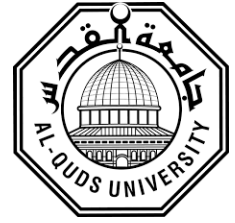


**Deanship of Graduate Studies**  
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**Evaluation of *English for Palestine* Textbooks and  
English Language Examination in light of Common  
European framework of References for Languages  
(CEFRL)**

**Haneen Mohammed Khora**

**M.A. Thesis**

**Jerusalem – Palestine**

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**Evaluation of *English for Palestine* Textbooks and  
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(CEFRL)**

**Prepared by**

**Haneen Mohammed Khora**

**B.Sc. English Language Teaching Methods. Al-Quds Open  
University-Palestine.**

**Supervisor: Dr. Adnan Shehadeh**

**This thesis is Submitted in Partial Fulfillment of the  
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## **Thesis Approval**

**Evaluation of *English for Palestine* Textbooks and English Language Examination in light of Common European framework of References for Languages (CEFRL)**




**Prepared by: Haneen Mohammed Khora**

**Registration number: 21812414**

**Supervisor: Dr. Adnan Shehadeh**

Master thesis submitted and accepted date: 3 / 1 / 2021

The names and signatures of the examining committee members are as follows:

- |    |                                      |             |   |
|----|--------------------------------------|-------------|---|
| 1- | Head of committee: Dr. Adnan Shehade | Signature : |  |
| 2- | Internal Examiner: Prof. Afif Zeidan | Signature : |  |
| 3- | External Examiner : Dr. Jamal Nafi   | Signature : |  |

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## **Dedication**

This thesis is dedicated to the soul of my mother, my father, my love Hassan who always had words of encouragement and support, my aunt Sara who stood by me through it all: my sons; Ahmad and Jamal, my beautiful daughter; Sara, master classmates and everyone who helped me in this study.

Without their love, encouragement and support I would not have been able to accomplish it. Thank you all for all that you have done to help me realize my dream.

Deep gratitude to my supervisor Dr. Adnan Shehadeh for his confidence, support, and encouragement for me through the research.

**To all of them I dedicate this work**

## **Declaration**

I certify that this thesis submitted for the Degree of Master, is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signature:

*Haneen*

Name: Haneen Mohammed Khora

Date: 3 / 1 / 2021

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## **Abstract**

This study aimed at identifying the degree of alignment between *English for Palestine* textbook tasks, its intended objectives, and teachers' exams in the light of (CEFRL).

To achieve this purpose and to answer the research questions, the researcher adopted a descriptive analytical method and chose a sample consisted of 10<sup>th</sup> grade *English for Palestine* textbook. The sample consists of 55 midterm and final exams for 10<sup>th</sup> grade. A sample of 10 English language teachers was selected randomly to answer the structured interview. The researcher utilized two main instruments; a framework for the analysis of the tasks included in 10<sup>th</sup> grade *English for Palestine* textbook, and a structured interview. It has been applied to monitor the recurrence of task skills and objectives, and then calculates the alignment between the two elements using Porter's alignment Index.

To determine the reliability of the instruments, Holsti's Equation was used. Frequencies and Porter Alignment Index were used to analyze the collected data . The major findings of the study revealed that most textbook tasks were A2 level; the highest tasks were reading and writing tasks. Teachers' exams were at the A2 level with high concentration on reading and writing skills. Results showed that most of exams excluded speaking and listening. There is a low alignment between 10<sup>th</sup> grade textbook tasks and the objectives intended to be achieved by the end of 10<sup>th</sup> grade. Moreover, there is moderate alignment between textbook tasks and exams. The application level of Bloom's taxonomy has the highest percentage; however, the evaluation level does not achieve any score. Based on the previous findings, the study recommends that textbook designers should reconsider the nature of the tasks in the English language

textbook to align them with the objectives of the textbook. They also need to design training courses for teachers on the development of exams so that they are aligned with the Common European Framework of References for Languages (CEFRL), and achieve a stated balanced distribution for each skill.

## تقييم أنشطة كتاب اللغة الإنجليزية للصف العاشر الأساسي في ضوء الإطار الأوروبي المشترك

إعداد الطالبة: حنين محمد خورة

بإشراف: الدكتور عدنان شحادة

### الملخص:

هدفت هذه الدراسة لمعرفة مدى التناغم بين أنشطة كتاب اللغة الإنجليزية للصف العاشر والأهداف المتوخاة من الطلبة بعد الانتهاء من الصف العاشر وامتحانات المعلمين في ضوء الإطار الأوروبي المشترك. ولتحقيق غرض الدراسة وللإجابة عن أسئلة البحث قامت الباحثة بتبني المنهج الوصفي التحليلي واختارت عينة مكونة من كتاب اللغة الإنجليزية الفلسطيني للصف العاشر، عينة مكونة من 55 اختبار نصفي ونهائي قام بإعدادها معلمي الصف العاشر، وعينة تكونت من 10 من معلمي اللغة الإنجليزية تم اختيارهم بشكل عشوائي للإجابة على المقابلة المنظمة. قامت الباحثة باستخدام أداتين للدراسة وهما الإطار الأوروبي المشترك لتحليل أنشطة الكتاب وفقها ومقابلة منظمة، وتم التحقق من صدق أدوات الدراسة وثباتها. تم استخدام معادلة هولستي لحساب ثبات الأداة.

تم تحليل البيانات التي تم جمعها ومعالجتها من خلال التكرارات ونسبها المئوية، وبعدها تم استخدام معادلة بورتر لإيجاد التناغم ما بين الأهداف والأنشطة والاختبارات. كشفت النتائج الرئيسية للدراسة أن معظم مهام الكتب المدرسية كانت من المستوى A2، وكانت أعلى المهام هي مهام القراءة والكتابة. امتحانات المعلم كانت أيضًا على مستوى A2 مع تركيز عالٍ على مهارات القراءة والكتابة. أظهرت

النتائج أن معظم الامتحانات استبعدت التحدث والاستماع. كان هناك تناغم منخفض بين أنشطة الكتاب المدرسي للصف العاشر والأهداف المطلوب من الطالب تحقيقها بحلول نهاية الصف العاشر، كما أن هناك تناغم معتدل بين أنشطة الكتاب المدرسي والامتحانات. كذلك حصل مستوى التطبيق في هرم بلوم المعرفي على أعلى نسبة بينما لم يحقق مستوى التقييم أي درجة. بناءً على النتائج السابقة، أوصت الدراسة بأن على مصممي الكتب المدرسية إعادة النظر في طبيعة الأنشطة المتواجدة في كتاب اللغة الإنجليزية من أجل مواءمتها مع أهداف الكتاب المدرسي، وإعادة توزيع المهارات ليصبح متوازنًا لكل مهارة، وتصميم دورات تدريبية للمعلمين حول تطوير الاختبارات لتتماشى مع المعايير الأوروبية المشتركة (CEFRL).

## Chapter One

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### Introduction

#### 1.1 Background of the study:

In today's globalized world, English language enjoys a prominent status and is considered as the 'lingua franca' in many countries. Nobody can ignore the importance of English teaching and learning since its knowledge can contribute a lot to one's personal and social status in the world. (Varela, Polo, Garcia, & Mertinez, 2010). Mansoor (2003) considers learning English language as a "socio-political" demand.

According to Al-Mazloun (2007), the educational system is responsible for incorporating English into people's daily lives through a structured and systematic process that extends from elementary school to high school, universities and institutes. This process can be achieved if the program is well-designed and is related to a specific nation's desires, opinions and beliefs. Therefore, the aims, subjects, processes, educational media and assessment in this educational system need to be incorporated and harmonized in the curriculum. As a result, these components must originate from a contextual environment that leads to a strong relationship between textbooks and teaching. In the light of the feedback provided by the evaluation process, they must all be changed and innovated continuously.

Therefore, textbooks may not be good enough if they do not include topics that are significant to the students' personal growth. Furthermore, the selected material should include authentic texts that teach the students the morals, and stimulate them towards social changes in their society (Rault, 2008). In fact, there is no perfect textbook, which can suit all of the students' levels. Hence, this leads to the fact that some modifications are needed in the textbook to be more appropriate with the students' levels. As a result, to review if the book is

appropriate or not, evaluative studies achieved this purpose by explaining what areas of the textbook should be omitted or added. In this regard, Awad (2013) stated that in an attempt to evaluate an English textbook in terms of values and social orientation, many items should be considered, such as the major aims of textbook. The analyst should evaluate the textbook objectives, impeded messages behind selecting such a text, and the expected outcomes of the course. Additionally, the function of the textbook should be adapted to the modern technologies since the satisfaction of the needs of this age is essential.

The development of the textbook as the core of education is an essential pillar of the teaching and learning process. It would lead to the development and improvement of the educational system. The development of textbook is very important to build students learning systematically and understand the links between these knowledge components. (Raba', 2017) Ayyad (2011) found an imbalance between the four language skills in the English textbook. The skills of reading, listening, speaking and writing, which can be implemented through activities and drills, are essential to ensure a successful growth of the language. The authors of this textbook considered the importance of these skills; therefore, they included practices and activities designed to develop learning English language.

As per these textbook structures, which are an indispensable ways of learning that meet the Palestinian society's goals and desires, the Ministry of Education and Higher Education understands how important the textbook is. It has initiated the first Palestinian Education Program by designing basic and secondary textbooks in scholastic year 2005. The emphasis in the new textbooks was in outcomes; therefore, the assessment of this textbook requires educational approaches to measure these outcomes.

White (1998) classifies the evaluation approaches that assesses the textbook into different forms according to the learner's needs. For example, these approaches may include the assessment of processes and classroom procedures, such as evaluation, diaries, interviews, peer review, surveys, ranking and rating scales. Others suggested the evaluation of the content through survey, interviews, analysis documents, and tests, ranking and rating scales. Finally, tests and assessment for determining academic success are proposed .

Miekley (2005) offers a textbook assessment checklist for students and teachers' books. He suggested four sections in the students' book; material, language and grammar, lessons and tasks and text attraction. Likewise, he recommended the four sections to be included during

the evaluation of the teachers' books. They had general characteristic, such as background, methodological guidance, additional exercises and materials. While this checklist is effective, additional questions should be added. For example, vocabulary, may be a more relevant criterion.

The researcher believes that the quality of Grade 10 textbook deserves a great deal of focus because this higher elementary stage gives the basics of the important structure to the secondary stage. Students also should be able to learn all aspects of the language to be able to hold communications in the practical life in future.

Trim (2011) illustrates that (CEFR) is a European system that defines the ability of language learners in six benchmarks to speak, listen, read, and write. The CEFR does not represent an international standard or an acceptance mark. Some researchers, authors and creators of the textbooks are now demanding CEFR connections. No 'right' solution exists to perform an alignment analysis or to take into account different arguments. The CEFR does not have a common language or meaning. This does not seek to mention other language characteristics. Users may tailor their usage to their particular context and to the language in which they function.

Such framework reflects a new trend in learning and teaching and can direct our classroom instruction by which class and performance are evaluated.

Therefore, the main aim of this study is to find out the degree of alignment between the tasks of the textbooks and the teacher exams in the light of the criteria of the Common Europe Framework of Reference of language (CEFRL). In addition, to know the cognitive levels of Bloom taxonomy of the textbooks and teacher exams objectives .To achieve these goals, the researcher uses the CEFRL to analyze the tasks of the textbook and the questions of exams. Additionally, Bloom taxonomy is used to analyze textbook tasks and teacher exams.

## **1.2 Statement of the problem:**

This study is determined to investigate the degree of alignment between *English for Palestine* textbook tasks and the intended objectives in the light of (CEFRL). Although the objectives are very high, the tasks of textbook do not match them and that could be a problem. There should be an alignment between the intended objectives stated by the Ministry of Education

and the textbook tasks. It is important to mention that alignment help students to acquire fluency. Poor tasks of textbook may lead to students' weakness. Additionally, it reveals the alignment between the used exams and such objectives.

### **1.3 Objectives of the study:**

This study aims at investigating the textbooks' tasks to show their alignment with the (CEFRL). In addition, this research explores the extent of applying the four language skills included in the 10<sup>th</sup> grade *English for Palestine* textbooks and the used exams.

### **1.4 Research questions**

This study attempts to answer the following questions:

1. What are the frequencies of tasks that are used in 10<sup>th</sup> grade *English for Palestine* textbooks to support the four language skills according to (CEFRL)?
2. What are the frequencies of the four language skills that are used in teacher exams according to (CEFRL)?
3. To what extent do the teacher exams reflect the level of textbook tasks?
4. What are the cognitive levels of textbook objectives and the teacher exams?

### **1.5 Significance of the study:**

On the theoretical aspect, it provides researchers with a framework to analyze tasks of the four language skills according to the (CEFRL). The (CEFRL) forms the general basis for the development of curricula for the teaching of target languages, outlines of the curriculum, tests, textbooks, etc. It fully describes what students have to do and study to be able to use it for communicative purposes. It also describes knowledge and skills that need to be developed by students to be able to interact successfully and communicatively.

The study also provides a framework for the objective analysis in the textbook, midterm and final exams in light of Bloom's cognitive levels. It determines the extent to which the textbook and exams represent the levels of cognitive processes and their consistency with the language.

On the practical aspect, it is a response to the directions of the Ministry of Education to determine the quality of the English language textbook and their alignment with the given exams. In addition, it will help decision makers of the English language program to build their plans and make them flexible. Moreover, it will help in the introducing of the four language skills and include them in the textbooks and exams according to the European Framework of Languages.

On the research aspect, it will open the horizons for other studies dealing with different aspects and variables of the *English for Palestine* textbooks that have not been covered in this present study

### **1.6 Limitations of the study:**

1. This study will be restricted to the tenth grade *English for Palestine* textbooks.
2. Language exams used in scholastic year (2019-2020), which are written by teachers.
3. The sample of the study consisted of 10<sup>th</sup> Grade teachers in public schools.

### **1.7 Definitions of terms:**

#### **Common European Framework of Reference for Languages (CEFRL):**

It is a global framework, designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It promotes a communicative learning environment where learners direct their own learning through activities based in real world, everyday contexts. This learning includes oral (expression and comprehension) and written (expression and comprehension) components.

<https://delf-dalf.ambafrance-ca.org>

**Porter Alignment Index:** It is one of the models for calculating alignment. Cognitive levels and knowledge area represent the standard of content, the used tests, and learning processes. The alignment between any two parties is based on the

agreement of the values in the table; its values range between 0 and 1 to show the extent of alignment between the two frequency tables (Fulmer & Liu 2008)

In this study, it refers to the extent to which the used exams and the textbook tasks are aligned with the CEFRL.

**Alignment:** The results that are shown according to Porter Alignment Index.

**Tenth grade exams:** The teacher's exams, which include midterm and final exams, are used to evaluate students' achievement. In most cases, the exams consist of five sections (reading, vocabulary, language, literature, and writing). Each section has more than one question that varies in nature, some are complete the blank questions, others are multiple choices, true or false, and matching. As stated by the Ministry of Education, midterm exams lasts for 40 minutes, while final exams lasts 90 minutes. Little number of exams tackles the skills of listening and speaking.

**Tasks:** Sanchez (2004) defined it as the particular activities carried out in the classroom, which requires using the language by students, understanding the meaning, and achieving its aim (Bygate, 2001; Skehan, 2003).

For the purpose of this research, tasks include all exercises and activities built on every unit in the textbook that covers the four skills.

## **Chapter Two**

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### **Literature Review**

#### **2.1 Introduction:**

This chapter covers two sections. The first section is a theoretical background of the corresponding literature that covers the necessary questions related to English textbook, Palestinian English language textbooks, English language proficiency assessment, European framework, and alignment in English curriculum.

The second section addresses the empirical studies related to the current study.

#### **2.2 The system of teaching English in Palestine:**

Dajani and McLaughlin (2009) pointed out that Palestinians have increasingly concentrated on international English education as a way for a better future despite decades of violence and military occupation. The curriculum recognizes English as a primary tool that provides a competitive advantage for Palestinians in the field of world communication. The Ministry of Education in Palestine is committed to fostering English learning to boost national competitiveness on a world scale.

In 2000, English was first taught from the first grade (age 6 years). English is allocated to the lower primary level (1-4) for 40 minutes per week, 4 classes for the highest primary (5-7) for 40 minutes per week and 5 classes, for the top primary (8-10) (40 minutes per week.- English is allocated 5 classes, 40 minutes per week for the secondary stage (11th -12th). Then, English became an obligatory subject for all students in both public and private schools.

#### **2.3 Objective of tenth grade textbooks:**

**According to The First English Language Curriculum for Palestinian Schools (2015), the objectives of teaching English to the tenth grade are as follows:**

##### **Listening**

- To understand the main points of clear standard speech on familiar, everyday subjects, taking into consideration that there is an opportunity to get repetition or clarification sometimes.
- To understand what is said in everyday conversations, but I sometimes need help in clarifying particular details.
- To understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help to understand the details.
- To follow clearly spoken, straightforward short talks on familiar topics.

### **Reading**

- To clearly understand the main points in straightforward factual texts on subjects of personal or professional interest and talk about them afterwards.
- To find and understand the information in brochures, leaflets and other short texts relating to my interests.
- To understand the main points in short newspaper and magazine articles about current and familiar topics.
- To follow simple instructions, for example for a game, and the use of familiar types of equipment or cooking a meal.
- To understand simplified versions of novels, and follow the story line in short stories with a clear structure; in addition to the exertion of some effort and regular use of a dictionary.
- To understand private letters about events, feelings and wishes well enough to be able to respond to them .
- To read and understand poetry

### **Speaking**

- To start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
- To give or seek personal opinions in informal discussions with friends, to agree or disagree politely.
- To help solve practical problems, say what I think and ask other for their opinions.
- To find out and understand non-complicated information.
- To ask for and follow detailed directions.

- To manage unexpected things that could happen on holidays, e.g., when you need a dentist or you need to get your bike repaired.

- To make arrangements on the telephone or in person, e.g. booking flights, book rooms in hotels, rent cars, and go to restaurants or cinemas, etc.

- To have simple telephone conversations with people I know.

### **Spoken production**

- To give descriptions on a variety of familiar subjects related to my interests. I can talk in details about my experiences, feelings and reactions.

- To briefly explain and justify my opinions.

- To give a short prepared presentation on a very familiar area (e.g. “My country”) and answer clear questions.

- To relate the main content of short texts I have read.

### **Writing**

- To understand how to form paragraphs using topic sentences.

- To take notes and extend them.

- To write short, comprehensible connected texts on familiar subjects.

- To write simple texts about experiences or events, for example about a trip, and be able to describe my feelings and reactions.

- To work to a standard format, and write brief reports which pass on routine information on matters relating to my field.

- To write emails, faxes or text messages to friends or colleagues, relate news, give and ask for simple information.

- To write a short formal letter asking for or giving simple information.

- To write an opinion-based essay.

- To write an essay stating problems and solutions.

## **2.4 Overview of *English for Palestine* textbooks:**

The first English school textbooks for Palestinian students entitled “*English for Palestine*” has been seen as one of the major achievements for the Ministry of Education. Those textbooks imitate the curriculum that can be briefly described as a modern communicative

English course planned and written specifically for Palestine schools. (Palestinian Ministry of Education and Higher Education (2004).

### **2.4.1 Tenth grade textbooks**

Palestinian Ministry of Education and Higher Education (2004) illustrates that the new textbook "*English for Palestine*" 10 was released as a trial version in 2004 by the Palestinian government schools headed by the Ministry of Education. *English for Palestine*, which has a special written course for schools in Palestine, describes itself as a modern communication and learning. It systematically builds skills and helps students to become trustworthy English users.

In the upper primary level, *English for Palestine* 10 is designed to provide students with the requisite constructive and responsive skills to successfully communicate both orally and in writing.

10<sup>th</sup> grade *English for Palestine* textbook consists of the following components:

- Pupil's Books (10A and 10B), each includes both language presentation and practice material.
- Teacher's Book .
- Audio CDs

#### **2.4.1.1 The Pupil's Book**

Two sections (A & B) were designed to cover 12 units during one year. Within 10A section, units 1-6 are included in the first semester. Additionally, 10B section includes the other units in the second semester.

Every unit is based on common themes that allow teaching language in diverse situations.

10<sup>th</sup> A section, contains the following themes in its units;

Making contact, talking about journeys, free time activities, emergency, dangerous weather and working for a better world.

Moreover, 10th B section includes these themes;

Palestine as holy land to the world, good news from the doctors, which way at 16, healthy eating- healthy body, strange events, talking about tomorrow's world.

The concepts taken from Palestine textbooks suit children's needs and desires. The four skills; reading, writing, speaking and listening are incorporated into the course; however, each period emphasizes on one skill area.

Tests take place at the end of Book 10A and Book 10B. These tasks include vocabulary, grammar, and the four skills that students gain. Two assessments are also included in the Teacher's Book for 10A and 10B. The tests in the Pupil's Books are exactly in the same format. Both assessments should work together to recognize language skills or competences that can create problems so that the teacher can support the pupils in difficult areas before they sit for formal exams.

#### **2.4.1.2 The Teacher's Book**

There are many useful notes to help teachers use aids and time efficiently in the class. Each unit includes a summary box with clear details of the objectives and language. Answer keys and audio scripts for the listening tasks are found in this book. Additionally; materials, time and instructions for each task are also well prepared and presented.

#### **2.4.1.3 The Audio CDs**

Native speakers have recorded all of the texts and dialogues in the student's book to provide a clear model for all language structures, key vocabulary and sounds in the letter. The recordings are intended to enable students to participate and to improve their listening and speaking skills.

#### **2.4.2 The format of the units in tenth grade textbook:**

10th grade *English for Palestine* textbook contains 12 units. Each unit is divided into the following sections; in the first section, the student has to listen to the new vocabulary and repeat it again as an exercise for (speaking). Then, the book moves to the speaking task that asks students to describe the existing pictures. After that, we find the listening task that enables students to answer questions related to the reading paragraph. Then, we move to the reading comprehension part, which requires students to answer questions about vocabulary and the reading passage (4) exercises and sometimes 5. Next, we have a short speaking exercise related to the main theme of the unit. It is followed by a part on the structure and language part. Moreover, the second section has nearly the same way of organization; it includes an exercise to repeat the new vocabulary, describe the used picture, and then to answer questions about the reading passage and vocabulary tasks which is nearly about 7 exercises. Then, 8 to 9 exercises discuss structure and language. After that, we have the speaking and listening tasks, in addition to other 3-4 writing tasks. The third section include a

simplified copy of a short story “ Around the World in Eighty Days” which is written by Jules Verne, followed by questions to answer.

**However, according to the teacher’s book, each unit is divided into number of periods:**

**Period 1** It includes two-pages with a large number of images that lead to the clarification of the sense of language and grammar. A number of vocabulary items, which might be new to students, are presented at the beginning of this period, although some of these items were previously used in some cases. Students read a paragraph and listen to it. A further story is included in these passages with less emphasis than in previous levels, but certain characteristics are recurring:

The passage always includes all the words in the new vocabulary set, as well as examples of the first new grammar of the unit.

### **Period 2**

Students reuse the new vocabulary with a gap filling operation. Then, they read the text for understanding. They answer a number of questions, and then in pairs, they discuss a question about the history's content.

### **Period 3**

The first grammar point is introduced in this period. This period is always dedicated for grammar in most of the units, for it lays the foundations for modern, connected points of grammar. Those are compared to other grammar of other systems. In comparison, for example, pupils use various modal meanings (if, could, could, may, etc.) and reflect on the many forms of adjectives and adverbs. Students read example phrases that illustrate the point of grammar in all situations. The meaning and importance of the grammar points are then investigated.

Pupils choose appropriate options in phrases that evaluate the grammatical problem. These pages follow Discovery English approach. They learn how to construct grammar (structure) and how to use it (meaning) in this way. Students practice with each grammar point, which could range from very controlled fillings to the writing of full phrases. They give individual opinions, ask and answer questions in pairs by using the grammar point.

## **Period 4**

It uses images to clarify the significance of vocabulary and grammar as in period 1. The second new vocabulary collection appeared to improve reading skill. Students read a passage with the new vocabulary, and then do a variety of reading skills such as notes, pronouns, and references and so on. Students also explain the second grammar argument in this reading passage in depth during the sixth period.

## **Period 5**

This period emphasizes on the reading skills. First, pupils practice the new vocabulary with a multitude of situations of the gap-fill type. Then, they read the previous period's text again and do work on further skills. The class ends with a pair conversation; and the subject is based on the section in Period 4.

## **Period 6**

This period concentrates on the construction of vocabulary. Students conduct a series of word construction and grouping exercises including word networks, by means of suffixes, prefixes and other word patterns, using groups of terms, opposites.

## **Period 7**

As in section 3, the second grammar point of the unit may be a new grammar or an expansion of the preceding grammar. It is similarly introduced by example phrases and a grammar discovery approach. The grammar section leads to a variety of works that deals and tackles with the second point of grammar.

## **Period 8**

During this period, the first and second grammar points are combined and practiced. Students conduct a number of realistic tasks including gap fillings, penalty writing, personalization and pair speaking.

## **Period 9**

In general, this period concentrates on building listening skills, including following instructions, listening to certain information and taking notes. In addition, an exercise focuses on expression, intonation and stress is included. The listening experience typically leads students to read a dialog in pairs or in groups or to create other speech tasks, such as roles.

## **Period 10**

During this period, a series of activities direct students to the unit's task. This involves working with the unit's grammar and vocabulary and requires students to use the language personalization and/or imagination. Typically, the unit's function is a writing activity, but it also includes a speech activity in certain units.

## **Period 11**

During this period, students read an episode. The pupils are directed by a series of scanning and intense reading skills tasks. The lesson finishes with a full-length reading session, then they have to work in pairs.

## **Period 12**

Students do series of tasks related to reading comprehension of the given part of the simplified story.

## **2.5 Assessment:**

Since exams were included as one part of this study, it is important to review their related aspects:

Shrum and Glisan (1993) indicated that assessment is an integral component of effective teaching. It helps us address several questions about the efficacy of teaching. The assessment that supports the decision-making in instruction must examine the interaction of the various facets of the learning / teaching process and their influence on the performance of understanding. Teachers now have many options to collect information about students for evaluation purposes. Many assessment techniques are versatile and informal (teacher observation, teacher student conversation, student observation during a classroom debate, student-facing positions, etc).

The choice of the assessment process is largely dependent on what information the teacher is looking for in the student. Moreover, informal procedures provide useful insights into the student's attitudes and skills. For the purposes of formative assessment, informal techniques are more common than summative evaluations. Teachers use them to recognize and respond to learners' problems so that they can learn the language or master the new content.

If we accept the claim that foreign language teaching has been historically separated from context, then the notion that classroom testing has been anything but contextualized will most certainly not be disputed

Bachman (1990) added that even in an age of communicative approaches and skill-oriented instructions, grammatical translations often rely on specific grammar structure testing principles point by point.

### **2.5.1 Goals of Assessment:**

One basic purpose of the language learning assessment is to provide input on the ongoing process to achieve expectations. To that end, both traditional and alternative/authentic evaluation methods are used to overcome the limitations of each one of us based on the belief that they are the complementary elements of the evaluation process.

At the level of the classroom, credible assessments, often including performance evaluation systems, are feasible because they represent student's success and general know-how more clearly. Compared with conventional evaluations, they authentically measure the "know-how" with knowledge (empirical and process information)-skills expected of students in this dynamic environment. They also include assessments such as essays exams, thesis projects, community projects, oral presentations, role-plays and simulations, exhibits and portfolios.

### **2.5.2 Types of assessment:**

#### **2.5.2.1 Assessing students in cooperative learning contexts**

To strengthen assessment procedures when assessing the students' performance in cooperative learning technique, teachers can employ the following strategies (peer work or group work). Teachers monitor students' work with the selection of the observed competences where students use interpersonal or co-operative skillfulness). For example; they create an observation sheet, plan a journey across the classroom; collect data for each group; provide feedback for individual students, the group, or the class; and chart results, and give students feedback on a test immediately. They also involve students to assess each other's work when it is necessary.

#### **2.5.2.2 Performance Assessment**

Ornstein (1995) stated that using an assessment of performance, teachers must learn to design new tests, and adapt it to their students' needs and cope with the unexpected issues

(spontaneous instead of the rehearsed). Teachers can address these tasks in the following directives.

Assessment should be “authentic,” that is, it should include real tasks or skills important to the language learner. The tasks or capabilities should be "relevant," meaningful and useful and provide insight into the students’ skill and command of English. The assessment does not rely on knowledge, but on knowledge-actual use, implementation or synthesis.

Boxing products and individual behaviors should not only be included in the assessment. To find problems, or to build a full product, students must be asked to put everything in place (synthesize). Tasks or competencies must be content-based, i.e. only content that can be performed and not isolated (decontextualized). Sample formula that generalizes general success, accomplishment, and competence should be used for the tasks or skills. The tasks or competencies assessed will approach the student towards meaningful or desirable outcomes (outcome-based teaching and evaluation). Students should recognize the requirements of expectations and evaluation in advance so that they are not surprised when they start practicing. The scoring system should be accurate and should be based on a large number of tasks or skills.

### **2.5.2.3 Authentic assessment:**

Wiggins (1990) provides a basic definition of authentic evaluation. He states that evaluation is authentic when students’ performance on dignified intellectual tasks is investigated directly. The realistic evaluation is a must. We shall not depend on tests only to measure students’ performance because such tests do not measure all aspects of the language. Sometimes such assessments allow students to document some information and use rotary memorization to conduct tests with a very specific background. Therefore, these assessments are not intended to measure realistic abilities or concepts in the real world; therefore, they do not reflect students' skills in writing, listening, communicating or working together.

In certain cases, it is crucial that teachers understand the existence of many options that give students a comprehensive learning experience, given the fact that standardized testing can be used successfully. Authentic approaches, on the other hand, contribute to increased cognitive abilities, especially in terms of task-based assessment methods.

O'Malley and Valdez-Pierce (1996) define authentic assessment as a process that describes the multiple forms of assessment that reflect students' learning, achievement, motivation, and attitudes on instructionally relevant classroom activities.

### **Forms of authentic assessment :**

It is necessary to consider that students learn differently, and that some students may need additional training, in particular, if they are new to the course. It is a systematic method for research, as O'Malley and Valdez-Pierce (1996) suggest, and this thorough method can be used in each task-based assessment form.

Nonetheless, while a comprehensive assessment meets pre-defined criteria, the method of evaluation encourages instructors to develop the students' full potential and progress from their basic skills to professional second language skills.

In addition, Baker (2011) used and evaluated credible forms of tests for successful skills (speaking and writing) and for receptive (reading and listening.)

According to Baker (2011), these abilities correlate with ability. Many bilingual or multilingual people can use different skills, or they might be skilled in one skill over others depending on the context. Although Baker considers listening to be sensitive, views vary whether hearing falls in one group or not, as it is sometimes used along with the other skills. Davies (1976) also describes and uses receptive and productive skills to each other. Receptive reading is described as having the ability to read diverse texts with a large percentage of vocabulary L1, L2 poetry, news articles, on various levels, academic texts.

That style of reading is related to listening abilities and the meaning of the spoken word, and it affirms that greater aural comprehension has to do with a higher reading level. The production skills (speaking and writing), which range from the understanding a few phrases to full fluency, are active in communication in L2 language. He also emphasizes the point that most students will not be as fluent in L2 as L1, but they understand the spoken language far better than they are capable of doing this in the hearing.

### **2.5.3 Assessing Language Skills**

#### **Test Formats for Listening and Speaking**

The ability to listen and speak can be tested without written means. The following suggestions can be adapted for basic, elementary, middle schools and post-secondary

students, among other potential ways for evaluating listening and communicating without paper and crayon:

### **2.5.3.1 Listening formats**

Students respond to Total Physical Response (TPR) commands. They also verify a description of a picture, listen to a narrative and number pictures, or put them in order.

#### **Listening**

It is important to mention that listening is not a passive skill. Hearing is difficult to assess qualitatively, but it is a critical factor in authentic evaluation as it is used for the other 3 types of task-based evaluation. The listener must interpret and give meaning to the grammar and vocabulary being used; listening often requires interaction between speakers.

Richards (1983) used native language hearing studies to suggest that a proposition or idea is the basic unit of interpretation in oral communication.

Pierce and O'Malley (1996) added that in an utterance or speech case, the listener is charged with assessing the request. The listener uses syntactical and real world knowledge.

In this way, listening can be directly correlated to communicative processes in the real world context. Therefore, the importance of authentic materials for second language learners cannot be understated .

A two-semester second language course at a small university, Vogely (1995) has been given the task of listening to three different authentic listening tasks. Interestingly, she used the Questionnaire Metacognitive Awareness Strategy (MASQ) to gain students' awareness. With learners' feedback, she found that students believed that they had to use background knowledge to develop their listening skills, to recognize the type of text given, to anticipate what kind of information would follow, to perceive their own trust, and to know if they believed if they have understood what they have heard or not.

With regard to the accurate method of results, she decided to use three concurrent recording tests on an L2 video sequence. Students were told to watch the video, by they were not allowed to take notes. Then, everything that they recall in the video had to be written down. The second task was to ask students to turn from the screen so they could only hear the second video. In the third mission, a video with a double time was demanded to be viewed and heard. After the MASQ assessment and retract tests of the students, they may draw direct ties between the students' sensitivity and results. Therefore, students respond to oral

questions in an interview procedures, create an oral story with the teacher, discuss an audio or video part and invent a different ending for a story.

### **2.5.3.2 Speaking formats**

It is important to remember that oral language varies in nature from other types of language usage; therefore, you have a clear understanding of spoken language. Native and fluent speakers, for example, prefer to speak with colloquialisms or common words. On the one hand, written languages are mostly scholarly or vocational. Oral language, on the other hand, is often more fluent and requires the instructor to evaluate both the communicative properties and the phonological and syntactic structure behind the language being produced. Despite these factors, teachers face the challenge in a formal classroom setting of assessing oral language .

As O'Malley and Pierce (1996) stated, information is packed in less oral than written, with a far wider use of sentences and simple phrases They also claim that speakers must always be able to hear and get sense from the spoken language to acquire fluency in the L2 language. This means that listening is not just a passive skill, but is used active in any form of mission. Nations (2013) added that authentic evaluation offers a wide range of practical examples to use in genuine evaluation. As for speaking, while learners speak and listen, it acquires and uses a smaller vocabulary compared with writing. This is important because teachers need an assessment of speech and listening to the curriculum and because they need to assess how these two skills are used in reading and writing. As a result, students describe a picture, invent a story about a picture, respond to tape-recording, present a spontaneous conversation or role-play, respond to a given situation in a culturally appropriate way, present a narration/description or monologue and conduct a debate.

### **2.5.3.3 Test Formats for Reading:**

Grabe (2009) said that reading can vary, and this should be taken into account when teaching L2 pupil. Although the method of instruction may be different, the type of appraisal depends mainly on the student's level of competence. Not all types of evaluations will work for each student's age, of course, but a general evaluation framework for a certain age may be developed. In particular, Grabe (2009) discusses numerous reading assessment goals. He notes that reading evaluation can be helpful or detrimental to the process of learning. Although that is valid for all four forms of activities, he suggests that particular attention

should be paid to recognizing the use of reading evaluation. It should be noted that he directly addresses the need for the instructor to be aware of the functionalities of reading to create correct assessment methods.

Reading is a hard skill to evaluate. However, Valencia (1990) provided a concrete example of an efficient method of evaluation. She provides a portfolio approach, and thus reading and writing skills are developed. "We are encouraged to use a range of ways to evaluate learning and no other type of evaluation offers integrity and validity. This approach enables students to choose their best work, which also allows them to evaluate themselves and to consider their strengths and areas of expertise. Therefore, students do multiple choice questions (MCQs), short answer questions, cloze (words are deleted from text after a few sentences of introduction. The deletion rate is mechanically set, usually between every fifth and eleventh word, selective deletion gap filling/ Rational cloze: (selecting items for deletion based upon what is known about language, about difficulty in text and about the way language works in a particular text, C-Tests (every second word in a text is partially deleted).

#### **2.5.3.4 Test formats for writing**

O'Malley and Valdez Pierce (1996) agree that traditional forms of assessment and teaching need to be taught separately from other skills. They note that conventional styles require that written language be taught in the language study school only and can only be tested in relation to structured vocabulary, grammar and orthography tests. Teachers now know, however, that a large range of various written assessment and cross-curricular approaches are the secret to creating a well-rounded learner.

Accordingly, in a practical sense, teachers have to use different forms of written assessment. On one hand, a written prompt to be requested from students can be included. Instructors can ask students to formulate and respond quickly, on the other. This enables students to develop their skills and build a response to formulate their own ideas, which can be accomplished formally or informally. For example, the teacher can allow a student to formulate an idea relating to the overall subject of the course material or lectures.

In comparison, students may be asked to respond more informally to a journal question or class discussion by using both a receptive (reading) and efficient (written) procedure. This approach differs from the more formal one, however, it remains important to evaluate whether or not a student has the capacity to formulate and respond to an idea

Testing writing is aimed at giving students the opportunity to demonstrate their ability to write freely in English (free writing). This includes the ability to -generate and organize ideas, support those ideas with examples or evidence, and compose standard written English in response to an assigned topic.

Activities of practical writing include filling out, taking brief notes, personal and company reports, etc. Controlled and half-controlled writing activities are also useful for beginning and intermediary skills (sentencing constructors, finishing phrases, paraphrases, scrambled phrases).

Teachers should use analytical techniques instead of holistic ones to evaluate written works (creative or free writing assignments). Analytical techniques require that different dimensions or compositional elements that can be assigned to them. This may include the choice of the topic, lexical choice, contents, grammatical precision, cohesive devices being used, smooth transformations and neatness.

#### **2.5.4 General Principles for Assessing Students**

Since the focus of assessment aims at measuring the students' ability to use their linguistic knowledge – both receptively and productively – in relevant and meaningful situations and contexts, the following principles form the underlying theoretical and empirical bases for assessing the language ability of the Palestinian students:

- Classroom assessment is student-centered. Assessment is based on defined standards (criterion-referenced assessment) ; assessment instruments evaluate students' active learning that transcends mere recalling.

- The new emphasis on active learning requires assessment tasks that demands to use the knowledge, skills, strategies, and values they have acquired or learned.

- The primary objectives in evaluating students' written and oral skills are long-term improvement and cognitive change.

- Assessment focuses on in-depth understanding, the ability to apply knowledge in new situations, and high-quality work.

- To ensure fairness, a variety of criteria are used to assess students' achievement and performance (product-criteria, Process-criteria, and Progress-criteria).

- Grounding the assessment on explicit criteria may help demystify the assessment process for students.

- The focus on language fluency does not exclude consideration of the systematic properties of language (lexical and structural properties, accuracy).
- Both analytic and holistic types of grading are to be used; they are useful tools for evaluating students' understanding and production, but each for different purposes.
- Portfolio assessment is used because it reinforces commitment to language learning as a multidimensional process.
- Classroom assessment reflects language used for communication within realistic contexts.
- Used language test items create an "information gap" that requires test takers to process complementary information through the use of multiple sources of information (e.g. a tape recording and a reading selection on the same topic).
- Test tasks and content are integrated within a given domain of communicative interaction.
- Assessment instruments attempt to measure a broad range of cohesion, function, and sociolinguistic appropriateness .
- In testing oral ability, the focus will be on the completion of linguistic tasks, effort to communicate, grammatical correctness, use of vocabulary, and accurate pronunciation.
- Multiple methods of assessment are used to account for individual differences (learning styles, intelligence, affective factors, personality type).
- Assessment involves students' use of their knowledge in critical and creative ways.
- Assessment involves an element of interdisciplinary orientation .
- Assessment takes into account the individual component of the performance in cooperative situations .
- Good evaluation criteria are developed and used to avoid assessing the wrong skill or knowledge .
- Assessment includes diverse methods and suits all students levels. It does not affect items that will be assessed.
- Assessment is used as a mean to motivate learners .
- Feedback provided to students is immediate, accurate, and to the point.

### **2.5.5 Types of Assessment Mentioned in the CEFR**

CEFR (2001) states that there are different types of assessment that could be administered in the EFL settings. They are:

Achievement assessment/Proficiency assessment, norm-referencing (NR)/criterion-referencing (CR), mastery learning criterion referencing/continuum criterion referencing, continuous assessment/Fixed assessment points, formative assessment/summative assessment, direct assessment/indirect assessment, performance assessment/Knowledge assessment, subjective assessment/objective assessment, Checklist rating/performance rating, impression/guided judgement, holistic assessment/Analytic assessment, series assessment/category assessment and assessment by others/Self-assessment.

Fulcher & Davidson (2012) claimed that Performance assessment is a type of appraisal that focuses on specific aims, such as the evaluation of the teaching of information. On the other hand, the proficiency assessment focuses on the learner's performance and knowledge in the real-world practice of the topic and provides an external viewpoint. The alignment of graduates is specific, and is assessed and sequenced against their peers. However, criterion referencing provides a response to structured evaluation where learners are specifically assessed in line with their expertise in a certain subject regardless of the competency of the learner.

Piccardo, Berchoud, Cignatta, Mentz & Pamula, (2011) added that the mastery reference approach focuses on a level of minimal individual skills that seek to identify students like Masters and Non masters without any degree of competence in achieving the goal. However, the continual requirements reference approach emphasizes the individual ability referred to as a specified spectrum of the entire applicable department.

#### **Using the CEFR to choose appropriate assessments**

The value of a test outcome depends also on the consistency of the test. The higher the general standard of the test, the more the test outcome in relation to the CEFR is interpretable.

Taylor (2004) said that test users might ask for evidence of the test result statements, including those relating to their CEFR alignment. Test consumers will find themselves customers in this way.

Trim (2011) illustrated that quality may correlate with the accuracy of a student's skill because of a test. The so-called 'low-stakes' assessments in which outcomes are likely to be used for less relevant reasons do not require the same degree of consistency as assessments that have a direct impact on preparation, jobs or relocation of applicants. However, it is most often difficult to know what qualities have actually been evaluated in most poor-quality research, and as a result, what the test result really represents. Such tests cannot in any meaningful way be connected to the CEFR.

### **CEFR-specific:**

Can the test provider properly explain how the results associated with CEFR can be used? Are there any sufficient evidence that support these recommendations ? Can the test provider show that good CEFR practice in their routine has been incorporated? Will this show that the test provider adequately upholds the CEFR standards?

### **Using the CEFR in the development of assessments**

The CEFR has been intended to be applied to several contexts and contains no particular context information. Nonetheless, developers must expand on the nature of the CEFR to use it meaningfully. This may include, for example, establishing which vocabulary and structures occur at a particular proficiency level in a given language, writing and validating further can do and statements for a specific purpose or developing a set of Reference Level.

### **Defining the context and purpose of the test**

Trim (2011) stated that the first step for CEFR adaptation developers is for the context(s) to be clearly defined and the purposes of the test to be specified. When someone else, like a governmental department, determines the meaning and intent of the test, Trim asserted that it must assist them to determine the meaning and target as simply as possible so that the test can be effectively carried out.

## **2.6 The Common European Framework of Reference for Languages: learning, teaching, assessment**

Foley (2019) and Trim (2011) stated that the Council of Europe established (CEFR) to provide 'a shared framework for language syllabuses, curriculum guidelines, tests, textbooks.

The aim was to encourage "transparency and consistency," primarily as a planning tool in language education. Policymakers often use the CEFR for different purposes to set minimum language requirements.

It is also widely used in the development of curricula, preparation of texts and many other ways. It can be a useful tool for all these purposes, but users must take its limitations and original intent into account. It was supposed to be a "work in progress," not an international standard or mark of approval. It was not designed to be as a general guide, but as a prescription tool and not as simple, ready-made answers or as a single method.

Council of Europe (2001) added that the history of (CEFR) is linked to the Council of Europe's history. The aim of the CEFR was to promote mobility and successful learning for individuals, while at the same time; it aimed at establishing a common metal language for addressing language skills across schools and world borders.

Figueras (2012) and Barni (2015) added that language education and assessment in Europe have been impacted by the popular European language reference system (CEFR). It has identified users as basic (A1, A2), autonomous (B1, B2) and competent (C1, C2)

Figueras (2012) stated that CEFR was the most commonly used language skills system in the world. It has influenced language policies, language curricula and language testing and has been scrutinized and criticized .

(Barni, 2015) confirmed that the critique was usually focused on the use or investigation of the CEFR. Users' criticism has shown that CEFR encourages the use of language skills as porters without a thorough examination of criteria by policymakers.

The critiques were directed to the development and validation of level descriptors, theoretical gaps of the basis of the CEFR, or the wording of the level descriptors (Alderson, 2007, Fulcher, 2004, etc.). Others have challenged the relatively low level of knowledge regarding multilingualism (Krumm, 2007); in addition to the reason behind considering the CEFR (2001) to maintain a standard for Native speakers (Barni, 2015; McNamara, 2014)

Foley (2019) mentioned that the goal was therefore to expand, explain and update the previous version of the recently published CEFR (2018). The CEFR (2018) sets new scales for linguistic behaviors that are not covered in the online communications (CEFR (2001)). It also offers a more comprehensive description of the plus, pre-A1 and C levels. It also

emphasizes on multilingualism and communication for sign language participants and young users and new identifiers.

One of the key goals of the CEFR is to allow educational objectives and outcomes to be achieved at any cost. The capability factors should include a structured guide for learning and a more flexible method for measuring progress other than the dependence on tests and examination performance. The CEFR interpretation of language as the instrument for social, educational and professional advancement is the basis of the theory. This views the student / spectator as a social activity, as a social environment worker and as a learning organization (CEFR 2018).

Depending on the progressive transition, the CEFR approach means that languages or predetermined definitions and features shift away from syllabuses. It aims at communicating with the pupils, not the point of view of failure, based on what students have not understood yet. The aim is to attain knowledge. In principle, CEFR is, a tool designed to support the initial development of curricula. Courses and tests should focus on what users / students should do in the original language in their own contexts.

CEFR gives A1-C2 as specified by illustrative descriptors. CEFR, however, is introduced as a method, not a standardizing device, for the implementation of education reform programs. One of the main issues is whether adaptations to the CEFR could lead to a focus on testing as a standardized tool for language skills.

The idea of CEFR (2018) is that language study should enable students in real-life scenarios to comply, convey themselves and perform tasks of different types. The action-oriented approach focuses on co-constitution of learning and schooling. This can be described in different languages, using the diversity of users / educators, in multi-lingual and intercultural settings (trans-language.)

(Foley, 2019) added that the CEFR (2018) separates bilingualism (social and individual language coexistence) from multilingualism (development of the individual linguistic range of readers / learners). Mainly, multilinguals have a single, cross-relationship repertoire, which they incorporate with their general tasks. These tasks can include switching between various languages or translating what is said or written in another language. (CEFR 2018).

Barro & Lee (2013) confirmed that CEFR (2001) scales were included in the CEFR (2018) in their original form to prevent any discrepancies between CEFR (2001) and CEFR(2018).

Nowadays, some descriptors have read that they have been out of date (TV news rather than mobile news), or (either a TV [at A1] toast). In addition, their emphasis on targeted languages may decrease the applicability in an international community of language learners with under 10% of university graduates in situations, such as leisure, travel and particularly academia (the Table may present a subject in a specific sample or poster [at B1])

As shared by target language speakers (Deygers, 2019), the use of the word 'alternative speaker' was one of the most significant improvements. This change is challenging; however, it is in line with current thinking in applied linguistics (Houghton et al . 2018). A professional and descriptive linguist who knows and understands the complex and idiomatic uses of his or her languages as set out in CEFR (2001)

### **2.6.1 The aims of the CEFR**

The stated aims of the CEFR are:

- Promote and facilitate co-operation among educational institutions in different countries.
- Provide a sound basis for the mutual recognition of language qualifications .
- Assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts.
- Facilitate transparency and coherence between curriculum, teaching and assessment within an institution, and transparency and coherence between institutions, educational sectors, regions and countries.

The CEFR presents the language user/learner as a 'social agent,' acting in the social world and exerting agency in the learning process. This implies a real paradigm shift in both course planning and teaching, and promotes learner's engagement and autonomy.

The CEFR's action-oriented approach represents a shift away from syllabuses based on a linear progression through language structures, or a pre-determined set of notions and functions, towards syllabuses based on needs analysis, which is oriented towards real-life tasks and constructed around purposefully selected notions and functions. This promotes a proficiency perspective guided by 'Can do' descriptors rather than a deficiency perspective focusing on what the learners have not yet acquired. The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners.

The CEFR is essentially an instrument for the preparation of curricula, courses and tests by reversing what users / apprentices need to do in the language. A detailed descriptive schedule including the descriptive scales for as many aspects of the framework as is feasible, plus relevant design requirements published separately for various languages, is given as a basis for this schedule (= reference level descriptions: RLDs). (Council of Europe, 2018)

## **2.6.2 English language skills according to CEFR:**

### **Listening:**

Based on the CEFR standards, by the end of Grade 10, students should:

- Understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
- Understand what is said in everyday conversations; however, they sometimes need help in clarifying particular details.
- Understand the main points of discussion on familiar topics in everyday situations when people speak clearly; however, they sometimes need help in understanding details.
- Follow clearly spoken, straightforward short talks on familiar topics.

### **Reading:**

Based on the CEFR standards, by the end of Grade 10, students should

- Understand the main points in straightforward factual texts on subjects of personal or professional interest clearly to talk about them afterwards.
- Find and understand the information I need in brochures, leaflets and other short texts relating to my interests.
- Understand the main points in short newspaper and magazine articles about current and familiar topics.
- Follow simple instructions, for example for a game; using familiar types of equipment or cooking a meal.
- Understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.
- Understand private letters about events, feelings and wishes so that they can respond.
- Read and understand poetry.

Speaking:

Based on CEFR requirements, by the end of 10th grade, students should:

- Initiate, continue, and close easy face to face discussion on common or personal subjects.
- Offer opinions, agree and disagree politely on about informal conversations with colleagues.
- Contribute to solving practical issues, tell what I believe and ask others what they think.
  - Figure out and share truthful knowledge that is non-complicated.
  - Ask for specific directions and obey them.
  - Manage unforeseen stuff, such as the need to go for a dentist or the need to get the wheelchair repaired, which may happen on holiday.
  - Make arrangements on the telephone or in person, e.g. booking flights or hotels, rent cars, go for restaurants or cinemas.
  - Have simple telephone conversations with people they know.
  - Give descriptions on a variety of familiar subjects related to their interests.
  - Talk in details about experiences, feelings and reactions.
  - Give a short prepared presentation on a very familiar area (e.g. “My country”) and answer clear questions.

### **Writing:**

Understand how to form paragraphs using topic sentences

Take notes and extend them.

- Write short, comprehensible connected texts on familiar subjects.
- Write simple texts about experiences or events, for example about a trip, and be able to describe feelings and reactions.
- Work to a standard format, I can write very brief factual and routine reports on matters relating to my field.
- Write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.
- Write a short formal letter asking for or giving simple information.
- Write an opinion-based essay.
- Write an essay stating problems and solutions.

### **Language:**

Based on the CEFR standards, by the end of Grade 10, students should:

- Ask personal questions and address them.

- List their areas of interest.
- Ask what can be achieved elsewhere.
- Understand how to use ordinal numbers.
- Comprise the significance of length.
- Comprehend the way to tell the time
- Climate speak.-Talk.
- Write a moralizing novel
- Use Superlatives and Comparatives
- Explore the context of events.
- Ask questions in the past and give negative responses.
- Tell the past tense of regular and irregular verbs
- Be able to use the future form of will.
- Use the straightforward future
- Read a true story.
- Ask and answer questions about a holiday.
- Think about the good friend's making.
- Talk about difficult situations .
- Describe a journey
- Use adverbs of manner.
- Write a personal email.
- Use punctuation correctly.
- Discuss world language and international communication.
- Describe change.
- Talk about animals and animals' communication.
- Make and respond to phone calls.
- Say telephone numbers.
- Talk about sport.
- Talk about crafts.
- Write an informal letter.
- Give instructions and advice.
- Talk about technology.

- Report statements.
- Talk about cities and towns.
- Talk about arts and crafts.
- Ask for, give and follow directions.
- Talk about table manners and food.
- Order food in a restaurant.
- Express intentions and promises.
- Express obligations.
- Plan and talk about a picnic.
- Understand the difference between the present simple and the present continuous
- Use the present simple with sensory verbs.
- Talk about abilities in the past and present.
- Talk about past habits with used to.
- Use the present perfect accurately with different adverbs.
- Make suggestions and give advice.
- Use possessive pronouns accurately.
- Agree by using too and either.
- Use adverbs with some and every.
- Use the zero conditional.
- Use the first conditional.
- Make comparisons with comparative and superlative adjectives.
- Use comparative and superlative adverbs.

### **2.6.3 Summary of significant amendments / improvements in CEFR 2001-2018**

- Develop the second / foreign language proficiency illustrative descriptors.
- Generate CEFR versions for young learners (7-10\11-15) and sign language versions.
- Establish a more comprehensive descriptor coverage for the rates A1 and C.
- Supplement the original descriptive scales with descriptors for the mediation of concepts moderating text, and contact mediating .
- Proper management of the plurilingual / pluricultural competency descriptors.
- The absence of any reference to 'alternative speakers' being substituted by target language speakers.

-The skill level of target language speakers is not defined and uses the word 'alongside' competence, arguing the language.(Foley, 2019)

## **2.7 Bloom's taxonomy**

Bloom's taxonomy is the well-known tool to assess the standards of textbook contents in educational setting (Nasstrom, 2009). In addition, Amer (2006) stated that this taxonomy helps teachers, administrators, professionals, and researchers to examine the curricular and evaluate problems accurately. Bloom's taxonomy has two dimensions: knowledge and cognitive dimensions. The knowledge dimension focuses on the content types of knowledge, which are categorized into four categories: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. On the other hand, the cognitive dimension focuses on how this knowledge is used. It is categorized into remembering, understanding, applying, analyzing, evaluating and creating (Faridi et al., 2020)

## **2.8 Alignment**

In the field of education, alignment means many things. La Marca, Redfield Winter, and Despriet (2000) point out that the dictionary describes it as, "to join", "to put in line", "to combine parts or components", to accept, and to collaborate closely." In the classroom context, alignment is the agreement between the teacher's objectives, activities and evaluations so that they support each other (Tyler, 1949). At a scholastic broad alignment, the extent at which the curriculum is formed across grades and supports the previous grades (Tyler, 1949).

Alignment, goes a step forward to the curricular alignment of students to "degree to which requirements [i.e. standards] and tests are understood and are used together to guide students in understanding what they should know and what they should be doing." (Webb, 1997).

The assessments should allow students to demonstrate their knowledge and skills in relation to the expectations laid down in the course frameworks, so that their performance can be properly interpreted. The alignment is the degree to which evaluations produce results, which provide correct information on students' performance in relation to the standards of academic content at the required level of detail, for the purposes of the evaluation system.

The assessment should cover the standards with adequate profundity, reflect the focus, put on the levels of content, provide scores that cover the range of performance standards, provide

opportunities for all students to demonstrate their competence, and report explicitly to students in terms of the standards of content.

For an ideal world, what a student assesses will be derived from what he/she is supposed to do in depth appropriately; in addition to what is taught by the teachers and by the state or district guidelines. Whistled, alignment inquiry will or will illuminate the scope and the degree of the norm coverage or instructional quality tests, but not anything specified in the standards or taught to students. The idea behind alignment is that the structural, standards-based change can be accomplished by a clear message from all facets of the educational process (Smith & O'Day, 1991).

A training system must be supported by content standards that are converted into evaluations, curriculum materials and professional development, all in turn closely aligned with the standards of content. It is hypothesized that a clear message of desired contents will influence the teachers' decision on what to do, while the decisions of the teachers will eventually contribute to the learning of what they want.

Assessments, standards, and instruction are all integral to students' achievement but each has been determined and enacted at multiple levels of the educational structure. State content standards (embodied in state curriculum frameworks (represent state level policy documents, but the policymakers do not create the assessments, and the curriculum standards and assessments are implemented.

### **2.8.1 Alignment Methods**

The Education Goals 2000 Act (WEBB) (1997) endorsed the creation of the common message between policies, assessment and education perspectives on the learning of students. As he pointed out, this act demonstrated that the curriculum, education, professional development and assessment were a key measure of success for nations, districts and schools that aspire to meet challenging standards.

If the consistency of academic performance and content standards are weak, NCLB criteria are likely to be troublesome for the state. Working on alignment is culminated in a study on component connections that could be used for future decision-making rather than a clear yes or no reaction (Rothman, Slattery, Vranek, & Resnick, 2002). The findings of alignment analysis will assess how well tests meet the criteria.

Many alignment methods often provide insight as to how tests and expectations suit teaching in the classroom. After recognizing the alignment degree, improvements can be made to some of the educational components to enhance the standard-assessment-learning process.

The alignment analysis offers evidence that can be used to direct improvements in tests, expectations and/or instruction in the interests of educational stakeholders. Alignment testing and approaches with conventional methods share some similar goals to determine the validity of content by concentrating on the connection between the test material and what would be instructed. In the next section, we address some similarities between current alignment tests and conventional material validity studies.

### **2.8.2 The Relationship of Alignment to Content Validity**

Validity of content refers to the degree to which the information area to be evaluated is adequately described by a study. If a test is deemed highly valid, its content is considered as a conformity to the test objective and to the dominant concept of the subject tested. Therefore, the quality of material does not determine other elements of education, such as curricula or teaching. It is more generally referred to as tests both internally and externally (i.e. license and certification tests.)

### **2.8.3 Different aspects of an alignment study**

There are at least four possible aspects in respect of a validity analysis of contents — domain definition, representation of domains, domain relevance, and adequacy of test construction procedures (Sireci, 1998). Domain description refers to the mechanism used for the operational interpretation of the evaluated content area. The domain is usually extracted from the defined curriculum structures for K–12 achievement tests. Domain representation refers to the degree of representation of the test that appropriately measures all facets of the content domain.

The review of all test objects and activities must be carried out for the assessment of the domain representation. The studies of domain representation usually involve experts on the subject (e.g., teachers) to review test items and to determine the degree by which they comply with the research criteria (Crocker, Miller & Franks, 1989; Sireci, 1998). Domain relevance refers to how important each element on a test is for the tested domain. An element can be taken as a significant feature of the material domain, thus high ratings for the domain

representation can be obtained. However, if it was connected to the domain only tangentially, low ratings would be given.

The adequacy of test processes applies to all research procedures used to ensure that the test contents correctly and thoroughly reflect the concept to be evaluated and do not measure irrelevant information.

If strong quality assurance mechanisms occur in the course of test creation, and if a clear justification for the different item formats used in the test exists, the material validity of a test may be confirmed.

While the conventional approach to validity includes ranking or matching items to global rates according to test details (e.g. territories, beaches, or "information areas," modern research into alignment uses the same expert methodology, it explores the connection between items, targets, and criteria in a strand more extensively. For example, a national curriculum system has a Grade 4 Number Sense (4N) line, which is the level where tables are usually written for test requirements. However, there are some goals within strand 4N. For instance, 4N-1.1 could be "reading, writing, sorting and comparing up to 1,000,000 numbers".

For this case, the objective describes the particular skill that an element tests. The work on alignment often leads to specific goals and publishes findings that are outlined in intent and/or stranding. However, alignment studies often take into account what students have been already taught. Alignment work can also provide a broader view of the education process and can be seen as an extension of a more conventional assessment of content validity. Nonetheless, as the researcher explains later, conventional studies of material validity may have some advantages in determining the congruence of a particular test type to its requirements.

To make decisions based on test results defensible, a fair educational evaluation needs substantial overlaps between the assessment and the curriculum assessed. "Validity means the degree to which evidence and Theory endorse the interpretations of the test results implied in the proposed studies," as specified by the criteria for educational and psychological research. (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).

## **2.8.4 Approaches to Alignment Research**

The development and application of alignment methods stemmed from a desire to ensure that students' test scores reflect their performance with respect to specific curricular expectations (La Marca, 2001). Some alignment studies have focused on the content of the standards compared to the assessments, and others have included the content of instruction. In the following section, we elaborate on the three most common alignment methods—the Webb, Achieve, and Surveys of Enacted Curriculum methods. An application of each of these methods is also presented to illustrate their processes and findings. (accessed on March 16, 2010).

### **Webb Methodology**

To investigate the degree of consistency between evaluation and standards, Webb has developed a complete and complex methodology. His approach investigates the degree of conformity in five different dimensions: material orientation, cross grade articulation, equality and justice, pedagogical consequences and the applicability of the program (Webb, 1997).

However, in alignment studies, only the area of focus was applied. This analysis therefore focuses on the Webb technique in its implementation. "Standards" are the specific content domains within a topic in the Webb framework and skills in this area are referred to as "objectives." Understanding these classification concepts is important if we are to see the implementation of the alignment process, as these definitions and interpretation standards differ across different alignment methods.

### **Webb Alignment Dimensions**

Six empirical sub-categories are included in the Webb material concentration dimension: categorical rivalry, knowledge depth, knowledge spectrum, representation equilibrium, information structure and arrangement consonance. Each of these subcategories explores differently the relationship between assessment and standards. Yet, in alignment studies, only the first four (categorical rivalry, knowledge depth, knowledge continuum, balance of representation) were applied. Therefore, they will be addressed here in details. Such sub-categories together help to provide a clear understanding of the degree to which assessments and expectations are compatible.

An important aspect of the Webb methodology is the term “hit,” which is any item–objective match. Given that scenario, participants could match an item to up to three objectives; each item could potentially have three hits (Webb, 2007).

### **1. Categorical concurrence.**

This sub-category contrasts with the tests and the correlation between the student learning requirements presented in the subject categories in the standards. Categorical rivalry is analogous to standard validity of content and is a minimum prerequisite for alignment studies. Unlike comparative test blues, category rivalry looks at wide areas of content unlike numerical significance and geometry in a traditional content validity analysis. All participants compare the number of object-objective matches, results in a norm to assess the compare number of items per category.

Webb (2002) suggested that the test should be matched positively on this dimension using a criterion of at least six hits. He was persuaded that it would take at least six items for students to get scores on a norm because fewer than six items would possibly not contribute to enough reliability. In order for an assessment to create categorical competition, and if there are four criteria, this method would require at least 24 hits. Nevertheless, the Webb criterion is simply that across SMEs, the average is 11 as opposed to a typical analysis on contents where a test item meets its norm by SME consensus (e.g. 70% of SMEs fit an item in its expected level<sup>3</sup>) That is, a standard could theoretically be considered adequately represented even if the items matched to it were specified to measure a different standard in the test blueprint.

### **2. Depth of knowledge.**

The complexity of the knowledge expressed in the particular goals of each criterion is contrasted with the complexity of the knowledge of each element corresponding to that objective. Initially, the cognitive fields were defined as recall, skill and/or concept, strategic thinking and broad thinking. These fields, however, can be altered for a specific study (Webb 1999).

The key criteria is that the assessments will be at or above the same cognitive levels as the expectations to be learned.

To have alignment relative to this criterion, at least 50% of the items matched to an objective must be at or above the cognitive level of that objective (Webb, 2002)

Fifty percent is based on the assumption that most cutoff points require students to answer more than half the items to pass, but some flexibility is allowed with this criterion. The main concern in this aspect of alignment is that assessment items should not be targeting skills that are below those required by the objectives to which the item is matched.

### **3. Range of knowledge correspondence.**

The specificity of the criteria in this sub-division is evaluated in accordance with the extent of the assessment. This dimension looks at the number of goals measured by at least one evaluation item within a standard. A minimum of 50% of targets must be assessed by at least one evaluation element to ensure appropriate consistency with a spectrum of expertise (Webb, 2002)

This logic presupposes that at least students will evaluate half of the knowledge field. As part of the harmonization process, it also assumes that all goals have equal weighting, and that all goals include the expertise required to meet the quality effectively. This element of alignment has an effect on the degree of sophistication within a state's criteria, as the more complexly written targets can only be partly measured but still seen in this dimension as a match.

### **4. Balance of representation .**

This subcategory focuses on how uniformly objects are distributed within a standard to reflect the width and complexity of the standards. This dimension highlights the goals for elements of the criteria despite the limited time available for evaluation. The representation balance focuses on the objectives determined by the items. Then, it discusses the proportion of calculated outcomes as compared to the number of objects.

## 2.9 Related Studies

### Introduction

Many similar studies were performed to this one. Some studies were carried out outside the Arab world whereas few related studies were carried out particularly in our country (Palestine). There are no studies in the light of the Common European Framework of Reference for Languages (CEFR). The researcher has explored the following studies:

### Studies outside the Arab world:

Lee (2020) did a study to investigate the views of English teachers on the implementation of the CEFR aligned assessments in the ESL secondary school classroom. It has explored the challenges encountered by teachers in view of the adoption of CEFR onto the lower secondary form English syllabus and assessment. Data were collected via Google form questionnaires from English teachers in schools located throughout Malaysia via random convenient sampling. The initial findings revealed that the implementation of CEFR-aligned syllabus and assessments are still divisive among Malaysian ESL schoolteachers. Most of the English teachers had sufficient knowledge about the revised CEFR-aligned ESL curriculum and how it affects students. However, they found that designing CEFR aligned assessments based on the descriptors challenging even after it has been implemented for two years. This resulted in several difficulties faced when incorporating CEFR in their teaching and assessment. In formative assessments, teachers provide sufficient variety of feedbacks, but they face time-constraint -issues related to extra administrative duties, heavy workload, school events, and heavy syllabus content. These are the main factors posed and found to be the main challenges against the effective implementation of the CEFR-aligned assessment. Therefore, to ensure smoother implementation of CEFR in ESL classrooms, all stakeholders need to work together to iron out any issues faced by teachers.

Faridi (2020) carried out a study to evaluate Bahasa Inggris Kelas X (2017), an English textbook that focused on the exercises offered. This study used a descriptive evaluation test in which all tasks were evaluated to see the consistency of Revised Bloom's taxonomy and 2013 curriculum. In addition, it has reviewed the 2013 curriculum conformity to Bloom's revised taxonomy .

The findings of this analysis indicate that Bahasa Inggris' activities comply with Bloom's revised taxonomy. In addition, tests demonstrated the dimensions of awareness (factual, logical, proceedings and metacognitive). Regarding the reliability of the exercises for 2013, Bahasa Inggris textbook was consistent with the school.

The exercises were designed according to the Core Competence and Basic Competence mentioned in 2013 Curriculum as they were divided according to the chapter/topic they belong to .

In 2013, the program was well planned in accordance with the Bloom's updated taxonomy with respect to the consistency of 2013 with the new Bloom's taxonomy. All specific skills that have been hierarchically dependent on taxonomy have been expressed from the lowest to the highest. Throughout 2013, the training exercises of higher order reasoning skills were also carried out. Although the activities designed in the exercises follow Revised Bloom's Taxonomy and Curriculum 2013, the material used were not too suitable with the need of vocational students in which they need more special need .

Rahmawati (2018) conducted a study to determine the suitability of materials with the requirements of a good English textbook in the textbook "Main English of a Second Language". This study focuses on the analysis of textbook Primary English of a Second Language for 3rd grade students of Elementary school. Khadijah's School in Surabaya has developed and used this textbook. The researcher used descriptive qualitative method .

A popular English textbook suggested by experts has been evaluated to incorporate five criteria: intention, learning process, activity / exercise, and encouraging vocabulary. The textbook includes 25 materials to be tested by means of appropriate English textbook standards. The results showed that the lesson objectives of the textbook satisfy the criteria of a good English textbook. One of 25 materials is given to facilitate learning processes.

Broke & Ende (2013) conducted an extended study related to European Union and aimed to know the extent to which CEFRL was used in assessment, curriculum and textbook development, and teacher training; in addition to its use in the analysis for methods the obligatory education followed in foreign language education. The results showed that although links exist between exams and CEFRL, it is often not supported. In addition, the most methodology used to teach the language is interactive one that is taken from CEFRL. Curricula and textbooks take into account the context and interactive method in its content.

However, curricula and textbook content can be renewed and increased with the effect of CEFRL on it. The study concluded to ten results, the most important of which is that the implementation and use of CEFRL varied from full application to completely ignored, the more the framework is applied and used in educational policy and curricula, the more it is used in testing, assessment and teacher training. Another important result is a clear weakness in finding links between learning outcomes and CEFRL levels, as well as the teachers' inability to use the framework in teaching as required.

Ratnasari (2013) conducted a study "An Evaluation of Curriculum Textbook for Grade X Senior High School Entitled" Pathway to English. The study discussed the similarity of the Cognitive and Psychomotor realms between the materials published in that book and the 2013 English Standard Curriculums and implementing descriptive qualitative research design. The results of this study showed that the materials in the textbook 'Pathway to English Light' are all relevant to the cognitive domain included in the 2013 English Standard Competence. The researcher found that all the materials in three basic competences are applicable to the sub-competences. Meanwhile, in the 2013 English Standard Competence, the researcher found that the materials in that book are quite relevant to the psychomotor domain. The materials in this textbook are not entirely applicable to the sub-competencies in the psychomotor area.

Rynanta (2013) examined the Cambridge University Press published English textbook "Speech in Mind Starter (Student's Book)". The textbook's review on this research considers eight variables, namely: (1) the availability of materials based on Standard of Content 2006, (2) methodology, (3) language skills, (4) subjects, (5) design and layout, (6) organization, (7) linguistic appropriateness, and (8) cultural aspects.

This study's design is qualitative. The study's method is of analyzing material. The data collection was performed as the instrument by assessment rating scale. The assessment rating scale was used to assess the "price" of the textbook by rating it to the ordinal level with a particular location and number indicator, 10-40% is bad, 41-60% is average, 61-80% is good, 81-100% is excellent.

The overall fulfillment of the textbook entitled "English in Mind Starter (Student's Book)" exceeded 79.86% against the eight consideration factors. It means that the rating of the textbook is fine. The textbook obtained 60% on the availability of material to Quality of

Content and was graded as fine. The textbook obtained 86.2% on the methodology dimension and was classified as fine. The textbook received 96.2% on language skills and was graded as excellent. The textbook received 86% on topics and was categorized as excellent. The textbook received 94.4% on design and layout and was graded as excellent. The textbook obtained just 47.8% on organization and was classified as moderate. The textbook received 97.5% on language appropriateness and was graded as outstanding. The textbook obtained 70.8% on cultural aspects and was classified as fine.

Riazi (2010) investigated the types of learning objectives represented in Iranian senior high school and pre-university English textbooks using Bloom's taxonomy of learning objectives. Three high-school textbooks and the sole pre-university textbook were included in the analysis. To codify the learning objectives, a coding scheme was developed based on Bloom's (1956) taxonomy of learning objectives. The exercises and tasks of the textbooks were codified and the frequencies and percentages of occurrence of different learning objectives were calculated. Results of the study indicate that in all grades lower-order, cognitive skills were more prevalent than higher order ones. Furthermore, the difference between the senior high school and the pre-university textbooks in terms of the levels of the taxonomy were significant insofar as the pre-university textbook used some degrees of higher-order learning objectives. Results of this study have implications for both teaching and materials development.

Hasan & Volker (2008) examined the cognitive, emotional and operational dimensions of elementary EFL textbooks in Syria and Germany. They studied the corpus of three Syrian elementary textbooks, Starters I-III, and their German equivalents, Kooky I-II. Based on the paradigmatic transition from instruction to constructivism, the content-orientation content-material, product / process orientation, virtually / authenticity vs. cognitive learning through the basic parameters of learners 'autonomy is analyzed using a concise and empirical approach. Results showed that the cognitive aspect of language learning focuses on Syrian content, while the German content has tended to concentrate mainly on affectivity and process orientation, but it ignores the emotional and procedural factors. The Syrian textbooks culturally confine their viewpoint to a home context before opening themselves to the British community in Book III, while the German textbooks aim at incorporating the British element from the very beginning.

## **Studies inside the Arab world:**

Islim (2019) performed a study to examine the degree to which the English syllabus Action Pack Twelve commonly used in Jordanian schools utilizes authentic reading materials. Therefore, a qualitative research methodology was conducted to examine the extent to which the reading materials are authentic and whether they match the General Guidelines and Specific Outcomes.

Two textbooks for the student books and workbooks for the twelve-grade were part of this report. It was intentionally selected. Descriptive statistics (frequencies and percentages) were used to describe the study results. The researcher defined a 1-3 scale (available- available at some point- not available) to estimate the level of availability. Analytical studies have shown that 31 of 39 (79.50%) who read texts are very authentic. This indicates that the quality of the texts in Action Pack Twelve is closely associated with the 2006 General Guidelines and Special English Language Outcomes in Jordan.

This propensity to use authentic materials emphasizes the efficacy of this approach in enriching Jordanian learners' communicative competence at the secondary stage that allows them to use English in real outer world contexts. Furthermore, the reading materials are appropriate for learners' level and the reading exercises present real-life situations relevant to the learners' interests. This is presented through the broad range of interesting updated themes of the reading comprehension as well as the potential use of the English language in their undergraduate studies at universities, the matter which makes it easier for the learner .

Askar (2017) conducted a study to identify the degree of alignment between the Palestinian curriculum and teaching French language and French DELF exam first and second levels. The researcher adopted a framework for the analysis of the four language skills included in the Palestinian French curriculum for 9th grade / 10th grade, teaching, and the French DELF exam. After data collection and analysis, the study showed the following results showed a good degree of alignment between the curriculum and teaching valued at (0.6510.), -A good degree of alignment between the curriculum and exam DELF also valued at 0.677. -A low degree of alignment between teaching and DELF exam valued at 0.550%. A good degree of alignment between the curriculum and exam DELF valued at 0.7225., a good degree of alignment between the curriculum and teaching valued at 0.751. -A low degree of alignment

between teaching and DELF exam valued at 0.5515. In terms of evaluation, a low degree of alignment between the curriculum and exam ninth grade valued at 0.5525. In addition to a good degree of alignment between the first high DELF exam and exam ninth grade valued at 0.7215.

Alshehri, (2016) examined in the latest set of secondary English textbooks in Saudi schools using authentic materials; the survey included 112 teachers from public EFL institutions. The results showed that the textbook is designed to make a reasonable use of material validity, facilitate sincere communication between EFL students, and prepare learners for future target language usage.

Karaki (2016) examined the 9th grade teachers' attitudes towards task – based learning method and analyzed the tasks and activities in the textbook *English for Palestine – Ninth Grade (9A & 9B)*. Additionally, the study evaluated the appropriateness and the effectiveness of Task- Based Learning (TBL) in the classroom. The researcher used four methods for collecting the needed information: questionnaire (68 – item), classroom observation, interview, and content analysis checklist (20 – item). The sample of the study consisted of 185 teachers (males & females) from the governmental and UNRWA schools in Hebron District. The researcher distributed and collected 185 copies of the questionnaire, observed 15 classes, interviewed 15 of 9th grade teachers, and analyzed all the available tasks and activities in the textbook. Karaki (2016) indicated that some tasks in 9<sup>th</sup> grade textbook are not interesting, complex, not graded appropriately, irrelevant, and culture specific, and are not suitable with the students' needs, age and desires.

Yaseen (2016) aimed at evaluating the General Secondary Examination (GSE) questions of the Arabic language subject in Jordan according to Bloom's cognitive rates to determine the appropriateness of GSE exams to the objectives for which they had been prescribed. The researcher used an analysis card that includes levels of the cognitive field according to Bloom's classification. The researcher evaluated three sets of review questions examined after selecting three referees for verification of the reliability. The study's findings indicate that the general secondary questions for Arabic are very troublesome at the cost of higher levels, concentrating on the lower levels, and this is a negative sign for students to memorize and ignore higher thinking skills.

The findings of the study indicate that all ministerial questions concentrated on the understanding point of the summer and the winter session at 50% and the lowest rate (24.1%). Souvenir questions reached the average rate of (19.4%), while the lowest rate was (10.3%) (of them ranged from high to medium, hitting the highest rate (44.8%) with the lowest ratio (20.6%) of the application rates queries.

Questions on the study showed a significant gap between the highest (12.1%) rate and the lowest (2.7%). In all the years in winter and summer sessions, the amount of structuring-related questions has decreased, reaching the highest (3.5%) and the lowest (2.7%).

Awad (2013) developed a study to evaluate Palestinian 12th grade textbooks in the context of the EFL / ESL textbook assessment checklist from a teacher perspective in Nablus. The study also looked at the gender role, qualifications and experience of the degree of evaluation of the selected textbooks. The researcher used a 39-item questionnaire and then distributed it to a random sample of the study, which consisted of 26 male and female teachers who taught 12th grade English in Nablus during the second semester of the 2010-2011 academic year. After an in-depth review and examination of the new textbooks by contrasting them with the assessment checklist used, the researcher noticed that these books might be appropriate for Palestinian students, their culture and religion.

Qumsiye (2012) attempted to analyze the writing activities and exercises in *English for Palestine* textbooks for grades (1-12) in the scholastic year (2011-2012). The researcher aimed at exploring EFL teachers' perspective about the efficacy of the activities and exercises. The methodology of this research was analytical and descriptive. Three instruments were used to obtain information, an interview, a questionnaire and a writing activity checklist. The target of the study consisted of all *English for Palestine* textbooks (1-12). The study was also conducted on English teachers. The study population is (226) teachers, (79) males and (147) females. The researcher chose a stratified sample of about (40%) of the population. More precisely, the sample consisted of (93) teachers; (33) males and (60) females. Furthermore, an interview was carried to support the study results. SPSS was used to analyze the data. The researcher used statistical methods to extract the means, percentages, standard deviations, and t-test for independent variables and test analysis of variance (One Way ANOVA) to test the hypotheses. The researcher found that there were no differences at the level of significance ( $\alpha \leq 0.05$ ) regardless of the different variables of the

study (gender, qualifications, years of experience, grades taught) .The finding indicate that more free writing activities and exercises are required in textbooks to encourage students to be independent learners. Students should be given help to advance from being simple learners of grammar and vocabulary into internally independent writing. Some activities and exercises should be omitted. Some activities and exercises are not suitable to age and level. The dominant type of writing was controlled writing. It is necessary to introduce more free writing activities and exercises to enhance students' abilities. Another different study was developed by Shihadeh (2011) to evaluate *English for Palestine* Textbook 10th grade at the governmental schools in Ramallah from the teachers' perspective. A questionnaire was used and consisted of (46) items. The study tool also consisted of four dimensions (the general shape of the book, objectives, content and teaching aids). The validity and reliability of the questionnaire has been tested, and then applied on a random sample, consisting of (92). Data was calculated using means, standard deviation, independent T-test and one way ANOVA. The findings of the study revealed that the degree of evaluation to the book's general shape domain was high, whereas book objectives, book content and teaching aids were respectively moderate. Likewise, there were no significant differences at ( $\alpha \leq 0.05$ ) in the respondents' views of *English for Palestine* textbook 10th grade in the book general shape, objectives, content and teaching aids domains due to gender and experience. Moreover, the results showed that there were no significant differences in the teachers' views due to qualification variable in the book general shape, objectives, and content domain, but there were significant differences in the teachers' views in the teaching aids domain.

Ayyad (2011) conducted a study to evaluate *English for Palestine* eleventh grade textbook in the light of integrated curriculum in Bethlehem district in Palestine. The researcher developed a (44) item analytical checklist. 11th Grade textbook will be considered as the population and sample of the study . The analysis checklist was given to a group of qualified English as foreign language instructors to achieve validity. Reliability was examined through the help of five colleague researchers. The findings showed that integration processes combine subjects into a meaningful whole standard” have received the highest score. The next is “grammatical integration standards”." Book Content standards” were in the third position. The fourth was “maintaining the relationship among concepts and forming connections among content areas through various models standards”. The fifth was “book

objectives”. The sixth was “teaching aids and activities standards”. The seventh was” flexible grouping standard. The lowest Standards score was for “an emphasis on projects. The degree of evaluation *English for Palestine* was moderate.

Al-Abdul Aziz (2009) conducted a study aimed at analyzing the questions of the general secondary certificate exams in Jordan for the topic of Islamic Culture in light of educational standards. The study sample consisted of exam questions in the General secondary certificate for the topic of Islamic culture for the years (2005-2011) in Jordan for two sessions: Summer and winter. The study followed the descriptive and analytical method, and the tool consisted of a card analysis according to Bloom's knowledge domain levels. The results showed an increase in the percentage of questions related to a remembering level; the levels of understanding and analysis were medium, while there were no questions about the levels concerning application, installation, and evaluation. The study concluded that there was no balance in the distribution of questions to knowledge level.

Hijazi (2007) evaluated the Tawjihi English tests based on the norms of the construction and publication of good achievement tests. Tawjihi Teachers have analyzed tests using an instrument prepared by the researcher. In addition, the researcher evaluated Tawjihi tests from 2000- 2006. The population of the study consisted of all Tawjihi English language teachers in south of Hebron. The aims of the study were investigated using a referred questionnaire, which was prepared by the researcher and used by the teachers and researcher. The reliability of the questionnaire was (0.93). The researcher gave it to a panel of judges in universities to obtain the validity. Teachers and researcher evaluated the same tests using the same instrument. The researcher compared the two evaluations results with each other. The results of the statistical analysis for both teachers and the researcher have shown that Tawjihi English tests are presented the content of curriculum indifferent questions formats at a medium level. In addition to that, both teachers and researcher agreed that the content of the test was not sufficient in Tawjihi tests. In addition, the closed questions were the least frequently format used while matching questions were never used in tests. In addition, speaking and listening skills were not evident at all in tests.

Almazloum (2007) conducted a study to evaluate the content of *English for Palestine*, 10<sup>th</sup> grade textbook, which was decided on for the tenth basic grade students in Gaza Strip and the West Bank in the light of the standards for foreign language learning. The textbook consists

of student's book, workbook, audiocassette and teacher's book. The researcher used the descriptive analytical method to carry out the study. The researcher designed an analysis card that sought to collect data relevant to process the study. Data involved making a survey for the textbook to analyze the activities that match the standards set by the study. The analysis card was shown to 12 experts to benefit from their comments. Reliability was examined through the help of three colleague researchers who volunteered to make the survey and complete the analysis card along with the main researcher. The findings showed a variance in the frequencies of the standards. Communications standards scored the most and comparisons standards came in the second rank to mark points of strength .

Badawi (2007) sought to assess the content of the Palestine Grade 10 textbook, which was planned for tenth grade students in the West Bank and Gaza Strip and has been taught since (2004-2005). To carry out the analysis, he used the descriptive empirical method of science. He developed an index card to collect data related to the processing of the report. Such details involved the preparation of a survey for the textbook to evaluate the behaviors corresponding to the criteria set by the report. The Study Card has been shown to 12 experts to benefit from their comments with regard to any possible changes, deletions and additions so that it becomes accurate. Reliability has been tested. Communication practices have been strongly prevalent in comparison to the norms of societies, relations and cultures. He pointed out that there should be more consistency in the distribution of expectations among the units in the textbook. The results also showed good work for the subjects in the textbook. Various subjects have been incorporated throughout the twelve groups .

Mahmoud (2007) evaluated the book “*English for Palestine-10*” for teaching English for the tenth graders in Public Schools in Palestine. The researcher used two criteria: a questionnaire that contains (52) items which helped to judge the suitability of a good textbook; in addition to a list that contains the characteristics of a good textbook .

The population of this study consisted of 1200 male and female teachers who teach English for the tenth graders from Nablus district. The researcher gave the questionnaire to 50 male and female English teachers. After the observation and analysis of the textbook regarding the above-mentioned evaluative measures, the researcher noticed that these textbooks are suitable and could be used in private and in governmental schools.

The findings revealed that the teacher's book for the tenth graders is not free of mistakes and it is not provided with pre-recorded vocabulary items. Additionally, teachers, supervisors, and parents did not participate in the selection of the materials and objectives. In addition, the workbook is not free of mistakes and the number of the periods per week is not enough to cover the selected material. The students' book does not contain a glossary, proper pronunciation, and phonetic transcriptions for each word. Besides, it lacks an index listing the key words with their meanings and page numbers. Furthermore, there is not enough room for learners and other public and private institutions to participate in preparing and selecting the content. Some of the pictures included are against the national philosophy and religion and the vocabulary items are selected to suit the students' level. The book is not free of mistakes.

Hammad (2006) discovered the extent of alignment in the Arab language Curriculum for the 10th basic schools of Palestine. The population of the study consisted of the Arabic language curriculum of the 10th basic grade for the year 2004/2005. The two textbooks of "Readings and Ontology" and Linguistic studies for the 10th basic grade in Palestine; the unified tests of the Arabic language. A purposive sample of (45)10<sup>th</sup> Arabic language teachers were selected in the governorates of Hebron, Bethlehem and southern Hebron. In addition to that, a sample of unified 10<sup>th</sup> grade tests was chosen. The results of the study stated that the number of objectives, implied in the Curriculum of the 10th basic grade, in the second semester was 1005, 734.73% of these were in the cognitive domain. The distribution of the percentages of these objectives was as follows; 12.835% was at the level of recall, 18.507% was at the level of comprehension, 12.835% was at the level of application, 92.552% was at the higher thinking levels. As for the psychomotor domain, the percentage was 29.552%. The psychomotor and affect domain represent 11.94% and 14.03% respectively. The results also showed that the degree of achievement of objectives in the cognitive domain was greater in the lower level thinking skills than that in the higher-level skills. In addition, the percentage of the objectives of the cognitive domain was higher than that in the other two domains: the affective and the psychomotor. Tests were slightly aligned with the content that contained cognitive objectives. They were not aligned with the content that contains affective and psychomotor objectives. Tests were only slightly aligned with instruction.

## **2.10 Similarities and differences between previous studies:**

Several studies were conducted to investigate the tasks of the textbook, show its alignment with the CEFRL and assessment, then measure its alignment with the tended objective by the end of 10<sup>th</sup> grade. Some of these studies were conducted in the Arab World, but other were conducted in foreign countries. Few of them are Palestinian. For example, Askar (2017) confirmed that the degree of alignment between textbooks and exams is low for ninth grade. Hammad (2006) also confirmed that. Lee (2020), Broke & Ende (2013) asserted that there is a clear weakness in finding links between learning outcomes and CEFRL levels, as well as teachers' inability to use the framework in teaching as required. Yaseen (2016) affirmed that exams focus on lower thinking levels (memorize), and higher levels of thinking has a problem. Al-Abdul Aziz (2009), Hammad (2006) confirmed that too. Karaki (2016) indicated that some tasks in the textbook are not interesting, complex, not graded appropriately, irrelevant, culture specific, and do not suit students' needs, age and desires. Qumsiyeh (2012) confirmed that too.

The attempts of all of these studies were different in their purposes, variables and methodologies, but they gave an empirical reason about the importance of this study. They all attempted to find out the degree of alignment between textbook tasks, exams and tended objectives in the light of CEFRL.

## Chapter Three

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### Methodology and procedures

#### 3.1 Introduction

This chapter includes the methods and procedures followed by the researcher. It gives information about the population, sample and the instruments of the study. It also describes the validity and reliability of the used instruments. Finally, it concludes with a description of the research procedures and gives information about the research design and statistical analysis used.

#### 3.2 Methodology

In this research, the researcher used the descriptive analytical design. In order to know the extent to which textbook tasks and assessment are aligned with Common European Framework of Reference for Languages, the researcher followed CEFRL.

#### 3.3 Population and sample of the study

The sample of this study includes three aspects:

**First:** *English for Palestine* textbook: The sample will consist of its population, which is the whole *English for Palestine* textbook that is taught in Palestinian schools since 2014, by Macmillan Publishers. It is concerned with the textbook of the tenth grade.

**Second:** Teacher exams: A Sample consists of 55 midterm and final exams for tenth grade selected in stratified random sample.

**Third:** A sample of 12 teachers of English language selected randomly to answer the semi-structured interview, the whole population of teachers in Southern Ministry of Education in

the scholastic year 2019-2020 was 86 teachers, 39 of them were males, while 47 were females.

### **3.4 Instruments of the study**

The researcher used the following instruments to achieve the purpose of the study:

#### **1. Common European Framework of Reference for Languages (CEFRL).**

Framework analysis consists of four skills as follows:

1. Listening comprehension: It has (3) indicators for the first level (A1), and (7 ) indicators for the second level (A2).
2. Reading comprehension: It has (6) indicators for the first level (A1), and (5) indicators for the second level (A2).
3. Speaking skills: It has (11) indicators for the first level (A1), and (9) indicators for the second level (A2).
4. Writing skills: It has (6) indicators for the first level (A1), and (4) indicators for the second level (A2) (see appendix No 6).

2. **Interview:** The interview schedule was semi-structured, with open-ended questions to allow the participants express their thoughts and ideas freely. The data collected for this research included online interviews, while the interview included seven questions. The researcher took a random sample of teachers of Southern Ministry of Education. After that, the researcher collected their accounts with help of Sa' dea Abed El-Wahab who works in the Southern Ministry of Education. Later, it was sent to them online. Some responded quickly, others took few days, while others preferred not to answer. It almost took one week to collect the data. The researcher sent the questions of the interview to 20 teachers, but only 12 were received. Then, they were transcribed for data analysis. The interview was designed to draw out certain aspects of teaching in relation to CEFRL. The interview questions were derived from the main results of the textbook tasks analysis.

### **3.5 Validity of the instruments**

**First:** To achieve the content validity of the analysis framework, the analysis framework was given to a group of qualified English language instructors at Hebron University, Palestine Ahliya University, Al -Quds Open University, Al -Quds University and the Ministry of

Education. Their suggestions and comments greatly benefitted the researcher in the development of the framework (appendix 10).

**Second:** To achieve the validity of the semi-structured interview, the researcher handed the questions of the semi-structured interview to a group of teachers, and asked them to evaluate the appropriateness of this instrument to the whole purpose of the study. They ask the researcher to follow some modifications. The researcher took these comments into account. The instrument was improved by using their suggestions that included the omission and deletion of several items. Some teachers ask the researcher to reorder the questions from general to more specific to be more obvious for those who want to answer the questions, and then the questionnaire was distributed to participants.

### **3.6 Reliability of the instruments**

**First:** The reliability of the content analysis:

**-Intra-rater reliability:** The researcher used Holsti's Equation to check the reliability of the analysis; and made the analysis twice, one month after the first analysis. The agreement coefficient was calculated between the two cases, and the percentage of agreement was (.95) and it is a high indicator of the reliability of the content analysis.

**-Inter-rater reliability:** The researcher used Holsti's Equation to check the reliability of the analysis. The researcher has dealt with English language teachers for tenth grade to do the analysis for *English for Palestine* textbook using the analysis framework, which was prepared previously by the researcher. The agreement coefficient was calculated between the researcher and the teacher analysis, and the percentage of agreement was (.94) and it is suitable for using.

**Second:** The reliability of the analysis framework of exams:

**-In personal reliability:** The researcher made the analysis twice, one month after the first analysis. The agreement coefficient was calculated between the two cases, and the percentage of agreement was (.95) and it is a high indicator of the reliability of the content analysis.

**-Between personal reliability:** The researcher has dealt with English language teachers for tenth grade to do the analysis for *English for Palestine* textbook using the analysis framework, which was prepared previously by the researcher. The agreement coefficient was

calculated between the researcher and the teacher analysis, and the percentage of agreement was (.94) and it was suitable to be used.

### 3.7 Procedures of the study

The study was carried out as follows:

1. The researcher reviewed different resources (previous studies, related literature, books, journals, and institutional publications, and internet websites).
2. The population was identified, and samples were selected on which the instruments will be applied.
3. The questions of the study were formulated, depending on the question on previous studies.
4. The researcher reviewed Common European Framework of Reference for Languages document, and then adapted the content fields and the four language skills included on it.
5. The researcher prepared the study instruments which contained (content analysis framework), and (semi-structured interview) (appendix 6) (appendix 12,13)
6. The reliability and validity of this instrument was approved.
7. A letter of permission was obtained from Al-Quds University to facilitate the process of this research, as shown in appendix ( 2 )
8. A letter of permission was obtained from the Directorate of southern Hebron for the public schools to facilitate the process of this research, as shown in appendix (5 )
9. The researcher administrated the instruments on English foreign language teachers to obtain more valid and credible results.
10. The data of teacher exams were gathered in the first and second semester of 2019-2020. As for the data of the semi-structured interview, it was distributed and gathered after finishing the analysis of textbook tasks according to CEFRL during June, 2020.
11. The data was gathered and analyzed by using the descriptive statistics; the results were presented by using simple tables each of which had a title and a number.

The steps of analyzing were as follows:

- **Analyze the content of *English for Palestine* textbook for tenth grade:**
  - Academic units have been read entirely.
  - Academic units and lessons have been analyzed according to four language skills included in units and lessons.

- Skills frequencies have been offloaded in the main and sub-items of analysis instrument.
- Calculated the total of skills frequencies for each level (A1, A2), and then extract the percentages for each skill.
  - **Analyze the cognitive levels of textbook according to bloom:**
    - Read the general objectives of each unit of the textbook units.
    - Objectives were classified into their cognitive levels according to bloom.
    - Objective percentages were calculated in each unit of textbook units.
    - Calculate frequencies of each level of the six cognitive levels of bloom in objectives, and then extract the percentages of each unit (remember, understand, apply, analyze, create, evaluate).
  - **Analyze the cognitive levels of teacher exams according to bloom:**
    - -Read the questions carefully to understand each question and realize what its purpose is., After that, the classification of the questions was conducted according to their cognitive level into low order thinking skills (remember, understand, apply), and high order thinking skills (analyze, create, evaluate).
    - Calculate frequencies of each level of the six cognitive levels of blooms in objectives, and then extract the percentages of each skill.
  - **Analyze teacher exams according to CEFRL:**
    - Read the whole exam in general.
    - Analyze the four language skills included in the exams according to the analysis framework.
    - -Skills percentages were calculated in analysis framework in its main and secondary clauses.
  - **Analyze the objectives that need to be achieved by the end of tenth grade:**
    - -Read the general objectives of 10<sup>th</sup> grade *English for Palestine* textbook.
    - Every skill has its own objectives.
    - Objectives percentages were calculated.
    - Objectives frequencies were calculated.
  - The questions of the interview were translated into Arabic to encourage the teachers to answer them, then, they were sent back to the researcher via Messenger because of the current conditions and the fact that not everyone

accepts the idea of social media and E-learning. Additionally, this was for saving time.

### 3.8 Data analysis

To reach the study results, and to know the alignment degree between objectives, *English for Palestine* textbook tasks, and teacher exams, the researcher used frequencies, percentages, porter alignment index "P", and Holsti's Equation to calculate the reliability of the analysis (inter-rater, intra-rater).

Alignment index is as follows:

$$P=1-\frac{(\sum|X_i-Y_i|)}{2}$$

$$I=1$$

P=1 (perfect alignment)

$P \geq 0.6408$  (good alignment)

$P < 0.0608$  (poor alignment)

p=0 (no alignment, the highest degree of contradiction)

Holsti's Equation calculates the reliability of the analysis:

$$CR= \frac{2M}{(N1+N2)}$$

N1: The number of categories analyzed in the first time.

N2: The number of categories analyzed in the second time.

2M: The number of agreed categories in the first and second time.

## Chapter Four: Results

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### 4.1 Introduction

This chapter puts forward the descriptive statistics of the data collected through the study. It presents the results of the levels of tasks and their sub skills according to the CEFRL. The current study aims at exploring the extent of alignment between textbook tasks and assessment in the light of (CEFRL). To answer the questions of the study, the researcher uses analysis framework based on the CEFRL to analyze 10<sup>th</sup> grade *English for Palestine* textbook tasks and the teacher exams.

### 4.2 Results of the questions of the study

#### 4.2.1 Results related to the first question

1. What are the frequencies of tasks that are used in 10<sup>th</sup> grade *English for Palestine* textbooks to support the four language skills according to (CEFRL)?

To answer this question, the tasks of 10<sup>th</sup> grade *English for Palestine* textbook have been analyzed by using CEFRL, frequencies and percentages of levels of tasks are presented in Table (4.1).

In the following section of this chapter, the four skills will be analyzed and presented in the form of a sub-skill of each one.

**Table (4.1): Frequencies and percentages of levels (A1, A2) tasks in the 10<sup>th</sup> grade *English for Palestine* textbook tasks.**

Skill	Textbook tasks /A1		Textbook tasks /A2	
	Frequencies	Percentages	frequencies	Percentages
<b>Listening comprehension</b>	7	15.91%	35	7.20%
<b>Reading comprehension</b>	2	4.55%	167	34.36%
<b>Speaking skills</b>	35	79.55%	127	26.13%
<b>Writing skills</b>	0	0.00%	157	32.30%
<b>Total</b>	44	100.00%	486	100.00%

Table (4.1) reveals that the most frequent tasks in level A1 were the speaking skills (35 tasks), which represent 79.55% of A1 tasks. However, the least frequent ones were the writing skills that scored 0%..

Level A2 tasks show that reading comprehension skill is the most used one in the textbook as it represents 34.36% of the textbook tasks. Table (4.1) reveals that the most frequent tasks were the reading comprehension 167; therefore, the percentages of it were the highest 34.36%. Whereas the least frequencies were in listening comprehension which score 35 frequencies and 7.20%. The results from the table (4.1) also indicate that writing and speaking skills also have high frequencies.

#### **4.2.1.1 Listening**

Below is table (4.2) reveals the frequencies and percentages of levels (A1, A2) tasks for listening comprehension in 10<sup>th</sup> grade *English for Palestine* textbook as it is mention in CEFRL to show if textbook is aligned with A1 or with A2.

**Table (4.2): Frequencies and percentages of levels (A1, A2) tasks for listening comprehension in 10<sup>th</sup> grade *English for Palestine* textbook.**

Listening comprehension	Textbook tasks /A1		Listening comprehension	Textbook tasks /A2	
	Frequencies	Percentages		Frequencies	Percentages
Understand acoustic material	7	100%	Understand English conversation	8	22.86%
Understand instructions	0	0%	Understand advertisement	0	0.00%
Follow directions	0	0%	Understand voice messages	1	2.86%
			Understand verbal instructions	3	8.57%
			Understanding simple radio programs	0	0.00%
			Understand records	14	40.00%
			Quote the basic information for recording	9	25.71%
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>Total</b>	<b>35</b>	<b>100.00%</b>

As it can be seen from the table above, (A1) level of the listening comprehension consists of four sub skills. Level (A1) (Understand acoustic material) has the highest percentage in *English for Palestine* textbook with 7 frequencies. Whereas (Understand instructions and follow directions) in (A1) level did not have any percentages in 10<sup>th</sup> grade *English for Palestine* textbook tasks.

Table (4.2) reveals that the most frequent tasks in level (A2) were (14 ) in understand records sub skill.

Therefore, its percentages were the highest with 40%. Whereas the least frequent ones were in understanding simple radio programs and understand advertisement, which scored 0% percentages.

The results from the table (4.2) also indicate that (understand verbal instructions and understand voice messages) have low frequencies.

### 4.2.1.2 Reading

Below is table (4.3) reveals the frequencies and percentages of levels (A1, A2) tasks for reading comprehension in 10<sup>th</sup> grade *English for Palestine* textbook as it is mention in CEFRL to show if textbook is aligned with A1 or with A2.

**Table (4.3): Frequencies and percentages of levels (A1, A2) tasks for reading comprehension in 10<sup>th</sup> grade *English for Palestine* textbook.**

Reading comprehension	Textbook tasks /A1		Textbook tasks /A2		
	Frequencies	Percentages	Reading comprehension	Frequencies	Percentages
Understand texts	0	0%	Understand mailing	2	1%
Extract from texts	0	0%	Reading to extract specific information	107	64%
Understand a written letter on a postcard	1	50%	Understand everyday posts and signs	2	1%
Distinguish everyday life situation	1	50%	Reading for discussion	56	34%
Follow directions	0	0%	Reading for doing instructions	0	0%
Written interaction	0	0%			
<b>Total</b>	<b>2</b>	<b>100%</b>	<b>Total</b>	<b>167</b>	<b>100%</b>

As it can be seen from the previous table, reading comprehension level (A1) consists of 6 sub skills. For example, understanding a written letter on a postcard and distinguish everyday life situation scored the highest percentages in the tasks included in *English for Palestine* textbook with (1) frequency .

Moreover, as it can be noticed, 10<sup>th</sup> grade *English for Palestine* textbook does not include (understand texts, extract from texts, follow directions, and written interaction level (A1).There are only two sub-headings with one example only; however, the other four do not have any task on these sub skills.

Additionally, data reveals that the most frequent items in level (A2) were 107 in reading to extract specific information sub skills. Therefore, its percentages were the highest with 64%. Whereas the least frequent one was in reading for doing instructions which scored 0%.

The results from the table (4.3) also indicate that (understand verbal instructions and understand voice messages) have also low frequencies.

### 4.2.1.3 Speaking

Below is table (4.4) reveals the frequencies and percentages of levels (A1, A2) tasks for speaking skills in 10<sup>th</sup> grade *English for Palestine* textbook as it is mention in CEFRL to show if textbook is aligned with A1 or with A2.

**Table (4.4): Frequencies and percentages of levels (A1, A2) tasks for speaking skills in 10<sup>th</sup> grade *English for Palestine* textbook.**

Speaking skills	Textbook tasks /A1		Textbook tasks /A2		
	Frequencies	Percentages	Speaking skills	Frequencies	Percentages
Expression	0	0%	Use simple sentences to express	0	0%
Describe experiences	0	0%	Sequential of individual speech	38	30%
Speak to audience	0	0%	Oral interaction	4	3%
Oral interaction	0	0%	Conversation	17	13%
Understand English conversation	35	100%	Unofficial discussion	16	13%
Conversation	0	0%	Official negotiation	13	10%
Cooperate to do something	0	0%	Cooperate to do something	9	7%
Get services	0	0%	Get services	9	7%
Manage things	0	0%	Information exchange	21	17%
Information exchange	0	0%			
Conduct interview	0	0%			
<b>Total</b>	<b>35</b>	<b>100%</b>	<b>Total</b>	<b>127</b>	<b>100%</b>

As it can be seen from previous table, speaking skills consist of 11 sub skills. The only sub-skill that has frequencies is (understand English conversation) with (35) frequencies and a percentage of 100%.

In addition to that, data from table (4.4) reveals that the most frequent ones were 38 in sequential of individual speech indicator. Therefore, its percentages were the highest with 30%. Whereas the least frequent were in, sentences to express which scored 0% and oral interaction, which score 4%.

The results from table (4.4) also indicate that information exchange has high frequencies.

#### 4.2.1.4 Writing

Below is table (4.5) reveals the frequencies and percentages of levels (A1, A2) tasks for writing skills in 10<sup>th</sup> grade *English for Palestine* textbook as it is mention in CEFRL to show if textbook is aligned with A1 or with A2.

**Table (4.5): Frequencies and percentages of levels (A1, A2) tasks for writing skills in 10<sup>th</sup> grade *English for Palestine* textbook.**

Writing skills	Textbook tasks /A1		Textbook tasks /A2		
	Frequencies	Percentages	Writing skills	Frequencies	Percentages
Write sentences and expressions	0	0.00%	Written interaction	128	82%
Written interaction	0	0.00%	Mailing	0	0%
Mailing	0	0.00%	Fill out a form	5	3%
Note taking	0	0.00%	Creative writing	24	15%
Write letters	0	0.00%			
<b>Total</b>	<b>0</b>	<b>0.00%</b>	<b>Total</b>	<b>157</b>	<b>100%</b>

As it can be seen from the previous table, writing skills consist of 4 sub skills. None of these sub-skills were used. Therefore, the total of this table was 0%. Moreover, data shown in table (4.5) reveals that the most frequent ones were 128 in written interaction sub-skills. Accordingly, its were the highest with 82%. Whereas the least frequent one in, mailing which scored 0%. Fill out a form also has low frequencies with 3%.

## 4.2.2 Results related to the second question

What are the frequencies of the four language skills that are used in teacher exams according to (CEFRL)?

To answer this question, a sample of (55) teachers' exams which represent midterm and final exams for 10<sup>th</sup> grade have been analyzed using CEFRL. Table (4.6) shows frequencies and percentages of level (A1, A2) used in 10<sup>th</sup> teacher exams.

**Table (4.6): Frequencies and percentages of level (A1, A2) used in 10<sup>th</sup> grade teacher exams.**

Skill	Assessment /A1		Assessment /A2	
	Frequencies	Percentages	Frequencies	Percentages
Listening comprehension	4	10.81%	1	0.12%
Reading comprehension	0	0.00%	610	73.58%
Speaking skills	2	5.41%	3	0.36%
Writing skills	31	83.78%	215	25.93%
<b>Total</b>	<b>37</b>	<b>100.00%</b>	<b>829</b>	<b>100.00%</b>

The results from table (4.6) level (1) indicate that writing skills have the highest frequency on exams with 31 frequencies and 83,78%. The sub skill of reading comprehension does not have any percentage.

Table (4.6) level 2 also indicates that listening comprehension and speaking skills have low frequencies. The most frequent ones were in reading comprehension 610; therefore, its percentages were the highest with 73,58%. Whereas the least frequencies were in listening comprehension which scored 1 frequencies and, 12%.

In addition, the results from table (4.6) indicate that writing skills have received the second place in frequencies with (215) and of 25, 93%.

### 4.2.2.1 Listening

**Table (4.7): Frequencies and percentages of level (A1, A2) listening comprehension questions used in 10<sup>th</sup> grade teacher exams.**

Listening comprehension	Assessment /A1		Listening comprehension	Assessment /A2	
	Frequencies	Percentages		Frequencies	Percentages
Understand acoustic material	4	100%	Understand English conversation	0	0%
Understand instructions	0	0%	Understand advertisement	0	0%
Follow directions	0	0%	Understand voice messages	0	0%
			Understand verbal instructions	0	0%
			Understand simple radio programs	0	0%
			Understand records	0	0%
			Quote the basic information for recording	1	100%
<b>Total</b>	<b>4</b>	<b>100%</b>	<b>Total</b>	<b>1</b>	<b>100%</b>

As it can be seen in table (4.7), A1 tasks have 4 frequencies in the sub skill of (understand acoustic material), so its percentages were the highest with 100%. There were no other frequencies in listening comprehension. A2 level reveals that the only frequencies were 1 in the sub skill of (quote the basic information for recording); therefore, its percentages were the highest with 100%. No other sub skills were shown.

#### 4.2.2.2 Reading

**Table (4.8): Frequencies and percentages of level (A1, A2) reading comprehension questions used in 10<sup>th</sup> grade teacher exams.**

Reading comprehension	Assessment /A1			Assessment /A2	
	Frequencies	Percentages		Frequencies	Percentages
Understand texts	0	0%	Understand mailing	0	0%
Extract from texts	0	0%	Read to extract specific information	610	100%
Understand a written letter on a postcard	0	0%	Understand everyday posts and signs	0	0%
Distinguish in everyday life situation	0	0%	Read for discussion	0	0%
Follow directions	0	0%	Read for doing instructions	0	0%
Written interaction	0	0%			
<b>Total</b>	<b>0</b>	<b>0%</b>	<b>total</b>	<b>610</b>	<b>100%</b>

As shown in table 4.8, exams did not include any of the tasks related to A1- level reading.

Table (4.8) above shows that the only frequencies were 610 in the sub skill of reading to extract specific information sub skill, so its percentages were the highest with 100%. No any other sub skills were found.

### 4.2.2.3 Speaking

**Table (4.9): Frequencies and percentages of level (A1, A2) speaking questions used in 10<sup>th</sup> grade teacher exams.**

Speaking skills	Assessment /A1			Assessment /A2	
	Frequencies	Percentages		Frequencies	Percentages
Expression	2	100%	Use simple sentences to express	1	33%
Describe experiences	0	0%	Sequential of individual speech	0	0%
Speak to audience	0	0%	Oral interaction	0	0%
Oral interaction	0	0%	Conversation	2	67%
Understand English conversation	0	0%	Unofficial discussion	0	0%
Conversation	0	0%	Official negotiation	0	0%
Cooperate to do something	0	0%	Cooperate to do something	0	0%
Get services	0	0%	Get services	0	0%
Manage things	0	0%	Information exchange	0	0%
Information exchange	0	0%			
Conduct interview	0	0%			
<b>Total</b>	<b>2</b>	<b>100%</b>	<b>Total</b>	<b>3</b>	<b>100%</b>

Table (4.9) reveals that the only frequencies of A1 were 2 in the sub skill of expressions, so its percentages were the highest with 100%. No other sub skills were found.

In addition to that, level A2 shows that there were only two sub skills with low frequencies; the first one is conversation, with 2 frequencies and 67%. The other sub skills is the use of simple sentences to express, with 12 frequencies and 33%. There are no other sub-skills.

#### 4.2.2.4 Writing

**Table (4.10): Frequencies and percentages of level (A1, A2) writing questions used in 10<sup>th</sup> grade teacher exams.**

Writing skills	Assessment /A1			Assessment /A2	
	Frequencies	Percentages		Frequencies	Percentages
Write sentences and expressions	31	100%	Written interaction	173	80%
Written interaction	0	0%	Mailing	2	1%
Mailing	0	0%	Fill out a form	0	0%
Note taking	0	0%	Creative writing	40	19%
Write letters	0	0%			
<b>Total</b>	<b>31</b>	<b>100%</b>	<b>Total</b>	<b>215</b>	<b>100%</b>

Data shown from the table (4.10) reveals that the only 31 frequencies in A1 level were in the sub skill of write sentences and expressions, so its percentages were the highest with 100%. Whereas, all other sub-skills received 0 frequencies, and 0%.

A2 level shows that the highest sub skill that has received the most frequency is written interaction with (173) frequencies and 80% of. Whereas, all other sub skills have low frequents.

#### 4.2.3 Results related to the third question

To what extent do teacher exams reflect the level of textbook tasks?

To answer this question, the researcher analyzed the frequencies of the exams and the four language skills used in textbooks. Then, the researcher changed them into percentages to find the degree of alignment between the textbook tasks and exams by using Porter's Alignment Index. Then, the researcher compared the percentages of the four language skills in *English for Palestine* textbooks and exams as shown below in table (4.11)

**Table (4.11): degree of alignment between textbook tasks and teacher exams at level A1.**

No.	Skill	Textbook tasks (Yi)	Teacher exams (Xi)	Xi-Yi
1	listening comprehension	0.159	0.108	0.051
2	Reading comprehension	0.045	0	0.045
3	Speaking skills	0.795	0.054	0.741
4	Writing skills	0	0.838	0.838
<b>Total</b>				<b>1.675</b>

As it can be seen in table (4.11), the sum of the absolute values of the differences between  $X_i, Y_i$  is (1.675). Then, the alignment degree was calculated based on porter's Alignment Index between textbooks and exams for tenth grade. The result of alignment was very poor, and it was as follows:

$$P=1-\frac{\sum|X_i-Y_i|}{2}=0.1625$$

**Table (4.12): degree of alignment between textbook tasks and teacher exams at level A2.**

No.	Skill	Textbook tasks (Yi)	Exams (Xi)	Xi-Yi
1	Listening comprehension	0.072	0.012	0.06
2	Reading comprehension	0.344	0.736	0.392
3	Speaking skills	0.261	0.036	0.225
4	Writing skills	0.323	0.259	0.064
<b>Total</b>				<b>0.741</b>

As it is shown from table (4.12), the sum of the absolute values of the differences between  $X_i, Y_i$  is (.741)

Then, the alignment degree was calculated based on porter's Alignment Index between textbooks and exams for 10<sup>th</sup> grade. The result of alignment was good, and it was as follows:

$$P=1-\frac{\sum|X_i-Y_i|}{2} = 0.692$$

#### 4.2.4 Results related to the fourth question

What are the cognitive levels of textbook objectives, and teacher's exams?

To answer this question, the researcher analyzed both *English for Palestine* textbook and teacher's exams for 10<sup>th</sup> grade. Moreover, the researcher observed the frequencies of its included objectives and calculated its percentages according to Bloom's taxonomy.

Below is an explanation of the detailed objectives, frequencies and percentages.

##### 4.2.4.1 Objectives of textbook:

**Table (4.13): Frequencies and percentages of objectives in each unit in *English for Palestine* textbook tasks.**

Unit	Frequencies	Percentages
1	21	7.53%
2	22	7.89%
3	21	7.53%
4	23	8.24%
5	24	8.60%
6	27	9.68%
7	25	8.96%
8	22	7.89%
9	23	8.24%
10	25	8.96%
11	23	8.24%
12	23	8.24%
<b>Total:</b>	<b>279</b>	<b>100%</b>

As it can be seen from the previous table, the distribution of objectives in *English for Palestine* is equal in the 4,9,11,12 units. The frequencies were 8.24% with 23 objective for each unit out of 279 objects. In addition, units 1,2,3 and 8 have nearly frequencies between 21 and 22 objects for each unit .The highest frequency was in unit 7 with 27 objects and 9,68%.

The following table shows the distribution of objectives according to BLOOM's taxonomy levels:

**Table (4.14): Frequencies and percentages of objectives according to Bloom’s Cognitive Levels.**

<b>Bloom’s levels</b>	<b>Frequencies</b>	<b>Percentages</b>
Remember	21	7.53%
Understand	71	25.45%
Apply	126	45.16%
Analyze	48	17.20%
Create	13	4.66%
Evaluate	0	0.00%
<b>Total</b>	<b>279</b>	<b>100%</b>

Table (4.14) reveals that the most frequent Bloom’s level is the sub skill of application, with 126 frequencies and 45,16%.

It is obvious that the objectives of the textbook emphasize on the lower order thinking skills (remember, understand, and apply)

Below is a presentation of the cognitive levels that appear in the units of 10<sup>th</sup> grade *English for Palestine* textbook:

**Table (4.15): Cognitive levels and its percentages in 10<sup>th</sup> grade *English for Palestine* textbook.**

<b>Unit</b>	<b>Remember (7,53%)</b>	<b>Understand (25,45%)</b>	<b>Apply (45,16%)</b>	<b>Analyze (17,20)</b>	<b>Create (4,66%)</b>	<b>Evaluate 0%</b>
7.53%	0.0056	0.001913	0.034005	0.012952	0.003509	0
7.89%	0.0059	0.002004	0.035631	0.013571	0.003677	0
7.53%	0.0056	0.001913	0.034005	0.012952	0.003509	0
8.24%	0.0062	0.002093	0.037212	0.014173	0.00384	0
8.60%	0.0064	0.002184	0.038838	0.014792	0.00384	0
9.68%	0.0072	0.002459	0.043715	0.01665	0.004511	0
8.96%	0.0067	0.002276	0.040463	0.015411	0.004175	0
7.89%	0.0059	0.002004	0.035631	0.014173	0.003677	0
8.24%	0.0062	0.002093	0.037212	0.014173	0.00384	0
8.96%	0.0067	0.002276	0.040463	0.015411	0.004175	0
8.24%	0.0062	0.002093	0.037212	0.014173	0.00384	0
8.24%	0.0062	0.002093	0.037212	0.014173	0.00384	0
	,0753	0.0254	0.4516	0.172	0.0466	0

As it can be seen from table (4.15), the most percentages appeared in the sub skill of apply with .4516 .Whereas the least percentages were in the sub skill of evaluate with 0%.

#### 4.2.4.2 Analysis of the exams according to objectives:

**Table (4.16):** Frequencies and percentages of the levels of objectives in the teacher’s exams.

<b>Cognitive level</b>	<b>Total/Frequencies</b>	<b>Total/Percentages</b>
Remember	450	58%
Understand	68	9%
Apply	256	33%
Analyze	0	0%
Create	0	0%
Evaluate	0	0%
<b>Total:</b>	<b>774</b>	<b>100%</b>

As it can be seen from table (4.16), the most frequencies were in remember indicator, with 450 frequencies and 58%. The apply level also has high frequencies with 256, and 33%.

### 4.3 Results related to the interview.

The researcher prepared structured interviews to explore the extent of alignment between the tasks of the textbook and the needed objectives by the end of 10<sup>th</sup> grade according to (CEFRL).

The results of these interviews were summarized as follows:

Most teachers have been acquainted with the general objectives of 10<sup>th</sup> grade that need to be achieved by students by the end of 10<sup>th</sup> grade. Most of them believe that tasks are higher than students' levels and beliefs. Moreover, there are too many tasks in the textbook, the matter that confuses and distracts students. If we look at the general frame of *English for Palestine* textbook, we will find that it is characterized by monotony. Is it reasonable that all units have the same design of tasks? In the researcher's opinion, each unit has its own style, which rely on the needed objectives. Teachers' answers to the third questions show an approval that listening and speaking were neglected because Tawjihi exams excluded them. They have not been dedicated enough time. Moreover, teachers are not well trained to measure these two skills. Others stated that the conditions of the educational environment do not allow the opportunity to include them. When they were asked about the reason of the difference between the needed objectives and what is found in the tasks and the used exams, most of their answers were about the developers of objectives who are not in contact with the teachers who work in the real environment. This has resulted in the existence of a big gap between the stated curriculum and the learnt one. Others said that it is because textbook tasks do not meet individual differences, the matter that affect the evaluation process in general. The high focus was on reading and writing skills because teachers do not teach the language, but they teach something about the language to prepare them to be ready for the Tawjihi exams. Some teachers believe that these two skills are basic ones; memorizing much vocabulary would be able to develop the other skills.

Teachers' reactions for the noticeable decline of listening tasks were almost because of students' distraction and their lack of commitment. Moreover, it takes too much time than it is stated. At the same time, the textbook itself is too long and others refer that to the gap between the students' real level and tasks levels.

Teachers confirm the centralization in dealing with assessment by using the exams as the only way to measure students' abilities and knowledge. Therefore, it is not the teachers' choice, but the educational system that stated it officially. Moreover, if it in the hands of the teachers, they would use other ways to diagnose students' abilities and their knowledge because language is not evaluated in just tests, but there are much further than it.

## Chapter Five

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### Discussion, Conclusions, and Recommendations

#### 5.1 Introduction

This chapter discusses the interpretation of the statistically analyzed data of the questions of the study presented in chapter four. It also seeks to interpret the findings in the light of the reviewed literature to find the degree of alignment between 10<sup>th</sup> grade English Palestine textbooks and teacher exams in the light of (CEFRL).

Based on the study results, this chapter includes some suggestions and recommendations that are expected to be beneficial in the future. Below is a presentation of the discussion of the results based on the order of the questions mentioned in the study.

#### 5.2 Discussion of the Results of the First Question:

What are the frequencies of tasks that are used in 10<sup>th</sup> grade *English for Palestine* textbooks to support the four language skills according to (CEFRL)?

The results showed that the four language skills were available in the Palestinian English textbook tasks for the 10<sup>th</sup> grade mostly at (A2) level, with an overall frequencies of 486. The skill of listening contains (35) tasks in (A2) level, whereas (A1) level contains only (7) tasks. On the other hand, reading skill, which is included in the analysis; vocabulary and literature, is at (A2) level. Speaking tasks in this textbook belongs to (A2) level with 127 tasks, but a few of them (35) belong to the (A1) level. It is important to mention that the researcher has included the repetition tasks here although they are found under listening tasks in textbook tasks. All of writing tasks were (A2) level, including grammar tasks. From the frequencies appeared in the analysis, the researchers sees that there is a convergence in the results of reading and writing, most of it were reading, then writing, followed by the speaking skill.

The researcher noticed the disappearance of the listening tasks and this reflects an imbalance in the representation of the skills in textbook.

The results of Asker (2013) showed that there is a difference in the concentration between the four skills and the concentration of one skill more than others in 9<sup>th</sup> grade. Karaki's (2016) results indicated that the language skills are not balanced in the presence of tasks. The current study also agreed with the results of Broke & Ende (2013). They stated that some countries use CEFRL levels completely with high frequencies of the four skills while others do not use it at all.

However, the teachers expressed their ideas about the results of this question as follows:

Although the skill of Listening is the most important skill to acquire the language, many of the listening tasks were not suitable for 10<sup>th</sup> grade students since their textbook is designed to enable them reach (B1) level. Therefore, these tasks should be redesigned. If you want to master any language, you should focus on listening tasks and develop them as much as possible. Teachers concluded that these tasks are declining because of different reasons, such as classroom environment, the shortage of audiovisual tools used by teacher, the high speed of recordings, which are and higher than students' abilities. Another reason is that listening is time consuming because they repeat the recordings more than one time. Therefore, they read the tasks to enable students to answer listening tasks. The result is listening skill will not be fulfilled as required. Our students' levels do not reach this because some teachers pronounce the word clearly, and then the student extract the information without any effort. According to their answers, they said that most students prefer grammar and vocabulary at the expense of other skills under the principle of establishing students linguistically. Some attribute this to the fact that time is not sufficient to cover all of the activities found in the textbook, while others attribute this to the fact that the level of students on 10<sup>th</sup> grade in English language is very low, so giving a large area of speaking will be at the expense of other skills. In addition, most of the teachers' answers to the second question concluded that the needed skills of 10<sup>th</sup> grade are higher than their abilities, which means that the tasks are not suitable and should be redesigned to be more authentic.

Most teachers explained the high concentration on reading and grammar tasks. This might be because the author of the textbook intended to put this large number of grammatical and reading tasks to develop the student skill of writing. For teachers, textbooks have a great amount of vocabulary, and that means student will have lots of vocabulary, but when you put them in real situations to use these vocabulary, they would not be able to use it effectively. Therefore, this large number of vocabulary tasks would be inefficient and helpless. Others agreed with the idea of this large number of tasks because reading increases the number of vocabulary in students' minds to use it in real situations. Based on Qumsia's finding on writing activities (2012), most of tasks in writing were complete sentences.

Focusing on **speaking skill**, it is the best in the textbook from the teachers' view. If all tasks are applied correctly; students could be able to speak English well and with high confidence. If some teachers ignore it, it might be because of the time constraints, to the huge of textbooks and to the student's level, which seems to be low in English.

Despite of the existence of the (CEFRL), and its deep description for each skill, authors and teachers still believe in the importance of written texts as a base of teaching new language, and they focus greatly on it. For teachers, the existence and reliance on texts enhance the learner's motivation to learn the English language. This could be clarified to the fact that teachers have not been trained and given specialized courses in CEFRL levels. In addition, the researcher believes that the tasks are very large, and this might be due to the author's belief that there should be an exact number of tasks for each skill to master it. The tasks should be re-designed and a meeting with teacher should be concluded to formulate the tasks in a realistic way that enables students to go into enjoyment while learning. Because this, according to the researcher's point of view, this process has two edges, the first is positive: repetition consolidates the information in minds and writing has a long impact. On the other hand, the researcher sees that we limit the students' horizons of thinking and make them restricted by these tasks. The researcher considers this way of presenting the content of the book is boring, as there must be a clear development between the first and sixth units. It is inconceivable that in every unit the same activities are repeated but under a new name of a unit.

### **5.3 Discussion of the Results of the Second Question:**

What are the frequencies of the four language skills that are used in teacher exams according to (CEFRL)?

The results showed that exams are at A2 level. The researcher has noticed that listening and speaking skills received low frequencies, and lots of exams excluded them. That does not go in agreement with CEFRL, which states that there should be a clear alignment between the four skills in its criteria. The reading skill received the highest frequencies in the distribution of skills, which include vocabulary and literature. Reading skill has 5 sub skills in CEFRL, English exams just cover the second sub-skill which is (extracting information). Moreover, writing skills are included greatly in the exams; (173) out of 215 frequencies. According to CEFRL, (written interaction) sub skill has 173 frequencies that is considered as a large number.

The current study agreed with the results of Askar (2017) that found the distribution of the four skills was not suitable to (CEFRL), and there was a noticeable decline in listening skill. Lee (2020) also found that there still divisive in assessment to have alignment in curriculum implementation. Broke & Ende (2013) showed no links between the CEFRL and the final examinations.

The researcher thinks that the reason for this finding can be explained in the fact that teachers measure students' understanding for the textbook through vocabulary and grammar questions. Referring to the researcher analysis, most teachers adapt the same way in writing exams questions that do not match the criteria of CEFRL. Many question are taken from the textbook itself or they are repeated from the previous exams. Therefore, these questions will become familiar to students. Teachers have to use specific types of exams to measure students understanding.

In teaching languages, we should not rely on exams only to measure all of student outcomes. There are many ways to assess students as Islim (2019) and al-Sherhi (2018) studies recommended.

However, teachers expressed their ideas about the results of this question as follows;

The Ministry of Education does not add speaking and listening skills in Tawjihi exams, and they ignore it in most occasions. Another reason is the accumulated weaknesss of students who reaches 10<sup>th</sup> grade with A1 abilities. The wrong use of these skills, and the lack of teacher's training on CEFRL may lead them to use it in the exams wrongly.

#### **5.4 Discussion of the Results of the Third Question:**

To what extent do teacher exams reflect the level of textbook tasks?

The results show that exams do not reflect the level of textbook tasks. Measuring the alignment using Porter alignment Index, the researcher found that the alignment at (A1) level was low (0.1625). However, at A2 level, there was a moderate alignment between them (0.692).

The current study agreed with the results of Askar (2017). She found that there is a low alignment between the textbook and the standardized exams. Lee (2020) showed that it is still divisive in assessment to have alignment between the implementation of the curriculum and curriculum itself. Hammad (2006) stated that the degree of alignment between exams and the content of textbooks is too little, and we have to practice well on building exams to suit curricula and students' needs, and try to create a variety of questions types.

Hijazi (2007) found that exams present the content of textbooks in unsuitable question frames. The contents of tests were not a sufficient evidence in Tawjihi tests; speaking and listening skills were not found at all in tests.

The researcher believes that the reason for this finding can be explained in the fact that teachers who wrote the exams do not care of achieving the general goals of English textbook, which is B1. The questions measures remembering, and knowledge, but do not measure the student abilities and outcomes. They were not based on CEFRL as much as it is needed.

Additionally, the tasks of the textbooks need another type of assessment, which develops the students' abilities and capabilities, and take into account individual differences. The researcher agrees with authentic assessment, which teaches students and improves their skills and understanding of textbook content. Authentic assessments have several advantages over

conventional tests. They are likely to be more valid than conventional tests, particularly for learning outcomes that require higher-order thinking skills. They involve real-world tasks, and are more likely to be more interesting for students, and thus they are more motivating. They can provide more specific and usable information about what students have succeeded to learn and what they have not.

However, the teachers expressed their ideas about the results of this question as follows;

The objectives of the textbook are designed perfectly to create a communicative student. However, there is no time for both teachers and students to practice the language perfectly because of the many tasks that are formulated in a way to focus on vocabulary and grammar. They need too much time to cover the four skills; assessment do not reflect the textbook tasks because of the students' obvious weakness .

#### **5.5 Discussion of the Results of the fourth Question:**

What are the cognitive levels of textbook objectives, and teacher's exams?

The results show that the cognitive objectives of 10<sup>th</sup> grade *English for Palestine* textbooks focus on the application level as the highest percentage 126/279, and then comes understanding. The researcher has noticed that there is no focus on evaluation as shown in Bloom's Taxonomy.

As for exams, the distribution indicated a state of imbalance and inharmonic in teachers' exams. The highest percentages were for remember questions, then on apply questions.

It can be attributed to the reason that textbooks focus on application level because it comes under the direction of the guidelines of the decision makers. If the student plays an interactive social role during learning, teachers can then focus on the student's understanding. In addition, the reason for this is the lack of knowledge of the writers of questions about the cognitive levels. It might also be attributed to the lack of training courses held by the Ministry of Education in this field, and a severe weakness among students, the matter that forces teachers to develop questions with a low level of knowledge.

These results do not agree with 10<sup>th</sup> grade tended objectives (B1 level) that needed to be achieved by the end of 10<sup>th</sup> grade. As the analysis shows, tasks and exams do not reach this level, which is a dangerous indicator that pushes students to memorize and neglect the higher thinking skills.

The current study agreed with the results of Abd- Aziz (2009), Yaseen (2016), Askar (2017), Hijazi (2007), and Riazi (2010) who found that there is no balance in the distribution of questions on cognitive levels, the most percentages go for the lower order thinking.

However, the current study disagreed with the results of Fraidi (2020) whose results showed consistency with Bloom revised, the suitability of the book with the school; in addition to mentioning tasks from lower to higher. The researcher attributes this to the difference in the sample, students, contents, the textbook, and the country.

## **5.6 conclusion**

Based on the findings above, the English textbook entitled *English for Palestine* had tasks at A2 level, which did not meet the objectives in curriculum 2015. Additionally, there was imbalance in the distribution of tasks across units and the whole book. The objectives of the textbook did not have evaluation level according to bloom, and many objectives were application level. In sum, it can be concluded that *English for Palestine* needs new form of tasks to be in line with objectives; moreover, exams should agree with the needed objectives. Assessment of English language must differ from other subjects, so we should not rely on exams as the only way to evaluate students.

## **5.7 Recommendations**

**In the light of the results of this study, the researcher suggests the following recommendations.**

### **Textbook designers:**

1. It is important to reconsider the nature of the tasks in the English language textbook to be aligned with the objectives of the textbook.
2. The distribution of skills should be balanced for each skill. They need to conduct reviews of the Palestinian English textbook by the Curriculum Department and specialists in foreign language curricula regularly, so that the distribution of the four language skills is balanced and consistent with the standards of the Common European Framework for Languages. Finally, they should provide it with additional activities to support the existing shortage.

### **Decision makers:**

1. Design training courses for teachers on the development of the exams so that they are aligned with the Common European Framework of References for Languages (CEFRL).
2. Design training courses on the development of tasks according to Bloom's taxonomy and for the use of authentic evaluation.
3. Include speaking and listening skills in Tawjihi exams.

### **Teachers:**

1. As it is the primary reference for teaching foreign languages, teachers need to familiarize themselves with the Common Reference Framework for Languages issued by the European Union. They need to hold a workshop, introduce it in details, understand the criteria contained therein, and review it periodically to redefine the objectives and learning outcomes of English language for students.
2. Use various types of assessment methods.
4. Activate the role of speaking and emphasize the teaching of listening in classrooms.
5. Build on the students' results to develop the tasks and exams regularly.

### **Proposals:**

Conduct more studies similar to this current study in the curricula used to teach the English language in Palestine. These studies can be conducted at schools or universities to provide a proposed visualization of new textbook tasks aligned with CEFRL.

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## Appendices

### Appendix 1

unit		Objectives	Objective level					
			remember	Understand	apply	analyze	create	evaluate
Two	1.	Say the new vocabulary.(speaking)	*					
	2.	Answer concept questions.(listening)		*				
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary.(writing)			*			
	5.	Read for detail. (reading)		*				
	6.	Discuss.( speaking)				*		
	7.	Practice language structure of present perfect. ( speaking)			*			
	8.	Read for information. (reading)		*				
	9.	Use new vocabulary.(writing)			*			
	10.	Discuss.(speaking)				*		
	11.	Reorder words .(writing)			*			
	12.	Use opposites .(writing)			*			
	13.	Understand language concept of present perfect versus past simple.(reading)				*		
	14.	Practice structure .(writing)			*			
	15.	Practice structure of present perfect simple and present perfect continuous.(writing)			*			
	16.	Use structure.(speaking)			*			
	17.	Listen for gist and detail.(listening)		*				
	18.	Practice pronunciation.(speaking)			*			
	19.	Order and improve a story.(writing)				*		
	20.	Pair work.( speaking)			*			
	21.	Extended reading.(reading)				*		
	22.	Reading comprehension.(reading)		*				

Unit		Objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
One	1.	Say the new vocabulary.(speaking)	*					
	2.	Answer concept questions.(listening)		*				
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary.(writing)			*			
	5.	Read for detail .(reading)		*				
	6.	Discuss the existing topics.(speaking)				*		
	7.	Practice the structure of present tenses for future. (speaking)			*			
	8.	Read for information. (reading)		*				
	9.	Use the new vocabulary.(writing)			*			
	10.	Discuss questions. .(speaking)				*		
	11.	Use phrasal verbs and collocations. (Writing)			*			
	12.	Understand language concept. (reading)				*		
	13.	Practice structure (going to; will). (Writing)			*			
	14.	Practice structure (going to; will). (Writing)			*			
	15.	Discuss questions using structure. (speaking)			*			
	16.	Listen for gist and detail.(listening)		*				
	17.	Practice pronunciation. (speaking)			*			
	18.	Write an email. (Writing)			*			
	19.	Pair work. (speaking)					*	
	20.	Extended reading(reading)				*		
	21.	Reading comprehension.(reading)		*				

unit		Objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
three	1.	Say the new vocabulary correctly.(speaking)	*					
	2.	Answer concept questions .(listening)		*				
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary.(writing)			*			
	5.	Read for detail.(reading)		*				
	6.	Discuss .(speaking)				*		
	7.	Practice language structure of modals .(speaking)			*			
	8.	Read for information. (reading)		*				
	9.	Use new vocabulary .(writing)			*			
	10.	Discuss questions.(speaking)				*		
	11.	Collocations and word webs.(writing)			*			
	12.	Understand language concept (modals). (reading)		*				
	13.	Practice structure(modals negative and positive).(writing)			*			
	14.	Practice modals. (writing)			*			
	15.	Listen for gist and detail.(listening)		*				
	16.	Practice pronunciation.(speaking)			*			
	17.	Understand contractions and possessives.(writing)			*			
	18.	Pair work.(speaking)			*			
	19.	Use connectors.(writing)			*			
	20.	Extended reading. (reading)				*		
	21.	Reading comprehension.(reading)		*				

unit		Objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
Four	1.	Say the new vocabulary correctly.(speaking)	*					
	2.	Answer concept questions.(listening)		*				
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary.(writing)			*			
	5.	Read for detail.(reading)		*				
	6.	Discuss.( speaking)				*		
	7.	Practice language structure of adjectival order, ing/ed adjectives.( speaking)			*			
	8.	Say new vocabulary.(speaking)	*					
	9.	Read for information. (reading)		*				
	10.	Use new vocabulary.(writing)			*			
	11.	Discuss questions.(speaking)				*		
	12.	Use participle adjectives ;word web; opposites.(writing)			*			
	13.	Understand language concept of adverbs and adjectives. (reading)				*		
	14.	Practice structure.( writing)			*			
	15.	Practice structure of adverbs and adjectives.( writing)			*			
	16.	Read aloud. (reading)			*			
	17.	Listen for gist and detail.(listening)		*				
	18.	Practice pronunciation.(speaking)			*			
	19.	Pair work, ask and answer questions (speaking)			*			
	20.	Develop a story. (writing)					*	
	21.	Tell a true story.(speaking)				*		
	22.	Extended reading(reading)					*	
	23.	Reading comprehension.(reading)		*				

unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
Five	1.	Say the new vocabulary.(speaking)	*					
	2.	Answer concept questions.(listening)		*				
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary.(writing)			*			
	5.	Read for detail.(reading)		*				
	6.	Discuss. (speaking)				*		
	7.	Practice language structure of comparatives. (speaking)			*			
	8.	Say new words. (speaking)	*					
	9.	Read for information.( reading)		*				
	10.	Use new vocabulary. (writing)			*			
	11.	Discuss questions. (speaking)				*		
	12.	Word web. (writing)			*			
	13.	Word building. (writing)			*			
	14.	Understand language concept (too.....to; not.....enough ). (reading)		*				
	15.	Practice structure of (too.....to; not.....enough ). (Writing)			*			
	16.	Practice structure (writing)			*			
	17.	Discuss questions using structure. (speaking)			*			
	18.	Listen for gist and detail. (listening)		*				
	19.	Practice pronunciation. (speaking)			*			
	20.	Use connectors. (writing)			*			
	21.	Talk about weather (speaking)			*			
	22.	Write about weather.( writing)			*			
	23.	Extended reading (reading)				*		
	24.	Reading comprehension .(reading)		*				

unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
Six	1.	Say the new vocabulary.(speaking)	*					
	2.	Answer concept questions.(listening)		*				
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary.(writing)			*			
	5.	Read for detail. (reading)		*		*		
	6.	Discuss. (speaking)				*		
	7.	Practice language structure of past simple and past continuous. (speaking)			*			
	8.	Say the new words.( speaking)	*					
	9.	Read for information. (reading)		*				
	10.	Use the new vocabulary. (writing)			*			
	11.	Discuss questions. (speaking)				*		
	12.	Understand the concept of size. (writing)		*				
	13.	Use the verb + prepositions. (writing)			*			
	14.	Use opposites. (writing)			*			
	15.	Understand language concept of past simple and past perfect.(reading)		*				
	16.	Practice structure of past simple and past perfect. (writing)			*			
	17.	Practice structure of past simple and past continuous.( speaking)			*			
	18.	Discuss questions using structure .( speaking)			*			
	19.	Listen for gist and detail.(listening)		*				
	20.	Practice pronunciation.( speaking)			*			
	21.	Role play .( speaking)					*	
	22.	Use capital letters with proper nouns. (writing)			*			
	23.	Extend notes. (writing)				*		
	24.	Planning a story in pairs. (speaking)				*		
	25.	Write a story. (writing)					*	
	26.	Extended reading .(reading)					*	
	27.	Reading comprehension .(reading)		*				

Unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
Seven	1.	say the new vocabulary.(speaking)	*					
	2.	answer concept questions.(reading)		*				
	3.	read aloud.(reading)			*			
	4.	Practice the new vocabulary. (writing)			*			
	5.	read for detail.( reading)		*				
	6.	discuss .(speaking)				*		
	7.	Recognize language structure of transitive, intransitive, passive. ( reading)		*				
	8.	practice language structure of transitive and transitive, passive.(speaking)			*			
	9.	say new words .(speaking)	*					
	10.	Read for information. ( reading)		*				
	11.	use the new vocabulary.(writing)			*			
	12.	Discuss questions.(speaking)				*		
	13.	Spelling.(writing)			*			
	14.	Word building(writing)			*			
	15.	Understand language concept.(reading)		*				
	16.	Practice structure.(writing)			*			
	17.	Practice structure of passive, transitive and intransitive .(writing)			*			
	18.	Use structure of passive. (speaking)			*			
	19.	Listen for gist and detail.(listening)		*				
	20.	Practice pronunciation. (speaking)			*			
	21.	Complete a letter.(writing)			*			
	22.	Plan in pairs. (speaking)			*			
	23.	Write a personal letter.(writing)			*			
	24.	Extended reading(reading)				*		
	25.	Read for comprehension.(reading)		*				

Unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
Eight	1.	Say the new words.(speaking)	*					
	2.	Read for gist.(reading)		*				
	3.	Read aloud. (reading)			*			
	4.	Practice the new vocabulary.(writing)			*			
	5.	Read for detail. (reading)		*				
	6.	Discuss. (speaking)				*		
	7.	Practice language structure of reported speech. (speaking)			*			
	8.	Say the new vocabulary. (speaking)	*					
	9.	Read for information. (reading)		*				
	10.	Use the new vocabulary. (writing)			*			
	11.	Write a summary. (writing)				*		
	12.	Understand parts of speech. (writing)		*				
	13.	Explain diagrams. (speaking)				*		
	14.	Understand the concept of reported speech. (reading)		*				
	15.	Practice the structure of reported speech. (writing)			*			
	16.	Report conversations. (writing)			*			
	17.	Listen for gist and detail.(listening)		*				
	18.	Practice pronunciation. (speaking)			*			
	19.	Read aloud.(reading)			*			
	20.	Write a report. (writing)					*	
	21.	Extended reading. (reading)				*		
	22.	Reading comprehension. (reading)		*				

Unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
Nine	1.	Say the new words. (speaking)	*					
	2.	Read for gist.(reading)		*				
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary. (writing)			*			
	5.	Read for detail. (reading)		*				
	6.	Discuss.(speaking)				*		
	7.	Understand language structure of conditionals 0-1-2. (reading)				*		
	8.	Practice language structure. (writing)			*			
	9.	Say the new words.(speaking)	*					
	10.	Read for information. (reading)		*				
	11.	Use the new vocabulary. (writing)			*			
	12.	Discuss questions. (speaking)				*		
	13.	Word Building.( writing)				*		
	14.	Understand language concepts of conditionals 2-3. (reading)				*		
	15.	Practice structure of conditioners 0-1-2-3. (writing)			*			
	16.	Practice structure of conditioners 0-1-2-3. (writing)			*			
	17.	Listen for gist and detail.(listening)		*				
	18.	Practice pronunciation. (speaking)			*			
	19.	Role play.(speaking)					*	
	20.	Planning(speaking)			*			
	21.	Write personal statement. (writing)			*			
	22.	Extended reading.(reading)				*		
	23.	Reading comprehension. (reading)		*				

unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
TEN	1.	Say the new words. (speaking)	*					
	2.	Answer concept questions.(listening)	*					
	3.	Read aloud.(reading)			*			
	4.	Practice the new vocabulary. (writing)			*			
	5.	Read for detail.(reading)		*				
	6.	Role play. (speaking)					*	
	7.	Understand language structure of countable, uncountable.(reading)		*				
	8.	Practice language structure. (speaking)			*			
	9.	Say the new words. (speaking)	*					
	10.	Read for information .(reading)		*				
	11.	Discuss. (speaking)			*			
	12.	Use the new vocabulary. (writing)			*			
	13.	Discuss questions. (speaking)				*		
	14.	Word building and classifying. (writing)			*			
	15.	Understand language concepts of purpose and result clauses.( reading)		*				
	16.	Practice structure of countable, uncountable. (writing)			*			
	17.	Pair work.(speaking)			*			
	18.	Practice structure (countable, uncountable). (writing)			*			
	19.	Listen for gist and detail.(listening)		*				
	20.	Practice pronunciation. (speaking)		*				
	21.	Extend notes. (writing)				*		
	22.	Pair work. (speaking)			*			
	23.	Write about pair work. (writing)					*	
	24.	Extended reading. ( reading)					*	
	25.	Read for more comprehension. ( reading)		*				

Unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
ELE VE N	1.	Say the new words. (speaking)	*					
	2.	Read for gist. ( reading)		*				
	3.	Read aloud. ( reading)			*			
	4.	Practice the new vocabulary. (writing)			*			
	5.	Read for detail. ( reading)		*				
	6.	Discuss. (speaking)				*		
	7.	Understand language structure of relative clauses. ( reading)				*		
	8.	Practice language structure.(speaking)			*			
	9.	Read for information. ( reading)		*				
	10.	Role play. (speaking)					*	
	11.	Use the new vocabulary.(writing)			*			
	12.	Discuss questions. (speaking)				*		
	13.	Word building. (writing)			*			
	14.	Write about graphs. (writing)			*			
	15.	Understand language concepts of non-defining relative clauses. ( reading)		*				
	16.	Practice structure of non-defining relative clauses. (writing)			*			
	17.	Practice structure of relative clauses. (writing)			*			
	18.	Listen for gist and detail.(listening)		*				
	19.	Practice pronunciation. (speaking)			*			
	18.	Plan a report. (writing)			*			
	19.	Present the report. (speaking)			*			
20.	Extended reading. ( reading)				*			
21.	Reading comprehension. ( reading)		*					

Unit		objectives	Objective level					
			remember	understand	apply	analyze	create	evaluate
TW ELV E	1.	Say the new words. (speaking)	*					
	2.	Read for gist. (reading)		*				
	3.	Read aloud. (reading)			*			
	4.	Practice the new vocabulary. (writing)			*			
	5.	Read for detail. (reading)		*				
	6.	Discuss. (speaking)				*		
	7.	Understand language structure of passives. (reading)				*		
	8.	Practice language structure. (speaking)			*			
	9.	Say the new words. (speaking)	*					
	10.	Read for information. (reading)		*				
	11.	Use the new vocabulary. (writing)			*			
	12.	Discuss questions. (speaking)				*		
	13.	Word Building. (writing)			*			
	14.	Using opposites(writing)			*			
	15.	Understand language concepts of modal passives. (reading)				*		
	16.	Practice structure of modal passives. (writing)			*			
	17.	Practice structure of going to, will, and modal passives. (writing)			*			
	18.	Listen for gist and detail.(listening)		*				
	19.	Practice pronunciation. (speaking)			*			
	20.	Complete a letter. (writing)			*			
	21.	Present a problem. (speaking)					*	
	22.	Extended reading. (reading)				*		
	23.	Reading comprehension.(reading)		*				

Appendix 2

Consultation Form of an Analysis framework

**Deanship of Graduate Studies**

**Al-Quds University**

Arbitration of content analysis framework paragraphs in *English for Palestine* textbooks.

Dear Mr./ Mrs. ....

The researcher Haneen Khora is carrying out a master degree entitled " the Evaluation of *English for Palestine* Textbooks and English Language Examination in light of Common European Framework of References for Language (CEFRL).

You are kindly invited to examine and check this analysis framework, which is designed to survey, and collect data on the content of *English for Palestine*, Grade ten in the light of Common European Framework of References for Language (CEFRL). It seeks to find out if the content of this textbook and English language examination meets these standards through analysis of book activities and exams questions to find out if there is alignment and to what extend.

I would be so grateful if you provided me with your comments related to the relevance, and techniques used in this analysis framework suitable to our environment. Any of them, modifications, additions, or omissions will be taken into consideration when processing this analysis framework.

Yours, Haneen Khora

Comments:.....  
....

Appendix No. 3

List of Validation Committee

No.	Name juror	Place of work
1.	Dr. Mohsen Adas	Al-Quds university
2.	Dr. Hassan Karableyeh	Directorate of Education/Hebron
3.	Dr.mahmoud Itmeizeh	Ahliya University, Directorate of Education/Hebron
4.	Dr. Abd El-Shafi Siam	Al-Quds open university, Directorate of Education/Hebron
5.	Wajeh Adarah	Al-Quds open university, polytechnic university
6.	Dr. Raghad Dweik	Hebron university
7.	Rasheed Rasheed	Directorate of Education/Yatta
8.	Mus'ab Abed Rabboh	Teacher of <i>English for Palestine</i>
9.	Suad Al-Abed	Quds Open University

Appendix No. 4 permission of the faculty of educational sciences/ Graduate studies program at Al-Quds University.

بسم الله الرحمن الرحيم

**Al-Quds University**  
Faculty of Educational Science  
Graduate Studies Programs



**جامعة القدس**  
كلية العلوم التربوية  
برنامج الدراسات العليا

التاريخ ٢٠١٩/١٠/٢٦

حضرة مدير مديرية تربية الخليل / المحترم

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

تقوم الطالبة حنين محمد عبد الوهاب خورة رقمها الجامعي (2182414) بدراسة بعنوان

**"Evaluation of English for Palestine textbooks and English language "**  
**examination in light of common European framework of references for**  
**languages CEFRL**

وهي متطلب للحصول على درجة الماجستير في اساليب التدريس.

يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه وذلك لتطبيق الدراسة .

شاكرين لكم حسن تعاونكم



مدير الفرع  
د. سمير النمورة  
26.10.2019

الدراسات العليا / حرم ديرة /  
Higher Studies/ Dura campus

Tel 02-2799753 Fax 02-2796960 Jerusalem P.O. Box 20002

تلفون ٢٧٩٩٧٥٣-٢ فاكس ٢٧٩٦٩٦٠-٢ القدس ص.ب ٢٠٠٠٢

Appendix No. 5 permission of the directorate of Southern Hebron Educational District

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

State Of Palestine Ministry of Education Directorate of Education Southern Hebron		دولة فلسطين وزارة التربية والتعليم مديرية التربية والتعليم جنوب الخليل
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التاريخ: 2019/10/27م

الرقم: ج خ / 4 / 2161/48

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حضرات مديري ومديرات المدارس الثانوية الحكومية المحترمين

المبحث: تسهيل مهمة

بعد التحية،،،

لا مانع من تسهيل مهمة الطالب/ة "حنين محمد عبد الوهاب خورة" وذلك لغرض الحصول على درجة الماجستير من جامعة القدس كلية العلوم التربوية، على ان لا يؤثر ذلك على سير العملية التعليمية.

،،،، مع الاحترام،،،،

مدير التربية والتعليم  
أ. خالد ابو شرار



قسم التعليم العام  
م.ر.م.ق

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022282366 فاكس - 022280002 تلفون - مديرية التربية والتعليم/جنوب الخليل

Appendix No. 6 Analysis framework for *English for Palestine* textbook according to Common European framework of References for Languages (CEFRL)

Analysis framework for the first level (A1)

1. Listening comprehension	indicators of the skill	Unit number	Number of tasks
1.1 understand acoustic material if it is:	Slow	1	Total:
	Clear	2	
	Familiar	3	
		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	
1.2 understand instructions addressed to him:	Simple	1	Total:
	Slow	2	
		3	
		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	
1.3 follow directions:	Simple	1	Total:
	Short	2	
		3	
		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	

## Appendix 7

The analysis of objectives that the student should reach by the end of 10<sup>th</sup> grade according to Common European framework of References for Languages (CEFRL)

### LISTENING

- I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes. (B1)
- I can understand what is said to me in everyday conversations, but I sometimes need help in clarifying particular details. (B1)
- I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.(B1)
- I can follow clearly spoken, straightforward short talks on familiar topics.(B1)

### READING

- I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards. (B1)
- I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests. (B1)
- I can understand the main points in short newspaper and magazine articles about current and familiar topics. (B1)
- I can follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal. (B1)
  - I can understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary. (B1)
- I can understand private letters about events, feelings and wishes well enough to write back. (B1)
- I can read and understand poetry (B1)

### SPEAKING

- I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. (B1)
- I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely. (B1)
- I can help to solve practical problems, saying what I think and asking others what they think. (B1)
- I can find out and pass on uncomplicated factual information. (B1)
  - I can ask for and follow detailed directions. (B1)
- I can manage unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired. (B1)
  - I can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc. (B1)
- I can have simple telephone conversations with people I know. (B1)

- SPOKEN PRODUCTION

- I can give descriptions on a variety of familiar subjects related to my interests. I can talk in detail about my experiences, feelings and reactions. (B1)
- I can briefly explain and justify my opinions. (B1)
- I can give a short prepared presentation on a very familiar area (e.g. “My country”) and answer clear questions. (B1)
- I can relate the main content of short texts I have read. (B1)

## WRITING

- I can understand how to form paragraphs using topic sentences(B1)
- I can take notes and extend them(B1)
- I can write short, comprehensible connected texts on familiar subjects. (B1)
- I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions. (B1)
- Working to a standard format, I can write very brief reports which pass on routine factual information on matters relating to my field. (B1)
- I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information. (B1)
- I can write a short formal letter asking for or giving simple information. (B1)
- I can write an essay stating opinions (B1)
- I can write an essay stating problems and solutions (B1)

Appendix (8) a sample of exams

State of Palestine  
Ministry of Education & Higher Education  
Directorate of Education/Southern Hebron  
Al-Sirri Boys' Secondary School

10m grade - Vocational  
Mid-Term Exam  
Date

1. Reading:  
Read the following email then answer the questions.  
Dear Basim,  
Now it's definite, Dad's flying next Saturday - 1st October.  
His flight departs at 08:30 our time and arrives at 15:15 Palestine local time. We're going to miss him a lot, but he promises he'll call every day. I'm pleased he's going to live near you.  
Best,  
Jenny

A. Answer the following questions:  
1. When Jenny's dad is flying?  
2. What time does his flight leave?  
3. How Jenny's family feel when Dad goes?

B. Decide if the following sentences are True or False.  
1. Dad doesn't promise he'll call every day. ( )  
2. Jenny is pleased that Dad is going to live near Basim. ( )

C. Find from the passage the meaning of:  
1. happy  
2. Certain

2

## 2. Vocabulary:

A. Match the words with their meanings

A	B
depart	district
Predicts	region
Part	tells
Area	leave

B. Complete the table

verb	Noun
Produce	Food
weigh	Success

## 3. Language:

A. Choose the correct answer

- The earth \_\_\_\_\_ round the Sun.  
a. moves      b. move      c. moving.
- If you like, I \_\_\_\_\_ you for lunch at home.  
a. will take      b. would take      c. take
- Dad \_\_\_\_\_ very soon.  
a. leaving      b. leave      c. is leaving.
- Who \_\_\_\_\_ the director of the Farm Research Centre?  
a. be      b. is      c. were

B. Choose going to or Will

- I'm cold and wet and tired. I \_\_\_\_\_ collapse if we don't stop soon.
- Your feet are \_\_\_\_\_ be very sore, if you walk long dist.
- What are you \_\_\_\_\_ do this evening?
- Listen I \_\_\_\_\_ take you on the back of my bike if you like.

Good luck

## Appendix 9 (examples of A1,A2 tasks)

### A1 speaking tasks

#### 1 Listen and repeat.

appointment	canteen	
condition	director	Dr (doctor)
experiment (v)	feed	field
interview (v)	office	predict
region	warehouse	

#### Word formation

farm + land	farmland	
produce (v)	product (n)	
successful (adj)	succeed (v)	success (n)
weight (n)	weigh (v)	

### A1 listening tasks

#### 2 Listen to part 2 and complete the notes.

1 Flight number: \_\_\_\_\_ 2 Departing at: \_\_\_\_\_ 3 Arriving at: \_\_\_\_\_

#### 3 Listen to part 2 again. Tick (✓) the expressions that you hear.

#### 3 Listen and answer the questions.

- 1 Where is Jenny's father going soon and why?
- 2 Why is Jenny getting in contact with Basim?

### A1 reading tasks

#### 4 Read the emails and do the tasks.

- 1 Match pictures a–e to the correct emails.
- 2 Read out the words that help you match them.

### A2 speaking tasks

**4 Work in pairs. Think and discuss.**

Would you like to try any of the activities that you have read about?

**5 Work in pairs. Think and discuss.**

- 1 How old will you be in 2050?
- 2 How do you predict that the world will (or may) change by then?

**10**

A2 listening tasks

**2 Listen and complete the notes.**



**Jack's activities**

Time at school camp: \_\_\_\_\_

What he did there: \_\_\_\_\_

How long since then: \_\_\_\_\_

Activity since then: \_\_\_\_\_

How often: \_\_\_\_\_

Has managed to do: \_\_\_\_\_

**Rami's activities**

Main activity since he last saw Jack:

\_\_\_\_\_

What nice thing his parents have been doing:

\_\_\_\_\_

Has been able to do because of that:

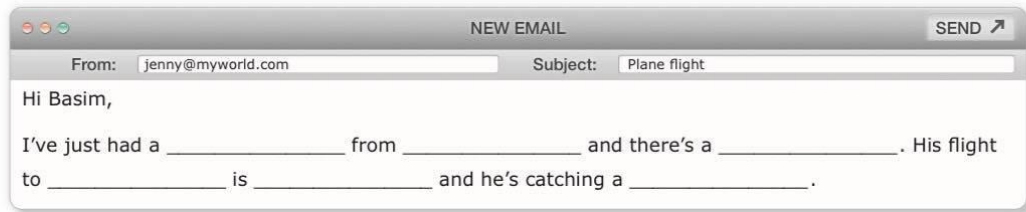
\_\_\_\_\_

A2 writing tasks

### 1 Write an email.

Look at your period 9 notes, listen to Jenny and her father again and do the tasks.

- 1 Copy and complete the first paragraph of Jenny's email to Basim.



NEW EMAIL SEND ↗

From: jenny@myworld.com Subject: Plane flight

Hi Basim,

I've just had a \_\_\_\_\_ from \_\_\_\_\_ and there's a \_\_\_\_\_. His flight to \_\_\_\_\_ is \_\_\_\_\_ and he's catching a \_\_\_\_\_.

- 2 Number the paragraph 2 sentences in order, starting with the topic sentence. Then copy and complete the second paragraph.

- That means he will not reach \_\_\_\_\_ until \_\_\_\_\_.
- The new flight number is \_\_\_\_\_. It departs at \_\_\_\_\_ and it arrives at \_\_\_\_\_ local time.
- Here are the new details.

- 3 Complete the email. Ask Basim to tell his father about the change of plan. Finish in the normal way.

### 5 Answer the questionnaire about yourself. Write a paragraph.

Use connecting words – like *but* to join answers 1 and 2, for example.

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## A2 reading tasks

### 3 Read and do the tasks.






- 1 Read paragraph 1 of the passage. Check your answers to activity 2.
- 2 Read the rest of the passage and answer these questions.
  - a What does the Farm Research Centre do?
  - b What important question does the report ask?

### 4 Read and answer the questions.

- 1 Why did Joe have to start doing what he does now?
- 2 Who helped him to start and how?
- 3 How do we know that his products are popular?
- 4 Who helped Ann to start doing what she does now?
- 5 How did a lot of people find out about her skills?
- 6 How do we know that her products are popular?
- 7 Who is nearer to having a real business – Joe or Ann?

## Appendix(10)Common European Framework of References For Languages

### Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEF): © Council of Europe

UNIT  
3

## Free-time activities

**1 Listen and repeat.** 

against    arrange    at least    exam    forest  
 island    leisure (time)    might    pretty  
 quad bike    rugby    senior    view

**Word formation**  
 across (prep)    cross (v)  
 arrange (v)    arrangement (n)  
 energy (n)    energetic (adj)  
 interesting (adj)    interest (n)  
 photo (n)    photography (n)  
 practise (v)    practice (n)

**2 Look at pictures a–c on the next page. Do the tasks.**

- 1 Name these people and say what countries they are from.
- 2 Say what you can about the activities in the pictures.

**3 Listen and do the tasks.** 

- 1 Match pictures a–c to emails 1–3.
- 2 Say where in their countries these people live.
- 3 Name the activities in the pictures.

**4 Read to complete the table.**

	Michiko	Larry	Lucy
energetic	playing tennis – with her _____	riding _____ – with his _____	going _____ – with the _____
quiet	flower _____	_____ the view of the _____	doing _____

**5 Work in pairs. Ask and answer questions about the table in activity 4.**

**Student A** Does Michiko do anything energetic in her free time?

**Student B** Yes, she likes ..., but she has a quieter side, too. She also enjoys ...

**6 Work in pairs. Read out the emails.**

SEND ↗

**1** ... My family are sports crazy. My brother, Mark, is very energetic. He plays for the senior rugby team at our local club, and we all have to watch all their matches! (Oh, sorry: you might not know about rugby. It's a bit like football. In football you can't carry the ball, but in rugby you can carry it: you don't have to kick it all the time.)

I prefer to go camping though. I belong to the scouts and we always go in summer. We cross from North Island to South Island. You should see it. You'd love it. I could email you some photos. Shall I do that? (And could you send me some photos of Palestine?)

Photography's my other big interest. I'm the one with the camera at Mark's recent match against an Australian team.

## Appendix (12)

### Interview questions in Arabic:

1. هل سبق وأن اطلعت على الأهداف العامة لهذا الصف والتي يجب على الطالب أن يحققها في نهاية الصف العاشر؟
2. هل المهارات المطلوبة تتناسب مع مستوى الطلاب؟
3. لماذا لا يحتوي الامتحان (في أغلب الأحيان) على مهارة الاستماع والحديث بالرغم من وجوده في الأهداف؟
4. كيف تفسر الفرق بين المستوى المطلوب حسب الأهداف وما هو موجود في أنشطة الكتاب وفي الامتحانات أيضا؟ (هل أنشطة كتاب اللغة الإنجليزية تتناغم مع الأهداف الموضوعية)
5. أظهرت نتائج تحليل كتاب الصف العاشر للغة الإنجليزية أن هناك تركيز عالي على مهارة (القراءة والكتابة) ما هو تفسيرك لهذا التركيز؟
6. لقد لاحظت الباحثة التدني الواضح والملحوظ أثناء التحليل بشكل كبير لأنشطة الاستماع، من وجهة نظرك هل هناك أسباب دفعت لذلك؟؟
7. هل هناك مقاييس أخرى تعتمدونها لقياس مستوى الطلبة في اللغة الإنجليزية أم أن هناك مركزية في التعامل مع التقييم؟

## Appendix (13)

Interview questions in English:

1. Have you ever been acquainted with the general objectives of tenth grade that a student must achieve at the end of this grade?
2. Do you think that the skills required in this grade appropriate to the level of students?
3. Why the exam does not have the skill of listening and speaking mostly despite its presence in the needed objectives?
4. How do you explain the difference between the required level according to goals and what is found in the tasks of the textbook and in exams? ( Do the tasks of the English language textbook aligned with the stated objectives?)
5. The results of the tenth grade *English for Palestine* textbook analysis showed that there is a high focus on (reading and writing) skill. What is your interpretation of this focus?
6. The researcher noticed the apparent and noticeable decline during the analysis significantly for the listening activities. In your view, are there any reasons that prompted this?
7. Are there other measures that you use to measure the level of students in the English language, or is there a centralization in dealing with the assessment?

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