

‘The Attitudes of Tawjihi Teachers of English towards the New 12th Grade Palestinian English Textbook in Nablus and Southern Nablus Directorates’

By

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Abstract

This study aims to investigate the attitudes of Tawjihi teachers of English towards the new 12th grade Palestinian English textbook in Nablus and Southern Nablus directorates. In addition, it aims to determine the evaluation criteria; objectives, content, educational activities and learning questions and their effective role in creating the investigating attitudes. The sample of the study was purposeful. It consisted of 40 Tawjihi grade male and female teachers in Nablus and southern Nablus directorates in the second semester of the school year 2020-2021. A valid and reliable instrument-questionnaire- was designed for this study. It was distributed among Tawjihi teachers for collecting data. The Total degree in the main study question was (3.28) with a percentage of (65.6) and a standard deviation of (0.40) which means a moderate level of estimation. Concerning the second study question, there were no statistical significant differences at ($\alpha = 0.05$) level about the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variables of gender, qualification, years of experience and the directorate. The significant was (0.100) which is less than (0.05). So, there were no statistical significant differences in the four domains. Recommendations were issued, such; further studies in this area are needed to be conducted, besides, involving teachers in the process of curriculum development.

Keywords: Directions, English Teachers, Palestinian English Book, Second Grade Secondary, Nablus and South Nablus Districts.

الملخص

هدفت هذه الدراسة إلى استقصاء اتجاهات معلمي اللغة الإنجليزية نحو كتاب اللغة الإنجليزية الفلسطيني الجديد للصف الثاني الثانوي في مديرتي نابلس وجنوب نابلس. بالإضافة إلى ذلك ، يهدف إلى تحديد معايير التقييم الأهداف والمحتوى والأنشطة التعليمية وأسئلة التعلم ودورها الفعال في خلق اتجاهات التحقيق للمناهج، كانت عينة الدراسة ممثلة وتألفت من 40 معلما ومعلمة من طلبة التوجيهي في مديريات نابلس وجنوب نابلس في الفصل الدراسي الثاني من العام الدراسي 2020-2021 تم تصميم أداة للدراسة وهي عبارة عن استبيان لهذه الدراسة وتم التحقق من صدقها وثباتها، وبعد ذلك تم توزيعها على معلمي التوجيهي لجمع البيانات. بلغ مجموع الدرجة في سؤال الدراسة الرئيسية (3.28) بنسبة (65.6) وانحراف معياري (0.40) مما يعني مستوى تقدير متوسط. فيما يتعلق بسؤال الدراسة الثاني أظهر لا توجد فروق ذات دلالة إحصائية عند مستوى ($\alpha=0.05$) حول اتجاهات معلمي التوجيهي للغة الإنجليزية نحو كتاب اللغة الإنجليزية الفلسطيني الجديد للصف التوجيهي في مديرية نابلس وجنوب نابلس تعزى إلى متغيري الجنس والمؤهل وسنوات الخبرة والمديرية. كانت الدلالة (0.100) وهي أقل من (0.05). لذلك ، لم تكن هناك فروق ذات دلالة إحصائية في المجالات الأربعة. وصدرت توصيات بناء على النتائج كان أهمها هناك حاجة إلى مزيد من الدراسات في هذا المجال ، إلى جانب إشراك المعلمين في عملية تطوير المناهج الدراسية.

الكلمات المفتاحية: الاتجاهات، معلمي اللغة الإنجليزية، كتاب اللغة الإنجليزية الفلسطيني، الصف

الثاني الثانوي، مديرتي نابلس وجنوب نابلس.

Introduction

This chapter is going to introduce a brief entrance of curriculum and its importance, besides, introducing evaluation in curriculum and its efficient role in developing curricula. Moreover, various theoretical backgrounds are presented. Then, the chapter will provide the statement of the problem, the purpose of the study, the significant of the study, the research questions and the limitations of the study.

Since ever, the term 'curriculum' had various views. From one group of educators' perspective it has been taken from a narrow meaning, as the content equivalents curriculum. Whereas, another perspective preferred widening the term includes not only the formal teaching in colleges but also all the experiences encountered by students. Hence, curriculum is not only to be what is taught, but also the way it is taught and how the overall learning environment is managed (Harden, 2001). It is clear that curriculum means different things to people in general and to teachers in particular.

The majority of educators and researchers have more been concerned with improving education than understanding it. Nevertheless, few educational practitioners are directing their attention toward curriculum theory for no more reason than understanding curriculum (Mauritz, 1967). This may help with improving curriculum but not for attempting to construct a curriculum theory. To determine the value of a specific curriculum in terms of the validity of objectives, relevancy and sequence of content and achievement of specified goals are considered curriculum evaluation (Lewy, 1977).

The word curriculum has a Latin origin that meant a race course. Nowadays, it means more relevancies with study courses, schooling syllabus and learning experiences. The form of the curriculum must be communicated to those associated with the learning institution, should be open for critique and should be readily to be transformed into practice. Thus, the curriculum falls in three levels; what is planned for students, what is delivered to students and what the students experience. A curriculum is supported by a set of values and beliefs about what students should learn and how to learn. (Prideaux, 2003).

When a material is well designed, delivered to teachers in the suitable time and received training before the school start, then, teachers are supposed to deliver the new material as planned. Nevertheless, some teachers don't seem to use or deal with the new material the way it was intended. Clearly saying, that implementation does not equal delivery of the new curriculum. In other words, there is a gap in the process of implementing new curriculum. In fact, it has been realized that when practicing the new material, three important key factors are needed. These are 1) various types of actions to support teachers are required; 2) identification of who is responsible for facilitating the changes that teachers will make and 3) an understanding that change may take a great deal of time (Hord and Huling-Austin, 1986).

Consequently, the measurement of attitudes has become one of the major concerns in the evaluation of science curricula. Definitely, one obvious approach in curriculum evaluation for the evaluator is to develop his own set of attitude scales to measure those affective outcomes having the most relevance (Fraser, 1977). In regard to the importance of curriculum, despite the attempts to ignore the role of textbooks through projects and thematic instruction, textbooks still dominate instruction in elementary and secondary schools (Crawford and Snider, 2000).

It has been said that curriculum development is not something done *to* teachers but *through* and *with* teachers. This means that teachers must be involved in curriculum development and that they should have the appropriate skills and knowledge so that they have the ability to make the contribution to curriculum development. Moreover, in order to improve teaching situation in the classroom, teachers should be empowered in regard to the whole process of curriculum development (Carl, 2009). A very common difficulty with a curriculum is the incapability of covering the requested content or material. As a teacher in the field, the researcher noticed this problem with the new 12th grade's text book. More than this, other teachers do complain over the same problem. The length of the material causes impossibility for the content to be covered in details, besides; parts of the material are skipped. Based on this, the researcher considered a means to conclude the main comments and attitudes of teachers towards the new textbook. Thus, at the end of the study the researcher tried to find an answer to this question: What are the attitudes of Tawjihi teachers towards the new 12th grade English language textbook?

The purpose of this study is to investigate the teachers of Tawjihi attitudes towards the new 12th grade text book in Nablus and southern Nablus.

Concerning curriculum evaluation criteria, the study aims to determine those and their effective role in creating the investigated attitudes.

The importance of this study refers to teachers' attitudes towards the new 12th grade's text book. In other words, the new curriculum faces critique and some objections by the teachers' themselves. However, the problem areas are not clear yet. Therefore, the researcher found that coming closer to teachers in the field might come up with a solution.

This study tries to mainly answer the following questions:

1. What is the degree the attitudes of Tawjihi teachers of English towards the new 12th grade

Palestinian English textbook in Nablus and Southern Nablus directorates?

Are there statistical significant differences at ($\alpha = 0.05$) level about the attitudes of Tawjihi teachers of English towards the new 12th grade Palestinian English textbook in

Nablus and Southern Nablus directorate attributed to the variable of gender, qualification , years of experience and directorate?

This study is limited to the attitudes of Tawjihi teachers of English towards the new 12th grade's text book. It was conducted on all Tawjihi teachers of English in Nablus and southern Nablus directorates in Palestine. The study was carried out in the school year (2016-2017) in the second semester. The population of the study consisted of all male and female teachers in the mentioned directorates, though; the sample of the study was twenty teachers, ten of each gender, in each directorate.

Curriculum: In the current study the researcher uses the 12th grade's material as resource be counted for teachers' attitudes. Consequently, a curriculum in this study involves everything related to the level of Tawjihi; such as, text book, teachers and their attitudes.

Attitudes: This study is working on exploring the attitudes of 12th grade's teachers towards the new text book, so the researcher expects coming close to results on knowing the positive and the negative attitudes for teachers.

Tawjihi: In the Palestinian educational system Tawjihi is considered the last school year before joining the university. The researcher applies this study on the 12th grade's new English text book from teachers' point of view as teachers for Tawjihi. Thus, questionnaires are distributed to collect their attitudes towards the new text book.

2. Literature Review

There are different researchers contributed in investigating the curriculum and curriculum evaluation. Moreover, educators have been trying seriously, following several of theories in curriculum development. Hence, this chapter discusses researchers' perspectives briefly.

A two-year study by Donald Crawford (2000) - *Effective Mathematics Instruction the Importance of Curriculum* -was conducted in two fourth grade classrooms to evaluate the effectiveness of two mathematics curricula. During the first year, Teacher A used a Direct Instruction program, Connecting Math Concepts (CMC), and Teacher B used a traditional math basal textbook published by Scott, Foresmart. During the first year, the CMC group scored significantly higher on the computation subtest of the National Achievement Test and on curriculum-based tests constructed from the CMC and basal programs as well as on a multiplication facts test. The next year Teacher B also used the CMC program, and achievement in Teacher B's classroom was significantly greater than the previous year, on the curriculum-based tests and the multiplication facts test. This suggests that the curriculum was the critical variable responsible for higher student achievement. Implications for textbook adoption and selection are discussed. On the other hand, Jan Terwel (1999) argues the curriculum in his article *Constructivism and its Implications for Curriculum Theory and Practice* that under the banner of

constructivism, a world-wide change in the orientation to school learning has taken place. In the context of the constructivist movement an important question is how curriculum studies should view such concepts as 'development' and 'implementation'. If students and teachers together construct or enact their own curricula, what are the consequences in terms of curriculum theory and practice? What is the state of practice with respect to teaching and learning from a constructivist point of view?

Can middle-school science textbooks help students learn important ideas? Findings from project 2061's curriculum evaluation study: Life science is the name of a study by Luli Stern and Jo E. Roseman (2004) discusses that while topics such as photosynthesis and cellular respiration have been taught for many years, research on student learning indicates that students have difficulties learning these ideas. In this study, nine middle-school curriculum materials—both widely used and newly developed—were examined in detail for their support of student learning ideas concerning matter and energy transformations in ecosystems specified in the national standards documents. The analysis procedure used in this study was previously developed and field tested by Project 2061 of the AAAS on a variety of curriculum materials. According to our findings, currently available curriculum materials provide little support for the attainment of the key ideas chosen for this study. In general, these materials do not take into account students' prior knowledge, lack representations to clarify abstract ideas, and are deficient in phenomena that can be explained by the key ideas and hence can make them plausible. This article concludes with a discussion of the implications of this study to curriculum development, teaching, and science education research based on shortcomings in today's curricula.

Robert E. Stake (1967) presents that formal evaluation of education is recognized by its dependence on checklists, structured visitation by peers, controlled comparisons, and standardized testing of students. Some of these techniques have long histories of successful use. Unfortunately, when planning an evaluation, few educators consider even these four. The more common notion is to evaluate informally: to ask the opinion of the instructor, to ponder the logic of the program, or to consider the reputation of the advocates. Seldom do we find a search for relevant research reports or for behavioral data pertinent to the ultimate curricular decisions.

To sum up, this chapter introduced views behind curriculum theory and design. Moreover, later in this chapter, several related studies were discussed concerning aspects in curriculum evaluation and the criteria followed in conducting any survey in the field.

This chapter deals with the study method, population and sample, in addition to the tool, credibility, reliability, variables, procedures and statistical processes.

Surveying, descriptive and analytic method was used for its suitability for the study purposes.

The study population consists of all Tawjihi English language teachers in Nablus and Southern Nablus Directorates.

The study sample consists of (40) individuals who are Tawjihi English language teachers in Nablus and Southern Nablus Directorates.

This sample was selected randomly

Table (1):The distribution of the teachers study sample according to the independent variable

Variable	Level	Frequency	Percentage
Gender	Male	20	50.0
	Female	20	50.0
Qualification	B.A	36	90.0
	M.A	4	10.0
Experience	From 5-10 years	4	10.0
	More than 5 years	36	90.0
Directorate	Nablus	20	50.0
	Southern Nablus	20	50.0
Total		40	100.0

Questionnaire for collecting data has been developed after surveying some previous studies dealing with the same subject. The questionnaire consists of three parts as the following:

Part One:

Includes the introduction, several elements which emphasize the target of the study, kind of data that the researchers need to collect from the study sample in addition to a paragraph aiming at encouraging the targeted individuals to respond frankly on the study questions after satisfying the tested teachers that the information will remain highly confidential and will not be used except for the scientific research only

Part Two:

Includes general information dealing with the independent variables of the study such as gender, qualification, years of experience and the directorate in which the teachers work.

Part Three:

This part includes 25 items dealing with the questions that all English language teachers will response to.

The study tool was subjected for the test by experts who recommended for its validity in order to achieve the study purposes.

Was tested by using Chronapach Alpha test which was (0.869) for the teachers' responses. This result is acceptable for the study purposes.

The study has been made according to the following:

- Preparing the study tool.
- The study sample is identified.
- Distribution of the questionnaire.
- Gathering the questionnaire.
- Statistically processing by using the statistical package for social science (SPSS).
- Gathering the responds.
- Results, and
- Recommendations.

The study includes the following variables:

- Independent variables:

Gender, qualification, directorate and years of experience for the teachers.

- Dependent variables:

Means, standard deviations, percentages and estimation level of the study sample on its questions the attitudes of Tawjihi teachers of English towards the new 12th grade Palestinian English textbook in Nablus and Southern Nablus directorate.

After gathering the responds, they have been codified, entered the computer and statically processed by using the statistical package for social science (SPSS)

The statistical procedures used in the study are:

- Frequencies, means, standard deviations and percentages.
- Chronapach Alpha formula,
- T- test for two independent samples.

This study aims at identifying the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate. Also it aims at identifying several study variables such as Gender, qualification, years of experience and directorate.

For achieving the study purpose, a teachers' questionnaire consisting of four domains and (25) items has been developed, distributed among of (40) teachers of study sample, gathered, codified, entered the computer and statistically processed by using the statistical package of social science (SPSS)..

For achieving the question purpose, means, standard deviations and estimation level for each item were used.

The means were transformed to percentages according to the following scale:

- More than 80.0 Very High
- From 70-79.9 High.
- From 60-69.9 Medium
- From 50-59.9 Low
- Less than 50 Very Low.

And the following tables show the study results about its questions:

The results of the main study question which is:

What is the degree the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate?

Table (1): Means , standard deviations, percentages and estimation level towards The attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate of the first domain

No .	Item	Mean	standard deviations	Percentage	Estimation Level
1.	There is a relation between the learners' needs and the curriculum objectives.	3.57	0.95	71.4	High
2.	The curriculum objectives meet the needs of the society.	3.20	1.01	64.0	Moderate
3.	There is accordance between the objectives of the curriculum at the national state philosophy.	3.27	0.87	65.4	Moderate
4.	There are strong relation between the curriculum objectives and the content of the school textbook.	3.70	0.82	74.0	High
5.	The objectives clarify the criteria that judge the quality of learning and the level of achievement.	3.42	0.81	68.4	Moderate
6.	The curriculum objectives bound to timetable for their accomplishment.	3.27	1.17	65.4	Moderate
7.	The objectives are associated with student's culture.	3.20	0.99	64.0	Moderate
Total		3.37	0.54	67.4	Moderate

Table (1) shows that the total degree of the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate for the first domain was (67.4) which suggests Moderate level of attitudes. The highest percentage was given to the items “There are strong relation between the curriculum objectives and the content of the school textbook “which scored (74.0).

On the other hand, the lowest percentage was given to the items “The curriculum objectives meet the needs of the society and the objectives are associated with student's culture” which scored (64.0) for each.

**Table (2): Means , standard deviations, percentages and estimation level towards
The attitudes of Tawjihi teachers of English towards the new 12th Grade
Palestinian English textbook in Nablus and Southern Nablus Directorate of the
second domain (The criteria for evaluating the curriculum conten**

No .	Item	Mean	standard deviations	Percentage	Estimation Level
1.	The content functions in a way to reach the objectives.	3.75	0.80	75.0	High
2.	There is integration between the units within the same textbook.	3.52	1.03	70.4	High
3.	The length of the content matches the timetable of the school year	2.02	1.04	40.4	Very low
4.	The size of the content suites the level of the students.	2.37	1.14	47.4	Very low
5.	The content is designed and organized systematically.	3.27	0.84	65.4	Moderate
6.	The content is associated with students' culture background.	2.82	1.00	56.4	Low
7.	The content is associated with the technological development	3.82	0.59	76.4	High
Total		3.08	0.44	61.6	Moderate

Table (2) shows that the total degree of the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate for the second domain was (61.6) which suggests Moderate level of attitudes. The highest percentage was given to the items “The content is associated with the technological development” which scored (76.4).

On the other hand, the lowest percentage was given to the items “The length of the content matches the timetable of the school year “which scored (40.4).

**Table (3):Means , standard deviations, percentages and estimation level towards
The attitudes of Tawjihi teachers of English towards the new 12th Grade
Palestinian English textbook in Nablus and Southern Nablus Directorate of the
third domain**

(The criteria for evaluating the curriculum educational activities

No .	Item	Mean	standard deviations	Percentage	Estimation Level
1.	The educational activities are associated with the objectives	3.67	0.76	73.4	High
2.	They are designed in regard to timetable of both teachers and students.	2.67	1.02	53.4	Low
3.	They are suitable for individual learner (individual differences)	2.47	1.13	49.4	Very low
4.	They are fruitfully, productive in terms of updating knowledge.	3.52	0.81	70.4	High
5.	They are flexible in terms of evaluation, updating, addition and omission.	3.47	0.84	69.4	Moderate
Total		3.16	0.57	63.2	Moderate

Table (3) shows that the total degree of the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate for the third domain was (63.2) which suggests Moderate level of attitudes. The highest percentage was given to the items "the educational activities are associated with the objectives "which scored (73.4).

On the other hand, the lowest percentage was given to the items " They are suitable for individual learner (individual differences)" which scored (49.4).

Table (4): Means , standard deviations, percentages and estimation level towards The attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate of the fourth domain

(*The criteria for evaluating the curriculum learning questions*)

No .	Item	Mean	standard deviations	Percentage	Estimation Level
1.	The test learning questions are diversion in terms of objective questions.	3.87	0.64	77.4	High
2.	They meet the individuals' need.	3.25	0.95	65.0	Moderate
3.	They are prepared and planned in a way to support thinking ant guessing; to emphasize and not to memorize.	3.60	0.87	72.0	High
4.	They are accompanied and by mark distribution.	3.70	0.96	74.0	High
5.	They are free of mistakes.	3.07	1.09	61.4	Moderate
6.	They are graded from easy to the difficult and from general to specific.	3.55	0.78	71.0	High
Total		3.50	0.45	70.0	

Table (4) shows that the total degree of The attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate for the fourth domain was (70.0) which suggests high level of attitudes . The highest percentage was given to the items “the test learning questions are diversion in terms of objective questions “which scored (77.4).

On the other hand, the lowest percentage was given to the items “they are free of mistakes” which scored (49.4).

The Total degree was (3.28) with a percentage of (65.6) and a standard deviation of (0.40) which means a moderate level of estimation.

The results of the second study question which is:

Are there statistical significant differences at ($\alpha = 0.05$) level about the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of gender, qualification, years of experience and directorate?

To answer the second question, t- Test for Independent was used, and tables

(5, 6, 7 and 8) show the results.

Table (5) Independent two sample t test result of attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of gender:

Domain	Gender	N	Mean	S. D	t	Sig.*
<i>The criteria for evaluating the curriculum objectives</i>	Male	20	3.27	0.56	-1.175	0.247
	Female	20	3.47	0.51		
<i>The criteria for evaluating the curriculum content</i>	Male	20	3.12	0.43	0.598	0.553
	Female	20	3.04	0.47		
<i>The criteria for evaluating the curriculum educational activities</i>	Male	20	3.20	0.60	0.381	0.705
	Female	20	3.13	0.55		
<i>The criteria for evaluating the curriculum learning questions</i>	Male	20	3.50	0.51	0.000	1.000
	Female	20	3.50	0.39		
Total Degree	Male	20	3.27	0.41	-0.086	1.000
	Female	20	3.28	0.39		

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

Table (5) shows that there are no statistical significant differences at ($\alpha = 0.05$) level about the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of gender.

The significant was (0.100) which is less than (0.05).

Also, there are no statistical significant differences in the first domains.

Table (6) Independent two sample t test result of attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of qualification:

Domain	Qualification	N	Mean	S. D	t	Sig.*
<i>The criteria for evaluating the curriculum objectives</i>	M.A	36	3.36	0.54	-0.330	0.743
	B.A	4	3.46	0.59		
<i>The criteria for evaluating the curriculum content</i>	M.A	36	3.09	0.46	0.398	0.693
	B.A	4	3.00	0.26		
<i>The criteria for evaluating the curriculum educational activities</i>	M.A	36	3.17	0.56	0.418	0.679
	B.A	4	3.05	0.75		
<i>The criteria for evaluating the curriculum learning questions</i>	M.A	36	3.49	0.44	-0.728	0.471
	B.A	4	3.66	0.56		
Total Degree	M.A	36	3.28	0.40	-0.056	0.956
	B.A	4	3.29	0.41		

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

Table (6) shows that there are no statistical significant differences at ($\alpha = 0.05$) level about the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of qualification.

The significant was (0.956) which is less than (0.05).

Also, there are no statistical significant differences in the second domains

Table (7)

Independent two sample t test result of attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of experience:

Domain	Experience	N	Mean	S. D	t	Sig.*
<i>The criteria for evaluating the curriculum objectives</i>	Less than 5 years	4	3.39	0.48	0.055	0.956
	More than 5 years	36	3.37	0.55		
<i>The criteria for evaluating the curriculum content</i>	Less than 5 years	4	3.28	0.79	0.937	0.355
	More than 5 years	36	3.06	0.40		
<i>The criteria for evaluating the curriculum educational activities</i>	Less than 5 years	4	3.50	0.38	1.238	0.223
	More than 5 years	36	3.12	0.58		
<i>The criteria for evaluating the curriculum learning questions</i>	Less than 5 years	4	3.66	0.36	0.728	0.471
	More than 5 years	36	3.49	0.46		
Total Degree	Less than 5 years	4	3.46	0.43	0.925	0.925
	More than 5 years	36	3.26	0.40		

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

Table (7) shows that there are no statistical significant differences at ($\alpha = 0.05$) level about the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of experience.

The significant was (0.925) which is less than (0.05).

Also, there are no statistical significant differences in the third domains

Table (8)Independent two sample t test result of attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of

Directorate:

Domain	Directorate	N	Mean	S. D	T	Sig.*
<i>The criteria for evaluating the curriculum objectives</i>	Nablus	20	3.45	0.61	0.917	0.365
	Southern Nablus	20	3.30	0.46		
<i>The criteria for evaluating the curriculum content</i>	Nablus	20	3.20	0.43	1.755	0.087
	Southern Nablus	20	2.96	0.44		
<i>The criteria for evaluating the curriculum educational activities</i>	Nablus	20	3.33	0.55	1.874	0.069
	Southern Nablus	20	3.00	0.55		
<i>The criteria for evaluating the curriculum learning questions</i>	Nablus	20	3.60	0.51	1.282	0.208
	Southern Nablus	20	3.41	0.38		
Total Degree	Nablus	20	3.39	0.42	1.848	0.208
	Southern Nablus	20	3.17	0.35		

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

Table (8) shows that there are no statistical significant differences at ($\alpha = 0.05$) level about the attitudes of Tawjihi teachers of English towards the new 12th Grade Palestinian English textbook in Nablus and Southern Nablus Directorate attributed to the variable of Directorate.

The significant was (0.208) which is less than (0.05).

Also, there are no statistical significant differences in the fourth domains.

The following conclusions were drawn based on the finding data analysis:

The Total degree was in a moderate level of estimation.

There are no statistical significant differences in the four domains.

After surveying, analyzing and discussing the results, the researcher recommends the following:

- In regard to Tawjihi English textbook, it would be sensible to have reduced in units.
- Involving teachers in the process of curriculum development.
- Further studies in the same field.



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