already presented in the *Pupil's Book* (e.g. lesson 3 of unit 10, page 10). Many teachers expressed their disagreement with those exercises that accept any suitable answer. On the contrary, open-ended exercises seem to be one of the merits of the CLT syllabus. This, however, requires teachers who have a good command of English. Correction requires greater effort and time on the part of the teacher since he or she has to read every sentence. Other teachers complained that the number of exercises in both the *Pupil's Book* and the *Workbook* require more time for completion, and therefore they are not able to cover all the exercises in the CB. It can be argued that time constraints can be overcome by assigning students to complete certain exercises in the *Workbook* out of class. There are self-check progress reports at the end of the *Workbook* for each unit that help students evaluate their progress, and in turn become independent learners. Finally, the *Workbook* should be merged with the *Pupil's Book* so that students will refer to only one book when preparing for exams and will not be prone to forget one of the two books at home. Some educators (A. Al-Humaidan personal

communication, October 19, 2005), however, disagree with this suggestion claiming that teachers will have to collect both books if the *Pupil's Book* is integrated with the *Workbook*.

4.1.2.2 Grammar

The paradigm used to introduce grammatical rules is clear, simple, and it suits students' language needs. Since the CB is communicative in nature, activities that promote language use (e.g. dialogues, discussions and reading texts) outweigh those related to form (approximately one-fourth to one-third of the material in each unit is given over to grammar-related presentation and practice material). As a result, students are not expected to achieve 100% grammatical accuracy upon completion of the course. As the authors argue:

The syllabus is based upon language functions and real language use. Each unit presents several key functions, which are linked to the grammar, structure and theme of the unit. The grammar is always presented communicatively. (Introduction, the *Teacher's Manual*, 2005, ¶ 3)

Language functions and real language use include situations like directing others to do something (unit 5/ term 1), talking about friendship (unit 7/term 1), making suggestions (unit 2/ term 1), etc. Therefore, grammar is linked to the topics and themes presented in each unit.

4.1.2.3 Vocabulary

New lexical items are graded according to the principle of immediate use, and they appear in the following units. Although the selected vocabulary items may at times move beyond the scope of the unit, overall the presentation of vocabulary seems acceptable. As the CB authors argue "the vocabulary and structure of the passages intentionally move beyond the scope of the unit" (*Teacher's Manual*, introduction) in order to help learners develop their reading strategies and fluency. In fact, vocabulary plays a major role in the syllabus where both productive (or active) vocabulary and receptive (or passive) vocabulary are presented.

Many colleagues argue that the CB includes a large number of new passive vocabulary (e.g. lesson 1 of unit 7, page 61: "kind", "honest", "caring", etc.), thereby posing greater difficulty both in terms of presentation and assessment. They also suggest adding glossary for the new words in each unit. However, upon inspection of the *Pupil's Book* plan (see Appendix E), it appears that since *topics* are the main organizing principle in the syllabus functions, skills, phonics, grammar and vocabulary only constitute a secondary organizing principle. Although the vocabulary load seems to be inappropriate for the students' level, it seems that the authors have paid attention to both their frequency and their usefulness for the students. They have also included lists of new words and irregular verbs at the end of the book. However, some irregular verbs were not listed on this list although they were presented in the CB (e.g. Unit 7/ Lesson 1: the verbs "lend", "know" and "fight" on page 62).

4.1.2.4 Phonology

Phonology is introduced through various activities such as listening, dialogue and phonics. Each unit contains a phonics section, which focuses upon pronunciation, isolation of sounds and sound contrasts. This enhances students' reading ability as well as their dictation. Phonics also focuses upon sound-symbol relationship.

Since the major aim of the textbook is the development of learners' communicative competence, the textbook helps in developing learners' *fluency*. As the authors of the book state:

As the speaking skill is a major part of the syllabus, most of the functions, grammar and vocabulary tend to develop fluency. A variety of games and communicative activities form an integral part of this syllabus. (Introduction, *Teacher's Manual*, 2005, ¶ 6)

The authors remark that true activities have three features: information gap, choice (i.e. what and how to say something), and feedback, in which the teacher acts at times as a facilitator

when s/he monitors students' performance, and at others as a co-communicator by engaging in the communicative activity along with the students (Littlewood, 1981, cited in the *Teacher's Manual*). This aim is achieved by including as many conversations and speaking activities as possible (e.g. Unit 4/ Lesson 1: web organizers and planners on page 32). The CB is therefore much better than the previous series, English for Saudi Arabia because students will learn things that will fulfill their present and future language needs.

4.1.2.5 Language Skills

The CB provides practice in the four language skills of listening, speaking, reading, and writing. The underlying organizing principle in the syllabus is the development of language skills in general and communicative skills in particular. A large part of the book comprises listening and speaking activities like dialogues and phonics exercises. True to the authors' claims, the book contains at least three listening and reading texts in each unit. Most units contain two listening conversations (lessons 1 and 3) and a reading passage (lesson 2), followed by a writing task (lesson 3). The CB also uses authentic listening and reading materials that may at times move beyond learners' current linguistic level in order to develop their *fluency* and reading strategies, such as reading for main ideas (skimming), looking quickly for specific information (scanning), etc.

Unfortunately, the oral component is not assigned any marks in both the in-term quizzes and the final exam. Therefore, students will experience a harmful backwash effect caused by the existing mismatch between the final test format and the course objectives or the teaching itself.

4.1.2.6 Methodology

Rabbini (2002) argues that when assessing syllabus aimed at developing an overall competence, one has to determine how priority is established among the various aspects. The

authors claim that communicative competence is a major objective of this book, which can be attained by increasing the number of activities that promote speaking. Since speaking is the major part of the syllabus, most of the functions, grammar, and vocabulary are intended to develop accordingly.

An in-depth analysis of the *Pupil's Book*, both terms 1 and 2, reveals the existence of more than 30 authentic dialogues, which contain discourse markers/everyday language such as “oh!”, “Mmm”, and “26+ years”. The CB also discusses and identifies areas of students' needs and it encourages an inductive approach to learning. The authors show an updated concern about the needs of the learners, evidenced by their interest in the issues prominent in recent ESL research, such as the development of study skills, listening and speaking skills, and dictionary skills.

4.1.2.7 Study Skills

Among the issues that the authors have paid greater attention is the development of study skills. This indicates their awareness of the importance of learners' needs. By the end of unit 1, "Learning Tools", for example, a learner should be able to

- Learn how to become a better student;
- Listen to advice on becoming a better listener;
- Read about using a dictionary; and
- Write a paragraph about learning English.

All the above developmental objectives aim at introducing learning strategies and study skills. Learners, therefore, read about using a dictionary, including the different parts of an entry word. Learners are also encouraged to talk about definite plans and the different types of learning strategies, i.e. summarizing, reading *chunks* of words, etc. The dialogues present ways of tackling reading difficulties (lesson 1 on page 3). Finally, learners are also encouraged to take responsibility for their learning by finding solutions for problems posed in

the book. For example, unit 5, "Save Our Planet", encourages students to state plans to save the earth from pollution.

4.1.2.8 Visuals

There are a variety of colorful and stimulating photos and drawings integrated into the layout of the CB. The usage of visual materials facilitates the learning process: this must not be underestimated since it can help to anchor new words and phrases into the learners' long-term memory. Although the visuals are reasonably well produced, attractive, and an integral part of teaching, few are not clear enough, as in lesson 1 of unit 3 (page 21: Jeita Grotto in Lebanon) or they are irrelevant (see Appendix F), as in lesson 4 of unit 10 (page 20: the graduation picture).

4.1.2.9 Practice and Testing

The CB provides practice and testing techniques. It provides mechanical and meaningful exercises, as well as communicative exercises that enable learners to carry out their communicative tasks in real-life situations. Unlike the mechanical and meaningful exercises, communicative activities have no control over the amount and type of the used lexical items (Paulston, 1971). Therefore, students provide new information about the real world. Upon inspection of a sample unit, "Healthy Eating" (unit 13), it was found the number of mechanical and meaningful exercises (15 exercises: 10 in the *Pupil's Book* and 5 in the *Workbook*) outweigh the number of communicative activities (7 exercises: 4 in the *Pupil's Book* and 3 in the *Workbook*), since learners are at the early stages of leaning English.

The CB also includes directions to explain how every exercise should be completed; and it provides two revision units in each term in order to facilitate practice: units 4 and 8 (for term 1) and units 12 and 16 (for term 2). The number of exercises, however, is beyond the allotted time frame, and some activities are introduced twice, both in the *Pupils' Book* and the

Workbook (e.g. letter writing on page 17, term 2, of the *Pupils' Book* and page 8 in the *Workbook*). These remarks were also made by some participants who in TET. The following is a sample of some of these remarks:

- o "The number of exercises is large, the existence of some misprints, and there is a need to increase the number of conversations and not the exercises". (a student)
- o "Decreasing the content of the book and the number of exercises". (a student)
- o "The exercises are very long and not suitable for the students' level". (a teacher)
- o "The exercises are too difficult for the students and they require a whole lesson in order to be explained". (a teacher)

4.1.2.10 Supplementary Material

As mentioned earlier, no supplementary materials (posters/flashcards) were provided with this implementation of the CB. Although the Ministry of Education provided the audio cassettes for the CB, not all schools received the cassettes or CDs, as noted by many teachers who participated in TET. In any event, the sound quality of the recording was extremely poor. This, in turn, hinders the development of learners' *fluency*, which is claimed to be the major objective of this syllabus.

4.1.2.11 Objectives

This section attempted to provide answers to the first part of research question one, based on the documentary analysis and content analysis of the CB. The research question was: In relation to the proclaimed objectives (both general goals and terminal objectives) of the CB, to what extent does the content of the CB meet the set objectives?

According to the general goals' documentary, *English Language Syllabus* for the Elementary, Intermediate and Secondary Stages (*English Language Syllabus*, 2004), English is taught in Saudi schools to develop learners' communicative competence in the language. The documentary lists the specific objectives for the third intermediate stage in terms of language notions, language functions, language skills, grammar, and punctuation (4.1.1.4-4.1.1.6): i.e. learners should be able to execute most uncomplicated communicative tasks and social situations; understand long stretches of discourse; read simple texts dealing with basic personal and social needs; and get the main ideas from texts, etc.

The major objectives set by the authors of the CB were in line with those listed in the general goals' documentary, i.e. the development of learner's communicative competence in order to communicate in real-life situations. The developmental objectives are stated in the *Teacher's Manual* or the *Pupil's Book* in terms of functions, language skills, and grammar. The objectives of unit 1, for example, are listed in Table 7.

Table 7

The Objectives of Unit 1 in the Third Year Intermediate English CB

Topics	Functions	Grammar	Listening Phonics	Reading/ Writing
<i>Learning Tools</i>	-Talking about learning strategies. - Talking about definite plans.	Reviewing the Tenses: Future with present continuous and <i>be+ going to</i>	-Listening to a conversation about becoming a good listener. - Long o sound.	- Reading about using a dictionary - Writing a paragraph about improving language skills.

Note: An excerpt from the Plan of *Pupil's Book* (*Pupil's Book*, 2006 ed.).

Terminal objectives are stated at the beginning of each unit in the *Pupil's Book*, and in each lesson in the *Teacher's Manual*. For example, by the end of unit 6 students should be able to

- express their feelings and opinions;
- talk about sign language;
- read about senses;

- listen to conversation about senses; and
- write about a special person.

It seems, however, that the choice of some authentic reading or writing material is inappropriate for the level of the learners. In lesson 3 of unit 6 (on page 56), for example, students are asked to think of a person who has lost one of his senses, and answer questions that are utilized in writing a paragraph. As Yalden (1987) remarks *improvisation or communicative activities*

... can certainly be a problem in early stages of language teaching, as the teacher must be able to get the description of the situation or task across to the learners. (p. 134)

Besides, the choice of these reading texts diverge with the terminal objectives set by the Ministry of Education, as discussed in section 4.1.1.5, which specified that students by the end of third intermediate stage will be able to

... read consistently, with full understanding, simple connected texts dealing with basic personal and social needs about which they have personal interest/knowledge. Learners will get some main ideas and information from texts featuring description and narration. (*English Language Syllabus*, 2004)

Some writing tasks also contradict the implications of the general goals' documentary, (section 4.1.1.5) which maintained that learners by the end of third intermediate stage should be able to

... meet some practical writing needs and limited social demands. They will be able to take notes in some detail on familiar topics and respond in writing to personal questions, writing simple letters, brief synopses and paraphrases, summaries of biographical data, and school experience. (*English Language Syllabus*, 2004)

As seen from the participants' remarks in TET (4.1.2.9) who argue that the CB is beyond the learner's level.

4.1.2.12 Content Selection

Content selection seems to be appropriate for the learners' linguistic level, with the exception of some tasks and activities that are beyond the learners' linguistic level (such as information-gap activities that require filling in graphic organizers, e.g. lesson 3 of unit 11, page 28) and contradict the specific objectives set by the Ministry of Education (4.1.1). The authors seem to have over estimated the learners' current proficiency level by presenting reading or writing tasks that are beyond their reach. These tasks, I believe, should be introduced when learners have an advanced oral proficiency.

4.1.2.13 Gradation and Recycling

The grading of language items is suitable for the learners and there is a systematic and balanced recycling of all items. After a thorough analysis of the CB, the grading of language items appears to have taken place regarding grammar on the assumption of cognitive simplicity. Since the CB is based on language functions, it is difficult to maintain the organization of grading grammar according to cognitive simplicity throughout the CB (e.g. presenting the future tense in units 1 and 2 before the past simple, unit 11). In fact, this is one of the main disadvantages of using topics as the main criterion in syllabus design. Besides, grammatical complexity does not necessarily equate with learning difficulty. As the authors of the CB remark in the introduction of *Teacher's Manual*, "the vocabulary and structure of the passages intentionally move beyond the scope of the unit". Therefore, there is no such constraint on the amount of lexis or the sequence of structures, which students encounter. As each function occurs in the context of a particular topic or situation, the lexis or structures associated with these will naturally arise.

The target lexicon, structures, and functions have been reviewed and recycled through the book in different contexts. The CB provides two revision units in each term in order to facilitate practice: units 4 and 8 (for term 1) and units 12 and 16 (for term 2).

4.1.2.14 Teacher's Manual

The following two remarks were noted upon inspection of the *Teacher's Manual*. First, the *Teacher's Manual* contains a lot of useful information on how to best use the *Pupil's' Book* in class and on the rationale that lies behind the book. In practice, however, it seems impossible to cover one lesson in forty-five minutes (as mentioned earlier in section 4.1.2.9). In fact, since the total number of periods in each term (64 periods) exceeds the total number of lessons (32 lessons) in the CB by 100%, it seems that the authors of the CB have intended to divide each lesson in two periods, but for some reasons they have failed to mention this in the *Teacher's Manual*. Second, the *Teacher's Manual* contains transcripts of the speaking activities in the *Pupil's Book*. This helps temporarily in closing the gap of sparse supplementary material, provided the teacher's oral proficiency is acceptable. Unfortunately, not all teachers were provided with copies of the *Teacher's Manual*. The *Teacher's Manual*, however, failed to consider the following points: (1) predicting learning difficulties and providing appropriate advice; (2) giving guidelines for evaluating how well lessons went; and (3) presenting sample regular progress tests.

4.1.3 Analysis of the Micro-Evaluation Results

Research Question One: Document Analysis

This section aimed at investigating the two parts of the first research question.

Research Question 1A: In relation to the proclaimed objectives (both general goals and terminal objectives) of the CB, to what extent does the content of the CB meet the set objectives?

Null Hypothesis One A [H₀1a]: The content of the CB does not meet the set objectives.

The major objectives set by the authors of the CB (4.1.2.11) were in line with those listed in the general goals' documentary set by the Ministry of Education, i.e. the

development of learner's communicative competence in order to communicate in real-life situations. The developmental objectives were stated in the *Teacher's Manual* or the *Pupil's Book* in terms of functions, language skills, and grammar. Content selection seems to be appropriate for the learners' linguistic level, with the exception of some tasks and activities that are beyond the learners' linguistic level and contradict the specific objectives set by the Ministry of Education (4.1.1). The following remarks were noted after analyzing the content of the CB against the specific objectives listed in the general goals' documentary (4.1.1):

- The choice of some authentic reading was inappropriate for the level of the learners. Rather than presenting simple connecting texts, some reading passages and conversations contained complex sentences.
- Some writing tasks also contradict the implications of the general goals' documentary, in section 4.1.1.5. Rather than being asked to write simple letters, brief synopses and paraphrases, summaries of biographical data, and school experience (*English Language Syllabus*, 2004), the CB contains some writing exercises that are too difficult for the learners.

Since most of the content of the CB was in line with the general goals and terminal objectives, the null hypothesis was rejected.

Research Question One B: To what extent is the CB free of mistakes and errors?

Null Hypothesis One B [H₀1b]: The CB is free of any mistakes and errors.

A thorough inspection of the content of the CB (4.1.2.1) revealed the existence of some mistakes and errors (see Appendix F). These mistakes and errors were related to printing, design, grammar, spelling, punctuation, translation, etc. The total number of mistakes or errors is 43, and they are outlined in Appendix F. Since some mistakes and errors were located in the CB, the null hypothesis was rejected.

Summary of the Micro-Evaluation Results

The major aim of the textbook is the development of learners' communicative competence in order to enable them to use English in real life situations. Fluency development is the major aim of the CB. The CB therefore helps students to learn things that will fulfill their present and future language needs through the communicative activities. In order to achieve this aim, the Ministry of Education needs to re-consider the following aspects:

- Teaching Aids
- Assessment Techniques
- Teacher Training, and
- Teachers' perceptions of the syllabus

First, most schools lack the necessary teaching aids, such as charts, flashcards, etc. This puts a heavy burden on the teacher, where s/he has to develop her/his own aids. Second, the oral component is not assigned any marks in both the in-term quizzes and the final exams. Therefore, students will experience a harmful backwash effect caused by the existing mismatch between the final test format and the course objectives or the teaching itself. Third, teachers were not provided with any training on the Communicative Language Teaching (CLT) techniques since this new curriculum has been implemented. Teachers were not informed of the overall objectives of this new curriculum; thus most teachers follow the traditional approaches to teaching, which emphasize the use of translation, writing, and reading rather than speaking. There is an urgent need for training that addresses both linguistic competence and methodology. Teachers should be provided with guiding handouts that will introduce the main principles of CLT.

In short, policymakers need to re-evaluate the three aspects of teaching aids, assessment modes, and teacher training. Some of these remarks were also highlighted by

Al-Hajailan (1999), who remarked that studies conducted by Afifi (1989), Dhafar (1986), and Halabi (1993) stress that four points need to be considered in Saudi EFL (English as a foreign language) curriculum: (1) the number of lessons per week, (2) teachers and supervisors' training, (3) teachers' participation in the syllabus design, and (4) revising and improving the books. Al-Saif (2005) also claims that teacher training should include "increases in pre-service university level training" and "in-services courses" (p. 70).

Following is a summary of the qualitative findings on the English CB:

The points of strength outweigh the points of weakness. The following were strong components of the scope and sequence of the curriculum: (1) the listening and speaking practice material is adequate and well integrated in the CB (e.g. the *Pupil's Book* of term 1 consists of 8 units with 17 authentic dialogues); (2) the CB corresponds to learners' needs since it is based on language functions and real language use; (3) the CB contains a variety of colorful and stimulating photos and drawings integrated into the layout of the book; (4) to a greater extent, the CB matches the terminal and developmental objectives; and (5) the *Teachers' Manual* contains a lot of useful information on how to best use the book in class, and on the rationale that lies behind the CB.

On the other hand, the points of weakness of CB were as follows: (1) total lack of any type of supplemental teaching aids in the implementation of this CB (with the exception of audio cassettes for term 2, which were only marginally distributed); (2) some writing tasks are beyond learners' current linguistic capacity; (3) a number of objectives, especially those related to the Islamic and cultural topics, were not taken into consideration when the syllabus was designed; (4) over abundance of practice and testing exercises; (5) not having enough copies of the *Teacher's Manual*; (6) separation between the *Pupil's Book* and the *Workbook*; (7) the existence of some printing mistakes and errors (see Appendix F); and (8) gender bias towards female characters.

4.2 Macro-Evaluation Results

The quantitative results' section is twofold. First, it presents the respondents' demographic information. Second, it describes respondents' perceptions in accordance with the findings of each of the 50 statements of TET in terms of frequencies and percentages of the respondents as they occur in the responses. Finally, analysis of the findings is carried out by answering the research questions of the study.

4.2.1 The Demographic Profile

The demographic information contains information related to the participants. Two unique samples participated in the study: teachers-supervisors and students. This study is conducted with a total sample of 184: students (n=88), teachers (n=79), supervisors (n=9), and unknown group who were teachers-supervisors (n=8). The participants were asked to state their gender, nationality (Saudi or non-Saudi), qualification (Diploma/BA/MA), experience in teaching this grade (one year/ two to five years/more than five years), and whether or not they attended training programs in teaching English. Table 8 outlines the demographic information for the entire sample of the study. 178 (or 96.7%) out of the 184 participants are Saudi, while only 6 (3.3 %) participants are non-Saudi nationals. Finally, 130 (70.7%) out of the 184 participants are males, while 54 (29.3%) are females.

Table 8

Overall Sample Description (n=184): Nationality and Gender

Demographic Variable		Frequency	Percentage (%)
Nationality	Saudi	178	96.7
	Non-Saudi	<u>6</u>	<u>3.3</u>
	Total	184	100.0
Gender	Male	130	70.7
	Female	<u>54</u>	<u>29.3</u>
	Total	184	100.0

4.2.1.1 Teachers and Supervisors' Sample

The overall teachers-supervisors' sample (n=184) is comprised of 79 teachers (42.7%), 9 supervisors (4.9%) and 8 unknown participants (4.8%). The 8 unknown participants represent teachers-supervisors who were not employed at the time of their participation. The web survey site, *SurveyMonkey.com*, provided the statistics related to the participants' place of residence. Ninety-six teachers and supervisors returned completely filled surveys. The respondents are from 30 cities and villages around the Kingdom of Saudi Arabia. Table 9 shows the distribution of respondents in terms of their city/village of residence.

Table 9

Overall Distribution of the Sample (n=96) in terms of Place of Residence

	City/Village	Frequency	Percentage (%)
1	Riyadh	15	15.6%
2	Jeddah	10	10.4%
3	Makkah	10	10.4%
4	Unknown	12	12.5%
5	Madinah	4	4.2%
6	Taif	4	4.2%
7	Dammam	4	4.2%
8	Al-Baha	4	4.2%
9	Najran	3	3.0%
10	Tabuk	3	3.0%
11	Kharj	2	2.0%
12	Hail	2	2.0%
13	Qaseem	2	2.0%
14	Buraidah	2	2.0%
15	Al-Ahsa	2	2.0%
16	Abha	2	2.0%
17	Al-Aflaj	2	2.0%
18	Abu Areesh	1	1.1%
19	Al-Khubar	1	1.1%
20	Jizan	1	1.1%
21	Qurayat	1	1.1%
22	Huraimla	1	1.1%
23	Safwa	1	1.1%
24	Al-Gunfuda	1	1.1%
25	Unaizah	1	1.1%
26	Al-Dawadmi	1	1.1%
27	Sajir	1	1.1%
28	Dhiba	1	1.1%
29	Hafuf	1	1.1%
30	Hafr Al-Batin	1	1.1%
	Total	96	100.0%

The data shows that the respondents were not only from the major cities in the Kingdom of Saudi Arabia, but also from the villages. Therefore, the use of the Internet as the means for collecting data constitutes one of the major strengths of this research paper.

Table 10 outlines the demographic information related to the 96 teachers and supervisors.

Table 10

Demographic Information of the Teachers and Supervisors (n=96)

		Frequency	Percentage (%)
Participants	Teachers	79	42.7
	Supervisors	9	4.9
	Unknown	<u>8</u>	<u>4.8</u>
	Total	96	100.0 %
Nationality	Saudi	95	99.0
	Non-Saudi	<u>1</u>	<u>1.0</u>
	Total	96	100.0 %
Gender	Male	42	43.8
	Female	<u>54</u>	<u>56.3</u>
	Total	96	100.0 %
Qualifications	Diploma	6	6.3
	B.A.	87	90.6
	M.A.	2	2.1
	Ph.D.	<u>1</u>	<u>1.0</u>
	Total	96	100.0 %
Teacher Training	No	26	27.4
	Yes	<u>69</u>	<u>72.6</u>
	Total	95*	100.0 %
Number of Teacher Training Sessions	1	15	15.5
	2	19	19.6
	3	12	12.4
	4	6	6.2
	5	3	3.1
	6	2	2.1
	7	1	1.0
	8	3	3.1
	9	2	2.1
	<u>10</u>	<u>4</u>	<u>4.1</u>
	Total	67**	100.0 %
Number of Years Teaching 3 rd Level Intermediate	Less than one year	6	6.3
	1-2 years	18	18.8
	3-5 years	23	24.0
	5-10 years	20	20.8
	More than 10 years	<u>29</u>	<u>30.2</u>
	Total	96	100.0 %

*One of the teachers or supervisors left this question blank.

**Two of the teachers and/or supervisors left this question blank.

Ninety-five (or 99.0%) out of the 96 participants are Saudi, while only 1 (1.0%) participant is non-Saudi. Besides, 42 (43.8%) out of the 96 participants are males, while 54 (56.3%) are females. Nearly all (91%) of the teachers and supervisors' sample hold a B.A. degree. Nearly three quarters (73%) of the teachers and supervisors' sample had attended teacher training that ranged from 1-10 sessions. Nearly half (51%) of the teachers/supervisor sample had been teaching third-level intermediate for more than 5 years.

4.2.1.2 Student Sample

This study is conducted with a student sample (n=88), all of whom were using the CB. Table 11 outlines the demographic information related to the 88 students. Most (97%) of the students are Saudi, and all (100%) of the students are male. Sixty students had already studied English for 3 years, 18 students had already studied English for 4-6 years, and 7 students had already studied English for more than 10 years.

Table11

Demographic Information of the Students (n=88)

		Frequency	Percentage (%)
Nationality	Saudi	83	96.7
	Non-Saudi	<u>5</u>	<u>3.3</u>
	Total	88	100.0
Gender	Male	88	100.0
	Female	<u>0</u>	<u>0.0</u>
	Total	88	100.0
Number of Years Studying English	3	60	68.1
	4-6	18	20.4
	6+	<u>7</u>	7.9
	Total	85*	<u>100.0</u>

*Three students left this question blank.

4.2.2 The Results of the Questionnaire

All the research questions and hypotheses are tested for “statistical significance” at the $\alpha = .05$ level. For simplicity, this information is not included in each question or hypothesis.

None of the hypotheses is directional, and as such they were statistically assessed using a two-tailed assumption. The data from TET were computed into the corresponding sections of study by using a simple standardized composite on a percentile basis, so that the composite scales could be compared effectively. The master data file was stripped of all names to ensure the confidentiality of each participant. A box-and-whiskers analysis was conducted to ascertain if there were any major outliers (or impossible responses). The analysis showed no major outliers.

The first part of the analysis summarized the demographic information using measures of central tendency and dispersion (reporting both means and standard deviations for continuous variables, and frequencies and percentages for nominal or ordinal variables). The sample demographic characteristics were reported in section 4.2.1 in this chapter. The composites as well as the continuous variables are reported in the table 12. Within the teachers and supervisors' sample the mean number of training courses taken was 3.11 courses (sd=2.27). Within the teachers and supervisors' sample the mean number of years teaching 3rd level intermediate grade English was 3.50 years (sd=1.27). Within the student sample (n=88), the mean number of years studying English 1.38 years (sd=0.64).

Table 12

Descriptive Characteristics of Continuous Variables for the Entire Sample

	N	Min.	Max.	Mean	SD
Teacher Training: Number of courses	67	1	10	3.11	2.27
Teachers: Years teaching 3rd level intermediate grade*	96	1	5	3.50	1.27
Students: Years studying English?	85	1	3	1.38	0.64

*Please refer to categories in Table 10.

Table 13 outlines the statistical procedures that were used to address each research question. Since the two groups (S and T/S) were matched, an ANOVA was used instead of an ANCOVA (which would have been needed to compensate for differences between the groups) when the hypotheses were tested.

Table 13**Macro-Evaluation Research Questions and the Used Statistical Procedures**

Research Question	Statistical Procedure
<u>Research Question Two a:</u> Which of the fourteen categories (content, grammar, vocabulary, phonology, language skills, methodology, study skills, visuals, practice and testing, supplementary material, objectives, content selection, gradation and recycling, and the <i>Teacher's Manual</i>) are rated higher than 2.0 out of 4.0 by both groups when evaluating the 2005 CB using TET? <u>Research Question Two b:</u> Are there any statistically significant differences in the ratings of each of the fourteen categories when ranked by teachers and supervisors and the students?	Frequencies, Descriptive ANOVA
<u>Research Question Three:</u> Which participant demographic variables are correlated with the ratings of the 2005 CB as measured by TET?	Pearson Correlation
<u>Research Question Four:</u> How well do the micro- and macro- evaluations of the 2005 CB match?	Side-by-side Comparison

In order to answer research question two, the results of each of the 14 categories in TET are presented: (1) Content; (2) Grammar; (3) Vocabulary; (4) Phonology; (5) Language Skills; (6) Methodology; (7) Study Skills; (8) Visuals; (9) Practice and Testing; (10) Supplementary Material; (11) Objectives; (12) Content Selection; (13) Gradation and Recycling; and (14) the *Teacher's Manual*.

Category 1 is concerned with the **Content** of the CB. Content was evaluated according to statements 1-7. Table 14 outlines the frequencies, percentages, means, and standard deviations of each of the responses from the overall sample.

Table 14

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the Content of the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
1. The selected topics were familiar to the students.	Strongly Disagree	33	17.9	1	4	2.36	.88
	Disagree	68	37.0				
	Agree	66	35.9				
	Strongly Agree	17	9.2				
	Total	184	100.0%				
2. The selected topics enhanced learners' motivation.	Strongly Disagree	42	22.8	1	4	2.29	.94
	Disagree	67	36.4				
	Agree	54	29.3				
	Strongly Agree	21	11.4				
	Total	184	100.0%				
3. The Course book (CB) provided a list of new or difficult words.	Strongly Disagree	22	12.0	1	4	2.86	.95
	Disagree	32	17.4				
	Agree	79	42.9				
	Strongly Agree	51	27.7				
	Total	184	100%				
4. The CB contained student self-check progress reports.	Strongly Disagree	19	10.3	1	4	2.90	.95
	Disagree	37	20.1				
	Agree	72	39.1				
	Strongly Agree	56	30.4				
	Total	184	100%				
5. Language items (e.g. vocabulary, functions, etc) were presented in context for clarification.	Strongly Disagree	21	11.4	1	4	2.84	.89
	Disagree	27	14.7				
	Agree	96	52.2				
	Strongly Agree	40	21.7				
	Total	184	100%				
6. Pedagogic texts and dialogues included new vocabulary and grammatical structures.	Strongly Disagree	30	16.3	1	4	2.49	.91
	Disagree	58	31.5				
	Agree	72	39.1				
	Strongly Agree	24	13.0				
	Total	184	100%				
7. Pedagogic texts and dialogues included a variety of interesting subjects.	Strongly Disagree	35	19.1	1	4	2.50	.99
	Disagree	55	30.1				
	Agree	60	32.8				
	Strongly Agree	33	18.0				
	Total	184	100%				
Composite Measure of Content						2.60	.56

With regard to the Content category, respondents' ratings were very positive overall, with a mean composite score of 2.60 (sd=.56). The exception to this pattern were statement 1 (only

45.11% of the respondents agreed or strongly agreed that the selected topics were familiar to the students) and statement 2 (40.7% supported the statement that the selected topics enhanced learners' motivation). Statements 3, 4, and 5 were highly rated by the participants ($M=2.86, 2.90, \text{ and } 2.84$ respectively). About half of the respondents supported statements 6 and 7.

Category number 2 is concerned with **Grammar**. Statements 8-11 attempted to evaluate the presentation of Grammar in the CB in terms of the following four statements:

8. The paradigm used to introduce grammatical rules is clear and simple.
9. The grammatical items suit students' language needs.
10. There is a balance between form and use.
11. The sentences and examples use words that are known by learners.

Table 15 shows the frequencies, percentages, means, and standard deviations of each of the responses from the entire sample: teachers-supervisors and the students. With regard to Grammar, respondents' ratings were quite above average overall (the mean scores ranged from 2.10 to 2.35), with a mean composite score of 2.27 ($sd=.77$).

Over 50% of the respondents seem to disagree with the way with which grammar is presented in the CB. While some respondents focused on the two low categories in their responses (i.e. disagree or strongly disagree), others gave supporting responses. Table 15 shows a quite similar distribution of responses, thereby reflecting unclear agreement among the respondents. The statement that gained the least support was 11, where only 33.2% of the respondents were contended that the words used in the examples and sentences were known by learners. A higher standard deviation in statement 9 ($sd=1.01$) reflects the wider dispersion of responses (variability) among the participants.

Table 15

Frequencies, Percentages, Means, and Standard Deviations of Students,

Teachers and Supervisors' responses related to Grammar

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
8. The paradigm used to introduce grammatical rules is clear and simple.	Strongly Disagree	52	26.8	1	4	2.21	.96
	Disagree	58	31.9				
	Agree	54	29.7				
	Strongly Agree	<u>18</u>	<u>9.9</u>				
	Total	184	100.0%				
9. The grammatical items suit students' language needs.	Strongly Disagree	45	24.5	1	4	2.35	1.01
	Disagree	59	32.1				
	Agree	51	27.7				
	Strongly Agree	<u>29</u>	<u>15.8</u>				
	Total	184	100.0%				
10. There is a balance between form and use.	Strongly Disagree	43	23.5	1	4	2.31	.92
	Disagree	55	30.1				
	Agree	70	38.3				
	Strongly Agree	<u>15</u>	<u>8.2</u>				
	Total	184	100%				
11. The sentences and examples use words that are known by learners.	Strongly Disagree	58	31.5	1	4	2.10	.95
	Disagree	65	35.3				
	Agree	45	24.5				
	Strongly Agree	<u>16</u>	<u>8.7</u>				
	Total	184	100%				
Composite Measure of Grammar						2.27	.77

The **3rd category** on TET is **Vocabulary**. The following two statements (12-13) investigated whether the desirable qualities of Vocabulary are present and to which degree:

12. New lexical items are graded according to the principle of immediate use.

13. New lexical items appear in the following units.

With regard to *Vocabulary*, respondents' ratings were quite positive (Table 16), with a mean composite score of 2.41 (sd=.79), although 57.7% of the respondents either disagreed or strongly disagreed with statement 12, new lexical items are graded according to the principle of immediate use. It seems that the participants were either unsure about the needs of the learners or they had very different expectations about the type of vocabulary learners mostly

need. On the contrary, 52.7% of the participants were satisfied with the claims of statement 13, new lexical items appear in the following units. Table 16 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers-supervisors and the students.

Table 16

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the presentation of Vocabulary in the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
12. New lexical items are graded according to the principle of immediate use.	Strongly Disagree	38	20.7	1	4	2.34	.93
	Disagree	68	37.0				
	Agree	56	30.4				
	Strongly Agree	<u>22</u>	<u>12.0</u>				
	Total	184	100.0%				
13. New lexical items appear in the following units.	Strongly Disagree	35	19.0	1	4	2.49	.96
	Disagree	52	28.3				
	Agree	69	37.5				
	Strongly Agree	<u>28</u>	<u>15.2</u>				
	Total	184	100.0%				
Composite Measure of Vocabulary						2.41	.79

Category 4 is concerned with **Phonology** and contains two statements:

14. Pronunciation is built through other types of activities, such as listening, dialogue, etc.

15. There are cassettes/ CDs for pronunciation practice.

Table 17 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers, supervisors and the students. With regard to Phonology, respondents' ratings were average overall, with a mean composite score of 2.11 (sd=.81). The results show that about half of the respondents (51.3%) supported the way Phonology is

presented in the CB, where they agreed or strongly agreed to the statement that pronunciation is built through other types of activities, such as listening, dialogue, etc.

Table 17

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the presentation of Phonology in the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
14. Pronunciation is built through other types of activities, such as listening, dialogue, etc.	Strongly Disagree	42	23.0	1	4	2.49	1.05
	Disagree	47	25.7				
	Agree	57	31.1				
	Strongly Agree	37	20.2				
	Total	184	100.0%				
15. There are cassettes/CDs for pronunciation practice.	Strongly Disagree	102	55.7	1	4	1.74	.95
	Disagree	39	21.3				
	Agree	30	16.4				
	Strongly Agree	12	6.6				
	Total	184	100.0%				
Composite Measure of Phonology						2.11	.81

There is a clear dispute between respondents about the existence of varied pronunciation practice techniques (statement 14), evidenced by the very even distribution. On the contrary, item 15 gained the least support by the respondents. Only 23.0% of the respondents either agreed or strongly agreed with the statement that cassettes/ CDs were available for pronunciation practice. Therefore, while the textbook contained a wide range of pronunciation activities like phonics exercises, dialogues, there is a lack of CDs or cassettes.

Category 5 attempted to evaluate the way **Language Skills** are presented in the CB (statements 16-18). Language Skills were evaluated according to the following three statements:

16. There is practice in the four language skills of listening, speaking, reading, and writing.
17. The CB uses authentic (real-world) reading material at an appropriate level.

18. The CB uses authentic (real-world) listening material at an appropriate level.

Table 18 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers, supervisors and the students. Respondents' ratings were quite above average overall, with a mean composite score of 2.24 (sd=.75).

Table 18

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the presentation of Language Skills in the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
16. There is practice in the four language skills of listening, speaking, reading, and writing.	Strongly Disagree	27	14.8	1	4	2.74	.93
	Disagree	28	15.4				
	Agree	93	51.1				
	Strongly Agree	<u>34</u>	<u>18.7</u>				
	Total	184	100.0%				
17. The CB uses authentic (real-world) reading material at an appropriate level.	Strongly Disagree	71	38.8	1	4	2.00	.97
	Disagree	57	31.1				
	Agree	39	21.3				
	Strongly Agree	<u>16</u>	<u>8.7</u>				
	Total	184	100.0%				
18. The CB uses authentic (real-world) listening material at an appropriate level.	Strongly Disagree	77	42.3	1	4	1.92	.94
	Disagree	55	30.2				
	Agree	38	20.9				
	Strongly Agree	<u>12</u>	<u>6.6</u>				
	Total	184	100.0%				
Composite Measure of Language Skills						2.24	.75

The majority of the respondents (69.8%) think that the CB contains practice in the four language skills of listening, speaking, reading, and writing (statement 16). On the contrary, statements 17 and 18 were not rated highly by participants (M=2.00 and 1.92 respectively). Only 30% of the respondents felt that the used authentic reading material was appropriate for the learners' level. Similarly, only 27.5% of the respondents either agreed or strongly agreed with the statement that the used listening material was appropriate for the learners' level.

The **6th category** on TET is **Methodology** of the CB. It consists of three statements (statements 19-21):

19. The CB discusses and identifies areas of student needs.

20. The CB encourages inductive approach to learning.

21. Accuracy is balanced with fluency.

Table 19 shows that the respondents' ratings were quite above average overall, with a mean composite score of 2.22 (sd=.73).

Table 19

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the Methodology of the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
19. The CB discusses and identifies areas of student needs.	Strongly Disagree	54	29.7	1	4	2.21	.98
	Disagree	54	29.7				
	Agree	56	30.8				
	Strongly Agree	<u>18</u>	<u>9.9</u>				
	Total	184	100.0%				
20. The CB encourages inductive approach to learning.	Strongly Disagree	40	22.0	1	4	2.32	.96
	Disagree	67	36.8				
	Agree	51	28.0				
	Strongly Agree	<u>24</u>	<u>13.2</u>				
	Total	184	100.0%				
21. Accuracy is balanced with fluency.	Strongly Disagree	56	30.8	1	4	2.14	.97
	Disagree	64	35.2				
	Agree	43	23.6				
	Strongly Agree	<u>19</u>	<u>10.4</u>				
	Total	184	100.0%				
Composite Measure of Methodology						2.22	.73

More than 50% of the respondents were unsatisfied with the used Methodology: 59.4% of the respondents either disagreed or strongly disagreed with the statement that the CB identifies areas of students' needs. Similarly 58.8% and 66.0% of the respondents were against the claims of statements 20 and 21 respectively. This may suggest that the participants either felt unsure about the needs of the learners and the existence of CLT syllabus, or they had very different expectations about the Methodology that should be used in the CB.

22. The CB includes lessons that reflect on study techniques.

23. The CB contains advices on study skills development.

24. Students are encouraged to take some degree of responsibility for their learning.

25. There are some materials for independent work.

Table 20 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers, supervisors and the students.

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the presentation of Study Skills

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
22. The CB includes lessons that reflect on study techniques.	Strongly Disagree	34	18.7	1	4	2.47	.96
	Disagree	56	30.8				
	Agree	64	35.2				
	Strongly Agree	<u>28</u>	<u>15.4</u>				
	Total	184	100.0%				
23. The CB contains advices on study skills development.	Strongly Disagree	38	20.9	1	4	2.41	.95
	Disagree	54	29.7				
	Agree	68	37.4				
	Strongly Agree	<u>22</u>	<u>12.1</u>				
	Total	184	100.0%				
24. Students are encouraged to take some degree of responsibility for their learning.	Strongly Disagree	53	29.4	1	4	2.21	.99
	Disagree	56	31.1				
	Agree	51	28.3				
	Strongly Agree	<u>20</u>	<u>11.1</u>				
	Total	184	100.0%				
25. There are some materials for independent work.	Strongly Disagree	44	24.3	1	4	2.35	.98
	Disagree	53	29.3				
	Agree	61	33.7				
	Strongly Agree	<u>23</u>	<u>12.7</u>				
	Total	184	100.0%				
Composite Measure of Study Skills						2.38	.76

With regard to Study Skills, respondents' ratings were quite positive, with a mean composite score of 2.38 (sd=.76). Statement 22, the CB includes lessons that reflect on study techniques, scored the highest mean (M=2.47). Statement 24 gained the least support, where only 39.4% of the respondents supported the claim that the CB contains lessons that encourage learners to take some degree of responsibility for their own learning. However, responses to statements 23 and 25 were distributed quite equally between the scores, which reflect that there is no clear agreement among the respondents. This may suggest that some participants are either unaware of a CLT syllabus, or they had very different expectations about the study skills development techniques. Overall, the findings showed that the CB contained lessons that enhance learners' study skills (M=2.38).

Category 8 refers to the **Visuals** in the CB. This category comprises two statements (26-27):

- 26. The visuals used in the book are an integral part of teaching.
- 27. The visuals are reasonably well produced and attractive.

With regard to the Visuals category, respondents' ratings were very positive overall, with a mean composite score of 2.70 (sd=.91). As seen in Table 21, both statements show the tendency of respondents choosing score 3, *agree*. The suitability of visuals and their integration with the CB's content is quite evident since 65.4% and 59.4% of the respondents put a tick against agree or strongly agree for statements 26 and 27 respectively.

Table 21

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the Visuals of the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
26. The visuals used in the book are an integral part of teaching.	Strongly Disagree	32	17.6	1	4	2.77	1.05
	Disagree	31	17.0				
	Agree	66	36.3				
	Strongly Agree	53	29.1				
	Total	184	100.0%				
27. The visuals are reasonably well produced and attractive.	Strongly Disagree	39	21.4	1	4	2.63	1.08
	Disagree	35	19.2				
	Agree	62	34.1				
	Strongly Agree	46	25.3				
	Total	184	100.0%				
Composite Measure of Visuals						2.70	.91

The **9th category, Practice and Testing** techniques, contains five statements (28-32):

28. The CB provides mechanical and meaningful exercises.

29. The CB provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.

30. There are directions to explain how every exercise can be done.

31. The number of exercises is suitable.

32. The textbook provides periodical revisions (or formative evaluation) for diagnostic purposes.

Table 22 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers, supervisors and the students.

The number of respondents who argued against the statements outweigh those who gave their support. The statement that was judged the lowest in the responses was statement 31, which states the number of exercises is suitable: 79.6% of the respondents either disagreed or strongly disagreed. Statement 32, on the other hand, yielded mixed responses:

while 51.7% of the respondents argued against the statement that the CB provides periodical revisions for diagnostic purposes, 48.3% supported the claim.

Table 22

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to Practice and Testing Techniques in the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
28. The CB provides mechanical and meaningful exercises.	Strongly Disagree	52	28.7	1	4	2.22	1.0
	Disagree	60	33.1				
	Agree	46	25.4				
	Strongly Agree	23	12.7				
	Total	184	100.0%				
29. The CB provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	Strongly Disagree	48	26.4	1	4	2.26	.94
	Disagree	55	30.2				
	Agree	63	34.6				
	Strongly Agree	16	8.8				
	Total	184	100.0%				
30. There are directions to explain how every exercise can be done.	Strongly Disagree	66	36.3	1	4	2.10	1.01
	Disagree	50	27.5				
	Agree	47	25.8				
	Strongly Agree	19	10.4				
	Total	184	100%				
31. The number of exercises is suitable.	Strongly Disagree	85	47.0	1	4	1.81	.93
	Disagree	59	32.6				
	Agree	23	12.7				
	Strongly Agree	14	7.7				
	Total	184	100%				
32. The textbook provides periodical revisions (or formative evaluation) for diagnostic purposes.	Strongly Disagree	38	20.9	1	4	2.38	.93
	Disagree	56	30.8				
	Agree	69	37.9				
	Strongly Agree	19	10.4				
	Total	184	100%				
Composite Measure of Practice and Testing Techniques						2.17	.68

With regard to Practice and Testing, however, respondents' ratings were average overall, with a mean composite score of 2.17 (sd=.68).

Category 10, Supplementary Material was evaluated according to one statement (33): The posters and flash cards accompanying the book are attractive and suitable. Table 23

shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers, supervisors and the students.

Table 23

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to Supplementary Material

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
33. The posters and flash cards accompanying the book are attractive and suitable.	Strongly Disagree	97	53.3	1	4	1.79	.98
	Disagree	41	22.5				
	Agree	30	16.5				
	Strongly Agree	14	7.7				
	Total	184	100.0%				
Composite Measure of Supplementary Material						1.79	.98

With regard to Supplementary Material, respondents' ratings were below average, with a mean composite score of 1.79 (sd=.98). Over seventy-five percent of the respondents' judgments ranged between disagree and strongly disagree. Supplementary Material, Content Selection, Gradation and Recycling, and the *Teacher's Manual* were the four categories that scored a mean less than 2. Supplementary Material and Gradation and Recycling were the two categories that gained the least support by respondents (M= 1.79 and M=1.74 respectively).

The **11th category** is concerned with the **Objectives** of the CB, and it was evaluated according to the following four statements (34-37):

34. The terminal objectives are specified in the *Teacher's Manual* or the *Pupil's Book*.

35. The developmental objectives are specified at the beginning of each lesson.

36. Developmental objectives meet the needs of learners.

37. Developmental objectives suit the level of the learners.

This category and categories 12 to 14 were evaluated by only the teachers and supervisors (n=96). Table 24 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers and supervisors.

Table 24

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the Objectives of the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
34. The terminal objectives are specified in the <i>Teacher's Manual</i> or the <i>Pupil's Book</i> .	Strongly Disagree	13	13.7	1	4	2.62	.84
	Disagree	19	20.0				
	Agree	54	56.8				
	Strongly Agree	9	9.5				
	Total	96	100.0%				
35. The developmental objectives are specified at the beginning of each lesson.	Strongly Disagree	16	16.8	1	4	2.53	.87
	Disagree	21	22.1				
	Agree	50	52.6				
	Strongly Agree	8	8.4				
	Total	96	100.0%				
36. Developmental objectives meet the needs of learners.	Strongly Disagree	26	27.4	1	4	2.06	.84
	Disagree	42	44.2				
	Agree	22	23.2				
	Strongly Agree	5	5.3				
	Total	96	100%				
37. Developmental objectives suit the level of the learners.	Strongly Disagree	24	25.3	1	4	2.17	.85
	Disagree	35	36.8				
	Agree	32	33.7				
	Strongly Agree	4	4.2				
	Total	96	100%				
Composite Measure of Objectives						2.34	.64

With regard to Objectives, respondents' ratings were quite positive, with a mean composite score of 2.34 (sd=.64). Over 60% of the teachers and supervisors supported statements 34 and 35: terminal objectives are specified in the *Teacher's Manual* or the *Pupil's Book*, and developmental objectives are specified at the beginning of each lesson. On the contrary, most of the respondents either disagreed or strongly disagreed with statements 36

and 37, i.e. that the developmental objectives meet the needs of learners or they suit their level (71.6 % and 62.1% respectively).

Category 12, Content Selection, was evaluated according to the following three statements (38-40):

38. Item selection reflects the objectives of the course.

39. Item selection suits the level of the course.

40. Item selection suits the time limit allowed for the course.

Table 25 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers and supervisors.

Table 25

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to Content Selection

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
38. Item selection reflects the objectives of the course.	Strongly Disagree	30	31.6	1	4	2.05	.86
	Disagree	33	34.7				
	Agree	29	30.5				
	Strongly Agree	<u>3</u>	<u>3.2</u>				
	Total	96	100.0%				
39. Item selection suits the level of the course.	Strongly Disagree	37	38.9	1	4	1.88	.83
	Disagree	34	35.8				
	Agree	22	23.2				
	Strongly Agree	<u>2</u>	<u>2.1</u>				
	Total	96	100.0%				
40. Item selection suits the time limit allowed for the course.	Strongly Disagree	52	54.7	1	4	1.64	.82
	Disagree	28	29.5				
	Agree	12	12.6				
	Strongly Agree	<u>3</u>	<u>3.2</u>				
	Total	96	100%				
Composite Measure of Content Selection						1.85	.72

Content Selection was among the categories that gained the least support ($M=1.85$, $sd=.72$). 66.3% of the participants (teachers and supervisors) disagreed or strongly disagreed with the statement that item selection reflects the objectives of the course. Besides, 74.7% of

the respondents argued against the statement that item selection suits the level of the course. On the other hand, 84.2% of the teachers and supervisors disagreed or strongly disagreed with the statement that item selection suits the time limit allowed for the course. Therefore, with regard to Content Selection, respondents' ratings were below average, with a mean composite score of 1.85 (sd=.72).

The **13th category, Gradation and Recycling**, was evaluated according to the following two statements (41-42):

41. The grading of items is suitable for the learners.

42. There is a systematic and balanced recycling of all items.

Table 26 shows the frequencies, percentages, means, and standard deviations of each of the responses from the teachers and supervisors.

Table 26

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers, and Supervisors' responses related to Gradation and Recycling in the CB

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
41. The grading of items is suitable for the learners.	Strongly Disagree	45	47.4	1	4	1.73	.79
	Disagree	32	33.7				
	Agree	17	17.9				
	Strongly Agree	1	1.1				
	Total	96	100.0%				
42. There is a systematic and balanced recycling of all items.	Strongly Disagree	41	43.2	1	4	1.77	.80
	Disagree	38	40.0				
	Agree	13	13.7				
	Strongly Agree	3	3.2				
	Total	96	100.0%				
Composite Measure of Gradation and Recycling						1.74	.72

With regard to Gradation and Recycling, respondents' ratings were below average, with a mean composite score of 1.74 (sd=.72). Responses to the two statements were quite even: 81.1% and 83.1% of teachers and supervisors disagreed or strongly disagreed with the

claim that the grading of items is suitable for the learners and/or all items were systematically recycled and balanced.

Category 14, the **Teacher's Manual** was evaluated according to the following eight statements (43-50):

43. All teachers are provided with the *Teacher's Manual*.
44. The *Teacher's Manual* is informative.
45. The manual is written so as to be comprehensible enough for less experienced teachers.
46. The underlying learning approach of the authors is expressed clearly and explicitly in the *Teacher's Manual*.
47. Learning difficulties are predicted and appropriate advice is given.
48. The manual provides keys to exercises and other activities.
49. The manual contains regular progress tests.
50. There are guidelines for evaluating how well lessons went.

With regard to the *Teacher's Manual*, respondents' ratings were below average (Table 27), with a mean composite score of 1.88 (sd=.67). Only statements 44 and 48 scored a mean above 2: i.e. the *Teacher's Manual* is informative and it provides keys to exercises and other activities. Over seventy-five percent of the respondents believed that the *Teacher's Manual* was not comprehensible enough for less experienced teachers (statement 45). Besides, 73.7% of the respondents think that the authors' underlying learning approach was not expressed clearly in the manual (statement 46). Statement 47 yielded the least mean (M=1.63): the *Teacher's Manual* failed to predict learning difficulties and give appropriate advice. Besides, over 77% of the respondents argued against the existence of regular progress tests (statement 49) or any contingency criterion through which teachers can evaluate the progress of their lesson (statement 50). Finally, 82.1% of the respondents disagree or strongly disagree that the *Teacher's Manual* was provided to all teachers (statement 43).

Table 27

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses related to the Teacher's Manual

Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
43. All teachers are provided with the <i>Teacher's Manual</i> .	Strongly Disagree Disagree Agree Strongly Agree Total	46 32 13 <u>4</u> 96	48.4 33.7 13.7 <u>4.2</u> 100.0%	1	4	1.74	.85
44. The <i>Teacher's Manual</i> is informative.	Strongly Disagree Disagree Agree Strongly Agree Total	33 28 25 <u>9</u> 96	34.7 29.5 26.3 <u>9.5</u> 100.0%	1	4	2.11	.99
45. The manual is written so as to be comprehensible enough for less experienced teachers.	Strongly Disagree Disagree Agree Strongly Agree Total	44 28 21 <u>2</u> 96	46.3 29.5 22.1 <u>2.1</u> 100%	1	4	1.80	.85
46. The underlying learning approach of the authors is expressed clearly and explicitly in the <i>Teacher's Manual</i> .	Strongly Disagree Disagree Agree Strongly Agree Total	39 31 22 <u>3</u> 96	41.1 32.6 23.2 <u>3.2</u> 100%	1	4	1.88	.87
47. Learning difficulties are predicted and appropriate advice is given.	Strongly Disagree Disagree Agree Strongly Agree Total	54 25 13 <u>3</u> 96	56.8 26.3 13.7 <u>3.2</u> 100%	1	4	1.63	.83
48. The manual provides keys to exercises and other activities.	Strongly Disagree Disagree Agree Strongly Agree Total	26 28 34 <u>7</u> 96	27.4 29.5 35.8 <u>7.4</u> 100%	1	4	2.23	.93
49. The manual contains regular progress tests.	Strongly Disagree Disagree Agree Strongly Agree Total	40 34 18 <u>3</u> 96	42.1 35.8 18.9 <u>3.2</u> 100%	1	4	1.83	.84
50. There are guidelines for evaluating how well lessons went.	Strongly Disagree Disagree Agree Strongly Agree Total	37 38 16 <u>4</u> 96	38.9 40.0 16.8 <u>4.2</u> 100%	1	4	1.86	.84
Composite Measure of Teacher's Manual						1.88	.67

A final note that needs mention is that it is difficult for the participants to give accurate judgments of the *Teacher's Manual* since not all of them were provided with the *Teacher's Manual*.

Summary of the Questionnaire's Results

The results of the descriptive analysis showed the means and the standard deviations for each statement and categories. The mean for each category shows the general magnitude towards that category. The quantitative results for each of the 14 composite measures of TET are outlined below, including responses from all teachers, supervisors and students (n=184).

Table 28

Composite Measures and Standard Deviations

for the Categories of TET

	Category	Mean	SD
1.	Content	2.60	.56
2.	Grammar	2.27	.77
3.	Vocabulary	2.41	.79
4.	Phonology	2.11	.81
5.	Language Skills	2.24	.75
6.	Methodology	2.22	.73
7.	Study Skills	2.38	.76
8.	Visuals	2.70	.91
9.	Practice and Testing	2.17	.68
10.	Supplementary Material	1.79	.98
11.	Objectives	2.34	.64
12.	Content Selection	1.85	.72
13.	Gradation and Recycling	1.74	.72
14.	<i>Teacher's Manual</i>	1.88	.67
	Mean of the Means	2.20	.74

With regard to the categories of Content and Visuals, respondents' ratings were very positive overall, with mean composite scores of 2.60 and 2.70 respectively, with the

exception of two sub-category statements of the content (statements 1 and 2): "the selected topics were familiar to the students" and that they "enhanced learners' motivation". Finally, statements 6 and 7 of the content category showed a clear dispute between the respondents over the inclusion of new vocabulary and grammatical structures and/or the existence of a variety of interesting subjects in dialogues and pedagogic texts.

Vocabulary (category 3), Study Skills (category 7), and the Objectives (category 11) scored quite positive means of 2.41, 2.38 and 2.34 respectively, with the exception of statement 12 for vocabulary, where only 42.4% (Table 16) of the respondents agreed that new lexical items are graded according to the principle of immediate use, statement 24 for study skills, where only 39.4% (Table 20) of the respondents supported the claim that the CB contains lessons that encourage learners to take some degree of responsibility for their own learning, statement 36 for the objectives where only 28.5% (Table 24) of the respondents supported the statement that developmental objectives meet the needs of learners, and statement 37 for the objectives in which 37.9% of the respondents supported the claim that developmental objectives suit the level of the learners. Besides, both vocabulary and study skills yielded responses to certain items that were distributed quite equally between scores: i.e. while 52.7% (Table 16) of the participants agreed with statement 13 in vocabulary- "new lexical items appear in the following units"- statements 23 and 25 in study skills (Table 20) showed the same even distribution in responses, thereby reflecting the respondents' disagreement. This may suggest that either half of the participants are unaware of the tenets of a CLT syllabus, or they had very different expectations about study skills development techniques, and whether new vocabulary appears in the following units or not.

With regard to Grammar, Language Skills, and Methodology (categories 2, 5, and 6), respondents' ratings were quite above average, with mean composite scores of 2.27, 2.24, and 2.22 respectively. Of all the three categories, only one sub-category item (statement 16) in language skills gained support from the respondents, in which 69.8% (Table 18) think that the

CB contains practice in the four language skills of listening, speaking, reading, and writing. Over 53% of the respondents disagreed with the degree with which grammar, language skills, and methodology were dealt with in the CB, with the exception of statement 16, as explained above.

With regard to Phonology and Practice and Testing, categories 4 and 9, respondents' ratings were average overall, with mean composite scores of 2.11 and 2.17 respectively, with the exception of certain sub-category statements: statement 15 for phonology, where 77% (Table 17) of the respondent disputed over the availability of cassettes/CDs for pronunciation practice, and statement 31 for practice and testing, in which 79.6% of the respondents disputed the suitability of the number of exercises.

Supplementary Material, Content Selection, Gradation and Recycling, and the *Teacher's Manual* (categories 10, 12, 13 and 14 respectively) were the four categories that scored a mean less than 2. Supplementary Material and Gradation and Recycling were the two categories that gained the least support by respondents (M= 1.79 and M=1.74 respectively).

4.2.3 Analysis of the Macro-Evaluation Results

4.2.3.1 Research Question Two: Descriptive Statistics/ One-Way ANOVA

This section aims at investigating the two parts of the second research question, 2A and 2B in order to either reject or sustain the null hypothesis.

Research Question Two A: Which of the fourteen categories are rated higher than 2.0 out of 4.0 by both groups when evaluating the 2005 CB using TET?

Null Hypothesis Two 2A [H02a]: None of the fourteen categories are rated higher than 2.0 out of 4.0 by participants when evaluating the 2005 CB using TET.

Research Question Two 2B: Are there any statistically significant differences in the ratings of each of the fourteen categories when ranked by the teachers and supervisors and the students?

Null Hypothesis Two 2B [H02b]: There are no statistically significant differences in the ratings of each of the fourteen categories when ranked by the teachers and supervisors and the students.

To answer research question 2A, it is necessary to examine the means on each of the fourteen composite categories of TET. These composites were computed by taking a simple average of the scores of each of the components within each category, resulting in a possible range of scores from 1 to 4 for each measure. Table 29 provides data to answer research question 2A.

Table 29

Overall Samples' Composite Scores on TET

Category of TET	N	Mean	SD	Result	Hypothesis
1. Content	184	2.60	.56	Mean > 2.0	Rejected
2. Grammar	184	2.27	.77	Mean > 2.0	Rejected
3. Vocabulary	184	2.41	.79	Mean > 2.0	Rejected
4. Phonology	184	2.11	.81	Mean > 2.0	Rejected
5. Language Skills	184	2.24	.75	Mean > 2.0	Rejected
6. Methodology	184	2.22	.73	Mean > 2.0	Rejected
7. Study Skills	184	2.38	.76	Mean > 2.0	Rejected
8. Visuals	184	2.70	.91	Mean > 2.0	Rejected
9. Practice and Testing	184	2.17	.68	Mean > 2.0	Rejected
10. Supplementary Material	184	1.79	.98	Mean < 2.0	Accepted
11. The Objectives	96	2.34	.64	Mean > 2.0	Rejected
12. Content Selection	96	1.85	.72	Mean < 2.0	Accepted
13. Gradation and Recycling	96	1.74	.72	Mean < 2.0	Accepted
14. <i>Teacher's Manual</i>	96	1.88	.67	Mean < 2.0	Accepted

Appendix G details the frequencies of each of the components within each category on TET for the entire sample of students, teachers, and supervisors. The final four categories of TET were only rated by the teachers and the supervisors, and thus the sample size is reduced. The two most highly rated categories were Visuals ($M=2.70$, $sd=.91$) and Content ($M=2.60$, $sd=.56$). Ten of the fourteen categories were rated highly by the overall sample. The teachers and the supervisors' group, however, rated three of the last four categories unfavorably. The most poorly rated category was Gradation and Recycling ($M=1.74$, $sd=.72$), followed closely by Supplementary Material ($M=1.79$, $sd=.98$).

In short, the general mode of the respondents' perceptions toward the Saudi Third Grade Intermediate English CB, *Say It in English*, was perceived as *moderately adequate* since the mean composite scores for each category exceeded 2, except for category 10, Supplementary Material ($M=1.79$) for all respondents, and the categories of Content Selection ($M=1.85$), Gradation and Recycling ($M=1.74$), and *Teacher's Manual* ($M=1.88$), for teachers and supervisors only. Hence, the null hypothesis was rejected since most of the categories were rated higher than 2.0 out of 4.0 by participants.

To answer research question 2B, a One-Way Analysis of Variance (ANOVA) was used. Appendix H outlines the frequencies, means and standard deviations for the teachers and supervisors group ($n=96$) and Appendix I outlines the same information for each of the components within TET categories of TET for the students' group ($n=88$). Table 30 details the means and standard deviations for both groups: students ($n=88$) and teachers and supervisors ($n=96$), and notes which of the groups rated the item more favorably. In all but one category of TET (Phonology), the Student group rated TET more favorably than the teachers and supervisors group. There is no comparison for the final four categories of TET pertaining only to the teachers and supervisors group. The ANOVA tested for statistically significant differences in the composite scores between the two groups on the first ten categories of TET.

Table 30**Students and Teachers-Supervisors' Composite Scores on TET**

Composite Measure For the Categories of TET	Students ("S") (n=88)		Teachers- Supervisors ("T/S") (n=96)		Result
	Mean	SD	Mean	SD	
1. Content	2.74	.54	2.48	.55	S > T/S
2. Grammar	2.57	.79	1.98	.65	S > T/S
3. Vocabulary	2.69	.81	2.15	.68	S > T/S
4. Phonology	1.98	.91	2.22	.70	T/S > S
5. Language Skills	2.40	.83	2.09	.64	S > T/S
6. Methodology	2.42	.69	2.04	.71	S > T/S
7. Study Skills	2.53	.68	2.25	.81	S > T/S
8. Visuals	2.84	.90	2.56	.90	S > T/S
9. Practice and Testing	2.32	.68	2.03	.65	S > T/S
10. Supplementary Material	1.97	1.52	1.70	.98	S > T/S
11. The Objectives	--	--	2.34	.64	--
12. Content Selection	--	--	1.85	.72	--
13. Gradation and Recycling	--	--	1.74	.72	--
14. <i>Teacher's Manual</i>	--	--	1.88	.67	--
Mean of Means	2.44	.83	2.09	.71	

Since the comparison is only between two groups, post-hoc testing was not needed: a simple comparison of means of the two groups (See Table 30 for the actual means for each group) easily identified the higher ranking group. Table 31 outlines the statistical significant differences between the ratings of the two groups.

Table 31

One-Way ANOVA Comparison: Students and Teachers and Supervisors' Group X
Scores on the Composite Measure of TET

	df	F	Sig.	Higher Scoring Group
1. Content	1	10.67	.001**	Students
2. Grammar	1	30.31	.000***	Students
3. Vocabulary	1	24.50	.000***	Students
4. Phonology	1	3.86	.051*	Teachers and Supervisors
5. Skills	1	8.09	.005**	Students
6. Methodology	1	12.88	.000***	Students
7. Study Skills	1	5.96	.016*	Students
8. Visuals	1	4.36	.038*	Students
9. Practice and Testing	1	8.23	.005 ***	Students
10. Supplementary Material	1	0.45	.830	No Difference

p < .05 * p < .01 ** p < .001 ***

The results of the ANOVA indicate that in 90% of the categories, there were statistically significant differences between the two groups' ratings of TET. Of those nine categories where there were statistically significant differences between the two groups, students rated the categories of TET more favorably than the teachers and supervisors. The only exception to this was in the category of Phonology, which the teachers and supervisors rated more highly than the students. The one-way ANOVA found no statistically significant differences in the mean score on Supplementary Material between the two groups: teachers-supervisors and students ($F=.45$, $p=.83$). Since the p-value of F is not less than 0.05, the F value is not statistically significant. Therefore, the null hypothesis was rejected since there were significant statistical differences between the ratings of the two groups in most of the TET categories, except for Supplementary Material: the null hypothesis for this category was sustained since there is no statistical difference in the ratings of the two groups.

4.2.3.2 Research Question Three: Analysis of Variables

In order to answer research question three, the independent variables were analysed to trace any significant differences in the responses among the demography of the study. This section seeks statistically significant differences in the evaluation of the respondents depending on the variables of nationality, gender, qualification, training, and experience for the teachers and the supervisors' group, and nationality, gender, and years studying English for the students' group.

Research Question Three: Which participant demographic variables are correlated with ratings of the 2005 CB as measured by TET?

Null Hypothesis Three [H03]: None of the participant demographic variables are correlated with ratings of the 2005 CB as measured by TET.

The correlations between the demographic variables were conducted on the two groups – looking at the students and the teachers-supervisors separately. Each category in TET was correlated with the demographics of teachers and supervisors. The results indicated moderate positive relationships between nationality and the categories of TET, as shown in Table 32, except for Visuals and Supplementary Material. The percentage of shared variability is calculated by squaring the correlation and then multiplying the result by one hundred: the percentage of shared variability for the moderate positive correlation between nationality and the *Teacher's Manual* ($r=.325$, $p=.001$) is 10.56% (See Appendix J for the exact p values of each correlation). A single moderate positive relationship existed between gender and Objectives ($r=.203$, $p=.048$). The correlations in the fourth column showed moderate negative relationships between teachers and the categories of TET, except for Supplementary Material. On the contrary, moderate positive correlations were found between supervisors and the categories of Grammar ($r=.198$, $p=.053$), Vocabulary ($r=.218$, $p=.033$), Language Skills ($r=.176$, $p=.086$), and Methodology ($r=.230$, $p=.024$).

Table 32

Correlations between Demographics and TET ratings for Teachers and Supervisors' Group**(n=96)**

	Nationality	Gender	Are you a teacher?	Are you a supervisor?	Qualifications	Did you attend English teacher training programs?	If yes, number of courses	Years teaching 3rd level intermediate grade
Content	.283(**)	.105	-.351(**)	.172	-.079	.107	.000	.065
Grammar	.319(**)	.067	-.429(**)	.198(*)	-.126	.073	.089	.022
Vocabulary	.280(**)	-.020	-.380(**)	.218(*)	-.074	.079	-.100	-.197(*)
Phonology	.261(**)	.117	-.320(**)	.101	.061	-.097	-.072	-.156
Language Skills	.306(**)	.053	-.359(**)	.176(*)	-.099	.115	-.174	-.036
Methodology	.281(**)	-.023	-.417(**)	.230(*)	-.134	.015	-.127	-.067
Study Skills	.221(*)	.041	-.198(*)	.030	-.155	-.043	-.122	-.113
Visuals	.163	.066	-.177(*)	.055	-.078	-.048	-.095	-.043
Practice and Testing	.310(**)	.009	-.353(**)	.082	-.169(*)	-.037	-.014	-.072
Supplementary Material	-.027	-.086	.003	.043	.051	.100	.090	-.261(**)
Objectives	.266(**)	.203(*)	-.186(*)	-.015	-.095	-.035	-.027	-.157
Content Selection	.307(**)	.027	-.309(**)	.094	-.190(*)	.064	-.172	-.257(**)
Gradation and Recycling	.324(**)	-.040	-.335(**)	.107	-.042	.021	-.103	-.184(*)
Teacher's Manual	.325(**)	-.081	-.218(*)	.038	-.065	.045	-.179	-.070

** Correlation is statistically significant at the 0.01 level (2-tailed assumption).

* Correlation is statistically significant at the 0.05 level (2-tailed assumption).

The correlations between qualification and the ratings of TET revealed weak negative relationships with only Practice and Testing ($r=-.169$, $p=.099$) and Content Selection ($r=-.190$, $p=.065$). Finally, moderate negative correlations existed between the number of years teaching third intermediate grade and the categories of Vocabulary ($r=-.197$, $p=.054$),

Supplementary Material ($r = -.261$, $p = .010$), Content Selection ($r = -.257$, $p = .012$), and Gradation and Recycling ($r = -.184$, $p = .074$). No correlations were found between the number of courses and Content ($r = .000$, $p = .999$).

The results for the correlations between the 10 categories of TET and the demographics of students indicated only one correlation: i.e. a moderate negative correlation between nationality and Visuals ($r = -.261$, $p = .015$). This single correlation, however, was not significant since the number of non-Saudi students ($n = 5$) was very low compared to the students' overall sample size ($n = 88$), as seen in Table 8. Gender did not yield any statistically significant correlations since all the student respondents were male. Similarly, years of studying English did not have any significant correlations with the categories of TET for the Students' group.

The null hypothesis stated that none of the participant demographic variables were correlated with ratings of the 2005 CB as measured by TET. Therefore, the null hypothesis was rejected since some of the teachers and the supervisors' demographic variables were correlated with their ratings of the CB (Table 32), except for the correlation between Content and the number of courses ($r = .00$, $p = .99$). On the contrary, no statistically significant correlations existed between the students' demographic variables and their ratings of the CB (Table 33). Therefore, the null hypothesis for the correlations between the students' demographic variables and their ratings of the CB was sustained.

Table 33

Correlations between Demographics and TET ratings for Student Group (n=88)

Category	Nationality	Gender	Years Studying English
Content	.054	(a)**	-.049
Grammar	.054	(a)**	-.049
Vocabulary	.091	(a)**	.153
Phonology	-.051	(a)**	-.080
Language Skills	-.002	(a)**	.145
Methodology	.135	(a)**	-.003
Study Skills	.152	(a)**	.031
Visuals	-.261(*)	(a)**	.119
Practice and Testing	.145	(a)**	.017
Supplementary Material	.045	(a)**	.012

* Correlation is statistically significant at the 0.01 level (2-tailed).

a** Cannot be computed because all the student respondents were male.

4.2.3.3 Research Question Four: Side-by-Side comparison between the

Micro- and Macro-Evaluation Results (Triangulation)

This section summarizes the macro-evaluation survey results, and compares them against those of the micro-evaluation before a final conclusion can be drawn. The results of the Textbook Evaluation Tool (TET) were supported by the data of the qualitative findings as shown below in order to answer research question four:

Research Question Four: How well do the micro-and macro-evaluations of the 2005 CB match?

Null Hypothesis Four [H04]: The micro- and macro- evaluations of the 2005 CB do not match at all.

A triangulation technique wraps up all the results to combine the macro-evaluation survey results with those of the evaluation. It is used to combine multiple data resources together to explain, confirm, or disconfirm one another.

4.2.3.3.1 The Content of the CB

The content was among the categories that gained the most support in this study ($M=2.60$, $sd=.56$). The mean scores for the statements related to this category ranged from 2.29 to 2.90. Most of respondents agreed or strongly agreed with the statements of this category. The exception to this pattern was statements 1 and 2: 54.9 % and 59.2 % of the respondents opposed the claims of statements 1 and 2 respectively: i.e. the claim that the selected topics were familiar to the students and/or motivating.

The findings of the macro-evaluation analysis were in line with the micro-evaluation analysis. The results of the micro-evaluation analysis (4.1.2.1) have maintained that the variability of interesting and familiar topics (e.g. On the Phone, Healthy Eating, Friendship, The Senses, Inventions, Pollution, etc) increases learners' motivation, thereby constituting an important dimension that determines learning success. Though the CB includes few topics that are not familiar to the students, e.g. unit 11, *Stories*, introduces stories related to the English literature, such as David Copperfield. Although there is no real cultural syllabus included in the book, the authors have devoted a whole unit for *culture* (unit 10) which aims at widening student's knowledge of the different cultures around the world, including learning how to talk about their own culture (e.g. clothing, greeting habits, table manners, etc.). Document analysis also revealed the existence of some errors and mistakes in the CB (see Appendix F) that need to be revised in the next edition.

These findings, however, contradict the macro-evaluation analysis in only two sub-categories, where the general stream of responses was divided between proponents and opponents of statements 1 and 2: only 45.1 % and 40.7 % of the respondents supported the

claim that the selected topics were familiar to the students and they enhance learners' motivation respectively.

4.2.3.3.2 Grammar

There was a general dispute over the way grammar is presented in the CB ($M=2.27$, $sd=.77$). Over 50% of the respondents seemed to disagree with the way grammar is presented in the CB. Micro-evaluation analysis, on the other hand, has shown (4.1.2.2) that the paradigm used to introduce grammatical rules is clear, simple, and suits students' language needs. Besides, the words used in sentences and examples are known by learners since they were related to the topic of the relevant unit and/or the units introduced earlier. This finding contradicted the respondents' assessment since only 33.2% supported statement 11: i.e. the sentences and examples use words that are known by learners. Furthermore, upon comparing the ratings of students with teachers-supervisors, it was revealed that students tended to evaluate the presentation of grammar in the CB higher ($M=2.57$, $sd=.79$) than the latter group ($M=1.98$, $sd=.65$).

Table 34

Frequencies, Mean Composite Scores, and Standard Deviations of Students, Teachers and Supervisors' Evaluation of Grammar

	N	Min.	Max.	Mean	SD
Teachers-Supervisors	96	1	4	1.98	.65
Students	88	1	5	2.57	.79

Overall, since the mean score was above 2.00 out of 4.00, the presentation of grammar was adequate according to both the micro and the macro-evaluation analyses.

4.2.3.3.3 Vocabulary

The presentation of vocabulary was among the categories that gained support in this study ($M= 2.41$, $sd=.79$), although only 42.4 % of the respondents favored statement 12 (i.e.

new lexical items are graded according to the principle of immediate use). The qualitative findings (4.1.2.3) approved these results, and explained that since *topics* were the main organizing principle in the CB, vocabulary constitute a secondary organizing principle. As the CB authors argue "the vocabulary and structure of the passages intentionally move beyond the scope of the unit" (*Teacher's Manual*, Introduction ¶) in order to help learners develop their reading strategies and fluency. It seemed that the opposing participants were either unsure about the needs of the learners, or they had different expectations about what constitutes immediate use vocabulary. Moreover, the results have shown that the rating of students ($M=2.69$) for Vocabulary was higher than the teachers and the supervisors' group ($M=2.15$). The qualitative findings have shown that the end of the book contained lists of new words and irregular verbs. However, some irregular verbs were not listed on this list although they were presented in the CB (e.g. Unit 7/ Lesson 1: the verbs *lend*, *know* and *fight* on page 62). Overall, the presentation of vocabulary seemed adequate by the results of both the micro- and the macro-evaluation analyses.

4.2.3.3.4 Phonology

Phonology was supported by both the quantitative data ($M=2.11$, $sd=.81$) and document analysis of the qualitative findings. The results of the macro-evaluation analysis revealed that half of the respondents supported statement 14; pronunciation is built through other types of activities, such as listening, dialogue, etc. On the other hand, most respondents did not support that there exist cassettes/ CDs for pronunciation practice (statement 15). Therefore, while the textbook contained a wide range of pronunciation activities like phonics exercises, dialogues, the means for practicing these activities were totally lacking. These results perfectly match those of document analysis (4.1.2.4), where it was indicated that phonology is introduced through activities such as listening, dialogues and phonics. Each unit contains a phonics section, which focuses upon pronunciation, isolation of sounds and sound

contrasts. This enhances students' reading ability as well as their dictation. Phonics also focuses upon sound-symbol relationship. Besides, many participants who had audio cassettes/CDs argued that they were not provided to all schools. Others remarked that the “audio cassettes came at the end of term 1”. Interestingly, Phonology was the only category favored more highly by the teachers and the supervisors ($M=2.22$) than by the students ($M=1.98$).

4.2.3.3.5 Language Skills

The macro-evaluation results were quite above average overall, with a mean composite score of 2.24 ($sd=.75$). The findings of the study for language skills category revealed that there is practice in the four language skills of listening, speaking, reading, and writing. The micro-evaluation analysis showed (4.1.2.5) that a large part of the book comprises listening and speaking activities like dialogues, and phonics exercises. It contains at least three listening and reading texts in each unit. Most units contain two listening conversations (lessons 1 and 3) and a reading passage (lesson 2), followed by a writing task (lesson 3). The authentic listening and reading materials may at times move beyond learners' linguistic level in order to help learners develop their fluency and reading strategies. The results of the macro analysis showed the respondents disputed over the appropriateness of the level of presenting authentic reading and/or listening material respectively: 69.9 % and 72.5 of the participants argued that the level of presenting reading and listening materials was not appropriate. The composite mean for this category was 2.24 ($sd=.75$). Students favored Language Skills more highly ($M=2.40$, $sd=.83$) than the teachers and the supervisors ($M=2.09$, $sd=.64$).

4.2.3.3.6 Methodology

The data of the qualitative findings (4.1.2.6) were, to some extent, in contrast with quantitative data (4.2.2). The mean for the methodology of the CB scored 2.22 (sd=.73). Over 55% of the respondents either disagreed or strongly disagreed with statements 19-21: the CB identifies areas of students' needs, encourages inductive approach to learning, and equates language form with its use. The document analysis showed that the CB discusses and identifies areas of students' needs and it encourages inductive approach to learning. This was evidenced by existence of lessons that aim at developing learners' study skills, listening/speaking skills and dictionary skills, in order to fulfill their present and future language needs. The CB also contained exercises that encourage students to use an inductive approach to learning. It was also argued that since the main aim of the CB is the development of learners' communicative competence, language use comprised the major part of the CB, while the other language items tend to develop accordingly. As the authors put it:

The syllabus is based upon language functions and real language use. Each unit presents several key functions, which are linked to the grammar, structure and theme of the unit. The grammar is always presented communicatively. (Introduction, *Teacher's Manual*)

4.2.3.3.7 Study Skills

The quantitative findings (4.2.2.) showed that the CB presents lessons that enhance learners' study skills (M=2.38, sd=.76). However, responses to all the items were distributed quite equally between the scores, which suggests that the some participants were either unaware of the tenets of CLT syllabi, or they had very different expectations about the study skills that should be used in the CB. This result also matched those of the qualitative findings (4.1.2.7), where it was explained that the CB presents lessons that aim at developing learners'

study skills. This indicates the authors' awareness of the importance of learners' needs. By the end of unit 1, "Learning Tools", for example, a learner should be able to

- Learn how to become a better student;
- Listen to advice on becoming a better listener;
- Read about using a dictionary; and
- Write a paragraph about learning English.

4.2.3.3.8 Visuals

The presentation of visuals in the CB was the category that gained the most support in this study ($M = 2.70$, $sd = .91$). The suitability of visuals and their integration with the CB's content was quite evident by the results of the quantitative findings (4.2.2). The qualitative findings (4.1.2.8) also approved these results, and explained that a variety of colorful and stimulating photos and drawings were integrated into the layout of the CB, with the exception of few visuals that were not well produced: e.g. the photo of Jeita Grotto in Lebanon in lesson 1 of unit 3 (page 21) lacks clarity, the graduation party picture in lesson 4 of unit 10 (page 20) is irrelevant, etc. These remarks were outlined in Appendix F.

4.2.3.3.9 Practice and Testing

The data of the qualitative findings (4.1.2.9) were in line with those of the quantitative data (4.2.2). The composite mean for this category scored 2.17 ($sd = .68$). The statement that was judged the lowest in the responses was statement 31, which states the number of exercises is suitable: 79.6% of the respondents either disagreed or strongly disagreed. Statement 32, on the other hand, yielded mixed responses: while 51.7% of the respondents argued against the statement that the CB provides periodical revisions for diagnostic purposes, 48.3 % supported the claim.

Document analysis, on the other hand, showed that since learners are at the early stages of learning English, the number of mechanical and meaningful exercises outweigh the number of communicative activities. The CB includes directions to explain how every exercise should be completed, and there are revisions after every three units. The number of exercises, however, is extremely overwhelming, and some activities are introduced twice, both in the *Pupils' Book* and the *Workbook* (e.g. letter writing on page 17, term 2, of the *Pupils' Book* and page 8 in the *Workbook*).

4.2.3.3.10 Supplementary Material

The data of the qualitative findings (4.1.2.10) for Supplementary Material perfectly match the quantitative data ($M=1.79$, $sd=.98$). Over seventy-five percent of the respondents' judgments ranged between disagree and strongly disagree. No supplementary materials (posters/flashcards) were provided with this implementation of the CB. The one-way ANOVA (See Table 35) found no statistically significant differences in the mean score on Supplementary Material between the two groups: teachers-supervisors and students ($F=.45$, $p=.83$). Since the p-value of F is not less than 0.05, the F value is not statistically significant. Supplementary Material, Content Selection, Gradation and Recycling, and the *Teacher's Manual* were the four categories that scored a mean less than 2.

The results of the four categories below were obtained from the responses of the teachers and the supervisors only:

4.2.3.3.11 The Objectives

This category was the only category that gained the highest mean score by this group ($M=2.34$, $sd=.64$) by the teachers-supervisors. The data of the qualitative findings (4.1.2.11) matched those of the quantitative data (4.2.2), except for statement 36, where 71.6% of the respondents think that developmental objectives of the CB do not meet the needs of the

learners. This result matched the results in methodology, category 6 (statement 19), where 59.3% of the teachers, supervisors and students argued against the claim that the CB discusses and identifies areas of student needs. As said earlier, it seemed that the participants either felt unsure about the needs of the learners or they had very different expectations about the developmental objectives that meet the needs of learners. Over 60% of the teachers and the supervisors supported statements 34 and 35: i.e. terminal objectives are specified in the *Teacher's Manual* or the *Pupil's Book*, and developmental objectives are specified at the beginning of each lesson. On the contrary, over 60% of the respondents disagreed or strongly disagreed that developmental objectives suit the level of the learners.

The findings of the quantitative data perfectly match the qualitative: both terminal objectives and developmental objectives are stated at the beginning of each lesson in the *Teacher's Manual*. The choice of some authentic reading or writing material in the CB, however, do not only seem inappropriate for the level of the learners, but also diverge with the terminal objectives set by the Ministry of Education, discussed in section 4.1.1.E, which specified that students by the end of third intermediate stage will be able to read

... simple connected texts dealing with basic personal and social needs about which they have personal interest/knowledge. (*English Language Syllabus*, 2004)

Besides, complicated writing tasks should be introduced as learners have mastered the language skills. The general goals' documentary maintained that learners by the end of third intermediate stage should be able to

...meet some practical writing needs and limited social demands. They will be able to take notes in some detail on familiar topics and respond in writing to personal questions, writing simple letters, brief synopses and paraphrases, summaries of biographical data, and school experience. (*English Language Syllabus*, 2004)

4.2.3.3.12 Content Selection

Content Selection was among the categories that gained the least support ($M=1.85$, $sd=.72$) by both the quantitative and the qualitative data. 66.3% of the teachers and the supervisors disagreed or strongly disagreed with the statement that item selection reflects the objectives of the course. Besides, 74.7% argued against the statement that item selection suits the level of the course. On the other hand, 84.2% of the teachers and the supervisors disagreed or strongly disagreed with the statement that item selection suits the time limit allowed for the course.

Document analysis (4.1.2.12), on the other hand, has shown that content selection seemed to be appropriate for the learners' linguistic level, with the exception of some tasks and activities that were either beyond their level (e.g. lesson 3 of unit 11 on page 28) or did not reflect the objectives set by the Ministry of Education (4.1.1). The authors seemed to have over estimated the learners' current proficiency level by presenting writing tasks that are beyond their reach. These tasks should be introduced when learners have an advanced oral proficiency.

Finally, the total number of periods in each term (64 periods) exceeds the total number of lessons (32 lessons) in the CB by 100%. Since it is not possible to cover a whole lesson in one period (45 minutes), it was suggested by participating teachers and supervisors that each lesson can be presented in two periods. Besides, it seemed that the authors of the CB have intended to divide each lesson in two periods, but for some reasons they have failed to mention this in the *Teacher's Manual*. Therefore, each lesson should be presented in two lessons.

4.2.3.3.13 Gradation and Recycling

The data of the qualitative findings (4.1.2.13) contradicted the quantitative data ($M=1.74$, $sd=.72$). It was explained in the document analysis that the grading of items was to

some extent suitable for the learners, and that there was a systematic and balanced recycling of all items. After a thorough analysis of the CB, the grading of language items appeared to have taken place regarding grammar on the assumption of cognitive simplicity. However, since the CB is based on language functions, it is difficult to maintain such organization throughout the CB (i.e. presenting the future tense in units 1 and 2 before the past simple, unit 11). Besides, grammatical complexity does not necessarily equate with learning difficulty. Therefore, there is no such constraint on the amount of lexis or the sequence of structures which students encounter. As each function occurs in the context of a particular topic or situation, the lexis or structures associated with these will naturally arise.

The target lexicon, structures, and functions have been reviewed and recycled through the book in different contexts. The CB provides two revision units in each term in order to facilitate practice: units 4 and 8 (for term 1) and units 12 and 16 (for term 2).

The quantitative data revealed that 81.1 % and 83.2 of teachers and the supervisors disagreed or strongly disagreed with the claim that the grading of items was suitable for the learners and/or all language items were systematically recycled and balanced. This may suggest that the some participants were either unaware of the tenets of CLT syllabi, or they had very different expectations about how language items are to be graded and recycled across the units of the CB.

4.2.3.3.14 Teacher's Manual

The *Teachers' Manual* was among the categories that gained the least support ($M=1.88$, $sd=.67$) by both the quantitative data and the qualitative findings (4.1.2.14) of document analysis. The *Teacher's Manual* seemed to fail to predict learning difficulties and give appropriate advice, since the mean for statement 47 scored 1.63. On the other hand, less than 50 % of the teachers and the supervisors adequately judged the other statements (44-46),

i.e. the *Teacher's Manual* is an informative, comprehensible enough for the less experienced teachers, and it clearly explains the underlying learning approach of the CB. Statement 48, however, gained a slightly higher support: 43.2% of the teachers and the supervisors agreed or strongly agreed with the claim that the *Teacher's Manual* provides keys to exercises and other activities. In fact, it was evident from the remarks of some participants who expressed their disagreement with presenting exercises that accept any suitable answers.

The results of the micro-evaluation matched those of the quantitative data in four statements, and contradicted with them in three other statements. Document analysis revealed that (1) not all teachers were provided with the *Teacher's Manual*; (2) learning difficulties were not predicted in order to give the appropriate advice; (3) the manual did not contain regular progress tests; and (4) the absence of any guidelines for evaluating how well lessons went. On the other hand, micro analysis has shown that (1) the manual was written so as to be comprehensible enough for less experienced teachers; (2) the underlying learning approach of the authors was expressed clearly and explicitly in the *Teacher's Manual*; and (3) the *Teacher's Manual* provides keys to exercises and other activities. The *Teacher's Manual* contains a lot of useful information on how to best use the in class, and on the rationale that lies behind the book. It also contains transcripts of the speaking activities in the *Pupil's Book*. This helps temporarily in closing the gap of sparse supplementary material.

Finally, the results of quantitative data, however, can be safely said to be consistent with those of the qualitative since not all participant teachers were provided with the *Teacher's Manual*.

In short, the findings of the macro- evaluation (4.2.1) were consistent with those of the micro-evaluation (4.1.1), except for category 13 (Gradation and Recycling). Therefore, the null hypothesis was rejected since not all the findings of the micro- evaluation mismatch with the macro-evaluation results.

CHAPTER 5

DISCUSSION OF THE RESULTS

This part of the study aims at explaining the why part of the findings, and to provide the meaning of the results. It also clarifies how the results are related to the literature review and previous research results. Therefore, answers for the research questions were extracted from the review of literature and from the findings of the micro and the macro-evaluations. However, before proceeding with explanations related to the findings, it is necessary to discuss the limitations of the research. As Brown and Rodgers (2002) point out it is important to recognize "not only operational strengths in research methodology, like triangulation and member checking, but also on-site, real time limitation" (p. 246).

5.1 Discussion of the Limitations

This study has three limitations. First, the study cannot be generalized to Saudi private schools since the Ministry of Education has permitted these schools to teach their own selected syllabi (e.g. *English Parade*, *Side by Side*, *ICON*, etc). Second, the evaluation was concerned with assessing the Saudi Third Grade Intermediate English CB, *Say It in English*. With the exception of Supplementary Material and the *Teacher's Manual*, the findings can not be generalized to other grades due to the special nature of the research instrument (TET: see Appendix A) that was designed to measure this specific CB. Finally, the Textbook Evaluation Tool (TET) has been primarily developed and modified, by experience and theory, from those of Cunningsworth's (1995) checklists, based on what the researcher deemed most important, and therefore may not apply in different circumstances.

5.2 Discussion of the Research Findings

The Textbook Evaluation Tool (TET) included 50 statements that covered 14 categories: Content, Grammar, Vocabulary, Phonology, Language Skills, Methodology, Study Skills, Visuals, Practice and Testing, Supplementary Material, Objectives, Content Selection, Gradation and Recycling, and the *Teacher's Manual*. The statements were based on the characteristics of a good CB described in the literature review (e.g. Allwright, 1981; Ansary and Babaii, 2002; Cunningsworth, 1995; McDonough and Shaw 1993; Skierso 1991; Williams, 1983; and Xu, 2004), and the suggestions of Professor Kebbe, my supervisor for the MA thesis, as well as the five teachers who pilot-tested and reviewed the 50 statements. The qualitative techniques (document analysis, content analysis through the researcher's evaluation of the CB, and interviews, 4.1) were used to provide more detailed understanding, support the quantitative results (4.2), and explain points of strengths and weaknesses of the CB.

In short, the results of TET showed that the Saudi Third Grade Intermediate English CB, *Say It in English*, was perceived as *moderately adequate* since the mean composite scores for each category exceeded 2, except for Supplementary Material (for all respondents) and the categories of Content Selection, Gradation and Recycling, and *Teacher's Manual* (for teachers and supervisors only). The results showed that ten categories yielded composite mean scores above two, and four categories yielded composite mean scores less than two (Table 29).

Although the *moderately adequate* score was the result of the means, the results of the mean composite scores showed that the students rated the CB more favorably ($M=2.44, sd=.83$) than the teachers and the supervisors ($M=2.09, sd=.71$) in all but one category of TET: Phonology (See Table 30). This contrast may partially be a result of lack of sufficient copies of the *Teacher's Manual*, which hampers teachers' ability to understand the underlying methodology of the CB. This also indicates that the two groups had different

expectations about the adequate CB. The results of the one-way ANOVA showed statistically significant differences between the two groups' ratings of TET (See Table 31) in 90% of the categories. Therefore, the null hypothesis was rejected since there were statistically significant differences between most of the TET categories and the ratings of the two groups, except for Supplementary Material ($F=.45$, $p=.83$) which had no statistically significant differences in how the two groups ranked this category. The null hypothesis for this category is sustained, i.e. there were no statistically significant differences in the rating of Supplementary Material when ranked by both groups. This indicates a high probability of seeing this result as the one observed in the qualitative findings.

Following is a discussion of the main findings of the study:

5.2.1 The textbook

Both the quantitative and the qualitative findings have shown that the Content ($M=2.60$, $sd=.56$) and the Visuals of the textbook ($M=2.70$, $sd=.91$) were among the categories that gained the most support in this study. Most respondents agreed that the Visuals of the CB were not only reasonably well produced and attractive, but also an integral part of teaching. The qualitative findings maintained that the CB contained a variety of colorful and stimulating photos and drawings, with the exception of some photos that were not clear enough, as noted in Appendix F.

The CB exemplifies a functional-notional syllabus. The qualitative findings have shown that the CB is divided according to topics, functions, grammar, listening, phonics, reading, and writing. Overall, the CB constitutes a hybrid syllabus combining structural, functional and topical threads ("Discoveries" and Longman's "New Blueprint" are examples of such syllabi).

Content analysis of the micro-evaluation analysis provided answers to the two parts of research question one. The first part of research question 1 (1A) aimed at determining the

extent to which the content of the CB meet the set objectives. The null hypothesis for this question maintained that the content of the CB does not meet with the set objectives. The findings of the micro-evaluation showed that the content of the CB was selected according to both the terminal objectives (4.1.2.11), and the general goals (4.1.1.4), with the exception of some remarks. Some writing and reading tasks contradicted the implications of the general goals' documentary, in section 4.1.1.5. Rather than being asked to write or read simple texts (*English Language Syllabus*, 2004), the CB contains some writing and reading tasks that are too difficult for the learners. Yalden (1987) argues that improvisation or communicative activities "can certainly be a problem in early stages of language teaching, as the teacher must be able to get the description of the situation or task across to the learners" (p. 134). Thus syllabus designers could take into account the level of the course, the characteristics of learners, and the degree of preparation of teachers when choosing a particular approach to syllabus design. Finally, as mentioned in 4.1.2 the *Workbook* should be merged with the *Pupil's Book* so that students will refer to only one book when preparing for exams and will not be prone to forget one of the two books at home. Some educators (A. Al-Humaidan personal communication, October 19, 2005), however, disagree with this suggestion claiming that teachers will have to collect both books if the *Pupil's Book* is integrated with the *Workbook*. Since most of the content of the CB was in line with the general goals and terminal objectives, the null hypothesis was rejected.

The second part of research question 1 aimed at investigating whether the CB is free from any mistakes and/or errors or not. The null hypothesis for this question maintained that the CB is free from any mistakes or errors. A thorough inspection of the content of the CB (4.1.2.1) revealed the existence of some mistakes and errors (see Appendix F). The mistakes and the errors were related to printing, design, grammar, spelling, punctuation, translation, etc. The total number of mistakes or errors is 43, and they are outlined in Appendix F. Since some mistakes and errors were located in the CB, the null hypothesis was rejected.

With regard to the first part of research question two (2A: Which of the fourteen categories are rated higher than 2.0 out of 4.0 by both groups when evaluating the 2005 CB using TET?), ten of the fourteen categories were rated highly by the overall sample. The teachers and the supervisors group, however, rated the last three categories (Content Selection, Gradation and Recycling, and the *Teacher's Manual*) unfavorably. The most poorly rated category was Gradation and Recycling ($M=1.74$, $sd=.72$), followed closely by Supplementary Material ($M=1.79$, $sd=.98$). Content selection and Gradation and Recycling were to some extent not given greater concern since the selected items "do not reflect all the objectives of the course", are "beyond learners' level", and "are not graded according to the learners' level", as discussed earlier in sections 4.2.2 (macro-evaluation analysis) and 4.1.2 (micro-evaluation analysis). Similarly, the results of the *Teacher's Manual* do not accurately reflect all the respondents' perceptions since not all teachers were provided with copies of the *Teacher's Manual*. Hence, both the null hypothesis can be safely rejected, since the categories that gained high evaluation exceeded those that retrieved low ratings.

The results of research question 3 (Which participant demographic variables are correlated with ratings of the 2005 CB as measured by TET?) showed statistically significant positive and negative correlations (see Table 32) between some of the demographic variables of teachers and the supervisors and their ratings of the CB. Therefore, the null hypothesis was rejected since some of teachers and the supervisors' demographic variables were correlated with their ratings of the CB, except for the correlation between Content and the number of courses ($r=.00$, $p=.99$). As for the correlations between the students' demographic variables and their ratings of the CB (see Table 33), the null hypothesis was sustained since students' demographic variables had no statistically significant correlations with their ratings of the CB.

Finally, the results of the fourth research question (How well do the micro and macro-evaluations of the 2005 CB match?) showed that the micro-evaluation (4.1.1) findings

matched those of the quantitative (4.2.1) data in all the categories, except for the category of Gradation and Recycling. Therefore, the null hypothesis was rejected. Gradation and Recycling was the category that gained the least support in the quantitative data results ($M=1.74, sd=.72$). Over 80% of the respondents argued against the suitability of grading and recycling language items for the learners. On the contrary, the findings of the qualitative data explained that the target lexicon, structures, and functions have been reviewed and recycled throughout the book in different contexts. Since the CB is based on language functions, the lexical items or the structures associated with the topics will naturally arise regardless of any criterion for item difficulty. This may suggest that some participants were either unaware of the tenets of CLT syllabi, or they had very different expectations about the techniques that should be used in the CB.

5.2.2 Supplementary Material

The findings of the micro- (4.1.2.10) and the macro-evaluation (4.2.2) analyses have shown that the CB totally lacks any Supplementary Material. In relation to the first part of research question two, 2A, which seeks to determine the category that was not given greater concern by the authors of the textbook, it can be said that Supplementary Material was the category that gained the least support. Supplementary Material was one of the four categories that yielded composite mean scores less than two. With regard to the second part of research question two (2B: Are there any statistically significant differences in the ratings of each of the fourteen categories when ranked by the teachers-supervisors and the students?), the one-way ANOVA found that in 90% of the categories there were statistically significant differences between the two groups' ratings of TET (See Table 31), except for Supplementary Material ($F=.45, p=.83$). Since the p-value of F for this category is not less than 0.05, the F value is not statistically significant. The null hypothesis was rejected, except for Supplementary Material, since there were statistically significant differences between

most of the TET categories and the two groups' ratings. The causes of these significant differences could be isolated through scientifically based regression analysis, but this large-scale study is beyond the scope of this paper.

5.2.3 Teacher's Manual

Since not all teachers were provided with the *Teacher's Manual*, the findings of the macro-evaluation analysis (4.2.2) do not accurately reflect the points of strengths and/or weaknesses of the manual. The micro-evaluation analysis (4.1.2.14) shows, however, that all the sub-items were met with the exception of the following statements: learning difficulties are predicted and appropriate advice is given; there are guidelines for evaluating how well lessons went; and the manual contains regular progress tests. The sub-items that were met were: (1) the manual contains a lot of useful information on how to best use the *Pupil's Book* in class and on the rationale that lies behind the book, and (2) it also contains transcripts of the speaking activities in the *Pupil's Book*. This helps temporarily in closing the gap of lacking supplementary material, provided the teachers' oral proficiency is acceptable.

CHAPTER 6

CONCLUSION

The literature review presented several related topics of interest to CB evaluation. It introduced theoretical and empirical material evaluation studies. The theoretical literature review has shown that retrospective evaluation may serve many purposes. It provides teachers with information regarding the strengths and weaknesses of the used syllabus. Retrospective evaluation 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, p. 37). Although there is a range of CB evaluation checklists in the ELT literature, most researchers use their experience when developing their own checklist by including those categories and sub-categories that they deem important. As Cunningsworth (1995) remarks since "different criteria will apply in different circumstance" (p. 2), it is best for teacher to tailor their own checklist for evaluating a CB.

The literature review also expanded my knowledge of previous empirical studies, their strengths and weaknesses. This knowledge guided the construction of the overall skeleton of this study: the research questions, instrumentation, the procedures of analysis, etc. Some of the findings of this paper are also consistent with those of Al-Hajailan's (1999) study, although the textbook that he evaluated was not communicative in nature.

6.1 Implications of the Study

The effectiveness of CB depends on the level of the teachers' beliefs about the nature of language and teaching/learning. Such awareness is important because teachers' actual practice may contradict their perceived methodological orientation. This was evident from the

results of the micro-evaluation (See section 4.1.3: summary of the micro-evaluation results) and the macro-evaluation analyses. It appears that there is an urgent need for training teachers on the use of communicative language syllabi. Training should also include the techniques for developing progress or an achievement tests for communicative syllabi. Al-Hjailan (1999) contends "a contingent training plan should be adopted to prepare teachers and supervisors for better performance and better use of textbook" (p. 154). The Ministry of Education should adopt a long-term project that aims not only to improve our teachers' performances, but also to acquaint them with the methods of teaching communicative syllabi. Selected teachers also need to be involved in the future development of teaching material, in order to draw on their knowledge of learners' needs. This may also improve their understanding of the rationale and objectives of the CB. Finally, supervisors need to reconsider the present assessment modes and the distribution of marks since oral work is not allotted any marks for both the in-term quizzes and the final exams.

In conclusion, the following remarks are drawn with regard to literature review and the findings of this paper. Olivares-Cuhat (2002) echoed Skierso's (1991) remarks that the perfect textbook is *utopic* and that one has to adopt a book whose imperfections can be corrected by complementing it with materials beyond the text, or by teachers' custom-made explanations, drills, and classroom tasks.

The research findings may be used as a guide for revising/modifying the current CB.

The following points need to be taken into account when modifying the CB:

- Introducing each unit in eight periods, rather than four periods (as discussed in sections 4.1.2.14 and 4.2.3.3.12) since the total number of periods for each term exceeds the total number of lessons by 100%.
- Conducting a thorough content analysis in order to determine those writing tasks (e.g. p.56 in the first term) that are above learners' level, and hence require modification

- Providing supplementary materials (cassettes/CDs/Charts) to all schools that facilitate the development of learners' *fluency*
- Providing students with bilingual and/or monolingual dictionaries. Such practice was implemented during the early 1980s, in which students were given bilingual Longman dictionaries.
- The Ministry of Education, as well as syllabus designers of a CB, should take into account the level of the course, the characteristics of learners, and the degree of preparation of teachers when choosing a CLT syllabus (4.1.2.12 and 5.2.1)
- Adopting a long-term project that aims not only to improve our teachers' performances, but also to acquaint them with the methods of teaching communicative syllabi
- The Ministry of Education should ensure the correction of the errors and mistakes (Appendix F) in the next edition of the Third Grade Intermediate *Say It in English* textbook. It should also revise the list of irregular verbs at the end of the textbook and include those verbs that were not included, as explained in section C (4.1.2).
- Providing teachers with copies of the *Teacher's Manual*, either in printed format or on CDs. Since each school has its own e-mail, the Ministry of Education can send an e-mail to all schools in Saudi Arabia, containing an attached PDF file (Acrobat Reader) of the *Teacher's Manual*, thereby reducing the costs of printing hard copies of the *Teacher's Manual*.

All of the above suggestions have their justifications and need to be implemented.

6.2 Suggestions for Implementation

The following suggestions aim to compensate for the lack of supplementary material:

- Encouraging students to make PowerPoint presentations, which contain animated pictures of the CB's content.

- Urging students to acquire a simplified monolingual dictionary (e.g. Frisby's Longman's Pocket English Dictionary) and/or a bilingual pocket dictionary (e.g. Balabki's Alkawrid Alqareeb). Longman's Pocket English Dictionary contains illustrations and simplified definitions of words along with sample sentences. Students will be motivated to use the dictionary since this will be their first experience in dictionary use.

6.3 Suggestions for Further Research

For the study findings to be conclusive, further large-scale research study need to be implemented. The effectiveness of an English language CB depends on learners' motivation towards learning a foreign language, as well as the level of teachers' beliefs about the nature of language and the methodology of teaching. These factors can be evaluated in future research studies.

Other categories involved in EFL/ESL CB evaluation include *physical appearance*, *aims and approaches*, *individual differences*, and *learners' needs*. It is also preferable to use a protocol and running notes in interviews in order to allow freedom in questioning within the specified frame. As stated in section 1.6, future research studies might include the evaluation of English textbooks for the three stages of the intermediate grade and the 6th grade elementary. The advantages of such analysis are twofold: analyzing the developmental progression of content for each textbook and analyzing the progression among the four textbooks.

Finally, the recommendations given here will be worth the work done by students, teachers, supervisors, and the researcher if they help to improve current and future language learning success of Saudi pupils.

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Personal Communications

Al-Amir, Abdulaziz (personal communication, November 22, 2005)

Al-Humaidan, Abdulkarim (personal communication, October 19, 2005)

Appendices

Appendix A

The Questionnaire (TET): English & Arabic Versions

Textbook Evaluation Tool (TET) for Teachers, Supervisors and Students

Introduction

Dear supervisor/ teacher/ student

Alsalmu Alaikum

I am conducting a research study entitled "An Evaluation of the Third Grade Intermediate English Coursebook (CB) in Saudi Arabia", implemented by the Ministry of Education in Saudi public schools. The main used research tool in this study is the following questionnaire. Please do as follows:

- 1- Filling-in the general demographic questions on the first page. While supervisors and teachers complete question 1, Students do only question number 2.
- 2- Putting a circle around the choice which you find most suitable.
- 3- Writing down any notes you would like to add at the end of the questionnaire.

I appreciate your cooperation and participation in this study and may Allah bless you all.

The Researcher/ Hesham Suleiman Al-Yousef

Appendix A (continued)

Textbook Evaluation Tool (TET) for Teachers, Supervisors and Students

Modified from Cunningsworth (1995)

Directions: Please complete the following survey as completely and honestly as possible.

Name: (optional) _____

School: (optional) _____

Nationality: (Check the best fit)

☐ Saudi

☐ Non-Saudi

Gender:

☐ Male

☐ Female

1- Are you a third grade intermediate English teacher? ☐ Yes ☐ No

Are you an English supervisor? ☐ Yes ☐ No

Qualification: ☐ Diploma ☐ B.A ☐ M.A ☐ PhD. ☐

English Teacher Training: ☐ Attended _____ sessions ☐ Not Attended

English Teaching Experience:

☐ Less than one year ☐ 1-2 years ☐ 3-5 years ☐ 5-10 years ☐ More than 10 years

Would you like to receive an electronic copy of the study results? ☐ Yes ☐ No

If yes, e-mail address: _____

2- Are you a student? ? ☐ Yes ☐ No

If yes, please state the number of years for studying English:

☐ 3 Years ☐ 4-6 Years ☐ More than 6 Years

The Third Intermediate Grade English 2005 Coursebook <i>Please circle the best answer. Students answer only statements 1-33; teachers and supervisors provide answers for statements 1-50.</i>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The selected topics are familiar to the students.	1	2	3	4
2. The selected topics enhance learners' motivation.	1	2	3	4
3. The coursebook has a list at the end for new or difficult words.	1	2	3	4
4. The coursebook contains self-check progress report.	1	2	3	4
5. Pedagogic texts and dialogues include new vocabulary and grammatical structures.	1	2	3	4

The Third Intermediate Grade English 2005 Coursebook <i>Please circle the best answer. Students answer only statements 1-33; teachers and supervisors provide answers for statements 1-50.</i>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
6. Language items (e.g. vocabulary, etc) are presented in context to make meaning clear.	1	2	3	4
7. Pedagogic texts and dialogues include a variety of interesting subjects.	1	2	3	4
8. The paradigm used to introduce grammatical rules is clear and simple.	1	2	3	4
9. Grammar items suit students' language needs.	1	2	3	4
10. There is a balance between form and use.	1	2	3	4
11. Sentences and examples use words that are known by learners.	1	2	3	4
12. New lexical items are graded according to the principle of immediate use.	1	2	3	4
13. New lexical items appear in the following units.	1	2	3	4
14. Pronunciation is built through different types of activities, such as listening, dialogue practice etc.	1	2	3	4
15. There are cassettes/CDs for pronunciation practice.	1	2	3	4
16. There is practice in the four language skills of listening, speaking, reading, and writing.	1	2	3	4
17. The coursebook uses authentic (real-world) reading material at an appropriate level.	1	2	3	4
18. The coursebook uses authentic (real-world) listening material at an appropriate level.	1	2	3	4
19. The coursebook discusses and identifies areas of student needs.	1	2	3	4
20. The coursebook encourages inductive approach to learning.	1	2	3	4
21. Accuracy is balanced with fluency.	1	2	3	4
22. The coursebook includes lessons that reflect on study techniques.	1	2	3	4
23. The coursebook contains advices on study skills development.	1	2	3	4
24. Students are encouraged to take some degree of responsibility for their learning.	1	2	3	4
25. There are some materials for independent work.	1	2	3	4
26. The visuals used in the book are an integral part of teaching.	1	2	3	4
27. The visuals are reasonably well produced and attractive.	1	2	3	4
28. The coursebook provides mechanical and meaningful exercises.	1	2	3	4
29. The coursebook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	1	2	3	4
30. There are directions to explain how every exercise can be done.	1	2	3	4
31. The number of exercises is suitable.	1	2	3	4
32. The textbook provides periodical revisions for diagnostic purposes.	1	2	3	4
33. The posters and flash cards accompanying the book are attractive and suitable.	1	2	3	4
34. The terminal goals are specified in the <i>Teacher's Manual</i> or the <i>Pupil's Book</i> .	1	2	3	4

Appendix A (continued)

The Questionnaire: The Arabic Version

المحترم

عزيزي المشرف التربوي/ المدرس-الطالب

السلام عليكم ورحمة الله وبركاته

حيث إنني أجري دراسة بعنوان "تقييم منهج اللغة الإنجليزية الجديد للصف الثالث متوسط في السعودية" والمقرر من وزارة التربية والتعليم، وحيث أن الاستبانة من أدوات البحث الرئيسية، أرجو منكم التكرم بمرعاه ما يلي:-

- 1- تعبئة البيانات العامة في أول الاستبانة، مع ملاحظة أن السؤال الأول خاص بالمدرسين والمشرفين التربويين، أما السؤال الثاني خاص بالطلاب.
- 2- وضع دائرة حول الخيار المناسب.
- 3- إبداء الملاحظات التي ترونها مناسبة في آخر الاستبانة.

شاكراً ومقدراً تعاونكم في إتمام هذه الدراسة، والله يحفظكم ويرعاكم.

الباحث: هشام سليمان اليوسف

التعليمات: الرجاء إكمال جميع حقوق الاستبانة الآتية وبمنتهى الدقة.

الاسم (اختياري):

المدرسة (اختياري):

الجنسية: سعودي ☐ غير سعودي ☐ الجنس: ذكر ☐ أنثى ☐

1- هل أنت معلم للصف الثالث المتوسط؟

هل أنت مشرف تربوي لمادة اللغة الإنجليزية؟

المؤهل: دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتوراه ☐

هل أخذت دورات خاصة بمدرسي اللغة الإنجليزية: نعم ☐ وعددها..... دوره. لا ☐

عدد سنوات تدريس مادة اللغة الإنجليزية: أقل من 1 سنة ☐ من 1-2 سنة ☐ من 3-5 سنوات ☐

من 5-10 سنوات ☐ أكثر من 10 سنوات ☐

هل ترغب باستلام نسخة إلكترونية من نتيجة الدراسة؟ نعم ☐ لا ☐ إذا كانت الإجابة بنعم، الرجاء

كتابة عنوانك البريدي: _____

2- هل أنت طالب؟ نعم ☐ لا ☐ ، إذا كانت الإجابة بنعم، الرجاء تحديد عدد سنوات دراسة اللغة الإنجليزية:

3 سنوات ☐ من 4-6 سنوات ☐ أكثر من 6 سنوات ☐

أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	استبانة تقييم منهج الإنجليزي للصف الثالث متوسط: الرجاء وضع دائرة حول أفضل إجابة (يجيب الطلاب على العبارات من 1 إلى 33، أما المعلمين والمُشرفين فيجيبون على العبارات من 1-50).
4	3	2	1	1- المواضيع المختارة مألوفة للطلاب.
4	3	2	1	2- المواضيع المختارة تحث على الحماس في التعلم.
4	3	2	1	3- يحتوي الكتاب في نهايته على قائمة للكلمات الجديدة/الصعبة.
4	3	2	1	4- يحتوي الكتاب على تقرير للتقييم الذاتي.
4	3	2	1	5- عناصر اللغة (كالكلمات، إلخ ...) مقدمة ضمن السياق لجعل المعنى واضحاً.
4	3	2	1	6- تتكون المحادثات والنصوص المنهجية من مفردات وتركيب نحوية جديدة.
4	3	2	1	7- تحتوي المحادثات والنصوص المنهجية على مواضيع متنوعة وممتعة.
4	3	2	1	8- أسلوب طريقة عرض القواعد النحوية مبسط وسهل.
4	3	2	1	9- المادة النحوية تناسب احتياجات الطلاب اللغوية.

استبانة تقييم منهج الإنجليزي للصف الثالث متوسط: الرجاء وضع دائرة حول أفضل إجابة (يجيب الطلاب على العبارات من 1 إلى 33، أما المعلمين والمشرفين فيجيبون على العبارات من 1-50).	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
10- يوجد توازن بين التراكيب النحوية وتطبيقها.	1	2	3	4
11- تحوي الجمل والأمثلة على كلمات معروفة لدى الطلاب.	1	2	3	4
12- يتم تسلسل الكلمات الجديدة في الدروس طبقاً لمبدأ الحاجة الملحة لاستخدامها.	1	2	3	4
13- تظهر الكلمات الجديدة لكل وحدة في وحدات أخرى.	1	2	3	4
14- يتم التدرب على النطق من خلال أنشطة متنوعة (كالاستماع، المحادثة، الممارسة، الخ ...).	1	2	3	4
15- توجد أنشطة/ أفراس للتدرب على النطق.	1	2	3	4
16- يحتوي المنهج على تدريب على المهارات الأربع (الاستماع، المحادثة، و القراءة، والكتابة).	1	2	3	4
17- مواضيع القراءة الموجودة في المنهج واقعية ومناسبة لمستوى الطلاب.	1	2	3	4
18- مواضيع الاستماع الموجودة في المنهج واقعية ومناسبة لمستوى الطلاب.	1	2	3	4
19- المنهج يناقش ويحدد نواحي متعلقة باحتياجات الطلاب.	1	2	3	4
20- يشجع المنهج على استخدام طريقة الاستقراء (الاستنتاج) في التعلم.	1	2	3	4
21- يوجد توازن في المنهج بين طلاقة الكلام وإتقان اللغة.	1	2	3	4
22- يحوي المنهج دروساً تحت على تنمية مهارات التعلم.	1	2	3	4
23- يحتوي المنهج على نصائح تساعد على تطوير مهارات التعلم.	1	2	3	4
24- يشجع المنهج الطلاب على التعلم الذاتي.	1	2	3	4
25- يحتوي المنهج على دروس تحت على العمل الذاتي.	1	2	3	4
26- تعد الصور الموجودة في الكتاب جزءاً مكملًا للدرس.	1	2	3	4
27- الصور جذابة و مخرجة بشكل جيد .	1	2	3	4
28- المنهج يقدم تمارين متنوعة و واضحة.	1	2	3	4
29- المنهج يقدم تمارين تخاطب (تواصلية) تمكن الطلاب انجاز المهام التواصلية في الحياة اليومية.	1	2	3	4
30- يوجد تعليمات تشرح طريقة حل التمارين.	1	2	3	4
31- عدد التمارين مناسب.	1	2	3	4

استبانة تقييم منهج الإنجليزي للصف الثالث متوسط: الرجاء وضع دائرة حول أفضل إجابة (يجيب الطلاب على العبارات من 1 إلى 33، أما المعلمين والمُشرفين فيجيبون على العبارات من 1-50).				
أوافق بشدة	لا أوافق بشدة	أوافق	لا أوافق	أوافق بشدة
4	3	2	1	32- الكتاب يقدم تمارين مراجعة بصفة دورية لمعرفة نواحي القصور.
4	3	2	1	33- الوسائل التعليمية المصاحبة للمنهج (كالمحافظ، إلخ ...) جذابة ومناسبة.
4	3	2	1	34- الأهداف العامة موجودة في كتاب الطالب أو كتاب المعلم.
4	3	2	1	35- الأهداف الخاصة موجودة في بداية كل درس.
4	3	2	1	36- الأهداف الخاصة تتوافق مع احتياجات الطلاب.
4	3	2	1	37- الأهداف القصيرة المدى تناسب مستوى الطلاب.
4	3	2	1	38- اختيار المحتوى يتناسب مع أهداف المنهج.
4	3	2	1	39- اختيار المحتوى يتناسب مع مستوى المنهج.
4	3	2	1	40- اختيار المحتوى يتناسب مع الوقت المحدد للمنهج.
4	3	2	1	41- تدرج المحتوى يناسب الطلاب.
4	3	2	1	42- يوجد تعزيز للمادة المقدمة بصورة متوازنة و منتظمة.
4	3	2	1	43- توافر كتاب المعلم لدى جميع المعلمين.
4	3	2	1	43- يحتوي كتاب المعلم على معلومات مفيدة.
4	3	2	1	45- تم إخراج الكتاب بحيث يكون مفهوماً للمدرسين الأقل خبرة.
4	3	2	1	46- نظرية التعليم التي أعتمد عليها المؤلفون في تصميم المنهج مذكورة بوضوح في كتاب المعلم.
4	3	2	1	47- تم التنبيه بصعوبات التعلم المتوقعة مع تقديم المعالجة اللازمة.
4	3	2	1	48- يوجد في كتاب المعلم حلول للتمارين والأنشطة.
4	3	2	1	49- يحتوي كتاب المعلم على اختبارات قياس مستوى التحصيل.
4	3	2	1	50- يحتوي كتاب المعلم على تعليمات لتقييم مستوى تحصيل الطلاب.
ملاحظات:				

Appendix B

The Researcher's Evaluation of the Third Grade Intermediate English CB

The Third Grade Intermediate English 2005 Coursebook	Strongly Disagree	Disagree	Agree	Strongly Agree
Content				
1. The selected topics are familiar to the students.			√	
2. The selected topics enhance learners' motivation.			√	
3. The CB has a list at the end for new or difficult words.				√
4. The CB contains self-check progress report.				√
5. Pedagogic texts and dialogues include new vocabulary and grammatical structures.				√
6. Language items (e.g. vocabulary, etc) are presented in context to make meaning clear.				√
7. Pedagogic texts and dialogues include a variety of interesting subjects.				√
Grammar				
8. The paradigm used to introduce grammatical rules is clear and simple.				√
9. Grammar items suit students' language needs.			√	
10. There is a balance between form and use.		√		
11. Sentences and examples use words that are known by learners.			√	
Vocabulary				
12. New lexical items are graded according to the principle of immediate use.				√
13. New lexical items appear in the following units.			√	
Phonology				
14. Pronunciation is built through different types of activities, such as listening, dialogue practice etc.				√
15. There are cassettes/CDs for pronunciation practice.			√	
Language Skills				
16. There is practice in the four language skills of listening, speaking, reading, and writing.				√
17. The CB uses authentic reading material at an appropriate level.	√			
18. The CB uses authentic listening material at an appropriate level.	√			
Methodology				
19. The CB discusses and identifies areas of student needs.				√
20. The CB encourages inductive approach to learning.				√
21. Accuracy is balanced with fluency.			√	

The Third Grade Intermediate English 2005 Coursebook	Strongly	Disagree	Agree	Strongly Agree
Study Skills				
22. The CB includes lessons that reflect on study techniques.				√
23. The CB contains advices on study skills development.				√
24. Students are encouraged to take some degree of responsibility for their learning.			√	
25. There are some materials for independent work.			√	
Visuals				
26. The visuals used in the book are an integral part of teaching.			√	
27. The visuals are reasonably well produced and attractive.		√		
Practice and Testing				
28. The CB provides mechanical and meaningful exercises.			√	
29. The CB provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.				√
30. There are directions to explain how every exercise can be done.				√
31. The number of exercises is suitable.	√			
32. The textbook provides periodical revisions for diagnostic purposes.				√
Supplementary Material				
33. The posters and flash cards accompanying the book are attractive and suitable.	√			
Objectives				
34. The terminal goals are specified in the <i>Teacher's Manual</i> or the <i>Pupil's Book</i> .				√
35. The developmental objectives are specified at the beginning of each lesson.				√
36. Developmental objectives meet the needs of learners.			√	
37. Developmental objectives suit the level of the learners.		√		
Content Selection				
38. Item selection reflects the objectives of the course.		√		
39. Item selection suits the level of the course.		√		
40. Item selection suits the time limit allowed for the course.			√	
Gradation and Recycling				
41. The grading of items is suitable for the learners.		√		
42. There is a systematic and balanced recycling of all items.			√	
The Teacher's Manual				
43. All teachers are provided with the <i>Teacher's Manual</i> .	√			
44. The <i>Teacher's Manual</i> is informative.				√

The Third Grade Intermediate English 2005 Coursebook	Strongly	Disagree	Agree	Strongly Agree
45. The manual is written so as to be comprehensible enough for less experienced teachers.				√
46. The underlying learning approach of the authors is expressed clearly and explicitly in the <i>Teachers' Manual</i> .				√
47. Learning difficulties are predicted and appropriate advice is given.		√		
48. The manual provides keys to exercises and other activities.				√
49. The manual contains regular progress tests.	√			
50. There are guidelines for evaluating how well lessons went.	√			

Appendix C

An invitation Letter for English Teachers and Supervisors to Participate in the Survey

دعوة لمعلمي/معلمات مشرفي/مشرفات اللغة الإنجليزية في الصف الثالث متوسط

An invitation letter for the Third Grade Intermediate English Teachers and Supervisors

In the Name of Allah, Most Gracious, Most Merciful I am conducting a research entitled “An Evaluation of the Third Grade Intermediate English Coursebook (CB) in Arabia Arabia” and to complete the research, I need your help and support in order to complete the research study. Please click on the link below, which will take you to the electronic questionnaire. Put a tick mark against one of the four choices, 1-4 (1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree), which will be sent electronically to my e-mail at <theArabKnight@gmail.com> If you wish, I will be happy to e-mail you the research results, which may help in improving the syllabus, as soon as they are done. I thank you in advance for supporting me and may Allah Bless You All. The researcher, Hesham Al-Yousef	السلام عليكم ورحمة الله وبركاته حيث أنني أقوم بعمل بحث عنوانه "تقييم المنهج الجديد للغة الإنجليزية للصف الثالث متوسط في السعودية"، فإنني احتاج إلى مساعدتكم ودعمكم لإكمال البحث وذلك بالضغط على الرابط أدناه لكتابة مقترحاتكم في الاستبانة الإلكترونية، وذلك بوضع علامة (صح) أمام إحدى الاختيارات من 1 إلى 4 (1 لا أوافق بشدة، 2 لا أوافق، 3 أوافق، و 4 أوافق بشدة) حيث سيتم إرسالها لي عند الانتهاء إلى البريد الإلكتروني theArabKnight@gmail.com. كما أنني أعدكم بأن أرسل لكم نتيجة البحث والتي قد تساهم في تطوير المنهج بمجرد الانتهاء منها، وأني أشكركم سلفاً لدعمكم لي، والله ولي التوفيق الباحث: هشام اليوسف
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رابط الاستبانة الإلكترونية



<http://www.surveymonkey.com/s.asp?u=822191879506>

The link for the electronic survey

Appendix D

The Interviews

Two unstructured individual interviews were conducted for this study at the English Curriculum Department in the Ministry of Education. The first interview was with Dr. Abdulkarim Al-Humaidan, Chairman of the English Project at the Ministry of Education in Riyadh. The second interview was with Mr. Abdulaziz Al-Amir at the English Curricula Department at the Ministry of Education in Riyadh. The interviewees' conversations revealed some important points. One of the interviews was conducted during the interviewees' spare time, while the other was conducted by appointment.

The Findings of the Interviews

The interviews conducted for this research were very useful, as they helped in disclosing information related to the current Third Year Intermediate English CB. The administrators provided the following information:

- 1- The curriculum specifications for this textbook are adopted from the preset specifications for the first year secondary English curriculum. In fact, due to the introduction of the English Coursebook in grade six elementary schools in 2004, the directors in the Ministry of Education had to modify the 2001 general aims for teaching English in Saudi schools by shifting seventh grade objectives to the sixth grade, the eighth grade objectives to those of the seventh grade, and so on. The objectives for learning English in ninth grade are thus adopted from those of the first year secondary objectives, and are outlined in terms of the four language skills; listening, speaking, reading, and writing (see 4.1.1).
- 2- Say It in English series was initially designed for the implementation at female schools only. Therefore, most if not all the characters in the CB are females.
- 3- The disadvantage of integrating the *Pupil's Book* with the *Workbook* is that teachers have to collect both books when students have an assignment in their *Workbook*.

Appendix E: A Sample Plan of the Pupil's Book

Plan Of Student's Book

Unit	Topics	F unctions	Grammar	Listening Phonics	Reading Writing
1	Learning Tools	Talking about learning strategies. Talking about definite plans.	Reviewing tenses Future with present continuous and be + going to	Listening to a conversation about becoming a good listener. Spellings of long o sound	Reading about using a dictionary. (finding specific information) Writing a paragraph about improving language skills.
2	Making Plans	Talking about possible plans/ quick decisions. Making suggestions.	Future with will. Suggestions with let's what about..... etc.	Listening to a conversation about planning an event. Spellings of long u sound Listening phonics.	Reading a questionnaire about planning. (restating information / pronoun referent) Writing about planning an event.
3	Going places	Describing situations and possible consequences. Talking about imaginary situations.	If - conditional (1 st conditional if + present simple + will). If - conditional (2 nd conditional if + past + would).	Listening to a conversation about different theme parks. Diphthong ow.	Reading about the Eiffel Tower (inferring vocabulary / restating information). Writing a postcard
4	Revision				

Appendix F

Mistakes and Errors Found in the Third Grade Intermediate *Say It in English* CB,
2005 and 2006 Editions

No.	Term	Lesson Title	Mistake/ Error Type	Details			
				Page	Line	Mistake/ Error	Correction
1.	1	Workbook (WB):	English Translation	Cover Page	n/a	<i>Pupil's Book</i>	<i>Workbook</i>
2.	1	<i>Pupil's Book</i> (PB): Note to teachers	Informatics	n/a	16	There are twenty units.	There are sixteen units.
3.	1	PB: General Directions (in Arabic)	Informatics	n/a	Direction no. 1	Concentrating on the presented posters ...	Lack of these posters.
4.	1	PB: General Directions (in Arabic)	Informatics	n/a	Direction no. 5	Practicing what's taught through the revision unit which succeed every four units	Practicing what's taught through the revision unit which succeed every three units
5.	1	PB: Grammar: A	Grammatical	3	1	Match the items in the first to the sentences in the second one.	Match the items in the first column to the sentences in the second one.
6.	1	PB: Conversation	Print	11	5	Iím	I'm
7.	1	PB: Conversation	Print	11	11	Iíll	I'll
	1	PB: picture 5	Not clear	21	Jeita Grotto in Lebanon	n/a	Using a clear picture
8.	1	PB: Conversation	Print	21	9	youíll	you'll
9.	1	PB: Writing	Spelling	26	A	Adress	Address
10.	1	PB: Phonics	Print	27	B	Brown	Brow
11.	1	PB: Speaking	Design	28	1	asking students to do the activity without giving page number	... on page 82.
12.	1	PB: Speaking	Design	35	1	asking students to do the activity without giving page number	... on page 83.

No.	Term	Lesson Title	Mistake/ Error Type	Details			
				Page	Line	Mistake/ Error	Correction
13.	1	PB: Conversation	Grammatical	51	3	Let's a get closer look!	Let's get a closer look!
14.	1	PB: Speaking	Design	58	1	asking students to do the activity without giving page number	... on pages 85 and 86.
15.	1	PB: Reading	Design	59	The passage and Exercise A	The exercise refers students to paragraphs 1, 2 and 3 although the whole passage is only one paragraph.	Dividing the passage into three paragraphs or deleting the subheadings 'Paragraphs 1, 2, and 3'.
16.	1	PB: Reading	Punctuation	59	Exercise A: Paragraph 1 (Question number 2)	Inserting a comma between the two spaces	Deleting the comma since the answer is "taste buds".
17.	1	PB: Reading	Punctuation	64	8	Inserting a full stop after '..basketball team'	Inserting a comma after '..basketball team'
18.	1	PB: Speaking	Print	72	1	Look at the pictures on page 86.	Look at the pictures on page 87.
19.	1	PB: Speaking	Design	73	1	asking students to do the activity without giving page number	... on page 88.
20.	1	PB: Speaking	Design	75	1	asking students to do the activity without giving page number	... on page 89.
21.	1	PB: Speaking	Design	77	1	asking students to do the activity without giving page number	... on page 91.
22.	1	PB: The book's evaluation questionnaire	Informatics	At the end of the book	Section 2: evaluating the book's questions (item 16)	The questions consider individual differences among female students.	The questions consider individual differences among male/female students.

No.	Term No.	Lesson Title	Mistake/ Error Type	Details			
				Page	Line	Mistake/ Error	Correction
23.	1	PB: The book's evaluation questionnaire	Informatics	At the end of the book	Section 4: general questions (item 26)	Is it necessary to have a (female) teacher's manual along with this book?	Is it necessary to have a (male/ female) teacher's manual along with this book?
24.	2	PB: Note to teachers	Informatics	n/a	16	There are twenty units.	There are sixteen units.
25.	2	PB: General Directions (in Arabic)	Informatics	n/a	Direction no. 1	Concentrating on the presented posters ...	Lack of these posters.
26.	2	PB: General Directions (in Arabic)	Informatics	n/a	Direction no. 5	Practicing what's taught through the revision unit which succeed every four units	Practicing what's taught through the revision unit which succeed every three units
27.	2	PB: Phonics: B	Grammatical	8	2	electronics	It has 4 syllables; not three.
28.	2	PB: Grammar: A	Cultural	13	4	.. belts which were made of gold.	.. belts which were golden color.
29.	2	PB: Vocabulary	Design	14	Pictures 3 and 4.	Do not appear as Eid and wedding occasions	Changing the pictures
30.	2	PB: Speaking	Print	19	3	Turn to page 84.	Turn to page 85.
31.	2	PB: Vocabulary	Design	20	Pictures 3 and 4	Do not appear as graduation and wedding occasions	Changing the pictures
32.	2	PB: Reading	Print	25	7	.. were at the mercy of Murdson's.	.. were at the mercy of Murdsones.
33.	2	PB: Grammar summary	Grammatical	30	4	You was ..	Deleting the dividing line between 'was' and 'were'
34.	2	PB: Grammar summary	Grammatical	30	Exercise	.. and the correct form of the verb brackets.	.. and the correct form of the verb in brackets.

No.	Term	Lesson Title	Mistake/ Error Type	Details			
				Page	Line	Mistake/ Error	Correction
35.	2	PB: Vocabulary: Puzzle	Design	34	Across 2,4 and 5	Coloring an unused square in three words	Removing the pink color
36.	2	PB: Speaking	Print	35	1	Turn to page 85.	Turn to page 87.
37.	2	PB: Speaking	Print	36	1	Turn to pages 86, 87, and 88.	Turn to pages 89, 90, and 91.
38.	2	PB: Phonics: B	Design	49	Picture no. 5	Using 'few' with the uncountable noun 'water'	Using 'little'
39.	2	PB: Grammar summary	Design	50	Table 1	Merging the responses 'sorry' and 'sure, but...' together.	Inserting a dividing line between the two responses.
40.	2	PB: Grammar summary	Print	60	Exercise: 2 and 3.	Deleting the question mark in 2 and inserting it in 4.	Inserting a question mark in 3 and deleting it in 4.
41.	2	PB: Grammar	Design	77	Exercises A and 2.	Using different styles for numbering questions	Either using the alphabetical numbering (e.g. A, B, etc.) or the numerical style (1,2, etc..)
42.	2	PB: The book's evaluation questionnaire	Informatics	At the end of the book	Section 2: evaluating the book's questions (item 16)	The questions consider individual differences among female students.	The questions consider individual differences among male/female students.
43.	2	PB: The book's evaluation questionnaire	Informatics	At the end of the book	Section 4: general questions (item 26)	Is it necessary to have a (female) <i>teacher's</i> <i>manual</i> along with this book?	Is it necessary to have a (male/ female) <i>teacher's</i> <i>manual</i> along with this book?

Appendix G

Frequencies, Percentages, Means, and Standard Deviations of Students, Teachers and Supervisors' responses of TET

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
1. Content	1. The selected topics were familiar to the students.	Strongly Disagree Disagree Agree Strongly Agree Total	33 68 66 17 184	17.9 37.0 35.9 9.2 100.0%	1	4	2.36	.88
	2. The selected topics enhanced learners' motivation.	Strongly Disagree Disagree Agree Strongly Agree Total	42 67 54 21 184	22.8 36.4 29.3 11.4 100.0%	1	4	2.29	.94
	3. The coursebook (CB) provided a list of new or difficult words.	Strongly Disagree Disagree Agree Strongly Agree Total	22 32 79 51 184	12.0 17.4 42.9 27.7 100%	1	4	2.86	.95
	4. The CB contained student self-check progress reports.	Strongly Disagree Disagree Agree Strongly Agree Total	19 37 72 56 184	10.3 20.1 39.1 30.4 100%	1	4	2.90	.95
	5. Language items (e.g. vocabulary, functions, etc) were presented in context for clarification.	Strongly Disagree Disagree Agree Strongly Agree Total	21 27 96 40 184	11.4 14.7 52.2 21.7 100%	1	4	2.84	.89
	6. Pedagogic texts and dialogues included new vocabulary and grammatical structures.	Strongly Disagree Disagree Agree Strongly Agree Total	30 58 72 24 184	16.3 31.5 39.1 13.0 100%	1	4	2.49	.91
	7. Pedagogic texts and dialogues included a variety of interesting subjects.	Strongly Disagree Disagree Agree Strongly Agree Total	35 55 60 33 184	19.1 30.1 32.8 18.0 100%	1	4	2.50	.99
	Composite Measure of Content						2.60	.56
2. Grammar	8. The paradigm used to introduce grammatical rules is clear and simple.	Strongly Disagree Disagree Agree Strongly Agree Total	52 58 54 18 184	26.8 31.9 29.7 9.9 100.0%	1	4		2.21

Category	Statement	Response	Frequency	Percentage (%)	Range	Mean	SD
2. Grammar	9. The grammatical items suit students' language needs.	Strongly Disagree Disagree Agree Strongly Agree Total	45 59 51 29 184	24.5 32.1 27.7 15.8 100.0%	1 4	2.35	1.01
	10. There is a balance between form and use.	Strongly Disagree Disagree Agree Strongly Agree Total	43 55 70 15 184	23.5 30.1 38.3 8.2 100%	1 4	2.31	.92
	11. The sentences and examples use words that are known by learners.	Strongly Disagree Disagree Agree Strongly Agree Total	58 65 45 16 184	31.5 35.3 24.5 8.7 100%	1 4	2.10	.95
	Composite Measure of Grammar					2.27	.77
3. Vocabulary	12. New lexical items are graded according to the principle of immediate use.	Strongly Disagree Disagree Agree Strongly Agree Total	38 68 56 22 184	20.7 37.0 30.4 12.0 100.0%	1 4	2.34	.93
	13. New lexical items appear in the following units.	Strongly Disagree Disagree Agree Strongly Agree Total	35 52 69 28 184	19.0 28.3 37.5 15.2 100.0%	1 4	2.49	.96
	Composite Measure of Vocabulary					2.41	.79
4. Phonology	14. Pronunciation is built through other types of activities, such as listening, dialogue, etc.	Strongly Disagree Disagree Agree Strongly Agree Total	42 47 57 37 184	23.0 25.7 31.1 20.2 100.0%	1 4	2.49	1.05
	15. There are cassettes/CDs for pronunciation practice.	Strongly Disagree Disagree Agree Strongly Agree Total	102 39 30 12 184	55.7 21.3 16.4 6.6 100.0%	1 4	1.74	.95
	Composite Measure of Phonology					2.11	.81
5. Language Skills	16. There is practice in the four language skills of listening, speaking, reading, and writing.	Strongly Disagree Disagree Agree Strongly Agree Total	27 28 93 34 184	14.8 15.4 51.1 18.7 100.0%	1 4	2.74	.93
	17. The CB uses authentic (real-world) reading material at an appropriate level.	Strongly Disagree Disagree Agree Strongly Agree Total	71 57 39 16 184	38.8 31.1 21.3 8.7 100.0%	1 4	2.00	.97

Category	Statement	Response	Frequency	Percentage (%)	Range	Mean	SD	
5. Language Skills	18. The CB uses authentic (real-world) listening material at an appropriate level.	Strongly Disagree	77	42.3	1	4	1.92	.94
		Disagree	55	30.2				
		Agree	38	20.9				
		Strongly Agree	<u>12</u>	<u>6.6</u>				
		Total	184	100.0%				
Composite Measure of Language Skills							2.24	.75
6. Methodology	19. The CB discusses and identifies areas of student needs.	Strongly Disagree	54	29.7	1	4	2.21	.98
		Disagree	54	29.7				
		Agree	56	30.8				
		Strongly Agree	<u>18</u>	<u>9.9</u>				
		Total	184	100.0%				
	20. The CB encourages inductive approach to learning.	Strongly Disagree	40	22.0	1	4	2.32	.96
		Disagree	67	36.8				
		Agree	51	28.0				
		Strongly Agree	<u>24</u>	<u>13.2</u>				
		Total	184	100.0%				
	21. Accuracy is balanced with fluency.	Strongly Disagree	56	30.8	1	4	2.14	.97
		Disagree	64	35.2				
		Agree	43	23.6				
		Strongly Agree	<u>19</u>	<u>10.4</u>				
		Total	184	100.0%				
Composite Measure of Methodology							2.22	.73
7. Study Skills	22. The CB includes lessons that reflect on study techniques.	Strongly Disagree	34	18.7	1	4	2.47	.96
		Disagree	56	30.8				
		Agree	64	35.2				
		Strongly Agree	<u>28</u>	<u>15.4</u>				
		Total	184	100.0%				
	23. The CB contains advices on study skills development.	Strongly Disagree	38	20.9	1	4	2.41	.95
		Disagree	54	29.7				
		Agree	68	37.4				
		Strongly Agree	<u>22</u>	<u>12.1</u>				
		Total	184	100.0%				
	24. Students are encouraged to take some degree of responsibility for their learning.	Strongly Disagree	53	29.4	1	4	2.21	.99
		Disagree	56	31.1				
		Agree	51	28.3				
		Strongly Agree	<u>20</u>	<u>11.1</u>				
		Total	184	100.0%				
	25. There are some materials for independent work.	Strongly Disagree	44	24.3	1	4	2.35	.98
		Disagree	53	29.3				
		Agree	61	33.7				
		Strongly Agree	<u>23</u>	<u>12.7</u>				
		Total	184	100.0%				
Composite Measure of Study Skills							2.38	.76
8. Visuals	26. The visuals used in the book are an integral part of teaching.	Strongly Disagree	32	17.6	1	4	2.77	1.05
		Disagree	31	17				
		Agree	66	36.3				
		Strongly Agree	<u>53</u>	<u>29.1</u>				
		Total	184	100.0%				

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
8. Visuals	27. The visuals are reasonably well produced and attractive.	Strongly Disagree	39	21.4	1	4	2.63	1.08
		Disagree	35	19.2				
		Agree	62	34.1				
		Strongly Agree	46	25.3				
		Total	184	100.0%				
Composite Measure of Visuals							2.70	.91
9. Practice and Testing	28. The CB provides mechanical and meaningful exercises.	Strongly Disagree	52	28.7	1	4	2.22	1.0
		Disagree	60	33.1				
		Agree	46	25.4				
		Strongly Agree	23	12.7				
		Total	184	100.0%				
	29. The CB provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	Strongly Disagree	48	26.4	1	4	2.26	.94
		Disagree	55	30.2				
		Agree	63	34.6				
		Strongly Agree	16	8.8				
		Total	184	100.0%				
30. There are directions to explain how every exercise can be done.	Strongly Disagree	66	36.3	1	4	2.10	1.01	
	Disagree	50	27.5					
	Agree	47	25.8					
	Strongly Agree	19	10.4					
	Total	184	100%					
31. The number of exercises is suitable.	Strongly Disagree	85	47.0	1	4	1.81	.93	
	Disagree	59	32.6					
	Agree	23	12.7					
	Strongly Agree	14	7.7					
	Total	184	100%					
32. The textbook provides periodical revisions (or formative evaluation) for diagnostic purposes.	Strongly Disagree	38	20.9	1	4	2.38	.93	
	Disagree	56	30.8					
	Agree	69	37.9					
	Strongly Agree	19	10.4					
	Total	184	100%					
Composite Measure of Practice and Testing							2.17	.68
10. Supplementar	33. The posters and flash cards accompanying the book are attractive and suitable.	Strongly Disagree	97	53.3	1	4	1.79	.98
		Disagree	41	22.5				
		Agree	30	16.5				
		Strongly Agree	14	7.7				
		Total	184	100.0%				
Composite Measure of Supplementary Material							1.79	.98
11. Objectives	34. The terminal objectives are specified in the <i>Teacher's Manual</i> or the <i>Pupil's Book</i> .	Strongly Disagree	13	13.7	1	4	2.62	.84
		Disagree	19	20.0				
		Agree	54	56.8				
		Strongly Agree	9	9.5				
		Total	96	100.0%				

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
11. Objectives	35. The developmental objectives are specified at the beginning of each lesson.	Strongly Disagree	16	16.8	1	4	2.53	.87
		Disagree	21	22.1				
		Agree	50	52.6				
		Strongly Agree	8	8.4				
		Total	96	100.0%				
	36. Developmental objectives meet the needs of learners.	Strongly Disagree	26	27.4	1	4	2.06	.84
		Disagree	42	44.2				
		Agree	22	23.2				
		Strongly Agree	5	5.3				
		Total	96	100%				
	37. Developmental objectives suit the level of the learners.	Strongly Disagree	24	25.3	1	4	2.17	.85
		Disagree	35	36.8				
		Agree	32	33.7				
		Strongly Agree	4	4.2				
		Total	96	100%				
	Composite Measure of Objectives						2.34	.64
12. Content Selection	38. Item selection reflects the objectives of the course.	Strongly Disagree	30	31.6	1	4	2.05	.86
		Disagree	33	34.7				
		Agree	29	30.5				
		Strongly Agree	3	3.2				
		Total	96	100.0%				
	39. Item selection suits the level of the course.	Strongly Disagree	37	38.9	1	4	1.88	.83
		Disagree	34	35.8				
		Agree	22	23.2				
		Strongly Agree	2	2.1				
		Total	96	100.0%				
	40. Item selection suits the time limit allowed for the course.	Strongly Disagree	52	54.7	1	4	1.64	.82
		Disagree	28	29.5				
		Agree	12	12.6				
		Strongly Agree	3	3.2				
		Total	96	100%				
	Composite Measure of Content Selection						1.85	.72
13. Gradation and Recycling	41. The grading of items is suitable for the learners.	Strongly Disagree	45	47.4	1	4	1.73	.79
		Disagree	32	33.7				
		Agree	17	17.9				
		Strongly Agree	1	1.1				
		Total	96	100.0%				
	42. There is a systematic and balanced recycling of all items.	Strongly Disagree	41	43.2	1	4	1.77	.80
		Disagree	38	40.0				
		Agree	13	13.7				
		Strongly Agree	3	3.2				
		Total	96	100.0%				
	Composite Measure of Gradation and Recycling						1.74	.72

Category	Statement	Response	Frequency	Percentage (%)	Range	Mean	SD
14. Teacher's Manual	43. All teachers are provided with the <i>Teacher's Manual</i> .	Strongly Disagree Disagree Agree Strongly Agree Total	46 32 13 <u>4</u> 96	48.4 33.7 13.7 <u>4.2</u> 100.0%	1 4	1.74	.85
	44. The <i>Teacher's Manual</i> is informative.	Strongly Disagree Disagree Agree Strongly Agree Total	33 28 25 <u>9</u> 96	34.7 29.5 26.3 <u>9.5</u> 100.0%	1 4	2.11	.99
	45. The manual is written so as to be comprehensible enough for less experienced teachers.	Strongly Disagree Disagree Agree Strongly Agree Total	44 28 21 <u>2</u> 96	46.3 29.5 22.1 <u>2.1</u> 100%	1 4	1.80	.85
	46. The underlying learning approach of the authors is expressed clearly and explicitly in the <i>Teacher's Manual</i> .	Strongly Disagree Disagree Agree Strongly Agree Total	39 31 22 <u>3</u> 96	41.1 32.6 23.2 <u>3.2</u> 100%	1 4	1.88	.87
	47. Learning difficulties are predicted and appropriate advice is given.	Strongly Disagree Disagree Agree Strongly Agree Total	54 25 13 <u>3</u> 96	56.8 26.3 13.7 <u>3.2</u> 100%	1 4	1.63	.83
	48. The manual provides keys to exercises and other activities.	Strongly Disagree Disagree Agree Strongly Agree Total	26 28 34 <u>7</u> 96	27.4 29.5 35.8 <u>7.4</u> 100%	1 4	2.23	.93
	49. The manual contains regular progress tests.	Strongly Disagree Disagree Agree Strongly Agree Total	40 34 18 <u>3</u> 96	42.1 35.8 18.9 <u>3.2</u> 100%	1 4	1.83	.84
	50. There are guidelines for evaluating how well lessons went.	Strongly Disagree Disagree Agree Strongly Agree Total	37 38 16 <u>4</u> 96	38.9 40.0 16.8 <u>4.2</u> 100%	1 4	1.86	.84
	Composite Measure of Teacher's Manual					1.88	.67

Appendix H

Frequencies, Percentages, Means, and Standard Deviations of Teachers and Supervisors' responses of TET

Category	Statement	Response	Frequency	Percentage (%)	Range	Mean	SD
1. Content	1. The selected topics were familiar to the students.	Strongly Disagree Disagree Agree Strongly Agree Total	19 39 31 7 96	19.8 40.6 32.3 7.3 100.0%	1 4	2.27	.86
	2. The selected topics enhanced learners' motivation.	Strongly Disagree Disagree Agree Strongly Agree Total	19 44 30 3 96	19.8 45.8 31.3 3.1 100.0%	1 4	2.18	.78
	3. The Coursebook (CB) provided a list of new or difficult words.	Strongly Disagree Disagree Agree Strongly Agree Total	13 21 50 12 96	13.5 21.9 52.1 12.5 100%	1 4	2.64	.87
	4. The CB contained student self-check progress reports.	Strongly Disagree Disagree Agree Strongly Agree Total	12 27 46 11 96	12.5 28.1 47.9 11.5 100%	1 4	2.58	.85
	5. Language items (e.g. vocabulary, functions, etc) were presented in context for clarification.	Strongly Disagree Disagree Agree Strongly Agree Total	7 12 55 22 96	7.3 12.5 57.3 22.9 100%	1 4	2.96	.80
	6. Pedagogic texts and dialogues included new vocabulary and grammatical structures.	Strongly Disagree Disagree Agree Strongly Agree Total	17 40 31 8 96	17.7 41.7 32.3 8.3 100%	1 4	2.31	.86
	7. Pedagogic texts and dialogues included a variety of interesting subjects.	Strongly Disagree Disagree Agree Strongly Agree Total	15 32 40 9 96	15.6 33.3 41.7 9.4 100%	1 4	2.45	.86
	Composite Measure of Content					2.48	.55
2. Grammar	8. The paradigm used to introduce grammatical rules is clear and simple.	Strongly Disagree Disagree Agree Strongly Agree Total	29 39 25 3 96	30.2 40.6 26.0 3.1 100.0%	1 2	2.02	.83

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
2. Grammar	9. The grammatical items suit students' language needs.	Strongly Disagree	30	31.3	1	4	2.03	.86
		Disagree	37	38.5				
		Agree	25	26.0				
		Strongly Agree	4	4.2				
		Total	96	100.0%				
	10. There is a balance between form and use.	Strongly Disagree	27	28.1	1	4	2.08	.81
		Disagree	35	36.5				
		Agree	33	34.4				
		Strongly Agree	1	1.0				
		Total	96	100%				
	11. The sentences and examples use words that are known by learners.	Strongly Disagree	38	39.6	1	4	1.82	.78
		Disagree	38	39.6				
		Agree	19	19.8				
		Strongly Agree	1	1.0				
		Total	96	100%				
Composite Measure of Grammar							1.98	.65
3. Vocabulary	12. New lexical items are graded according to the principle of immediate use.	Strongly Disagree	23	24.0	1	4	2.04	.73
		Disagree	47	49.0				
		Agree	25	26.0				
		Strongly Agree	1	1.0				
		Total	96	100.0%				
	13. New lexical items appear in the following units.	Strongly Disagree	20	20.8	1	4	2.26	.81
		Disagree	33	34.4				
		Agree	41	42.7				
		Strongly Agree	2	2.1				
		Total	96	100.0%				
Composite Measure of Vocabulary							2.15	.68
4. Phonology	14. Pronunciation is built through other types of activities, such as listening, dialogue, etc.	Strongly Disagree	16	16.7	1	4	2.47	.87
		Disagree	27	28.1				
		Agree	45	46.9				
		Strongly Agree	8	8.3				
		Total	96	100.0%				
	15. There are cassettes/CDs for pronunciation practice.	Strongly Disagree	34	35.4	1	4	1.98	.88
		Disagree	34	35.4				
		Agree	24	25.0				
		Strongly Agree	4	4.2				
		Total	96	100.0%				
Composite Measure of Phonology							2.22	.70
5. Language Skills	16. There is practice in the four language skills of listening, speaking, reading, and writing.	Strongly Disagree	11	11.5	1	4	2.75	.83
		Disagree	15	15.6				
		Agree	57	59.4				
		Strongly Agree	13	13.5				
		Total	96	100.0%				

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
5. Language Skills	17. The CB uses authentic (real-world) reading material at an appropriate level.	Strongly Disagree	51	53.1	1	4	1.68	.87
		Disagree	31	32.3				
		Agree	8	8.3				
		Strongly Agree	6	6.3				
		Total	96	100.0%				
5. Language Skills	18. The CB uses authentic (real-world) listening material at an appropriate level.	Strongly Disagree	39	40.6	1	4	1.85	.87
		Disagree	37	38.5				
		Agree	15	15.6				
		Strongly Agree	5	5.2				
		Total	96	100.0%				
Composite Measure of Language Skills							2.09	.64
6. Methodology	19. The CB discusses and identifies areas of student needs.	Strongly Disagree	34	35.4	1	4	2.03	.91
		Disagree	29	30.2				
		Agree	29	30.2				
		Strongly Agree	4	4.2				
		Total	96	100.0%				
6. Methodology	20. The CB encourages inductive approach to learning.	Strongly Disagree	22	22.9	1	4	2.11	.81
		Disagree	46	47.9				
		Agree	23	24.0				
		Strongly Agree	5	5.2				
		Total	96	100.0%				
6. Methodology	21. Accuracy is balanced with fluency.	Strongly Disagree	32	33.3	1	4	1.99	.88
		Disagree	39	40.6				
		Agree	19	19.8				
		Strongly Agree	6	6.3				
		Total	96	100.0%				
Composite Measure of Methodology							2.04	.71
7. Study Skills	22. The CB includes lessons that reflect on study techniques.	Strongly Disagree	18	18.8	1	4	2.36	.89
		Disagree	34	35.4				
		Agree	35	36.5				
		Strongly Agree	9	9.4				
		Total	96	100.0%				
7. Study Skills	23. The CB contains advices on study skills development.	Strongly Disagree	20	20.8	1	4	2.26	.87
		Disagree	38	39.6				
		Agree	31	32.3				
		Strongly Agree	7	7.3				
		Total	96	100.0%				
7. Study Skills	24. Students are encouraged to take some degree of responsibility for their learning.	Strongly Disagree	34	35.8	1	4	2.11	1.2
		Disagree	32	33.7				
		Agree	20	21.1				
		Strongly Agree	9	9.5				
		Total	96	100.0%				
7. Study Skills	25. There are some materials for independent work.	Strongly Disagree	28	29.2	1	4	2.29	1.03
		Disagree	25	26.0				
		Agree	30	31.3				
		Strongly Agree	13	13.5				
		Total	96	100.0%				
Composite Measure of Study Skills							2.25	.81

Category	Statement	Response	Frequency	Percentage (%)	Range	Mean	SD
8. Visuals	26. The visuals used in the book are an integral part of teaching.	Strongly Disagree Disagree Agree Strongly Agree Total	20 16 43 <u>17</u> 96	20.8 16.7 44.8 <u>17.7</u> 100.0%	1 4	2.59	1.01
	27. The visuals are reasonably well produced and attractive.	Strongly Disagree Disagree Agree Strongly Agree Total	22 17 40 <u>17</u> 96	22.9 17.7 41.7 <u>17.7</u> 100.0%	1 4	2.54	1.03
	Composite Measure of Visuals					2.56	.90
9. Practice and Testing	28. The CB provides mechanical and meaningful exercises.	Strongly Disagree Disagree Agree Strongly Agree Total	35 34 20 <u>7</u> 96	36.5 35.4 20.8 <u>7.3</u> 100.0%	1 4	1.99	.93
	29. The CB provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	Strongly Disagree Disagree Agree Strongly Agree Total	24 38 29 <u>5</u> 96	25.0 39.6 30.2 <u>5.2</u> 100.0%	1 4	2.16	.86
	30. There are directions to explain how every exercise can be done.	Strongly Disagree Disagree Agree Strongly Agree Total	32 31 28 <u>5</u> 96	33.3 32.3 29.2 <u>5.2</u> 100%	1 4	2.06	.91
	31. The number of exercises is suitable.	Strongly Disagree Disagree Agree Strongly Agree Total	44 34 15 <u>2</u> 96	46.3 35.8 15.8 <u>2.1</u> 100%	1 4	1.81	1.08
	32. The textbook provides periodical revisions (or formative evaluation) for diagnostic purposes.	Strongly Disagree Disagree Agree Strongly Agree Total	26 34 31 <u>5</u> 96	27.1 35.4 32.3 <u>5.2</u> 100%	1 4	2.16	.88
	Composite Measure of Practice and Testing					2.03	.65
10. Supplementar	33. The posters and flash cards accompanying the book are attractive and suitable.	Strongly Disagree Disagree Agree Strongly Agree Total	47 28 17 <u>4</u> 96	49.0 29.2 17.7 <u>4.2</u> 100.0%	1 4	1.77	.88
	Composite Measure of Supplementary Material					1.7	.98

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
11. Objectives	34. The terminal objectives are specified in the <i>Teacher's Manual</i> or the <i>Pupil's Book</i> .	Strongly Disagree Disagree Agree Strongly Agree Total	13 19 54 9 96	13.7 20.0 56.8 9.5 100.0%	1	4	2.69	1.05
	35. The developmental objectives are specified at the beginning of each lesson.	Strongly Disagree Disagree Agree Strongly Agree Total	16 21 50 8 96	16.8 22.1 52.6 8.4 100.0%	1	4	2.59	1.09
	36. Developmental objectives meet the needs of learners.	Strongly Disagree Disagree Agree Strongly Agree Total	26 42 22 5 96	27.4 44.2 23.2 5.3 100%	1	4	2.14	1.1
	37. Developmental objectives suit the level of the learners.	Strongly Disagree Disagree Agree Strongly Agree Total	24 35 32 4 96	25.3 36.8 33.7 4.2 100%	1	4	2.24	1.1
	Composite Measure of Objectives						2.34	.64
12. Content Selection	38. Item selection reflects the objectives of the course.	Strongly Disagree Disagree Agree Strongly Agree Total	30 33 29 3 96	31.6 34.7 30.5 3.2 100.0%	1	4	2.13	1.11
	39. Item selection suits the level of the course.	Strongly Disagree Disagree Agree Strongly Agree Total	37 34 22 2 184	38.9 35.8 23.2 2.1 100.0%	1	4	1.96	1.1
	40. Item selection suits the time limit allowed for the course.	Strongly Disagree Disagree Agree Strongly Agree Total	52 28 12 3 184	54.7 29.5 12.6 3.2 100%	1	4	1.72	1.1
	Composite Measure of Content Selection						1.85	.72
13. Gradation and Recycling	41. The grading of items is suitable for the learners.	Strongly Disagree Disagree Agree Strongly Agree Total	45 32 17 1 96	47.4 33.7 17.9 1.1 100.0%	1	4	1.8	1.08

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD												
13. Graduation	42. There is a systematic and balanced recycling of all items.	Strongly Disagree	41	43.2	1	4	1.84	1.08												
		Disagree	38	40.0																
		Agree	13	13.7																
		Strongly Agree	<u>3</u>	<u>3.2</u>																
		Total	96	100.0%																
14. Teacher's Manual	43. All teachers are provided with the <i>Teacher's Manual</i> .	Strongly Disagree	46	48.4	1	4	1.81	1.12												
	Disagree	32	33.7																	
	Agree	13	13.7																	
	Strongly Agree	4	4.2																	
	Total	96	100.0%																	
	44. The <i>Teacher's Manual</i> is informative.	Strongly Disagree	33	34.7					1	4	2.18	1.21								
	Disagree	28	29.5																	
	Agree	25	26.3																	
	Strongly Agree	9	9.5																	
	Total	96	100.0%																	
	45. The manual is written so as to be comprehensible enough for less experienced teachers.	Strongly Disagree	44	46.3									1	4	1.88	1.12				
	Disagree	28	29.5																	
	Agree	21	22.1																	
	Strongly Agree	2	2.1																	
	Total	96	100%																	
	46. The underlying learning approach of the authors is expressed clearly and explicitly in the <i>Teacher's Manual</i> .	Strongly Disagree	39	41.1													1	4	1.96	1.13
	Disagree	31	32.6																	
	Agree	22	23.2																	
	Strongly Agree	3	3.2																	
	Total	96	100%																	
47. Learning difficulties are predicted and appropriate advice is given.	Strongly Disagree	54	56.8	1	4	1.71	1.12													
Disagree	25	26.3																		
Agree	13	13.7																		
Strongly Agree	3	3.2																		
Total	96	100%																		
48. The manual provides keys to exercises and other activities.	Strongly Disagree	26	27.4					1	4	2.30	1.16									
Disagree	28	29.5																		
Agree	34	35.8																		
Strongly Agree	7	7.4																		
Total	96	100%																		
49. The manual contains regular progress tests.	Strongly Disagree	40	42.1									1	4	1.91	1.11					
Disagree	34	35.8																		
Agree	18	18.9																		
Strongly Agree	3	3.2																		
Total	96	100%																		
50. There are guidelines for evaluating how well lessons went.	Strongly Disagree	37	38.9													1	4	1.94	1.11	
Disagree	38	40.0																		
Agree	16	16.8																		
Strongly Agree	4	4.2																		
Total	96	100%																		
Composite Measure of Teacher's Manual							1.88													.67

Appendix I

Frequencies, Percentages, Means, and Standard Deviations of Students' responses of TET

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
1. Content	1. The selected topics were familiar to the students.	Strongly Disagree Disagree Agree Strongly Agree Total	14 29 35 <u>10</u> 88	15.9 33.0 39.8 <u>11.4</u> 100.0%	1	4	2.47	.89
	2. The selected topics enhanced learners' motivation.	Strongly Disagree Disagree Agree Strongly Agree Total	23 23 24 <u>18</u> 88	26.1 26.1 27.3 <u>20.5</u> 100.0%	1	4	2.42	1.09
	3. The Coursebook (CB) provided a list of new or difficult words.	Strongly Disagree Disagree Agree Strongly Agree Total	9 11 29 <u>39</u> 88	10.2 12.5 33.0 <u>44.3</u> 100%	1	4	3.11	.98
	4. The CB contained student self-check progress reports.	Strongly Disagree Disagree Agree Strongly Agree Total	7 10 26 <u>45</u> 88	8.0 11.4 29.5 <u>51.1</u> 100%	1	4	3.24	.94
	5. Language items (e.g. vocabulary, functions, etc) were presented in context for clarification.	Strongly Disagree Disagree Agree Strongly Agree Total	14 15 41 <u>18</u> 88	15.9 17.0 46.6 <u>18.2</u> 100%	1	4	2.72	.97
	6. Pedagogic texts and dialogues included new vocabulary and grammatical structures.	Strongly Disagree Disagree Agree Strongly Agree Total	13 18 41 <u>16</u> 88	14.8 20.5 46.6 <u>18.2</u> 100%	1	4	2.68	.94
	7. Pedagogic texts and dialogues included a variety of interesting subjects.	Strongly Disagree Disagree Agree Strongly Agree Total	20 23 20 <u>24</u> 88	23.0 26.4 23.0 27.6 100%	1	4	2.63	1.31
	Composite Measure of Content						2.74	.54
2. Grammar	8. The paradigm used to introduce grammatical rules is clear and simple.	Strongly Disagree Disagree Agree Strongly Agree Total	23 19 29 <u>15</u> 88	26.7 22.1 33.7 <u>17.4</u> 100.0%	1	4	2.57	1.44

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
2. Grammar	9. The grammatical items suit students' language needs.	Strongly Disagree	15	17.0	1	4	2.69	1.06
		Disagree	22	25.0				
		Agree	26	29.5				
		Strongly Agree	<u>25</u>	<u>28.4</u>				
		Total	88	100.0%				
	10. There is a balance between form and use.	Strongly Disagree	16	18.4	1	4	2.64	1.18
		Disagree	20	23.0				
		Agree	37	42.5				
		Strongly Agree	<u>14</u>	<u>16.1</u>				
		Total	88	100%				
11. The sentences and examples use words that are known by learners.	Strongly Disagree	20	22.7	1	4	2.41	1.02	
	Disagree	27	30.7					
	Agree	26	29.5					
	Strongly Agree	<u>15</u>	<u>17.0</u>					
	Total	88	100%					
Composite Measure of Grammar							2.57	.79
3. Vocabulary	12. New lexical items are graded according to the principle of immediate use.	Strongly Disagree	15	17.0	1	4	2.66	1.02
		Disagree	21	23.9				
		Agree	31	35.2				
		Strongly Agree	<u>21</u>	<u>23.9</u>				
		Total	88	100.0%				
	13. New lexical items appear in the following units.	Strongly Disagree	15	17.0	1	4	2.74	1.06
		Disagree	19	21.6				
		Agree	28	31.8				
		Strongly Agree	<u>26</u>	<u>29.5</u>				
		Total	88	100.0%				
Composite Measure of Vocabulary							2.69	.81
4. Phonology	14. Pronunciation is built through other types of activities, such as listening, dialogue, etc.	Strongly Disagree	26	29.9	1	4	2.58	1.41
		Disagree	20	23.0				
		Agree	12	13.8				
		Strongly Agree	<u>29</u>	<u>33.3</u>				
		Total	88	100.0%				
	15. There are cassettes/CDs for pronunciation practice.	Strongly Disagree	68	78.2	1	4	1.56	1.25
		Disagree	5	5.7				
		Agree	6	6.9				
		Strongly Agree	<u>8</u>	<u>9.2</u>				
		Total	88	100.0%				
Composite Measure of Phonology							1.98	.91
5. Language Skills	16. There is practice in the four language skills of listening, speaking, reading, and writing.	Strongly Disagree	16	18.6	1	4	2.86	1.39
		Disagree	13	15.1				
		Agree	36	41.9				
		Strongly Agree	<u>21</u>	<u>24.4</u>				
		Total	88	100.0%				

Category	Statement	Response	Frequency	Percentage (%)	Range		Mean	SD
5. Language Skills	17. The CB uses authentic (real-world) reading material at an appropriate level.	Strongly Disagree	20	23.0	1	4	2.43	1.19
		Disagree	26	29.9				
		Agree	31	35.6				
		Strongly Agree	10	11.5				
	Total	88	100.0%					
5. Language Skills	18. The CB uses authentic (real-world) listening material at an appropriate level.	Strongly Disagree	38	44.2	1	4	2.15	1.45
		Disagree	18	20.9				
		Agree	23	26.7				
		Strongly Agree	7	8.1				
	Total	88	100.0%					
Composite Measure of Language Skills							2.40	.83
6. Methodology	19. The CB discusses and identifies areas of student needs.	Strongly Disagree	20	23.3	1	4	2.56	1.41
		Disagree	25	29.1				
		Agree	27	31.4				
		Strongly Agree	14	16.3				
	Total	88	100.0%					
6. Methodology	20. The CB encourages inductive approach to learning.	Strongly Disagree	18	20.9	1	4	2.70	1.42
		Disagree	21	24.4				
		Agree	28	32.6				
		Strongly Agree	19	22.1				
	Total	88	100.0%					
6. Methodology	21. Accuracy is balanced with fluency.	Strongly Disagree	24	27.9	1	4	2.45	1.43
		Disagree	25	29.1				
		Agree	24	27.9				
		Strongly Agree	13	15.1				
	Total	88	100.0%					
Composite Measure of Methodology							2.42	.69
7. Study Skills	22. The CB includes lessons that reflect on study techniques.	Strongly Disagree	16	18.6	1	4	2.74	1.40
		Disagree	22	25.6				
		Agree	29	33.7				
		Strongly Agree	19	22.1				
	Total	88	100.0%					
7. Study Skills	23. The CB contains advices on study skills development.	Strongly Disagree	18	20.9	1	4	2.72	1.38
		Disagree	16	18.6				
		Agree	37	43.0				
		Strongly Agree	15	17.4				
	Total	88	100.0%					
7. Study Skills	24. Students are encouraged to take some degree of responsibility for their learning.	Strongly Disagree	19	22.4	1	4	2.63	1.54
		Disagree	24	28.2				
		Agree	31	36.5				
		Strongly Agree	11	12.9				
	Total	88	100.0%					

[illegible]

Appendix J
Correlations between Demographics and TET ratings for Teachers-Supervisors' Group

	Category	Nationality	Gender	Are you a teacher?	Are you a supervisor?	Qualifications	Did you attend English teacher training programs?	If yes, number of courses	Years teaching 3rd level intermediate grade
Pearson Correlation	Content	.283	.105	-.351(**)	.172	-.079	.107	.000	.065
Sig. (2-tailed)		.005	.310	.000	.093	.447	.301	.999	.528
N		96	96	96	96	96	96	96	96
Pearson Correlation	Grammar	.319(**)	.067	-.429(**)	.198	-.126	.073	.089	.022
Sig. (2-tailed)		.002	.517	.000	.053	.220	.479	.486	.830
N		96	96	96	96	96	95	64	96
Pearson Correlation	Vocabulary	.280(**)	-.020	-.380(**)	.218(*)	-.074	.079	-.100	-.197(*)
Sig. (2-tailed)		.006	.844	.000	.033	.474	.447	.430	.054
N		96	96	96	96	96	95	64	96
Pearson Correlation	Phonology	.261(*)	.117	-.320(**)	.101	.061	-.097	-.072	-.156
Sig. (2-tailed)		.010	.255	.001	.325	.554	.350	.573	.129
N		96	96	96	96	96	95	64	96
Pearson Correlation	Language Skills	.306(**)	.053	-.359(**)	.176	-.099	.115	-.174	-.036
Sig. (2-tailed)		.002	.610	.000	.086	.337	.269	.168	.725
N		96	96	96	96	96	95	64	96
Pearson Correlation	Methodology	.281(**)	-.023	-.417(**)	.230(*)	-.134	.015	-.127	-.067
Sig. (2-tailed)		.005	.826	.000	.024	.192	.883	.318	.515
N		96	96	96	96	96	95	64	96
Pearson Correlation	Study Skills	.221(*)	.041	-.198	.030	-.155	-.043	-.122	-.113
Sig. (2-tailed)		.030	.692	.053	.771	.132	.681	.336	.272
N		96	96	96	96	96	95	64	96
Pearson Correlation	Visuals	.163	.066	-.177	.055	-.078	-.048	-.095	-.043
Sig. (2-tailed)		.112	.521	.084	.593	.453	.644	.456	.675
N		96	96	96	96	96	95	64	96
Pearson Correlation	Practice & Testing	.310(**)	.009	-.353(**)	.082	-.169	-.037	-.014	-.072
Sig. (2-tailed)		.002	.928	.000	.430	.099	.725	.910	.485
N		96	96	96	96	96	95	64	96
Pearson Correlation	Supplementary Material	.027	-.086	.003	.043	.051	.100	.090	-.261(**)
Sig. (2-tailed)		.797	.404	.975	.678	.618	.337	.480	.010
N		96	96	96	96	96	95	64	96
Pearson Correlation	Objectives	.266(**)	.203(*)	-.186	-.015	-.095	-.035	-.027	-.157
Sig. (2-tailed)		.009	.048	.072	.884	.359	.741	.833	.128
N		95	95	95	95	95	94	63	96
Pearson Correlation	Content Selection	.307(**)	.027	-.309(**)	.094	-.190	.064	-.172	-.257(**)
Sig. (2-tailed)		.003	.796	.002	.364	.065	.542	.179	.012
N		95	95	95	95	95	94	63	96
Pearson Correlation	Gradation & Recycling	.324(**)	-.040	-.335(**)	.107	-.042	.021	-.103	-.184(*)
Sig. (2-tailed)		.001	.699	.001	.303	.689	.840	.422	.074
N		95	95	95	95	95	94	63	96
Pearson Correlation	Teacher's Manual	.325(**)	-.081	-.218(*)	.038	-.065	.045	-.179	-.070
Sig. (2-tailed)		.001	.434	.034	.718	.529	.666	.161	.503
N		95	95	95	95	95	94	63	96

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).