



Content Analysis of the Learning Components in EFL Textbook "Way to Go" For the 7th Grade Arab Students

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Abstract

This study aimed at evaluating the Course of Study "Way to Go" for teaching English designed for heterogeneous seventh- grade classes. The study attempts to answer the following question: How are the learning components stated, distributed, and balanced in "Way to Go" for the seventh grade Arab students? The researchers analyzed the 'Way to Go' student's book using CA methodology according to the following criteria: learning components - the activities and benchmarks of the five sub-domains of language learning, and the cultural aspects. The researcher calculated the frequency and percentage of the analyzed data taken from the 'Way to Go' student's book. Then the researchers commented on the analysis providing examples from the analyzed data. The results of this study showed that the distribution of most of the learning components in "Way to Go" was found to be unbalanced. The researchers found that there is an imbalance in the emphasis placed on the cultural aspects, the benchmarks of the sub-domains of language learning are imbalanced in their frequencies and there is an imbalance in the distribution of the activities stated in the language learning sub-domains. In light of the results the researchers submitted several recommendations to English teachers regarding evaluating the books that they are about to use.

Keywords: Learning components; Domains; Benchmarks; Stated; Distributed; Balanced; Standards.

1. Introduction

English has been considered to be a predominant language common to people throughout the world since the beginning of the 20th century. It is extremely important in almost all walks of life. In addition, it is used as the language of communication between millions of people throughout the world. English is therefore an international language that serves many objectives in numerous fields and professions, and has therefore earned a great deal of importance particularly in the area of teaching it as a second language or a foreign language.

Students are now exposed to it through radio, television, cinema, computers, trips abroad, meetings with native speakers and other encounters. For this reason, the objectives and goals of English instruction have also been changed to accommodate the students' increased exposure. This was the impetus for the new English curriculum guide that defines its goals for English teaching and the ways for attaining them while allowing freedom to non-Arab textbook authors to write textbooks for teaching English as a foreign language for each age group.

On the one hand, some researchers and theorists attribute a great deal of importance to EFL textbooks and claim that they contribute to the educational system in general and to the teacher and student in particular. For example, (Ur, 2002) refers to the importance of textbooks in English instruction in claiming that they can serve as a framework for teachers and students to ensure that they know what they are doing and how they are progressing. She also claims that textbooks offer guidance and support for teachers, particularly for those who lack teaching experience. Ur also raises the issue of texts and the various activities in the textbook – the objective of which is to serve most of the student population by relating to the various levels of the students. Ur contends that textbooks offer students the opportunity to learn independently and not be completely dependent on the teacher. According to the researcher's teaching experience, this claim is valid, since textbooks offer students a learning opportunity in terms of review, preparing future lessons, preparing for exams, doing homework, and reading, all of which are within the framework of independent learning. Despite the fact that textbooks decrease several possibilities for student learning, they also encourage independent learning and offer students the possibility of expecting what they will learn. As a consequence, students become more responsible for their actions and learning (Crawford as cited in Richards and Renandya (2005). From the Cultural aspect, Gray (2000) suggests that textbooks not only add and improve aspects of language for students, but also expose them to the target language culture which also improves their language skills.

On the other hand, some researchers are opposed to these ideas, thoughts, and claims and state that textbooks prevent teachers from being creative and limit their professional thinking. This, in turn, makes them unable to meet the needs and demands of their students. Carrell and Korwitz (1994), who criticize textbooks claim that many ESL/EFL textbooks are biased from the social and cultural standpoint. Finally, in reference to the language

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presented in textbooks there are researchers who claim that the language in EFL textbooks is artificial. This implies that the language is not suitable for settings that emphasize cooperation and communication, since it does not expose students to the various types of pronunciation [Levis \(1999\)](#).

The above discussion shows us that on one hand there are disadvantages and problems in the use of textbooks, while on the other hand we cannot ignore the fact that textbooks are in common use throughout the world and have many positive points. They are essential in the teaching process - particularly for teachers for whom English is not their mother language.

English teachers in schools within the Arab community attribute a great deal of importance to EFL textbooks and their components, since they view them as the main source for the teaching process. This is because they are not native speakers of English – a fact that makes it difficult for them to teach without a textbook. Even if they prepare their own teaching material, they are afraid they will not meet the standards for teaching English as a foreign language. Therefore, in order to be effective teachers for English instruction for our students for whom English is a foreign language, we must select the most suitable textbooks that answer their needs and level of linguistic ability. As educators, this requires us to always conduct critique of textbooks that are designated for teaching English as a foreign language.

These reasons have motivated the researchers to think about the issue of examining and analyzing the course book 'Way to go' to assess how suitable it is for the background and level of students in the Arab community.

The course book "way to go" is presently the most common choice of English teachers in the Arab community from the various courses of study that are available for teaching English to seventh-graders. Its authors are not Arabs, and are therefore far-removed from the learning and cultural aspects of the seventh grade Arab students. Therefore evaluation of the course of study 'Way to go' is essential in order to examine if it attains the objective of English instruction in the Arab community, and if it meets the needs of both students and teachers. In addition, this evaluation is needed in order to provide those involved in educational practice with information about this course of study and with suggestions of how to improve the quality of English instruction in the educational system in general, and in the seventh grade in particular.

The main group of people who will learn from this study will be the teachers. First of all, they will increase their awareness towards choosing and evaluating textbooks for their students. This study will, in turn, provide teachers with information about "Way to Go", as well as shed light on its strong and weak points. In addition, it will offer teachers suggestions as to how to improve the quality of their teaching using "Way to Go". The study will constitute the first step in helping teachers conduct similar studies or to use different styles of analysis for analyzing and evaluating textbooks for teaching English.

This study is unique and is the first of its kind conducted on this topic in the Arab community. Its intention is to examine, analyze and evaluate the course of study 'Way to go' based upon the various components, and to assess its degree of suitability to Arab students in Israel.

2. Literature Review

2.1. Content Analysis in the Area of Education

Content analysis (CA) is considered an important tool in evaluation of learning materials such as textbooks, teachers' guides, curricula, and other educational materials. This tool helps those involved in educational practice to examine whether the learning materials that were written based upon the curriculum in teaching are compatible with the educational objectives of the curriculum.

Mahl (cited in [Krippendorff \(1980\)](#)) emphasizes the following objectives of content analysis in the field of education.

1. To determine the efficiency of a textbook or a series in teaching certain subjects.
2. To determine how satisfied educators are with the textbook or a particular series.
3. To compare between the interests of students and the contents of textbooks, and to define the connection between its content and explicitness.
4. To define the cognitive skills of the content that the textbook helps to develop.

2.1.1. The Process of Data Analysis According to Content Analysis

This process emphasizes the frequency words occur in order to make inferences about topics that are most important. [Weber \(1990\)](#), however, emphasizes that there are several important points that can accompany the word-frequency count that the analyst must take into account. For example, analysts must consider that words have synonyms, double meanings, and that each word perhaps does not represent the category that the analyst designated equally well. The CA process is characterized not only in counting words, but also by coding and categorizing data. Weber defines category as a group of words that have similar meaning or connotations. In addition, Gao (cited in [Stemler \(2001\)](#)) adds and emphasizes that categories must be mutually exclusive and exhaustive. This implies that when each unit is represented by only one data point the category will be mutually exclusive, and when the data language represents all recording units without exceptions, the category will be exhaustive.

There are two approaches to coding that are operated according to rules that are slightly different from each other: emergent coding and priori coding. Emergent coding is performed after the first examination of the data. This process of emergent coding begins with two analysts working independently of each other. They review the materials and decide upon a group of characteristics for which each prepares a checklist. They then compare their results and attempt to reconcile the differences in their respective checklists. The result is one checklist that they agree upon that each will use independently in order to apply the coding. Finally, if the reliability of the coding is

agreed upon, at least 95% agreement, they apply the coding on a large-scale basis that leads to a periodic quality control check.

In the case of priori coding, however, the categories are prepared before the analysis based upon a particular theory. Two experts agree on these categories, and only afterwards apply the coding to the data. Tests for categories and coding are performed according to need by the experts performing the analysis. The first approach, emergent coding, is used for this research.

2.2. The Role of Materials in the Language Classroom

This study is dedicated entirely to analyzing and evaluating the textbook of "Way to Go" that is in common use in 7th grade classes for teaching English as a foreign language in the Arab community. The evaluation, analysis and presentation of the role of textbook will shed light upon the use of the textbook and the supplementary materials that will perhaps help teachers make better decisions in their pursuit of higher quality teaching (Tomlinson *et al.*, 2001).

There is controversy among teachers and researchers regarding the use of preplanned teaching materials such as textbooks. Some are opposed to use of these types of materials, and claim that they are liable to negate the teacher's ability to develop professionally, and they will consequently not be able to meet the needs of their students. In addition, this type of teaching-learning material contains language that can be misleading and is not compatible with reality. On the other hand, others claim that these materials can be more positive for both teachers and students, that they will help the teachers to develop professionally and will foster independent learning (Crawford cited in Richards and Renandya (2005). As a result, Crawford (*ibid*) proposes 8 assumptions that characterize teaching-learning materials in order "to enhance the learning environment of the classroom" (p. 80):

1. The language must originate from the context in which it takes place. It is the teacher's responsibility to balance between what is learned, the learning product, and the context.
2. The materials must be with an objective and communicative in order to develop students' language.
3. The language must be authentic with the understanding that it can be used for teaching purposes as well as realistic and compatible with the various levels among the students.
4. The teaching-learning materials being studied in the classroom must include supplementary materials such as audio visual aids in order to offer students an opportunity to be exposed to linguistic and cultural aspects of the target language.
5. The materials must offer students an opportunity to develop abilities in both written and spoken genres.
6. The learning materials must offer students an opportunity to learn to reach a situation of learning the language independently by a broad variety of activities and by offering opportunities for self-evaluation of their learning product.
7. The teaching-learning materials must meet learner differences and offer students opportunities to react with their teachers with these differences such as cultural differences.
8. The teaching-learning materials must also emphasize affective and cognitive domains.

The textbook is one of the materials used in teaching English as a foreign language that needs to be balanced and meet these assumptions. It is considered the main source within the context that exists when teachers and students are not native speakers of English. According to Richards (2001), in certain situations the textbook is considered the main source in the classroom as an input and as an opportunity to practice the language. It is therefore also intended to help teachers in teaching, particularly new teachers for whom the textbook can serve as a trainer. In addition to the teacher's language, the textbook can also serve as a source of contact for study both in the classroom and outside it. Richards continues by explaining that the textbook has several additional advantages:

1. The textbook is considered a syllabus that organizes the curriculum, which helps students and teachers organize learning and teaching.
2. The textbook ensures that students in different classrooms in the same grade receive the same material and will be evaluated accordingly.
3. The textbook contains high-quality material since it is based upon theory that has been examined.
4. The textbook comes with other components such as a workbook, recordings, a teacher's guide that offers a rich and instructive learning environment that helps teachers and students.
5. The textbook can serve as a good model from the standpoint of language, particularly for teachers whose mother language is not English.
6. The textbook, together with the teacher's guide, can serve as trainers for teachers, particularly new teachers.
7. The textbook is rich in visual material that encourages teachers to teach and students to learn.

Allen (2008), claims that textbooks have undergone a change and were once characterized by presenting lists of words, patterns of grammar, and controlled activities, but are now books that emphasize meaningful activities that are applicable to students lives, while integrating a broad variety of technological means. Basing her remarks on Vygotskian cultural-historical psychology, she adds that the textbook can serve as a tool for mediation, the objective of which is to facilitate learning.

2.3. Textbook Analysis Evaluation and Selection

The process of analysis, evaluation, and selection of textbooks by researchers or professionals who are involved in educational practice is considered a central process in the educational system. This process serves many learning and educational objectives, particularly that of improving teaching. For example, the Ministry of Education in Israel made a decision to change the curriculum for English teaching and began to implement a new curriculum - the

objective of which was “to set standards for four domains of English language learning: social interaction, access to information, presentation, and appreciation of literature and culture, and language” (Ministry of Education, 2001).

As a result of the application of this change, textbooks and their accompanying materials were written for this new curriculum guide for all age groups in schools with alternative textbooks suitable for each grade level.

Evaluation is a process of collecting information about the material being assessed in terms of its strong and weak points. Making decisions connected to selecting textbooks will influence teachers, students and the dynamics in the classroom (Garinger, 2002).

Analyzing a textbook requires researchers or analysts to use textbook analysis criteria. These criteria may differ from one researcher to another, but are not significantly different. For example, Chambers (1997) and Harmer (2002) relate to more or less identical criteria: cost, layout, design, skills, vocabulary and structure, activities, learning strategies and the extent to which the teacher's guide is helpful.

In regard to choosing the most suitable ESL textbooks, Garinger (2002) proposes that analysis must be according to program issues and according to a process of broad to specific. According to Garinger, this process makes the selection clear and manageable. The quantity and quality of the book must be sufficient for both teachers and students. The textbook must be able to motivate students and meet their needs and interests. She also adds that the rationale of the textbook must be clear and explicitly stated.

2.4. Justification for Textbook Evaluation

The method of placing the learner in the center of learning was already being given attention and attempts were made to apply it in the 1970s. This method supported the issue of the use of textbooks in the educational system on the condition that it is a textbook suitable to the level and needs of the students.

Brown (1995), claims that textbooks must serve the teacher and the students and not determine or constitute the educational and learning objectives. This shows how important it is for the educational system to develop the issue of textbook evaluation in general, and to develop overall criteria for evaluating textbooks in particular in order to ensure high-quality teaching.

Another reason for evaluating textbooks that (Ellis, 1997) refers to is that evaluation helps teachers in their personal and professional development. This is expressed in the fact that teachers acquire and develop understanding regarding the nature of textbook material in a general manner, rather than impressionistic assessments. As a result, textbook evaluation promotes cooperation between teams of teachers from the aspect of action research, empowers their professionalism and helps teachers improve.

Textbook evaluation also helps student teachers to understand the learning material used in the educational system from close up and increases their awareness of the various characteristics of textbooks.

In summary, teachers and educators can apply one of the methods of textbook evaluation such as those proposed by Ellis (1997). One of these methods is the predictive or 'pre-use' evaluation method. The objective of this method is to examine the future performance of the textbook. The second method is the 'in-use' method that examines materials presently in use. The third method is the retrospective or the 'post-use' method that is considered a reflective process regarding the material that has already been used.

These methods, which focus on the topic of textbook evaluation, help teachers, supervisors and all those involved in the materials evaluation process to make wise decisions regarding the selection of textbooks to develop from a personal and professional standpoint, and to increase awareness of practicing reflection regarding the teaching and learning process.

Finally, this process is beneficial for the entire educational system in general and for ensuring better quality instruction. This study can be categorized as an “in-use” evaluation since it will examine a task-based course of study designed for seventh grade learners that is already in use in the Arab community educational system.

2.5. Review of Related Literature

Numerous studies have been conducted in the area of analysis and evaluation of textbooks for English instruction. The main objective of these studies was to improve the quality of the instruction of English in particular. The following are several international studies that the researcher reviewed in the area of analysis and evaluation of textbooks. These are presented here in chronological order.

Al-Koffeiri (1997), evaluated a textbook for English instruction from the standpoint of teachers' perspectives. The book is the last part of the Petra Series called “Progress in English through Relevant Activities for Jordan”, and is designated for tenth graders in the Al-Mafraq region in Jordan. This study also examined whether or not a significant difference existed between the responses of teachers ascribed to gender, educational qualifications, and teaching experience. The researcher also intended to gather suggestions from teachers as to how to improve teaching quality by improving the book that was evaluated together with its components.

The first research tool was an evaluation scale developed by El-Mostafa (cited in Al-Koffeiri (1997) that included 87 Likert-type items that emphasized 11 characteristics of a good textbook. The characteristics that the scale emphasized were: rationale, objectives, language skills, reading skills, teaching aids, vocabulary, grammar, content, teaching methods, a workbook, teacher's guide, and general aspects. The research population consisted of all the English teachers who used the textbook in the Directorates of Education in Mafraq Governorate during the academic year of 1966-1967. The research population of 120 teachers - 60 men and 60 women—also made up the research sample.

The research findings revealed that the teachers' perspectives regarding the book were positive, but the teachers claimed that they were not involved enough in determining the teaching objectives when using this book.

The findings also showed that there was a significant difference between the teachers that was ascribed to gender and educational qualifications in their relation to the characteristics of the book. There was no significant difference ascribed to teaching experience.

The teachers offered suggestions for improving the quality of teaching using the textbook. They felt that the book should include more learning games and co-curricular activities in order to offer students more opportunities to use the English language. The researcher also recommended these suggestions to the Ministry of Education in Jordan in order to improve English teaching in the Al-Mafraq region.

Al-Momani (1998), conducted a research in which he evaluated the 'AMRA' textbook for teaching English to 11th and 12th grades in Jordan. He used three evaluation tools that he developed that used a Likert-type scale that included 11 characteristics for good textbooks for English instruction. These were: rationale, objectives, skills, grammar, and structure, functions, vocabulary, methods of teaching, workbooks, teachers' manual, teaching aids and general aspects.

The research results revealed that the objectives met the students' needs and the choice of words was successful as shown by the level of the students. The book did not emphasize listening and speaking skills. The teacher's manual was beneficial for teachers in teaching despite the fact that the topics that were taught in the 'AMRA' textbook were not interesting. The issues of grammar and function were found to be suitable to the background of the students.

Al-Hajailan (1999), examined the quality of the English for Saudi Arabia Series for third Grade Secondary Students. The study made use of the quantitative research method and collected teachers' and supervisors' opinions regarding the series by use of a questionnaire. He also supported this method by collecting qualitative data from document analysis, content analysis, and interviews. The research population consisted of all the teachers and supervisors in Riyadh, Saudi Arabia. 83% of the research population returned the questionnaires. 13 teachers, 5 supervisors, and 2 administrators in the Ministry of Education were interviewed.

The results of the study revealed support of the book's appearance, complementary materials, academic content, cultural content, and evaluation techniques. However, there was disagreement in relation to fulfillment of the national objectives and teaching methods. The results of the study showed that there were positive points as well as weak points in the series, and that there were suggestions and recommendations to modify the textbook.

Akindjo (2000), examined to what degree teaching English as a foreign language in Togo includes the principles of communicative language learning. The researcher used the method of content analysis in order to analyze Togolese English textbooks for teaching English as a foreign language and their objectives. The results of the research revealed that the objectives reflect a structural rather than a communicative pedagogical orientation.

Magableh (2000), analyzed a textbook entitled Functional English Language Textbook for twelfth graders in Jerash, Jordan. The sample in this study consisted of 6 teachers, 5 supervisors, and 81 students in the Jerash Directorate of Education. The researcher developed a questionnaire consisting of two evaluation scales in order to achieve the research objectives. The first was intended for teachers and supervisors and included 88 Likert-type items related to 13 characteristics of a good textbook such as rationale, layout, physical characteristics, user identification, and several others. The second scale was intended for students and included 45 items relating to 70 main characteristics of the textbook. These characteristics included sufficiency, linkage, flexibility, revision, stimulus, and technical terms.

The research results revealed positive and negative points of the textbook. Among the positive aspects was the fact that the material presented in the book was interesting and logically arranged. Its rationale was based upon the principle of teaching English for a functional purpose. The content was easy to understand and attractive and the introduction was clear. The vocabulary in this book was presented in orderly lists and the font and illustrations were clear. The book was also a comfortable size.

On the other hand, the results also emphasized the textbook's negative points. The book lacked components of teaching aids, a teacher's guide, and a workbook. The book also lacked colors and grammatical explanations, and did not include rules of punctuation and spelling, the phonetic transcription of vocabulary, tests, or visual aids. The book did not reflect the values of Jordanian society and its concepts were not suitable to the students' level of proficiency. The material in the book did not encourage development of thinking among students and did not even meet the students' needs. The meaning of vocabulary words was given in Arabic without reference to which study unit the words belonged.

Al-Omari (2002), evaluated 'Action Pack' that is designed for the first four primary grades in Jordan. This study related to 11 areas. The researcher used two evaluation tools: one was designed according to Likert-type items for teachers and supervisors, while the second was in the form of observations that the research conducted in classrooms that used the 'Action Pack' textbook. The research population included 275 teachers and 10 supervisors. The research results showed that there was no significant difference between the perspectives of teachers and supervisors in relation to the strong and weak points of the 'Action Pack'.

Chan (2002), conducted a comprehensive analysis of advanced ESL composition textbooks. This research had several objectives: to categorize the basic elements in the books, to identify the theoretical bases and teaching methods that are applied, and to examine the development of textbooks in relation to the history of ESL composition and other studies in the field of ESL. The researcher selected and analyzed three ESL composition textbooks in four areas: grammar, textual organization, authors' strategies, and types of exercises. The researcher used simple statistics for the statistical analysis but used in-depth narration in order to illustrate the findings.

The results revealed that the types of written texts (grammar and textual organization) received a large amount of attention. There was, however, not agreement regarding the suitable quantity of grammar that should be included.

Some of the books were found to contain elements of competitive methods and others contained a variety of other methods.

Shatnawi (2005), utilized content analysis in his study to examine the role of culture in foreign language textbooks and to examine to what degree culture was represented in a textbook called 'Cutting Edge' that is used at Yarmouk University in Jordan. This study also examined lecturer' and students' attitudes at the university towards the importance of the English language and inclusion of culture in TEFL. The research population included 300 male and female students and 20 lecturers. The researcher used two questionnaires: one for lecturers and the other for students in order to establish the objectives of his research. The researcher also interviewed some of the lecturers and students in order to give validity to the research results. He then analyzed the content of the 'Cutting Edge' series in order to examine the cultural aspects.

The research results revealed that the series included cultural aspects such as historical, economic, geographical, literary, political, religious, social, man-woman relationships, habits, customs, and traditions as well as aspects related to the way of living. However, in relation to the overall culture in TEFL there were two attitudes relating to the culture in TEFL. One was whether to include Western culture while the other was to diminish its presence.

The results also showed that there was no statistically significant difference in the lecturers' and students' responses due to their gender and cultural orientation. The main recommendation that the researcher presented to the universities in Jordan and in the Arab World was not to include cultural aspects in textbooks for teaching English which are against their religion and culture.

Karsou (2005), analyzed a textbook entitled Action Pack 1-5 in Jordan. The researcher analyzed these books according to the following criteria: rationale, objectives, the four language skills (listening, speaking, reading and writing), teaching aids, vocabulary, contents, teaching methods, the workbook, teacher's guide, and the general aspects of the textbook.

The researcher used two evaluation tools to collect data and to attain the research objectives. The first tool was a questionnaire of 73 items designed for supervisors, teachers, and students of teaching English as a foreign language. The second tool was interviews with the supervisors, teachers and students. The research sample included 8 supervisors, 100 teachers, and 300 students. The researcher applied average and standard deviation in order to perform statistic analysis of the responses of teachers and supervisors.

The research results showed positive and negative points of these textbooks. The positive points were: Action Pack was found to be suitable from the standpoint of encouraging students to communicate in English, reading materials met the students' needs and interests, teaching aids were suitable from the standpoint of recordings and wall pictures, and teaching methods were suitable to the specific and general objectives. The teacher's guide provided teachers with an answer section for all the exercises and the general aspects were also found to be suitable on a high level.

On the other hand, there were also several disadvantages to the Action Pack textbooks. The objectives were found to be less suitable and irrelevant to the students' real life situations, the activities of aural comprehension and speaking were not suitable to the students' abilities and the vocabulary that was provided in the books did not fit the phonetic transcription. There was no distinction found between the passive and active vocabulary, and the teachers' guide did not offer teachers details regarding the amount of time for teaching the material in the Action Pack textbooks.

Al-Shammari (2005), evaluated the "Say it in English" textbooks for the first and second intermediate grades in Hai'l City in the Kingdom of Saudi Arabia. His study examined the teachers' perspectives regarding these books according to the teachers' gender, qualification, and teaching experience. The sample population of 140 teachers – 80 males and 60 females – who used these textbooks during the 2004-2005 academic year. The research tool was a questionnaire that included 66 items that emphasized 8 areas: general aspect of the textbook, book content, structure, vocabulary, language skills, instructional aids, teacher's guide and the workbook.

The research results revealed that the teachers agreed that the series "Say it in English" was suitable in the areas of rationale, objectives, grammatical and structural functions, vocabulary, the teacher's guide, and the workbook, but were dissatisfied with the instructional aids and language skills, which were not presented in a balanced manner and were not suitable to the students' background. In addition, the gradual complexity of the grammar exercises was not successful.

The results regarding the independent variables revealed a significant difference in favor of female teachers in all domains, in favor of teachers holding Masters Degrees towards the teacher's guide, in favor of teachers holding a diploma towards the language skills, and in favor of teachers with 5-9 years of experience towards most areas

Al- Hishoush (2006), conducted a content analysis that focused upon the cultural aspects of two different books: Amra General English One for twelfth -grade students in the Jordanian schools and Headway Advanced designed for college and university students in Jordan. The objective of this research was to propose a balanced view of teaching the cultural aspects by presenting a new cultural model that took more specialties of specific cultures into account and emphasized learning styles, how people acquire a second language in comparison to their mother tongue, and the traditional view of culture such as ideas, products, and behaviors.

The main tool that the researcher used to analyze the cultural content was an analytical scale consisting of three categories. The objective of the scale was to categorize the contents of the two books according to the culture that it represented: native English culture, international, or local Jordanian or Arab culture.

The research results revealed that there is a large cultural gap between the two books: the Amra Textbook attributed more importance and focused more upon Jordanian and Arab culture more than the second book, Headway Advances, which emphasized native English culture. In addition, the views regarding the other culture were not always positive or neutral.

The researcher also referred to learning styles and language problems in the two books, and emphasized that both books took methods for teaching English into account and included them in the books without considering the involvement of the mother language in learning or the consequent problems. In addition, the two books ignored several cultural aspects that are important to Arab students.

Litz (2006), conducted a research on the book "English Firsthand 2" whose objective was to point out the overall pedagogical standpoint of the textbook and to examine its suitability to a specific language program. The researcher used qualitative techniques for analyzing and evaluating the book.

The research results showed that the book "English Firsthand 2" is well-organized, logical, and coherent as well as attractive. The book reflects a multi-skill syllabus. It was found that the word exercises in the book were dealt with through a variety of reliable techniques such as mnemonic devices. The activities and assignments were communicative and promoted a balance of activities approach. Despite these characteristics, the book failed to encourage meaningful practice or to promote realistic discourse, and failed to internalize language within students.

Ababneh (2007), conducted a research in which he analyzed the contents of the 'Jordan Opportunities' series – a textbook intended for 10th grade. He also examined the opinions held by teachers and supervisors about the book. The research population included 80 teachers and 8 supervisors from the Irbid region in Jordan. The researcher analyzed the student's workbook and teacher's manual of the 'Jordan Opportunities' series in relation to outcomes, language skills, linguistic components, communication activities, and the cultural aspects, and how these components are stated, distributed, and balanced in the textbook. He also analyzed the main elements in the teacher's manual.

Ababneh used two evaluation tools: the first was a questionnaire that included 78 items relating to the components mentioned in the previous paragraph. He also conducted structured interviews that included 8 yes/no questions in addition to Why or Why not to examine teachers' and supervisors' opinions regarding the series.

The results revealed that words and outcomes were not distributed fairly in modules. The remaining components, however, were acceptable and suitable. The teachers and supervisors demonstrated agreement regarding the suitability of the book to the Jordanian setting. The researcher recommended eliminating exercises for grammar and adding a word list with phonetic transcription.

Igbaria (2014), utilized content analysis in their study to examine to what extent the activities in the reading and listening units in the Master Class textbook emphasize high and low level thinking. Content analysis was conducted for the Mastering Reading and Mastering Listening section of each unit. The findings show that most of the activities emphasized levels cognition representing lower order thinking skills. This study sheds light upon the important role of textbooks in developing cognitive skills among Arab students.

Purnomowulan (2014), conducted a research in which he analyzed the content of the English textbook entitled "When English Rings the Bell". The researcher examined whether the English textbook has fulfilled the criteria for textbook content development, and whether the English textbook has fulfilled the curriculum 2013 requirements. The findings show that this textbook has approved that all the curriculum 2013 requirements have been accomplished. But, this textbook has some weaknesses which include the shortage of pronunciation practice and supplementary materials.

In summary, all the studies that the researchers reviewed evaluated textbooks for teaching English as a second or a foreign language and used quantitative and qualitative research methods. These studies evaluated various aspects of these textbooks, such as the pedagogical, linguistic, cultural, social, organizational, or illustrative aspects. They also pointed to the strong and weak points in the textbooks. Some of these studies revealed that not only are textbooks biased from the cultural or social aspects, but also are artificial in their presentation of the target language. Others claimed that textbooks are written according to their authors' outlook, and therefore have theoretical problems, design flaws, and practical disadvantages.

Despite the fact that numerous studies have been conducted in the area of CA of ESL / EFL textbooks throughout the world, no study has yet been conducted regarding learning components in EFL textbooks intended for the Arab community in Israel. This research will therefore be the first to do so, since it will evaluate a course of study for teaching English written by a non-Arab author.

2.6. Research Question

How are the learning components - activities, benchmarks and cultural aspects- stated, distributed, and balanced in the textbook "Way to Go" for seventh grade Arab students ?

2.7. Definitions of Relevant Terms

There are several terms that should be defined in order to clarify issues for readers of this study:

- 1- Learning components are the components that are referred to in the question in this research: the activities and benchmarks of the five sub-domains of language learning and the cultural aspects.
- 2- Domains define the linguistic ability and knowledge that are categorized differently than the four language skills. In other words, these four domains for learning and teaching language allow a comprehensive description of the objectives and levels of the curriculum guide for English instruction. These domains are:
 - a. Social Interaction: training students to be capable of conducting a communicative conversation in English.
 - b. Access to Information: acquiring information and ability to use it.
 - c. Presentation: presenting material by the students through speaking and writing in an orderly and organized manner.
 - d. Appreciation: highlighting two components- the aspect of literature and culture and the aspect of language.

- Appreciation of literature and culture: understanding and developing sensitivity to people with a different cultural background.
- Appreciation of language: arousing awareness of the nature of language and understanding how languages are organized and the differences between them.
- 3- Standards have been established and defined for each of the sub-domains mentioned above. These standards are based on accumulated knowledge and competencies that constitute a basis for quality education.
- 4- Benchmarks show students' progress in all sub-domains and include three levels: the foundation level (up to 6th grade) the intermediate level (up to 9th grade) and the proficiency level (up to 12th grade).
- 5- The unit of analysis refers to any activity that is found in the student's book "Way to go". The activity can be any question, request, instruction, task, or exercise presented to students to be performed by an individual student or a group of students.
- 6- Stated relates to the appearance of objectives or any activity in an explicit or implicit manner in the student's book.
- 7- Distributed relates to the number of times the objective or activity appears explicitly or implicitly in the student's book.
- 8- Balanced relates to the division of objectives or activities and if it was done in a balanced manner throughout the study units in the student's book.

3. Research Method

This chapter presents the research population and research sample, research tools, the validity and reliability of the research tools, the process of collecting data, research variables, and statistical analysis of the data.

3.1. The Research Population and Sample

The course book "Way to go" for heterogeneous seventh grade classes.

3.2. Data Collection

The following procedure was followed in order to acquire data for this study: The researchers analyzed the 'Way to Go' student's book using CA methodology. Units and categories of analysis were determined and the rules of analysis were stated. Consequently, the analysts were chosen in light of these rules.

3.3. Data Analysis

The researchers calculated the frequency and percentage of the analyzed data taken from the 'Way to Go' student's book. Then the researchers commented on the analysis providing examples from the analyzed data.

3.4. Research Tools

This study used one source for collecting data regarding the course of study 'Way to go'. This includes Content analysis of the 'Way to Go' student's book.

The researchers analyzed the 'Way to go' student's book for the seventh grade according to the following criteria: learning components - the activities and benchmarks of the five sub-domains of language learning, and the cultural aspects.

3.5. Validity of the Research Tools

The validity of the research tools were judged by an expert in the field of education. The researchers took his criticism, comments and recommendations into consideration.

3.6. Reliability of the Research Tools

The process of collecting data began with consent on the part of the research supervisor to begin conducting the research with its objectives, methodology and process. It continued with the collection of data using the research tools of the content analysis, and was completed with the statistical analysis of the data.

The researchers calculated the consistency coefficient between two analyses of the sample from the content of the student's book conducted by the researchers and English teacher using the course of study 'Way to go'.

The researchers conducted the analysis separately according to the following three categories:

1. Activities of the sub-domains of language learning.
2. Benchmarks of the sub-domains of language learning. (see Appendix 1)
3. Cultural aspects, which were: the historical, economic, geographical, literary, man-woman relationships, political, religious, social, habits, customs and traditions, way of living, and modern technology aspects.

3.7. The Limitations of This Study

- The study is limited to the course of study "Way to go" for heterogeneous seventh grade classes.
- The study is limited to the following learning components: the activities and benchmarks of the five sub-domains of language learning, and the cultural aspects.

4. Results and Their Discussion

4.1. Results and Discussion of the Question

"How are the learning components stated, distributed and balanced in "Way to Go" for the seventh grade Arab students?"

In order to answer this research question, the researchers divided the results and their discussion into three parts as follows:

4.1.1. Activities of the Sub-Domains of Language Learning

The researchers calculated the frequency of each of the activities and used content analysis. The results of this analysis are presented in [table 1](#). (see appendix B)

Table-1. *Frequency of the Activities of the Sub- Domains of Language Learning in the Student's Book "Way to go"*

	SI	AI	P	ALC	AL
Unit 1 (Way to Go)	5	40	11	2	31
Unit 2 (Aiming High)	4	39	11	4	31
Unit 3 (To The Rescue)	3	43	12	4	26
Unit 4 (Believe It Or Not)	5	35	14	2	17
Unit 5 (Out and About)	4	39	14	6	17
Unit 6 (The Future Is Here)	8	38	23	3	19
Total	29	234	85	21	142

[Table 1](#) shows the following results:

The frequencies for these activities range from 21 to 234 in the student's book "Way to go". The activities of the sub-domain of appreciation of literature and culture have the lowest frequency while those for the sub-domain of access to information have the highest. The activities of sub-domain of appreciation of language is in the second place (142) times and the activities for the sub-domain of presentation is in the third place (85). The activities for the sub-domain social interaction are in the fourth place, appearing 29 times.

4.1.2. Interpretation

[Table 1](#) shows that there is an imbalance in the distribution of the activities stated in the language learning sub-domains. Activities for the sub-domain of access to information appear most frequently, followed by activities of the sub-domain appreciation of language, presentation, social interaction, while activities of literature and culture appreciation appeared least frequently.

It is evident that there is an imbalance in the distribution of the stated activities in the language learning sub-domains in each unit separately in the student's book. Activities in the sub-domains of access to information appear more frequently in the student's book than activities in the sub-domains of presentation, social interaction, appreciation of language and appreciation of literature and culture which appear least frequently.

The table shows that there is no balance in the distribution of the stated activities of the language learning sub-domains in the study units and the five language sub-domains in the student's book.

Regarding the first unit (Way to Go), the frequencies of the language sub-domain activities in this unit were not balanced. Activities for access to information appeared most frequently, followed by the appreciation of language, presentation. The two sub domains social interaction and appreciation of culture and literature have the same frequency.

In regard to the second unit (Aiming High), the frequencies for the language sub-domain activities were also not balanced. Activities for the sub-domain of access to information appeared most frequently, followed by the activities of appreciation of language, presentation, social interaction with appreciation of culture and literature appearing least frequently.

Regarding the third unit (To the Rescue), the language sub-domain activities for access to information appeared most frequently, with activities for each of the sub-domain appreciation of language, presentation, appreciation of literature and culture appearing less frequently. Activities for the sub-domain of social interaction appeared least frequently in this unit.

Regarding the fourth unit (Believe it or not), the distribution of activities in the various language sub-domains was also not balanced in this unit. Activities for access to information appeared more frequently than those for appreciation of language, presentation, social interaction. The activities in the domain of appreciation of literature and culture appeared less frequently.

In regard the fifth unit (out and about), the distribution of the stated activities of the language learning sub-domains in this unit was also not balanced. Activities for the sub-domain of access to information were most frequent, followed by appreciation of language, presentation, appreciation of culture and literature and social interaction respectively.

Concerning the sixth unit, (The Future is Here); it appears that there is also imbalanced in the distribution of the stated activities of the language learning sub-domains in this unit. Activities for access to information appeared most frequently, while activities for presentation, appreciation of language, social interaction showed lower frequencies. Activities for the sub-domain of appreciation of literature and culture appeared least frequently in this unit.

4.1.3. Discussion of the Results of the First Part

The language learning domain activities are imbalanced in their distribution: As opposed to the claim made by Richards (2001) that textbooks must relate to teaching the four skills in a balanced manner, "Way to Go" has more activities of the sub-domain access to information that emphasize receptive skills at the units. The reason why these activities were the most frequent could be that these activities can be performed in the classroom and outside of it. This fact urged the authors of "Way to go" to add more activities in this sub-domain for the objective of practice. It is also reasonable to assume that one of the overall and major objectives of "Way to Go" is to guide students towards responsible and independent learning through an encounter with a large number of activities in this sub-domain.

4.2. The Benchmarks for the Units at the Level of the Sub-Domains of Language Learning in the Student's Book (see appendix B)

The researcher calculated the frequency of the stated benchmarks in each of the units in the student's book at the level of the sub-domains of language learning and used content analysis for the student's book. The results of this calculation are presented in table 2

Table-2. Frequency of the Stated Benchmarks for the Units in the Student's Book at the Level of the Sub-Domains of Language Learning

	B1	B2	B3	B4	B5	B6	B7	Total
Social interaction	14	2	9	3	1	-	-	29
Access to information	121	6	6	5	27	27	42	234
Presentation	6	28	38	2	11	-	-	85
Appreciation of literature and culture	6	7	1	2	5	-	-	21
Appreciation of language	5	100	21	16	-	-	-	142

Table 2 shows the following results:

The frequencies for the benchmarks for the sub-domain of social interaction for all the units in the student's book range between 1, which is the lowest frequency for the fifth benchmarks, to 14, which is the highest for the first benchmark.

The frequencies for the benchmarks for the sub-domain of access to information for all the units in the student's book range between 5, which is the lowest frequency for the fourth benchmark, and 121 for the first benchmark, which is the highest.

The frequencies for the benchmarks for the sub-domain of presentation for all the units in the student's book range between 2 as the lowest frequency for the fourth benchmark, and 38 as the highest for the third benchmark.

The frequencies for the benchmarks of the sub-domain for appreciation of literature and culture for all the units in the student's book range between 1, which is the lowest for the first third benchmark, and 7 for the second benchmark, which is the highest.

The frequency for the benchmark for the sub-domain of appreciation of language in all the units in the student's book range between a low of 5 for the first benchmarks, and a high of 100 for the second benchmark.

4.2.1. Interpretation

a. The sub-domain of social interaction

Table 2 shows that there is no balanced in the distribution of the benchmarks stated in the student's book. The first domain was stated most frequently, followed by the third, fourth, second and first in a descending order.

b. The sub-domain of access to information

In regards to all the study units, table shows that the first benchmark was stated most frequently in the student's book. This table shows an imbalance in the distribution of the benchmarks stated in the book, where the first benchmark appears most frequently. the Seventh, sixth and fifth appeared less frequently than the first, then the second and third followed by the fourth.

c. The sub-domain of presentation:

Regarding all the study units in the student's book, the table shows the highest frequency for the third benchmark. The second, fifth, first and fourth benchmarks appear at lower frequencies respectively.

d. The sub-domain of appreciation of literature and culture:

Regarding all the study units in the student's book, the second benchmark appears most frequently, followed by the first, fifth, fourth and third benchmark in descending order, with the first benchmark appearing least frequently.

e. The sub-domain of appreciation of language:

Concerning all the study units, the second benchmark appears most frequently in all the units in the student's book, while the third, fourth and first appear less frequently.

4.2.2. Discussion of the Results of the Second Part

The benchmarks of the sub-domains of language learning are imbalanced in their frequencies. This is considered something that is lacking in "Way to go" because according to the Curriculum Guided for English Instruction students will only meet the standards of the language learning domain if they will apply the benchmarks of each of the sub-domains of language learning. This does not happen in "Way to go" in a manner that is considered satisfactory.

For example in the sub-domain of social interaction the first benchmark that requires "ask and answer questions about general topics, such as current events, future plans" appeared in first place with 14 frequencies, while the benchmarks that require students "express personal wishes and opinions" and "give and receive information in writing, such as postcards, letters..." revealed 1 and 2 frequencies respectively. It can be assumed that the authors of "Way to go" view the first benchmark as being more suitable for the seventh-grade heterogeneous population while the other two are suitable for more proficient students who constitute a smaller portion of this type of class.

The first benchmark for the sub-domain of Access to information requires students "to understand the main idea and supporting details in a text and use this knowledge as needed." This benchmark revealed 121 frequencies, which is considered a very large amount. This benchmark is suitable to the entire heterogeneous seventh-grade population, since even weak students can deal with activities for this benchmark because they also emphasize questions of details in texts such as finding numbers, names, etc. however, the second benchmark: "understand the structure and convention of different text types and use this knowledge as needed" which is apparently intended for operating higher order thinking skills had frequencies of 6. This does not give credit to "Way to Go" because it emphasizes the lower order of thinking skills in this area.

In the sub-domain of presentation the second benchmark: "React to the content of something read, seen or heard" and the third: "Express ideas and opinions about general topics and experiences using main and supporting details" received 28, 38 frequencies respectively. However, "Way to Go" neglect the benchmarks such as "Design different means for collecting information" and "Review and edit presentation" that encourages creativity and develop thinking among seventh-grade students.

The second benchmark for the domain of appreciation of literature and culture, "Discuss themes and conflicts in literary texts" received the highest frequency. This benchmark does not allow Arab students to become closely acquainted with their culture or to react a level of characterizing (Reece and Walker, 2000) in order to internalize the various values presented in literary texts in "Way to go". The remaining benchmark such as "to be aware of the social and cultural frameworks within which literary texts were written" were not dealt with in a satisfactory manner.

Finally, in the domain of appreciation of language, despite the fact that the second benchmark: " " and the third benchmark: " " received the highest frequencies, they did not add much weak students in the class. On the other hand, other benchmarks such as "Being aware of differences in cultural conventions in English and their mother tongue such as greeting." Receive less frequency, but it would have been more suitable for weak and intermediate students who constitute the majority in a heterogeneous classroom.

Table-3. The Frequency of the Stated Cultural Aspects

Cultural Aspects Unit	Historical	Economic	Geographic	Literary	Man-woman relationship	Political	Religious	Social	Habits/customs/traditions	Way of living	Modern technology
Unit 1			4	1				3	2		1
Unit 2	1			2				4	1		1
Unit 3	2		2	1				1	1		
Unit 4			2	3				1	1	2	1
Unit 5			5	1							
Unit 6			1	1				2		2	3
Total	3		14	9				11	5	4	6

4.3. The Cultural Aspects

These aspects were analyzed according to the following criteria: historical, economic, geographical, literary, mon-woman relationship, political, religious, social, habits, customs and traditions, and way of living (Shatnawi, 2005).

The researchers calculated the frequency of the stated cultural aspects and used content analysis for all the units in the student's book. The results of these calculations are presented in the following table. (see appendix C)

The table shows that the frequencies of the cultural aspects range between 0-14. The economic, man-woman relationship, political and religious have the lowest frequency of 0, while 14 was the highest for the geographical.

The remaining cultural aspects had the following frequencies: historical -2, literary- 9, social- 11, habits and traditions- 5, way of living- 4, and modern technology- 6.

4.3.1. Interpretations

The table shows that there is an imbalance in the distribution of the stating of the stated cultural aspects in the student's book, Way to go.

In the student's book the cultural aspect of geographical showed the highest frequencies. This was followed in a descending order by the social cultural aspect, literary, modern technology, habits and traditions, way of living and the historical cultural aspect that showed the lowest frequency. The four cultural aspects of economic, man-woman relationship, political and religious were not stated in the student's book.

The table shows that there is an imbalance in the distribution of each of the stated cultural aspects in book "Way to go". The imbalanced distribution of all the cultural aspects is as follows:

In the student's book the cultural aspects are not distributed in a balanced manner. The cultural aspect of geographical appears most frequently, followed by the cultural aspect of social, literary, modern technology, habits

and traditions, way of living and historical cultural aspects in a descending order of frequency. The economic, man-woman relationship, political and religious cultural aspects are not stated.

4.3.2. Discussion of the Results of the Third Part

The researchers found that there is an imbalance in the emphasis placed on the cultural aspects. Geography, social and literary had highest frequencies 14, 9 and 11 respectively as opposed to the historical aspect that appeared 3 times, and way of living aspect which appeared 4 times. The cultural aspects of modern technology, habits and customs received moderate levels of attention as opposed to the others, with frequencies of 5 and 6 respectively.

The fact that "Way to go" places emphasis upon the social and the geographical aspects shows that the authors of the course are interested in exposing students in a heterogeneous seventh-grade classroom to these aspects in order to develop their intellectual competence which highlights the social effectiveness and appropriateness. According to the results of the content analysis in this study, "Way to go" emphasizes international culture in its relation to Arab students. This implies that "Way to go" does not emphasize Arab culture in any aspect that was examined in this study. As a result, the intra-cultural skills among Arab students are not nurtured in the classroom. Presumably, this finding will perhaps prevent Arab students from satisfactorily expressing themselves in English about their culture and their cultural identity.

The low frequencies for the cultural aspects such as economic, man-woman relations, political, and religious can perhaps be explained by the fact that "Way to go" is sensitive to the background of the seventh-grade students in Arab and Jewish societies regarding these aspects, despite the fact that it cites religious aspects from the Bible, political aspects about the United States and other aspects from foreign cultures even once.

5. Conclusion and Recommendation

5.1. Conclusions

In light of the results of this study, the researchers have reached the following conclusions connected to the policy of English teaching that is reflected in the Curriculum Guide for English Instruction in Israel and to the evaluation of English textbooks.

The main conclusion that the researchers have drawn is that according to the results of this study described in Chapter 4, (Dobkins and Zelenko, 2011), the author of "Way to Go" did not follow the standards and principles of the Curriculum Guide satisfactorily in regard to the Arab population in Israel - which constitutes 20% of the total Israeli population. A significant example of this is that one of the principles that underlie the choice of content emphasizes that "the content must cater to the variety of backgrounds – religious, cultural, and ethnic – and the varying interests of Israeli pupils." (Ministry of Education, 2001). The researchers found that there is an imbalance in the emphasis placed on the cultural aspects

From the results of the domains of the student's book, the researchers conclude that the successful organization of the student's book gave teachers incentive to choose it even without paying attention to the pedagogical, psychological and cultural aspects in terms of its contents, variety of activities, and exercises, illustrations and the stories and poems. In addition, "Way to go" succeeded to a certain degree in presenting vocabulary and performance tasks in each study unit by providing a varied quantity of vocabulary exercises and performance tasks that respondents found to be satisfactory. The benchmarks of the sub-domains of language learning are imbalanced in their frequencies. This is considered something that is lacking in "Way to go" because according to the Curriculum Guided for English Instruction students will only meet the standards of the language learning domain if they will apply the benchmarks of each of the sub-domains of language learning. This does not happen in "Way to go" in a manner that is considered satisfactory.

However, these activities and exercises did not speak to Arab students', who constitute 20% of the population of the democratic State of Israel, into account. These same conclusions are also valid in regard to the other domains of the student's book, particularly the language learning domain.

5.2. Recommendations for English Teachers

- 1- Teachers should not have to adhere to the titles and organizations of the textbook, but should examine its contents and its compatibility to their students' background. They should not judge the book by its cover.
- 2- If the teachers have already been "instructed to use the book" they should try to modify it and to adapt it to the background of their students.
- 3- Teachers should work in teams to evaluate the books that they are about to use.
- 4- Teachers should inform their supervisors in writing about the suitability of textbooks to the students even if the supervisors do not ask for it. This will increase awareness of what books include and whether or not they are suitable to students in the Arab community.

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Appendix A

The Five Sub-Domains of English Language Learning and their Components for the Intermediate Level that are suitable for 'Way to Go'

1- The Sub-Domain of Social Interaction

Standard:

- Pupils interact effectively in English orally and in writing, in varied social contexts with people from varied linguistic and cultural backgrounds.

Levels of Progression:

- Pupils interact fluently using appropriate register for a limited range of social contexts.

- Pupils interact using a broad range of vocabulary and simple syntactic structures accurately.

Benchmarks:

Pupils will meet the standard for the domain of social interaction when they:

- ask and answer questions about general topics, such as current events, future plans
- express personal wishes and opinions
- interact for purposes such as agreeing and disagreeing, giving instructions, complimenting, giving advice
- engage in longer conversations
- give and receive information in writing, such as postcards, letters, email messages

Criteria:

- Accuracy: Emerging to Accurate
- Fluency: Hesitant to Fluent
- Length: Short to Extended
- Register: Emergent to Appropriate
- Syntax: Simple to Complex
- Topic: Familiar to General
- Vocabulary: Basic to Rich

2- The Sub-Domain of Access to Information

Standard:

- Pupils access information in English, from oral and written texts, from a variety of sources and media, making use of that information for a variety of purposes.

Levels of Progression:

- Pupils obtain and use information from different sources that include longer oral and written texts in more complex language that deal with less familiar topics.
- Pupils obtain and use information from texts by applying their knowledge of vocabulary, syntax, morphology and a wider range of discourse markers.

Benchmarks:

Pupils will meet the standard for the domain of access to information when they:

- understand the main idea and supporting details in a text and use this knowledge as needed
- understand the structure and conventions of different text types and use this knowledge as needed
- draw inferences in order to identify the points of view in a text distinguishing fact from opinion
- find out and follow directions and instructions in less familiar content
- interpret information from visual data, such as graphs
- extract relevant information for a specific purpose from different sources
- use additional information tools such as a learner's dictionary, an index, guided use of search engines

Criteria:

- Content: Limited to In-depth
- Length: Short to Extended
- Rhetorical Organization: Simple to Complex
- Sources: Limited to Varied
- Syntax: Simple to Complex
- Topic: Familiar to Less Familiar
- Vocabulary: Basic to Rich

3- The Sub-Domain of Presentation

Standard:

- Pupils present information and ideas in an organized and planned manner in a variety of formats, in both spoken and written English, on a wide range of topics.

Levels of progression:

- Pupils present information and ideas about general topics fluently, orally and in writing, using basic organizational skills.
- Pupils use a broad range of vocabulary and simple syntactic structures accurately and appropriately to the format.

Benchmarks:

Pupils will meet the standard for the domain of presentation when they:

- present information taken from different sources
- react to the content of something read, seen or heard
- express ideas and opinions about general topics and experiences using main and supporting ideas
- design different means for collecting information, such as surveys and interviews, and report on the results
- review and edit presentations based on feedback from peers and/or teacher

Criteria:

- Accuracy: Comprehensible to Accurate
- Content: Limited to In-depth
- Fluency: Hesitant to Fluent
- Length: Short to Extended

- Organization: Basic to Advanced
- Register: Emergent to Appropriate
- Syntax: Simple to complex
- Topic: Personal to general
- Vocabulary: Basic to Rich

4- The Sub-Domain of Appreciation of Literature and Culture

Standard:

- Pupils appreciate literature that is written in English and through it develop sensitivity to a variety of cultures

Levels of Progression:

- Pupils respond to literary texts
- pupils become acquainted with norms and behaviors in a variety of cultures

Benchmarks:

Pupils will meet the standard for the domain of appreciation of literature and culture when they:

- recognize the use of basic literary techniques, such as metaphor, and apply them in creative writing
- discuss themes and conflicts in literary texts
- express ideas and opinions about literary texts
- are aware of the social and cultural frameworks within which literary texts were written
- compare different cultural practices, behaviors and traditions with their own

Criteria:

- Cultural Awareness: Limited to Comprehensive
- Interpretation: Concrete to Abstract

5- The Sub-Domain of Appreciation of Language

Standard:

- Pupils appreciate the nature of language and the differences between English and other languages

Levels of progression:

- Pupils are aware of how English differs from their mother tongue.

Benchmarks:

Pupils will meet the standard for the domain of appreciation of language when they:

- distinguish between words that sound the same in both languages but have different meanings
- compare different elements of English, such as tense and gender, to their mother tongue
- are aware that languages use different idiomatic expressions in order to convey the same idea
- are aware of the differences in cultural conventions in English and their mother tongue, such as in greetings

Criteria:

- Appropriacy: Emergent to Appropriate
- Awareness: Limited to In-depth
- Organization of Language: Word to Discourse

Appendix B

(p. 7-34) unit 1 Way to go

Page	SI	AI	P	ALC	AL
7		Pictures B5 A B1			
8		B B7 C B5 D B1			
10		F B1 E B1			
	G1 B3	G1 B1 G2 B1 Extra B7	H B2		B B3
11		C2 B1			A B2 C1 B1 Extra
12		A B1			C2 B1
13		C B1 A B7			B1 B2 B2 B2
14		B B6 C B1 D B1			

		Extra B5			
15		Areading B7			A w. power B4
		B reading B5			B w. power B4
16					
		T/F B2			
17		C B2			
18	D B3	D B1			
		E1 B1			
		E2 B1			
19		Extra 2 B6			A 3B
		Extra 1 B6			F B4
					B B2
20					C B4
					Extra B4
21					A B2
					B B2
	C B3				
22		A1 B1			
		A2 B3			A2 B2
					A3 B2
					B1 B2
					B2 B2
23	C1 B1		C2 B2 C3 B2 C4 B5		
			Extra B2		
24		B B7	A1 B3		
		A2 B2			
					C B3
25		D- 2questionsB1			
26		D- 3questions B1			
27		D- 2questios B1			
28		E- 5questions B1			
		FB6	H B2		
			G B3		
29				I B5	A B2
					B B3
					C B2
					Extra B2
30		C B1			D B2
		A B5			
		B B1			
32		B B7			A1 B2
					A2 B2
33			H B1		C B4
					D B4
					E B2
					F B2
					G B2
34	J B5		Task B4	I B4	
			K B3		

Page	SI	AI	P	ALC	AL
35		Quiz B6			
36		A B7			
		B B5			
		C B1			
	D B2	D B1			
38		E B3			
		Extra B6			
39		F B1			A B2
					B B3
					C B3
					D B1
40		A B1	D B3	C B5	
		B B1			
		Extra B 6			
41		A B7			
		B B5	G B3		
42		C B2	Extra B6		
		D B1			
		E B3			
		F B1			
43		4 questions B1			
44					A B2
					B B2
					C B2
					D B3
46					A 2
					B B2
					C B2
					D B2
47	Extra				E B2
	F2 B1				F1 B2
					Extra 2
48		A B7	Extra B2		
		B B6			
		C B1			
		D B1			
		E B1			
50		F B1			
51		G B1	I B3		
		H B1	Extra B2		
52		A B1			
					B B4
					C B2
					D B2
53					E B2
54	A B1		B B2		B2 A
55					C B2
					D B2
56		A B1			B B2
57	C1 B1		C2 B2		
			C3 B2		
			C4 B5		
58		A B7			
		B B1			
59		C B1	Extra	D B1	Word power B2
			E B3		
				Extra B1	
60		A B1			
		B B1			
		C B1			

		DB1			
		EB7			
62		AB7			BB3
					CB3
63		FB7			DB3
					EB2
					GB2
					FB2
64	Task B1	JB3	KB3	IB1	Putting it together B2

Unit 3- To the Rescue

Page	SI	AI	P	ALC	AL
65		Matching B5			
66		AB7			
		BB5			
		CB1			
68		D1 B1	F1 B2		A
		D2 B1	F2 B2		
	Extra B1	EB1			
		Extra B6			
69		Extra B6			BB2
					CB2
					D1 B2
					D2 B2
70		AB7			
	B1 B3	B1 B5			
		B2 B5			
71		CB1			
72		DB1	E B3		AB2
					BB2
73					A b2
					B B2
74		D- questions B1			CB2
					D- verbs B2
75		AB5			
		BB7			
76		CB1			
77		DB1			
		EB1			
		FB1			
			GB3		
		Extra B6			
78		AB1			
		BB6			
					CB3
					DB3
79					AB2
80		B1 B		DB2	BB2
		Extra B6			
81		B1 A			CB2
82	D1 B1		D2 B2		
83		AB7	D3 B2 D4 B5		
		BB1			
84		CB1			
85		DB1			
86		F1 B1 F2 B1	GB2 H1 B3 H2 B3	E1 B2 E2 B2	
Page	SI	AI	P	ALC	AL

		Extra B6			
87					A B2
					B B2
88		A B1			C B3
		B B1			
90		A1 B7			B B2
		A2 B7			C B3
		D B7			
91		I B1	J B3	H B2	E B2
					F B2
					G B2
92		3 1B5	Task B2		2 B2
		4B3			5B2

Unit 4- believe it or not p. 93- 116

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93		Listening B4			
94		A B7			
		B B5			
		C B1			
96	D B1		Extra B1 F B3		A B3
		E B2			B B3
97					A B3
98	D B2				B B2
					C B2
99		Extra B6 EB5			
		A B7			
		B B6			
100		C B1	D B3		
		Extra B6 A B1			B B4
101		A B5			
		B B7			
		C B4			
102		D B1			
103		E B1			
104		FB1	H B5		
		G B1 Extra B6			
105	B B3				A B2
					B B4
					C B2
106					A B2
107		A B1			C B2
108	D1 B4		D2 B2 D3 B2 D4 B5		
109		A B7	B B2		
		C B1			
111		D1 B1	D2 B3	E	Word power B 2
		E B1			
		Extra B2	F B3		
112		B B1			
		A B6			
		C B1			
		D B1			
		E B1			

114		A B7			
115					B B2
					C B2
		D B7			
116	F B3	1 B1	H B3 ¹	G1 B 1 G2 B4	E B2
					3 B4 2 B2
			Task B5		

Unit 5- out and about

Page	SI	AI	P	ALC	AL
117		1 B5			2 B4
118		B B7 A B6			
		C B7	D B3		
120	E B3		F B3		
121		Extra B6 B B6			A B3
122		Extra B6			C1 B2 C2 B2
123					A B2
124		A B7 C B5	D B2		B B2
125		B- listening B5			A- W.power B2
		C B1 D B1			B w. power B2
126		B B7 A B5 C B1			
128	D B1	F B3	F B3		
		E B1			
129		G B1 Extra B6	H B1	H B2	A B2 B B2
130		C B7			C1 B4
131	A B4		B B2		
132		B B1 A 1			
133	D1 B1	C B4	D2 B2 D3 B2 D4 B5		
134		A B7 C B1		B B5	
135		w.h questions B1			
136		Questions w.h B1			
138		w.h questions B1		F B1	
139		A B1 Extra B6 B B1	H B3	G B5 Extra B5	
140		B B1 A B5 C B1			
		D B7			
142		A B7			B B2

		C B7			
143		G B1	H B2	I B2	D B2
					E B2
					F B2
144		2 B1	Task B5 J B3 I B1		
					3B2
					4B4

Unit 6- The Future is Here

Page	SI	AI	P	ALC	AL
145		A B5			
			B B3		
146		A B7			
					B B1
		C B1			
148	B B 1 D B1	D B1	F B3		
		E B1	Extra B3		
149			C B3		A B3
					B
150					D B4
151		B B5			A B2
152		C B5	D b3		
153		A B7	B B3		
		C B4			
		D B1			
541		C B5	E B3		A B2
			B B2		
155	B B3				AB2
					C B2
156	D B4		Extra B3		
157		B B7	A B 3		
			C B3		
158		D1 B1			
		D2 B1			
159		D3 B1			
	E B1				
		F B1			
160		G B1	H B3		A B2
		Extra B6			B B3
161			Extra B1		C B2
					D B2
162		A B1			
		B B1			
		C B1			
163	E1 B1	D B1	E2 B2 E3 B2 E4 B5		
164		A B5		A	
		B B7			
		C B1			
165		w.h questions B1			
166		w.h questions B1			
167		E B1	G B3	Extra B2	A B2
		F B1			B B2
168		A B5			
		B B1			
		C B1			
170		A B7			B B4

					C B2
171		H B1	I B32	I1 B1	D B2
		G B7	J B3		E B2
					F B2
172			Task B1		1B3
		2B7	4B3		
	3B1		5B2		

Appendix C

Unit 1

Sub domains	B1	B2	B3	B4	B5	B6	B7	Total
Social interaction	1		3		1	-	-	5
Access to information	21	3	1		5	4	6	40
presentation	1	5	3	1	1	-	-	11
Appreciation of Literature and culture				1	1	-	-	2
Appreciation of language	2	19	4	7	-	-	-	31

Unit 2

Sub domains	B1	B2	B3	B4	B5	B6	B7	Total
Social interaction	3	1				-	-	4
Access to information	22	1	3		2	4	7	37
presentation		5	5		1	-	-	11
Appreciation of Literature and culture	3				1	-	-	4
Appreciation of language	1	23	6	1	-	-	-	31

Unit 3

Sub domains	B1	B2	B3	B4	B5	B6	B7	Total
Social interaction	2		1					3
Access to information	23		1		6	6	7	43
presentation		6	5		1			12
Appreciation of Literature and culture		4						4
Appreciation of language		22	4					26

Unit 4

Sub domains	B1	B2	B3	B4	B5	B6	B7	Total
Social interaction	1	1	2	1				5
Access to information	17	2		2	3	5	6	35
presentation	1	3	5		5			14
Appreciation of Literature and culture	1			1				2
Appreciation of language		11	3	3				17

Unit 5

Sub domains	B1	B2	B3	B4	B5	B6	B7	Total
Social interaction	2		1	1				4
Access to information	17		1	1	5	6	9	39
presentation	2	6	5		1			14
Appreciation of Literature and culture	1	2			3			6
Appreciation of language		12	2	3				17

Unit 6

Sub domains	B1	B2	B3	B4	B5	B6	B7	Total
Social interaction	5		2	1				8
Access to information	21			2	6	2	7	38
presentation	2	3	15	1	2			23
Appreciation of Literature and culture	1	1	1					3
Appreciation of language	2	13	2	2				19