

Teachers' of English Attitudes towards the new Palestinian English Curriculum for the 8th Grade

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Abstract

This study aims to investigate the teachers of English attitudes towards the new Palestinian English Curriculum for the 8th Grade in Jenin and Qabatia Directorates. To achieve this aim, the researcher used a 20-item questionnaire that covers five domains: Book general shape domain, book content domain such as structures, terms, grammar, methods, aids teacher's book domain and the communicative material.

The main finding of the study revealed that the score of evaluating the eighth grade of "English for Palestine "from teachers' attitudes in Jenin and Qabatia Educational Directorates areas was (73.0%) which was moderate. The findings indicated that the physical appearance of the textbook domain scored (66.4%); the book content scored (68.6%); however, the structure of language, grammar and terms in addition to methods and communicative material scored (71.8%), (75.2%) and (77.2%) respectively. Results also showed that there were no significant differences at ($\alpha=0.05$) in the degree of evaluation of the new Palestinian English language curriculum of the eighth grade due to gender, level of education or years of

experience. Based on these findings, the researcher recommended that the eighth grade English textbook of "New English for Palestine " should be modified to be more relevant to the students' levels, environments and individual differences. The researcher also recommended conducting an experimental study between the uses of the curriculum in private and public schools.

Key words: Teachers' Attitudes; new Palestinian English Curriculum; 8th Grade

Introduction:

Evaluating language content is of great value for language teachers, and asking for teachers' perception in evaluating language content adds to the value of evaluation. Such ongoing evaluation helps a lot in improving the content through facilitation, simplification and organization of the activities included in the content. Tomlinson (2008 and 2003). According to (Ellis, 1998 and Rubdy, 2003), the appropriate choice of content should be in accordance with the teachers' and students' needs and interests. Hammad and Abdellatif (2012) said that involving teachers in the evaluation process can offer insightful information about the usefulness of the content. The same idea is overemphasized by Tok (2010). Thus, this study aimed to investigate the teachers of English attitudes towards the new Palestinian English Curriculum for the 8th Grade in Jenin and Qabatia Educational Directorates.

English is one of the foreign languages taught officially in Palestinian government schools from the first grade up to the twelfth grade. Because English is nowadays the language of economy, education and technology, it is very essential to teach. Teaching English as a foreign language (TEFL) depends basically on three major elements: curriculum, students and teachers. Richards (2001) overstressed the importance of the proficiency level of the learner whereas, Miekley (2005) emphasized the appropriate selection of content to serve the set national goals of the curriculum. Therefore, so many studies have concentrated on the most appropriate approaches for teaching the language and on how to make it more interesting to be learnt as well as to allow students to become more successful learners. However, which skills are taught and how they are taught differ from course to course and

program to program; therefore, the effectiveness of each textbook in helping learners acquire the necessary skills must be considered. (Khalil and Kattan, 1994 and Mahmoud 2006 /2008) Many studies showed that the textbook is the most important source for the students' learning (Chinoda, 1982). Additionally, Seif (1994) maintained that the textbook is the synonym for curriculum and it is the student's guide which supplies him with information and nourishes his mind with knowledge. Josephine (1985) pointed out that there are two ways in which the word "evaluation" has been used in education over the past two decades. In one sense, it has been used to describe an ability or a higher order skill, i.e. the ability to make judgments about the value ideas, works, solutions, etc. on the basis of Bloom's taxonomy of educational objectives (Bloom et al 1965: 185).

Sawin (1969: 258-259) argued that evaluation is important to eliminate gaps and unnecessary repetition to provide a smoother development of content through the various grade levels to remove the in-consistencies among several textbooks in different subjects and levels, and, in general, to provide a programme of instruction in English more in line with the needs of the students. Because analyzing and evaluating textbooks are crucial for both selecting the most suitable and for modification, many criteria have been developed to be taken into consideration in evaluating language-learning textbooks. This paper is based on the teachers' attitudes towards the curriculum. (Mahmoud 2013).

Statement of the Problem:

Many teachers have complained about the new Palestinian English language curriculum of the eighth grade. Some of them said the material is in accordance with students' level; some said that the material is too much to be covered within the allotted time and some said the content is not relevant to the students' culture and environment. Therefore, the researcher finds it necessary to conduct a study to shed light on the different aspects of the textbook. So he set out on this study hoping it will be beneficial to more comprehensive studies in the future for him and for other researchers as well.

Objective of the study: This study aims to find out the teachers 'of English attitudes towards the new Palestinian English language curriculum of the eighth grade.

Questions of the study: This study seeks to answer these questions

1. What are the teachers of English attitudes towards the new Palestinian English language curriculum for the eighth grade?
2. Are there any statistical significant differences at ($\alpha=0.05$) in the degree of teachers of English evaluation of the new Palestinian English language curriculum for the eighth grade due to gender?
3. Are there any statistical significant differences at ($\alpha=0.05$) in the degree of teachers of English evaluation of the new Palestinian English language curriculum for the eighth grade due to educational level?
4. Are there any statistical significant differences at ($\alpha=0.05$) in the degree of teachers of English evaluation of the new Palestinian English language curriculum for the eighth grade due to years of experience?

Significance of the study:

The importance of this study is stemmed from being a source of assessment of the validity of the textbook and whether it suits the objectives and methods employed for the achievement. In addition, this study provides an instrument and an evaluation scale which may be adopted or adapted by other researchers in investigating the strengths and weaknesses of other syllabuses in Palestine. Moreover, the teachers of English will get benefit from the findings of this study as it sheds light on different issues which are relevant to the teaching-learning process.

Limitations of the Study:

This study is limited to the evaluation of the eighth grade English textbook of "New English for Palestine "curriculum from the teachers 'of English perspectives. The study is also limited to the population in Jenin and Qabatia Directorates.

Review of Related Literature

A lot of research was carried out to provide feedback to textbooks designers and educationists because of the importance of evaluation and assessment as an integral part in the teaching and learning process. For the sake of clarity and systematicity, the researcher divided this section into three subsections where he showed the local and regional studies, the global studies and the gap filled by the present study. All the studies are linked together topically and in terms of agreement and/or disagreement.

Local studies:

In the area of training teachers, there are some studies that show the positive correlation between appropriate training and better accomplishment. For example, Khalil and Kattan (1994) in their evaluative study of PETRA Materials used at the eight, the ninth and tenth grades in the West Bank Government schools revealed the gap between the teachers' pedagogical competence and their real classroom performance; thus teachers need more training in teaching the functional-notional syllabus. Supervisors should help teachers in this sense via workshops, training courses and research work. This is in line with Alghazo, Obeidat, Al- Trawneh, & Alshraideh (2009) because all of them recommended two basic issues: holding more training sessions for the teachers to assist them in accomplishing multi intelligences for better achievement of the goals of the curriculum. Additionally, the researchers recommended the designers of the textbooks to use a scale for multiple intelligences for each textbook and each grade so that it flows in a logical way that suits the developmental characteristics of the learners. Additionally, Masri (2003) showed that teachers of English for the first graders in Palestine needed more training in the field of pedagogy. The content of the mentioned textbook is valid for the first graders provided that it should contain more Arabic names, more relevant pictures rather than animal pictures. Additionally, the number of the weekly periods is not enough for covering the whole textbooks. Here is a consensus on the insufficiency of the allotted time and the material with Mahmoud (2006 and 2013), Labadi (1983).

As for the inadequate time for appropriate accomplishment of the content, there are also some studies that showed the strong power of time on accomplishing the content

in a good way. For example, Mahmoud (2006 and 2008) in his evaluative studies of English for Palestine 4 and 10 found out that the number of periods per week is enough to cover the material. Therefore, he strongly recommended modifying the time used to cover the included materials. He also overstressed the active participation of parents, supervisors and teachers in the choice of the included materials. In this respect, he agreed with El Mustafa (1988) and Al- Jarah (1987) as they all overstressed the necessity of involving teachers and parents in choosing the material included in the textbooks.

In regard to content to be included for learning English for Palestine, some research emphasized the importance of reading; others emphasized the inclusion of suitable literature and authentic materials. For example, Aqel (2009) pointed out that the Palestinian 11th grade textbook should be enriched with a variety of literary forms such as poems and essays in addition to reducing the number of units in this textbook for the sake of covering the material effectively. In addition, Abu-Alhumous (2010) recommended immediate remedial activities and strategies for improving the mastery levels of reading skills in addition to increasing the number of weekly periods. Furthermore, Al Mazloum (2007) in his evaluative study of the content of English for Palestine 10 recommended making some modifications to gain balance in the distribution of the standards of foreign language learning in the textbook. He also suggested establishing a follow-up research committee in the Curriculum Department at the Ministry of Education to attain more innovations and developments. Furthermore, Hamdona (2007) in his analytical study for "English for Palestine 6 stressed the importance of critical thinking and authentic leadership life skills activities to be included in the textbooks. In this regard, he agreed with Aytuğ (2007) Miekley (2005) and Jayakaran (2007) who emphasized the inclusion of sufficient useful speaking material which has a positive impact on learners.

International studies:

Kragler, Walker and Martin (2005) recommended the enrichment of the school textbooks with worksheets, puzzlers and charts which can bring real and authentic situation to class environment. This is an indirect invitation to teachers and textbook designers to design activities that are really representative to the local environment

and local cultures. In this regard, there is an agreement with Chen & Hoshower (2003) because they all agree that authentic material can help students to become more active in language learning and may lead to the development of learners' autonomy.

Simao (2003) in his evaluative study to the content of the secondary schools EFL textbooks currently used in Angola in terms of the current theories of foreign language curriculum recommended the authorities in his country to replace these textbooks and to find alternatives following some guidelines suggested by the researcher.

Grainger (2002) said that textbooks that seem to be good in the surface often lack many of the characteristics of a good textbook. Therefore, teachers should be equipped with skills needed to evaluate materials to ensure that students are using the highest quality text so as to enhance their learning. The present researcher agreed to some extent with Grainger 2001 regarding the quality of the textbook content, but the shape of the textbook cover is important as well. Therefore, there should be balance between the textbook cover and the content.

Talebinezhad and Aliakbari (2001) argued that teaching English in Iran is heading towards English as an International Language (EIL). Therefore, the government is called for a paradigm shift in the ELT context and this is a call for all educators, textbook designers to consider this in all the textbooks and the teaching pedagogies.

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

To sum up, most of the work presented in the literature review overstresses a lot of important issues to be considered and followed by all people who are concerned with the teaching and learning process. For example, the lack of accordance between the number of allotted periods and the material in the English textbooks (Masri, 2003; Mahmoud, 2006 and 2008, Hamdan, 2012 and Aqel, 2009). Additionally, the idea of collaboration among all the stakeholders mainly teachers, supervisors, parents, students and the local society is overlooked (Khalil and Kattan1994; and Mahmoud,

2006 and 2008). Another important issue which has been overstressed by the previous literature review is the lack of harmony between the content and the cover and between the content and the learners' needs (Brown1998; Alul, 2001; Grainger, 2001; Ian, 2006; Aytuğ,2007; and Mahmoud, 2006 -2008) The gap between teachers' competence and performance is another important issue which requires focus and consideration (Grainger, 2002; and Mahmoud, 2006 and 2008). The inadequate or inappropriate use of teaching aids in facilitating the content is another common issue pinpointed by researchers (Khalil and Kattan 1994; Alghazo et al, 2009 and Aqel,2009). Consequently, the present researcher suggested strongly considering all these issues in any further modifications.

Keshta (2008) employed content analysis to examine the skills enabling students to deal effectively with the demands of everyday situations in *English for Palestine 5*. The study found that communication and social interaction were the highest emphasized life skills in *English for Palestine 5*, whereas problem solving and critical thinking were the least emphasized. The present researcher agreed with Hammad 2014 in the sense that both found that teachers of lower elementary and upper elementary schools complain about the readability problems of the new textbooks, including the irrelevance of these textbooks to pupils' needs and interests. Adding to the afore-said the same teachers showed their dissatisfaction with the large number of key words in each unit. What is stressed by the present study is the lack of showing the Palestinian ID, cultural and religious areas should be shown instead of demonstrating less important content on the cover page of the textbooks. Someone might say there are other subjects where cultural and religious issues can be taught but the researcher overstressed the inclusion of such solid and stable issues in English to be shown by all nations outside Palestine.

Methodology

Design of the Study

The study adopted the descriptive method of research for describing Palestinian teachers' attitudes toward English for Palestine for the eighth graders, employing both quantitative and qualitative instruments. Thus this section covers the following items: population and sampling, instrumentations and Data collection as well as statistical analysis

1) Population of the study

The population of this study consisted of all EFL teachers (males and females) of eighth grade level of New English for Palestine curriculum in the public schools of Jenin and Qabatia Directorates of Education during the scholastic year 2016-2017. The total number of teachers was (75). Table (1) identifies the population distribution according to gender, educational level and years of experience.

2) **Sample of the study:** The sample of this study was selected randomly from EFL teachers of eight grade in Qabatia & Jenin Educational Directorates. The sample included (50) male and female English teachers. Tables: 1, 2 and 3. identify the sample distribution according to gender, educational level and years of experience respectively.

Table (1)

Sample distribution according to directorate

Directorate	Male	Female	Total
Jenin	14	10	24
Qabatia	15	11	26

Table (1) shows the sample distribution according to gender variable 24 male and female teachers are from Jenin Directorate and 29 male and female teachers are from Qabatia Directorate.

Gender

Table (2)

Sample distribution according to gender

Gender	Number	Percent %
Male	29	58%
Female	21	52%
Total	50	100%

Table (2) shows the sample distribution according to gender variable. The males were (29) from both directorates while the females were (21) from both directorates.

Educational level:

Table (3)

Sample distribution according to the educational level

Educational level	Number	Percent %
Diploma	5	10%
Bachelor	42	84%
Master	3	6%
Total	50	100%

Table (3) shows the sample distribution according to the educational level. The diploma degree holders were (5) teachers; bachelor degree holders were (42) teachers and M.A degree holders were (3).

Experience:

Table (4)

Sample distribution according to years of experience

Experience	Number	Percent %
Less than (5) years	12	24%
(6 – 10) years	17	34%
11- more	21	42%
Total	50	100%

Table (4) shows the sample distribution according to the experience variable: (12) teachers had less than (5) years of experience; (17) teachers had less than (10) years of experience while (21) teachers had more than (10) years of experience.

Instrument of the study:

For the sake of this study, the researcher used a 20 - item questionnaire to investigate the attitudes of EFL teachers of the new Palestinian English language curriculum of eighth grade in Jenin and Qabatia Educational Directorates according to teachers' perspectives. The questionnaire is composed of (5) domains as shown below:

1. Book shape domain: 4 items

2. Book content domain: 4 items
3. Structure of language, grammar and terms: 4 items
4. Methods, aids and teacher's book domain: 4 items
5. Communicative material: 4 items (13-20)

Validity of the instrument:

The questionnaire was reviewed by five professionals in the area of TEFL and curriculum from three universities in Palestine (An-Najah, BirZeit and Bethlehem). In addition, supervisors of English in the three directorates gave the same opinion; they all assured the quality of the questionnaire without change.

Reliability of the instrument:

Reliability was achieved through using Cronbach Alpha. According to Johnson and Christensen (2012), Cronbach Alpha is used for measuring reliability, and an internal consistency of 0.70 or above will be accepted. Cronbach Alpha reliability coefficient of the questionnaire

Category	Number of Items	Alpha Cronbach
Content	4	0.902
Shape of the book	4	0.819
language, grammar and terms'	4	0.808
Methods, Aids and Teacher's Book Domain:	4	0.776
Communicative Material Domain	4	0.960
Total	20	0.070

Data collection

The researcher himself distributed the questionnaire by hand and then collected it from EFL teachers of eighth grade in Qabatia& Jenin Directorates governmental schools. It was fully answered and fully collected.

Statistical analysis

The data obtained from the questionnaire was statistically analyzed using the following methods:

6. Means and percentages
7. Independent samples T-test
8. Frequencies and percentages
9. One-Way ANOVA

Results of the Study

Introduction:

In this section, the researcher presented the findings of the research. The major aim of this study is to investigate the attitudes of EFL teachers towards the new Palestinian English language curriculum of eighth grade in Qabatia & Jenin Educational Directorates. It also seeks to determine the role of gender, educational level and experience variables in the degree of evaluation. To achieve this purpose, the study was conducted on (50) male and female English teachers in these two directorates. For data analysis, the researcher used the following scale

-(76% and more) is a high degree.

(50.2% -75.9%) is a moderate degree.

(50% and less) is a low degree.

1- Results related to the first question “What is the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of eighth grade?”

To answer this question, means percentages and degree of evaluation for each item of each domain and total score were used in tables 5,6,7,8 and 9.

A- Book Shape Domain:

Table (5)

Means and percentage for book shape domain

No	Items	Means*	Percent of Means %	Degree of Evaluation
1.	Colors of the book are attractive	3.44	68.8%	Moderate
2.	The size of letters is suitable for students.	3.38	67.6%	Moderate
3.	The outside book shape is attractive and expressive.	3.36	67.2%	Moderate
4.	The size of the book is suitable.	3.30	66%	Moderate
Total		3.32	66.4%	Moderate

* **Maximum points of response are (5).**

Table (5) shows that the degree of EFL teachers evaluation of the Palestinian textbook for the eighth grade in Qabatia& Jenin Directorates concerning the book shape domain were moderate on all items 3 where the percentages of responses on these items were between 50.2- 75.9%.

For the total score of the book shape domain, the level was high where the percentage of response was 66.4%.

There is no difference in the EFL teachers' evaluation of the new Palestinian English language curriculum of eighth grade concerning the book shape domain.

B-Book Content Domain:

Table (6)

Means and percentage for book content domain

No	Items	Means	Percent of Means	Degree of Evaluation
1.	The book content suits the needs of student.	3.67	75.2%	Moderate
2.	The book content is related to the students' environment.	3.78	75.6%	Moderate

3.	The material is modern and keeps up with evolution.	3.28	65.6%	Moderate
4.	The book contains integrated skills which suit the students.	3.42	68.4%	Moderate
	Total	3.43	68.6%	Moderate

***Maximum points of response are (5).**

Table (6) shows that the degrees of evaluation of EFL teachers of the new Palestinian English textbook for the eighth grade in Qabatia & Jenin Directorates concerning the book content domain were moderate on all items. For the total score of the book content domain, the degree was high where the percentage of response was 68.6%.

C. Structure of Language, Grammar and Terms' Domain

Table (7)

Means and percentages for language, grammar and terms' domain.

No	Items	Means*	Percent of Means %	Degree of Evaluation
1.	Structures are graded from the easy to the difficult.	3.50	70%	Moderate
2.	The level of the difficulty if the included vocabulary is suitable.	3.58	76.6%	High
3.	The various exercises suit the individual differences.	3.40	68%	Moderate
4.	The exercises encourage the students' thinking level.	3.48	69.6%	Moderate
	Total	3.59	71.8%	Moderate

***Maximum points of response are (5).**

Table (7) shows that the degrees of evaluation of EFL teachers of the new Palestinian English language curriculum of eighth grade concerning the domain of structure, language, grammar and terms were high on item (2) where the percentages were 76.6%. The degrees were moderate on items (1) and (3) where the percentages were 70% and 68% respectively. For the total score, the degree was moderate where the percentage was 71.8%.

D- Methods, Aids and Teacher's Book Domain:

Table (8)

Means and percentages for methods, aids and Teacher's Book

1	The pictures of the book are too many.	2.68	53.6%	Moderate
2	The aids used are relevant to students' environment and culture.	3.68	73.6%	Moderate
3	The Teacher's Book which integrates with the textbook, explains clearly how to present the material.	4.30	86%	High
4	The textbook basically pays attention to using the language in relevant situations.	4.38	87.6%	High
	Total	3.76	75.2%	Moderate

*Maximum points of response are (5)

Table (8) shows that the degree of evaluation of EFL teachers of the new Palestinian English language curriculum of the eighth grade in Qabatia & Jenin Directorates on methods, aids and teachers book domain were high on items (3) and (4) where the percentages of response on these items were 86% and 87.6% respectively. However, the degrees of evaluation were moderate on items (1) and (2) where the percentages of response were 53.6% and 73.6% respectively. For the total score, the degree was moderate where the percentage was 75.2%.

E- Communicative Material Domain:

Table (9)

Means and percentages for communicative material

NO.	Items	Means*	Percent of Means %	Degree of Evaluation
1.	The concern of the book isn't limited to memorizing vocabulary and meanings without using them in sentences.	2.94	58.8%	Moderate

2.	The material of the book isn't apart from daily-use language.	3.06	61.2%	Moderate
3.	The book material assists students integrate easily with native speakers.	3.60	72.0%	Moderate
4.	The clear well-prepared cassettes help students pronounce perfectly.	3.92	78.4%	High
	Total	3.86	77.2%	High

***Maximum point of response are (5)**

Table (9) shows that the degrees of evaluation of EFL teachers of the new Palestinian English textbook for the eighth grade in Qabatia& Tubas Directorates concerning the book communicative material domain were high on items (3) and (4) where the percentages of responses were 72.0 and 78.4% respectively. The degrees of evaluation were moderate on items (1) and (2) where the percentages of responses were 58.8% and 61.2% respectively. For the total score of the book communicative material domain, the degree was high where the percentage of response was 77.2%. There is difference in the degrees of evaluation of EFL teachers of the new Palestinian English language curriculum of the eighth grade. This difference is clear through the differences in the means and percent degrees as table (9) shows.

F-Summary of Domains and Total Score of Evaluation:

Table (10)

Ranks, means and percentages for domains and total score of evaluation

Rank	Domains	Means*	Percent of Means %	Degree of Evaluation
1.	Book general shape	3.32	66.4%	Moderate
2.	Book content	3.43	68.6%	Moderate
3.	Structure of language, grammar and terms.	3.59	71.8%	Moderate
4.	Methods, aids and teacher's book.	3.76	75.2%	Moderate
5.	Communicative material	3.86	77.2%	High
	Total	3.65	73.0%	Moderate

***Maximum points of response are (5)**

The results of Table (10) show high degrees of evaluation of the new Palestinian English language curriculum of the eighth grade in Qabatia& Tubas Directorates on one domain, namely communicative material “while the results show moderate degree on the other four domains, and the final total score on all domains was moderate. The ranges of percentages of response on the domains were between 66.4%- 77.2 and 73.0% for the total score of evaluation.

Furthermore, the results indicated that the ranks of domains were as follows:

First rank: Book general shape domain: 66.4%

Second rank: Book content domain: 68.6%

Third rank: Methods, aids and Teacher's Book domain: 71.8%

Fourth rank: Structure of language, grammar terms domain: 75.2%

Fifth rank: Communicative material domain: 77.2%

2- Results related to the hypotheses

1. There are no significant differences at ($\alpha = 0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of eighth grade due to gender. To check if this hypothesis was true, a T- test was used and table (11) showed the result

Table (11)

Independent Samples t- Test

Gender	Number	Mean	Std. Deviation	t	Sig.*
Male	29	3.61	0.47	-1.463	0.079
Female	21	3.78	0.30		

***. The mean difference is significant at the 0.05 level.**

Table (11) shows that there are no significant differences at ($\alpha = 0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of eighth grade due to gender. The significant value is (0.079) which is more than (0.05).

2. there are no significant differences at ($\alpha = 0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of eighth grade due to the educational level. To check the correctness of this hypothesis **means and std. deviations** were used and tables (12 and 13) show the result.

Table (12)

Means and std. deviations for the responses

Educational level	Number	Mean	Std. Deviations
Diploma	05	3.51	0.21
Bachelor	42	3.63	0.43
Master	03	3.79	6.789E-02
Total	50	3.65	0.42

Table (13)

The One-Way ANOVA analysis for the evaluation of teachers

	Sum f Squares	DF	Mean Square	F	Sig.
Between Groups	0.666	02	0.333	1.954	0.153
Within Groups	8.003	47	0.170		
Total	8.668	49			

*. The mean difference is significant at the 0.05 level.

Table (13) shows that there were no significant differences at ($\alpha = 0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of

eighth grade due to educational level. The significant value is (0.153) which is more than (0.05).

2. There are significant differences at ($\alpha=0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of the eighth grade due to years of experience. To test the correctness of this hypothesis, a One-Way ANOVA test was used. Tables 14 and 15 show the result

Table (14)

Means and std. deviation for responses

Experience	Number	Mean	Std. Deviation
1-5 years	12	3.66	0.26
6-10	17	3.70	0.34
11- more years	21	3.64	0.54
Total	50	3.65	0.42

Table (15)

The One-Way ANOVA analysis for the evaluation of teachers

	Sum of Squares	Degrees of Freedom	Mean of Squares	F-value	Level of Indication
Between groups	0.126	2	6.324E-02	0.348	0.708
Within groups	8.542	47	0.182		
Total	8.668	49			

***. The mean difference is significant at the 0.05 level.**

Table (15) shows that there were no significant differences at ($\alpha=0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of eighth grade due to educational level.

1. Discussion of the first question:

What is the degrees of EFL teachers' evaluation of the eighth grade English textbook of New English for Palestine as table (10) shows? In other words, the degree of evaluation of the two domains " Book general shape", " Book content" , Structure of language, grammar and terms and Methods, aids and teacher's book was moderate while the degree of evaluation to the other fifth domain " Communicative material", was high.

1-1. According to the level of evaluation to the first domain, the researcher attributed such a moderate degree to the symbolism that the shape of the book indicated. The colors and pictures were attractive and useful, easy to differentiate between characters. These findings agree with Hatamleh and Jarradat (1984) in which they evaluated elementary TEFL textbook. They concluded that the textbook format was clear in addition to paper printing letters durability and general appearance.

1-2. Book content domain results were shown in table (10) which also showed moderate evaluation degree. The researcher attributes such a result to the great interest which the textbook of the eighth grade received from the administration of curriculum planning. The content of the book was designed to satisfy the students' needs and was also suitable for the age of the students. These findings were consistent with those of Al-Jarrah (1987). He revealed that the content of the lessons of "PETRA" textbook and units were logically ordered and regularly reviewed.

1-3, 1-4 and 1-5: "Book structure, aids and methods" were moderate and "communicative material" domain is high, as table (10), shows. The researcher attributes such results to some shortcomings in the textbook planning. This result agreed with Keshta (2008) who found that communication and social interaction were the highest emphasized life skills. The structure of the language, methods and aids and the communicative material should receive more attention to suit the levels and age of students. This result does not agree with the three evaluated studies in Irbid Governorate on "PETRA" textbook between (1987-1990) which showed that "PETRA" was good concerning rationale, objectives, language skills, vocabulary, grammar, teacher's book and technical factors.

2. Discussion of the hypotheses

1. There are no significant differences at ($\alpha=0.05$) in the degree of evaluation of the new Palestinian EFL textbook of the eighth grade due to gender according to teachers' opinions.

Results of tables (11) and (12) show that there were no significant differences at ($\alpha=0.05$) in the degree of evaluation of the new Palestinian English language curriculum of the eighth grade in Jenin and Qabatia areas due to gender. This means that the null hypothesis was not accepted. Such results oppose the results of Al-Mustafa (1988) who concluded that there was a significant difference at ($\alpha=0.05$) between male and female teachers.

2. There are significant differences at ($\alpha=0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of the eighth grade due to educational level. Results of tables (13) and (14) revealed that there are no significant differences at ($\alpha=0.05$). The researcher attributed this finding to two factors: One is that teachers are so familiar with the methods of teaching. Second, the material is carefully prepared to suit with different levels of students and teachers. This finding was also found by Al-Mustafa (1988) who found that there were no significant differences at ($\alpha=0.05$) among teachers due to experience or educational level.

3. There are significant differences at ($\alpha=0.05$) in the degree of EFL teachers' evaluation of the new Palestinian English language curriculum of the eighth grade due to years of experience. Results of tables (15) and (16) showed that there are no significant differences at ($\alpha=0.05$). The researcher attributed this result to the fact that those teachers are all aware of methods, content, aids and curriculum. This result agrees with the results of Mu'men study (1992) and Saleh's research study (1990) who found that there were no significant differences at ($\alpha=0.05$) among teachers' responses due to qualification or experience.

Conclusions:

After presenting the findings of this study, concerning teachers' evaluation of the new Palestinian English language curriculum for the eighth grade in Jenin and Qabatia

areas with a sample drawn from Jenin and Qabatia areas, the evaluations of teachers towards the English textbook were as follows:

1. There were high degrees of evaluation of the new Palestinian English language curriculum of the eighth grade in Qabatia & Jenin Directorates on one domain.
2. There were no significant differences at ($\alpha=0.05$) in the degree of evaluation due to gender.
3. There were no significant differences at ($\alpha=0.05$) in the degree of evaluation due to educational level.
4. There were no significant differences at ($\alpha=0.05$) in the degree of evaluation due to experience.

Implications for teachers:

Teachers should keep up with modern trends in teaching English as a FL. They should create new methods and techniques in teaching English for Palestine – Grade 8. They should also keep concentrating on using tapes and cards and giving more attention because these activities encourage students to be more interested. Finally, organizing school workshops should help teachers exchange experience and discuss recent educational trends such as promotion of self-learning and life-long education skills.

Recommendations for the Ministry of Education in Palestine:

The researcher would like to offer the following recommendations for the ministry of education:

1. The eighth grade English textbook of New English for Palestine should be modified to be more relevant to the students' levels, environments and individual differences. This recommendation sprang from the statistical analysis which showed moderate responses on items: (6), (9), (10) and (11).
2. Finally, it is recommended to conduct an evaluative study on upper and lower classes.

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Appendix (A)

A Questionnaire

"In the Name of God, the Most Merciful, the Most Compassionate"

Dear Teacher:

The researcher is conducting a study on evaluating the new Palestinian English language curriculum textbook of the 10th grade in Qabatia& Tubas areas with a sample drawn from Qabatia& Tubas Educational Directorates governmental schools. The following questionnaire is used for the purpose of a research study. As your answers have an important effect on the results of this study, please answer the items accurately and objectively.

The researcher:

Personal Information:

Gender: Male: Female:

Academic Degree: Diploma: Bachelor: MA:

Years of Experience: 1-5: 6-10: More:

Dear Teacher:

Tick(✓) in the suitable square which reflexes your opinion:

No	Domains and Items	Strongly	Agree	Neut- ral	Strongly disagree	Disa- gree
First	Book General Shape Domain					
1	The print size is appropriate and easy to be real					
2	The colours of the book are attractive and harmonious					
3	The outside cover of the book is attractive and expressive.					
4	The size of the textbook is suitable.					
Second	Book Content Domain					
5	The book content suits with the student's needs.					
6	The content of the book is relevant to the student's environment.					
7	The book material is modern and up-to date.					
8	The book content includes integrated skills suit the learners.					
Third	Structures , Terms and Grammar Domain					
9	Structures are graduated from easy to					

	difficult.					
10	The vocabulary number and the degree of its difficulty are suitable.					
11	Exercises are miscellaneous and they meet the individual differences.					
12	The exercises encourage students' thinking ability.					
Fourth	Methods , Aids and Teacher's Book Domain					
13	The pictures of the book are too many.					
14	Aids used are relevant to the students' environment and culture.					
15	The teacher's book integrates with the textbook and explains the material.					
16	The textbook concentrates on using the language in suitable situations.					
Fifth	The Communicative Material					
17	The book interest is limited to keeping up by heart vocabulary with Arabic meanings.					
18	The book material is not relevant to daily communicative language.					
19	The book material assist the students to integrate easily with native speakers.					
20	The cassettes are carefully prepared and they are easily understood which helps the students to pronounce accurately.					