A Teacher-Based Evaluation of the English Language Textbook (Get Ready1&2) for Saudi Fourth Grade Primary

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Thesis Title: Title: A Teacher-Based Evaluation of the English Language Textbook (Get Ready1&2) for Saudi Fourth Grade Primary

Subject/major: TESOL

Institution: School of Humanities, Languages and Social Sciences University of Salford

Degree: MA in TESOL& Applied Linguistics

Year of award: 2014

Supervisor: Sue Bromby

Keywords: ELT, primary school, mixed method study, Textbook evaluation, Teachers' perspective

Abstract:

This study aimed at evaluating the EFL textbook 'Get Ready 1&2' used in the fourth grade of primary school from the perspectives of male and female teachers in Arar city in Saudi Arabia. The textbook was published by Macmillan, and it was specially developed for use within Saudi Arabia's cultural environment and for both boys' and girls' schools. The Ministry of Education has started using this textbook in schools in the current academic year 2013/2014. This study will focus on teachers' perspectives, and it will be a macro evaluation. The researcher designed a mixed method study by gathering both quantitative and qualitative data. The researcher distributed a close-ended questionnaire consisted of 55 items and nine categories for 30 teachers to gather quantitative data and carried out an interview with five male teachers to gather qualitative data. The study evaluated the textbook in terms of the layout and design, objectives, skills, supplementary materials, topics and content, cultural values, structure and vocabulary, activities and tasks, and teachers' manual. In general, the findings of the study revealed that teachers were satisfied about the textbook in all of the nine categories with some demerits. The cultural values category got the highest mean score of 4.54 out of 5.00 whereas the skills category got the lowest mean score of 3.47 out of 5.00. In the light of these findings, the researcher reports some recommendations to address the drawbacks of the textbook and other problems that have an impact on properly delivering the textbook.

Cite as: Alenezi, A. D. A. (2014). A Teacher-Based Evaluation of the English Language Textbook (Get Ready1&2). School of Humanities, Languages and Social Sciences University of Salford. (Master Thesis). Retrieved from *Arab World English Journal* (ID Number: 226. January 2019, 1-90. DOI: <https://dx.doi.org/10.24093/awej/th.226>

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This study aimed at evaluating the EFL textbook `Get Ready 1&2` used in the fourth grade of primary school from the perspectives of male and female teachers in Arar city in Saudi Arabia. The textbook was published by Macmillan and it was specially developed for use within Saudi Arabia's cultural environment and for both boys' and girls' schools. The Ministry of Education has started using this textbook in schools in the current academic year 2013/2014. This study will focus on teachers' perspectives and it will be a macro evaluation. The researcher designed a mixed method study by gathering both quantitative and qualitative data. The researcher distributed a close-ended questionnaire consisted of 55 items and 9 categories for 30 teachers to gather quantitative data and carried out an interview with 5 male teachers to gather qualitative data. The study evaluated the textbook in terms of the layout and design, objectives, skills, supplementary materials, topics and content, cultural values, structure and vocabulary, activities and tasks, and teachers' manual. In general, the findings of the study revealed that teachers were satisfied about the textbook in all of the nine categories with some demerits. The cultural values category got the highest mean score 4.54 out of 5.00 whereas the skills category got the lowest mean score 3.47 out of 5.00. In the light of these findings, the researcher reports some recommendations to address the drawbacks of the textbook and other problems that have an impact on delivering the textbook in an appropriate way.

Key words: Textbook evaluation, Teachers' perspectives, ELT, primary school.

Table of contents

Abstract	I
Chapter 1: Introduction	
1.1 Introduction:	1
1.2 Significance of the Study:	2
1.3 The Structure of the Study:	4
1.5 Current Policy toward EFL in Saudi State Education:	6
1.6 Purpose of the Study:	9
Chapter 2 : Literature Review	
2.1 Theoretical Studies:	11
2.1.1 The role of ELT materials in the classroom:	11
2.1.2 Why Do We Need Textbook Evaluation?	15
2.1.3 Approaches to evaluation:	18
2.1.4 Evaluation criteria:	21
2.1.5 Using a checklist as an evaluation tool:	26
2.2 Empirical Studies:	27
2.2.1 International studies:	28
2.2.2 Saudi context studies:	31
2.2.3 Comments on the empirical studies in Saudi context:	33
Chapter 3: Methodology	
3.1 Design of the study:	35
3.2 Participants:	36
3.3 Instruments:	38
3.3.1 First phase: Questionnaires	38
3.3.1.1 Questionnaire`s Validity and Reliability:	40
3.3.2 Second phase: Interviews	41
3.3.2.1 Interview's Validity and Reliability:	42
3.4 Pilot study:	42
3.5 Data analysis:	43
3.6 Ethical considerations:	43
Chapter 4: Results and Discussions	
4.1 Introduction:	46
4.2 Data Analysis:	46
4.3 Research questions` answers:	46
4.4 Conclusion:	57
Chapter 5: Conclusion and Recommendations	
5.1 Conclusion:	58
5.2 Recommendations:	59
5.3 Limitations of the study:	60
5.4 Suggestions for future research:	61
Bibliography	63

Appendix 1	68
Appendix 2	70
Appendix 3	71
Appendix 4	73
Appendix 5	74
Appendix 6	75
Appendix 7	84

List of Tables

Table (3-1) the distribution of the sample according to gender.	Page 37
Table (3-2) sample distribution according to qualification.	Page 37
Table (3-3) sample distribution according to teaching experience.	Page 37
Table (4-1): teachers' perception on (Layout and Design) of the textbook.	Page 48
Table (4-2): teachers' perception on (Objectives) of the textbook.	Page 49
Table (4-3): teachers' perception on (Skills) of the textbook.	Page 50
Table (4-4): teachers' perceptions on (Supplementary Materials) of the textbook.	Page 51
Table (4-5): teachers' perceptions on (Topics and Contents) of the textbook.	Page 52
Table (4-6): teachers' perceptions on (Culture Values) of the textbook.	Page 53
Table (4-7): teachers' perceptions on (Structure and Vocabulary) of the textbook.	Page 54
Table (4-8): teachers' perceptions on (Activities and Tasks) of the textbook.	Page 55
Table (4-9): teachers' perceptions on (Teacher's Manual) of the textbook.	Page 56
Table (4-10) Mean score and SD for all categories.	Page 58

ACKNOWLEDGEMENTS

In the Name of Allah, the Most Graceful, the Most Merciful

I thank Allah the Almighty for giving me the blessings and the strength to do this work. Also, I would like to express my grateful thanks to my supervisor Sue Bromby for her effort, advice and guidance. I will be always in debt to her for her unlimited care and overwhelming kindness. My deepest respect and gratitude also to my father, mother, sisters and brothers for their prayers and care. My deepest thanks and love go to my lovely wife Reem and my son Yousef for their support and patience throughout my master's study. My deepest respect and gratitude also go to my friends Faisel Alenezi, Mohammed Alrwaili, Nawy Alenezi and Hamad Alenezi who extended their hands for help throughout my master's study. I also wish to express my appreciation to all teachers who participated in the study.

Chapter1: Introduction

1.1 Introduction:

A key principle behind the Saudi educational system is the responsibility of each individual to achieve learning, supported by the state's responsibility to offer access to education. Another pillar of the system is the principle of using Arabic as a medium for all learning, although there is acknowledgement of the requirement for preparing its citizens for the international arena and thus the need for citizens to acquire English as a second language. A further aim of the government is to encourage a high level of English skills in order to allow the development and exchange of expertise in areas of the arts, science and technology, and to promote the Islamic faith as well as a general contribution to human society (Al-Hajailan, 2003).

The primary purpose for the current study however is to investigate the connection between the English language textbook and the learning achieved by students, and to contribute to evaluating the textbooks selected for use in English teaching in the Saudi Arabian context. It is important that school children's learning needs are taken into consideration and applied to a careful evaluation of the textbook selected. This is especially significant as the selection of a textbook for the teaching of children will have a major impact upon Saudi adults of the future, who need to develop a good level of English skills in order to compete in an increasingly global business environment and to be provided with the relevant skills for this. An important element in such an education is a textbook which addresses these needs.

It was decided to conduct an evaluation of the textbook used for primary children in their fourth year in the Saudi education system in the city of Arar. This choice was

made due to the fact that fourth year schoolchildren in Arar are currently using a comparatively new book. Therefore, this evaluation is necessary in order to identify whether the textbook is suitable for the needs of this group of learners in terms of aims, values, subjects and content, lexis and structure, skills focus and activities, as well as in the supplementary materials, layout and design and teachers' guidance. This evaluative project may offer a basis for revising and enhancing the above-mentioned aspects of the textbook. It is particularly important that this textbook, since it forms a basis for these learners' initial experience of learning English.

The textbook which is evaluated in this study is 'Get Ready 1&2' written by Harper, Tennant, and Arnold(2013) and published by Macmillan, which is a textbook aimed at fourth year primary schoolchildren aged 10 years. The textbook will be subjected to macro evaluation which is teacher-based and utilising multiple methods for the collection of data based on both quantitative and qualitative approaches. Ellis (1997) describes macro evaluation as an approach which seeks to establish in general terms whether or not a full set of resources has been effective.

1.2 Significance of the Study:

Materials evaluation for the English language classroom is a process which is viewed from different perspectives. According to Hutchinson and Waters (1987), materials evaluation is a process of analysis which seeks to fit possible solutions to the needs of the sponsor as identified through needs analysis. However, this definition does not include other stakeholders, such as, importantly, teachers and learners (ibid, p. 97). It is essential that materials utilised for education are analysed in order that justification can be given for resources selected, and so that these resources can be adapted and improved if necessary. Further, both learning and teaching are impacted by choice of

materials, which according to Nunan (1988) are a key part of the curriculum and should offer an example of good practice in the classroom, model the curriculum and ideally assist the teacher with their professional development. .

According to Weir and Roberts (1994), materials evaluation takes place firstly to create a body of evidence to support academic discussion and development of theories of language teaching and teacher training, and secondly to test the appropriateness and effectiveness of methods and approaches in a specific context or environment.

As previously mentioned, the selected textbook is currently in use in the fourth year of primary education, which is the first year where English is taught. Therefore, in this initial phase of English learning it is vital that students are engaged and inspired to learn English as well as provided with a comprehensive grounding in the basics of the language, and in a manner which is suitable for the age group. Thus, textbook evaluation is an essential task here as according to Palmer (1922), effective initial language teaching allows the student to progress with ease at later stages.

The introduction of English as a compulsory subject for fourth year primary students is a recent development, and the latest textbook to be used, 'Get Ready 1&2', has been introduced for the school year 2013-14 across primary schools for both boys and girls. Any newly-introduced course of study requires validation through a thorough evaluation from the perspective of both learners and educators. This study does not aim to conduct this full-scale evaluation, but rather to address one aspect of this, in evaluating the textbook chosen for the course. The current study is significant in both its practical and theoretical contributions. In terms of theory, the study will form part of the body of evidence concerning what are the key features in creating effective materials for teaching, and specifically for the teaching of the English language. This

area is highly important because of the significance of English in global business, and the need for Saudi Arabia to involve itself in this as effectively as possible, particularly in light of its oil resources. Therefore, the evaluation conducted for this study might be of benefit to the Saudi Education Ministry in creating a model for materials evaluations conducted in the future. Moreover, this study also seeks to contribute by investigating through survey the ways in which teaching professionals can most effectively evaluate the selected textbook, and make recommendations on which sections of the textbook may be effective in fulfilling their aims and which section might usefully be supplemented with additional resources. In practical terms, as well as benefiting teachers and learners, the study may be useful to creators and publishers of textbooks in offering feedback for improvement, as well as to those with responsibility for taking decisions regarding textbooks.

1.3 The Structure of the Study:

The first chapter of the study provides an introduction to and background information for the study, as well as outlining policies of the Saudi government on education and a background to English language teaching in Saudi Arabia. A review of the relevant literature is given in Chapter Two, concerning previous research of both a practical and theoretical nature on the evaluation of textbooks. Chapter Three discusses the choice of methodology for the study, and presents a justification of this choice. In addition the instruments used for the study are discussed in detail, and ethical considerations are addressed. Chapter Four presents the results and analysis based on the data gathered for the study, as well as providing answers for the research questions set, with the inclusion of recommendations made by participants in the study. Chapter

five, which is the final chapter of the study, contains a summary and conclusion to the study along with key recommendations arising from the findings.

1.4 Overview of the English Language in the Saudi Educational System:

English language was first included in Saudi education in 1927, under the newly-created General Direction of Education, and at this time English tuition was provided in both primary and secondary schools (Al-Hajailan, 2003). The key reasons for the introduction of English language teaching during that period included the influx of international investment following the uncovering of Saudi Arabia's oil resources. In addition, Saudi Arabia received enormous numbers of pilgrims to such Islamic sites as Mecca and Medina, and there was therefore a requirement to allow communication with those pilgrims who did not speak Arabic, and English was selected as a powerful global language, and in addition, one which could be used as a channel for spreading the message of Islam to non-Muslims.

In recent times, Saudi Arabia has shown extremely fast economic and industrial development, and this phenomenon has altered the way of life in the country and increased the average income. This development has also increased the influence of English, which is now used in many areas of life, due to the influx of non-Arabic speaking workers, and English is now commonly used in shops, restaurants and hospitals for example. In addition to this, many university departments, including medical, engineering, pharmaceutical and computing departments, require a certain level of English proficiency for applicants. In light of the above, The Ministry of Education has introduced compulsory teaching of English language across all state schools (Al-Motairi, 2005). The aims of including English language on the curriculum as set out in the curriculum document of 2001. (Aims are listed in appendix1).

The Saudi education system is based upon three stages of schooling. The first of these is primary education, which contains six years' of education and involves children of between 6 and 12 years of age. After primary education there is intermediate education, which applies to children of between 12 and 15 years of age. Finally, secondary education is given in three grades to students from 16 to 18 years of age. At intermediate and secondary stages, English Language forms a core part of the National Curriculum. English tuition is provided in four weekly lessons of 45 minutes. English language was made compulsory in year six of primary education in 2004, with two classes per week. This was introduced in response to issues with achievement in English language across all levels of tuition. In addition, it is observed that private schools in Saudi Arabia frequently introduce English much earlier, and sometimes from the first year of primary education, when students are 6 years of age.

1.5 Current Policy toward EFL in Saudi State Education:

The policy of Saudi Arabia on English language education was altered in 2011, when the teaching of English language for fourth year primary students was sanctioned by The Saudi Council of Ministers (see appendix 1 for the objectives of teaching English in the 4th grade primary). This policy followed evidence demonstrating that children of this age could effectively learn English. The policy states that:

1- English should be taught from fourth year of primary education and this applies to both male and female education. English tuition will form part of the core modules of the curriculum from the 2011-12 academic year. Teachers of English must hold an appropriate qualification and be approved by the relevant committee of the Education Ministry.

2- Further, the Ministry of Education is required to prepare recommendations for the Council of Ministers concerning the possibility of English being taught before year four of primary school, in order that the relevant plans can be made (Altayar, 2012).

The introduction of English tuition in fourth year followed on from the introduction of English from Sixth year onwards which occurred in 2008-9 under the English Language Development Project (ELDP). The ELDP has as its objective the provision of “overall solutions which ensure mastery of the English language in public education through the creation of partnerships with reputable international organizations in order to deliver educational outcomes that meet the requirements of higher education and the job market” (ELDP, 2013). ELDP's main aims are as follows:

- 1- To thoroughly improve curricula and textbooks and other materials utilised in the teaching of English language;
- 2- To expand the educational criteria provided for English language teaching, with the aim of enhancing learning;
- 3- To utilise the expertise of organisations with in-depth knowledge of education in order to improve the educational experience offered;
- 4- To adopt novel approaches to evaluating and assessment, and create examinations which can more accurately reflect the English skills which learners have developed;
- 5- To develop the language skills and levels demanded by universities and business organisations; and
- 6- To develop teachers of English language in terms of professionalism (ELDP, 2013).

The work of the ELDP has meant that English language textbooks published under the Education Ministry which were previously used have been dropped in favour of new ones in all schools. Concerning the new textbooks adopted, these are from international publishers with long experience in education, including Pearson Education, Oxford, MM Publications and Macmillan. For 2013-14, the textbooks used are:

1- For primary schools:

- *Get Ready* series, MacMillan (these textbooks are the ones used in Arar, the location of the study); and
- *Smart Class* series, MM Publications.

2- For intermediate schools:

- *Full Blast* series, MM Publications.
- *Wonderful World*, Pearson Education.

3- For secondary schools:

- *Traveller* series, MM Publications.
- *Flying High* series, MacMillan.

All of the above-mentioned textbooks have been specially developed for use within Saudi Arabia's cultural environment and for both boys' and girls' education. An introduction to the textbooks, CDs, teacher's book, workbook and supporting website, as well as guidance on their use, was provided to teachers through a series of workshops nationwide provided by the publishers. There are six textbooks in MacMillan's 2013 Get Ready series: Get Ready 1 and 2 are for use with fourth year students, Get Ready 3 and 4 are for year five, and Get Ready 5 and 6 are supplied for year six. This series is used in primary schools across Arar; both for males and females, and the English teachers using them are qualified to bachelor degree level, with some

holding and Education diploma with a specialism in English. All teachers are approved by the Ministry of Education.

1.6 Purpose of the Study:

The main aim of the research is the teacher-based evaluation of *Get Ready 1&2* by Macmillan in its role as the official textbook for English language tuition of all children in the fourth year of state primary school, as set out by the Saudi Arabian Ministry of Education. . This textbook was selected for the study based upon a number of factors:

- 1- There is a need to investigate the extent to which the new textbook fulfils its role as the basis of the fourth year English language programme and more generally within the objectives of English language education in Saudi Arabia.
- 2- In educational terms, there is a need for evaluation of this newly-introduced textbook through a survey gathering data on the perceptions and attitudes of teaching professionals regarding the book.
- 3- There is a need to create a detailed evaluation of the textbook including such aspects as
(objectives, design and layout, cultural values, language skills, accompanying materials, topics and content, teachers' manual, structure and vocabulary and activities and tasks).
- 4- The findings from the study may enable educators to utilise the textbook more successfully by advising on what adaptation of the textbook material is required and how far other resources should be included alongside the textbook. Evaluation of the textbook is conducted according to nine aspects, which are objectives, design and layout, cultural values, language skills, accompanying materials, topics and

content, teachers' manual, structure and vocabulary and activities and tasks. In particular, the research seeks to address the research questions presented below:

- 1- How effective is the textbook in terms of design and the layout?
- 2- How effective is the textbook in terms of fulfilling the objectives for English teaching for the relevant level in Saudi Arabia?
- 3- How effective is the textbook in terms of skills development?
- 4- How effective is the textbook in terms of its supplementary materials?
- 5- How effective is the textbook in terms of content and topics?
- 6- How effective is the textbook in terms of reflecting Saudi cultural values?
- 7- How effective is the textbook in terms of vocabulary and structure?
- 8- How effective is the textbook in terms of tasks and activities?
- 9- How effective is the textbook in terms of teachers' manual?

Chapter 2: Literature Review

2.1 Theoretical Studies:

2.1.1 The role of ELT materials in the classroom:

The materials used in the English language classroom are central to the teaching which takes place. Ur (1996) states that for language teaching, 'coursebook' is used to refer to "a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course" (p.183). Woodward (2001, p.146) suggests that textbooks are helpful in encouraging learner independence, allowing learners to refer back to the material covered as well as moving on to see what will be covered in future classes. According to Haycroft (1998, p.87), another benefit of reliance on a textbook is that it enables the student to gain a clear idea of how they have progressed. Richards (2001) states that textbooks act as a key component in most language programmes.

Textbooks can also serve as a tool to motivate and stimulate language learning (Allwright, 1981). In a learning environment in which learners are motivated and positive about their learning environment, the speed of language acquisition can be greatly enhanced, making language learning more effective (Tomlinson, 2008). One of the major motivations in using textbooks in the ELT environment is that textbooks can serve as a good monitor for measuring the progress of teaching and learning. Textbooks can have a similar function to a map; showing teaching progress (McGrath, 2002; O'Neil, 1982; Ur, 1996) and can provide direction and ideas in how lessons can be delivered (Tomlinson, 2008).

They are effective tools in terms of allowing for carefully planned and systematic presentation of the syllabus of an ELT programme (Ur, 1996). They provide the

necessary input that the learners receive and the language practice that occurs in the class. Textbooks are very useful in providing support and security for new, inexperienced teachers or teachers who have relatively low confidence to deliver ELT lessons in a communicative way (Tomlinson, 2008; Ur, 1996). A good textbook can be an extremely valuable ELT device: especially in situations where interesting and motivating authentic materials are difficult to compile in an organized manner (McDonough & Shaw, 1993).

Students can also benefit from using textbooks in many different ways. In a similar way to the case of teachers, textbooks can act as a reference point for students' learning process and keep track of their development (O'Neil, 1982). Students can use the textbook as a tool for revision of previously taught items, and at the same time, familiarize themselves with the new items that will be taught soon. Textbooks are also one of the more economic and convenient forms of access to carefully structured packaged learning materials (O'Neil, 1982; Ur 1996). According to Cunningsworth (1995), textbooks provide additional benefits to students as they are an efficient collection of materials for self-accessed learning and for knowledge consolidation. Textbooks can also potentially save learners from teachers' incompetence and deficiencies (O'Neil, 1982).

Hutchinson and Torres (1994, p.232) identify four ways in which textbooks can help in times of educational change: first as a vehicle for teacher and learner training; second because they provide support and relief from the burden of looking for materials; third by providing as complete a picture as possible of what the change will look like; and fourth through the psychological support they give to teachers. In recent years, some educational changes have occurred in Saudi Arabia, and especially in curriculum

development. As a result, most textbooks in all subjects have undergone changes and others have been replaced by completely new textbooks, such as with the English language textbook. New English language series published by reputable international companies such as MacMillan and Pearson Education have been introduced at all levels (primary/ intermediate/ secondary).

Richards (2001) states that without textbooks, a programme may have no path, and therefore textbooks can provide a structure and syllabus. Besides this, the use of a textbook in a programme can guarantee that students in different classes will receive similar content and can therefore be evaluated in the same way. Also, textbooks are efficient in that they allow time for the teacher to focus on teaching rather than material production. Despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. What is more, they have significant impact on the learners meeting their language learning objectives.

Along with the many advantages that textbooks may offer as an essential tool in ELT, some experts (e.g. Ur, 1996; Graves, 2000; Allwright, 1981; and Williams, 1983) have described some disadvantages of the using of the textbook. Allwright (1981) claims that the textbook, in some situation, may affect learners' involvement in the language learning process. Moreover, teachers may even be led into believing that the activities and tasks of the textbooks are always superior to their own ideas (McGrath, 2002). Teachers may become more reliant on the textbook and hence become less creative in their teaching (Tomlinson, 2008) and uncritical of the content and values portrayed by the textbook (McGrath, 2002). Although a textbook can function as a framework for the learning and teaching process for both learners and teachers (O'Neill, 1982), no one

textbook can effectively address individual learning style, the differences of learners or the requirements of every classroom setting (Ur, 1996; Williams, 1983) and sometimes the topics and the content may be irrelevant or inappropriate for the intended context (Graves, 2000; Ur, 1996).

At worst, teachers may become totally reliant on the textbook (Ur, 1996) and not spend time preparing their lessons. This would ultimately lead to an adverse situation in which the teacher “teaches the book” rather than teaching the language itself (McGrath, 2002). Also, in ELT contexts which constitute a strong exam-oriented culture, such as Saudi Arabia, textbooks are often regarded as exam practice sessions rather than a facilitations tool for successful language acquisition (Tomlinson, 2008). The structure of the textbook may inhibit a teacher's initiative and creativity during the teaching and learning process (Ur, 1996). Also, learners may dislike the topics covered by the textbook and this may lead to association with boredom in English lessons (Ur, 1996).

After all, language learning should be interactive and not limited to the structure imposed by the textbook (Tomlinson, 2010). No matter how pedagogically sound the textbook is, learners will quickly lose interest if they find the materials dull and not interesting (Cunningsworth, 1995). Tomlinson (2010) points out that a major potential disadvantage of using a textbook is that only a minority of textbook writers have actually applied language acquisition principles when writing the materials. Many of them instead rely on their intuition as to what they perceive is best for language learning (Tomlinson, 2008).

2.1.2 Why Do We Need Textbook Evaluation?

The number of publications available on the market for ELT materials is increasing day by day, which makes selecting the appropriate textbook highly challenging, and one needs to be able to make informed and appropriate choices when selecting a textbook (Cunningsworth, 1995, p.1). In that sense, the quality of a textbook might be so important that it can determine the success or the failure of an ELT course (Mukundan, 2007). However, textbooks are often purchased without careful analysis. Textbook selection is not always based on its intrinsic pedagogical value, but on the perceived prestige of the author or the publisher, or due to skilful marketing by the publisher (McGrath, 2002). Preference is given to textbooks printed in attractive colours, and in addition teachers may blindly use the best-selling textbooks which are used in many other places (ibid).

A number of studies have shown that most current global and local ELT textbooks are developed for commercial purposes but are not based on principles of language acquisition and development recommended by scholars and educators (Tomlinson, 2008). Financial success has become the main goal of textbook publishing (Sheldon, 1988). Tomlinson (2008) argues that “many ELT materials (especially global coursebooks) currently make a significant contribution to the failure of many learners of English as a second, foreign or other language to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully”(p.3). According to Tomlinson (ibid) the reason for this is that most ELT materials focus on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development, and they do so because that is what teachers are expected and required to do by administrators, by parents, by publishers, and also by learners

(p.3). Another reason for that failure is that instead of focusing on how learners could actually benefit from using a textbook, most material developers are driven by their intuition about what is likely to work rather than by their beliefs about what facilitates language acquisition (Tomlinson,2008, p.7).

Some previous studies in Saudi Arabia have shown that the textbook taught in schools did not meet all of the objectives of teaching English (Alenezi, 2009), while another study states that students showed a negative attitude toward the textbook (Alshehri, 2011). Moreover, some studies claim that the main reason for the low achievement of students in English is the textbooks taught in schools (Al-Zuhairi, 2008; Khinkar, 2000). In recent years, new English language series have been introduced at all levels. So, these new series need to be evaluated to ensure that they effectively meet the objectives of teaching English in Saudi Arabia.

One of the merits of materials evaluation is that it helps greatly in the selection process, which helps in the decision-making process. Sheldon (1988, p.237) claims that "the selection of a textbook signals an executive educational decision in which there is considerable professional, financial and even political investment. This high profile means that the definition and application of systematic criteria for assessing course books are vital". The ability to evaluate a textbook effectively is an extremely important professional activity for all ELT teachers. There are different contexts for carrying out an evaluation of a textbook. McDonough and Shaw (1993, pp.63-64) distinguish between two teaching situations. The first is where the teachers have the responsibility for choosing materials and have a great deal of choice. The second is where the teachers have no role in choosing materials because it is the responsibility of the Ministry of

Education (MoE), which in turn provides the materials for teachers to use in their classrooms: this is the context of the current study.

Cunningsworth (1995, p.14) states that the evaluation of materials may occur for more than one reason. Most often, materials are evaluated when it is necessary to select a new book to use as a textbook. Also, the current textbook may need to be evaluated to identify which parts are suitable for teaching and which areas require adaptation, supplementation or improvements when delivering teaching. Further, materials evaluation is useful in providing defined and objective criteria when comparing potential textbooks. Lastly, the process allows teachers to become more familiar with available materials and assists in their professional development. In Saudi context, the MoE introduced a new series of English language textbooks in primary school, so there is an educational need to evaluate this in order to identify which parts are suitable and which parts need improvements. Textbook analysis and evaluation not only helps teachers to develop themselves but also helps them to gain good and useful insights into the nature of the material.

According to Hutchinson (1987) the process of evaluation involves "judging the fitness of something for a particular purpose" (p.41). Further, Hutchinson (1987) states that evaluating materials both allows informed selection of teaching materials and contributes to teacher development through prompting consideration of individual assumptions concerning language and language acquisition, as well as emphasising the central role of materials in teaching and learning. In fact, evaluation of materials is emphasised in the literature as increasing knowledge regarding specific teaching and learning contexts, which in turn assists the teacher in understanding the materials which are used in that situation. In light of the above, it is very important to conduct

ELT textbook evaluation so as to ensure that ELT textbooks can effectively facilitate the attainment of teaching objectives. Wrong choices of textbooks would be likely to negatively affect both teaching and learning processes and financial resources would also be wasted (Mukundan, 2007; Sheldon, 1988).

2.1.3 Approaches to evaluation:

There are many approaches suggested in the literature for the evaluation of language teaching materials. Ellis (1997, p.37) distinguishes between two types of empirical evaluations, namely macro-evaluation and micro-evaluation. According to Ellis (ibid) a macro-evaluation “calls for an overall assessment of whether an entire set of materials has worked” and this type of evaluation will be carried out in the current study. In a micro-evaluation, “the teacher selects one particular teaching task in which he or she has a special interest, and submits this to a detailed empirical evaluation”.

Cunningsworth (1995) proposes two kinds of evaluation, the first being an impressionistic overview which helps to form a general impression about the textbook and its possible strengths and weaknesses by looking at the external features of the textbook such as the layout, the quality of the visuals and the whole course package. This stage is followed by an in-depth evaluation which provides sufficient detail about the textbook to ensure a good match between what it contains and the different needs and requirements of the learning and teaching context (pp.1-2).

McDonough and Shaw (1993) propose three stages to create a comprehensive evaluation of a textbook: external evaluation, internal evaluation and overall evaluation. The first stage is an external evaluation which provides a brief overview of the material and includes criteria that assess the organization of the material as stated explicitly by the author/publisher, and this can be done by looking at the cover, the introduction and the table of contents (ibid, p.67). The next stage is to perform an in-depth investigation

of the materials. The important task at this stage is "to analyse the extent to which the factors in the external evaluation stage actually match up with the internal consistency and organization of the material as stated by the author/ publisher" (ibid. p.75).

The third stage consists of "an overall assessment ...as to the suitability of the materials by considering the parameters, namely the usability factor, generalizability factor, adaptability factor and flexibility factor" (p.75). McDonough and Shaw's (1993) model is clearly intended for materials evaluation taking place before these materials are introduced, whether in the selection process or with the aim of adapting material where necessary. Despite this, the model can be linked to materials evaluation of textbooks currently being used through its focus upon use in the classroom in the evaluation, as well as the distinction between macro- and micro- stages (Yumuk, 1998).

An alternative model is provided by Grant (1987). This also comprises three evaluation stages; initial, detailed and in-use. The first stage involves forming a general overview, while the second stage involves examination of the book in detail to determine its suitability for the syllabus, learners and teachers. This stage is facilitated by the use of questionnaire. Following adaptation of the textbook, the third stage is to continuously evaluate the material during its use, using methods such as class observation, questionnaire and teacher meetings focused on evaluation of the material (Grant, 1987).

Researchers and educators express different views regarding when a textbook evaluation should take place. According to Ellis (1997), there are two stages where an evaluation can be made. The first is a predictive evaluation, which helps in decisions about which materials are best suited to the context: this may be done by relying on evaluations carried out by expert reviewers, or teachers can make their own predictive evaluation. The second stage is a retrospective evaluation, which helps in assessing

materials that have been used. This type of evaluation helps teachers to recognize the strengths and weaknesses of the materials used and can serve to examine the validity of a predictive evaluation, so that it can be improved on in the future (pp.36-7).

Tomlinson (2003) differentiates between three types of evaluation and argues that it is possible to apply the basic principles of materials evaluation to all types of evaluation, but that it is not possible to make generalizations about procedures which apply to all types. This is because evaluations differ for example in purpose, in formality, in timing, and in personnel (p.23). The three types of evaluation are; pre-use, whilst-use and post-use. In the first stage, the materials are assessed for their possible value to those who will be using them. The evaluation may be conducted to be context-dependent, context-influenced or context-free context dependent. The pre-use evaluation may take the form of an impressionistic or initial view taken by an organisation or individual teacher, meaning that errors of judgment may become apparent as the material is in use. To minimise this problem, criterion-referenced evaluation can be used, as this will increase the reliability, rigour and logical basis (Tomlinson, 2003).

The second type of evaluation, whilst-use, means "measuring the value of materials whilst using them or whilst observing them as being used" (p.24). Whilst-use evaluation thus does not depend on predictions, but rather on actual measurements, which may therefore give greater reliability. However, measurement in this case is limited to current activity and short term memory rather than applying to more lasting learning (ibid). Whilst-use evaluation has been chosen for use in the current study, as the selected textbook is in use as of 2013.

Evaluating a material post-use is considered the most effective form of evaluation as both the short- and long-term impact of a material on those who use it can be assessed. Short-term factors measured include impact, motivation, achievability and immediate

learning, while long term factors examined include more lasting application and learning. According to Tomlinson (2003), post-use evaluation can be used to evaluate concrete results of the use of the materials, which can inform later decisions about continuing with the materials, adapting them or selecting alternative materials. The main drawback of this type of evaluation is that it takes time and expertise to measure post-use effects reliably (ibid).

Cunningsworth (1995, p.14) claims that evaluation can be done in three stages; pre-use, in-use, and post-use evaluation. Pre-use evaluation is the most difficult kind since there is no actual experience of using the textbook. In-use evaluation is a kind of evaluation which takes place whilst the material is in use. Post-use evaluation provides a retrospective assessment of a textbook's suitability by identifying those strengths and the weaknesses of the textbook which emerge after it is used over a period of time and this kind of evaluation helps in making decisions about using the same textbook in the future. The current study will be based upon in-use evaluation.

2.1.4 Evaluation criteria:

Researchers have proposed many checklists and guidelines for evaluating ELT materials and there is no global checklist which can be applied for all ELT materials because of the different variables in real life which have a great impact on the teaching and learning process. Sheldon (1988) states that a "global list of criteria can never really apply in most local environments, without considerable modification" (p.242). The selection of evaluation criteria may be subjective because there is no set of criteria suitable and applicable to all language teaching contexts. Sheldon (1988, p.241) states that "no-one is really certain what criteria and constraints are actually operative in ELT contexts worldwide, and textbook criteria are emphatically local". Therefore, once the

criteria are decided upon to carry out an evaluation, the needs and the interests of particular learners in a particular teaching context should be taken into consideration.

There are many evaluation criteria proposed in the literature. Ur (1996) states that there are two kinds of evaluation criteria: general and specific. General evaluation criteria may be applicable to any language teaching textbook, while specific criteria relate to the appropriateness of the book for a certain course or learner population. "An example of a general criterion might be: 'clear layout and print', or 'provides periodic review or test sections'; whereas a specific one might be: 'attractive and colourful illustrations'(if it is meant for younger learners), or 'vocabulary and texts relevant to topic' (if it is for students of science or technology)" (p.184).

According to Williams (1983), it is not possible for any single textbook to be an ideal material for any context. Therefore, Williams (ibid) proposes an approach for teachers in the English language classroom to use when developing criteria for materials evaluation. The basis of any such evaluation must be a structured set of assumptions related to teaching a second language, and this should then be linked to technical, pedagogical and linguistic criteria. Williams' (ibid) approach includes an assumption of evaluation of the textbook with reference to current methodologies for language teaching along with the linguistic and psychological theories underpinning these.

Williams (ibid) also stipulates that guidance should be given for second language speakers which clarify all the activities and approaches which use of the textbook entails. A further assumption relates to the needs of students of the second language, while the final assumption is that of connection with social and cultural conditions. Thus, learners may face challenges in lexis or other areas due to cultural divides between the contexts of the first and second languages. Williams (ibid) also provides a

checklist for criteria development including learner needs, methodology, teacher needs, community needs, the publishing and editing standards, access to supplementary materials, price and durability, writing style and language content authenticity.

Skierso's (1991) approach to materials evaluation, with the first step being to gather data regarding the teaching institution, teaching staff, learners and syllabus as a basic requirement for evaluating the materials. In addition, Skierso (ibid) provides a checklist with which teachers, and in particular new teachers, can analyse a textbook. This checklist involves publishing details,, objectives and aims, topics, lexis, linguistic structures, tasks, activities, physical form and organisation of material. With reference to the teacher's book, the checklist includes examination of overall characteristics, additional learner tasks related to the different aspects of language learning, teacher information regarding language points, and advice or information on methodology and teaching.

Grant (1987) proposes three stages of evaluation, namely initial evaluation, detailed evaluation and in-use evaluation. In the first stage, he suggests that looking briefly at the material to be evaluated to decide whether to go on to a detailed evaluation or not. In order to be able to take that decision, Grant (1987) suggests that we apply the CATALYST test (p. 119). The eight letters in the word CATALYST refer to the eight criteria by which it can be decided whether the textbook is appropriate for use in the classroom, and they are as follows: C (Communicative), A (Aims), T (Teachable), A (Availability), L (Level), Y (Your impression), S (Student interest) and T (Tried and tested).

Grant (ibid) proposes a questionnaire format for detailed materials evaluation. The first part of the survey contains 10 questions to assess the fit of the textbook to the

students, asking about difficulty of content, interest, visual appeal, length, and authenticity of content and activities. . The first part of the questionnaire also addresses the ability of the textbook to meet needs in terms of linguistic input, integrated skills and communication practice, as well as investigating the fit of the textbook to students' culture, interests and needs.. The next section contains questions to evaluate the fit of the textbook with the teachers, considering content and organisation, whether the teacher's book is accessible, clear and practical, how much preparation is needed, how easily content and activities can be adapted, possibilities for review of content and testing, and access to supporting material including sound and visual recordings and workbooks. The final section of the survey concerns the match between the textbook and the course syllabus and exam in terms of linguistic content, arrangement and sequencing of content and tasks and fit between the methodology used and requirements for exam preparation.

Evaluating the textbook whilst it is being used is termed in-use evaluation. Grant (1987) highlights the importance of continuous evaluation of the textbook while it is in use so as to assess its actual effectiveness in the classroom setting. Meanwhile, Sheldon (1988) proposes a list of criteria for materials evaluation based on their frequency of use across different groups including students, teachers and administrators. The list includes consideration of availability, rationale, user definition, visual elements and layout, accessibility in terms of units and tasks, flow, gradation/selection, physical form, authenticity, suitability, adequacy in tasks and activities, cultural elements, educational validity, provision of practice and review, flexibility, guidance and price.

Another checklist is provided by Zenger (1982) with the aim of facilitating decisions regarding the suitability of a textbook for a particular context. The list again includes

frequently used criteria such as author's intention and experience, aims, visual appeal, and date of publication, accessible writing style, price, physical features, pictures and figures, philosophical underpinning, linkage and sequential organisation, accuracy in content, interest, individual variation, content and skills focus, and ancillary supplementary materials. The questionnaire for Zenger's checklist is based on a six-point scale comprising "excellent, good acceptable, poor, not included and not applicable" (Zenger, 1982, p.148-59).

Mukundan et al. (2011, p.22) divide the evaluation criteria into two categories including "general attributes and learning-teaching content". The first category is divided into five sub-categories including "relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and supplementary materials". The second category was divided into nine sub-categories including "general (i.e., task quality, cultural sensitivity, as well as linguistic and situational realism), listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises".

Classification of textbook evaluation criteria (Mukundan et al., 2001, p.23).

Tomlinson and Masuhara (2004, p.7) propose the following questions for evaluating criteria:

- a) Is each question an evaluation question?
- b) Does each question only ask one question?
- c) Is each question answerable?
- d) Is each question free of dogma?
- e) Is each question reliable in the sense that other evaluators would interpret it in the same way?

Tomlinson (2012, p.147) states that “very few of the lists of criteria proposed in the literature satisfy these conditions, and most of them are not generalizable or transferable”.

From the above discussion, it is clear that a systematic approach to creating and applying criteria is an essential basis for any evaluation. In addition, it is important to recognise the specific nature of the teaching and learning context for which a textbook is to be evaluated and the requirements of that context, and select the criteria used accordingly. The many criteria proposed in the literature reviewed above can be narrowed to emphasise the suitability of the textbook in reflecting learner aims, interests and needs as well as varied learning styles, organisation and selection of content, skills focus, authenticity of materials and physical form.

2.1.5 Using a checklist as an evaluation tool:

Mukundan et al. (2011) describe the checklist as allowing English language teachers to effectively approach evaluation of textbooks and other materials. The checklist facilitated a systematic and detailed evaluation based on criteria which can be generalised. It is possible to select a qualitative checklist which gather subjective data via open-ended questions (e.g. Richards, 2001), or a quantitative checklist involving

ratings on a scale (e.g. Skierso, 1991). Qualitative approaches produce depth of information, while quantitative approaches give greater accuracy and are more easily used: particularly when more than one practitioner is conducting the evaluation (Mukundan et al., 2011). Mukundan and Ahour (2010) review 48 evaluation checklists from 1970 to 2008 and criticise many of them for being too demanding of time and expertise to be useful to teachers, too vague to be answerable, too context bound to be generalizable, too confusing to be useable and too lacking in validity to be useful.

According to Cunningsworth (1995), one of the main advantages of using the checklist approach is that it can provide a highly economical and systematic way to ensure all relevant items are considered for evaluation. A well-designed checklist should contain evaluation criteria that are clear and concise. Evaluation items can also be customized according to one's need so as to provide flexibility during the evaluation process (Mukundan and Ahour, 2010). The checklist is a useful channel to make the different opinions of evaluators explicit. When opinions are explicitly shown on the checklist, this can allow for easy comparison between different sets of textbook materials, and thereby facilitate decision making (McGrath, 2002, p.27).

To sum up, using a checklist for textbook evaluation is an economical approach. It can also provide a systematic method of ensuring that all relevant items are considered (Cunningsworth, 1995). Moreover, it is a convenient and flexible evaluation tool as the evaluators have the freedom to add or omit different evaluation items according to individual and situational needs (McGrath, 2002).

2.2 Empirical Studies:

There is a vast literature on empirical studies of textbook evaluation in different contexts. This section will briefly review selected empirical studies on textbook

evaluation carried out in an international or Saudi context, with greater emphasis on those studies conducted in the Saudi context. This section will also review three different types of textbook evaluation: pre-use, such as that proposed by Tomlinson et al. (2001); whilst-use such as Al-Amri (2008), and post-use, such as Litz (2005). Some of these studies evaluate global textbooks (e.g. Tomlinson et al., 2001, 2008, and 2013) while all of the studies conducted in Saudi context evaluate textbooks locally published by the MoE. In the current study, the researcher will carry out a whilst-use evaluation on a textbook published by an international company for use within Saudi Arabia's cultural environment.

2.2.1 International studies:

Tomlinson et al. (2001, 2008, and 2013), along with a team of experts, conducted three pre-use evaluations of 22 textbooks published by leading UK publishers. These studies provide an overall evaluation for each course independently after collecting and averaging all scores. Also, they provide a list of positive and negative trends concerning the courses.

Tomlinson et al. (2001) evaluated eight adult textbooks published by four leading UK publishers, as follows: *Language in Use* and *True to Life* by Cambridge University Press; *Cutting Edge* and *Wavelength* by Pearson Longman; *Inside Out* and *Reward* by Macmillan Heinemann Press; and *Clockwise* and *Landmark* by Oxford University Press. These textbooks were evaluated by a team of evaluators consisting of Brian Tomlinson from England, Bao Dat from Vietnam, Rani Rubdy from India and Hitomi Masuhara from Japan. The team agreed on a list of 133 evaluation criteria, and after this, each evaluator evaluated the eight courses independently.

Tomlinson et al. (2008) went on to evaluate eight adult textbooks published by eight leading UK publishers, as follows: Quick Smart English by Brookemead; face2face by Cambridge University Press; Straightforward by Macmillan; Just Right by Marshall Cavendish; Total English by Pearson Longman; Innovations by Thomson ELT; New English File by Oxford University Press; and Framework by Richmond Publishing. This study focused only on the intermediate level of each course in order to ensure feasibility and quality of comparison. The study was conducted by a team of evaluators including Dr Hitomi Masuhara from Japan, Naeema Hann from Pakistan, Yong Yi from China and Professor Brian Tomlinson from England. The team agreed on 104 evaluation criteria for this review, focusing mainly on the student's book and teacher's book. Each evaluator then evaluated the eight courses independently, with each one focusing on a different unit.

Tomlinson and Masuhara (2013) evaluated the following textbooks: The Big Picture by Richmond; Global by Macmillan Education; English Unlimited by Cambridge University Press; New Headway (fourth edition) by Oxford University Press; Speakout by Pearson Education; and Outcomes by Heinle Cengage Learning. They agreed on 15 criteria to be used in this study, focusing on the student's book. They focused very much on the likely effectiveness of the courses in relation to what they believe facilitates long-term acquisition of L2.

As a post-use study, Litz (2005) conducted a study to evaluate a university level textbook used for a language course in South Korea. The aim of this post-use evaluation was to uncover how the textbook could meet students' and teachers' needs. The researcher prepared questionnaires for both teachers and students to survey their post-

use experience on the perceived pedagogical value of the content of the textbook, as well as practical considerations such as layout and design.

Another post-use evaluation was conducted by Lawrence (2011), and aimed to propose a framework for evaluating the fitness of the textbook's content with the new senior secondary curriculum in Hong Kong. The researcher proposed a theoretical framework for how the fitness of the curriculum can be evaluated. This framework was then empirically tested by carrying out a post-use evaluation with local teachers. In order to fulfil this aim, the researcher carried out mixed methods research, gathering quantitative data by using self-constructed checklist and qualitative data by conducting an interview with teachers. The results of the study show that teachers found the proposed evaluation framework an effective tool in determining fitness with the new curriculum.

Soleimani and Dabbaghi (2012) conducted a study to evaluate the efficiency of the New Interchange textbooks in terms of providing sufficient and comprehensible pragmatic input for Iranian learners of English to fulfil their basic communicative needs based on the content of the books. The study was also intended to evaluate the ability of Iranian learners of English in dealing with different speech situations. An oral discourse completion test developed by the researcher was administered to 50 students at upper intermediate level. Descriptive statistical analyses revealed a high index of standard deviation which indicated a large disparity in pragmatic knowledge of students at the above mentioned level of proficiency. Also, the results showed that the books provided sufficient pragmatic input for language learners to deal with their basic communicative needs.

In Turkey, two studies were conducted to evaluate the textbooks used in the fourth grade of primary school. Özdemir (2007) conducted an evaluation study on the fourth grade English language textbook *Time for English 4* in state schools in Turkey from teachers' and students' perspectives. The aim of the study was to find out how teachers and students in state schools evaluate the fourth grade English language textbook '*Time for English 4*' based on various aspects. To fulfil this aim, a teacher questionnaire, student questionnaire and teacher interview were prepared by the researcher. The results of the study revealed that both teachers and students were satisfied with the textbook but with some identified problems. The researcher concludes with some suggestions for the solutions for these problems to the relevant parties.

Kirkgoz (2009) conducted an evaluation study of the three English textbooks prescribed for use in grade 4 classes in state primary schools. The researcher prepared a questionnaire and interview for both teachers and students to elicit their perceptions concerning various aspects of the textbooks. The findings revealed the extent of appropriateness of the three textbooks used by young learners of English. Suggestions are offered for the future revision and/or designing the textbooks for young learners of English.

2.2.2 Saudi context studies:

Khafaji (2004) conducted an evaluative study of English language teaching materials in state secondary education in Saudi Arabia. For this evaluation, three checklists were utilised. A general evaluation was conducted according to the checklist proposed by Cunningsworth (1995), while a more detailed evaluation of a single unit and the teacher's guidance for it was conducted based upon Littlejohn's (1998) framework. Finally, the two previous approaches together were used to focus on the skill of reading. Khafaji (2004) concluded that it would be beneficial to re-examine the context for

learning and teaching within Saudi state education with a view to selecting different materials which could reflect the needs of students, teachers and society.

A study conducted by Al-Yousef (2007) was an evaluation of the newly-introduced English language textbook for the Saudi third grade Intermediate English course. The evaluation employed a mixed-methods, retrospective approach. This consisted firstly of quantitative research using the Textbook Evaluation Tool (TET) with 184 learners, teachers and supervisors. The findings show that all groups rated the textbook as only moderately adequate, with a mean composite ranking was more than 2 out of 4. In addition, quantitative and qualitative findings both revealed visual appeal and content as strengths of the textbook, with recycling, gradation and supplementary materials being ranked as weak.

A study conducted by Al-Amri (2008) conducted an evaluation of the textbook used to teach English to male Saudi pupils in the sixth grade within the Riyadh Educational Zone. This evaluation was carried out while the textbook was in use. The study included a 12-category, 64-item questionnaire to gain the views of eleven supervisors and 93 teachers in the area. The results overall give a positive view of the textbook, although teaching methods were not viewed positively. The only significant variation identified between the views of supervisors and teachers were concerning the flexibility of the book.

Alenezi (2009) conducted a study to evaluate the English language programme of the primary schools in Arar city, Saudi Arabia. The aims of this study were to investigate to what extent teachers agreed with the introduction of English at primary stage and whether the objectives of the programme were achieved or not. A questionnaire and interview for male teachers and a test for students were prepared to fulfil these aims.

The textbook was evaluated by the researcher to explore whether the objectives of the programme could be met using the prescribed textbook. The study revealed that the majority of teachers agree with the introduction of English at primary school but that the textbook cannot meet all of the programme objectives.

A study of the textbook used in the first year of intermediate grade to teach English language was conducted by Alswat (2012). The context of the study was Taif in Saudi Arabia, and the views of both female and male teachers were sought in a 79-item questionnaire. The research included a focus on variation in teachers' answers by gender, experience and the link between the two factors. . Findings revealed that the textbook used was rated positively on three of the criteria used, while scoring negatively on six criteria. In addition, Alswat (2012) reports statistically significant variation in responses by gender but not by experience or when viewing experience in combination with gender.

2.2.3 Comments on the empirical studies in Saudi context:

There are a myriad of studies conducted in the Saudi context about textbook evaluation, but none, to the best of the researcher's knowledge,, have been carried out for the fourth grade primary textbook *Get Ready 1and 2* since it was only recently introduced in the fourth grade. Moreover, all of the aforementioned Saudi studies have evaluated textbooks which were published locally, whereas the textbook in the current study was published by an international company (MacMillan) for use within Saudi Arabia's cultural environment. Al-Amri (2008) and Alenezi (2009) conducted their studies on the sixth grade of primary school, whereas the current study is based on the fourth grade English course, which at the time of the previous studies had not yet been introduced. Al-Yousef (2007) and Alswat (2012) conducted their studies on intermediate schools, whereas Khafaji's (2004) study

was conducted at secondary school level. Alenezi (2009) carried out a mixed-method research design in Arar city, which is the same context as the current study, but with male teachers only and with a different textbook. Al-Yousef (2007) conducted a post-use evaluation, whereas the current study carries out a whilst-use evaluation. The current study differs from Al-Amri's study (2008) and Alenezi's study (2009) in the sense that they investigated the opinions of male teachers whereas the current study and Alswat's study (2012) investigate the opinions of both male and female teachers. The researcher has benefited from previous studies in building the tools for the current study.

Chapter 3 Methodology

3.1 Design of the study:

This study will carry out a mixed methods approach by gathering quantitative and qualitative data to evaluate a textbook from teachers' perspectives. According to Johnson et al. (2007), "mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (p.123). Researchers have now become more aware of the value of using mixed methods to collect data. Lodicoe et al. (2006) argue that "educational researchers are increasingly recognizing the value of collecting both quantitative and qualitative data" (p.282).

One of the merits of conducting mixed methods research is that it offers the strengths of both quantitative and qualitative approaches, which lets the researcher take an in-depth look at the context, process and interaction, and also the exact measurement of attitudes and outcomes (Lodicoe et al., 2006). Also, using mixed methods in a study offers the strengths but mitigates the weaknesses of each method (Dörnyei, 2007). Dörnyei (2007) also states that "mixed method research has a unique potential to produce evidence for the validity of the research outcomes through convergence and corroboration of the findings, and it can increase the generalizability – external validity – of the results" (pp. 45-6).

Creswell (2009) states that there are six general categories for carrying out research based on a mixed methods approach. In this study, a sequential explanatory design will

be used, which is described by Creswell (ibid.) as being "characterized by the collection and analysis of quantitative data in the first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results" (p.211). The primary merit of this method is that "it is [a] straightforward design that is easy to implement and analyse, yet which enrich the final findings considerably" (Dörnyei, 2007, p.171). By using a sequential explanatory design, "the quantitative data are often emphasized and the qualitative data are used to illustrate or further explain the quantitative findings" (Lodico et al., 2006, p.284).

In this study, the main focus will be on quantitative data, and qualitative data will be used to help explain and interpret the results of the quantitative data. In the first phase of this study, the researcher will gather quantitative and numeric data by distributing a questionnaire to 30 teachers, both male and female, in primary schools in Arar city. In the second phase, qualitative data will be gathered by conducting interviews with five male teachers only, since the researcher does not have access to female schools to gather data from female teachers: this is for cultural reasons and also the educational policy in Saudi Arabia which segregates boys' and girls' education. The rationale for using mixed methods in this study is to obtain a full and comprehensive understanding of teachers' perspectives, which might be difficult to obtain using only one method. Qualitative data offer a general view of teachers' perspectives and qualitative data elicit an in-depth view.

3.2 Participants:

The participants in this study comprise 30 (male and female) teachers who teach the fourth grade in primary schools in Arar city and they will be selected randomly. The sample will be 15 male teachers and 15 female teachers. In interview, five male teachers

will be chosen. Some of the teachers hold BAs in English education and others hold a diploma in teaching English in the primary stage.

Table (3-1) the distribution of the sample according to gender.

Sex	Frequency	Percent
Male	15	50.00
Female	15	50.00
Total	30	100%

Table (3-2) sample distribution according to qualifications.

Qualification	Frequency	Percent
Diploma	6	20
B.A	24	80
Total	30	100%

Table (3-3) sample distribution according to teaching experience.

English Teaching Experience	Frequency	Percent
Less than one year	3	10.00
1-4 years	1	3.30
5-10 years	2	6.70
More than 10 years	24	80.00
Total	30	100%

3.3 Instruments:

3.3.1 First phase: Questionnaires

As stated before, the researcher will use a questionnaire for teachers (see appendix 3) to gather quantitative data, and it will be available in English. A questionnaire is considered to be one of the most common methods for collecting data in second language research. According to Brown (2001, p. 6), questionnaires are "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". According to Dörnyei (2003, p.8), a questionnaire can measure three types of data about respondents via: (1) factual questions, (2) behavioural questions and (3) attitudinal questions. All of these kinds of questions will be used in the questionnaire of the current study.

- 1- Factual questions are used to request demographic data about the participants, such as age, nationality, qualifications.
- 2- Behavioural questions "are used to find out what the respondents are doing or have done in the past. They typically ask about people's actions, life-styles, habits, and personal history" (ibid.). Such questions will be used to find out how many years students have been studying English and how many years of experience teachers have and if they have completed training courses.
- 3- Attitudinal questions "are used to find out what people think. This is a broad category that concerns attitudes, opinions, beliefs, interests, and values" (ibid.). Such questions will be used to ask how participants evaluate the textbook in different aspects.

The questionnaire is adapted from Al-Sowat (2012), since he carried out his study in Saudi Arabian context, but this study is different in the sample, the textbook, and the region. The questionnaire consists of 55 items and is divided into nine categories; layout and design, objectives, language skills, accompanying materials, cultural values, topics and content, structure and vocabulary, activities and tasks, and teachers' manual. The questionnaire will be a closed-ended design. The main advantage of using closed-ended items is that their coding and tabulation are straightforward and this helps to increase the objectivity (Dörnyei, 2003, p.35). Closed-ended items can greatly increase the reliability of a questionnaire because of the uniformity of measurement (Mackey and Gass, 2005, p.93). Since the aim of this study is to investigate teachers' attitudes, the most suitable rating scale will be a Likert scale.

Oppenheim (1992, pp.188-9) points out that "if we wish to study attitude patterning or to explore theories of attitudes, then probably the Likert procedure will be the most relevant". It is considered the most commonly used scaling technique in survey research (Dörnyei, 2003; Lodico et al., 2006). According to Vanderstoep and Johnston (2009, p.54) a Likert scale is "a type of response alternative in which participants indicate their degree of agreement with a stated attitude or judgement". It is also called an agreement scale since the participants are asked whether they agree or disagree with the statement(s) presented (Lodico et al., 2006, p.108). The number of responses each scale contains differs from one study to another according to the purpose of the study. Some researchers use five responses, others use six, whereas the original Likert scale had five (Dörnyei, 2003, p.37). In this study, the responses for each item on the questionnaire will be five (strongly agree/ agree/ neutral/ disagree/ strongly disagree). These five responses will be given simple weightings of 5, 4, 3, 2 and 1 for scoring purposes.

A Likert scale has some advantages that make it used widely in survey research. Nunan and Bailey (2009, p.134) point to one advantage of using a Likert scale, which is that it provides the researcher with more fine-grained data about attitudes in numerical data form. Oppenheim (1992, p.200) claims that Likert scales help the researcher to obtain more precise information about the respondent's degree of agreement or disagreement.

3.3.1.1 Questionnaire's Validity and Reliability:

It is very important to ensure the validity and reliability of the instruments and results in every study. Cohen et al. (2007, p.133) state that in order to improve the validity of quantitative data, care should be taken in sampling, along with using appropriate instruments and employing appropriate statistical treatments on the data. The researcher has ensured content validity, which refers to "whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes,...) that we are trying to measure"(Muijs, 2004, p.66). In order to achieve this, the researcher did the following (ibid):

- 1- Conducted an extensive search of the literature about textbook evaluation from teachers' perspectives.
- 2- Asked the participants whether the questionnaire was valid for them or not: this is called "establishing face validity".
- 3- Asked a jury of experts and considered their comments to ensure the questionnaires have content validity.

The researcher visited 18 boys' primary schools to distribute questionnaires to male teachers. English teachers were not available in three schools. For female teachers,

questionnaires were sent out to 20 girls' primary schools and only 17 questionnaires returned, two of which were excluded as they were not complete. The results from this phase were used as a guide in the next phase, which will be a qualitative approach. The researcher chose the participants intentionally, based on their results in the first phase, in order to clarify certain points and achieve an in-depth understanding.

3.3.2 Second phase: Interviews

The researcher gathered qualitative data by carrying out interviews (see Appendix 4) with five teachers in order to clarify some areas needing more detail. This technique can enrich the findings by combining quantitative and qualitative data, and this may remedy the weaknesses of quantitative data, which may be superficial and not deep enough, by "adding flesh to the bones" (Dörnyei, 2007, p.171). The researcher conducted semi-structured interviews, which offer a compromise between two extremes: "although there is a set of prepared guiding questions, the format is open-ended and the participants are encouraged to give more explanation" (Dörnyei, 2007, p.136). According to Mackey and Gass (2005), a semi-structured interview is when "the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information" (p.173).

The researcher had prepared questions and topics to discuss with the teachers, while at the same time they were given the freedom to discuss any new topics they wanted, and of course these new topics will help in generating further questions. The participants were chosen intentionally, according to their results in the quantitative data, so that the researcher could obtain a good spread of the respondents' characteristics (Oppenheim, 1992, p.68). The interview was planned to be conducted in English, but since all of the teachers refused to participate in English, the interview

questions were translated into Arabic. The interviews were held in the meeting room in teachers' schools during their free hours. They were tape-recorded with participants' permission and each one took approximately 15 minutes.

3.3.2.1 Interviews' Validity and Reliability:

The validity and reliability of interviews should be ensured and the criteria used to achieve those are different from the criteria used for quantitative data. The validity of interviews is too often decided on the basis of face validity, which is "whether the questions asked look as if they are measuring what they claim to measure" (Cohen et al., 2007, p.150). Bias is one reason for invalidity, which is defined as "a systematic or persistent tendency to make errors in the same direction, that is, to overstate or understate the "true value" of an attribute" (Lansing et al., 1961, cited in Cohen et al., 2007, p.150). The researcher carried out member checks by showing each participant in the interview how the researcher had interpreted the results, and stating that if there were any misinterpretation, that this would be corrected in the final report. Moreover, the researcher used peer debriefing, which is defined by Cohen et al. (2007, p.188) as a process in which "a peer is asked to review the data to suggest if the researcher is being too selective, e.g. of individuals, of data, of inference to ensure the validity". The researcher sent the data to two colleagues to examine the transcripts and the final report of the data to ensure the validity.

3.4 Pilot study:

Dörnyei (2003, p.63) points out that 'field testing' is an important part of questionnaire: that is, piloting the questionnaire at different phases of its development on a sample of people who are correspondent to the target sample the instrument has been planned for. This will help to test the validity and decrease the errors possibility that might affect the results. After constructing the questionnaire, it was piloted in two

stages, first: it was sent to two experts from North Border University and the General Directorate of Education in Arar to request their comments and feedback in order to increase the validity of the instruments. Second, it was piloted on five English language teachers who teach the fourth grade primary in Arar city. This was done to obtain their feedback about how the instruments work and whether they do the job they have been designed for, so that the researcher can make any necessary modifications before the final version of the questionnaire is sent out. Also, the interview was piloted on two teachers who teach the textbook to obtain their feedback about the interview. The pilot study did not reveal any problems in terms of ambiguity and timing and they stated that the questions were understandable and logically organized.

3.5 Data analysis:

This study gathered both quantitative and qualitative data via questionnaires and interviews. The Statistical Package for the Social Sciences (SPSS) was used to give descriptive statistics. Frequencies, standard deviations, means and percentages were calculated for each item. Data collected through interviews was transcribed, content-analysed and grouped according to the nine criteria used in this study. The results were presented in tables.

3.6 Ethical considerations:

Carrying out educational research involves human beings, and this requires some ethical considerations to be considered. Dörnyei (2007, p.67) states that “the primary principle of research ethics is that no mental or physical harm should come to the respondents as a result of their participation in the investigation”. Another important issue is that the researcher should obtain a signed consent form (see Appendix 2) from all participants. Obtaining a written consent form from participants is the first step that

must be taken, especially if there are regulations governing ethical practice in a country (Dörnyei, 2007, p.69). Mackey and Gass (2005) state that the purpose of the consent form is to ensure that participants are supplied with enough information to make informed voluntary decisions about participating. This can be done by including information about:

- The procedures and purposes of the research.
- The potential risks and benefits of the research.
- The methods by which participants will be assigned to groups and what those group assignments might entail in terms of treatment.
- Whom to contact with questions regarding the study or their rights as participants.
- The specific steps that will be taken to ensure confidentiality and anonymity" (p.29).

Participants should be assured that the data collected will be kept confidential and will only be used for the research purpose, and that their identity will be protected. Mackey and Gass (2005, p.29) state that "researchers are advised to make it clear from the beginning that all information will remain confidential and anonymous wherever possible, and to explain the various steps that will be taken to protect the learners' anonymity (e.g. using numbers instead of names to refer to participants, not revealing identifying information, discussing the location of records and who will have access to them)". Since the study will contain recorded or transcribed data from carrying out interviews, the researcher "must make sure the respondents are not traceable or identifiable" (Dörnyei, 2007, p.68). Also, the participants should know that they have the right to refuse to answer any question or to withdraw from the study at any time without giving any justification. In the study, participation is voluntary and participants have the right to withdraw from the study at any time without giving any explanation

(Dörnyei, 2007, p.68). In addition, there is another important issue about research ethics which concerns the honesty and integrity of the researcher, not only the legalistic issues of the research. Another important issue that should be taken into account in the Saudi context is that of the need to avoid conducting a face to face interview with female teachers. This is for cultural reasons and also the educational policy in Saudi Arabia, which segregates boys' and girls' education.

Dörnyei (ibid.) cites several points that describe the general responsibilities of the researcher in the educational field, and which are taken from the Ethical Standards of the American Educational Research Association (AERA 2002), and which include the following:

- 1- An educational researcher "must not fabricate, falsify or misrepresent authorship, evidence, data, findings or conclusions".
- 2- An educational researcher "must not knowingly or negligently use their profession role for fraudulent purposes".
- 3- An educational researcher should "attempt to report their findings to all relevant stakeholders, and should refrain from keeping secret or selectively communicating their findings" (pp.66-7).

Because of these concerns, the researcher carried out member checks by showing each interview participant how the researcher has interpreted the results, and any misinterpretations are corrected in the final report. Moreover, the researcher provided a copy of the final results and report to all participants. Permission to carry out a survey in schools was obtained from the General Directorate of Education in the North Border Zone.

Chapter 4: Results and Discussion

4.1 Introduction:

In this chapter, the results of the study will be presented and the findings will be discussed. The results of the questionnaires will be presented in tables. The findings of the interviews will be used to verify the findings of the questionnaire and to give deeper insight into teachers' opinions. Also, a discussion of these findings will be provided.

4.2 Data Analysis:

After collecting data from the questionnaire, data was encoded and entered into the computer, and then processed using statistical analysis software. The researcher used the Statistical Package for Social Sciences (SPSS) software to analyse the data. Following this, a set of statistical methods to extract the results were calculated. The researcher used Cronbach's Alpha, Pearson correlation coefficient, frequencies, percentages, means, and standard deviations (for more details about the results of these, see Appendix 3). For the purpose of interpreting the findings of the study, the following ratings are referred to:

Mean Value		Interpretation
From	To	
1	1.79	Strongly disagree
1.80	2.59	Disagree
2.60	3.39	Neutral
3.40	4.19	Agree
4.20	5	Strongly agree

4.3 Research questions' answers:

Answer to Question (1): How effective is the textbook in terms of design and the layout?

Table (4-1): teachers' perception on the **Layout and Design** of the textbook.

No.	Statement	Mean	SD
1	The visual design and the layout of the book are attractive.	4.60	0.675
2	The book has a complete and detailed table of contents.	4.47	0.776
3	The units are well organized and offer easy progression.	4.33	0.884
4	The pictures and graphics of the textbook motivate students to participate.	4.30	0.702
5	Illustrations, tables, figures, graphs, etc. are relevant and functional.	4.40	0.724
6	An adequate vocabulary list or glossary is included.	4.43	0.817
	OVERALL	4.40	0.573

As Table (4-1) indicates, item (1) received the highest mean score (4.60) which shows that teachers strongly agreed that the visual design and the layout of the book are attractive. Also, it is clear that all other items had a mean score of more than 4.20 which means that teachers strongly agreed with all of the statements. The overall mean score of this part (**layout and design**) is 4.40, and this means that the teachers strongly agreed with the statements in this section.

Interviews with five teachers also supported the findings of the questionnaire. The teachers were asked to give some advantages of the textbook. All of them stated that the design and the layout of the textbook was one of its best features. They all agreed that the textbook was attractive: especially for young learners, and that it encouraged and motivated students for learning. Also, they stated that pictures and drawings had functional purposes, not merely cosmetic purposes.

These findings revealed that teachers are very satisfied with the textbook in terms of layout and design.

Answer to Question (2): How effective is the textbook in terms of fulfilling the objectives for English teaching for the relevant level in Saudi Arabia?

Table (4-2): Teachers' perceptions on the **Objectives** of the textbook.

No.	Statement	Mean	SD
1	The textbook fulfils the objectives of teaching English in the fourth grade primary.	4.27	0.907
2	The objectives of the materials correspond to the needs of the learners.	4.37	0.890
3	The objectives recognize individual differences.	4.40	0.724
4	The objectives of the materials suit the level of the learners.	4.13	0.973
5	The objectives can be covered within the time allocated for the textbook.	4.27	0.868
6	The objectives are realistic.	4.37	1.159
	OVERALL	4.33	0.684

Table (4-2) shows that item (3), which stated that the objectives recognize individual differences, received the highest mean score 4.40, whereas item (4), which stated that the objectives of the materials suit the level of the learners, got the lowest mean score of 4.13. All other items obtained a mean score of more than 4.20, which means that teachers strongly agreed with them. Generally, the mean score of all statements in this section (**objectives**) were 4.33, and this means that the responses of teachers in this section were in strong agreement with the statements.

The interview results supported the findings of the questionnaire. Teachers were asked: 'Do you think the objectives of teaching English in the fourth grade primary can be achieved by using this textbook?'. All of the participants stated that the textbook was effective in achieving the objectives for teaching English at this stage. Also, they believed that the textbook meets the needs of the learners and it takes into consideration the individual differences between students. However, two of the teachers stated that the textbook cannot achieve the objectives related to speaking skills because of the lack of communicative exercises.

These findings indicate that there is a consensus between teachers that the objectives of the textbook are appropriate and meet the needs of the learners, and also that it can achieve the general objectives of teaching English in the 4th grade of primary school in Saudi Arabia.

Answer to Question (3): How effective is the textbook in terms of skills development?

Table (1-3): Teachers' perception of **Skills** in the textbook.

No	Statement	Mean	SD
1	The material provides the four language skills.	4.47	0.937
2	Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.	4.53	0.629
3	The materials for listening are accompanied by activities which help comprehension.	4.07	1.015
4	The materials for spoken English (dialogues, role play, communication activities etc. are designed to equip learners for real life interaction.	3.97	0.765
5	The reading passages are associated with pre/while/post reading activities.	3.70	0.837
6	Relevant skills are catered for in the textbook such as critical thinking, problem solving.	2.50	1.253
	OVERALL	3.47	0.538

As Table (4-3) indicates, item (2) gained the highest mean score of 4.53, which means that teachers strongly agreed with it, while item (6) received the lowest mean score of 2.50, which indicates that teachers disagreed with it. Item (1) gained a mean score of 4.47, which means that teachers strongly agreed, while items 3, 4 and 5 gained mean scores of 4.07, 3.97 and 3.70 respectively, which means that teachers agreed with them. Generally, the mean score of all statements in this section (**skills**) was 3.47, and this means that the teachers generally agreed with statements in this section.

The findings from the interviews revealed that teachers stated that the textbook was not optimally designed to equally satisfy all the required skills, but that it did,

nevertheless, generally satisfy the requirements of English language skills development. The four skills are, according to the teachers, satisfactorily covered in the textbook. They are not, however, given equal weight. Focus tends to be significantly more on writing and reading, than on listening and conversation skills. Teachers also stated that there was a shortage of communicative exercises to enable students to use the language in real life interactions. As a result, this may have an effect on the achievement of the objectives related to speaking skills. These findings reveal overall however that teachers are satisfied with the textbook in terms of skills.

Answer to Question (4): How effective is the textbook in terms of its supplementary materials?

Table (4-4): teachers' perceptions on the **Supplementary Materials** of the textbook.

No.	Statement	Mean	SD
1	The posters and flash cards accompanying the book are attractive and suitable.	2.07	1.172
2	The CD-ROM that accompanies the book is suitable.	3.03	1.351
3	The CD-ROM that accompanies the book is available to every student.	4.47	1.008
4	The textbook's web site provide the learners with more exercises.	4.60	0.724
5	The textbook's web site provide the teachers with teaching resources.	3.70	1.055
	OVERALL	3.93	0.602

The above table (4-4) shows that item (4) gained the highest mean score 4.60 while item (1) gained the lowest mean score 2.07 which means that teachers disagreed that the posters and flash cards accompanying the textbook were attractive and suitable. Teachers were neutral on item (2), with a mean score of 3.03. Teachers strongly agreed with item (3) and agreed with item (5), with mean scores for these items of 4.47 and 3.70 respectively. The overall mean score for this section (**Supplementary Materials**) is 3.93, which means that the responses of teachers about this part were generally in agreement with the statements.

The findings of the interviews explained why item (1) gained the lowest mean score: this was because the posters and flashcards were not available in the teachers' schools. Moreover, they stated that the CD accompanying the textbook was effective in providing students with more exercises to do at home. However, they could not use the CD at school since classrooms were not prepared with devices such as headphones or computers to make full use of the CD. Teachers also stated that they suffer from this especially when they want to teach students listening skills. In general, these findings revealed that teachers are satisfied with the textbook in terms of supplementary materials.

Answer to Question (5): How effective is the textbook in terms of topics and content?

Table (4-5): teachers' perceptions on the **Topics and Contents** of the textbook.

No.	Statement	Mean	SD
1	The topics of the book are varied and interesting.	3.87	1.106
2	The topics are familiar to the learners.	4.73	0.521
3	The topics are suitable to the age of the learners.	4.47	0.681
4	The topics are suitable to the grade level of the learners.	4.53	0.629
5	The textbook covers most language skills.	4.37	0.809
6	The content does not conflict with students' social beliefs.	4.23	0.817
	OVERALL	4.48	0.512

Based on Table (4-5), item (2), which stated that the topics are suitable to the age of the learners, gained the highest mean score of 4.73. The lowest mean score was with item (1) at 3.87 which indicates that teachers agreed with it. The other items, 3, 4, 5 and 6, gained high mean scores, which indicates that teachers strongly agreed with them since they gained 4.47, 4.53, 4.37 and 4.23 respectively. Generally, the mean score of all items in this section (**Topics and Contents**) was 4.48, which means that the responses of teachers were generally in strong agreement.

The findings of the interview supported the results of the questionnaire. Teachers were asked: 'What do you think about the topics of the textbook? Are they suitable for young

learners? Are they interesting?'. All of the teachers claim that the topics of the textbook are suitable for young learners and motivates them for participating. Also, they stated that the topics were varied and very interesting for young learners since the textbook covers topics such as 'my classroom', 'my family', and 'animals'. In general, these findings reveal that teachers are very satisfied with the textbook in terms of topics and content.

Answer to Question (6): How effective is the textbook in terms of reflecting Saudi cultural values?

Table (4-6): teachers' perceptions on the **Culture Values** of the textbook.

No.	Statement	Mean	SD
1	The content suits the learners' current knowledge and culture.	4.53	0.629
2	The teaching of the target culture motivates the learners to explore their own culture.	4.67	0.606
3	The content serves as a window into learning about the target language culture.	4.53	0.681
	OVERALL	4.54	0.622

Regarding the cultural values of the textbook, Table (4-6) shows that teachers strongly agreed with all items that the cultural values of this textbook were suitable for the Saudi culture. Item (2) gained the highest score of 4.67, whereas items 1 and 3 gained the same score, at 4.53. Generally, the mean score of all items in this section **Culture Values** was 4.54, which means that the responses of teachers were generally in strong agreement with the statements.

In the interviews, all teachers confirmed the findings of the questionnaire by saying that one of the best features of the textbook is that it does not conflict with the cultural values of the Saudi environment, even though it was published by global company. They stated that all of the components of the textbook such as pictures, topics, and contents are appropriate and do not contradict the religion and the culture of the Saudi context.

In general, these findings reveal that teachers are very satisfied with the textbook in terms of cultural values.

Answer to Question (7): How effective is the textbook in terms of structure and vocabulary?

Table (4-7): teachers' perceptions on the **Structure and Vocabulary** of the textbook.

No.	Statement	Mean	SD
1	The grammatical rules are presented in a logical manner and in increasing order of difficulty.	4.43	0.817
2	The new structure is integrated in varying contexts and situations.	4.30	1.022
3	The grammatical points are presented with brief and easy examples and explanations	4.27	0.691
4	The vocabulary load seems to be reasonable for the level of the learners.	4.00	0.983
5	There is sufficient written practice of the grammatical concepts that lead to communicative use of the language.	4.23	0.568
6	The progression of vocabulary items is appropriate.	3.93	0.944
7	The vocabulary is functional, thematic, authentic, and practical.	4.43	0.568
8	There is sufficient oral practice of the grammatical concepts that leads to communicative use of the language.	4.43	0.679
	OVERALL	4.13	0.512

Table (4-7) deals with the structure and the vocabulary of the textbook. It is clear that items 1.7 and 8 gained the highest mean score of 4.43, which means that teachers strongly agreed with these items. Item (6) gained the lowest mean score, at 3.93, which means that teachers agreed with this item. Teachers strongly agreed with items 2, 3, and 5 since the mean scores for them 4.30, 4.27, and 4.23 respectively. Item (4) gained the second lowest mean score 4.00 which means teachers agreed with it. The overall mean score for this section **(Structure and Vocabulary)** is 4.13, which means that teachers agreed that the textbook was effective in terms of structure and vocabulary.

In the interviews, teachers were asked 'What do you think about the presentation of vocabulary and language items? How effective are they in motivating and teaching the

students?'. The interviews revealed that teachers think that the method of presenting new vocabulary and grammar is very effective in motivating students to learn and understand new language items. They also stated that the means of linking the new vocabularies with pictures is very helpful for the students to understand the meanings of the new vocabulary. In general, these findings revealed that teachers were satisfied with the textbook in terms of structure and vocabulary.

Answer to Question (8): How effective is the textbook in terms of activities and tasks?

Table (4-8): teachers' perceptions on the **Activities and Tasks** of the textbook.

No.	Statement	Mean	SD
1	There are a variety of activities in the textbook.	3.47	0.819
2	The instructions in the material are sufficient.	4.57	0.774
3	There are instructions to explain how the exercise should be done.	4.43	0.935
4	The instructions in the material are clear.	4.43	0.971
5	The number of activities is suitable.	4.57	0.728
6	There are interactive activities that require students to use new vocabulary to communicate.	4.53	0.730
7	The activities facilitate students' use of grammatical rules by creating situations in which these rules are needed.	4.07	0.980
8	The textbook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	3.77	0.971
9	An adequate set of evaluation quizzes or testing suggestions is included.	3.40	0.894
	OVERALL	4.17	0.563

As shown in Table (4-8), teachers strongly agreed with items 2, 3, 4, 5 and 6, since all of them gained mean scores of over 4.20. Also, teachers agreed with items 1, 7, 8, and 9, since the mean score they gained were 3.47, 4.07, 3.77 and 3.40 respectively. Generally, teachers agreed that the textbook was effective in terms of tasks and activities, since the total mean score of this section is 4.17.

From the interviews, teachers pointed out some shortcomings of the exercises in the textbook, as they stated that the exercises do not take into consideration the individual differences between students. Also, two of the teachers stated that the same exercises

are repeated in every unit, so there is not enough diversity in the exercises. Moreover, the teachers stated that the exercises do not help the students to be autonomous learners. In general however, these findings revealed that teachers are satisfied with the textbook in terms of activities and tasks.

Answer to Question (9): How effective is the textbook in terms of the teachers' manual?

Table (4-9): teachers' perceptions on the **Teacher's Manual** of the textbook.

No.	Statement	Mean	SD
1	The teacher's manual is informative.	3.83	0.913
2	The teacher's manual suggests an appropriate, concise method for teaching each lesson.	4.57	0.679
3	The teacher's manual helps the teachers understand the objectives of the textbook.	4.47	0.900
4	The manual gives instructions on how to incorporate audio-visual materials produced for the textbook.	4.60	0.675
5	The manual provides additional exercises for reinforcing various language skills in the textbook.	4.50	0.572
6	The teacher's manual is available for every teacher.	4.03	0.964
	OVERALL	4.32	0.689

Table (4-9) summarized teachers' perceptions on six statements about teachers' manual of the textbook. Teachers strongly agreed with 4 items 2, 3, 4, and 5 since they gained 4.57, 4.47, 4.60, and 4.50 respectively. Also, teachers agreed with item 1, which gained a 3.83 mean score, and item 6, which gained 4.03. The teachers' manual was not available to all teachers, as the results indicated. The overall mean score of teachers' opinions about the teachers' manual indicates that they strongly agreed, at 4.32. These findings reveal that teachers are very satisfied with the textbook in terms of the teachers' manual.

There are other findings from the interviews with the 5 teachers, which are not related to the nine categories of the questionnaire. Teachers were asked, 'how effective do you

think the textbook is as a foundation for young learners?`. Teachers agreed that the textbook is very effective as a foundation for young learners, since it covers the basics of the English language and starts with the most important features that the students should learn when they first have contact with the language, such as letters, numbers, and simple words that they use in their daily life. Also, teachers were asked, `do you think that two classes per week are enough to teach all the components of the textbook? Why?`. All of the teachers thought that two classes per week were enough to deliver all the components of the textbook since the textbook is not too long. However, teachers stated that if they want to bring in external materials for more practice or if they wish to plan more revision to check students' understanding, two classes are not enough. Moreover, they added that it would be difficult for them to finish all the components of the textbook if they did not receive the textbook at the beginning of the term, as happened in the first term of this year when they received the books three weeks after the beginning of the term. Also, teachers were asked, `can you tell us some advantages and disadvantages of the textbook if there are any?`. They gave several advantages, such as:

- 1- The textbook focuses on the basics of the English language.
- 2- The language used in the examples and instructions are simple and clear.
- 3- The design and the layout of the textbook are attractive and interesting for young learners.
- 4- The method of introducing new words by linking them with pictures.
- 5- The topics are varied and interesting and suitable to Saudi culture.

They also pointed out some disadvantages of the textbook such as:

1-The exercises do not take into consideration the individual differences between students and also the same types of exercises are repeated in every unit.

2- Some of the skills that students expected to acquire at the end of the year are difficult to achieve especially those related to writing skill.

3- The flash cards and the poster of the textbook are not available.

4.4 Conclusion:

The findings of the current study revealed that the teachers in general are satisfied about the textbook in all of the categories. The cultural values category gained the highest mean score, with 4.54 out of 5.00, whereas the skills category gained the lowest mean score, with 3.47 out of 5.00. The mean score for all of the statements indicate that teachers strongly agreed with 5 categories; layout and design, objectives, topics and content, cultural values, and teacher's manual. Further, they agreed with 4 categories; skills, supplementary materials, structure and vocabulary, and activities and tasks. In general, the textbook seems to be highly appropriate, according to the teachers' perspectives.

Table (4-10) Mean score and SD for all categories

NO.	Category	Mean	SD
1	Layout and design	4.40	0.573
2	Objectives	4.33	0.684
3	Skills	3.47	0.538
4	Supplementary materials	3.93	0.602
5	Topics and content	4.48	0.512
6	Cultural values	4.54	0.622
7	Structure and vocabulary	4.13	0.512
8	Activities and tasks	4.17	0.563
9	Teacher's manual	4.32	0.689

Chapter5: Conclusion, Recommendations & Limitations

5.1 Conclusion:

This study has attempted to evaluate the effectiveness of the English language textbook of the fourth grade primary in Arar city, Saudi Arabia, from teachers' perspectives. The study evaluated the textbook in terms of design and layout, objectives, language skills, cultural values, accompanying materials, topics and content, structure and vocabulary and activities and tasks, teachers' manual. It is very important to conduct ELT textbook evaluation so as to ensure that ELT textbooks can effectively facilitate the attainment of our teaching objectives. Wrong choices of textbooks would be likely to negatively affect both teaching and learning processes and financial resources would also be wasted (Mukundan, 2007; Sheldon, 1988). The significance of such a process is to discover the merits and demerits of the textbook which might act as a springboard for encouraging further improvement or raising awareness of modern English teaching methods. Based on the findings of the questionnaires and the interviews, the following conclusions are drawn:

1. In general, teachers felt that they are very satisfied with the textbook in terms of layout and design, objectives, topics and content, cultural values, and teacher's manual, whereas they were satisfied in terms of skills, supplementary materials, structure and vocabulary, and activities and tasks.
2. Teachers felt that the textbook did not give equal weight to all language skills.
3. Teachers reported that the textbook failed to provide relevant skills such as critical thinking and problem solving.

4. Teachers reported that the flash cards and posters of the textbook were not available at schools.
5. Most of the teachers reported that they did not use the CD in teaching as the classes were not prepared with the equipment to help in integrating the CD in the teaching process.
6. Teachers felt that the exercises were not varied enough and also that they do not take into account the individual differences between students.
7. Teachers reported that there is a shortage of communicative exercises to enable the students to use the language in their real life.

5.2 Recommendations:

- 1- Based on the findings of the study, which revealed that teachers were satisfied with the textbook, it is recommended to keep on using the textbook with some supplementary materials, since it is difficult to find a textbook which satisfies teachers.
- 2- The textbook should be supplemented with additional materials for speaking and listening skills.
- 3- The textbook should be supplemented with more varied exercises which take into account the individual differences between students.
- 4- The flash cards, posters and teachers' manual should be made available at all schools.
- 5- The textbook should be provided to the students and teachers at the beginning of the term.
- 6- The textbook should be supplemented with additional materials which provide relevant skills, such as critical thinking and problem solving.

7- Classes should have access to the necessary equipment to exploit all of the supplementary materials of the package.

8- The textbook should be supplemented with more communicative exercises in order to help the students to use the language items that they have learned.

9-Workshops about how to deliver the new textbook and ways in which it can be supplemented should be held for teachers at the beginning of the academic year, as well as regular meetings with the supervisors throughout the year to discuss any emerging problems.

5.3 Limitations of the study:

The primary limitation of this study is the time constraint, since this study was carried out in two phases; it would have required too much time if it had been completed in one phase. The time constraint affected other aspects, such as the sample of the study and the amount of data. It would have been beneficial to carry out a second interview with the participants to identify whether the results from the first study would converge with the second. This would strengthen the validity of the study, but this is not possible because of time constraints. Another limitation is that the study took place in Arar city and all the participants were from the same city, while the purpose of the study is to evaluate a textbook used in the fourth grade of primary schools. Therefore, the result may not be generalizable to include other samples, other textbooks or other cities. Also, the number of participants in the study is limited, and this may affect the results of the study. If the sample size were bigger, the results would be more representative of the target population.

5.4 Suggestions for future research:

1. In this study, a macro evaluation of a textbook was conducted. This could be complemented by a micro evaluation study. The micro-evaluation study, which is at the task level, could be implemented for this textbook. Furthermore, a combination of both macro and micro evaluation studies would provide extensive feedback and help to identify both weaknesses and strengths of the materials concerned.
2. A further study could be conducted to evaluate the other textbooks in the same series (Get Ready 3, 4, 5 and 6), which are designed for other levels, in order to observe cohesiveness.
3. Since the current study is the first study conducted to evaluate the textbook entitled "Get Ready 1 & 2", the results need to be verified with a larger group of teachers from different regions of Saudi Arabia.
4. A further study could be conducted to evaluate the textbook from students' perspectives.
5. A further study might be conducted to investigate the whole programme for teaching English as a foreign language in Saudi Arabia.
6. Since the current study was conducted on a whilst-use basis, another study could be conducted after the textbook has been used (post-use evaluation).

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Appendix 1

Aims of teaching English in Saudi Arabia:

1. Improve social, professional and intellectual capabilities.
2. Attain the language skills required for communication with other speakers of English.
3. Attain competences in English language which will be required in a range of real-life contexts.
4. Achieve the level of language ability needed for a range of professional roles.
5. Become aware of the role of English in global communication.
6. View the process of learning English in a positive light.
7. Achieve linguistic development to allow awareness of Saudi Arabia's social economic and cultural concerns and allow them to help address these concerns.
8. Achieve sufficient language skills to inform and educate regarding the concepts of Islam and to promote Islam.
9. Achieve sufficient language skills to inform and educate regarding Arab culture and civilization.
10. Gain knowledge from other, English-speaking societies, in the interests of global respect, understanding and co-operation.
11. Achieve the necessary skills in English to allow the country to benefit from newly-emerging technology and scientific knowledge across the globe
12. Possess the linguistic ability to discuss Islamic concepts and concerns and to contribute in promoting (Al-Hajailan, 2005).

*** Aims of teaching English in the 4th grade primary (Altayar, 2012):**

1. Learn the basics of the English language that would form the foundation of its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand simple English language.
5. Express themselves orally using simple English language
6. Read and understand simple written English language materials.
7. Write simple guided sentences in English language.

Appendix 2: Consent Form to Participate in Research

Project Name: A Teacher-Based Evaluation of the English Language Textbook (Get Ready1&2) for Saudi fourth grade primary

Introduction

You are invited to consider participating in this research study. I will evaluate the effectiveness of the English language textbook (Get Ready1&2) for the fourth grade primary in Saudi Arabia; Arar city. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate or not is yours, if you decide to participate, please sign and date the last line of this form.

Explanation of the study

In this study, I will carry out a macro evaluation for the English language textbook (Get Ready1&2) for the fourth grade primary school. The study will be from teachers' perspectives in terms of: layout and design, objectives, activities and tasks, skills, topics and content, supplementary materials, teachers' manual, culture values, and structure and vocabulary. A questionnaire will be distributed to 30 teachers. An interview will be conducted with 5 teachers and it will be recorded with their permission.

Confidentiality

All of the information collected will be confidential and will only be used for research purposes. This means that your identity will be anonymous, in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name will not be used. The data will be stored in a computer, and only the researcher will have access to it.

Your participation

Participating in this study is strictly voluntary. That means you do not have to be a part of the study. If at any point you change your mind and no longer want to participate, you can withdraw your participation at any stage of the study.

Investigator's statement: I have fully explained this study to the participants. I have discussed the activities and have answered all of the questions that the participants asked. If necessary, I have translated key terms and concepts in this form and explained them orally.

Signature of investigator

Date

Participant's consent: I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature

Date

Thank you for your help.

For further queries: E-mail: boldman111@hotmail.com

mobile phone:

Appendix 3: Questionnaire

A Teacher-Based Evaluation of the English Language Textbook (Get Ready 1&2) for Saudi Fourth Grade Primary

Name: (optional).....

School: (optional).....

Nationality:

☐ Saudi

☐ Non-Saudi

Sex: ☐ male ☐ female

Qualification: ☐ Diploma ☐ B.A ☐ M.A

English Teaching Experience:

☐ Less than one year ☐ 1-4 years ☐ 5-10 years ☐ More than 10 years

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

If yes, your e-mail address.....

Would you like to be interviewed? ☐ Yes ☐ No

If yes, your mobile phone.....

INSTRUCTION:

To respond to this questionnaire, please check (✓) in the appropriate choice as follows:

- 1- Strongly disagree.
- 2- Disagree
- 3- Neutral.
- 4- Agree.
- 5- Strongly agree.

	Layout and Design	1	2	3	4	5
1	The visual design and the layout of the book are attractive.					
2	The book has a complete and detailed table of contents.					
3	The units are well organized and offer easy progression.					
4	The pictures and graphics of the textbook motivate students to participate.					
5	Illustrations, tables, figures, graphs, etc. are relevant and functional.					
6	An adequate vocabulary list or glossary is included.					
Objectives						
7	The textbook fulfils the objectives of teaching English in the fourth grade primary.					
8	The objectives of the materials correspond to the needs of the learners.					
9	The objectives recognize individual differences.					
10	The objectives of the materials suit the level of the learners.					
11	The objectives can be covered within the time allocated for the textbook.					
12	The objectives are realistic.					
Skills						
13	The material provides the four language skills.					
14	Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.					
15	The materials for listening are accompanied by activities which help comprehension.					
16	The materials for spoken English (dialogues, role play, communication activities etc. are designed to equip learners for real life interaction.					
17	The reading passages are associated with pre/while/post reading activities.					
18	Relevant skills are catered for in the textbook such as critical thinking, problem solving.					
Supplementary Materials						
19	The posters and flash cards accompanying the book are attractive and suitable.					
20	The CD-ROM that accompanies the book is suitable.					
21	The CD-ROM that accompanies the book is available to every student.					

22	The textbook's web site provide the learners with more exercises.					
23	The textbook's web site provide the teachers with teaching resources.					
Topics and Contents						
24	The topics of the book are varied and interesting.					
25	The topics are familiar to the learners.					
26	The topics are suitable to the age of the learners.					
27	The topics are suitable to the grade level of the learners.					
28	The textbook covers most language skills.					
29	The content does not conflict with students' social beliefs.					
Culture Values						
30	The content suits the learners' current knowledge and culture.					
31	The teaching of the target culture motivates the learners to explore their own culture.					
32	The content serves as a window into learning about the target language culture.					
Structure and Vocabulary						
33	The grammatical rules are presented in a logical manner and in increasing order of difficulty.					
34	The new structure is integrated in varying contexts and situations.					
35	The grammatical points are presented with brief and easy examples and explanations					
36	The vocabulary load seems to be reasonable for the level of the learners.					
37	There is sufficient written practice of the grammatical concepts that lead to communicative use of the language.					
38	The progression of vocabulary items is appropriate.					
39	The vocabulary is functional, thematic, authentic, and practical.					
40	There is sufficient oral practice of the grammatical concepts that leads to communicative use of the language.					
Activities and Tasks						
41	There are a variety of activities in the textbook.					
42	The instructions in the material are sufficient.					
43	There are instructions to explain how the exercise should be done.					
44	The instructions in the material are clear.					
45	The number of activities is suitable.					
46	There are interactive activities that require students to use new vocabulary to communicate.					
47	The activities facilitate students' use of grammatical rules by creating situations in which these rules are needed.					
48	The textbook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.					
49	An adequate set of evaluation quizzes or testing suggestions is included.					
Teacher's Manual						
50	The teacher's manual is informative.					
51	The teacher's manual suggests an appropriate, concise method for teaching each lesson.					
52	The teacher's manual helps the teachers understand the objectives of the textbook.					
53	The manual gives instructions on how to incorporate audio-visual materials produced for the textbook.					
54	The manual provides additional exercises for reinforcing various language skills in the textbook.					
55	The teacher's manual is available for every teacher.					

Thank you f or your participation.

Appendix 4: Interview Questions

1. Do you think the objectives of teaching English in the fourth grade primary can be achieved by using this textbook?
- 2- How effective do you think the textbook is as a foundation for young learners?
3. What do you think about the presentation of vocabulary and language items? How effective are they in motivating and teaching the students?
- 4- What do you think about the topics of the textbook? Are they suitable for young learners? Are they interesting?
- 5- How effective do you think the supporting materials in providing the students with extra practice?
- 6- Do you think that two classes per week are enough to teach all the components of the textbook? Why?
- 7- Can you tell us some advantages and disadvantages of the textbook if there are any?
- 8- Do you have any suggestions for improving the textbook or improving the English language teaching in the fourth grade primary in general?

Appendix 5: Ethical Approval

University of
Salford
MANCHESTER

Colleges of Arts & Social Sciences and Business & Law
College Ethical Approval Panel for Taught Programmes

Sheila Cross, Secretary to Panel
College Teaching & Learning Office, Room 626, Maxwell Building
Email: Cass-tandlteam@salford.ac.uk | Tel: 0161 295 2099

PART C - Application Form for Ethical Approval for Taught Programmes

To be completed by Supervisor

Reference Number: (Office Use only)
Researcher's Name:
Abdullah Deyap Arar Alenezi
Supervisor's Name and Signature:
Sue Bromby
Title of Research and Project Focus:
A Teacher-Based Evaluation of The English Language Textbook (Get Ready 1) for Saudi Fourth Grade Primary. A macro evaluation of (Get Ready 1) textbook which was published by Macmillan in 2013. This textbook is considered as a foundation stone for teaching English in Saudi Arabia. The sample of this study will be teachers (male and female) from primary schools in Arar city.

Date application received by Supervisor:8/10/2013.....

Please tick appropriate box below by double-clicking on the box:

- ☒ **Ethical Approval Granted**
(Please send copy of form to student to include in their dissertation).
- ☐ **Ethical Approval Rejected**
(If rejected please consult with researcher as to the required changes).
- ☐ **Ethical Approval Referred**
(If Supervisor has queries or concerns in relation to this application please fill

Appendix 6: Results of the study

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the layout and design of the textbook.

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
1-The visual design and the layout of the book are attractive.	20	1	0	9	0	4.60	0.675
	66.7	3.3	00.0	30.0	0		
2-The book has a complete and detailed table of contents.	18	1	2	9	0	4.47	0.776
	60.0	3.3	6.7	30.0	0		
3-The units are well organized and offer easy progression.	15	0	2	12	1	4.33	0.884
	50.0	0.0	6.7	40.0	3.3		
4-The pictures and graphics of the textbook motivate students to participate.	13	0	4	13	0	4.30	0.702
	43.3	0.0	13.3	43.3	0		
5- Illustrations, tables, figures, graphs, etc. are relevant and functional.	16	0	4	10	0	4.40	0.724
	53.3	0.0	13.3	33.3	0.0		
6- An adequate vocabulary list or glossary is included.	18	1	3	8	0	4.43	0.817
	60.0	3.3	10.0	26.7	0.0		
	4.400						0.573

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the objectives of the textbook.

Statement	Strongly agree	Agree	neutral	disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
The textbook fulfils the objectives of teaching English in the fourth grade primary.	15	2	3	10	0	4.27	0.907
	50.0	6.7	10.0	33.3	0.0		
The objectives of the materials correspond to the needs of the learners.	17	2	2	9	0	4.37	0.890
	56.7	6.7	6.7	30.0	0.0		
The objectives recognize individual differences.	15	1	1	13	0	4.40	0.724
	50.0	3.3	3.3	43.3	0.0		
The objectives of the materials suit the level of the learners.	12	1	3	13	1	4.13	0.973
	40.0	3.3	10.0	12.9	3.3		
The objectives can be covered within the time allocated for the textbook.	14	2	2	12	0	4.27	0.868
	46.7	6.7	6.7	40.0	0.0		
The objectives are realistic.	20	1	1	6	2	4.37	1.159
	66.7	3.3	3.3	20.0	6.7		
	4.33						0.684

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the skills of the textbook.

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
The material provides the four language skills.	21	2	3	4	0	4.47	0.937
	70.0	6.7	10.0	13.3	0		
Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.	18	0	2	10	0	4.53	0.629
	60.0	0.0	6.7	33.3	0.0		
The materials for listening are accompanied by activities which help comprehension.	13	3	5	9	0	4.07	1.015
	43.3	10.0	16.7	30.0	0.0		
The materials for spoken English (dialogues, role play, communication activities etc. are designed to equip learners for real life interaction.	7	1	6	16	0	3.97	0.765
	23.3	3.3	20.0	53.3	0		
The reading passages are associated with pre/while/post reading activities.	4	3	7	16	0	3.70	0.837
	13.3	10.0	23.3	53.3	0.0		
Relevant skills are catered for in the textbook such as critical thinking, problem solving.	4	15	4	2	5	2.50	1.253
	6.7	50.0	6.7	6.7	16.7		
	3.472						0.538

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the supplementary materials of the textbook

Statement	Strongly agree	agree	neutral	Disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
The posters and flash cards accompanying the book are attractive and suitable.	2	12	3	2	11	2.07	1.172
	6.7	40.0	10.0	6.7	36.7		
The CD-ROM that accompanies the book is suitable.	7	13	4	4	2	3.03	1.351
	23.3	43.3	13.3	13.3	6.7		
The CD-ROM that accompanies the book is available to every student.	21	1	2	5	1	4.47	1.008
	70.0	3.3	6.7	16.7	3.3		
The textbook's web site provide the learners with more exercises.	21	1	1	7	0	4.60	0.724
	70.0	3.3	3.3	23.3	0		
The textbook's web site provide the teachers with teaching resources.	10	0	8	10	2	3.70	1.055
	33.3	0.0	26.7	33.3	6.7		
	3.93						0.602

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the topics and content of the textbook

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree	Mean	Sd
	F	F	F	F	F		
	%	%	%	%	%		
The topics of the book are varied and interesting.	10	0	8	10	2	3.87	1.106
	33.3	0.0	26.7	33.3	6.7		
The topics are familiar to the learners.	23	0	1	6	0	4.73	0.521
	76.7	0.0	3.3	20.0	0.0		
The topics are suitable to the age of the learners.	17	0	3	10	0	4.47	0.681
	56.7	0.0	10.0	33.3	0.0		
The topics are suitable to the grade level of the learners.	18	0	2	10	0	4.53	0.629
	60.0	0.0	6.7	33.3	0		
The textbook covers most language skills.	16	1	3	10	0	4.37	0.809
	53.3	3.3	10.0	33.3	0.0		
The content does not conflict with students' social beliefs.	13	1	4	12	0	4.23	0.817
	43.3	3.3	13.3	40.0	0.0		
	4.48						0.512

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the cultural values of the textbook.

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
The content suits the learners' current knowledge and culture.	18	0	2	10	0	4.53	0.629
	60.0	0.0	6.7	33.3	0		
The teaching of the target culture motivates the learners to explore their own culture.	22	0	2	6	0	4.67	0.606
	73.3	0.0	6.7	20.0	0.0		
The content serves as a window into learning about the target language culture.	19	0	3	8	0	4.53	0.681
	63.3	0.0	10.0	26.7	0.0		
	4.54						0.622

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the structure and the vocabulary of the textbook.

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
The grammatical rules are presented in a logical manner and in increasing order of difficulty.	18	1	3	8	0	4.43	0.817
	60.0	3.3	10.0	26.7	0.0		
The new structure is integrated in varying contexts and situations.	16	2	0	11	1	4.30	1.022
	53.3	6.7	0.0	36.7	3.3		
The grammatical points are presented with brief and easy examples and explanations.	12	0	4	14	0	4.27	0.691
	40.0	0.0	13.3	46.7	0.0		
The vocabulary load seems to be reasonable for the level of the learners.	10	4	2	14	0	4.00	0.983
	33.3	13.3	6.7	46.7	0.0		
There is sufficient written practice of the grammatical concepts that lead to communicative use of the language.	9	0	2	19	0	4.23	0.568
	30.0	0.0	6.7	63.3	0.0		
The progression of vocabulary items is appropriate.	9	3	5	13	0	3.93	0.944
	30.0	10.0	16.7	43.3	0.0		
The vocabulary is functional, thematic, authentic, and practical.	14	0	1	15	0	4.43	0.568
	46.7	0.0	3.3	50.0	0		
There is sufficient oral practice of the grammatical concepts that leads to communicative use of the language.	16	0	3	11	0	4.43	0.679
	53.3	0.0	10.0	36.7	0.0		
	4.13						0.512

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the activities and tasks of the textbook.

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
There are a variety of activities in the textbook.	4	2	16	8	0	3.47	0.819
	13.3	6.7	53.3	26.7	0.0		
The instructions in the material are sufficient.	21	1	2	6	0	4.57	0.774
	70.0	3.3	6.7	20.0	0.0		
There are instructions to explain how the exercise should be done.	21	1	6	2	0	4.43	0.935
	70.0	3.3	20.0	6.7	0.0		
The instructions in the material are clear.	19	1	1	8	1	4.43	0.971
	63.3	3.3	3.3	26.7	3.3		
The number of activities is suitable.	20	1	1	8	0	4.57	0.728
	66.7	3.3	3.3	26.7	0.0		
There are interactive activities that require students to use new vocabulary to communicate.	19	1	1	9	0	4.53	0.730
	63.3	3.3	3.3	30.0	0.0		
The activities facilitate students' use of grammatical rules by creating situations in which these rules are needed.	12	3	4	11	0	4.07	0.980
	40.0	10.0	13.3	36.7	0.0		
The textbook provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations.	8	3	9	10	0	3.77	0.971
	26.7	10.0	30.0	33.3	0.0		
An adequate set of evaluation quizzes or testing suggestions is included.	2	6	8	14	0	3.40	0.894
	6.7	20.0	26.7	46.7	0.0		
	4.178						0.563

Mean, standard deviation, percentage and frequencies of teachers' perceptions about the teacher's manual of the textbook

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree	Mean	SD
	F	F	F	F	F		
	%	%	%	%	%		
The teacher's manual is informative.	7	3	6	14	0	3.83	0.913
	23.3	10.0	20.0	46.7	0		
The teacher's manual suggests an appropriate, concise method for teaching each lesson.	20	0	3	7	0	4.57	0.679
	66.7	0.0	10.0	23.3	0.0		
The teacher's manual helps the teachers understand the objectives of the textbook.	20	2	2	6	0	4.47	0.900
	66.7	6.7	6.7	20.0	0.0		
The manual gives instructions on how to incorporate audio-visual materials produced for the textbook.	21	0	3	6	0	4.60	0.675
	70.0	0.0	10.0	20.0	0		
The manual provides additional exercises for reinforcing various language skills in the textbook.	16	0	1	13	0	4.50	0.572
	53.3	0.0	3.3	43.3	0.0		
The teacher's manual is available for every teacher.	10	4	1	15	0	4.03	0.964
	33.3	13.3	3.3	50.0	0.0		
	4.32						0.689

Appendix 7: sample of the textbook

<h1>Contents</h1>	
Pupil's Book Units		Page
1 Hello		4
2 My family		8
3 My room		12
4 My classroom		16
5 Revision 1		20
6 Animals		22
7 Zoo		26
8 My toys		30
9 My clothes		34
10 Revision 2		38
Workbook Units		Page
1 Hello		42
2 My family		45
3 My room		48
4 My classroom		51
5 Revision 1		54
6 Animals		57
7 Zoo		60
8 My toys		63
9 My clothes		66
10 Revision 2		69
<i>Picture dictionary</i>		72

Hello

Lesson 1

1 Listen and find. Listen and say.

2 Listen and find. Listen and say.

Lesson 2

1 Listen and read. Listen and match.

chicken

dog

cat

horse

goat

rabbit

2 Cover and sc