

Communications & Dialogue Skills in English Textbooks of Lower Basic Stage in Palestine

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Abstract

This study aimed at identifying the communication and dialogue skills criteria in the dialogue sections of the English textbooks for lower basic stage in Palestine in addition to what extent these criteria are reflected in the dialogue sections of 6th grade English textbook. The researchers constructed a questionnaire and a content analysis card as the study tools. The findings of the study showed that there are points of agreement and disagreement between the subject responses and the results of content analysis done by the researchers. The researchers recommended that syllabus designers pay attention to the values and attitudes implicit in the dialogue sections lest anti- Islamic values infiltrate in to the culture of the learners which ultimately compromise the Palestinian culture.

Introduction

The school textbook is a direct manifestation of the educational curriculum with its goals, content, and teaching and evaluating methods. Moreover, it contains the practical knowledge, language, intellectual skills, and instructional texts which are distributed among a number of instructional units.

The school textbook is important in several respects as it offers teachers instructional materials besides the questions which they need to pose for their students. It also suggests appropriate activities for the learners. Additionally, it provides teachers with the teaching material, its sequence and methods of teaching, structures needed, language functions and vocabulary items. Besides, it provides learners with a material that suits their needs and interests.

School textbooks represent a major source of learning as they facilitate acquiring knowledge on the part of the learners not only on all

educational levels but also in all school subjects as well. It, besides, provides learners with an opportunity to read and study these school subjects as many times as they want, at their own pace, and according to their abilities and interests. The instructional material is exposed in a gradual, sequenced, and ordered way. Likewise, the instructional material is presented in school textbooks via texts, stories, dialogues and visual figures.

The school textbook is one of the most important sources available that affect the instructional situation. Textbooks are particularly important in the Arab region because textbooks are still the only source of learning English for elementary school children who are unable to use other sources like the internet, magazines, and newspapers.

Curriculum designers were mainly concerned, while constructing the curriculum, with setting forth several criteria for the school textbook ; some of these are related to objectives, content, activities, sequencing, exercises, culture, values and layout.

Since the textbook is a reading source for learners it must conform to the criteria of its elements being appropriate in terms of goals, readability of texts, and being suitable for the learners in terms of their age, intellectual and language levels.

The field of text structure is a new line of research related particularly to language teaching. It is also new in the field of constructing texts or subjects presented in the various instructional materials in general which may pose further burdens on both researchers and curriculum designers because they are entrusted to conduct researches which might explore the features of current text structures in different school subjects. Afterwards, they should investigate the criteria of constructing those texts in every school subject separately in order to use this criteria list to assess and evaluate the current texts in light of these criteria. A final step is to reconstruct these texts in a way that attains the objectives of effective learning (Abu Hajjaj, 2004, p177).

Learners' comprehension of instructional materials is closely related to the nature of authoring these materials and the techniques of displaying their content. Despite the disagreements in the displaying method

between one theory and another, there is a consensus on the fact that readability of school texts has a significant role in easifying the process of learning the texts' contents. Scientific researches conducted in this field revealed that student weakness in studying these instructional materials conspicuously affected the students' achievement, their ability to retain scientific knowledge, and its retrieval . This shows that the difficulty accompanying displaying instructional material results in weak achievement among students. (Miqdadi and Al Zouby, 2004).

The text structure is a field of interest for rhetoric, linguistics, education, psychology, and artificial intelligence. This makes it necessary for researchers to benefit from different sciences.

Aristotle indicates (384 BC – 322 BC) that rhetoric is the outcome of invention and arrangement and style; invention guides towards constructing the ideas implied in a text, arrangement deals with the text organization, whereas style consists of grammatical and semantic devices which assist the writer in forming logical structure in investigating the text message. (Abu Hajjaj, 2004, p86).

If educators are after achieving distinctive educational outcomes, they need to carefully select texts that are suitable for learners employing sound and scientific criteria. (Abu Jahjough, 2009).

Cases of failure can be attributed to carelessness when constructing texts which include scientific knowledge aimed to equip learners with. This negatively reflected in students' lack of retention of the concepts implied in the texts. And if they exist, they do so in the working memory, which makes this knowledge liable for disappearance and forgetting. Consequently, learning doesn't actualize its real goals targeting, in the first place, investing knowledge in students' real lives as this results in fruitful outcomes for the students in different situations requiring this knowledge. (Abu Hajjaj, 2004, p 175).

Relying on individual efforts, personal experience and opinions, and personal viewpoints alone results in textbooks that lack the criteria of a good textbook besides compiling low quality texts. On the contrary, depending on

scientific research, collective efforts, cooperative team work, and specialized committee work have become inescapable. This, in turn, requires educators to take care of the textbooks' language in addition to scientific materials in light of the criteria of both which ultimately leads to achieving the desired goals with maximum quality. (Abu Jahjouh, 2009).

Teaching English is extremely important because it is an international language that no one can do away without. That is why it is taught around the world including Palestine. English is taught at schools via school textbooks of which dialogues constitute part and parcel. These dialogues are meant to teach English besides teaching ways of conducting and taking part in a dialogue.

English is considered one of the most difficult school subjects in which learners experience some difficulty which may be attributable to lack of practice, reinforcement, lack of motivation, negative attitudes, and negative folklore about English. Likewise, learning English mainly depends on the learners' linguistic ability in addition to the fact that dialogues involve, by their very nature, different cultures and values which may compromise readability.

Review of literature

Many researches were conducted on school textbooks to identify their readability in general and features of well-organized texts in particular.

Al Dryham's study (1997) aimed to investigate the availability extent of readability and qualities of well-designed texts in English textbooks of second secondary school in Saudi Arabia in addition to the teachers' knowledge of these features. The researcher used the content analysis and survey approaches. The study sample consisted of (7) texts, (1259) female students, and (65) female English language teachers. The most important findings were as follows : (1) The readability level of texts was very low and fell in a frustrating level ; (2) a quarter of the texts didn't possess the features of a well-designed text ; (3) The topic sentence received the lowest mean in the features of well-designed text whereas the highest mean was for text organization; (4)

Teachers' knowledge of readability features and characteristics of a well-organized text was low.

Bou Gohas and Ismael's study (2001) aimed at assessing the readability of Living Organisms and Environment textbook prescribed for Bahraini secondary school students besides sequencing the texts in accordance with their readability. The study concluded the following : **(1)** The students performance on cloze exams was frustrating ; **(2)** Nearly one fourth of the sample fell in the educational level ; **(3)** a low percentage fell in the independent level ; **(4)** The texts were not sequenced according to their readability.

Abd Al Hadi's study (2003) aimed to evaluate student's work book and concomitant activities of science books for elementary school stage in light of visual contact techniques and basic science processes. The study findings were : (1) Student's workbook and concomitant activities of 4th and 5th grade science textbooks took care of some visual contact techniques and neglected others in their content ; (2) the content of 4th grade workbook contained illustrations with 53.25 % , displaying and organizing themes with 35% , and tables with 11.69%.

Miqdadi and Al Zouby's study (2004) investigated the readability of 5th grade Math textbook in Jordan. The researchers used a three-level cloze test. The study sample consisted of (139) female and male pupils. The study findings revealed that : (1) The readability level of the whole cloze test was generally low; (2) there were statistically significant disagreements in all cloze test levels in favor of female pupils.

Al Sarmi and Ibrahim's study (2004) aimed to explore the effect of gender and text type on reading comprehension among secondary school students in Oman. The researchers used scholastic abilities test on a sample of (122) students. The study findings revealed : (1) There was a statistically significant interaction between the student's gender and his or her major " scientific / literary section " on the ability of reading comprehension because the ability of reading comprehension among female students of scientific mainstream was greater than that of their male counterparts. Besides the researchers reached a conclusion whose purport was that the effect of

interaction between sex and section on the reading comprehension ability was not related to text type.

Hamdona's study(2007) aimed to identify to what extent life skills were reflected in the content of English for Palestine grade six textbook. The researcher designed a content analysis card as a data collecting tool .The findings showed variation in the frequencies of the five domains and in each domain .Communication skills domain got the highest score of 36.39%, 1398 frequencies . The next highest score was in personal /social life skills domain that got 23.27%, 894 frequencies. Leadership life skills domain came third with 16.61%, 638 frequencies. The fourth was decision –making / problem solving life skills domain which got 13,2%, 507 frequencies. The lowest score was related with critical thinking with only 10.54%, 405 frequencies. The researcher recommended making balance in distributing the five domains of life skills in the content of the textbook. Moreover, he recommended reviewing the current material associated with the international models for classifying life skills. Besides, workshops should be held in order to discuss strengths and weaknesses of the of the textbook to enhance strengths and remedy weaknesses.

Almazloun's study(2007) aimed at evaluating the content of English for Palestine, Grade Ten Textbook in the light of standards for foreign language learning .This was done with the aim of finding out if the textbook matched requirements of the new and current trends and standards. The study purpose was to identify the most current standards for foreign language learning and then to investigate the extended to which the content of the textbook met these standards. The researcher used the national standards for foreign language learning because they were the best to be used as a base for implementing his study. The researcher designed an analysis card to collect data of the study. The findings showed a variance in the frequencies of the standards .Communications standards scored the highest and comparisons standards came second .Communities and connections standards scored weak

frequencies .There was also a variance in the frequencies of each standard in each unit of the textbook. The researcher pointed out that there should be more balance in the distribution of these standards among the units of the textbook since there were some relatively neglected standards. The researcher recommended establishing a follow – up research committee whose duty is to apply formative and summative evaluation researches to achieve more innovations and developments.

Abu Jahjough's study (2009) aimed to uncover the scientific texts' quality of 4th grade science book in Palestine besides exploring the teachers' knowledge level of the features of a good scientific text in addition to assessing the readability degree of the 4th grade science textbook texts. The researcher used the descriptive analytical approach. He, moreover constructed three research tools : (1) A list of criteria of a good scientific text ; (2) Features of a good scientific text ; (3) Science book texts' readability test administered to 4th grade science teachers. The researcher selected a random sample of (40) female and male science teachers. Besides, a cluster sample of (860) 4th grade female and male students. The researcher finalized a criteria list of a good textbook composed of (70) features distributed into five domains. The research showed that the teachers' knowledge level of those features was 61% , 45.3% of the 4th graders fell in the frustrating level of the readability level of science textbook texts.

Ali's study (2010) aimed at evaluating the reading texts in student book and workbook of English for Palestine grade 9 to find out to what extent the reading texts and exercises matched the suggested criteria. Moreover, it aimed at identifying the areas of weakness in these reading texts and exercises. The researcher used the descriptive analytical approach. The instrument was a content analysis card. The results were as follows : (1) The reading texts in he textbook employed a variety of topics as well as values and good manners. However, there were no authentic texts nor extensive reading texts. Only 4 reading texts were found to be related to the Palestinian culture and reality ; (2) The number of new vocabulary is suitable and colors are used to highlight

meaning of new words ; (3) Almost all the visuals accompanying the reading texts are relevant , attractive, colorful and clear ; (4) There were no exercises requiring students to infer the author's attitude, distinguish between fact and opinion, recognize pronoun reference, find meanings of new vocabulary in context, relate the text to their personal experience, and to work out answers in pairs and groups.

EL Shawas's study(2011) aimed at evaluating the cultural content of English for Palestine secondary stage textbooks to uncover to what extent the content of these textbooks reflect the Palestinian culture. The researcher wanted to find out if these newly released textbooks matched the current universal trends in TEFL inter cultural learning and teaching. She adopted the descriptive analytical approach. To gather the needed data, the researcher designed a content analysis card as a single tool. The conclusions were as follows: (1) more than half of the entire activities included in the textbooks analyzed are culturally oriented; (2) there is a focus on introducing the non – Palestinian cultures more than the Palestinian culture; (3) a focus on introducing products of the non – Palestinian cultures more than the Palestinian culture is obvious; (4) practices of both the Palestinian and the non - Palestinian cultures are introduced with almost equal reference; (5) there is wealthy presentation of various countries and cultures from different parts of the world which provides a sense of intercultural learning; (6) there is no special focus on providing Palestinian youth with phrases and suitable expressions to talk about and introduce the Palestinian cause to world via English; (7) there is a conspicuous absences of Islamic topics. The researcher recommended giving coherent activities in terms of guidance on the teaching of culture in addition to designing teacher training program that equips teachers with culture teaching knowledge.

Commentary:

The previous studies show that educators and researchers are interested in investigating the readability of text included in the prescribed textbooks for various school subjects . They were also concerned with the features of a well – organized text besides teachers' know ledge of the features of a well -

organized text. This shows that this line of research, though new, attracted educators' and 'scholars attention because it is extremely important as it impacts directly the students' achievement which constitutes the ultimate goal of the curriculum .

How ever the previous account of the studies cited here shows that there is still a lack in the research focusing on text structure especially in Palestine. What is interesting is that the dialogue sections, to the best knowledge of the researchers, were excluded from any scientific and serious study .That is why it is hoped that this study would be a contribution to this new line of research

The need for the study

Due to the importance of school textbooks in the teaching and learning process for both the teacher and the student, and in light of the many emphases on the suitability of school textbooks for the learners in terms of : (1) their difficulty degree ; (2) providing learners with an opportunity to share and express their view points via different types of questions and interesting activities, the researchers wonder whether the efforts of the 6th grade English textbooks construction came within this vein of development ? This paper came to explore how far the communication and dialogue skills in the 6th grade English textbook match the criteria of a good communication and dialogue skills.

The researchers selected the 6th grader English textbook because: **(1)** it abounds with dialogues unlike its predecessors prescribed for the previous basic classes; **(2)** unlike the other previous textbooks, it will remain in use while the others are to be replaced by other new textbooks next year.

Statement of the problem

The problem can be stated in the following major question:

A. What are the communications & Dialogue Skills in English Textbooks of Lower Basic Stage in Palestine?

The following sub-questions emanate from the above major one :

1. *What are the criteria of good communications and dialogue skills that must be available in the dialogue section of English textbooks for lower basic stage students?*
2. *To what extent are indicators of "dialogue structure" available in the dialogue sections of 6th grade English textbook in Palestine as perceived by English supervisors and teachers?*
3. *To what extent are indicators of "dialogue organization" available in the dialogue sections of 6th grade English textbook in Palestine as perceived by English supervisors and teachers ?*
4. *To what extent are indicators of "aids to reading and comprehending the dialogue" available in the dialogue sections of 6th grade English textbook in Palestine as perceived by English supervisors and teachers ?*
5. *To what extent are indicators of "dialogue suitability to learners" available in the dialogue sections of 6th grade English textbook in Palestine as perceived by English supervisors and teachers ?*
6. *What are the points of disagreement and disagreement between supervisors' and teachers' responses on the one hand and the content analysis results of dialogue sections in the sixth grade English Textbook?*

Significance of the study

The research is significant because of the following :

- 1- The research is important because it is in harmony with the education ministry's orientation to analyze, evaluate, and develop school curricula as these are still in the experimental stage and need to be developed on the bases of scientific research findings.
- 2- This research may provide concerned officials in charge in the ministry of education and authors with much needed feedback in terms of the availability of good dialogue features in the English textbooks besides the extent of dialogue suitability to learners and their ability to comprehend them.
- 3- The research may pave the way for conducting further researches and studies on good texts in the rest of English textbooks prescribed for other levels.

4- The study findings may prove useful in knowing the suitability level of the language used in English textbooks to learners' reading ability. They also may have useful applications in the field of developing English textbooks in Palestinian schools in terms of taking care of the language used in designing textbooks for basic stage.

Research rationale

The research aim is twofold :

- 1) To reach a criteria list for good communications and dialogue skills in the dialogue sections of the lower basic stage textbooks.
- 2) To identify to what extent the indicators of good communications and dialogue skills are available in the dialogue sections of English 6th grade textbook.

Limitations of the study

The research limitations are :

- 1) The research investigated the dialogues of the 6th grade textbook. It is also confined to exploring the structure of these dialogues and didn't include the questions and drills, and visual figures following or accompanying these dialogues.
- 2) The informants were mainly a group of female and male 6th grade English language teachers who may lack knowledge and expertise.
- 3) The informants included a small group of English language supervisors in Gaza Strip.

Methodology

1. **Approach:** The researchers adopted the descriptive analytical approach which studies reality without any interference on the part of the researchers in controlling variables.
2. **Sample:** The study sample consisted of 37 English language supervisors and teachers.

3. Constructing the criteria of good communication and dialogue

skills: The researchers identified the criteria and indicators of good communication and dialogue skills after exploring the previous studies focusing on communication and dialogue, and good quality text. E.g. (Abu Jahjouh, 2009) besides asking some English supervisors and teachers about the necessary criteria of good communication and dialogue. Afterwards, the list was distributed among a panel of specialists in English ELT who were required to referee the list via deletion, modifying or adding any items.

The first list included (34) items but after refereeing it became (38) items distributed into 4 major criteria : dialogue structure (16) items ; dialogue organization (6) items ; aids to reading and comprehending the dialogue (9) items ; dialogue suitability to learners (7) items.

4. Instruments :

The researchers prepared two instruments :

A. **Content analysis list** : the list included in its final version criteria and sub-indicators. It also included the following : Analysis objective, analysis sample, analysis unit and items, analysis process restrictions, and analysis card. This is done in order to uncover the frequencies of the items in the 6th grade textbook.

1. Preparing a list of the criteria of communication and dialogue skills that must be available in the dialogue sections of lower basic stage English textbooks.

2. **Specifying the analysis objectives:** The analysis process aimed to identify to what extent the criteria of good communication and dialogue skills are available in the dialogue sections of the 6th grade English textbook in order to recognize the frequency of every item.

3. **Identifying the analysis sample:** the analysis sample consisted of (13) dialogues.

4. **Identifying analysis items:** The researchers depended on items of criteria of good communication and dialogue because they are the most appropriate for attaining the purpose of the study.

5. **Identifying analysis unit:** The researchers chose the sentence as an analysis unit. The total number of units is (183) sentences.

6. Restraints of analysis process:

- 1) analysis is done within the framework of the content and operational definitions of every criterion.
- 2) the analysis covers all the dialogue sections in 6th grade English textbook.
- 3) excluding illustrations and pictures because they need a special analysis instrument.
- 4) excluding the questions following the dialogues because they also need a special analysis instrument.
- 5) using the prepared list to identify the results and frequencies of every analysis unit.

a. **Procedures of the analysis process:**

- 1) identifying the pages included in the analysis process and reading it carefully and thoroughly to determine the indicators availability.
- 2) dividing every dialogue into a number of exchanges.
- 3) identifying the units that include the indicators of a good dialogue.
- 4) classifying every idea to any of the four criteria of a good dialogue used to analyze the content.
- 5) computing frequencies of every indicator of the (38) indicators and computing its percentage .

8. **Analysis process validity:** The researchers made sure of the analysis validity via a group of referees who showed agreement concerning the analysis process . Besides, the researchers analyzed different dialogues simultaneously and computed the agreement co-efficient between the two analyses using the following formula.

$$\text{Agreement coefficient} = \frac{\text{Number of agreements}}{\text{Number of agreements} - \text{number of disagreements}} \times 100$$

The agreement coefficient is 0.76 . This indicates the validity of the analysis process

9. Reliability of analysis: The first researcher repeated the analysis of the same three dialogues after three weeks of the first analysis . The agreement coefficient was computed and reached as high as { 0.83 } which indicates the reliability of the analysis process

B. A questionnaire to gather data from the research sample concerning the criteria of good communication and dialogue skills. The researchers adopted the following steps to construct the questionnaire:

1) Identifying the questionnaire goals: The questionnaire aimed to assess the availability level of criteria of good communication and dialogue skills in the dialogue sections of the 6th grade English textbook as perceived by both English supervisors and teachers.

2) questionnaire elements: The questionnaire elements were identified in light of the criteria list.

3) Setting forth the initial version of the questionnaire: After identifying the questionnaire elements, it was possible to prepare the initial version of the questionnaire which included four major criteria as follows: **(1)** dialogue structure (16) , items, **(2)**, dialogue organization (6), items **(3)**, aids to reading and comprehending the dialogue (9),dialogue suitability to learners (7) items .

4) The quantitative assessment the English supervisors' and teachers' responses: five alternatives were determined to assess the criteria indicators availability level in the dialogue sections. The responses were "to Avery great extent " , "to moderate extent", "to little extent" " to very little extent" . The scores of 5,4,3,2,1 were given respectively .

5) Questionnaire instructions: The questionnaire included instructions guiding the respondents in how they could provide the appropriate response to the items.

6) The questionnaire validity and reliability: in order to ensure the validity of the questionnaire the researchers gave it to a group of English language specialists and supervisors to referee it in terms of its domains, scientific and linguistic accuracy of its domains, its comprehensiveness, its appropriacy and its applicability. The arbitrators expressed their view points and suggestions concerning the (38) indicators.

Besides, the researchers made sure of the questionnaire internal consistency by computing the correlation coefficients of every one of the four domains and the total score of the questionnaire which were 0.81 , 0.77 , 0.79 , 0.76 . These values indicate the questionnaire validity

To ensure the reliability, the researchers used the split- half method. The reliability coefficient was (0.83). This shows that the questionnaire is highly reliable.

7) Assessing the scores and correction methods: The researchers used the (5) Likert scale . Thus the maximum score is (190) whereas the minimum score is (38)

8) Preparing the specification table: The researchers prepared a specification table for questionnaire of the criteria of good communication and dialogue skills. The table is as follows:

Table (1) Specifications Table of the questionnaire

Percentage	Total	Domain
Dialogue structure	16	42.1%
Dialogue organization	6	15.8%
Aids to reading and comprehending the dialogue	9	23.7%
Dialogue suitability to learners	7	18.4%
Total	38	100%

5. Statistical techniques :

In order to statistically analyze the data, the researchers used arithmetic means, standard deviations, and percentages.

6. Research steps :

To answer the research questions, the researchers adopted the following steps :

1. Investigating related literature and researches and previous studies which dealt with the readability of text, criteria of good text and communication skills
2. Constructing a list of criteria of good communications and dialogue skills in the dialogue sections of the 6th grade English textbook.
3. Transforming the list into a questionnaire and a content analysis instrument, besides ensuring their validity and reliability.
4. Selecting the research sample.
5. Administering the research tool to the selected sample.
6. Collecting data and computing them via SPSS in addition to statistically analyzing them and displaying them in tables.
7. Interpreting and discussing the study findings and finally providing recommendations.

7. Findings and discussion :

Question No1:

In order to answer the first question: *What are the criteria of good communications and dialogue skills that must be available in the dialogue section of English textbooks for lower basic stage students?*

The researchers investigated the related literature and asked a group of specialists in ELT about the criteria of good communications, and dialogue skills of the dialogue sections of the lower basic stage English textbooks .The following table represents a list of these criteria . (see appendix No1)

Question No2

To answer the second question: To what extent are indicators of structure of communication and dialogue skills available in the dialogue sections of 6th grade English textbook in Palestine as perceived by English supervisors and teachers ?

Table (3) The availability level of the indicators of the first domain (dialogue structure) in dialogue sections of sixth grade English Textbook as perceived by English supervisors and Teachers.

Indicators	Mean	St. Deviation	Percentage	Rank
The vocabulary used is easy.	٤.١١	٠.٦١	٨٢.١٦	1
The vocabulary used has specific and an unambiguous meaning.	٤.٠٥	٠.٥٧	٨١.١	3
The ratio of new and uncommon words employed is appropriate.	٣.٩٢	١.٠٤	٧٨.٣٨	4
The average length of the words used is appropriate.	٣.٨٩	١.٠٥	٧٧.٨٤	5
The average length of the sentences used is suitable.	٣.٨٦	١.٠٦	٧٧.٣٠	7
The sentences used are simple.	٣.٨١	١.٠٢	٧٦.٢٢	10
The structures used are clear.	٣.٨٤	٠.٦٥	٧٦.٧٦	8
The structures used are employed using a simple style.	٣.٨١	٠.٦٦	٧٦.٢٢	10
The sentences used are active.	٣.٨٤	٠.٩٠	٧٦.٧٦	8
The dialogue is suitable to the Palestinian environment.	٣.٨٩	١.٠٥	٧٧.٨٤	6
The dialogue is void of grammar errors.	٤.٠٨	٠.٩٢	٨١.٦٢	2
Participants sound like real people talking.	٣.٥٧	١.٠٤	٧١.٣٥	13
It helps learners master language functions.	٣.٤٩	٠.٩٠	٦٩.٧٣	15
The dialogue stimulates students' interests.	٣.٥٤	٠.٨٠	٧٠.٨١	14
The words and structures included in the dialogues are of frequent use that is students frequently need them in their daily lives.	٣.٧٦	٠.٨٠	٧٥.١٤	11
The questions that follow the dialogue are simple and clear.	٣.٦٥	٠.٨٦	٧٢.٩٧	12
Total	٣.٨٢	٠.١٩	٧٦.٤	9

The researchers computed the arithmetic means, standards deviations, and percentages of English language supervisors' and teachers' responses. As its obvious in table (3).

Table (3) shows that 3 of the indicators of the first domain (dialogue structure) got more than (80%). They are No. (1) "The vocabulary used is easy" got (82.16%), No. (11) " The dialogue is void of grammar errors" got (81,62%), No. (2) " The vocabulary used has specific and an unambiguous meaning" (81.1%), whereas the rest of the indicators in this domain got a percentage that is less than (80%). This may be attributable to the importance of these elements to which both syllabus designers, supervisors and teachers focus on and constitute the core of the syllabus. A striking remark is that there is a consensus between the subjects' responses and the content analysis on two points namely on items no (1) and (2) but they differ on item no (11). This disagreement is attributable, perhaps, to the researcher deep grammatical knowledge which might not be available to the respondents.

Question No3

3- In order to answer question no 3: To what extent are indicators of "dialogue organization" available in the dialogue sections of 6th grade English textbook in Palestine as perceived by English supervisors and teachers ?

Dialogue organization / Indicators	Mean	St. Deviation	Percentage	Rank
The dialogue texts have a clear sequence.	٣.٨٦	٠.٧١	٧٧.٣٠	٣
Conjunctions are appropriately and frequently used.	٣.٥٧	٠.٩٩	٧١.٣٥	٦
The dialogue provides various applications of the main idea.	٣.٩٢	٠.٨٦	٧٨.٣٨	٢
The information included is given in a hierarchy.	٤.٠٥	٠.٩٧	٨١.٠٨	١
The information included moves from general to specific.	٣.٨٦	٠.٨٢	٧٧.٣٠	٣
A given idea leads logically to the subsequent one.	٣.٧٣	٠.٨٧	٧٤.٥٩	٥
Total	٣.٨٣	٠.١٧	٧٦.٦	

Question No 4

To answer the fourth question: To what extent are indicators of "aids to reading and comprehending the dialogue" available in the dialogue sections of 6th grade English textbook in Palestine as perceived by English supervisors and teachers?

Indicators	Mean	St. Deviation	Percentage	Rank
There is a rounding up of the topic of the dialogue.	٣.٧٣	٠.٩٣	٧٤.٥٩	5
The dialogue is followed by various types of questions.	٣.٣٨	١.٢١	٦٧.٥٧	8
The dialogue provides information that can be applied in new settings.	٣.٦٢	١.٠١	٧٢.٤٣	7
The drawings, pictures and illustrations accompanying the dialogue express major ideas in the dialogue.	٤.٠٣	٠.٩٣	٨٠.٥٤	1
The drawings, pictures and illustrations accompanying the dialogue are used in a proper place in the dialogue.	٤.٠٣	٠.٩٠	٨٠.٥٤	1
Pictures, illustrations and drawings used are relevant to the dialogue text.	٣.٩٢	٠.٩٢	٧٨.٣٨	3
Pictures, illustrations and drawings used are clear to the students.	٣.٨٩	٠.٧٤	٧٧.٨٤	٤
Pictures, illustrations and drawings used are colorful and attractive.	٣.٩٥	٠.٩٤	٧٨.٩٢	٢
Pictures, illustrations and drawings used are authentic.	٣.٦٥	١.٢١	٧٢.٩٧	٦
Total	٣.٨	٠.٢٢	٧٦	

Question No 5

To answer question No. 5: To what extent are indicators of dialogue suitability to learners available in the dialogue sections of 6th grade textbook in Palestine as perceived by English supervisors and teachers ?

Indicators	Mean	St. Deviation	Percentage	Rank
The dialogue stimulates learners to think reasonably.	٣.٧٣	٠.٧٧	٧٤.٥٩	٦
The dialogue cultivates positive attitudes.	٣.٨٩	٠.٦١	٧٧.٨٤	٣
The dialogue conforms to Islamic values.	٣.٨١	١.١٠	٧٦.٢٢	٤
The dialogue reinforces positive values among learners.	٤.٠٠	٠.٨٨	٨٠.٠٠	٢
The dialogue suits the linguistic and reading levels of the learners.	٤.٠٣	٠.٨٠	٨٠.٥٤	١
The dialogue enables learners to generate inferences	٣.٧٦	٠.٨٠	٧٥.١٤	٥
The dialogue refers to the relation between current information and the information presented earlier.	٣.٦٢	٠.٨٣	٧٢.٤٣	٧
Total	٣.٨٣	٠.١٥	٧٦.٦	

Question No 6

In order to answer the sixth question of the research: What are the points of agreements and disagreements between supervisors' and teachers' responses on the one hand and the content analysis results of dialogue sections in the sixth grade English Textbook, table No (6) shows the points of agreements and disagreements.

Table (6) points of agreements and disagreements between Supervisors' & Teachers' responses on the questionnaire and the content analysis results.

Indicators		Teachers' & Supervisors' Responses on the Questionnaire		Content analysis results	
		Mean	Percentage	Mean	Percentage
1	The vocabulary used is easy.	٤.١١	٨٢.١٦	٤	٨٠
2	The vocabulary used has specific and an unambiguous meaning.	٤.٠٥	٨١.٠٨	٥	١٠٠
3	The ratio of new and uncommon words employed is appropriate.	٣.٩٢	٧٨.٣٨	٥	١٠٠
4	The average length of the words used is appropriate.	٣.٨٩	٧٧.٨٤	٥	١٠٠
5	The average length of the sentences used is suitable.	٣.٨٦	٧٧.٣٠	٥	١٠٠
6	The sentences used are simple.	٣.٨١	٧٦.٢٢	٥	١٠٠
7	The structures used are clear.	٣.٨٤	٧٦.٧٦	٤	٨٠
8	The structures used are employed using a simple style.	٣.٨١	٧٦.٢٢	٥	١٠٠
9	The sentences used are active.	٣.٨٤	٧٦.٧٦	٥	١٠٠
10	The dialogue is suitable to the Palestinian environment.	٣.٨٩	٧٧.٨٤	٣	٦٠
11	The dialogue is void of grammar errors.	٤.٠٨	٨١.٦٢	٣	٦٠
12	Participants sound like real people talking.	٣.٥٧	٧١.٣٥	٣	٦٠
13	It helps learners master language functions.	٣.٤٩	٦٩.٧٣	٤	٨٠
14	The dialogue stimulates students' interests.	٣.٥٤	٧٠.٨١	٥	١٠٠
15	The words and structures included in the dialogues are of frequent use that is students frequently need them in their daily lives.	٣.٧٦	٧٥.١٤	٤	٨٠
16	The questions that follow the dialogue are simple and clear.	٣.٦٥	٧٢.٩٧	٥	١٠٠
17	The dialogue texts have a clear sequence.	٣.٨٦	٧٧.٣٠	٤	٨٠
18	Conjunctions are appropriately and frequently used.	٣.٥٧	٧١.٣٥	١	٢٠
19	The dialogue provides various applications of the main idea.	٣.٩٢	٧٨.٣٨	٢	٤٠
20	The information included is	٤.٠٥	٨١.٠٨	٢	٤٠

	given in a hierarchy.				
21	The information included moves from general to specific.	٣.٨٦	٧٧.٣٠	٢	٤٠
22	A given idea leads logically to the subsequent one.	٣.٧٣	٧٤.٥٩	٣	٦٠
23	There is a rounding up of the topic of the dialogue.	٣.٧٣	٧٤.٥٩	٢	٤٠
24	The dialogue is followed by various types of questions.	٣.٣٨	٦٧.٥٧	١	٢٠
25	The dialogue provides information that can be applied in new settings.	٣.٦٢	٧٢.٤٣	٣	٦٠
26	The drawings, pictures and illustrations accompanying the dialogue express major ideas in the dialogue.	٤.٠٣	٨٠.٥٤	٤	٨٠
27	The drawings, pictures and illustrations accompanying the dialogue are used in a proper place in the dialogue.	٤.٠٣	٨٠.٥٤	٤	٨٠
28	Pictures, illustrations and drawings used are relevant to the dialogue text.	٣.٩٢	٧٨.٣٨	٤	٨٠
29	Pictures, illustrations and drawings used are clear to the students.	٣.٨٩	٧٧.٨٤	٤	٨٠
30	Pictures, illustrations and drawings used are colorful and attractive.	٣.٩٥	٧٨.٩٢	٤	٨٠
31	Pictures, illustrations and drawings used are authentic.	٣.٦٥	٧٢.٩٧	٤	٨٠
32		٣.٧٣	٧٤.٥٩	٢	٤٠
33	The dialogue stimulates learners to think reasonably.	٣.٨٩	٧٧.٨٤	٢	٤٠
34	The dialogue cultivates positive attitudes.	٣.٨١	٧٦.٢٢	٢	٤٠
35	The dialogue conforms to Islamic values.	٤.٠٠	٨٠.٠٠	٢	٤٠
36	The dialogue reinforces positive values among learners.	٤.٠٣	٨٠.٥٤	٤	٨٠
37	The dialogue suits the linguistic and reading levels of the learners.	٣.٧٦	٧٥.١٤	٢	٤٠
38	The dialogue enables learners to generate inferences	٣.٦٢	٧٢.٤٣	٤	٨٠
Total		٣.٨٢	%٧٦.٤	٣.٤٧	%٦٩.٤٧

Table (6) shows that there is almost identity between the English supervisor's and teachers' responses on the questionnaire and the content analysis done by the researchers regarding (9) items. The items are no (1) " The vocabulary used is easy ", (15) " The words and structures included in the dialogues are of frequent use that is students frequently need them in their daily lives" / (17) " The dialogue texts have a clear sequence " / (20) " The information included is given in a hierarchy " / (27) " The drawings, pictures and illustrations accompanying the dialogue are used in a proper place in the dialogue " / (28) " Pictures, illustrations and drawings used are relevant to the dialogue text" / (29) " Pictures, illustrations and drawings used are clear to the students " / (30) " Pictures, illustrations and drawings used are colorful and attractive" / and (36) " The dialogue suits the linguistic and reading levels of the learners " . This identity may be attributed to the fact that these items measure easily recognizable, essential, and memorable features. They also represent things the teachers and supervisors concentrate on and make use of when teaching. Besides, these features constitute a major concern for syllabus designers who can never lose sight of their importance and thus give them due care. Consequently, the subjects' responses did not get affected by the respondents' likely forgetfulness or inattention resulting from responding to a questionnaire while they are distant from the textbooks.

There is a big agreement between the subjects' responses and the researchers' analysis on (4) items they are items no (7) " The structures used are clear" ,(13) " It helps learners master language functions", (31) " Pictures, illustrations and drawings used are authentic" , (38) " The dialogue refers to the relation between current information and the information presented earlier". Again these four items are related to the language, illustrations, and sequencing, of material presented which are also taken care of by syllabus designers who are experts of English and ELT. That is why people can agree easily on these points because they are so apparent and stark to evoke a discrepancy.

There is a very big disagreement between the study subjects' responses to the questionnaire and the results of analysis done by the researchers on (11) items: they are items no (18) " Conjunctions are appropriately and frequently used" , (19) " The dialogue provides various applications of the main idea", (20) " The information included is given in a hierarchy" ,(21) " The information included moves from general to specific", (23) " There is a rounding up of the topic of the dialogue" , (24) " The dialogue is followed by various types of questions", (32) " The dialogue stimulates learners to think reasonably", (33) " The dialogue cultivates positive attitudes", (34) " The dialogue conforms to Islamic values", (35) " The dialogue reinforces positive values among learners", and (37) " The dialogue enables learners to generate inferences". When one reflects on the nature of these items, one soon realizes that they are related to features hidden or implied in the text. Thus, it becomes difficult or even elusive for novice or inexperienced teachers who are pre-occupied with teaching the language alone to spot. Moreover, they need an analytical reflective and investigative eye to point out. These features can easily be overlooked when identified by a respondent who fills the questionnaire quickly and, understandably in some cases, carelessly. Another possible reason for this disagreement is that the respondents' responses show the arithmetic mean to the whole dialogues collectively whereas the researchers, in detail and meticulously, analyzed the dialogues. It is worthwhile to say that the

respondents gave high values to these items but the researchers gave low values.

Likewise, there is a big disagreement between the subjects' responses and the result of the content analysis done by the researchers regarding (9) items. They are items no (2) " The vocabulary used has specific and an unambiguous meaning ",(3) " The ratio of new and uncommon words employed is appropriate ",(4) " The average length of the words used is appropriate ",(5) " The average length of the sentences used is suitable", (6) " The sentences used are simple ",(8) " The structures used are employed using a simple style ",(9) " The sentences used are active ",(14) " The dialogue stimulates students' interests " , and (16) " The questions that follow the dialogue are simple and clear ". An interesting finding is that the content analysis, contrary to the above one, assigned very high values to the items under discussion here whereas the respondents assigned relatively low values. To further illustrate this point, the researchers assigned 100% to them, whereas the subjects assigned percentages ranging, between 70% and 82%. The items under discussion here require the respondent to refer back to the textbook it self directly which was not attainable at the time of responding to the questionnaire while the researchers went throughout the text one by one thoroughly. Furthermore, the first researcher has long experience teaching English and his analysis could be more reliable and credible.

There is a big disagreement between the subjects' responses and the results of the content analysis concerning (5) items: they items are no (10) " The dialogue is suitable to the Palestinian environment ",(11) " The dialogue is void of grammar errors ",(12) " Participants sound like real people talking ",(22) " A given idea leads logically to the subsequent one ",(25) " The dialogue provides information that can be applied in new settings ". Here also the content analysis assigned lower values than those assigned by the subjects responses. This disagreement may be attributable to the fact that the content analysis, by its very nature, is more accurate than responding to a questionnaire where the respondents rely on their memories of the text. These memories are not very clear in the respondents minds. Moreover, these items require deep analysis rather than responding from a distant memory. They also need good expertise which might not be available to new and inexperienced teachers who haven't received enough training on judging the appropriacy and validity of such items.

Recommendations:

Based on the content analysis of the dialogue sections of 6th grade English textbook, syllabus designers are recommended to:

- 1- use conjunctions in the text because they shed light on the meaning relationship between sentences. This also improves the readability of the text which is deemed essential.
- 2- Dialogues should be followed by exercises requiring learners to apply the main idea of the dialogue in similar situations out side the classroom.
- 3- There should be a sort of rounding up in the dialogue
- 4- The dialogues should be followed by various types of questions beyond those testing memorization and comprehension.

- 5- Dialogues should be constructed in such away that requires students to think reasonably.
- 6- Syllabus designers should heed extraneous cultural anti- Islamic attitudes as the dialogue sections include such attitudes.
- 7- Dialogue sections abound in non-Islamic values. These are dangerous and very difficult to eradicate later on once instilled in the psyches of the learners .Thus these dialogues should be filtered and learners' attention must be drawn to them.
- 8- Dialogues must be constructed in a way that cultivates in the learners the ability to generate logical inferences as this is a highly respectable thinking skill.

The researchers recommend English supervisors to :

- 1- train English language teachers on how to make an accurate analysis of the texts.
- 2- train teachers on how to detect anti – Islamic cultural elements in the learning materials.
- 3- train teachers on how to develop the students' ability to generate inferences among their students.
- 4- train teachers on how to stimulate their students to think reasonably.

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Appendix

Appendix No1

First : Dialogue structure	
1.	The vocabulary used is easy.
2.	The vocabulary used has specific and an unambiguous meaning.
3.	The ratio of new and uncommon words employed is appropriate.
4.	The average length of the words used is appropriate.
5.	The average length of the sentences used is suitable.
6.	The sentences used are simple.
7.	The structures used are clear.
8.	The structures used are employed using a simple style.
9.	The sentences used are active.
10.	The dialogue is suitable to the Palestinian environment.
11.	The dialogue is void of grammar errors.
12.	Participants sound like real people talking.
13.	It helps learners master language functions.
14.	The dialogue stimulates students' interests.
15.	The words and structures included in the dialogues are of frequent use that is students frequently need them in their daily lives.
16.	The questions that follow the dialogue are simple and clear.
Second : Dialogue organization	
17.	The dialogue texts have a clear sequence.
18.	Conjunctions are appropriately and frequently used.
19.	The dialogue provides various applications of the main idea.
20.	The information included is given in a hierarchy.
21.	The information included moves from general to specific.
22.	A given idea leads logically to the subsequent one.

Third : Aids to reading and comprehending the dialogue.	
23.	There is a rounding up of the topic of the dialogue.
24.	The dialogue is followed by various types of questions.
25.	The dialogue provides information that can be applied in new settings.
26.	The drawings, pictures and illustrations accompanying the dialogue express major ideas in the dialogue.
27.	The drawings, pictures and illustrations accompanying the dialogue are used in a proper place in the dialogue.
28.	Pictures, illustrations and drawings used are relevant to the dialogue text.
29.	Pictures, illustrations and drawings used are clear to the students.
30.	Pictures, illustrations and drawings used are colorful and attractive.
31.	Pictures, illustrations and drawings used are authentic.
Fourth : Dialogue suitability to learners.	
32.	The dialogue stimulates learners to think reasonably.
33.	The dialogue cultivates positive attitudes.
34.	The dialogue conforms to Islamic values.
35.	The dialogue reinforces positive values among learners.
36.	The dialogue suits the linguistic and reading levels of the learners.
37.	The dialogue enables learners to generate inferences
38.	The dialogue refers to the relation between current information and the information presented earlier.