

The Effect of Analyzing the Contents of the English Textbook "New Hello" on Developing Writing a Lesson Plan and Designing a Test of third Year Basic Education Student Teachers

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مستخلص

تحليل الكتب المقررة مهم للطلاب المعلمين بكلية التربية، و ينمي المعلم أداءه داخل الصف الدراسي عندما يكون قادرا على أن يكون لديه فكرة عن تحليل المفاهيم والمبادئ والمهارات وحتى يعرف أثر ذلك في تنمية مهارات كتابة خطة الدرس وتصميم الاختبار .

وتهدف هذه الدراسة إلى تحليل بعض الوحدات بكتاب للصف الأول الإعدادي "New Hello" للتعرف على المفاهيم والمبادئ والمهارات لمعرفة الأثر في تنمية مهارات خطة الدرس وتصميم الاختبار "وكانت أسئلة الدراسة (١) ماواقع كتابة خطة الدرس لدى طلاب الفرقة الثالثة بالتعليم الأساسي بكلية التربية - جامعة بني سويف (٢) ماواقع تصميم الاختبار لدى طلاب الفرقة الثالثة بالتعليم الأساسي بكلية التربية - جامعة بني سويف (٣) ماأثر تحليل محتوى كتاب مرحبا الجديد للصف الأول الإعدادي في تنمية مهارات كتابة خطة الدرس لدى طلاب الفرقة الثالثة بالتعليم الأساسي بكلية التربية - جامعة بني سويف (٤) ماأثر تحليل محتوى كتاب مرحبا الجديد للصف الأول الإعدادي في تنمية مهارات تصميم الاختبار لدى طلاب الفرقة الثالثة بالتعليم الأساسي بكلية التربية - جامعة بني سويف وكان المشاركون في الدراسة ٤٤ من الطلاب المعلمين بشعبة التعليم الأساسي .

الاجراءات : بعد التحقق من الصدق والثبات للاختبار التشخيصي، تم تطبيق الاختبار. و للإجابة على السؤالين الأول والثاني، يظهر ذلك في جدول (٢)، (٣) وطبقا لنتائج الاختبار التشخيصي، بدأ الباحث تصميم برنامج لمساعدة الطلاب على تنمية مهارات خطة الدرس وتصميم الاختبار. وقبل تطبيق الاختبار القبلي حقق الباحث الصدق بعرضه على محكمين ثم تحقق من الثبات. كانت درجات الطلاب منخفضة في الاختبار التشخيصي والاختبار القبلي.. وبدأ الباحث تدريس البرنامج لتدريب الطلاب بعد تصميمه. وأخذ الطلاب المواد التعليمية. واستخدم الباحث الكتاب المدرسي وقام بتحليل بعض الوحدات ومساعدة الطلاب للتعرف على المفاهيم والمبادئ والمهارات ثم طلب منهم كتابة خطة درس وتصميم اختبار.

وكانت نتائج الدراسة كالآتي : للإجابة عن السؤال الثالث) ، يتضح ذلك في جدول (4). وللإجابة على السؤال الرابع، يتضح ذلك في جدول (4) واستفاد الطلاب المعلمون بكلية التربية من البرنامج.

ومن الضروري أن يتم إعادة النظر في أهمية تحليل المفاهيم والمبادئ والمهارات في الكتب المقررة لتطوير العملية التعليمية.

Abstract

Analyzing textbooks is important for student teachers at Faculty of Education. A teacher develops his performance inside classroom when he is able to have an idea about analyzing the contents of books to recognize concepts, principles and skills and investigate the effect on developing writing a lesson plan and designing a test.

The aim of the study is to analyze some units in the textbook “New Hello!” of first year Prep School students to recognize concepts, principles and skills and know The effect on developing the skills of a lesson plan and test design.

Questions of the study were: (1) What is the reality of lesson plan of third year Basic Education students , Beni-Suef University?

(2) What is the reality of test design of third year Basic Education students, Beni-Suef University?

(3) What is the effect of analyzing the textbook “New Hello” of first year prep school students on developing the skill of writing a lesson plan of third year Basic Education students at Faculty of Education , Beni-Suef University?

(4) What is the effect of analyzing the textbook “New Hello” of first year prep school students on developing the skill of test design of third year Basic Education students at Faculty of Education , Beni-Suef University?

Participants of the study were 44 student teachers in Basic Education Branch

Procedures: After achieving validity and reliability of the diagnostic test , it was administered. To answer questions 1 and 2 , it is shown in tables (2) and (3) According to the results of the diagnostic test , the researcher started designing a program to help student develop their skills of lesson plan and test design. Before administering the pre-test ,the researcher determined validity was achieved as the test was submitted to juries, then reliability was achieved. Students' scores were low in the diagnostic and the pre-post tests. Afterwards, the researcher started teaching the program after being designed . Students were given the instructional materials. The researcher used the textbook, analyzed come units and helped student teachers to recognize concepts, principles and skills, then , the researcher asked them to write a lesson plan and design a test

Results of the study were as the following: **To answer question 3,** the results are shown in table (4) where means were shown stating the differentiation between the pre test and post test in every skill. **To answer question (4),** the results are also shown in table (4). Basic Education student teachers at Faculty of Education made use of the program.

It is necessary to reconsider the importance of analyzing concepts, principles and skills in textbooks at schools to develop the skills of lesson plan and test design.

Key Words: Analysis – Concept – Principle – Skill - Lesson plan – Test design

Introduction

It is well known that a good teacher is one of the most important pillars in teaching. A good teacher is the person who is able to write a good lesson plan and design tests to assess his student performance during the teaching process inside classroom. Designing tests helps in developing students' achievement and gives the teacher feedback to know his students' levels at school. Analyzing textbooks is also important to student teacher, as it helps them know more about the content of the syllabus. Analyzing the content might help student teachers to write a good lesson plan and write a good test.

Richards, ((2012:1) stated that Textbook evaluation can be divided into separate phases: pre-use (also known as pre-evaluation), during use (or in-use) and after use (or post-use).

Evaluating during and after use Information collected can serve the following purposes:

- To provide feedback on how well the book works in practice
- To document effective ways of using the textbook and help other teachers

- To keep a record of adaptations that were made to the book.

This monitoring process may involve ongoing consultation with teachers to address issues that arise as the book is being used and to resolve problems that may occur. For example:

- Is there too much or too little material?
- Is it at the right level for students?
- What aspects of the book are proving least and most effective?
- What do teachers and students like most or least about the book?

Post-use evaluation serves to provide information that will help decide if the book will continue to be used for future programmes. Detailed information from textbook-evaluation processes, often conducted over a lengthy period, is a primary source of input when publishers decide to develop new editions of textbooks. Therefore, teachers may have a profound effect on the future direction of textbooks they are currently using.. Richards, (2012: 2-3)

Snow, et.al (1998:12) stated that Combination of language and content is a very powerful tool to make EFL course or program a more challenging and profitable experience for pupils, teachers, and administrators. In language learning and teaching strategies, there are three main didactic questions to tackle. They are: a) What to teach? b) How to teach? and c)How to assess learner achievement? . "Evidence of effective teaching and advising can be established through careful scrutiny in the areas of productivity and quality. Clearly, the quality and relative contributions of the participants must be weighed in evaluating such efforts". (.Ibid: 10-13) .The researcher will deal with concept, principles and skills as they have interdisciplinary relationship with a lesson plan and test design in teaching.

Review of Literature.Studies are chronologically rearranged.
Studies Related to Concept Principles and skills

Stadt ; et al (1973) .This book contained information designed to provide career education managers with the necessary information and skills to conduct programs withstanding the evolving tests of accountability and cost-benefit analysis. Chapter 1, Objective Program Management, gave an overview of manager-worker relationships and synthesizes the thinking that led to performance-centered management, while Chapter 2, Planning, describes various conceptual and empirical procedures that managers should follow in planning occupational programs that would achieve short-range, intermediate, long-range, and ultimate goals. An analysis of the ways of understanding leadership was provided in Chapter 3, Leadership Styles and Patterns, and information regarding two areas of competency is discussed in Chapter 4, Motivation and Morale. Chapter 5, Communications, treats concepts underlying effective communication, while Chapter 6, Information Systems and Chapter 7, Information Sources, contained data concerning information systems and examples of places where information could be obtained. (SB)

Saunders ; White,.(1977) stated that sociological perspectives, concepts, and research findings provided an important set of intellectual tools to promote insights into such matters as the content of the curriculum of physical education. The intention of this book was to introduce these theoretical insights into the social processes at work in physical education classes and to give experience in the application of these to a practical understanding of this body of theory and selected practical situations. This was achieved by means of a series of 12 projects, each of which was designed to be a viable unit of study which could be carried out individually or in small groups. The projects were ordered (1) to develop a knowledge of sociological perspectives, (2) to give practice in the analysis of documentary evidence, (3) to promote experience of observing and recording behavior, (4) to provide knowledge and skill in interviewing techniques, and (5) to study behavior of groups in experimental situations. Each project examines one aspect of practice from the viewpoints of both sociology and physical education, and a distinction was made between description and analysis on the one hand and evaluation on the other. Given a particular situation, the reader was asked to (1) recognize the sociological factors at work, (2) examine them systematically and critically, and (3) discern how they affect education practice. In this way, sociology can be seen to contribute to the theory of physical education by providing basic understandings upon which rationally justified principles of practice could be based.

Dunkleberger, (1985) .This paper described the background and development, provides an overview, and discussed the evaluation of the Carroll County, Maryland, elementary school science program emphasizing a hands-on approach to science. It used locally developed materials designed at each grade level and focuses on process skills instead of concepts. The program development was guided by a statement of principles: (1) a hands-on approach and direct involvement of students; (2) concepts appropriate for the developmental level of students; and (3)

extensive use of science processes. Instructional emphases are: (1) Grade 1--observation; (2) Grade 2--classification; (3) Grade 3--experimentation; (4) Grade 4--analysis; and (5) Grade 5--application. Materials needed for the program are supplied to teachers in custom-made kits developed for each grade level, designed and manufactured by Delta Education. Teachers received trade books selected to match curriculum topics to supplement the curriculum. Summer enrichment materials had been prepared for each level. The lab-based approach was compared to two textbook based programs and found superior in amount of hands-on activity, inclusion of scientific processes, student motivation, and teacher motivation, but inferior for implementation. Subsequent reports included documentation of material development and curriculum guides for each grade level

Larkin, ; Phillips, (1986) showed how to assist trade and industrial education teachers in teaching mathematical trade topics in a way that will increase students' conceptual understanding of them. The first chapter provided an overview of the book's contents and suggests ways of using it. The next five chapters addressed the following aspects of using principles and methods to increase students' conceptual understanding of the material at hand: mathematical methods (the mathematical and conceptual approaches); the topic plan (learning in context; modeling, solving, and interpreting; identifying facts, skills, strategies, and concepts; using prior knowledge; choosing an example, and lesson planning); teaching the facts and skills; teaching the strategies; and teaching the concepts (method for teaching concepts; development of a concept; workshop experience; discussion and analysis; generalization, representation, and reinforcement of a concept; application, and recording procedures). Chapters 7 through 9 contain examples specific to the teaching of roofing, electrical, and foundry applications. Each of these chapters contained sections addressing some or all of the following: context; analysis of the task; modeling, solving, and interpreting techniques; analysis of the

mathematics; lesson planning procedures; review; facts and skills; concepts; and strategies.

Lyons, (1992) This book offered 35 lesson formats for use in secondary or higher education settings and appropriate as alternatives to the usual "lecture-presentation." The formats drew on principles of collaborative and cooperative learning and concepts of group interaction and information processing. Most lessons required substantial student-to-student interactions. The formats were intended for use with average to above-average students who had a degree of self-directedness. Some of the formats could be implemented in a regular class period or two, others might require a few days to several weeks to complete. In addition the formats did not require expensive materials, place much of the responsibility for learning on the students, and require little preparation of materials in advance. The formats were grouped according to four basic areas: (1) formats to enhance problem-solving and negotiation skills; (2) formats to enhance planning, analysis, and communication skills; (3) formats to enhance cognition and managerial skills; and (4) formats to enhance integration and cooperative learning skills. The items were cross-referenced by learning focus, materials, single session, or multi-session required for implementation.

Holland ; et al, (2001) This document was the course book of an accredited 3-day professional development course for qualified basic skills tutors in the United Kingdom who were interested in working in workplace settings. The course materials are organized into 17 sections grouped into 4 units as follows: (1) general concepts of workplace language, literacy, and numeracy training and organizational culture (provision in the context of the workplace; a whole-organizational approach; organizational culture; cultural models; new developments affecting workplace language, literacy, and numeracy); (2) making it happen (keeping the organization with you; the organizational needs analysis; negotiating with an organization; employers' checklists; steering groups); (3) setting it up (publicity; the program outline; delivery options); and (4)

developing the learning program (developing objectives and learning outcomes; accreditation in the workplace context; program expectations; evaluation). Accreditation information is presented for use with tutors who were taking the course to earn a certificate in workplace language, literacy, and numeracy training. Two suggested assignments were presented for each of the four course units. Each suggested assignment includes a brief description of the assignment, a behavioral objective, performance criteria, evidence indicators, and evidence requirements.

Eldridge ; Neufeld, (2009) stated that many course books for learners of English as a second or foreign language now claimed to contain a strong lexical component. Other practitioners meanwhile continued to advocate the use of graded readers to augment vocabulary development. This article reported the findings of vocabulary profiling and analysis of both course books and graded readers. The results of this study established principles that were used to revisit the graded reader concept and developed a series of "EReaders" within a framework of corpus-based studies and Web 2.0 applications. Initial results in piloting these EReaders suggested that a principled corpus-informed approach to text construction and exploitation had strong potential to help learners develop both an in-depth and productive knowledge of the most frequently used words in English, and thereby filled the void left by traditional methods of dealing with vocabulary development.

Fisher, et al (2011) described the state of the science of ABA, this comprehensive handbook provided detailed information about theory, research, and intervention. The contributors were leading ABA authorities who presented current best practices in behavioral assessment and demonstrated evidence-based strategies for supporting positive behaviors and reducing problem behaviors. Conceptual, empirical, and procedural building blocks of ABA were reviewed and specific applications described in education, autism treatment, addiction treatment, and other areas. The volume also addressed crucial professional and ethical issues, making it a

complete reference and training tool for ABA practitioners and students.

Donaldson; Bucy.(2016) showed that constructionist principles provided fertile ground for developing innovative approaches to learning. Using a grounded theory qualitative research design, participant reports in an online course were analyzed in which they collaboratively authored a book. Qualitative analysis suggested that participants experienced extraordinary engagement and motivation, which they interpreted as being related to the collaborative process, their own agency in the project, and the externalized value of creating an artifact intended for a public audience. A new metaphor for learning emerged from the study based on the concept of authorship. Our authorship learning construct saw learning as a process of authoring understanding and skills while simultaneously authoring at multiple levels of agency, including authorship of processes, roles, goals, artifacts, meaning, self, group identity, and society.

Studies Related to Text Book Analysis, Teaching Practice and Test Design in Prep Stage

Burrill; et al(1992). The 1989 document, "Curriculum and Evaluation Standards for School Mathematics" (the "Standards"), provided a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. When completed, it was expected that the Addenda Series would consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections were woven throughout the materials, as is the view of assessment as a means of guiding instruction. This book linked the content proposed in the "Standards" with current programs by integrating data analysis and statistics with algebra, functions, and geometry. Sixteen activities, as well as exercises, problems, and

explorations in a special "Try This" feature, were dispersed throughout the books' eight chapters. The chapters presented: (1) why and what kind of statistics were included in the curriculum; (2) an introduction to understanding and representing data; (3) ways of making sense of data; (4) connections between statistics and functions by observing linear relations in graphed data; (5) explorations of nonlinear data; (6) utilization of the chi square statistic to test hypotheses; (7) ideas for both short and extended student projects; and (8) methods of assessing statistical understanding. An appendix provided solutions for and comments on the 16 activities. An annotated bibliography for statistics books, software, and videos included 21 citations. (MDH)

Liu, (2010).stated both traditional and innovative assessment methods integral to science teaching and learning, this book showed teachers the connection between effective science assessment and improved student learning. The text used a competence-based approach consistent with the National Science Education Standards to help teachers master assessment skills, apply them to science classroom instruction, and evaluate their impact on student learning. Key features and benefits of this book are: (1) Providing practical examples from both elementary and secondary science classrooms to demonstrate how to design a wide variety of traditional and innovative assessment methods; (2) Presenting case scenarios in each chapter that help teachers reflect on the assessment issues they will encounter in their own classrooms; and (3) Including end-of-chapter checklists and practice questions that allow readers to check their mastery of assessment skills before moving on, as well as annotated bibliographies that direct them to additional readings on topics of interest. Contents of this book include: (1) Assessment for Learning and Teaching; (2) Assessment of Preconceptions; (3) Summative Assessment; (4) Assessment of Science Inquiry; (5) Standardized Tests; (6) Assessment of Ongoing Learning; (7) Grading Science Achievement; and (8) Using Data to Improve Assessment and Instruction.

Lamb ; Bornstein, (2011) showed parts of Bornstein and Lamb's "Developmental Science, 6th edition", along with new introductory material, providing a cutting edge and comprehensive overview of social and personality development. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand the area of human development under review. The relevance of the field was illustrated through engaging applications. Each chapter reflected the current state of knowledge and features an introduction, an overview of the field, a chapter summary, and numerous classical and contemporary references. As a whole, this highly anticipated text illuminates substantive phenomena in social and personality developmental science and its relevance to everyday life. Students and instructors would appreciate the book's online resources. For each chapter, the website features: chapter outlines; a student reading guide; a glossary of key terms and concepts; and suggested readings with hotlinks to journal articles. Only instructors were granted access to the test bank with multiple-choice, short-answer, and essay questions; Power Points with all of the text's figures and tables; and suggestions for classroom discussion/assignments. The book opened with an introduction to social and personality development as well as an overview of developmental science in general--its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. Part 2 examines personality and social development within the context of the various relationships and situations in which developing individuals function and by which they were shaped. The book concluded with an engaging look at applied developmental psychology in action through a current examination of children and the law. Ways in which developmental thinking and research affect and are affected by practice and social policy are emphasized.

Al khawaldeh, (2013) showed that the purpose was to investigate the comparative effects of a prediction/discussion-based learning cycle (HPD-LC), conceptual change text (CCT) and traditional instruction on 10th grade students' understanding of genetics concepts. Sample: Participants were 112 10th basic grade male students in three classes of the same school located in an urban area. The three classes taught by the same biology teacher were randomly assigned as a prediction/discussion-based learning cycle class ("n"?=?39), conceptual change text class ("n"?=?37) and traditional class ("n"?=?36). Design and Method: A quasi-experimental research design of pre-test-post-test non-equivalent control group was adopted. Participants completed the Genetics Concept Test as pre-test--post-test, to examine the effects of instructional strategies on their genetics understanding. Pre-test scores and Test of Logical Thinking scores were used as covariates. Results: The analysis of covariance showed a statistically significant difference between the experimental and control groups in the favor of experimental groups after treatment. However, no statistically significant difference between the experimental groups (HPD-LC versus CCT instruction) was found. Conclusions: Overall, the findings of this study support the use of the prediction/discussion-based learning cycle and conceptual change text in both research and teaching. The findings may be useful for improving classroom practices in teaching science concepts and for the development of suitable materials promoting students' understanding of science.

Mbah, (2015) investigated the effects of prior knowledge of topics with their instructional objectives on senior secondary school class two (SS II) students. The study was carried out in Abakaliki Education Zone of Ebonyi State, Nigeria. The design of the study is quasi experimental of pretest-posttest of non-equivalent control group. Two research questions and two hypotheses guided the study. The population of the study was 6053 Senior Secondary School class 2 (SS II) Students in thirty nine Co-educational Secondary Schools in Abakaliki Education Zone. Simple random Sampling

technique was used to draw a sample size of 120 SS II Students that offer literature-in-English in four Co-educational Secondary Schools in the Zone. Two of the schools formed the treatment group, while two formed the control group. Instrument for data collection was a researcher made literature-in-English Achievement Test (LAT). Data were collected from pretest and posttest. The data collected were analyzed using statistical mean, standard deviation, and Analysis of covariance (ANCOVA). The result of the study revealed that the treatment group taught Literature-in-English with prior knowledge topics and instructional objectives performed better than the control group taught Literature-in-English without prior knowledge of topics to be taught with their instructional objectives. The result also revealed that the performance of the students according to gender indicated that males performed better than females amongst the treatment group. However the mean achievement difference between the males and the females was not statistically significant. Based on the findings, the researcher recommended that Literature-in-English teachers should give their students topics to be learnt and this instructional objectives prior to instruction and secondly, that authors of texts in Literature-in-English should state the instructional objectives of each chapter or topic in their books.

Ültay; Durukan; Ültay, (2015). This study aimed to investigate the effect of conceptual change text (CCT) in the REACT strategy for students' conceptions of solutions. A quasi-experimental method was used in the study. The study was carried out in the spring term of the 2012-2013 academic year with 61 freshmen students (aged 18-20 years) studying in the Elementary Education Department. To gather data, the solutions concept test (SCT) was used as a pretest (PrT) and posttest (PoT) and clinical interviews were used to increase the validity of the data obtained from SCT. In the experimental and control groups, the REACT strategy was used as the teaching strategy. In the experimental group, the REACT strategy was enriched with CCTs. Three CCTs were used for the

experimental group. According to the findings, there was a significant difference between the experimental and control groups' PrT and PoT results. The REACT strategy was found to be successful at dealing with the alternative conceptions in solution chemistry. However, no significant difference was found between the groups' PoT results. On the other hand, qualitative analyses showed that the CCTs were slightly effective in remediation of alternative conceptions in solution chemistry. This suggests that we may need to use more than one intervention model to effectively remedy the alternative conceptions in solution chemistry. This study might be helpful for diagnosing alternative conceptions and guide researchers to remedy them. Hence, CCTs could be designed for other chemistry topics for implementation in schools.

Bagabas, (2016). The study aimed to investigate the effectiveness of computerized instructional packages on concept acquisition and improving academic achievement among deaf students in Saudi Arabia. The sample consisted of (16) third-grade female deaf students in prep stage for the first semester of the academic year 2013/2014, randomly selected from schools in the city of Jeddah, Saudi Arabia and distributed evenly to two groups: control group ($n = 8$) and experimental group ($n = 8$). Quasi-experimental method was used to achieve the objective of the study. Computerized instructional packages, test of concept acquisition and academic achievement test were utilized to collect data. The results showed statistically significant differences between the performances' mean of the control group and experimental group in the concept acquisition posttest and academic achievement posttest, and differences were in favor of the experimental group. The study recommended the need to provide computerized instructional packages in all institutes and programs for people with special needs, especially the deaf, and with concern for the provision of modern methods that took into account the easiness and performance effectiveness. The study also recommended the need to train teachers of students with special needs, specifically the deaf,

on the use of computerized instructional packages, in addition to the need for an education technology specialist for the deaf in each institute.

Balim ; Inel-Ekici ; Özcan .(2016). Stated that problem based learning, in which events from daily life were presented as interesting scenarios, was one of the active learning approaches that encourages students to self-direct learning. Problem based learning, generally used in higher education, requires students to use high end thinking skills in learning environments. In order to use effectively for secondary students, concept cartoons could be integrated to problem based learning environment. Concept cartoons provided alternative views and helped students at problem solving stage. So, in this study the effected of concept cartoons and problem based learning on students' inquiry learning skill perceptions and levels of relating knowledge with daily life were examined. Two experiment groups and one control group were formed and pre test-post test control group quasi experimental design was used in this research. During four weeks experimental practice, courses were continued with concept cartoon integrated problem based learning in experiment group 1 while only problem based learning was used in experiment group 2 and science program activities was used in control group. 553 sixth grade students (13-14 age group) from 9 different middle schools in Turkey participated in this study. Inquiry learning skills perception scale and knowledge-daily life relating open ended questions were used as data collection tools. In the result of the data analysis, it was found that students' inquiry learning skill perceptions scores differ significantly in favor of experiment groups. However, no significant difference found between groups in terms of knowledge-daily life relation scores.

Mirzaei et al (2016) showed that lexis-based views of second or foreign language (L2) teaching place prime importance on the teaching of conventionalized multi-word lexical items, or unanalyzed chunks, as a useful mechanism for fostering learners' creative production of forms and their subsequent development of

L2 competence. This pretest/posttest quasiexperimental study probed the use of teacher-designed multi-purpose instructional lexis software, dubbed LexisBOARD, on L2 learners' vocabulary achievement in an Iranian EFL (English as a foreign language) context. A cohort of 50 Iranian junior-high-school students participated in the main instructional phase of the study. Instruction on L2 lexical items (e.g., concordances, polywords, or formulaic sequences) was mainly given to the experimental group using LexisBOARD, which was designed to be user-friendly and attuned to learners' communicative and curricular needs. LexisBOARD offered further practice or feedback affordances through engaging students in lexical exercises (with word partnerships and collocations) for each unit and several quizzes for self-assessment. The control group was only taught using their mainstream EFL textbooks focusing on grammatical rules, discrete vocabulary items with fixed meanings, and reading texts, without any use of corpus-based activities. The results of the groups' vocabulary test scores indicated that the lexis group significantly outperformed the control group, pointing to the superiority of practicing and learning L2 vocabulary when lexical items are seen in larger, more holistic ways and, especially, when engaging and experimenting with lexis was scaffolded through computer affordances.

Commentary

Through the review of literature, it is clear that there are differences between the current study and each one of the previous studies as the current study investigates the effect of analyzing the contents of the English textbook "New Hello" on developing writing a lesson plan and designing tests of third year Basic Education student teachers

Context of the Problem

The researcher visited many schools during teaching practice . He had a look at lesson plans of student teachers who taught English, it was obvious that their lesson plans needed amendments. He asked some senior teachers and teachers at schools through interviews

about test design, they said that student- teachers were not able to write a good test. It was clear that student teachers were weak in writing a lesson plan and designing a test. It was also shown that the textbook "New Hello!" involves very difficult vocabularies. It was the idea of the current study.

To document the problem , a diagnostic test was administered as follows:

-To answer the first two questions of the present study which are:

- (1) What is the reality of lesson plan of third year Basic Education students
- (2) What is the reality of test design of third year Basic Education students, the following steps were followed:

Description of the diagnostic test: The purpose of the diagnostic test is to know the sub- skills of writing a lesson plan and designing a test in which student teachers are weak.

Student teachers were given unit one involved in the text book. "New Hello."

* After reading unit one, they were requested to write a lesson plan and design a test.

Table(1) Reliability of the diagnostic test.

skills	Reliability alpha
(1) C. f. L (1) C. f. L	.81
(2)C.C.S.C S (2)C.C.S.C S	.80
(3) Obj. (3) Obj.	.84
(4)Assess. (4)Assess.	.89
(5) Proced. (5) Proced.	.84
(6) Mod. (6) Mod.	.88
(7)Clos. (7)Clos.	.87
(8)Ref. (8)Ref.	.82
Total Total	.93
Objective Objective	0.83
Match Match	.83
M.C.Q. M.C.Q.	.84
Fill in Fill in	.89
Essay Essay	.83
T.F. T.F.	.81
Rubric Rubric	.82
Total Total	.94

Student teachers in the the diagnostic test were 37

In table (1), it is clear that reliability of lesson plan was 0.93 , whereas reliability of test design was 0.94

Lesson Plan Rubric

The rubric of lesson plan involves the following components:

Context for Learning (10 pts) – Common Core/State Curriculum Standards(10 pts) – Objective(s) (10 pts) – Assessments(20 pts) – Procedures (20 pts) – Modifications(10 pts) – Closure (10 pts) – Reflection (10 pts)

Rubric for Test Design

The rubric of test design involves the following components:

Objectives – Matching – Multiple Choice – Fill in the Blank – Essay – True and False – Rubric.

After determining reliability, the diagnostic test was ready to be administered. Then, statistical manipulations were carried out.

(Table: 2) Means of Scores of a Lesson Plan

(1) Lesson Plan									
	(1) C. f. L	(2)C.C.S.C.S	(3) Obj.	(4)Assess.	(5) Proced.	(6) Mod.	(7)Clos.	(8)Refl.	Total
Stud. No	10	10	10	20	20	10	10	10	100
mean	6.243243	6.27027	6.162162	12.18919	11.67568	6	5.783784	5.675676	60
sd	0.760314	0.693167	0.897946	2.079501	1.826564	0.745356	0.946782	0.883618	7.33712

It is obvious that mean in every skill is very low. It means that student teachers standards need to be developed.

(Table: 3) Means of Scores of a Test Design

(2) Test Design								
Total	Rubric	T.F.	Essay	Fill in	M.C.Q.	Match	Objective	St.N
14	2	2	2	2	2	2	2	
5.243243	0.054054	0.162162	1.459459	1.405405	0.864865	0.216216	1.297297	mean
1.963633	0.328798	0.553449	0.90045	0.926746	1.004494	0.6296	0.967955	sd

It is clear that means are low in every skill of test design

Statement of the Problem

The problem of the present research lies in the fact that student teachers are weak in some of lesson plan and test design skills and the researcher attempts to make use of analyzing the contents of the Textbook “New Hello!” and investigate their effect on developing some of lesson plan and test design skills of Third Year Basic Education student teachers.

Questions of the Study

The questions are as the following:

- (1) What is the reality of lesson plan of third year Basic Education students?
- (2) What is the reality of test design of third year Basic Education students?
- (3) What is the effect of analyzing the textbook “New Hello” of first year prep school students on developing the skills of writing a lesson plan of third year Basic Education students at Faculty of Education , Beni-Suef University?
- (4) What is the effect of analyzing the textbook “New Hello” of first year prep school students on developing the skills of test design of third year Basic Education students at Faculty of Education , Beni-Suef University?

Aims of the Study

This study aims to achieve the following:

- Analyzing the contents of the English textbook "New Hello" (concepts, principles and skills) and investigating the effect on developing writing a lesson plan and designing tests.
- Using concept, principle and skills to develop writing a lesson plan and test design.
- Developing lesson plan through activities during lectures.
- Developing test design through activities during lectures.

Significance of the Study

-This study might help to recognize the relationship between analyzing the contents of the textbook "New Hello" of first year prep school students and a lesson plan and test design

- In addition to that, it might give an idea about analyzing the textbook contents (concept, principle and skills)
- It might help in developing students' writing a lesson plan of prep school students
- It might help in developing students' test design of prep school students
- It might help in teaching and learning of Egyptian prep school students.
- It might help in developing curriculum and methods of teaching in Egyptian prep and secondary schools

Hypotheses of the Study

(1) There are statistically significant differences between the mean scores of the pre-test and post-test in the skills of writing a lesson plan of third year Basic Education students at Faculty of Education , Beni-Suef University

(2) There are statistically significant differences between the mean scores of the pre-test and post-test in the skills of test design of third year Basic Education students at Faculty of Education , Beni-Suef University

Terms of the Study

Concept

A concept is a general idea about a thing or group of things, derived from specific instances or occurrences. It often applies to a theoretical idea in science: Einstein's contribution to the concept of relativity. A concept is an idea conceived in the mind. The original meaning of the verb conceive was to take an idea into the mind.

Vocabulary.com Dictionary (2016:1)"

A concept is also defined as a general idea or understanding of something
The Free Dictionary(2016:1).

The operational definition will be the definition of
Vocabulary.com Dictionary (2016:1)"

Principle is defined as

a basic idea or rule that explains or controls how something happens or works:

the principles of the criminal justice system

If a person agrees with or believes something in principle, he agrees with the idea in general, although he might not support it in reality or in every situation:

In principle a person agrees with the idea, but in practice it's not always possible. They have approved the changes in principle.

a moral rule or standard of good behaviour:

She does not have any principles.

He was a man of principle.

Anyway, I can't deceive him - it's against all my principles.

I never gamble, as a matter of principle (= because I believe it is wrong).

She'd never ask to borrow money, on principle. Cambridge Dictionary, (2016:1-3).

A principle is a law or rule that has to be, or usually is to be followed, or can be desirably followed, or is an inevitable consequence of something, such as the laws observed in nature or the way that a system is constructed. The principles of such a system are understood by its users as the essential characteristics of the system, or reflecting system's designed purpose, and the effective operation or use of which would be impossible if any one of the principles was to be ignored .Wikipedia, (2016:1).

The operational definition will be the definition of Wikipedia,, (2016:1).

(1) **A skill** is the ability to use one's knowledge effectively and readily in execution or performance b : dexterity or coordination especially in the execution of learned physical tasks

(2) **A skill** is a learned power of doing something competently : a developed aptitude or ability. Merriam-webster Dictionary,(2016:3)

The operational definition will be number (1)

Method of the Study:

The method of the present study will be quasi-experimental

Instruments of the Study

- (1) Unstructured observations and Interviews with student teachers, teachers , senior teachers and some supervisors at Elhilal Primary School at Beni-Suef
- (2) A diagnostic test to assess student teachers' levels in writing a lesson plan and test design.
- (3) Pre/post test to assess student teachers performance of some writing skills of a lesson plan and test design

Materials of the Study

-**The textbook ,entitled “ New Hello”** of first year prep school students

Pelteret,C.(2015)” New Hello! English for Preparatory Schools”,Year One, Student Book. Egyptian International Publishing Company- Longman

-**A program** for developing a lesson plan and test design. Prepared by the reseacher

- A teacher’s Guide, prepared by the researcher

Delimitations of the Study

The study is delimited to

- In the pre/test, there were 50 students enrolled in third year, Basic Education at Faculty of Education, Beni-Suef University during the first semester of the academic year 2016/ 2017.

-Some lesson plan skills including:

Context for Learning (10 pts) – Common Core/State Curriculum Standards(10 pts) – Objective(s) (10 pts) – Assessments(20 pts) – Procedures (20 pts) – Modifications(10 pts) – Closure (10 pts) – Reflection (10 pts)

-Some test design skills including

Objectives – Matching – Multiple Choice – Fill in the Blank – Essay – True and False – Rubric.

50 student teachers were chosen randomly from Basic Education Branch, Faculty of Education, Beni-Suef University

Geography skills and concepts

Geographic skills fall into several categories:

Geographic resource interpretation skills include:

-using maps, photographs, diagrams, cartoons, images, statistics, keys, graphs, text, models, internet, speeches, surveys, films, TV, video clips and GIS to explain geographic information.

Geographic resource construction skills include:

-presenting spatial data - may include, but is not limited to, drawing sketch and precise maps, using GIS layering and/or other multi-media to present specific geographic information

-presenting statistical data - may include, but is not limited to, constructing graphs, tables, performing calculations based on data

-presenting visual data - may include, but is not limited to, taking photographs or drawing pictures, cartoons, multi-media

-complex presentation - may include multiple forms of data for example Visual, spatial and statistical combined.

Communication skills include:

-being able to present geographic information in a variety of forms such as essays, paragraphs, poems, visuals, models, films, PowerPoint presentations, speeches, games, puzzles, blogs and graphic organisers.

Social skills include:

-being able to work in groups and being empathetic, appreciating different values, perspectives and viewpoints on different aspects of geography, establishing and justifying personal value positions, contributing and participating in the community.

Fieldwork skills include:

-being able to gather information from the field using a variety of techniques such as surveying, questionnaires, field sketching, measuring, photographing, interviewing and observing. Ministry of Education in New Zealand, (2015:1)

Teaching Principles

Teaching is a complex, multifaceted activity, often requiring instructors to juggle multiple tasks and goals simultaneously and

flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.
2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.
3. Effective teaching involves articulating explicit expectations regarding learning objectives and policies.
4. Effective teaching involves prioritizing the knowledge and skills that are chosen to focus on.
5. Effective teaching involves recognizing and overcoming our expert blind spots.
6. Effective teaching involves adopting appropriate teaching roles to support learning goals.
7. Effective teaching involves progressively refining our courses based on reflection and feedback. Eberly Center. Teaching Excellence & Educational Innovation(2015:1-2)

The Program and Pre/Post Test Design

The program is entitled “ Lesson Planning and Test Design Program”. The program consists of seven units. Each unit is divided into two parts. Unit one includes” What is a lesson plan?” . Part two involves “Writing daily lesson plans is a large part of being organized.”. Unit two, part one is entitled : “A student is requested to write a lesson plan using a table." and part two includes” Strategies for Effective Lesson Planning”. Unit three part one is entitled: “Steps for Preparing a Lesson Plan” and part two includes “Plan to check for understanding”. Unit four involves “Presenting the Lesson Plan” and part two includes” Sample Detailed Lesson Plan in English (Grade 7).Unit five, part one includes The Roles of Teacher and Student, whereas, part two deals with “Application, Assessment and Assignment”.

Unit six involves “What is Test design? or How to specify test cases?” and part two deals with How to Design Better Tests for Students. The last unit which is number seven involves “How To Write A Test Case”. The last part which is part two includes “Best Practice for writing good test cases.

Test Validity : A pre/post test was prepared and it was submitted to Jurors to achieve validity to assess what the test is put for.

The researcher prepared (a Student's Book and a Teacher's Guide). They were also submitted to Jurors .The pre/test was administered. Inter-raters helped the researcher after administering the test to be away from bias.

The program was given to students .The Teacher's Guide was used by the researcher while carrying out the program.

Students were asked about lesson plans and test design each unit of the program. With the help of student teachers, student teachers were encouraged to discuss questions related to lesson plans and test design with the researcher.

After administering the pre/test, the researcher gave the student teachers the program. The researcher trained student teachers on the program once a week. He told them about the program and how to analyze the contents of the textbook. The researcher was helped by some senior teachers and supervisors at Beni-Suef Governorate. They were helpful to the researcher while applying the program and before administering the post test.

The researcher selected the first five units in the textbook” New Hello!”. He trained student teachers to recognize concepts, principles and skills during the duration of the program. He investigated the effectiveness of analyzing the contents of the textbook by the end of the program.

Administering the post test and Findings of the Study

Some students did not attend the post test .The researcher omitted their answer sheets in the pre-test .Numbers of students who did not attend were the following numbers: 8,28,33,40,41, and 45 The student teachers’ numbers were rearranged again. After the post test,

they were 44 student teachers as some of them were absent as they might have difficult circumstances.

To answer the third and fourth questions which are: 3) What is the effect of analyzing the textbook “New Hello” of first year prep school students on developing the skill of writing a lesson plan of third year Basic Education students at Faculty of Education , Beni-Suef University

(4) What is the effect of analyzing the textbook “New Hello” of first year prep school students on developing the skill of test design of third year Basic Education students at Faculty of Education , Beni-Suef University

, the findings are in the following table:

Table (4) Mean scores and standard deviation of pre-post test on lesson plan and test design

Skilled Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Ski (1) C. f. L	6.45	44	.589	.089
Il 1 (1) C. f. L	7.32	44	.518	.078
Ski (2)C.C.S.C S	6.34	44	.526	.079
Il 2 (2)C.C.S.C S	7.48	44	.505	.076
Ski (3) Obj.	6.55	44	.697	.105
Il 3 (3) Obj.	7.50	44	.506	.076
Ski (4)Assess.	12.09	44	1.865	.281
Il 4 (4)Assess.	15.23	44	.886	.134
Ski (5) Proced.	12.20	44	1.837	.277
Il 5 (5) Proced.	15.32	44	.909	.137
Ski (6) Mod.	6.11	44	.387	.058
Il 6 (6) Mod.	7.07	44	.334	.050
Ski (7)Clos.	6.25	44	.534	.080
Il 7 (7)Clos.	7.30	44	.594	.090
Ski (8)Refl.	6.14	44	.702	.106
Il 8 (8)Refl.	6.82	44	.446	.067
tot Total	62.02	44	5.765	.869
Total	74.02	44	2.663	.401
Ski Objective	1.64	44	.780	.118
Il 1 Objective	1.91	44	.421	.064
Ski Match	.55	44	.901	.136
Il 2 Match	.86	44	1.002	.151
Ski M.C.Q.	1.09	44	1.007	.152
Il 3 M.C.Q.	1.64	44	.780	.118
Ski Fill in	1.00	44	1.012	.152
Il 4 Fill in	1.95	44	.302	.045
Ski Essay	1.45	44	.901	.136
Il 5 Essay	1.64	44	.780	.118
Ski T.F.	.18	44	.582	.088
Il 6 T.F.	.50	44	.876	.132
Ski Rubric	.27	44	.694	.105
Il 7 Rubric	1.05	44	1.011	.152
tot Total	6.18	44	1.715	.259
al Total	9.55	44	1.130	.170

Dealing with lesson plan, in context for learning, it is shown that the mean in pre-test is 6.45 ; whereas, the mean in the post test is 7.32. Dealing with standard deviation , in the pre-test , it is .589,

while in the post test it is .518. In common core/State curriculum standards (the mean in the pre-test is 6.34, but in the post test, it is 7.48. Considering standard deviation, in the pre-test, it is 526, while in the post test, it is 505. The mean in pre-test is 6.55 in objective(s), whereas, the mean in the post test is 7.50. Dealing with standard deviation, in the pre-test, it is 697, while in the post test, it is 506. In assessments, the mean in the pre-test is 12.09, but in the post test, it is 15.23. Considering standard deviation, in the pre-test, it is 1.865, while in the post test, it is .886. The mean in the pre-test in procedures is 12.20, but it is 15.32 in the post test. Regarding, standard deviation, it is 1.837 and it is .909 in the post test. In modifications, the mean in the pre-test is 6.11, but in the post test, it is 7.07. Considering standard deviation, in the pre-test, it is .387, while in the post test, it is .334. In closure, the mean in the pre-test is 6.25 whereas in the post test, it is 7.30. Regarding standard deviation, in the pre-test it is .534, while in the post test it is .594. In reflection the mean in the pre-test is 6.14 whereas in the post test, it is 6.82. Regarding standard deviation, in the pre-test it is .702, while in the post test it is .446. In total scores, the mean in the pre-test is 62.02, but in the post test, it is 74.02. Considering standard deviation, in the pre-test, it is 5.765, while in the post test, it is 2.663

It is obvious that means of the post test are more than those of the pre test. These results show that student teachers made use of the program.

Dealing with test design, in Objectives, it is shown that the mean in pre-test is 1.64; whereas, the mean in the post test is 1.91. Dealing with standard deviation, in the pre-test, it is .780, while in the post test it is .421. In matching questions, the mean in the pre-test is .55, but in the post test, it is .86. Considering standard deviation, in the pre-test, it is .901, while in the post test, it is 1.002. In Multiple Choice, the mean in the pre-test is 1.09, but in the post test, it is 1.64. Considering standard deviation, in the pre-test, it is 1.007, while in the post test, it is .780. Dealing with fill in

the blank, it is shown that the mean in pre-test is 1.00 ; whereas, the mean in the post test is 1.95 . Dealing with standard deviation , in the pre-test , it is 1.012 , while in the post test it is .780

In essay, the mean in the pre-test is 1.45 , but in the post test , it is 1.64 . Considering standard deviation, in the pre-test, it is .901 , while in the post test, it is .780 . In true and false, the mean in the pre-test is .18 , but in the post test , it is .50 . Considering standard deviation, in the pre-test, it is .582 , while in the post test, it is .876 . In rubric, the mean in the pre-test is .27 , but in the post test , it is 1.05 . Considering standard deviation, in the pre-test, it is .694 , while in the post test, it is .152 .

In total scores, the mean in the pre-test is 6.18 , but in the post test , it is 9.55 . Considering standard deviation, in the pre-test, it is 1.715 , while in the post test, it is 1.130

It is clear in test design that means of the post test are more than those of the pre test. These results show that student teachers made use of the program as their performance was developed

Discussion and Interpretations of the Study.

In the pre/test, the lowest score was 45, while the highest score was 70 in lesson plan, but in test design, the lowest score was 4, while the highest score was 10 In the post/test, the lowest score was 67 and the highest score was 78 in lesson plan, but in test design the lowest score was 8 and the highest score was 12 This is because student teachers benefited from the program. They told the researcher that they studied the program well and made use of it. The researcher answered their questions related to the program during his lectures. It is clear in standard deviations that the values are nearer to the highest values. It means that the effect of the program is positive and students' scores have become higher in the post test.

There were statistically significant differences at the level (0.01) in favor of the post test .

Dealing with concept principles and skills, the current study dealt with the effect of analyzing the contents of the English

Textbook "New Hello"(concept, principle and skill) on developing writing a lesson plan and designing a test of third year Basic Education student teachers. It is different from Stadt ; et al (1973). They showed information designed to provide career education managers with the necessary information and skills to conduct programs withstanding the evolving tests of accountability and cost-benefit analysis. Dunkleberger, (1985) described the background and development, provides an overview, and discussed the evaluation of the Carroll County, Maryland, elementary school science program emphasizing a hands-on approach to science. Lyons, (1992) offered 35 lesson formats for use in secondary or higher education settings and appropriate as alternatives to the usual "lecture-presentation." The formats drew on principles of collaborative and cooperative learning and concepts of group interaction and information processing. Most lessons required substantial student-to-student interactions. Eldridge ; Neufeld, (2009) stated that many course books for learners of English as a second or foreign language now claimed to contain a strong lexical component. Other practitioners meanwhile continued to advocate the use of graded readers to augment vocabulary development. Donaldson; Bucy.(2016) showed that constructionist principles provided fertile ground for developing innovative approaches to learning.

Dealing with Text Book Analysis, Teaching Practice and Test Design in Prep Stage, Liu, (2010).stated both traditional and innovative assessment methods integral to science teaching and learning, this book showed teachers the connection between effective science assessment and improved student learning. Al khawaldeh, (2013) showed that the purpose was to investigate the comparative effects of a prediction/discussion-based learning cycle (HPD-LC), conceptual change text (CCT) and traditional instruction on 10th grade students' understanding of genetics concepts. Bagabas, (2016) .The study aimed to investigate the effectiveness of computerized instructional packages on concept acquisition and

improving academic achievement among deaf students in Saudi Arabia. Donaldson; Bucy.(2016) showed that constructionist principles provided fertile ground for developing innovative approaches to learning.

Recommendations of the Research

As a result of the present research, it is recommended to consider the following:

- Helping students know more about their experiences and skills involved in writing a lesson plan
- There should be training courses involving lesson plan skills
- Encouraging students to share, take care and tell about their experiences is important in teaching the lesson plan skills
- Writing a lesson plan should be based on theory and practice.
- Providing students with choice over their writing activities, autonomy, appropriate challenges and process versus product evaluation could encourage students to value their efforts and achieve tangible progress in writing a lesson plan
- "Learning by design" enables teachers to offer high quality learning experiences to their student teachers.
- Helping teachers understand the potential benefits of analyzing the contents of textbooks increases writing lesson plans' skills of student teachers.
- Students can complete lesson plans tasks during the time of training rather than after training to know more about lesson plans.
- Encouraging students to take their peers' comments into account can help students edit their own work with a view to enhancing their lesson plan writing tasks and producing mistake-free texts.

Suggestions for Further Studies

According to the results of the study, the following studies are suggested :

- The Effect of Analyzing the Contents of Textbooks on Developing Skills of Reading and Writing
- The Effect of Using Concepts on Developing Sub-Skills of a Lesson Plan.



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- The Effect of Using Group Work on Developing Test Design
 - The Effectiveness of a Writing Activities- Based Program in Developing Some Lesson Plan Skills of Student Teachers at Faculty of Education.
 - The Effect of Using Principles on Developing Listening Comprehension Skills
 - The Effect of Group Discussion on Developing Student Teachers' Test Design.
 - The Effectiveness of Content Analysis of Textbooks on Developing Speaking and Listening

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