Tenth Study

The Evaluation of Saudi Intermediate English Textbooks: from EFL Teachers' Perspective

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Abstract

The study aim is to evaluate Saudi Intermediate English Textbooks *'Super Goal series'* from the EFL teachers' perspective. The evaluation is based on six categories concerning layout and design, activities, skills, language type, topics and content, and general overview. This study is conducted using the descriptive-analytical approach. For the first categories layout and design, the results of the study show that the materials are effective due to the majority of the teachers believes. More than 55% of the participants agree that there is an overview of straightforward tasks and instructions, and lexical items. Also, 47% of them agree that the design is clear and appropriate. On the other side, 27% of them believed that the teacher's guidebook, the student's book, and the audio materials are not easily accessible. Regarding activities in the textbooks, the results show that it provides a balance in activities that encourage fruitful communication and meaningful practices. The study finds that the textbooks are effective concerning skills and it provides the curriculum with the necessary sub-skills, such as listening for purpose or general understanding. Besides, the curriculum focuses on the skills that the teacher and student need to be trained on. In light of the findings, it is recommended that the Ministry of Education should take into consideration the educational stakeholders in the curriculum development process. Also, MOE should give teachers a chance to improve the curriculum and environment and offers evaluations regularly. Besides, teachers should pursuit to take the lead to empower themselves with knowledge and take part in curriculum development.

Key words:
 Evaluation –English language- English teachers -Super Goal series

تقييم كتب اللغة الإنجليزية للمرحلة المتوسطة من وجهة نظر معلمين اللغة الإنجليزية كلغة اجنبية

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المستخلص

تهدف هذه الدراسة الى تقييم كتب سلسلة Super Goal التي تدرس بالمرحلة المتوسطة بالمملكة العربية السعودية من وجهة نظر المعلمين. حيث يعتمد التقييم على ست فئات وهي تصميم المقرر وتخطيطه، والأنشطة، والمهارات، ونوع اللغة المستخدمة، والموضوعات والمحتوى، وأخيراً نظرة عامة عن الكتب. أجريت هذه الدراسة باستخدام المنهج الوصفي التحليلي. بالنسبة لفئة تخطيط وتصميم المقرر، فقد أظهرت نتائج الدراسة أن غالبية المعلمين يعتقدون أن المواد فعالة. فقد وافق أكثر من ٥٥٪ على أن الكتب تتضمن في كل وحدة على نظرة عامة وواضحة عن الوظائف والتوجيهات والمفردات. بالإضافة إلى ذلك، وافق ٤٧٪ منهم على أن التصميم واضح ومناسب. على الجانب الآخر، يعتقد ٢٧٪ منهم أن دليل المعلم وكتاب الطالب والمواد الصوتية لا يمكن الوصول إليها بسهولة. اما فيما يتعلق بالأنشطة في الكتب المدرسية، فقد أظهرت النتائج أنها توفر التوازن في الأنشطة والتي تشجع على التواصل المثمر والممارسات الهادفة. وقد توصلت الدراسة إلى أن الكتب فعالة فيما يتعلق بالمهارات وأنه يزود المنهج بالمهارات الفرعية اللازمة، مثل الاستماع لغرض ما أو الفهم العام. بالإضافة الى ذلك، يركز المنهج على المهارات التي يحتاجها المعلم والطالب على التدريب عليها.

أخيراً، تقترح الدراسة عدة توصيات منها: يوصى بشدة بأن تأخذ وزارة التعليم في الاعتبار إشراك جميع المنتسبين في العملية التعليمية في عملية تطوير المناهج الدراسية. اما بالنسبة للمعلمين، فيجب على وزارة التعليم إعطائهم دورًا أكبر في تطوير المناهج الدراسية واختيارها حسب طبيعة المنطقة وقدرات طلابهم وتقييمها. وبالمثل، يجب أن يحاول المعلمون أخذ زمام المبادرة لتمكين أنفسهم بالمعرفة والمشاركة في تطوير المناهج الدراسية.

1.0 Introduction

Teachers in Saudi Arabia do not choose the materials they teach to their students, but the Ministry of Education (MOE) does. MOE accepted several companies to design English textbooks with aids for Saudi schools from primary to high school. McGraw-Hill is one of these companies. Super goal for intermediate level is one of their works. The first grade, of intermediate level, receives super goals 1 and 2, the second grade receives 3 and 4, and finally, the third grade receives 5 and 6.

Teachers deal with these materials on daily basis. Normally, they are the best who can spot the weaknesses and strengths in these materials based on their students' needs and levels. Also, they can judge if the goals of the ministry of education are working smoothly.

English Textbooks should be evaluated regularly to keep improving them or to change them if necessary, as the situation was with the previous Saudi textbooks. For that reason, the researcher thinks that evaluating the new textbooks from EFL teachers' perspective, gives this study its importance.

1.1 Statement of the Problem

The Saudi government allocates a considerable percentage of its budget to MOE. One part of these payments goes to the improvement of the curricula. Since the new English curricula have been introduced in Saudi schools, there were not enough studies for how teachers see these curricula from their perspective. Now, teachers have been teaching these curricula for more than 9 years since 2011 (AlFaifi, 2017). Also, it is important to evaluate textbooks for two reasons. First, the evaluation is going to help the teacher or textbook authors in making the correct decisions on selecting the suitable textbooks for students' level. Moreover, it will familiarize the teacher with the probable weaknesses and strengths of the textbooks (Sheldon, 1988). This research, therefore, plans to investigate EFL teachers' evaluations of the English textbooks from their perspective.

1.2 The aim of the Study

This study aims to evaluate the intermediate English textbooks 'Super Goal series' from the EFL teachers' perspective. The evaluation is based on six categories related to the textbook: layout and design, activities, skills, language types, topics and contents, and general overview.

1.3 Questions of the Study

The main research question is:
1. To what extent are the materials effective concerning the layout and design?

This question has five sub-questions which are listed as follows:

1. To what extent are the textbooks effective regarding the activities?
2. To what extent are the textbooks effective about the skills?
3. To what extent are the textbooks effective concerning the language type?
4. To what extent are the textbooks effective about the topics and content?
5. To what extent are the textbooks effective concerning the general overview?

1.4 Hypotheses of the Study

- The materials are not effective concerning the layout and design.
- The textbooks are not effective about the activities.
- The textbooks are not effective regarding the skills.
- The textbooks are not effective about the language type.
- The textbooks are not effective concerning the topics and content.
- The textbooks are not effective about the whole general overview.

1.5 Limitations of the Study

This study will be conducted in Saudi Arabia and will involve both male and female EFL teachers who have been teaching *Super Goal* curricula for an intermediate level for more than two years. Fifty teachers around the Kingdom are randomly chosen to take part in this evaluation based on five aspects: the layout and design, the activities, the skills, the language type, the topics and content, and general overview.

1.6 Methodology of the study

This study is conducted using a descriptive-analytical approach. The method includes the following

1.6.1 Population

All EFL teachers who are teaching *super goal* textbooks in the kingdom of Saudi Arabia. The participants who are going to participate in this study are chosen randomly from Saudi Arabia and have been teaching *super goals* for at least two years.

1.6.2 Methods of Data Analyses

As this project is conducted qualitatively and quantitatively, the data is collected from the EFL teachers who participated in this research. The content analysis method is used to analyze the data.

1.6.3 Instruments of the Study

This study uses a questionnaire to collect data from EFL teachers around the Kingdome.

Literature Review
2.0 Introduction

Life changes and improves every second. Language is one aspect of our life that changes and improves through teaching and learning. Textbooks are undoubted, one of the most important tools for teaching and learning which needs to be frequently evaluated to cope with the rapid social and educational changes. To get the evaluation expeditiously and accurately, MOE needs teachers' help to evaluate the textbooks from their perspective. This will help the curriculum developers to improve and enrich the textbooks based on teachers' perspectives.

Cook-Sather (2014) defines the Students' voice as "a collective contribution of diverse students' presence, participation, and power. Students should have the power to engage much of decision-making in education materials which will exemplify a shift from research on students to research with students (Cook-Sather, 2006; Fine, Torre, Bums, & Payne, 2007). Their voice should involve almost everything except a few areas, such as the processes surrounding textbook evaluation and adoption (Woodward, Lloyd, & Kimmons, 2017).

2.1 Saudi Arabia's History of English Teaching

Since the 1920s, a small number of private institutions were offering limited education for boys. The first government body to monitor and provide education was formed in 1924. The first formal education system was established in 1948 after the kingdom of Saudi Arabia was united under King Abdul Aziz. During this time illiteracy was almost 95%, showing that only a few people had been able to access education in the past. The discovery of oil in the country made it possible for the government to invest more money into the provision of education across the country. The number of schools, for example, grew from only one school in 1925 to 182 schools in 1949, (Wiseman & Alromi, 2004).

The intermediate level of education in Saudi Arabia was adopted in 1953, long after establishing the first primary and secondary schools in 1927 (AlHajailan, 2006). This level comes after the elementary level and incorporates learners aged between 12 years and 15 years, and the learning takes three years. English is a requirement for intermediate schools, and it remains so up to the end of secondary schools. Since 1980, English has been taught at the intermediate level for four hours a week (Al-Seghayer, 2014).

2.2 The Modern Age of the education system in Saudi Arabia

Despite the lack of national scholars and financial capacity, the enrolment of elementary schools grew to over 20,000 in 1950, while in 1953 secondary and intermediate schools were established and expanded (Alsenbl, et al., 1998). MOE in the Kingdom of Saudi

Arabia, in its present form, was established in 1953, according to Alshumaimeri (2012),. Saudi teachers have been sent abroad on scholarships to several countries, including Egypt, Lebanon, the United States, and Europe, for teacher training due to the influx of oil revenues. It is not surprising during these early years of growth that the Kingdom had a high degree of illiteracy in reading and writing due to the lack of exposure most of the population had to education. For students studying higher education in the Kingdom of Saudi Arabia, student accommodation was provided free of charge and a monthly allowance of USD 250 was given to university students (AL-Abdul Kareem, 1993). Although these early innovations centered primarily on the growth of a literate Saudi Arabian population, the first signs of education reform (such as teacher training, curricula, and school expansion and development) began to take place in the 1950s, coinciding with the influx of oil revenue (AL-Abdul Kareem, 1993).

The 1950s saw a shift from the pre-1950 Egyptian model, which was British based, moving towards a more conservative religious alignment that has persisted in textbooks and school policies (Al-Nafjan, 2012). In 1949, the first post-secondary education college was established in Mecca; English teaching was done for two hours per week over four years (mandatory English Language Studies). Based on Faruk (2015), it was also during this period that the United States (initially through ARAMCO) began to become more involved in Saudi Arabia as a result of increasing commercial oil interests. This translation strengthened the relevance of English and English teaching for Saudi Arabian economic and social development (Commins, 2008).

2.4 Curricular Conceptualizations

It isnecessary to clarify the conceptualization of the term curriculum, before the outset of any curriculum-related endeavors such as curriculum planning, implementation, evaluation,. According to Pratt (1994) and Barrow and Milburn (1990), the word "curriculum" is derived from the Latin verb currere, "to run." "Currere" became a diminutive noun and meant a "racing chariot" or "race track." An extension was made by Cicero who associated the term with a curriculum vitae that means "the course of one's life." He also associated it with the curricula mentis that metaphorically refers to "the (educational) course of the mind." It was not until the nineteenth century that the term was commonly used in the educational field. Numerous researchers and educators (e.g., Barrow, 1990; Beauchamp, 1977; Goodson, 1994; Longstreet, & Shane, 1993; Marsh, 1997; Wood & Davis, 1978) have looked at what curriculum is by reviewing, analyzing, and commenting on it. Longstreet and Shane (1993) reveal another side of the curriculum

that involves making decisions: The curriculum is not deliberately developed to accomplish a clear set of purposes. Rather, it has developed as an effort to handle the increased complexity of educational decision making. Beauchamp (1977) notes that the term is used very narrowly and explicitly in some contexts, and in other contexts, not at all. The paper takes Beauchamp's view of conceptualization to look at the meaning of the term "curriculum" from the narrow to the broad.

2.5 Curricula as Courses of Study or Content

The curriculum is the process of selecting courses of study or content to meet curriculum guidelines (Beauchamp, 1977; Wood & Davis, 1978). The curriculum describes or prescribes the content, as well as the goals and methods of instruction but is typically in the background of attention. Although this use of the definition-Curricula as a set of objectives-in terms of the inclusion of goals, it is a completely different focus than the original work. The first definition emphasizes parts of the course and what needs to be taught, while the second definition focuses on what will need to be taught. The courses are offered at different scales of scope and amount. The definition is exemplified by the work of Davis and Wood (1978) that aimed to design and evaluate higher education curricula at California University, Berkeley. They suggest that a curriculum should be considered as a "totality of courses that constitutes an offering by an institution or followed by a student" (Wood & Davis, 1978).

2.6 The English language teaching framework

1970 was when MOE first released an English language teaching curriculum for secondary school. The overall goals of the course included developing critical thinking and imagination, providing students with the English proficiency to enter university. The objectives of the textbooks were formulated based on the cultural climate of Saudi Arabia.. The 1970s marked the start of private schools for both boys and girls where students learn English from an early age. (Commins, 2008). While the 1970 English language teaching framework promoted critical thinking through reading various literature and the opportunity to explore the outside world, the curriculum remained traditional. In 1988, a revised English language curriculum was put into use with a focus on function.

2.7 The Expansion of English Language Education in Public Schools

A project calling for a comprehensive revision of MOE's educational curriculum and teaching materials was carried out in the 1990s (AlSaadat & Al-Braik, 2004). English language teaching was included in the curriculum because improving these skills is

necessary for teaching English effectively. The focus was on the instruction and assessment of the curriculum because these are the areas where teachers need in-service professional development (Commins, 2008). The Ministry of Economy and Planning (2006) acknowledges that developing English education is one of the development strategies in Saudi Arabia, recognizing the importance of English ability for the continued development of the country. There are various contentious issues associated with the Kingdom's recent reform efforts. Some claim (Taleb, 2005) that these revisions are propaganda to spread the word of Islam. Others are opposed to sending young Saudis abroad because they think those sent will become too influenced by Western ideas that are against Islamic teachings (Taleb, 2005).

2.9 The importance of teachers' evaluation of a curriculum

Cohn and Kottkamp (1993) suggest that teachers must be valued as an integral part of the educational process. EFL teachers are knowledgeable about what is happening in their classrooms and can perceive what policy-makers cannot. Because teachers are always in close contact with curriculum issues, they are naturally aware of the strengths and weaknesses of different curricula. This study shows that actual policymakers' plans may not always be implemented by teachers which could lead to negative outcomes in the learning process. In some specific instances, policy-makers have recognized the need for teacher input in the development of curriculum.

2.10 Teaching English in the Saudi Intermediate Schools

Mahrooqi and Denman (2015) claim that the Saudi educational system has witnessed many advancements as a result of a number of educational reforms that have been implemented for the past three decades. However, some factors like the lack of teaching qualifications, inadequate teaching materials, and language labs, inferior teaching methods, and the lack of audio-visual aids makes it more difficult to learn English (AlHajailan, 2006).

Schools reported several shortcomings that significantly affect English study (Mahrooqi and Denman, 2015). Therefore, teachers must improve their quality, teaching methods, and aids, students' attitudes towards learning English, and the English curriculum. Putting these recommendations into action was emphasized to adopt better strategies, which can help contribute to achieving proficiency in speaking English in the Saudi intermediate schools (Pullen, Gitsaki, and Baguley, 2010). In the English teaching systems in Saudi intermediate schools, there are always improvements that need to be made (Mahrooqi and Denman, 2015).

2.11 Evaluation of "Super Goal" textbooks

Super Goal textbooks are of tremendous help to the intermediate students who are studying English because that it contains comprehensive coverage of all language skills. The textbooks can initiate safe communicative activities, which improve learners' speaking skills, despite the inappropriate authentic listening situations to the background of pupils. The textbooks are useful for helping students learn language skills, and the MOE should also step up its efforts to enhance the learning and teaching of English as it is considered a foreign language.

Hassan & Hassan (2017) gave recommendations that should be addressed to ensure that quality communication skills are acquired by Saudi intermediate learners.

- To ensure relevance to the learners' context, there is a need to enhance the speech situations in the textbook.
- The textbook should be supplemented with audio-visual resources to inspire intermediate school pupils to learn English.
- Additional activities, such as conversations and role-plays, should be emphasized in the textbook so that students are well prepared for interaction and communication in real life.
- Most significantly, attempts should be made to ensure that the book's contents fit the learners' experience and customs.
- Providing teachers with hard copies of the teacher's manual side by side with the PDF version is also essential.
- Finally, to deliver well-organized lessons and to use time effectively and efficiently, teachers should be prepared to use technology and be mindful of classroom management.

2.12 Previous Studies

This part of the study speaks about the previous studies that was written about English textbooks evaluation.

Mitchell & Alfuraih (2017) seek to provide an inclusive timeline of the development (English language) education during the time. The chronology of curriculum reforms throughout English language development demonstrates that a country is seeking identity today.

Alnefaie (2016) claims that teachers' participation in curriculum development is a topic that has been overlooked in the

context of Saudi Arabia. This study explores the issue of the marginalization of Saudi teachers in the Saudi education system.

Alshammari (2017) discusses the inadequate levels of English materials currently used in Saudi Arabia and argues that an EIL approach should be implemented in all English curricula at all levels.

Al-Yousef (2007) evaluated the 3rd-grade intermediate English textbook. He adopted Cunningsworth (1995) evaluation checklist. His findings showed that supervisors, teachers, and students are satisfied with the textbook in general. However, some parts showed poor satisfaction such as supplementary materials.

Alamri (2008) in his dissertation, evaluated the sixth-grade Saudi English textbook. The results mostly showed some strengths in this textbook except in teaching methods and some other sub-items.

Al-Sowat (2012) conducted the study for the 1st grade intermediate Saudi English textbooks from the perception of teachers. The results showed some weaknesses in this textbook in activities and supplementary materials.

Alharbi (2015) investigated the "Flying High" English textbook series in Saudi Arabia. The findings exposed some satisfaction except in two parts; the review and a vocabulary list.

Faruk (2015) investigated the cultural changes in Saudi English textbooks in three decades. His findings revealed some changes in English Textbooks' cultural content which implies the desire to reform the new textbooks through cultural modernization.

AlFaifi (2017) did a research paper evaluating the 2nd Grade Intermediate Saudi English Textbook (Super Goal 4). The results revealed that both the teachers and supervisors seemingly see the textbook as suitable The study ends with suggestions and recommendations for the enhancement of the Super Goal series.

Regarding Super Goal textbooks, they guide the learners right from the lowest are beginning up to the higher intermediate level. They incorporate the basic language skills, i.e. reading, speaking, writing, and listening with an emphasis on the use of grammar in communication activities. They are also designed with attractive illustrations and good quality papers. Moreover, providing additional activities for the practice of vocabulary and grammar make these textbooks quite comprehensive in aiding the learning of English. But the problem of inadequate teaching materials, language labs, and audio-visual aids in the Saudi intermediate schools, still affects the learning of English to some degree (Assulaimani, 2019; Mahrooqi and Denman, 2015).

Concerning the English textbook evaluation checklist, Cunningsworth (1995) developed his checklist for textbook evaluation. He classified the checklist into different parts that constitute any English textbook.

The literature review revealed that the Saudi intermediate level was introduced in 1953. At this level, English is compulsory, and the level is also necessary for learners who proceed with their studies to school. Learning and teaching English in Saudi intermediate schools needs support to help in addressing the challenges facing the system so that the goal of being proficient in English is achieved. Finally, this study is seen as a good contribution to Saudi English textbooks evaluation because, there is no published study, as far as the writer know, in Super Goal series evaluation.

Methodology

3.1 Procedures

The tool used to carry out this study is a questionnaire, which is set for intermediate school EFL teachers of English. The researcher has distributed the copies himself. The teachers were asked to respond to the items of the questionnaire by ticking the alternative (Strongly Agree, Agree, Partially Agree, Disagree, or Strongly Disagree) that best indicates his or her choice. The data collected was analyzed using the percentage of frequency of choices. Each statement in the questionnaire examines a particular point.

As the researcher hypothesized, the main function of this technique is to either prove or disprove the mentioned statements of the research.

3.1.1 Population

All EFL teachers who are teaching *Super Goal* textbook in the kingdom of Saudi Arabia. The participants were randomly chosen from Saudi intermediate schools and have been teaching this series for more than two years.

3.1.2 Sample

A random sample of 58 EFL teachers was chosen from intermediate schools in the Kingdom of Saudi Arabia.

3.1.3 Tools

This study uses a questionnaire as the main tool to collect data from EFL teachers around the Kingdom. It consists of six sections. The first section consists of eight questions about the effect of the textbooks based on layout and design. The second section contains seven questions concerning the effect of textbooks based on activities. Then, the third section includes four questions about the effect of the textbooks based on skills. The fourth section, also, consists of four questions about the

effect of the textbooks based on language type. The fifth section consists of five questions about the effect of the textbooks based on the topics and content. Finally, the sixth section contains only three questions related to the effect of the textbooks based on a general overview.

3.1.4 Data Analysis

As this project is conducted qualitatively and quantitatively, the data are collected from the teachers who participated in this research. The content analysis method is used to analyze the data.

3.2 Validity: First, the questionnaire had been prepared by the researcher. Then, two copies were given to two university lecturers to be judged. They gave their opinions on the face validity of the questionnaire. After that, it was given to the supervisor for final correction and evaluation.

3.3 Reliability

The questionnaire is reliable because it concentrates its statements on the exact area of the study. As such the statements of the questionnaire are divided to measure an exact area to ensure its efficiency and reliability to the area of the study on which the research is done.

Reliability Statistics

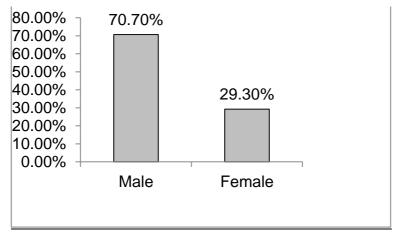| Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.956	0.957	32

The questionnaire was conducted on fifty-eight EFL teachers of intermediate schools in Al-Baha city. Then, the scores were processed through the computer using the SPSS program. Cronbach's Alpha method was used to calculate the reliability of the questionnaire. The table above shows that Cronbach's Alpha coefficient is (0.956). The reliability coefficient of the questionnaire was calculated by using the square root of Cronbach's Alpha coefficient.

Data Analysis and Discussion

4.2 Data Analysis
Table (4.1): Distribution of study group according to Gender

Gender	Frequency	Percent
Male	41	70.7
Female	17	29.3
Total	58	100.0

The above table, table (4.1), shows the distribution of the study group according to gender. It reveals that the majority of the sample members are males, at a rate of 70.7%, while the percentage of females is 29.3%.

Table (4.2) The materials are not effective about the layout and design

Item	Option	Frequency	Percent	Mean	Std. Deviation
1. In each unit, there is an overview of clear task instructions, and lexical items.	Strongly Disagree	5	8.6	3.41	1.13
	Disagree	6	10.3		
	Partially agree	16	27.6		
	Agree	22	37.9		
	Strongly agree	9	15.5		
2. The books' design is clear and appropriate	Strongly Disagree	3	5.2	3.48	1.11
	Disagree	8	13.8		
	Partially agree	16	27.6		
	Agree	20	34.5		
	Strongly agree	11	19.0		
3. The textbook is organized effectively	Strongly Disagree	7	12.1	3.31	1.17
	Disagree	6	10.3		
	Partially agree	13	22.4		
	Agree	26	44.8		
	Strongly agree	6	10.3		
4. The glossary contains commonly used words	Strongly Disagree	5	8.6	3.31	1.20
	Disagree	11	19.0		
	Partially agree	12	20.7		
	Agree	21	36.2		
	Strongly agree	9	15.5		
5. The textbook contains sufficient assessment quizzes and recommended tests	Strongly Disagree	10	17.2	2.86	1.27
	Disagree	13	22.4		
	Partially agree	18	31.0		
	Agree	9	15.5		
	Strongly agree	8	13.8		
6. The teacher's guide book, the student's book, and the audio materials are easily accessible	Strongly Disagree	12	20.7	2.94	1.49
	Disagree	15	25.9		
	Partially agree	9	15.5		
	Agree	8	13.8		
	Strongly agree	14	24.1		
7. The teacher's book contains useful instructions regarding its effective use	Strongly Disagree	8	13.8	3.25	1.26
	Disagree	7	12.1		
	Partially agree	14	24.1		
	Agree	20	34.5		
	Strongly agree	9	15.5		
8. The materials' objectives are clear to both the teacher and the student	Strongly Disagree	7	12.1		
	Disagree	10	17.2		
	Partially agree	20	34.5		
	Agree	15	25.9		
	Strongly agree	6	10.3		

Table (4.2) shows the result of the first part of the questionnaire about the first hypothesis of the study: the materials are not effective about the layout and design. This part has eight items based on the layout and design of the textbooks.

The first item suggested that there is an overview of clear tasks, instructions, and lexical items in each unit. The results show that the majority of the teachers, which is 37.9% are agreed, and 27.6% of them are partially agreed, then 15.5% of them are strongly agreed. On the other hand, 10.3% of them disagree, and only 8.9% strongly disagree.

The second item suggested that the books' design is clear and appropriate. The results show that the majority of the teachers, which is 34.5% are agreed, and 27.6% of them are partially agreed, then

19% of them are strongly agreed. On the other hand, 13.8% of them disagree, and only 5.2% strongly disagree.

The third item suggested that the textbook is organized effectively. The results show that the majority of the teachers, which is 44.8% are agreed, and 22.4% of them are partially agreed, then only 10.3% of them are strongly agreed. On the other hand, only 10.3% of them disagree, and 12.1% strongly disagree.

The fourth item suggested that the glossary contains commonly used words. The results show that the majority of the teachers, which is 36.2% agree, and 20.7% of them are partially agreed, then 15.5% of them are strongly agreed. On the other hand, 19% of them disagree, and 8.6% strongly disagree.

The fifth item suggested that the textbook contains sufficient assessment quizzes and recommended tests. The results show that the majority of the teachers, which is 31% are partially agreed, and 22.4% of them disagree, then 17.2% of them are strongly disagreed. On the other hand, 15.5% of them agree, and 13.8% strongly agree.

The sixth item suggested that the teacher's guide book, the student's book, and the audio materials are easily accessible. The results show that the majority of the teachers, which is 25.9% disagree. On the other hand, 24.1% of them are strongly agreed. Then, 20.7% of them are strongly disagreed. On the other hand, 13.8% of them are agreed. The other 15.5% of them are partially agreed.

The seventh item suggested that the teacher's book contains useful instructions regarding its effective use. The results show that the majority of the teachers, which is 34.5% are agreed, and 24.1% of them are partially agreed, then 15.5% of them are strongly agreed. On the other hand, only 12.1% of them disagree, and 13.8% strongly disagree.

The eighth item suggested that the materials' objectives are clear to both the teacher and the student. The results show that the majority of the teachers, which is 34.5% are partially agreed, and 25.9% of them agree, then only 10.3% of them are strongly agreed. On the other hand, 17.2% of them disagree, and 12.1% strongly disagree.

To sum up, most of the teachers are agreed with the first, second, third, fourth, and seventh item. On the other hand, For the fifth, sixth, and eighth items the teachers are partially agreed. The first four items focus on textbooks themselves that why most of the teachers are agreed. However, the last for items fucus on teacher's guide that why the majority of them are partially agreed.

Table (4.3) The Textbooks are not effective about the activities

Item	Option	Frequency	Percent	Mean	Std. Deviation
1. The textbook provides a balance of activities	Strongly Disagree	4	6.9	3.22	1.00
	Disagree	7	12.1		
	Partially agree	24	41.4		
	Agree	18	31.0		
	Strongly agree	5	8.6		
2. The activities motivate effective communications and meaningful practices	Strongly Disagree	6	10.3	3.15	1.12
	Disagree	9	15.5		
	Partially agree	18	31.0		
	Agree	20	34.5		
	Strongly agree	5	8.6		
3. The activities include individual, pair, and group works	Strongly Disagree	4	6.9	3.44	1.17
	Disagree	8	13.8		
	Partially agree	16	27.6		
	Agree	18	31.0		
	Strongly agree	12	20.7		
4. Grammar and vocabulary are introduced in motivating and realistic contexts	Strongly Disagree	9	15.5	2.93	1.28
	Disagree	14	24.1		
	Partially agree	15	25.9		
	Agree	12	20.7		
	Strongly agree	8	13.8		
5. The activities promote creative and independent responses	Strongly Disagree	10	17.2	2.96	1.24
	Disagree	8	13.8		
	Partially agree	21	36.2		
	Agree	12	20.7		
	Strongly agree	7	12.1		
6. The textbook's activities can be modified or supplemented	Strongly Disagree	9	15.5	2.98	1.29
	Disagree	14	24.1		
	Partially agree	11	19.0		
	Agree	17	29.3		
	Strongly agree	7	12.1		

Table (4.3) shows the result of the second part of the questionnaire which is based on the second hypothesis of the study: The textbooks are not effective concerning the activities. This part has six items based on the activities of the textbooks.

The first item suggested that the textbook provides a balance of activities. The results show that the majority of the teachers, which is 41.4% are partially agreed, and 31% of them are agreed, then only 8.6% of them are strongly agreed. On the other hand, 12.1% of them disagree, and only 6.9% strongly disagree.

The second item suggested that the activities motivate effective communications and meaningful practices. The results show that the majority of the teachers, which is 34.5% are agreed, and 31% of them are partially agreed, then only 8.6% of them are strongly agreed. On the other hand, 15.5% of them disagree, and 10.3% strongly disagree.

The third item suggested that the activities include individual, pair, and group works. The results show that the majority of the teachers, which is 31% are agreed, and 27.6% of them are partially agreed, then 20.7% of them are strongly agreed. On the other hand, 13.8% of them disagree, and only 6.9% strongly disagree.

The fourth item suggested that grammar and vocabulary are introduced in motivating and realistic contexts. The results show that the majority of the teachers, which is 25.9% are partially agreed, and 20.7% of them are agreed, then 13.8% of them are strongly agreed. On the other hand, 24.1% of them disagree, and 15.5% strongly disagree.

The fifth item suggested that the activities promote creative and independent responses. The results show that the majority of the teachers, which is 36.2% are partially agreed, and 20.7% of them are agreed, then 12.1% of them are strongly agreed. On the other hand, only 8% of them disagree, and 10% strongly disagree.

The sixth item suggested that the textbook's activities can be modified or supplemented. The results show that the majority of the teachers, which is 29.3% are agreed, and 19% of them are partially agreed, then 12.1% of them are strongly agreed. On the other hand, 24.1% of them disagree, and 15.5% strongly disagree.

In conclusion, most of the teachers are Partially agreed with almost all the items. This will lead that MOE needs to develop the textbooks based on the activities.

Table (4.4) The textbooks are not effective about the skills

Item	Option	Frequency	Percent	Mean	Std. Deviation
1. The materials focus on the skills that I/my students need	Strongly Disagree	6	10.3	3.20	1.21
	Disagree	10	17.2		
	Partially agree	17	29.3		
	Agree	16	27.6		
	Strongly agree	9	15.5		
2. The materials provide an appropriate balance of the four language skills	Strongly Disagree	4	6.9	3.56	1.14
	Disagree	4	6.9		
	Partially agree	19	32.8		
	Agree	17	29.3		
	Strongly agree	14	24.1		
3. The textbook introduces sub-skills such as listening for gist	Strongly Disagree	3	5.2	3.37	1.13
	Disagree	11	19.0		
	Partially agree	15	25.9		
	Agree	19	32.8		
	Strongly agree	10	17.2		
4. The textbook focuses on accurate pronunciation with stress and intonation	Strongly Disagree	4	6.9	3.55	1.21
	Disagree	7	12.1		
	Partially agree	16	27.6		
	Agree	15	25.9		
	Strongly agree	16	27.6		

Table (4.4) shows the result of the third part of the questionnaire which is based on the third hypothesis of the study: The textbooks are not effective concerning the skills. This part has four items based on the skills of the textbooks.

The first item suggested that the materials focus on the skills that I/my students need. The results show that the majority of the teachers, which is 29.3% are partially agreed, and 27.6% of them are agreed, then 15.5% of them are strongly agreed. On the other hand, 17.2% of them disagree, and 10.3% strongly disagree.

The second item suggested that the materials provide an appropriate balance of the four language skills. The results show that the majority of the teachers, which is 32.8% are partially agreed, and 29.3% of them are agreed, then 24.1% of them are strongly agreed. On the other hand, only 6.9% of them disagree and strongly disagree.

The third item suggested that the textbook introduces sub-skills such as listening for gist. The results show that the majority of the teachers, which is 32.8% are agreed, and 25.9% of them are partially agreed, then 17.2% of them are strongly agreed. On the other hand, 19% of them disagree, and only 5.2% strongly disagree.

The last item suggested that the textbook focuses on accurate pronunciation with stress and intonation. The results show that the majority of the teachers, which is 27.6% are strongly agreed, and 27.6% are partially agreed, then 25.9% of them are agreed. On the other hand, 12.1% of them disagree, and only 6.9% strongly disagree.

To sum up, based on the result above, most of the teachers believe that the textbooks are effective regarding the skills. At the same time, many teachers believe that textbooks need to be improved based on skills.

Table (4.5) The textbooks are not effective about the language type

Item	Option	Frequency	Percent	Mean	Std. Deviation
1. The language used in the textbook is authentic	Strongly Disagree	2	3.4	3.74	1.03
	Disagree	4	6.9		
	Partially agree	16	27.6		
	Agree	21	36.2		
	Strongly agree	15	25.9		
2. The language used matches the students' level of proficiency in English and their abilities	Strongly Disagree	8	13.8	3.08	1.26
	Disagree	11	19.0		
	Partially agree	15	25.9		
	Agree	16	27.6		
	Strongly agree	8	13.8		
3. The progression of grammar and vocabulary items is appropriate	Strongly Disagree	8	13.8	3.24	1.27
	Disagree	8	13.8		
	Partially agree	13	22.4		
	Agree	20	34.5		
	Strongly agree	9	15.5		
4. The grammar rules are presented with brief, easy examples and explanations	Strongly Disagree	7	12.1	3.27	1.22
	Disagree	7	12.1		
	Partially agree	16	27.6		
	Agree	19	32.8		
	Strongly agree	9	15.5		

Table (4.5) shows the result of the fifth part of the questionnaire which is based on the fifth hypothesis of the study: The textbooks are not effective about the language type. This part has four items based on the skills of the textbooks.

The first item suggested that the language used in the textbook is authentic. The results show that the majority of the teachers, which

is 36.2% are agreed, and 27.6% of them are partially agreed, then 25.9% of them are strongly agreed. On the other hand, only 6.9% of them disagree, and 3.4% strongly disagree.

The second item suggested that the language used matches the students' level of proficiency in English and their abilities. The results show that the majority of the teachers, which is 27.6% are agreed, and 25.9% of them are partially agreed, then 13.8% of them are strongly agreed. On the other hand, only 19% of them disagree and13.8% of them strongly disagree.

The third item suggested that the progression of grammar and vocabulary items is appropriate. The results show that the majority of the teachers, which is 34.5% are agreed, and 22.4% of them are partially agreed, then 15.5% of them are strongly agreed. On the other hand, 13.8% of them disagree and strongly disagree.

The last item suggested that the grammar rules are presented with brief, easy examples and explanations. The results show that the majority of the teachers, which is 32.8% are agreed, and 27.6% are partially agreed, then 15.5% of them are strongly agreed. On the other hand, 12.1% of them disagree and strongly disagree.

To sum up, based on the result above, most of the teachers believe that the textbooks is effective regarding to the language type. In the same time, many teachers believe that the textbooks need to be improved based on the language type.

Table (4.6) The textbooks are not effective about the topics and content

Item	Option	Frequency	Percent	Mean	Std. Deviation
1. The topics and contents of the textbook are relevant to students' needs as English learners	Strongly Disagree	8	13.8	3.17	1.25
	Disagree	8	13.8		
	Partially agree	17	29.3		
	Agree	16	27.6		
	Strongly agree	9	15.5		
2. The topics and the contents of the textbook are generally realistic	Strongly Disagree	6	10.3	3.24	1.14
	Disagree	6	10.3		
	Partially agree	22	37.9		
	Agree	16	27.6		
	Strongly agree	8	13.8		
3. The topics and the contents of the textbook are interesting, challenging, and motivating	Strongly Disagree	7	12.1	3.10	1.13
	Disagree	7	12.1		
	Partially agree	23	39.7		
	Agree	15	25.9		
	Strongly agree	6	10.3		
4. Sufficient varieties of the contents are provided in the textbook	Strongly Disagree	2	3.4	3.55	1.04
	Disagree	6	10.3		
	Partially agree	20	34.5		
	Agree	18	31.0		
	Strongly agree	12	20.7		
5. The materials are not culturally biased and they do not portray any negative stereotypes	Strongly Disagree	4	6.9	3.53	1.18
	Disagree	6	10.3		
	Partially agree	18	31.0		
	Agree	15	25.9		
	Strongly agree	15	25.9		

Table (4.6) shows the result of the fifth part of the questionnaire about the fifth hypothesis of the study: The textbooks are not effective about the topics and content. This part has five items based on topics and content.

The first item suggested that the topics and contents of the textbook are relevant to students' needs as English learners. The results show that the majority of the teachers, which is 29.3.9% are partially agreed, and 27.6% of them are agreed, then 15.5% of them are strongly agreed. On the other hand, 13.8% of them disagree and strongly disagree.

The second item suggested that the topics and the content of the textbook are generally realistic. The results show that the majority of the teachers, which is 37.9% are partially agreed, and 27.6% of them are agreed, then 13.8% of them are strongly agreed. On the other hand, 10% of them disagree and strongly disagree.

The third item suggested that the topics and the contents of the textbook are interesting, challenging, and motivating. The results show that the majority of the teachers, which is 39.7% are partially agreed, and 25.9% of them are agreed, then only 10.3% of them are strongly agreed. On the other hand, only 12.1% of them disagree and strongly disagree.

The fourth item suggested that sufficient varieties of the contents are provided in the textbook. The results show that the majority of the teachers, which is 34.5% are partially agreed, and 31% of them are agreed, then 20.7% of them are strongly agreed. On the other hand, 10.3% of them disagree, and only 3.8% strongly disagree.

The fifth item suggested that the textbook contains sufficient assessment quizzes and recommended tests. The results show that the majority of the teachers, which is 31% are partially agreed, and 22.4% of them have disagreed, then 17.2% of them are strongly disagreed. On the other hand, 15.5% of them agree, and 13.8% strongly agree.

The sixth item suggested that the teacher's guide book, the student's book, and the audio materials are easily accessible. The results show that the majority of the teachers, which is 25.9% disagree. On the other hand, 24.1% of them are strongly agreed. Then, 20.7% of them are strongly disagreed. On the other hand, 13.8% of them are agreed. The other 15.5% of them are partially agreed.

The seventh item suggested that the teacher's book contains useful instructions regarding its effective use. The results show that the majority of the teachers, which is 34.5% are agreed, and 24.1% of them are partially agreed, then 15.5% of them are strongly agreed.

On the other hand, only 12.1% of them disagree, and 13.8% strongly disagree.

The eighth item suggested that the materials are not culturally biased and they do not portray any negative stereotypes. The results show that the majority of the teachers, which is 31% are partially agreed, and 25.9% of them are agreed, then 25.5% of them are strongly agreed. On the other hand, 10.3% of them disagree, and only 6.9% strongly disagree.

To sum up, the result shows that teachers partially agree that the textbooks are effective regarding the topics and contents. At the same time, many teachers believe that the textbooks are not effective concerning the topics and content. For that, MOE needs to add more development to the textbooks based on teachers' perspectives about the topics and contents in the textbooks.

Table (4.7) The textbooks are not effective regarding the general overview

Item	Option	Frequency	Percent	Mean	Std. Deviation
1. The textbook complies with the language-learning goals set by the ministry of education in KSA	Strongly Disagree	8	13.8	3.22	1.17
	Disagree	4	6.9		
	Partially agree	19	32.8		
	Agree	21	36.2		
	Strongly agree	6	10.3		
2. The textbook motivates my students to learn English	Strongly Disagree	6	10.3	3.24	1.20
	Disagree	9	15.5		
	Partially agree	17	29.3		
	Agree	17	29.3		
	Strongly agree	9	15.5		
3. I would recommend continuing using this textbook in the Ministry of Education in Saudi Arabia	Strongly Disagree	12	20.7	2.96	1.37
	Disagree	9	15.5		
	Partially agree	16	27.6		
	Agree	11	19.0		
	Strongly agree	10	17.2		

Table (4.7) shows the result of the last part of the questionnaire about the sixth hypothesis of the study: The textbooks are not effective concerning the general overview. This part has three items based on the general overview of the textbooks.

The first item suggested that the textbooks comply with the language-learning goals set by the ministry of education in KSA. The results show that the majority of the teachers, which is 36.2.% are agreed, and 32.8% of them are partially agreed, then 10.3% of them are strongly agreed. On the other hand, 13.8% of them strongly disagree, and only 6.9 disagree.

The second item suggested that the textbook motivates the students to learn English. The results show that the majority of the teachers, which is 29.3% are agreed, and 29.3% of them are partially agreed, then 15.5% of them are strongly agreed. On the other hand, 15.5% of them disagree, and only 10.3 strongly disagree.

The last item suggested that he or she would recommend continuing using this textbook in the Ministry of Education in Saudi Arabia. The results show that the majority of the teachers, which is

27.6% are partially agreed, and 19% of them are agreed, then only 17.2% of them are strongly agreed. On the other hand, only 20.7% of them strongly disagree, and 15.5% disagree.

4.3 Summary of Results:

This researcher finds that the majority of EFL teachers think that the materials are effective according to planning and design and that the textbook is effectively organized.

It is clear to the researcher that the textbooks are effective regarding activities and that it provides a balance in activities that encourage fruitful communication and meaningful practices.

This study finds that the textbooks are effective about basic skills and sub-skills, such as listening for general understanding. Furthermore, the curriculum focuses on the skills that the teacher and student need to be trained on.

This study finds that the textbooks are effective and following the general overview. The curriculum encourages students to learn the English language and it is in line with the language learning goals set by the Ministry of Education in the Kingdom.

Conclusions, Recommendations, and Suggestions

5.2 Conclusion

This research aims to evaluate the Saudi *Super Goal* series from the EFL teachers' perspective. The assessment of the textbooks is in six categories, layout and design, activities, skills, language types, topics and contents, and general overview. The research uses the descriptive and analytical method through primary and secondary sources represented in books and studies related to this research. Data were also collected through a questionnaire that was distributed to the study sample to reach the objectives of the study.

5.3 Recommendations

The study recommends that the MOE should give teachers a greater role in curriculum development. Hence, it is highly recommended that the MOE takes into consideration the importance of involving all educational stakeholders in general and teachers in particular in the curriculum development process. Likewise, teachers should attempt to take the lead to empower themselves and take part in this process.

5.3 Suggestions for Further Studies

The role of the MOE in providing teachers with opportunities to develop different curricula in the Kingdom of Saudi Arabia. Setting new policies and using online education strategies to keep pace with the developments in the Kingdom of Saudi Arabia and the world.

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