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**Exploring the Appropriateness of EFL
Secondary School Textbooks for Distance
Learning from English Teachers'
Perceptions: Jordanian Public Schools in
Al-Mafraq Governorate - case study**

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Aljboor.m@yahoo.com<https://doi.org/10.33976/IUGJEPS.29.6/2021/26>**Abstract**

The study aims to identify the appropriateness of EFL Secondary School textbooks for distance learning from English Teachers' Perceptions at public schools in Al-Mafraq governorate. The study sample consisted of (124) English teachers selected using random sampling method. To achieve the study objectives, an online survey was used. The study showed that the appropriateness degree of EFL Secondary school textbooks for distance learning from English teachers' perceptions was moderate. It also revealed a statistically significant differences at ($\alpha = 0.05$) in the appropriateness degree of EFL Secondary school textbooks for distance learning from English teachers' perceptions in light of gender, in favor of males, while there were no statistically significant differences in light of experience and education

Keywords: EFL Textbooks, Distance Learning, English Teachers, Perceptions, COVID- 19

درجة ملائمة كتب اللغة الإنجليزية للمرحلة الثانوية للتعلم عن بعد من وجهة نظر معلمي اللغة الإنجليزية في المدارس الحكومية في محافظة المفرق -دراسة حالة

الملخص

تهدف الدراسة إلى تحديد درجة ملائمة كتب اللغة الإنجليزية للمرحلة الثانوية للتعلم عن بعد من وجهة نظر معلمي اللغة الإنجليزية العاملين في المدارس الحكومية في محافظة المفرق. تكونت عينة الدراسة من (124) معلماً ومعلمة من معلمي اللغة الإنجليزية تم اختيارهم بالطريقة العشوائية. ولتحقيق أهداف الدراسة، تم استخدام استبانة إلكترونية. بينت نتائج الدراسة أن درجة ملائمة كتب اللغة الإنجليزية للمرحلة الثانوية للتعلم عن بعد من وجهة نظر معلمي اللغة الإنجليزية كان متوسطاً. كما بينت النتائج وجود فروق دالة إحصائية في درجة ملائمة كتب اللغة الإنجليزية للمرحلة الثانوية للتعلم عن بعد من وجهة نظر معلمي اللغة الإنجليزية تعزى لمتغير الجنس، لصالح الذكور، في حين لم توجد هناك فروق دالة إحصائية في ضوء متغيري الخبرة والمستوى التعليمي

كلمات مفتاحية: كتب اللغة الإنجليزية، التعلم عن بعد، معلمو اللغة الإنجليزية، تصورات، كوفيد- 19.

The interest in technology has been a main focus by the educational authorities in Jordan since the convention of the education reform conference at Amman recommending the need to transfer the learning teaching process to be fully or partially technology-based since technological advancements have been a major feature for the last forty years. Realizing this fact, the inclusion of technology was a significant feature of the Jordanian educational reforms, and this was mainly apparent in the nature of the school textbooks which witnessed drastic changes to be suitable for the increasing employment of technology in all fields.

One of the major events throughout history was the emergence of COVID-19 in the late 2019 in China which is a pandemic resulting in acute respiratory disorders. The most effective measures for was safe guarding one's life from being threatened by this pandemic is social distancing which means closing schools and business organizations; the use of face masks and imposing travel restrictions (Voo, Reis, Thomé, Ho, Tam, Kelly-Cirino and Munsaka, 2021). Cao, Fang, Hou, Han, Xu, Dong and Zheng (2020) content that this pandemic has been spreading rapidly all over the world and this means that there are necessary measures to keep peoples' lives safe from such dangerous disease. Emphasizing the hazards of COVID-19, Pan, Ojcius, Gao, Li, Pan and Pan (2020) contents that this pandemic is a major concern for public health and local governments since it has significant negative effects on the different educational and business institutions. Following the wild spread of COVID-19, many governments worldwide implemented various measures such as closing schools and universities in addition to forcing lockdowns that restrict people's mobility. In other word, people are shutting their doors on themselves since they were not allowed to go out either to work or to school leading to the transfer to distance learning which seemed to be the most appropriate solution to maintain learning and teaching to students while keeping them safe (Odriozola-Gonzales, Planchiolo-Gomez, Irurtia and Luis-Garcia, 2020).

It was evident then that the most effective solution to deliver learning experience to students who are forced to stay home is to adopt distance learning which is mainly characterized by the separation between students and their teachers and employing technology as the main tool to provide learning material (Berg, 2020). It has become a fact during COVID-19 that the transition to distance learning has become the main source for creating an interactive learning environment (Banna, Lin, Stewart and Fialkowski, 2015). But the main problem was to keep interaction between students and their teachers although different scholars such as Tirri and Kuusisto (2013) and Wang, Chen and Anderson (2014) emphasized that interaction between students and teachers is vital for creating a rich learning and teaching environment for both.

There are some major differences between face-to-face instruction and distance learning. For example, one of the main features of face-to-face instruction is being interactive and synchronous while distance learning can be either synchronous or asynchronous (Ustati and Hassan, 2013). In the same line, Dzakiria, Rozhan and Hanafi (2005) state that this is one of the most important differences as immediate interaction synchronous between the student and teachers takes a specific period of time, while provoking a sense of belonging for both students and teachers. This is very significant in the sense it embodies the essence of teaching-learning process. In the same vain, Banna, Lin, Stewart and Fialkowski (2015) assert that distance learning is characterized by a major pitfall which is, it does not lead to human interaction and this may have negative effects on students' motivation and their desire to be active learners.

The transition to distance learning means that there should be a suitable textbook able to fulfill the needs and desires of students in distance learning. In Jordan, Al-Husban (2019) states that English is one of the compulsory school subjects as Action Back textbook is the main tool used by Jordanian schools for delivering English as a foreign language from grade one to grade twelve. The main objective of this textbook is to improve students' proficiency in the four language skills (Reading, writing, listening and speaking). This means that there is a need to examine the appropriateness of such textbook to achieve this main objective (Al-Ghazo and Smadi, 2013), and this is very significant in times of crisis such as the time when textbooks are delivered to students using distance learning.

Sungif and Ahmad (2014) sought to evaluate the contents of in-use year 5 and year 6 textbooks in Malaysian primary schools in exploring the strengths and weaknesses of the textbooks. The study sample consisted of 32 English teachers chosen randomly from primary schools. To achieve the study objectives, a questionnaire was used. The findings of the study revealed that the textbook for each year is highly useful. It is also found that the textbooks are suitable either for low proficiency or vice versa.

Carman, Xu, Rushton, Smallheer, Williams, Amarasekara and Oermann (2017) aimed to describe the use of virtual simulations in a distance-based ACNP program and student performance in the simulations. The study integrated into ACNP course where students were assigned to simulation groups of 4 students each. The study showed that virtual simulations provide a learning platform that allows live interaction between students and faculty, at a distance, and application of content to clinical situations. It also showed that in simulation, learners have an opportunity to practice assessment and decision-making in emergency and high-risk situations which affect their performance positively.

In Iran, Zare-ee and Hejazi (2018) sought to define learners' and teachers' views concerning the adaptation of a locally developed English language teaching textbooks. The sample of the study consisted of 119 undergraduate students and 36 faculty members who completed an 81 item general-purpose textbook evaluation checklist. The study revealed that students and teachers have positive views concerning the adaptation of a locally developed English language teaching textbooks. The results also showed that locally-developed and adopted (international) textbooks received the highest ratings on content, grammar, appearance, and learning activities, while they received the lowest ratings on language skills (reading, writing, speaking, and listening) from students and teachers views. The study revealed a statistically significant difference in students' and teachers' views concerning the adaptation of a locally developed English language teaching textbooks, in favor of teachers.

Setyansah and Apriandi (2018) worked to develop a numerical analysis textbook based on e-learning media 'Matlab simulation' through the development stages (Analysis, Design, Development, Implementation and Evaluation). The sample of the study involved Indonesian 3 students and field trials involving 20 mathematics education study program students. The study results showed that textbooks developed are appropriate for learning from students' perspectives.

Lau, Lam, Kam, Nkhoma, Richardson and Thomas (2018) investigated the role of textbooks learning resources in e-learning in Australia. A sample of learning resources that came with 100 commonly used textbooks in the disciplines of logistics/supply chain management and information systems were classified using the framework. To achieve the study objectives, cluster analysis was

also conducted. The results of the analysis showed that textbook learning resources are only suitable for low-order to mid-order learning. It also showed that the resources investigated lack the sophistication and complexity to support high-order learning that involves a great deal of interaction and collaboration among the learners and the teacher.

In USA, Lin (2019) investigated 46 undergraduate students' perceptions of using only Open educational resources OER in an introductory course. Data collected through an online survey. As reported by the participants, advantages of using OER include textbook cost savings, access to dynamic and plentiful OER materials, enabling mobile learning and that OER foster the development of self-directed skills and copyright guidelines. The study also showed that challenges include lacking a tactile sense with OER, slow Internet connections, unclear instruction and guidance, and insufficient self-regulation skills.

To evaluate nursing students' experiences of the pedagogical transition from traditional campus based learning to distance learning using digital tools Langedard, Kiani, Nielsen and Svensson (2021) asked 96 students to respond to a questionnaire comprised of 14 items, including two open-ended questions. The analysis interviews extracted three main dimensions: didactic aspects of digital teaching, study environment, and students' own resources. The results also showed that a majority of students preferred campus-based education and experienced deterioration.

By using a questionnaire, Salman and Bawaneh (2021) investigated the perceptions of 746 basic and secondary school students concerning their attitudes toward distance learning during COVID-19, in addition to the challenges they face and their suggestions to overcome them. For data collection, the study sample responded to a questionnaire that the researchers constructed. The study showed that the degree of attitudes of Jordanian students towards distance learning was moderate, while the average of the challenges was weak. The results indicated that there are many challenges faces distance learning including the availability and speed of internet services, and content design according to distance learning, as well as the need to take into account the diversity of students and the teaching method, and the need to train both teachers and students on the mechanisms of using learning platforms. The study sample suggests holding a set of training programs for all members of the educational system concerning the mechanisms for employing distance learning platforms effectively, redesigning the content based on distance learning models and theories, and providing Internet services with free and sufficient packages for students.

Problem of the Study

The school year 2019/2020 has witnessed significant changes in the way the learning material is presented to students as a result of the COVID-19 outbreak. Teachers were forced to transform the method of teaching from face-to-face to distance learning and this is a drastic change in learning/teaching process. As textbooks are the main tool for presenting the learning material, there was a need to examine to what extent these textbooks are suitable for this new form of learning and teaching. As one of the school subjects, EFL secondary school textbooks are expected to be suitable to be used in learning and teaching in Jordan since the Jordanian ministry of education have Longley realized the importance of transforming face-to-face teaching to distance learning which the future of the learning teaching process is.

Previewing previous studies, there was a significant gap in examining the appropriateness of EFL textbooks for distance learning which has become a fact during COVID-19 pandemic.

Rajasekhar, Edgcomb and Vahid (2019) found that students are more willing to use traditional textbooks compared to interactive ones, a learning behavior that may be explained by that students are not fully equipped for such transfer in the traditional method of teaching. Bowers (2019) confirmed this fact by stating that e-textbooks are not well designed to be employed in e-learning since they lack some of the major components for completing the traditional learning teaching process such as interaction between students and teachers.

As one of the EFL teachers and currently a school principal, the researcher noticed that EFL textbooks are still ineffective in providing active learning experiences for both teachers and students since both are not enough equipped transferring the way EFL is presented in schools. There were numerous complaints by students, parents, and teachers that it is difficult to use current EFL textbooks used in Jordanian secondary schools as the main tool for providing rich learning experiences for students. Some Jordanian researcher (e.g. Al-Husban (2019) ; Al-Ghazo and Smadi, 2013) asserted the need for EFL textbooks developers to take more actions in making secondary schools EFL textbooks more appropriate for distance learning environment.

Therefore, this study examines appropriateness of EFL secondary school textbooks for distance learning from English teachers' perspectives at public schools in Al-Mafraq governorate by answering the following questions:

- What is the appropriateness degree of EFL Secondary school textbooks for distance learning from English teachers' perceptions at public schools in Al-Mafraq governorate?
- Are there any statistically significant differences at ($\alpha = 0.05$) in the appropriateness degree of EFL secondary school textbooks for distance learning from English teachers perceptions at public schools in Al-Mafraq governorate in light of gender, experience and education?

Significance of the Study

The significance of the current study stems from its role in identifying the appropriateness of EFL secondary school textbooks for distance learning from English teachers' perspectives. The study is also hoped to enable decision makers in the Jordanian educational field to develop the EFL curriculum to be suitable for distance learning to ensure providing a positive educational experience for students and improve their performance. Furthermore, teachers and supervisors may benefit from the results of this study by acquiring more information about the effective use of EFL textbooks in distance learning, which became a fact no one can deny. As for students, this study may shed light on the importance of textbooks for distance learning as one of the most salient means for providing the learning materials from them.

Objectives of the Study

The study aims to determine the degree of appropriateness of EFL secondary school textbooks for distance learning from English teachers' perceptions at public schools in Al-Mafraq governorate, and to define the differences in the degree of e-learning impact on learning outcomes in light of gender, education, and experience.

Limitations of the Study

The study limitations may be stated by the fact that this study was confined to EFL secondary school textbooks. Furthermore, the sample of the study was confined to EFL teachers, and this may restrict the generalization of the results to other school stages, other school subjects

and populations. Finally, the study was conducted in 2020/2021 school year at Al Mafraq, Jordan, indicating that the results neither are nor applied to other time period and geographical regions.

Methodology

Design of the Study

The study used analytical descriptive design through using a questionnaire as the primary source for data collection from the study sample and to achieve the study objectives.

Population and Sample of the Study

The population of the study consisted of all English teachers who work in the public schools at Al-Mafraq governorate in Jordan; while the sample of the study consisted of 124 English teachers selected using random sampling method distributed on the study variables as shown in table 1.

Table 1: Distribution of the Study Sample According to the Study Variables

Variable	Participation	Frequency	%
Gender	Male	42	33.9
	Female	82	66.1
Education	Bachelor Degree	90	72.6
	Postgraduate	34	27.4
Experience	1-5 Years	28	22.6
	6-10 Years	29	23.4
	11-15 Years	39	31.5
	More than 16 Years	28	22.6
Total		124	100

As seen in table (1), the majority of the study sample was of female (N=82, 66.1%) as compared to males (N=42, 33.9%). With respect to education, Bachelor degree holders represented (72.6%) and their number was (90) compared to postgraduate holders (27.4%) and their number was (34). As for experience, (1-5 years) of experience represented (22.6%) and their number was (28) compared to (6-10 years) of experience represented (23.4%) and their number was (29) compared to (11-15 years) of experience represented (31.5%) and their number was (39) compared to (more than 16 years) of experience represented (22.6%) and their number was (28).

Study Instruments

To achieve the study objectives, the researcher developed a questionnaire by referring to a set of previous studies such as Bhebhe and Maphosa (2016) and Alzbon (2016). It consisted in its preliminary format of 40 items distributing on 4 domains: Teachers, Students, Curriculum, Computer Literacy

Validity of the Instrument

To ensure the face validity of the instrument, 10 expertise in the field of English teaching methods were asked to give their opinions about the items of the instrument. 80% of the proposed amendments were taken into consideration. The instrument in its final format consisted of 40 items, distributing on 4 domains: Teachers, students, curriculum, and computer literacy.

Reliability of the Study

To verify the reliability of the study instrument, test-retest method was used by administrating the instrument for the first time on a sample consisted of 17 English teachers from the study population and out of the original sample of the study and re-administrating the same instrument on the same sample after two weeks. Then, Pearson Correlation was calculated between their scores on the scale.

Furthermore, Cronbach alpha Coefficient for internal consistency reliabilities was calculated. Table 2 shows test-retest and internal consistency reliabilities for the individual domains and the total instrument. As seen these values are appropriate to achieve the objectives of the study.

Table 2: Cronbach Alpha for Individual Domains and Total Instrument

N	domain	Cronbach alpha
1	Difficulties related to implementation	0.92
2	Difficulties related to the teacher's awareness of electronic evaluation strategies	0.94
3	Difficulties related to educational content	0.92
4	Difficulties related to students	0.92
	Total score	0.97

Results and Discussion of the Study

Results of the first question: What is the appropriateness degree of EFL Secondary school textbooks for distance learning from English teachers' perceptions at public schools in Al-Mafraq governorate?

To answer the first question of the study, means and standard deviations of the appropriateness degree of EFL Secondary school textbooks for distance learning from English teachers' perceptions at public schools in Al-Mafraq governorate were computed as presented in tables 3.

Table 3: Means and Standard Deviations of the Appropriateness Degree of EFL Secondary School Textbooks for Distance Learning from English Teachers Perceptions in a Descending Order

Rank	N	Domain	Mean	Std. Deviation
1	1	Teachers	3.55	.599
1	4	Computer Literacy	3.55	.576
3	3	Curriculum	3.53	.583
4	2	Students	3.43	.619
		Total	3.52	.532

Table 3 shows that "Teachers" and "Computer Literacy" receives the highest mean 3.55 regarding the degree of agreement followed by "Curriculum" with mean 3.53 while "Students" was ranked last with mean 3.43. This table also shows that the total mean is 3.52.

This result can be explained by the fact that EFL textbooks developers have realized that there is a need to transfer the content of the textbook to be delivered using e-learning tools, whether this is at present or in the future. Furthermore, the Jordanian ministry of education has worked since 1987 educational form conference stressing the need that textbooks should conform with the technological changes and the transfer to knowledge management that is mainly based on using technology as a tool for delivering the learning material for students.

Stressing this fact, Ghavifekr and Rosdy (2015) stressed the need that education should follow the technological advancement in the different fields and to make use of the applications provided by technology in education. One of the most significant educational fields was teaching methods and the emergence of e-learning which is based on employing technology to deliver the learning material to students. As textbooks are the main tool for giving students a rich learning experience, there should be a considerable effort by educators, textbook designers and developers in addition to teachers to develop high quality textbooks. This was mirrored in the design of EFL secondary school textbook in Jordan since textbooks developers realized the fact that these textbooks should be designed in accordance with the technological requirements entering all fields, including education.

As the educational system in Jordan is based on basic tenets, the most important is to prepare students to enter labor market in the future, the inclusion of different activities that are designed to be delivered using distance learning mirrors the fact that designers are aware of such need for both students and teachers. Noting that the transfer to distance learning was forced by the brake out of COVID-19, EFL secondary school textbooks were written years ago, but they were able to deliver adequate degree of quality with respect to the use of e-learning.

Teachers' domain ranked first, and this may be due to that training programs provided for teachers taking into consideration the use of technology in the learning teaching process. Additionally, teachers' perpetration programs in Jordanian universities are one of the most effective teachers' preparation programs in the Middle East as syllable in these universities take the use of computers as one of the main skills that novels teachers should master in order to be active teachers in this filed.

While students' domain ranked last, this result may be due to that students are not fully aware of the importance of distance learning as an alternative to face-to-face learning experience. Furthermore, students at this age are in their middle adolescence and they use technology for other purposes such as social media, thus, they do not take the use of technology as a means for delivering the learning material as a priority in their lives. Finally, these students face many challenges such as the need to stay home and being not able to interact with their peers at school; something that is very important for them at this age.

Results of the Second Question: "Are there any statistically significant differences at ($\alpha = 0.05$) in the appropriateness degree of EFL Secondary school textbooks for distance learning from English teachers perceptions at public schools in Al-Mafraq governorate in light of gender, experience and education?"

To find out whether there are statistical significant differences ($\alpha=0.05$) in the appropriateness degree of EFL Secondary school textbooks for distance learning from English teachers' perceptions at public schools in Al-Mafraq governorate, according to gender, experience and education, t-test analysis was conducted for gender and education variable while One Way ANOVA was conducted for experience variable and the results are shown in the following tables.

1. Gender

Table 4: T-Test Results due Gender Variable

	Gender	N	Mean	Std. Deviation	t	Sig.
Teachers	male	42	3.66	.625	1.529	.129
	female	82	3.49	.580		
Students	male	42	3.61	.587	2.311	.023
	female	82	3.34	.619		
Curriculum	male	42	3.66	.558	1.688	.094
	female	82	3.47	.588		
Computer Literacy	male	42	3.70	.608	2.129	.035
	female	82	3.47	.546		
Total	male	42	3.66	.555	2.148	.034
	female	82	3.44	.507		

As shown in Table 4, there are statistically significant differences at ($\alpha= 0.05$) in students, computer literacy and total score due to gender in favor of males. Moreover, there are no statistically significant differences at ($\alpha= 0.05$) in teachers and curriculum due to gender.

This result can be attributed to the fact that male teachers are more engaged with distance learning environment since they are more willing to participate on virtual environments and thus they can make more concrete accurate judgments about the appropriateness of EFL secondary school textbooks for distance learning which is well-designed for such learning environment. Furthermore, female teachers do not have the time to engage in virtual experiences due to the restricted social constraints and this may hinder them from being able to make objective judgments about different types of textbooks delivered using distance learning.

2. Experience

Table 5: One-Way-ANOVA Results due to Experience Variable

		N	Mean	Std. Deviation	F	Sig.
Teachers	1-5	28	3.50	.595	.182	.909
	6-10	29	3.59	.557		
	11-15	39	3.57	.586		
	more than 16 years	28	3.50	.685		
	Total	124	3.55	.599		
Students	1-5	28	3.34	.708	.555	.646
	6-10	29	3.45	.510		
	11-15	39	3.52	.569		
	more than 16 years	28	3.38	.705		
	Total	124	3.43	.619		
Curriculum	1-5	28	3.62	.574	.945	.421
	6-10	29	3.40	.611		
	11-15	39	3.60	.524		
	more than 16 years	28	3.50	.638		
	Total	124	3.53	.583		
Computer Literacy	1-5	28	3.64	.540	.434	.729
	6-10	29	3.47	.598		
	11-15	39	3.57	.558		
	more than 16 years	28	3.51	.626		
	Total	124	3.55	.576		
Total	1-5	28	3.52	.545	.222	.881
	6-10	29	3.48	.520		
	11-15	39	3.57	.499		
	more than 16 years	28	3.47	.594		
	Total	124	3.52	.532		

Table 5 shows there are no statistically significant differences at ($\alpha=0.05$) due to experience variable in all difficulties. This result may be explained by several reasons. Firstly, the Jordanian ministry of education has worked more than 20 years on providing teachers with computer courses such as ICDL, Audio Wave, Intel and how to use them in the educational process. This has led to that teachers from different experiences have similar perceptions, skills and beliefs about the appropriateness of textbooks to distance learning. Secondly, teachers are exposed in their university courses to different materials needing the use of computers. This has a positive effect of their

computer skills and they capitalized such skills in delivering the learning materials. Lastly, the nature of the textbook is suitable to be used in distance learning and this has led to the disappearance of differences due to experience. Finally, this result may be due to that teachers from the different experience groups share their knowledge about computers as during COVID-19 pandemic, teachers used different social media platforms (WhatsApp, Instagram, ..., etc.) to present the various problems they faced during instruction and this had led to diminishing the differences between them with respect to the use of EFL textbook.

3. Education

Table 6: T-Test Results due to Education Variable

	Education	N	Mean	Std. Deviation	T	Sig.
Teachers	B.A Degree	90	3.61	.486	2.089	.039
	Graduate	34	3.36	.809		
Students	B.A Degree	90	3.50	.561	2.050	.043
	Graduate	34	3.25	.730		
Curriculum	B.A Degree	90	3.58	.548	1.380	.170
	Graduate	34	3.42	.660		
Computer Literacy	B.A Degree	90	3.57	.520	.714	.477
	Graduate	34	3.49	.708		
Total	B.A Degree	90	3.57	.460	1.755	.082
	Graduate	34	3.38	.677		

Table 6 shows that there are statistically significant differences at ($\alpha=0.05$) in teachers, and students due to education, in favor of B.A degree. Furthermore, there are no statistically significant differences at ($\alpha=0.05$) in curriculum, computer literacy and total score due to education.

This result can be attributed to that B.A programs in Jordanian universities provide their students with adequate courses promoting their computer skills. This is very true for postgraduate courses which may explain lack of differences due to education. Furthermore, teachers from the different educational degrees share similar experiences whether with respect to face-to-face education or distance learning. Since this study is concerned with the appropriateness of EFL secondary school textbooks, this means that the perceptions of participants are not affected by their own beliefs, but, there are influenced by material component of the textbooks. This means that education degree is not a significant factor although this study assumed that teachers from different educational degrees may hold similar perceptions. Although, educational level should affect teachers' perceptions with respect to the appropriateness of EFL secondary school textbooks as holding a higher degree implies that the educational experience should be richer, it was surprising to find that education was not a decisive factor influencing teachers' perceptions. This may result from that BA and higher education's program take computers skills as a core element in teacher preparation programs and this may be the factor why there are no differences in study sample perceptions due to education.

Recommendations

In light of the results, the study suggests:

- Calling EFL textbooks designers to concentrate more on textbooks as the main tool for delivering the learning material via distance learning. This means that this process should be based on scientific principles taking into consideration that the future of learning is technology based and this needs to transfer the learning material in textbooks to be delivered by technological tools.
- Designing training programs able to prepare teachers to use e- textbooks more effectively in order to promote the quality of e- learning experiences delivered to students.
- Examining the ability of EFL textbook in addressing some language skills such as writing and listening which need interactive learning environment when being taught in language classes.
- Future research should concentrate on measuring the appropriateness of EFL secondary school textbooks from supervisors' and parents' perspectives.

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