

Evaluation of an Intermediate English Textbook Taught at Palestinian Universities: A Quantitative Study

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ABSTRACT

This study aims at evaluating the English Language Skills taught at Palestine Ahliya University as perceived by instructors at four Universities that use the same textbook (Palestine Ahliya University, Al-Qudes Open University, Al-Istqlal University and Palestine Technical University – Kadoorie). The study also examines the role of gender, years of experience and university, on the degree of evaluating the chosen textbook. To achieve the purpose of the study, the researcher used a 37-item. The questionnaires were distributed amongst the sample of study was chosen randomly which consisted of 27 male and female instructors who teach English Language Skills at four universities during the second semester of the academic year 2022-2023. The results showed that the total degrees of the five domains (content, grammar & vocabulary, activities & exercises, the physical appearance & attractiveness and technology integration) scored high degrees. The results also showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I textbook due to gender and years of experience. On the other hand, there was a statistical difference in the content domain due to the university in favor of Al-Quds Open University. It can be concluded that the textbook is suitable for Palestinian students, their culture and levels. Since findings showed most of participants' responses scored high degrees, the researcher recommended using this textbook at all universities in Palestine after considering the suggested modifications.

Journal: Boston Research Journal of Social Sciences & Humanities

Keywords: Evaluation, Textbook Evaluation Checklist, English Language Skills, and Teachers' Perspectives

Accepted: 05 August 2025

Published: 15 October 2025

ISSN: Online ISSN: 2834-4863 | Print ISSN: 2834-4855

Language: English

Research ID: e15b26d1-a8c9-49b1-bfff-d9cdce650d92

Type: Peer-Reviewed Research Article (Open Access)



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I. INTRODUCTION

A variety of English service courses are taught at all Palestinian universities and colleges. Each university adopts a different curriculum published by either American or British publishing houses or companies. Some Palestinian universities use the Face2Face or Unlock series while others use different ones. Palestine Ahliya University (PAU) uses a series of textbooks that are coauthored by a Palestinian team from four universities in collaboration with German, Turkish and British experts in English language teaching and digital technology from three different universities. In addition to PAU, Al-Quds Open University and Al-Istiqlal University, Palestine Technical University-Kadoorie, were part of an Erasmus+ project that resulted in authoring four textbooks as one of the outcomes of that project. Therefore, this study targeted one of these textbooks that were taught in spring 2022/2023 at PAU students. More specifically, the study investigated PAU instructor's perspectives on English Language Skills I based on an ESL Textbook Evaluation Checklist (Miekley, 2005). A mixed design method was adopted to gather the data from participants: A questionnaire and a structured interview. Being selected from four Palestinian universities, all instructors who were teaching English Language Skills I in the academic year 2022/2023 constituted the sample of the study.

In fact, evaluation of English courses is helpful to all parties involved in the teaching and learning process. It helps in developing a clearer understanding of the points of strength and weakness of the content, grammar and vocabulary, activities and exercises, physical appearance and attractiveness and technology integration. By analyzing instructors' perceptions towards a specific course, one can be equipped with reliable data that may show the extent to which this course is effective and useful. In addition, textbook evaluations have expanded to encompass more complex issues by not only focusing on language skills or sub-skills covered during a specific semester but also on content in general, activities and exercises, physical appearance and attractiveness and technology integration. The textbook evaluated is one of the outcomes of a three-year Erasmus+ Project which was conducted by four Palestinian universities in collaboration with other four international universities and educational institutions.

This textbook was authored by the team of Al-Quds Open University, reviewed and proofread by the British team and the German team to guarantee its high quality. The goal of this textbook is to help Palestinian students become more fluent in English. Students can choose between a hard copy and an eBook that includes lessons and exercises that are both engaging and straightforward. Instead of having students simply receive information passively. These activities are made to engage them actively with it. The textbook emphasizes the four English language skills of listening, speaking, reading, and writing while covering a wide range of fascinating subjects and topics. Eight units make up the textbook: six primary units and two revision ones. Each of the eight sections addresses a subject and related theme through three reading materials and offers room for thought and discussion. Each reading text includes a pre-reading activity, a reading text, and challenges that help students develop their language skills. For more details about this textbook see (Appendix 2).

II. STATEMENT OF THE PROBLEM

English is one of the remarkable languages that is widely used for communication all over the world. Because of its significance, many institutions in non-native speaking countries use English language textbooks to be taught to all students as one of compulsory requirements. Generally speaking, Palestinian students suffer from significant weakness in the English Language. Although they have been studying English for 12 years at private and governmental schools, the majority of the students join universities with a low level of linguistic competence. For example, most of them are unable to express themselves satisfactorily after this long exposure to the English language; this can be attributed to varied reasons that need to be investigated. In addition to instructors, students, the physical environment and infrastructure, the researcher believes that the English curriculum may be one of the reasons that stands behind the Palestinian students' weakness in the English Language. Therefore, this study evaluated one of the newly co-authored textbooks that are officially taught for the first time at PAU. This evaluation investigated the instructors' perspectives towards varied domains of this textbook. Based on an ESL Textbook Evaluation Checklist (Miekley, 2005), this evaluation targeted the following domains: content, grammar &

vocabulary, activities & exercises, the physical appearance & attractiveness and technology integration.

III. OBJECTIVES OF THE STUDY

The study aims at investigating the EFL instructors' perceptions towards English Language Skills I that they have been teaching so far. The data was collected by using a questionnaire. The questionnaire covered items under these domains: content, grammar & vocabulary, activities & exercises, physical appearance & attractiveness and technology integration.

IV. RESEARCH QUESTIONS

The study addressed the questions that follow:

1. What are the degrees of evaluation of the English Language Skills I textbook taught at PAU from the instructors' perspectives?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I Textbook due to gender, university and experience?

Null Hypothesis of The Study

1. There would be no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I textbook due to gender, university and experience.

V. SIGNIFICANCE OF THE STUDY

Since teachers are regarded as the main pillars of the teaching and learning process, their perspectives are of paramount importance for policymakers, curriculum designers and teachers themselves. The results of this study are supposed to uncover the instructor's opinions that should be considered in case of any alternations and/or modifications to be carried out to redesign any textbook. Findings of this study may lead the university to carry out the changes needed to match the instructor's perspectives, or it may decide to continue using this textbook due to the positive feedback elicited from instructors' responses. The findings of this study are also supposed to help all parties raise more awareness of the strengths and weaknesses of the evaluated textbook as perceived by instructors themselves.

VI. THEORETICAL BACKGROUND AND LITERATURE REVIEW

6.1. Theoretical Background

Definition and Purpose of Textbook Evaluation

It is challenging to give a concise description of the textbook. There are a few textbook definitions. According to Awasti (2006), textbooks serve as a valuable resource for both instructors and students during the process of teaching and learning. The textbook is one of the instruments used by instructors to assist students in learning (Tomlinson, 2011). A textbook, according to Hutchinson and Torres (1994), is a tool that both teachers and students may use to review their prior knowledge. It is also regarded as a record for gauging the effectiveness of the teacher's lessons.

A textbook is described as a useful tool for self-directed learning, a good presentation of the material, a source of suggestions and activities, a place where students can look up a syllabus that outlines predetermined language goals, and support for less experienced teachers who haven't yet gained their teachers' confidence. (Cunnings worth, 1995; cited in Awasthi, (2006).

In general, various authors define textbooks in different ways. The way and setting in which textbooks are utilized will determine this. As a common informational resource for the teacher and the students, they all use the same textbook. This term appears to be accurate based on recent studies.

Methods and Principles for Textbook Evaluation

A textbook's success or failure for a particular instruction textbook is directly impacted by the assessment of a textbook, which is a complex process that requires the evaluator to make several judgments. Since there is not a perfect set of general rules for grading textbooks, one option is to determine a criterion. Depending on the evaluation criteria, different teaching and learning conditions may apply. Ellis (1997) has put out a variety of practical methods and checklists for evaluating criteria. Tomlinson (2003), McGrath (2002), & McDonough and Shaw (1998) talk about different evaluation criteria. Their assessments of textbooks emphasized four key criteria, including the internal substance of the textbook; the objectives and methods; the illustrative materials and the physical presentation. There is a persuasive overview that

outlines when to perform a textbook assessment and who is qualified to do so.

Elli (1997) Predictive and retrospective assessment are the two key phases of Ellis evaluation methodology. Ellis' first predictive evaluation aimed to assist instructors so that they can choose which textbooks to use and which to avoid. To determine their effect on teachers and students, retrospective evaluation is carried out in a checklist from the list of options for their evaluation.

Types of Evaluation:

Predictive Evaluation

Before a program, initiative, policy, or intervention is implemented or finished, predictive assessment seeks to offer insights and estimations about its likely impact, effectiveness, or success. It uses past or present data, predictive models, and predictions to foretell future trends, behaviors, or results. According to Ellis (1997), there are two main approaches to evaluate predictions. As evaluations are frequently ambiguous and implicit, it is the duty of knowledgeable teachers to assess textbooks for all-purpose usage. While presenting the evaluation results, teachers should be cautious regarding the findings.

Retrospective Evaluation

This type of evaluation occurs after the usage of the textbook; it may also be referred to as a "post-use evaluation" or an evaluation done while the textbook is being used. Due to the fact that it is grounded on user assessments, this analysis is more objective and reliable. Now that the users have submitted their information, it is time to decide whether the content is valuable enough to be used again.

According to Ellis (1997), this is a useful method of examining the reliability of a prediction judgment. McGrath (2002) concurred with Ellis' second method of evaluation and added that choosing a textbook and using it with the students is recommended for it is the safest and right approach to selecting and getting feedback from them about the reuse of a textbook.

Pre-Use Evaluation

The evaluation or investigation of a system, piece of equipment, or product prior to its regular or planned usage. Pre-use evaluation serves the objective of confirming that the product in question

complies with the relevant standards, criteria, and requirements for safe and efficient functioning.

Tomlinson (2003) asserted that the preliminary review stage entails a brief assessment of a book's prospective worth and appeal. Assessing the potential worth of materials for their consumers requires gaining an impression of the content pages' potential value as well as a book's physical look for quick scanning. The onus of interpreting textbooks falls on the evaluator at this level of review since it appears that he delivers a highly generic picture of evaluation and lacks particular criteria for this goal.

Whilst-Use Evaluation

Tomlinson (2003) asserted that while-use evaluation is evaluating the materials while they are being used. This approach also incorporates user input and includes a deeper review of the substance of the material, but there is debate regarding what precisely can be quantified. The credibility of the tasks, how difficult it is to gauge, how well the objectives are performing, how persuasive the information is, etc. Keeping one criterion in mind at a time will increase the accuracy of material evaluation (Tomlinson, 2003).

Students should pay attention to such elements as noting the materials, duration of work, and face motion, which may be judged by the materials' ability to motivate pupils (Tomlinson, 2003).

Another issue to be considered is how to assess localization is to note "the times the instructor or student can refer to the place of the learner" while utilizing the resources (Tomlinson, 2003). If a textbook is nationally developed and employs locally relevant circumstances, it could not function. The aforementioned concerns led to the conclusion that Tomlinson (2003) stated a generic criterion throughout the usage stage that lacks data to assess the textbook criterion (e.g., to assess and evaluate the attractiveness of materials and assess the legitimacy of activities). Therefore, the evaluator may create more particular criteria with the aid of a specific approach to assess for a more specific textbook evaluation and to review a textbook's content.

Post-Use Evaluation

At this point, the majority of the evaluators approach the question as follows: What effects do

textbooks have on students? and look into how the administrators are affected by the textbooks. Tomlinson (2003) asserted that this phase of the evaluation process, which incorporates the information on the user after the textbook has been used, is likely the most beneficial. A post-use evaluation should be used to determine whether or not to utilize the textbook in the future (Cunningsworth, 1995). As the learner is the textbook's primary audience, instruction and learning serve as a source of information for students; nonetheless, they must be evaluated via tests, interviews, or other types of questions. Something they now understand that they did not before the course. Moreover, it is crucial to understand the learner's prior knowledge, what they currently know that they did not know before the course, as well as what they hope to know but do not yet know once it is through.

Tomlinson (2003) stated that major concerns should be considered such as how much the students' textbook contributed to their self-study motivation and the development of their self-confidence. The satisfaction of the instructor with the usage of the textbook is also taken into consideration when measuring the impact of the textbook. Tomlinson's (2003) method of evaluation aids in the evaluation of generic textbook evaluation criteria, but he does not give the evaluator precise information on how to look at and measure each criterion (e.g. clear instruction and layout, etc.). The criterion that determines which is significant and which is less relevant in the evaluation process has not been specified by Tomlinson (2003). This can be a drawback for inexperienced raters. When other writers adopt his technique as a foundation and add more precise criteria and aspects, it may result in a textbook that is more thorough for a certain situation.

ESL Textbook Evaluation Checklists:

Instructors and researchers in the field of English language teaching (ELT) can evaluate teaching-learning resources like textbooks with the use of checklists. There are many checklists available in the literature; however, most of them are invalid. Checklists are widely used by professionals when evaluating and selecting textbooks. Evaluation is made easier, more objective, and more valid when it is founded on a reliable tool. Most checklists in the literature lack the reliability and validity predicted (Mukundan & Ahour, 2010). This necessitates the development of

a checklist that is cost-effective, accounts for the consistency of the scores derived from its items, and has high construct validity in terms of its evaluation criteria. (Mukundan & Ahour, 2010).

6.2 Pertinent Studies

Several research and relevant articles have been carried out in the Palestinian setting to evaluate some ESL/EFL textbooks. The following pertinent studies focused on how students or learners see certain English courses, programs, and textbooks. In this chapter, they reviewed a number of pertinent studies that were conducted in both Palestinian and non-Palestinian contexts. The research that focused on material evaluation will be the major topic of the section.

Shahid, et al. (2021) conducted a study to assess the book's overall educational value in light of the requirements and needs of both instructors and students. 60 students and 10 instructors were chosen for this study from various public and private schools. The results of the study showed that the textbook is overall well-designed and provides a variety of helpful supplemental resources. The book is also aesthetically beautiful, coherent, and well organized. Overall, there were several times more favorable traits than negative ones. The results demonstrated that the textbook was sufficient for language learners despite a few shortcomings, such as the absence of a lexicon and grammar. Overall, it was thought that, despite its shortcomings, the textbook met the needs of the students and may be a useful resource in the hands of an experienced instructor.

Herliana, Djajanegara, Suendarti (2020) conducted a study that aimed to assess the efficacy of the English textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X." Some instructors utilized the textbook during the 2018–2019 school year. It was created by the Indonesian Ministry of National Education for students in the 10th grade. The findings of the study revealed that the majority of pupils felt that the textbook's level was inappropriate for their particular age group. The objectives and activities were not divided into simple and tough phases, as the lecturers emphasized. Additionally, the audio recordings that should have been provided in the textbook to accompany the listening assignments were not suitable. In addition, the pupils anticipated that the book would have multiple-choice tests.

Sadeghi (2020) conducted a study to ascertain how instructors felt about the new "Prospects 3" (English textbook for third-grade secondary students). The study's findings showed that teachers had more favorable opinions regarding the goals and accomplishments, abilities, and technical concerns of this newly developed ELT textbook. This study may be significant for EFL instructors and students in Iran because it also found that EFL teachers had the least favorable attitudes about different language types.

Miranda and Jeny (2019) conducted a study that aimed to assess the Survival English textbook's adequacy in light of the content and context requirements of an excellent English textbook. With the help of the qualitative information gathered during the interview session, a set of statements in the form of a questionnaire was used to ascertain how 50 students felt about the six themes covered in the textbook. The study's findings were considered important for developing new survival English textbooks.

A study conducted by Fauzi (2019) to test a particular situation and assess how the textbook (New Access English for Academic Purposes) affects students' active learning in an EFL setting. The findings showed that the textbook has a significant positive impact on students' active learning, that it can inspire EFL students in their learning environments, and that it aids EFL teachers in developing systematic classroom learning activities based on the expectations and learning objectives stated in the textbook. The findings also revealed that some students are motivated to utilize the created textbook in language classes because they feel it will improve their competency in the English language, notably in reading, listening, writing, speaking, and comprehending grammar.

Mokeira (2018) reviewed an article that began with an introduction that emphasized the significance of ELT evaluation, then defined the terms evaluation and syllabus, discussed several models of evaluation, and performed a critical analysis of various ELT syllabus types using the models of evaluation. The effect of assessment on ELT curricula is then examined. In both social and corporate dimensions, appraisal is a crucial instrument for advancing justice since it focuses efforts in the right direction is most required and supports a new and better manner when it is superior to the conventional method, and vice versa when the conventional method is superior to

the new high-tech method. Intellectually, it advances the de-mythification of the disciplines by sharpening the instruments of thought and revealing a prevalent and shameful bias. In terms of the individual, it offers the sole foundation for legitimate self-esteem.

Two separate English textbooks for junior high schools in Indonesia, were the main subjects of this study's analysis and assessment. In Hanifa (2018), the advantages and disadvantages of each textbook were assessed using Harmer's (2007) approach. According to the analysis, both textbooks are quite satisfactory because they are reasonably priced, have engaging layouts, appealing designs, and clear instructions. They also adhere to current ELT methodology, cover all language skills, and cover a variety of topics that are familiar to learners and appropriate for their cultural contexts. However, the KTSP textbook lacks supplements and supplemental materials, and the curriculum 2013 textbook is lacking in real listening resources. Consequently, even if the instructors are able to utilize the textbooks as their primary resources, according to the demands of their students and the circumstances surrounding their instruction, teachers are expected to alter and supplement them with additional resources.

VII. SUMMARY

In conclusion, the bulk of the research included in the literature review oversimplifies a number of significant issues that everyone with an interest in the teaching and learning process should consider and follow. The idea of collaboration amongst all the stakeholders is also undervalued, notably between educators, administrators, parents, students, and the community. Another key issue that the previous literature study overemphasized was the incongruity between the content and the cover as well as between the material and the needs of the learners. In this study, there are some similarities and differences when compared with the previous studies. For example, many of the related studies investigated some of the domains that appear in the questionnaire of the current study. What distinguishes this study from the previous ones is that it targeted a textbook that is being taught for the first time and was co-authored by a Palestinian team. Moreover, the questionnaire included five domains that haven't been investigated together in any of the previous studies. The researcher also used a mixed method

that merged both a qualitative and a quantitative approach to collect the data for the study.

VIII. METHODOLOGY

Population and Sample of the Study

The population of this study consisted of all English Language instructors at four Palestinian universities, Palestine Ahliya University, Alquds Open University, Palestine Technical University-Kadoorie and Al-Istiqlal University. The sample of the study which covered the whole population was asked to respond to a 37-item questionnaire. Table (1) below shows more details regarding the demographic information of the study sample.

Table 1: The Demographic Information of the Sample of the Study

Variables	Level	No.	Percentage
Gender	Male	16	40.7%
	Female	11	59.3%
University	Palestine Ahliya University	8	29.6%
	Al-Istiqlal University	6	22.2%
	Alquds Open University	9	33.3%
	Palestine Technical University-Kadoorie	4	14.8%
Years of Experience	1-5	1	3.7%
	6-10	3	11.1%
	11-15	10	37.0%
	16+	13	48.1%

IX. INSTRUMENTATION

Two instruments were used to collect data from instructors at the four universities. The researcher used a questionnaire and a structured interview. Each one was listed by its validity and reliability procedures.

X. THE QUESTIONNAIRE

After reviewing the literature, the main data collection tool, the questionnaire, was developed after being adapted from (Miekley, 2005) (see Appendix4). In this regard, the researcher made a comprehensive examination of the questioned points through the analysis of the related topics, articles, journals, books, etc. that were conducted in both Palestine and abroad. The final copy of the questionnaire (see Appendix 5) included five

domains about the English Language Skills I textbook content, grammar and vocabulary, activities and exercises, the physical appearance and attractiveness and technology integration.

Instructors were asked to respond to the items of the questionnaire by selecting one of the 5 Likert scales (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). In addition, the questionnaire consisted of two sections:

Part 1 (Demographic Information): This part of the questionnaire aimed to obtain information about the instructors' university, gender and educational experience.

Part 2 (Questionnaires' domains and items): This part included the domains (content, grammar & vocabulary, activities & exercises, physical appearance & attractiveness and technology integration). Part two comprised 37 items

distributed among the aforementioned domains. It consisted of five-point scale items with values ranging from 1-5 indicating 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

Validity of the questionnaire

Eight EFL instructors and specialists in applied linguistics from five Palestinian universities (see Appendix 1) reviewed the first copy of the questionnaire (see Appendix 4). Based on the notes, suggestions and recommendations of the experts, some changes, modifications, deletions and additions took place. Finally, the researcher came up with the final version of the questionnaire.

The researcher also verifies the validity of the questionnaire by using Person Correlation Coefficient. The following table shows the internal consistency of all items.

Table 2: Results of Person Correlation Coefficient

N	Person correlation	Sig	N	Person correlation	Sig
1	0.598	0.001	20	0.620	0.001
2	0.667	0.000	21	0.677	0.000
3	0.737	0.000	22	0.628	0.000
4	0.509	0.007	23	0.714	0.000
5	0.463	0.015	24	0.611	0.001
6	0.638	0.000	25	0.860	0.000
7	0.551	0.003	26	0.439	0.022
8	0.283	0.152	27	0.698	0.000
9	0.624	0.001	28	0.668	0.000
10	0.595	0.001	29	0.386	0.047
11	0.564	0.002	30	0.583	0.001
12	0.614	0.001	31	0.494	0.009
13	0.692	0.000	32	0.484	0.011
14	0.747	0.000	33	0.500	0.008
15	0.833	0.000	34	0.719	0.000
16	0.896	0.000	35	0.750	0.000
17	0.523	0.005	36	0.612	0.001
18	0.536	0.004	37	0.578	0.002
19	0.644	0.000			

Table (2) above indicated that all of the item's correlation values together with the total degree of the instrument are statistically significant. This indicates a high degree of validity since the internal consistency of the items of high quality.

1. Reliability of the Questionnaire

After the data was collected, Cronbach's alpha reliability coefficient was computed and the total degree was (0.95) as seen in the table (3) below.

Table 3: Results of Cronbach's Alpha Equation

Domains	Subjects' No.	.Items No	Cronbach Alpha
Content	27	8	0.83
Grammar & vocabulary	27	9	0.88
Activities & exercises	27	7	0.83
Physical appearance & attractiveness	27	6	0.80
Technology integration	27	7	0.84
Total degree	27	37	0.95

As seen in table (3) above, the total degree of reliability is (0.95), and this means that the instrument used in this study was reliable.

Results of the Study

Question One: What are the degrees of evaluation of the English Language Skills I textbook taught at PAU from the instructors' perspectives?

To answer this question, the researcher calculated the subjects' numbers, the means and the standard deviations of the items of the domains of the study to find out the total degree of the subjects' evaluation of the domains of the questionnaire designed to evaluate the English Language Skills I textbook taught at Palestine Ahliya University. The table below shows all details.

Table 5: Numbers, Means and Standard Deviations of the Degrees of each Domain of the Questionnaire

Domains	.No	M	SD
Content	27	4.22	0.50
Grammar & vocabulary	27	4.00	0.56
Activities & exercises	27	4.15	0.53
Physical appearance & attractiveness	27	4.15	0.66
Technology integration	27	4.13	0.56
Total degree	27	4.13	0.48

As seen in table (5) above, the total degree of all domains is high with a total mean score of (4.13) and a standard deviation with a percentage of (0.48).

To find out the most frequent items in each domain and to identify the degree of each item in each domain, the researcher calculated the means and standard deviations of each of these items in all domains. The following table shows further details regarding the degree of each individual item in each domain.

Table 6: Arithmetic Means and Standard Deviations of the Items of the Content Domain

No.	Items of the Domain	M	SD	Degree
1	The content covers all language skills (reading, writing, listening, and speaking)	4.41	0.63	High
5	It includes elements from both local and target culture.	4.37	0.56	High
7	The content of the Textbook is comprehensible.	4.30	0.66	High
2	The content of the Textbook is interesting and motivating.	4.26	0.76	High
4	There is a relationship between the content and real-life situations.	4.26	0.65	High
8	When necessary, revision is included in the Textbook.	4.19	0.68	High
6	The content of Textbook covers a wide range of topics.	4.15	0.86	High
3	The content of the Textbook fosters critical thinking skills.	3.89	0.93	High
	Total degree	4.22	0.50	High

Taking a look at table (6) above, it can be noticed that all items scored high degrees. For instance, the item 'The content covers all language skills (reading, writing, listening, and speaking)' scored the highest degree with a mean score of (4.41), and the item 'The content of the Textbook fosters critical thinking skills.' scored the least degree with a mean score of (3.89).

Table 7: Means and Standard Deviations of the Items of the (Grammar & Vocabulary) Domain

No.	Items of the Domain	M	SD	Degree
10	There is a good distribution of vocabulary load across the units.	4.33	0.55	High
9	The number of new vocabulary items are reasonable.	4.19	0.68	High
15	Grammar includes easy examples and explanations.	4.11	0.69	High
11	Words are efficiently repeated and recycled across the Textbook.	4.07	0.55	High
16	Grammar fosters students' interaction and communication.	4.04	0.85	High
13	Grammar is contextualized.	3.93	1.03	High

12	The new vocabulary items are presented in a variety of ways.	3.93	0.87	High
17	Grammar points are recycled in the following units.	3.78	0.89	High
14	The students' improvement of English grammar is satisfactory.	3.63	0.79	Medium
Total degree		4.00	0.56	High

As seen in the above table, it can be noticed that all items scored high degrees except for the last item (14). For instance, the item ' *There is a good distribution of vocabulary load across the units.*' scored the highest degree with a mean score of (4.33), and the item ' *The students' improvement of English grammar is satisfactory.*' scored the lowest degree with a mean score of (3.63).

Table 8: Means and Standard Deviations of the Domain (Activities & Exercises)

.NO	Items of the Domain	M	SD	Degree
18	Instructions of all Activities in the textbook are clear	4.33	0.92	High
19	Sufficient exercises are done about each new topic in the Textbook.	4.30	0.77	High
22	The activities of the Textbook foster peer & self-assessment skills.	4.19	0.78	High
20	The activities are likely to engage students.	4.19	0.55	High
21	There is a clear sequencing on activities and tasks	4.15	0.66	High
24	The content includes activities suitable for pair and group work.	4.11	0.89	High
23	Sufficient exercises are done about each new topic in the Textbook.	3.85	0.66	High
Total degree		4.15	0.53	High

Table (8) above indicated that all items of this domain scored high degrees that ranged from (4.33) to (3.85). For example, the item ' *Instructions of all Activities in the textbook are clear.*' scored the highest degree with a mean score of (4.33), and the item ' *Sufficient exercises are done about each new topic in the Textbook*' scored the lowest degree with a mean score of (3.85).

Table 9: Means and Standard Deviations of the Domain (Physical Appearance & Attractiveness)

	Statement	M	SD	Degree
28	It contains enough pictures, diagrams, tables etc. to help students understand the printed text.	4.33	0.87	High
30	The design of the Textbook attracts the students' attention.	4.22	0.80	High
25	The cover of the Textbook is appealing.	4.22	0.89	High

29	The size and weight of the Textbook seems convenient for students to handle.	4.19	0.96	High
27	The Textbook looks interesting and fun.	4.15	0.86	High
26	The printing quality is high.	3.81	1.21	High
	Total degree	4.15	0.66	High

Table (9) above showed that all items of this domain scored high degrees that ranged from (4.33) to (3.81). For example, the item ' It contains enough pictures, diagrams, tables etc. to help students understand the printed text' scored the highest degree with a mean of (4.33), and the item 'The printing quality is high' scored a high degree with a mean of (3.81).

Table 10: Means and Standard Deviations of the Domain (Technology Integration)

.No	Statement	M	SD	Degree
32	The soft copy of the Textbook is easily accessible.	4.44	0.75	High
31	The Textbook has supporting online materials.	4.44	0.64	High
33	The soft copy of the Textbook is affordable.	4.44	0.64	High
35	The content on the Moodle is interesting.	4.11	0.80	High
34	The content delivered on the Moodle is interactive and motivating.	4.07	0.87	High
37	The audio-visual materials of the Textbook attract the students' attention.	3.78	0.97	High
36	The language Lab is sufficiently used by students.	3.67	0.78	Medium
	Total degree	4.13	0.56	High

As seen in table (10) above, it can be noticed that all items scored high degrees except for the last item 'The language Lab is sufficiently used by students' which scored (3.67) and came with a high degree. The item 'The soft copy of the Textbook is easily accessible' scored the highest degree with a mean of (4.44).

Question Two: Do the instructors' evaluation of the English Language Skills I Textbook vary due to gender, university and years of experience?

To answer question two, the researcher included the following three hypotheses:

Hypothesis One: There are no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I Textbook due to gender?

The researcher used a T-test to investigate this hypothesis.

Table 11: The Results of the T-test

Domain	Gender	.No	M	SD	DF	T	Sig
Content	Male	16	4.32	0.50	25	1.180	0.249

	Female	11	4.09	0.48			
Grammar & vocabulary	Male	16	4.16	0.56	25	1.956	0.062
	Female	11	3.75	0.48			
Activities & exercises	Male	16	4.20	0.56	25	0.539	0.595
	Female	11	4.09	0.50			
Physical appearance & attractiveness	Male	16	4.36	0.55	25	2.097	0.046
	Female	11	3.84	0.72			
Technology integration	Male	16	4.27	0.52	25	1.588	0.125
	Female	11	3.93	0.58			
Total degree	Male	16	4.26	0.43	25	1.749	0.093
	Female	11	3.94	0.51			

The results in table (11) above indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to gender. Nevertheless, the domain of (Physical appearance & attractiveness) was statistically significant according to the differences in the means in favor of males with a mean of (4.36) compared to that of the females which was (3.84).

Hypothesis Two: There were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to university?

To investigate this hypothesis, means and standard deviations were calculated as shown in the following table.

Table 12: Means and Standard Deviations of Participants' Responses by University

Domains	University	.No	M	SD
Content	Palestine Ahliya University	8	4.34	0.41
	Al-Istiqal University	6	3.62	0.38
	Al-Quds Open University	9	4.48	0.36
	Palestine Technical University-Kadoorie	4	4.31	0.43
Grammar & vocabulary	Palestine Ahliya University	8	3.97	0.55
	Al-Istiqal University	6	3.81	0.80
	Al-Quds Open University	9	4.09	0.51
	Palestine Technical University-Kadoorie	4	4.11	0.35
Activities & exercises	Palestine Ahliya University	8	4.03	0.45
	Al-Istiqal University	6	3.92	0.60
	Al-Quds Open University	9	4.31	0.61
	Palestine Technical University-Kadoorie	4	4.39	0.31
Physical appearance & attractiveness	Palestine Ahliya University	8	4.14	0.44
	Al-Istiqal University	6	3.80	0.99
	Al-Quds Open University	9	4.35	0.55
	Palestine Technical University-Kadoorie	4	4.25	0.73
Technology integration	Palestine Ahliya University	8	4.16	0.47
	Al-Istiqal University	6	4.02	0.76
	Al-Quds Open University	9	4.09	0.61
	Palestine Technical University-Kadoorie	4	4.35	0.35
Total degree	Palestine Ahliya University	8	4.12	0.36
	Al-Istiqal University	6	3.83	0.66
	Al-Quds Open University	9	4.26	0.45
	Palestine Technical University-Kadoorie	4	4.27	0.40

To find out whether the differences in the means in table (12) are significant or not, the researcher used one-way analysis of variance (ANOVA) as shown in table (13) below.

Table 13: The Results of ANOVA Analysis

Domain		DF	Sum of Squares	Mean Squares	F	Sig
Content	Between groups	3	2.917	0.972	6.239	0.003
	Within groups	23	3.584	0.156		
	Total	26	6.501			
Grammar & vocabulary	Between groups	3	0.349	0.116	0.340	0.797
	Within groups	23	7.873	0.342		
	Total	26	8.222			
Activities & exercises	Between groups	3	0.885	0.295	1.035	0.396
	Within groups	23	6.557	0.285		
	Total	26	7.442			
Physical appearance & attractiveness	Between groups	3	1.118	0.373	0.817	0.498
	Within groups	23	10.489	0.456		
	Total	26	11.607			
Technology integration	Between groups	3	0.291	0.097	0.278	0.840
	Within groups	23	8.014	0.348		
	Total	26	8.305			
Total degree	Between groups	3	0.777	0.259	1.121	0.361
	Within groups	23	5.311	0.231		
	Total	26	6.088			

The results of analysis in table (13) above indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to university since the level of significance of the total degree of all domains was (0.361). However, the results of the analysis in the above table also showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to university in the (Content) domain with a level of significance (0.003). To find the source of this significant difference, Tukey test was used.

Table 14: The Results of the Tukey Test

University	Palestine Ahliya University	Al-Istiqlal University	Al-Quds Open University	Palestine Technical University-Kadoore
Palestine Ahliya University		*0.71875	-0.14236	-0.03125
Al-Istiqlal University			*-0.86111	-0.68750
Al-Quds Open University				-0.17361
Palestine Technical University-Kadoorie				

Table (14) showed the results of the Tukey test for bilateral comparisons of the domain of the content due to the university. The differences between Palestine Ahliya University and Al-Istiqlal University were in favor of Palestine Ahliya University, and the differences between Al-Istiqlal University and Al-Quds Open University were in favor of Al-Quds Open University.

Hypothesis Three: There were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of *the English Language Skills I* Textbook due to years of experience?

To investigate this hypothesis, means and standard deviations were calculated as seen in the following table.

Table 15: Means and Standard Deviations of the Participants Responses by Years of Experience.

Domains	Years of Experience	No.	M	SD
Content	1-5	1	5.00	.
	6-10	3	4.54	0.26
	11-15	10	4.03	0.42
	+16	13	4.24	0.53
Grammar & vocabulary	1-5	1	5.00	.
	6-10	3	4.14	0.42
	11-15	10	3.82	0.65
	+16	13	4.02	0.46
Activities & exercises	1-5	1	5.00	.
	6-10	3	4.47	0.29
	11-15	10	4.01	0.54
	+16	13	4.13	0.52
Physical appearance & attractiveness	1-5	1	5.00	.
	6-10	3	4.44	0.69
	11-15	10	3.98	0.80
	+16	13	4.15	0.54
Technology integration	1-5	1	5.00	.
	6-10	3	4.33	0.43
	11-15	10	4.11	0.68
	+16	13	4.04	0.47
Total degree	1-5	1	5.00	.
	6-10	3	4.37	0.40
	11-15	10	3.98	0.53
	+16	13	4.11	0.40

To find out if these differences in the means of the participants' responses due to years of experience, the researcher used one-way analysis of variance (ANOVA) as shown in table (15) below.

Table 16: The Results of a One-Way Analysis of Variance (ANOVA)

		DF	Sum of squares	Mean Squares	F	Sig
Content	Between groups	3	1.256	0.419	1.836	0.169
	Within groups	23	5.245	0.228		
	Total	26	6.501			
Grammar & vocabulary	Between groups	3	1.390	0.463	1.560	0.226
	Within groups	23	6.832	0.297		
	Total	26	8.222			
Activities & exercises	Between groups	3	1.228	0.409	1.515	0.237
	Within groups	23	6.214	0.270		
	Total	26	7.442			
Physical appearance & attractiveness	Between groups	3	1.260	0.420	0.934	0.440
	Within groups	23	10.347	0.450		
	Total	26	11.607			
Technology integration	Between groups	3	0.978	0.326	1.023	0.401
	Within groups	23	7.327	0.319		
	Total	26	8.305			
Total degree	Between groups	3	1.150	0.383	1.786	0.178
	Within groups	23	4.937	0.215		
	Total	26	6.088			

The results of analysis in the above table showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the degrees of the instructors' evaluation of the English Language Skills I Textbook due to years of experience

XI. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The degree of the Evaluation of the English Language Skills I textbook taught at Palestine Ahliya University was high, the mean score of this degree was (4.13) and the standard deviation was (0.48). Degrees of the evaluation will be presented according to the domain of the questionnaire.

Content Domain:

This domain scored a high degree with a total mean of (4.22). Tables in chapter four showed that content covers all language skills (reading, writing, listening, and speaking) with a mean of (4.41), it includes elements from both local and target culture with a mean of (4.37), the content of the textbook is comprehensible with a mean of (4.30), the content of the textbook is interesting and

motivating with a mean of (4.26), there is a relationship between the content and real-life situations with a mean of (4.26), the content of textbook covers a wide range of topics with a mean of (4.15) and the content of the textbook fosters critical thinking skills with a mean of (3.89).

The researcher believes that this domain is of paramount importance since it targets the content as a whole whether it includes the other domains or other aspects that the questionnaire's items have not been covered. Based on the participants' responses, it can be claimed that the content of the textbook evaluated is suitable and has a great value to students as perceived by instructors. Instructors' responses assured that the textbook is culturally relevant, comprehensible, motivating and enhances critical thinking skills that may create critical thinkers and students who may be equipped with life skills rather than being containers of information and knowledge.

Grammar & Vocabulary Domain:

The total degree of this domain was high with a mean of (4.00). Tables in chapter four showed that there is a good distribution of vocabulary load across the units with a mean of (4.33), the number of new vocabulary items are reasonable with a mean of (4.19). Grammar includes easy examples and explanations with a mean of (4.11), words are efficiently repeated and recycled across the textbook with a mean of (4.07), grammar fosters students' interaction and communication with means (4.04), grammar is contextualized with a mean of (3.93), the new vocabulary items are presented in a variety of ways with a mean of (3.93), grammatical points are recycled in the following units with a mean of (3.78), and the students' improvement of English grammar is satisfactory with a mean of (3.63).

These high degrees of all items except for the last one, indicate that there was a good distribution of grammar points and vocabulary items in a reasonable way that displays the necessary explanations and interactive examples to enhance communication and contextualization. The varied activities of both grammar and vocabulary reinforce the use of language in real contexts that focus on the inductive method of grammar presentation or vocabulary usage. This helps teachers to elicit answers from students and make them active instead of passive learners. Hence, the whole learning and teaching process will be student-centered not teacher-centered, and the students' talk time is maximized while the teachers' talk time is minimized.

Activities & Exercises Domain:

The total degree of this domain was high with a mean of (4.15). Tables in chapter four showed that instructions of all Activities in the textbook are clear with a mean of (4.33), sufficient exercises are done about each new topic in the textbook with a mean of (4.30), the activities of the Textbook foster peer & self-assessment skills with a mean of (4.19), the activities are likely to engage students with a mean of (4.19), there is a clear sequencing on activities and tasks with a mean of (4.1), the content includes activities suitable for pair and group work with a mean of (4.11) and sufficient exercises are done about each new topic in the textbook with a mean of (3.85).

As seen above, all items scored high degrees. This means that teachers are highly satisfied with the activities and exercises presented in the textbook. The results showed that these activities and exercises are suitable, clear, well organized, sequenced, appropriately assessed and satisfactorily distributed in the textbook. Such an evaluation of the activities and exercises, implies that students are willing to be actively engaged in classes and they are motivated to get the ultimate level of comprehension and benefit due to the availability of these advantages.

Physical Appearance & Attractiveness:

This domain scored a high degree with a mean of (4.15). Tables in chapter four showed that the textbook contains enough pictures, diagrams, tables etc. to help students understand the printed text with a mean of (4.33), the design of the textbook attracts the students' attention with a mean of (4.22), the cover of the textbook is appealing with a mean of (4.22), the size and weight of the textbook seems convenient for students to handle with a mean of (4.19), the textbook looks interesting and fun with a mean of (4.15) and finally the printing quality also scored high degree with a mean of (3.81).

The researcher believes that attractiveness and physical appearance is one of the main points that should be considered while evaluating any textbook. The reader's first glimpse at any material builds his/her first personal impression and then decides to continue or to withdraw. A textbook that is rich with images, animation, pictures, diagrams, tables, figures, etc. is supposed to be motivating, appealing, interesting, inspiring and stimulating. All these factors together lead to a meaningful learning instead of rote learning.

Technology Integration Domain:

This domain also scored a high degree with a mean of (4.13). Tables in chapter four showed that the soft copy of the textbook is easily accessible with a mean of (4.44), the textbook has supporting online materials with a mean of (4.44), the soft copy of the textbook is affordable with a mean of (4.44), the content on the Moodle is interesting with a mean of (4.11), the content delivered on the Moodle is interactive and motivating with a mean of (4.07), the audio-visual materials of the textbook attract the students' attention with a mean of (3.78) and

the language lab is sufficiently used by students with a mean of(3.67).

All participants showed their satisfaction with respect to integration of technology into the content of the textbook. They all agreed that the material is easily accessible, the Moodle is motivating and the supporting materials are available and affordable. Having all these excellent technological facilities implies that autonomous learning is well enhanced. Learners are no more totally dependent on their instructors; on the contrary, they can manage their learning process thanks to technology Apps or platforms utilized in this textbook. This integration of technology makes the teacher guide on a side rather than sage on the stage.

XII. RECOMMENDATIONS

Having evaluated English Language skills 1 textbook taught at PAU from the instructors' perspective, the researcher found that English language skills 1 textbook is suitable regarding to the features of a good textbook mentioned in the questionnaire and interview which focused on the high quality for this textbook through the participants' answers on the questionnaire and interview. The researcher recommends using the textbook in other universities since all participants reflect their positive views on the textbook evaluated.

The researcher would also like to recommend researchers to conduct other evaluative studies and use other evaluative instrumentation such as observations and content analysis. Other studies should be conducted to evaluate other textbooks used in other universities, especially those which adopt European or American textbooks to be taught at these universities. Moreover, researchers can also investigate other curricular domains or elements in addition to those addressed in this study. For example, they may investigate representations of some sociopolitical, psychosocial, sociolinguistic or pragmatic issues or aspects. They also can evaluate the teachers' books and/or the instructional materials and teaching methodologies adopted and its relevance to the content of the textbook to be evaluated.

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