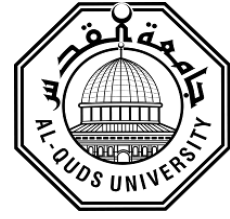


**Deanship of Graduate Studies**

**Al-Quds University**



**Evaluating English for Palestine Textbooks for Basic Stages in the  
Light of Criteria for Language Proficiency**

**Bayan Abbas Abdel-Aziz Aburahma**

**M.A. Thesis**

**Jerusalem-Palestine**

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**Evaluating English for Palestine Textbooks for  
Basic Stages in the Light of Criteria for  
Language Proficiency**

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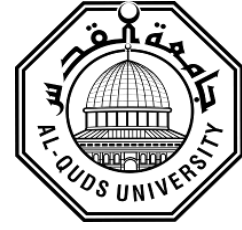
Supervisor: Dr. Jamal Nafi

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## **Thesis Approval**

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**Master thesis submitted and accepted, date: 29-5-2024**

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**Jerusalem –Palestine**

**1445-2024**

## **Dedication**

This thesis is dedicated to all those who have supported and inspired me throughout my academic journey

To my family, whose unwavering love and encouragement have been my rock and foundation. Your sacrifices and belief in me have made this accomplishment possible

To my professors and mentors, thank you for your guidance, wisdom, and patience. Your expertise has shaped my understanding of the subject matter and enriched my academic experience.

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To all those who have paved the way in the field of Teaching Methods, your research and contributions have been a sources of inspiration.

And finally, to the countless individuals who may benefit from the findings of this research, may it serve as a small contribution to the advancement of knowledge and the betterment of society.

Bayan Aburahma

## **Declaration**

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

Signed 

Name: Bayan Abbas Abdelaziz Aburahma

Date: 29-5-2024

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My Grateful thanks to Allah, the Almighty, for granting me knowledge and the strength to complete this study.

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I would like to extend my thanks to the arbitrators and Al Quds University students.

My sincere gratitude to my close friends, who provided me with any assistance requested.

Bayan Aburahma

## **Evaluating English for Palestine Textbooks for Basic Stages in the Light of Criteria for Language Proficiency**

### **Abstract:**

This study aimed to identify a list of standards that should be reflected in basic stage English for Palestine textbooks to meet students' language proficiency and identify availability of language proficiency standards in English for Palestine textbooks for the basic stage.

To achieve the study objectives, the researcher used the descriptive analytical approach due to its appropriateness to the nature of the study. The standards include understanding spoken English and basic texts, speaking and writing about familiar topics, starting storytelling and writing simple texts, and using simple English in different situations.

The standards were distributed according to the four language skills (listening, speaking, reading, writing) into three levels (basic, intermediate, advanced).

The study population and sample are English for Palestine textbooks for the basic stage. Eight textbooks were analyzed, first grade, second grade, third grade and fourth grade, the first and second semesters of the academic year of 2023-2024.

The researcher believes that the suitable instrument for this study is content analysis frame.

Content analysis card was created by the researcher.

The results showed that the content of the first and second grade textbooks includes listening and speaking standards significantly at the basic level, but these standards were not achieved at the intermediate and advanced levels. However, third and fourth grade textbooks includes listening and speaking standards significantly at all stages. The reading and writing standards appearance was minimal in non-existent at all grade textbooks.

To achieve significant improvements in English language proficiency in Palestine, the researcher recommends making adjustments to curriculum development and research practices. This includes

focusing on all four language skills across all levels, gradually developing writing skills, and conducting ongoing curriculum reviews and research to ensure that educational materials remain relevant and effective in meeting the desired language proficiency standards.

## تقويم كتب اللغة الإنجليزية في فلسطين للمرحلة الأساسية في ضوء معايير الكفاءة اللغوية

إعداد الطالبة: بيان عباس عبدالعزيز أبورحمه

بإشراف الدكتور: جمال صبحي نافع

### الملخص

هدفت هذه الدراسة إلى تحديد قائمة بالمعايير المتضمنة في كتب اللغة الإنجليزية للمرحلة الأساسية في فلسطين لتتناسب مع كفاءة اللغة لدى الطلاب، وكذلك تحديد مدى توفر معايير الكفاءة اللغوية في كتب اللغة الإنجليزية. ولتحقيق أهداف الدراسة، استخدمت الباحثة المنهج الوصفي التحليلي لمناسبته لطبيعة الدراسة حيث تكون مجتمع وعينة الدراسة من كتب اللغة الإنجليزية المخصصة للمرحلة الأساسية في فلسطين، حيث تم تحليل ثمانية كتب وهي الصف الأول والثاني والثالث والرابع، وتشمل الفصلين الدراسيين للعام الدراسي 2023-2024.

ومن أجل تحقيق أهداف الدراسة، قامت الباحثة بإنشاء بطاقة تحليل محتوى خاصة بالدراسة بالاستناد إلى معايير المجلس الأمريكي للكفاءة اللغوية وبالرجوع إلى وثيقة المنهاج الفلسطيني لعام 2015. تشمل المعايير فهم اللغة الإنجليزية المنطوقة والنصوص الأساسية، والتحدث والكتابة حول مواضيع مألوفة، وبدء سرد القصص وكتابة نصوص بسيطة، واستخدام اللغة الإنجليزية البسيطة في مواقف مختلفة. تم توزيع المعايير وفقاً للمهارات اللغوية الأربعة (الاستماع، التحدث، القراءة، الكتابة) على ثلاثة مستويات (الأساسي، المتوسط، المتقدم).

أظهرت النتائج أن محتوى كتب الصف الأول والثاني يركز بشكل كبير على مهارات الاستماع والتحدث على المستوى الأساسي، لكن لم يتم تحقيق هذه المعايير على المستوى المتوسط والمتقدم. بينما تتضمن

كتب الصفوف الثالث والرابع معايير الاستماع والتحدث بشكل ملحوظ في جميع المستويات .أما بالنسبة لمعايير القراءة والكتابة، فكان ظهورها ضئيلاً أو منعدماً في جميع كتب المراحل الدراسية. ولتحقيق تحسينات كبيرة في كفاءة اللغة الإنجليزية في فلسطين اوصت الباحثة بإجراء تعديلات على ممارسات تطوير المناهج الدراسية والبحث العلمي من خلال التركيز على جميع المهارات اللغوية الأربع عبر جميع المستويات، وتطوير مهارات الكتابة بشكل تدريجي، والمراجعة المستمرة للمناهج الدراسية وإجراء البحوث العلمية لبقاء المواد التعليمية ذات صلة وفعالية في تحقيق معايير الكفاءة اللغوية المطلوبة.

## **Chapter one**

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### **Background of the Study**

#### **1.1 Introduction**

#### **1.2 Statement of the Problem**

#### **1.3 Objectives of the Study**

#### **1.4 Questions of the Study**

#### **1.5 Significance of the Study**

#### **1.6 Limitations of the Study**

#### **1.7 Definition of Terms**

# Chapter One

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## Background of the study

### 1.1.Introduction

In educational development, it is necessary to carry out evaluation and review processes and assess strengths to enhance them, as well as identify weaknesses for improvement. Curricula are not an exception to this, as they are influenced by the existing conditions, whether they are political, social, or economic. This requires those responsible to conduct regular curriculum reviews and evaluations.

Evaluation is a necessary process, but it is not arbitrary but has its basis and its control. Standards-based assessment is one of the most popular trends in this area in what can be called the “Era of Standards,” the education standards movement emerged. As one of the modern trends, it has recently gained widespread recognition as a culture and philosophy (Zaiton,2004). Against the backdrop of this educational landscape, this thesis aims to critically evaluate the English for Palestine textbooks utilized during the basic stages of education. Central to this evaluation is the scrutiny of these instructional materials in the light of globally recognized criteria for language proficiency. In the words of Cummins (2008), "Language proficiency is not a one-size-fits-all concept; it must be viewed through the lens of the learner's cultural and linguistic context." This perspective underscores the need to contextualize established criteria within the unique dynamics of the Palestinian educational system.

In the words of the renowned linguist and educator Chomsky (1986) "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied." This study embarks on a journey to explore the intricacies of language education in the Palestinian context, guided by a commitment to fostering

linguistic competence that aligns with global language proficiency standards. Through this exploration, the research endeavors to make a meaningful contribution to the ongoing dialogue surrounding effective language instruction and curriculum development, with a focus on the unique dynamics of English language education in Palestine.

## **1.2.Statement of the Problem**

In order to follow up on the quality of the outputs and the language proficiency represented, standards must be included. As these standards do not exist in the Palestinian curriculum, because the demand for their presence exists. This is the aim of the research through the harmonization of some international standards. The English language curriculum for the basic stage has not been previously evaluated, so there is a need to evaluate it in light of special criteria to reach the language proficiency of students.

“The English for Palestine” textbooks designed for basic stages serve as foundational tools in the English language education landscape of Palestine. However, despite their widespread use, a critical examination of these textbooks in relation to established criteria for language proficiency remains conspicuously absent from the scholarly discourse. As language proficiency is a multifaceted construct encompassing linguistic, communicative, and cultural dimensions, the need to assess the adequacy and effectiveness of instructional materials becomes paramount.

The existing literature highlights the significance of appropriate and contextually relevant educational resources in language education (Brown, 2014; Richards & Rodgers, 2001). In the Palestinian context, where English language education is integral to academic and professional success, it becomes imperative to evaluate the English for Palestine textbooks for basic stages through the lens of recognized criteria for language proficiency. The absence of such an

evaluation poses a potential hindrance to the enhancement of language learning outcomes for Palestinian students.

Moreover, the linguistic and socio-cultural context of Palestine adds a layer of complexity to language education, necessitating a nuanced analysis of instructional materials tailored to the specific needs and challenges of learners in this region (Khalil, 2018). Therefore, a comprehensive investigation into the alignment of the “English for Palestine” textbooks with criteria for language proficiency is essential for addressing potential discrepancies and fostering an educational environment that resonates with the linguistic and cultural realities of Palestinian students.

### **1.3.Objectives of the Study**

This study aimed to identify a list of standards that should be reflected in basic stage “English for Palestine” textbooks to meet students' language proficiency. Analyze of the content of the English for Palestine textbooks for the basic stage. Identify the availability of language proficiency standards in “English for Palestine” textbooks for the basic stage. Evaluate the English for Palestine textbooks for the basic stage

### **1.4. Questions of the Study**

The study attempts to answer the following questions:

**First Question:** What are the criteria for language proficiency in “English for Palestine” textbooks for basic stage?

**Second Question:** What are the standards that should be achieved by students studying English at the basic stage in Palestine?

**Third Question:** Is language proficiency standards available in “English for Palestine” textbooks for the basic stage?

## **1.5. Significance of the Study**

The significance of the study as the following:

1. The study provides a list of language proficiency criteria that must be present in basic school students in English textbooks.
2. The study helps diagnose educational realities related to English for Palestine textbooks during evaluation.
3. The study paves the way for further research into the use of the standard.
4. The study paves the way for further research to evaluate” English for Palestine” textbooks for different stages using the proposed criteria.

## **1.6. Limitations of the Study**

This study is limited to the following:

The study can be objectively determined by all the English language books for the basic stage.

It is also determined by the academic year in which the study will be conducted, which is the academic year 2023/2024

## **1.7. Definition of Terms**

This study contains the following definitions:

**Evaluation:** As defined by Thorndike (1905), the term evaluation is closely related to measurement. It is in some respect, inclusive including informal and intuitive judgement of pupil’s progress. Evaluation is describing something in term of selected attributes and judging the degree of acceptability or suitability of that which has been described.

In this study, it is intended to judge the extent to which the proposed language proficiency standards are achieved in English for Palestine textbooks for the basic stage.

**Basic stage:** It is the first stage of the school stages, which helps the child to think properly, and guarantees him the minimum level of skills, knowledge, and experience. Which prepares him for life, and for exercising his role as a productive person within the scope of formal education.

In this study, the basic stage is from the first to the fourth grades.

**Criteria:** A sentence based on the judgment of quality in the light of what is included in this sentence of a description of what is expected to be achieved by the learner skills, knowledge, tasks, attitudes, values, attitudes, thinking patterns, or ability to solve problems and make decisions. Criteria are special standards or principles to judge or evaluate something. It is a value used as a basis for a decision or factual assessment by defining qualities, characteristics, or conditions which in a particular context are more adequate or example. According to Mertler & Charles (2011) criteria in the context of research methodology and evaluation are standards that must be met by clear normative settings to determine the assessment of the quality and reliability of the study. They include such a comparative criterion of relevance as criteria of relevance. Thus, they are tools that investigator and evaluator can use to set a baseline for relevance, rigor, and credibility of research evidence.

In this study, criteria are set of global standards that align with the English curriculum in Palestine and are suitable for the basic stage.

**Language proficiency:** Chomsky sees language proficiency as: the tacit knowledge each speaker or listener possesses of his own language; as the internal system of rules that allows the brain to generate and comprehend an infinite number of sentences. Language proficiency refers to an individual's capability to use a language efficiently and properly in various settings and scenarios. It encompasses the abilities of listening, speaking, reading, and writing, as well as the

aptitude to understand and produce language with fluency, accuracy, and cultural suitability (American Council on the Teaching of Foreign Languages ACTFL ,2012).

**Standard of Language Proficiency:** It can be defined as statements that reflect the learner's proficiency in language skills. Language proficiency standards refer to a set level of skills in a language. These standards define the abilities that language learners should demonstrate at each level of proficiency. They act as benchmarks for assessing learners' proficiency and guiding language teaching and curriculum design. (Council of Europe ,2001).

It is meant in this study a set of terms, conditions or specifications that have been determining it to indicate that the learner has reached the level of language proficiency that needs to be achieved the learner of English for the basic stage.

## **Chapter Two**

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### **Literature Review and Related Studies**

#### **2.1 Literature Review**

##### **2.1.1 Educational evaluation and content analysis**

##### **2.1.2 Standards and efficiency**

##### **2.1.3 Elementary Education and English Language Teaching in Palestine**

#### **2.2 Related Studies**

#### **2.3 Summary**

## **Chapter Two**

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### **Literature Review and Related Studies**

#### **2.1. Literature Review**

The researcher reviews the literature on Evaluating "English for Palestine "Textbooks for Basic Stages in the Light of Language Proficiency Criteria in this chapter. This chapter is primarily divided into three sections: educational evaluation and content analysis, standards and efficiency, Elementary Education and English Language Teaching in Palestine.

##### **2.1.1 Educational evaluation and content analysis**

Educational assessment and content analysis are integral components of shaping effective learning environments. Educational assessment involves the systematic evaluation of student performance and learning outcomes, providing valuable insights into the effectiveness of teaching strategies (Popham, 2009). Concurrently, content analysis serves as a methodological lens for examining the substance and structure of educational materials, shedding light on their alignment with learning objectives and pedagogical goals (Krippendorff, 2018). Together, these methodologies contribute to evidence-based educational practices, fostering continuous improvement and optimization in teaching and learning contexts.

#### **2.2. Educational evaluation**

Evaluation is an important part of any organized process, as it clarifies the extent to which the goals have been achieved or not. It can also be used to critically examine the procedures and steps of the program and modify what needs to be modified.

Educational evaluation has its own importance and position, as it is related to the outputs that the society expects and is related to its future. Therefore, the society attaches great hopes to the results of educational evaluation, because it involves reviewing the outputs of the educational

process as well as its inputs, and proposing the development of the process and the improvement of the outputs.

The assessment process is an integral part of the education system and is essential for those in charge of education. This is because it leads to an understanding of the achievements of educational systems and typically begins with the collection of information about a subject, culminating in a decision regarding that subject. The interest in assessment started with the emergence of decisions that require precision when being made (Al-Najdi *et al*, 1999).

Educational assessment is a systematic process of gathering, interpreting, and using information to make informed decisions about student learning and development (Angelo & Cross, 1993).

Educational assessment involves the ongoing evaluation of students' knowledge, skills, and attitudes to enhance their learning outcomes and guide instructional improvements (Pellegrino, Chudowsky, & Glaser, 2001).

Al-Dosari (2000) defines evaluation as "the process of taking systematic steps to collect information and extract its results, to reach knowledge of a particular phenomenon, and to judge its educational value."

Educational assessment encompasses the holistic evaluation of learners, considering cognitive, affective, and psychomotor domains to provide a comprehensive understanding of their educational progress (Gronlund, 2006). Educational assessment serves as purposeful measurement, aiming not only to gauge student achievement but also to inform instructional strategies and curriculum development for continuous improvement (Stiggin *et al*, 2006).

Samara, *et al* (1989) define evaluation as a structured procedure encompassing the gathering of data pertaining to a particular attribute (whether quantitative or qualitative), followed by its utilization in assessing the adequacy of said attribute in accordance with predefined objectives.

Evaluation depends on many processes and includes the use of various means. One of these means is the "content analysis" method, which is particularly important because it is limited to providing an accurate analytical description of the data and then presenting it to the decision-maker, who in this case is the educational evaluator, to issue his judgment in light of its results.

### **Content analysis**

Content analysis is a systematic and versatile research method used to examine and interpret the content of various forms of communication, providing valuable insights into patterns, themes, and underlying meanings. As an established approach, content analysis enables researchers to objectively analyze textual, visual, or audio materials, uncovering implicit and explicit messages embedded within the content. According to Neuendorf (2016), content analysis is a research method for drawing conclusions by systematically and objectively identifying predetermined attributes of messages. With its roots in the social sciences, content analysis serves as a robust tool applied across disciplines such as communication studies, sociology, psychology, and education.

Content analysis is defined as a research approach involving the subjective interpretation of textual data content through a systematic process of coding and identifying themes or patterns (Hsieh & Shannon, 2005).

According to Krippendorff (2004), content analysis refers to a research method used to derive reliable and valid conclusions from texts (or other significant material) regarding their contextual usage.

As defined by Ta'ima (1967), content analysis is a scientific statistical method that aims to convert written materials into quantitative data that can be measured. Its results are used in the field of education to evaluate the content of textbooks and curricula and to judge their quality.

Abdel-Hamid (2008) argues that most definitions of content analysis agree that it aims to quantitatively analyze the manifest content. Objectivity is defined as a correlation coefficient of more than 45% between the results obtained by two different analysts with the same level of competence and training in using the analysis codes, or if the researcher himself analyzes the same material at different intervals.

Organization refers to not neglecting any idea or material from the materials under analysis, while the word "quantitative" refers to the process of counting the repetition of the analysis unit.

### **2.1.2 Standards and efficiency**

Standards, as benchmarks of quality and performance, play a pivotal role in various domains, guiding organizations and individuals toward excellence and efficiency. These benchmarks serve as a compass, providing a clear direction for processes, products, or services to meet established criteria. In the context of education, business, and industry, adherence to standards is synonymous with a commitment to excellence and effectiveness. Standards that can be used for the purpose of evaluation and measuring the level of competence in the program to be evaluated. On the other hand, linguistic competence is a requirement that language learners strive to achieve, and program designers, developers, and teachers strive to enable learners to achieve it. Standards can be defined as "established criteria or specifications that are used to measure and assess the quality, performance, or characteristics of products, processes, services, or systems" (ISO, 2015).

Efficiency is described as the capacity to complete a task or generate a product using minimal resources, effort, or time, without compromising on the quality of outcomes (Drucker, 1967).

Standards and Efficiency in English Language Learning: Finding the Right Balance in the ever-evolving world of English language learning (ELL), it's crucial to find the right balance between

standards and efficiency. Standards define the target proficiency level that learners should achieve, while efficiency focuses on optimizing the learning process for maximum progress.

This delicate relationship ensures that learners acquire the necessary skills without unnecessary time or resource expenditure.

Established standards provide a clear roadmap for teachers and learners. They outline the specific skills and knowledge students should gain at each stage of their learning journey.

(Council of Europe, 2001)

**Measuring Progress:** Standards serve as benchmarks to evaluate learning outcomes. This allows educators to identify strengths and weaknesses, enabling them to personalize instruction to meet individual needs. (Bachman, 2000) **Motivation and Accomplishment:** Setting attainable goals can inspire learners as they see real progress towards their aims. This can cultivate a sense of achievement and a drive to keep improving (Dornyei, 2003).

**Consistency and Comparison:** Clear standards ensure learning expectations are aligned across different classrooms and programs. This makes it easier to compare student performance and make more informed decisions about curriculum and teaching methods (ACTFL, 2020).

**Challenges of Overemphasizing Efficiency: Speed at the Expense of Quality:** An unrelenting focus on efficiency can lead to sacrificing the quality of instruction. This may result in surface level learning and gaps in student understanding (William, 2011).

**Focus on Formative Assessment:** Continuous assessment gives valuable information to improve teaching. It allows for making adjustments during the learning process, which leads to better results without lowering standards. This ongoing evaluation provides real time data to guide instruction and ensure students meet learning goals (Popham, 2008).

Stifled Creativity and Innovation: Excessively rigid standards and an emphasis on standardized testing can suppress creativity and innovative teaching approaches that may be more effective for certain learners (Richards, 2000).

Neglecting Individual Needs: A single approach aimed at efficiency may not accommodate the varied learning styles and paces of each student. Different individuals have unique needs and preferences when it comes to learning, and a one size fits all model may overlook these important differences. (Tomlinson, 2001)

Ensuring the right balance between standards and efficiency requires a multifaceted approach. Here are some key strategies to consider: Personalization: Tailoring instruction to meet the unique needs and learning styles of individual students helps ensure they are challenged appropriately (Levy & Johnsen, 2000).

Technology Integration: Thoughtfully incorporating technology can enhance learning experiences, automate tasks, and provide personalized feedback, promoting both efficiency and effectiveness (Popham, 2008).

Educators can help students succeed in learning English by setting clear expectations and creating an environment that encourages efficient learning. This balanced approach ensures that students not only reach their full potential but also develop a lasting passion for learning.

### **2.1.3 Elementary Education and English Language Teaching in Palestine**

The Palestinian education system has faced various occupations over time, including by the Ottoman Empire, British rule, Jordan, Egypt, Israeli authorities, and the Palestinian Authority. Under the Palestinian Authority, the Palestinian Curriculum Development Center was established in 2000 to create a new Palestinian curriculum (Abdel Razeq, 2022).

Learning English as a young student in Palestine can be quite challenging for both teachers and students. The goals set by the Palestinian Curriculum Center seem very ambitious when compared to the actual situation on the ground. This is a common issue faced in many regions where early language programs are introduced with some planning but a lot of aspirations and optimism (Shehadeh & Dwaik, 2013).

Elementary education in Palestine is essential for equipping young minds with fundamental knowledge and abilities. Teaching English language within this context poses distinct challenges and openings. The instruction of English as a foreign language in Palestine's elementary schools is a crucial component of the educational system, shaping the linguistic and academic development of young students. This endeavor faces unique obstacles, yet also presents valuable opportunities to foster cross cultural understanding and language proficiency (Bianchi & Abdel Razeq, 2017).

## **2.2 Related Studies**

By analyzing previous studies, the research aims to identify key factors and potential limitations in the current approach to textbook evaluation. Focusing on language proficiency criteria, the study explores how effectively these resources support the development of crucial skills such as listening, speaking, reading, writing, vocabulary, and grammar.

Stufflebeaand and Madaus (1983) conducted one of the most significant documents to date in the field of educational evaluation was issued in 1980. It contained 30 standards to guide the evaluation of educational programs, projects, and materials, and to assess the quality of such evaluations. The document, *Standards for Evaluations of Educational Programs, Projects, and Materials*,<sup>2</sup> was published in 1981 by McGraw-Hill. This extensive process involved around 200 people and took over four years to complete. The committee's work didn't end with the standards'

publication; they continue to promote their proper use and conduct ongoing review and development.

Petchers *et al.* (1988) recognized three key aspects of effective teaching based on student course evaluations: Teaching Quality and Expertise, Evaluation Methods and Feedback, and Course Value and Content. The study highlighted these as the crucial factors that contribute to students' perceptions of a course's effectiveness. Student evaluation of courses and instructors is accorded an important role in schools of social work. This study examined the dimensions underlying student rating to aid in the interpretation of student judgements of teaching effectiveness.

Implications of the factor structure for social work education are discussed.

Masri (2003) conducted a study aimed to evaluate the English for Palestine textbook for first graders from the perspective of teachers in the Northern Directorates of Palestine. A questionnaire was developed and distributed among 208 teachers to gather their opinions on the textbook. The results showed that the overall score of the evaluation of the textbook was 75.8%. The evaluation covered aspects such as the physical appearance, level of education for the students, grammar, teaching methods, and book content. Significant differences were found in the evaluation based on gender, educational level, and teaching experience. Males, teachers with an M.A. degree, and those with less than five years of experience rated the textbook more favorably. The study concluded with recommendations for training programs for teachers, workshops on modern teaching techniques, and suggested further research to evaluate textbooks for upper grades.

Al-Mazloun (2007) conducted a study that evaluates the "English for Palestine", Grade Ten textbook used in the Gaza Strip and the West Bank since 2004-2005, in comparison to foreign language learning standards. The research aims to identify the current foreign language learning

standards and assess the extent to which the textbook content aligns with these standards. The analysis involved reviewing literature, designing an analysis card, obtaining feedback from experts, and assessing the reliability of the data collection process. The findings indicate variations in the frequencies of different standards, with communication standards scoring the highest. Recommendations from the study include balancing the distribution of standards in the textbook units, leveraging topics to reinforce student motivation and learning, and establishing a follow-up research committee for ongoing evaluation and improvement. The study also suggests that teachers attend workshops to learn about new curriculum trends and employ effective teaching methods like group work and cooperative learning.

Henriques (2009) explored EFL textbooks used in Angola's secondary schools. It studied if Grade 7 and 8 books match today's language teaching ideas. The analysis looked at reading passages, questions, vocabulary, and grammar. It used a checklist from ACTFL, led by 6 doctoral students. The findings show the textbooks don't meet standards, failing to match current theories. The study suggests replacing textbooks, helping teachers achieve goals better.

Zaščerinska (2010) conducted a study reveals that evaluating the effectiveness of approaches used to enhance students' learning outcomes has become particularly important for the development of education and cultural change in our constantly evolving world. The aim of this research is to analyze the effectiveness of English for Academic Purposes activities in improving students' communicative competence in language education. This analysis involves examining the meaning of the key concepts of English for Academic

Purposes activities and outcome evaluation, as well as how these concepts relate to the idea of effectiveness. A qualitative evaluation research method was used. The sample consisted of 10 master's students from the Riga Teacher Training and Educational Management Academy in

Latvia during the 2007-2008 academic year. The students' communicative competence was a criterion for evaluating the effectiveness of the English for Academic Purposes activities.

El-Shawa (2011) led a study that evaluated the cultural content of English textbooks for Grade 11 and 12 students in Palestine to determine the extent to which they reflect Palestinian and non-Palestinian culture. The research used a descriptive analytical approach and quantitative analyses to assess the cultural content of the textbooks. The main findings revealed that more than half of the activities in the textbooks were culturally oriented, with a focus on introducing non-Palestinian cultures and their products. The study also highlighted that there were limited opportunities for comparing cultures and an absence of authentic texts for both Palestinian and non-Palestinian countries. Additionally, the textbooks lacked a special focus on providing Palestinian youth with phrases and expressions to talk about their Palestinian issue in English, as well as a absence of Islamic topics. Consequently, the researcher recommended coherent directives for teaching culture, designing teacher training programs, and incorporating authentic materials and enrichment activities focusing on Islamic and Palestinian issues.

Al harbi (2012) analyzed the content of English language textbooks, specifically "Traveller" and "Aim High," used in the Saudi secondary stage, in the context of the standards of linguistic proficiency expected from Saudi students. The research questions focused on the extent to which these textbooks reflect linguistic proficiency standards and the specific standards that should be present in the textbooks. The researcher used a descriptive approach and content analysis to achieve these objectives. The main findings revealed a list of standards for linguistic proficiency across different levels, from beginner to mastery. However, the study found that both textbook series did not adequately reflect these standards beyond the intermediate and advanced levels, particularly in the areas of listening and writing skills. As a result, the study recommended a

comprehensive revision of the English language textbooks to better align with the linguistic proficiency standards and to emphasize listening and writing skills.

Tahseen and Raewf (2018) did a study that aimed to analyze the recent trends in language learning strategies used in English language teaching (ELT) field. Understanding and effectively using these learning strategies is crucial in ELT. Content analysis was chosen to provide a better idea of the strategies used, for future researchers and teachers involved in English language learning and teaching. Content analysis is the best way to get a comprehensive overview of any research area. 45 articles were analyzed to define the criteria in this research. The findings give a clear picture of the research approach, sample size, participant profiles, analysis techniques, and data collection methods used in previous studies on Language Learning Strategies (LLS).

Tappi and Hursen (2018) conducted a research that aimed to enhance the effectiveness of evaluation programs and encourage more researchers to explore this field. The study focused on program evaluation, examining the distribution of studies by year of publication, subject area, country, method, and sample. The findings showed that most of the studies on program evaluation were conducted in 2015 and 2018. Qualitative research was more prevalent than quantitative and mixed methods. The majority of the analyzed studies were in the areas of teacher education and educational research.

Al Mamun (2019) analyzed the syllabi of English language development courses at Bangladeshi universities, this study compared the content to an ideal syllabus based on relevant theories. The researchers found that the current syllabi lack structure and organization. Most only include a list of topics and book titles, without clear learning goals, assessment methods, teaching approaches, or other key elements of a well-designed syllabus. The presentation of content also appears

linear, without a logical progression. Overall, the syllabi do not meet the criteria for an effective, comprehensive course outline.

Baleghizadeh *et al.* (2020) examined the content of three ESL grammar textbooks. Contrary to the expectation that grammar textbooks would be culturally neutral, the analysis showed that these textbooks were predominantly focused on the practice aspect of culture, which includes information about daily life and prominent customs of a particular society. However, the representation of diverse foreign cultures in these textbooks lacked balance. Compared to international cultures, the cultures of English-speaking countries tend to occupy a larger space in textbooks used in these countries. This has left little room for the representation of diverse international cultures in the materials. It is suggested that learners be provided more support to develop their intercultural competencies and foster effective communication with people from different backgrounds, using English as an international language. This can be achieved if materials writers pay closer attention to the role of international cultures in the content they create.

Zghair *et al.* (2020) conducted a study that aimed to examine the content of the 'English for Iraq' textbook for the sixth primary stage, aiming to assess if it meets the requirements for foreign language teaching. The researcher reviewed relevant literature and designed an analysis card to collect data. The findings indicate a variance in the presentation of foreign language teaching objectives in the textbook, with a focus on communication objectives over communities, connections, and comparisons. The distribution of the objectives across the units is also uneven. While the textbook is praised for its vibrant and engaging nature, the researcher suggests the need for a more balanced distribution of objectives across the units. Overall, the study highlights

the importance of ensuring a balanced presentation of language teaching objectives in English textbooks.

Chen (2022) examined the rules of English from the multifaceted ELL viewpoint. This study extracts personality trait data from practical texts and incorporates it into a modeling process of students' knowledge changes, drawing on data mining-related technology and multidisciplinary expertise. This test findings reveal that ELL, integrating communicative ability, is influencing education. It enhances language expertise. Gains: 3.95, 4.21, 3.66, with computing nodes 10, 20, 30 times initial count. Linear expansion indices: 0.914, 0.928, 0.93. This proves the Hadoop+Hive data cleaning tool scales excellently.

Thippayacharoen, et al. (2023) conducted a study which tried to explore assessment practices in English Medium Instruction (EMI), focusing on the objectives, roles, and tools of assessment. The study used the PRISMA flow diagram screening process to enhance the transparency and scientific validity of the review. As a result, the review identified different purposes for assessment implementation and highlighted critical findings based on an in depth analysis of 13 studies on EMI assessments in various contexts.

Jawabreh and Gündüz (2023) conducted a study which aimed to analyze curriculum evaluation studies conducted between 2000 and 2020. The goal was to determine trends in terms of methodology, publishing years, countries, sample type, evaluation model, and evaluated curriculum. The researchers used a content analysis method and reviewed 100 articles. The majority of the studies focused on evaluating undergraduate students, which was the most common sample type. The findings also showed that most studies were done using mixed research methods, with high school curriculum, English, and science being the most heavily evaluated subjects. Overall, curriculum evaluation is an important process that can help

educators ensure their curriculum is relevant, effective, and meets students' needs. It can also improve teaching and learning outcomes and ensure educational institutions are meeting standards.

## **2.3 Summary**

This summary explores different studies on educational assessment and curriculum design, emphasizing their main conclusions and shortcomings. The studies examined the effectiveness of various teaching methods and classroom practices. While the findings provide valuable insights, they also have certain limitations that should be considered.

Stufflebeam and Madaus's (1983) set of 30 standards for evaluating educational programs and raises concerns about its ongoing relevance in today's educational landscape due to its long development time.

Several studies are then summarized, including Petcher et al. (1988)'s identification of three key aspects of effective teaching based on student evaluations, Masri (2003)'s evaluation of the "English for Palestine" first-grade textbook, Al-Mazloun's comparison of the "English for Palestine" Grade 10 textbook to foreign language learning standards, and Henriques (2007)'s analysis of Angolan EFL textbooks. Each study highlights valuable insights but also reveals areas for improvement, such as the need to consider student learning outcomes and align with current language teaching theories.

The paper also covers evaluations of cultural content in textbooks, with ElShawa (2011)'s evaluation of Palestinian English textbooks and Al Harbi (2012)'s analysis of Saudi English textbooks. Both studies emphasize the need for balanced cultural representation and skill development in language proficiency.

Furthermore, the paper discusses studies examining the "English for Iraq" sixth grade textbook, effectiveness of English for Academic Purposes activities, language learning strategies in ELT research, trends in program evaluation research, Bangladeshi university English language development syllabi, representation of culture in ESL grammar textbooks, and curriculum evaluation studies. Each study provides valuable insights but may have limitations in generalizability and specific guidance for effective evaluations.

Lastly, the paper mentions a study on the influence of English language learning (ELL) on communicative ability and another study on assessment practices used in English Medium Instruction (EMI) classrooms, highlighting the importance of a deeper examination of specific assessment tools and their effectiveness for valuable insights.

Overall, these studies examine different ways to assess the effectiveness of educational programs, materials, and curriculum. They emphasize the significance of continuous evaluation and adjustment to ensure student learning matches established standards and supports well-rounded growth. However, some studies have constraints in their approach, ability to generalize findings, or depth of analysis. Future research can address these limitations to offer more reliable and practical insights for educators.

## **Chapter Three**

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### **Methods and Procedures**

#### **3.1 The Study Methodology**

#### **3.2 Population and sample of the Study**

#### **3.3 Instruments of the Study**

#### **3.4 Units of analysis**

#### **3.5 Validity and reliability**

##### **3.5.1 Instrument validity**

##### **3.5.2 Reliability of Content Analysis**

#### **3.6 The Study Procedures**

#### **3.7 Data analysis**

## **Chapter Three**

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### **Methods and Procedures**

This study focuses on analyzing English for Palestine textbooks for basic stage in the light of English language proficiency.

This chapter explains the methodology employed in this study. The used instruments, data collection and analysis. This chapter also shows the way in which validity and reliability were verified. This chapter consisted of four major sections: methodology, population and study sample, study instruments, and data collection and analysis.

#### **3.1. The Study Methodology**

To achieve the study objectives, the researcher used the descriptive analytical approach due to its appropriateness to the nature of the study.

This approach is characterized by its realistic technique in dealing with the problem of research, since the researcher is existing in the place where the study is conducted.

#### **3.2. Population and sample of the Study**

The study population and sample are English for Palestine textbooks for the basic stage. Eight textbooks were analyzed, first grade, second grade, third grade and fourth grade, the first and second semesters of the academic year of 2023-2024.

#### **3.3. Instruments of the Study**

The researcher believes that the suitable instrument for this study is content analysis frame. Content analysis card was created by the researcher after reviewing the English Language Curriculum Document (2015), ACTFL Proficiency Guidelines, and Organization of the ELP Standards.

### 3.4. Units of analysis

The researcher considered the unit of ideas for analysis, which includes (word, sentence, paragraph, picture, and question).

### 3.5. Validity and reliability

This researcher conducted the validity and reliability of the instruments as follows:

#### 3.5.1. Instrument validity

The researcher conducted the validity of study instruments by viewing them to educational experts in different Palestinian universities and institutions.

#### 3.5.2. Reliability of Content Analysis

Reliability is the degree to which data can be accurate and trusted. To assure the reliability of the analysis framework, the researcher followed to ways:

**Reliability through time:** the researcher analyzed English textbooks for the basic stage in light of criteria of language proficiency for the first time, after two weeks the researcher reanalyzed the textbooks. Then the coefficients of agreements were calculated between the results of both analyses. Researchers used a Holisti's method to calculate reliability.

$$R=2M/(N1+N2)$$

R: stands for reliability.

M: refers to the number of agreed items among analyzers.

N1 , N2: stand for elements of analysis.

**Table (3.1): Coefficient correlation for through time analysis reliability**

	<b>Criteria of language proficiency</b>
<b>First analysis</b>	22
<b>Second analysis</b>	24
<b>Percentage of agreement</b>	0.95

Table (3.1) shows the Coefficient correlation for through time analysis reliability. The percentage of agreement for criteria of language proficiency is 0.95. This percentage is suitable for the study objectives.

### **3.6. The Study Procedures**

To analyze the content of basic stage of English textbooks in the light of criteria of language proficiency, the researcher passed in different procedures as following:

- Identifying the study problem and variables.
- Viewing previous studies which are related to content analysis and curriculum foundations.
- Creating content analysis card after reviewing the English Language Curriculum Document (2015), ACTFL Proficiency Guidelines, and Organization of the ELP Standards.
- Verifying the instruments' validity by experts, and professors in different Palestinian universities.
- Verifying reliability of content analysis in two methods, interpersonally (the researcher asked another English teacher to do the reliability), and intrapersonal (the researcher repeated the analysis after two weeks).
- Analyzing the collected data.
- Comment on the study's findings and show suggestions and recommendations.

### **3.7. Statistical analysis**

The researcher analyzed the data that collected by content analysis frame, by using:

- Frequencies and percentages.
- Holisti's method.

## **Chapter Four**

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### **Results of the Study**

#### **4. 1 Results Related to the First Question**

#### **4. 2 Results Related to the Second**

#### **4. 3 Results Related to the Third Question**

## Chapter Four

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### Results of the Study

This study aimed to identify the English language proficiency and how this criterion distributed in English textbooks for the basic stage in Palestine. To achieve the study objectives, the researcher created a content analysis frame, and analyzed the content of those textbooks according to the criteria of language proficiency. The researcher used frequencies and percentages to analyze the data of the study. This chapter presents the results of the study in the light of the study questions

#### 4.1. Results Related to the First Question

The first question stated that, What are the criteria for language proficiency in “English for Palestine textbooks” for basic stage?

In order to answer this question, the researcher reviewed the relevant literature, the English Language Curriculum Document (2015), ACTFL Proficiency Guidelines, and Organization of the ELP Standards, and benefited from the studies that were conducted in this field. She then came up with a proposed list of standards and made sure of their validity.

The criteria for language proficiency in “English for Palestine” textbooks for basic stage are as follow:

1. Understand spoken English and basic texts through listening, reading, and looking at pictures.
2. Talk and write about familiar topics with classmates and the teacher.
3. Start to tell stories and write simple texts about familiar things.
4. Give simple reasons for your choices and ideas.
5. Ask and answer simple questions to learn new things.

6. Listen carefully to what others say and try to understand their point of view.
7. Use simple English in different situations, like greetings and asking for things.
8. Learn new words and phrases from stories and everyday situations.
9. Speak and write in a way that is easy for others to understand.
10. Use basic English grammar and vocabulary correctly.

The standards were distributed according to the four language skills, as shown below:

1. Listening skill: included thirteen standards distributed over three levels, as shown below:
  - Basic level: included six standards.
  - Intermediate level: included three standards.
  - Advanced level: included four standards.
2. Speaking skill: included nineteen standards distributed over three levels, as shown below:
  - Basic level: included six standards.
  - Intermediate level: included eight standards.
  - Advanced level: included five standards.
3. Reading skill: included sixteen standards distributed over three levels, as shown below:
  - Basic level: included five standards.
  - Intermediate level: included four standards.
  - Advanced level: included seven standards.

Writing skill: included nineteen standards distributed over three levels, as shown below:

- Basic level: included seven standards.
- Intermediate level: included six standards.
- Advanced level: included six standards.

## 4.2. Results Related to the Second Question:

The second question stated that, What are the quality standards that should be achieved by students studying English at the basic stage in Palestine?

To answer this question, the researcher used the analysis card, and the results were in table (4.1).

**Table (4.1): results of the quality standards that should be achieved by students studying English at the first grade.**

Skill	Level	Verification score
Listening	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved
Speaking	Basic	High
	Intermediate	Low
	Advanced	Not achieved
Reading	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved
Writing	Basic	low
	Intermediate	Not achieved
	Advanced	Not achieved

As appeared in table (4.1), the results showed that the content of the first-grade textbook included listening and speaking standards at the basic level to a great extent. However, these standards were not met at the intermediate and advanced levels. Their appearance was minimal in the basic level in reading and writing skills and did not exist in the intermediate and advanced levels.

**Table (4.2): results of the quality standards that should be achieved by students studying English at the second grade.**

Skill	Level	Verification score
Listening	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved
Speaking	Basic	High
	Intermediate	Low
	Advanced	Not achieved
Reading	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved
Writing	Basic	low
	Intermediate	Not achieved
	Advanced	Not achieved

As appeared in table (4.2), the results showed that the content of the second grade textbook

**Table (4.3): results of the quality standards that should be achieved by students studying English at the third grade.**

<b>Skill</b>	<b>Level</b>	<b>Verification score</b>
Listening	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved
Speaking	Basic	High
	Intermediate	Low
	Advanced	Not achieved
Reading	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved
Writing	Basic	low
	Intermediate	Not achieved
	Advanced	Not achieved

As appeared in table (4.3), the results showed that the content of the third-grade textbook included listening and speaking standards at the basic level to a great extent. However, these standards were not met at the intermediate and advanced levels. Their appearance was minimal in the basic level in reading and writing skills and did not exist in the intermediate and advanced levels.

**Table (4.4): results of the quality standards that should be achieved by students studying English at the fourth grade.**

<b>Skill</b>	<b>Level</b>	<b>Verification score</b>
Listening	Basic	High
	Intermediate	High
	Advanced	High
Speaking	Basic	High
	Intermediate	High
	Advanced	low
Reading	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved
Writing	Basic	High
	Intermediate	Not achieved
	Advanced	Not achieved

As appeared in table (4.4), the results showed that the content of the fourth-grade textbook included listening and speaking standards a great extent. However, these standards were not met at the reading and writing skills. Their appearance did not exist in the intermediate and advanced levels.

### 4.3. Results Related to the Third Question:

The Third question stated that, Is language proficiency standards available in English for Palestine textbooks for the basic stage?

To answer this question, the researcher analyzed the content of English textbooks for the basic stage, in the light of criteria of language proficiency.

Table (4.5) in appendix (2) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the first grade (A)

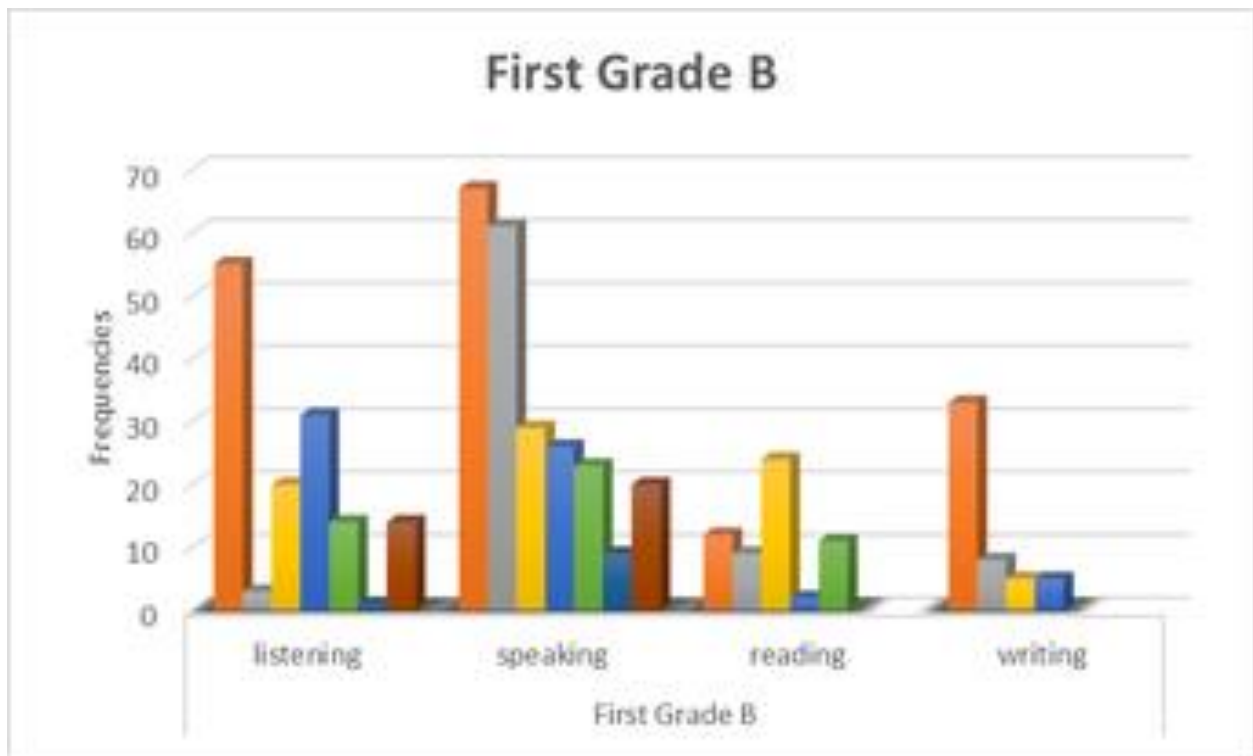


**Figure (4.1): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the first grade (A).**

Regarding table (4.5) and figure (4.1) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the first grade (A). Distinguishing simple sounds and words through listening got the highest score 46.6% with 55 frequencies. In the second score, understanding key information in short spoken passages related to familiar topics 34.3%

with frequency of 49. Language proficiency standards are not available at the intermediate and advanced levels. This is attributed to the young age group.

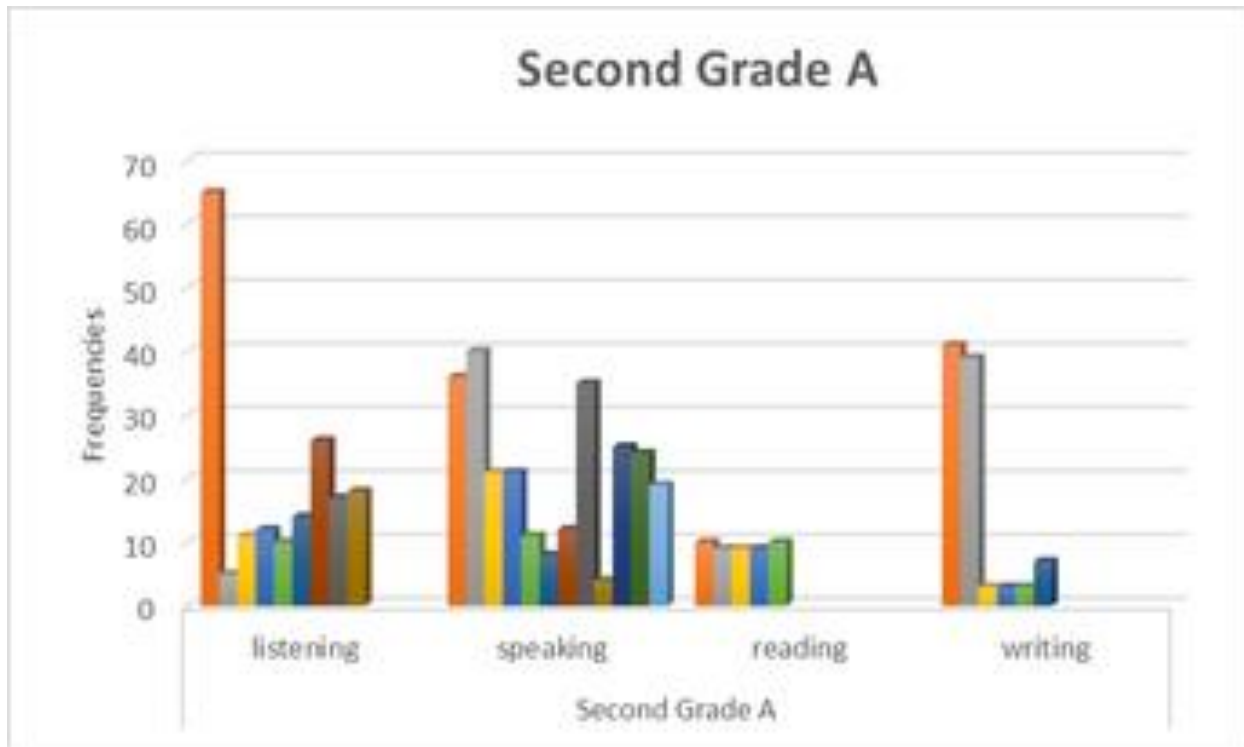
Table (4.6) in appendix (3) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the first grade (B).



**Figure (4.2): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the first grade (B).**

Regarding table (4.6) and figure (4.2) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the first grade (B). Say short and simple texts with the aid of pictures in speaking skill got the highest score with 67 frequencies and 25.5% percentage. However, expressing greetings, feelings, farewells, thanks, and apologies got the lowest score with 5 frequencies and 1.9% percentage.

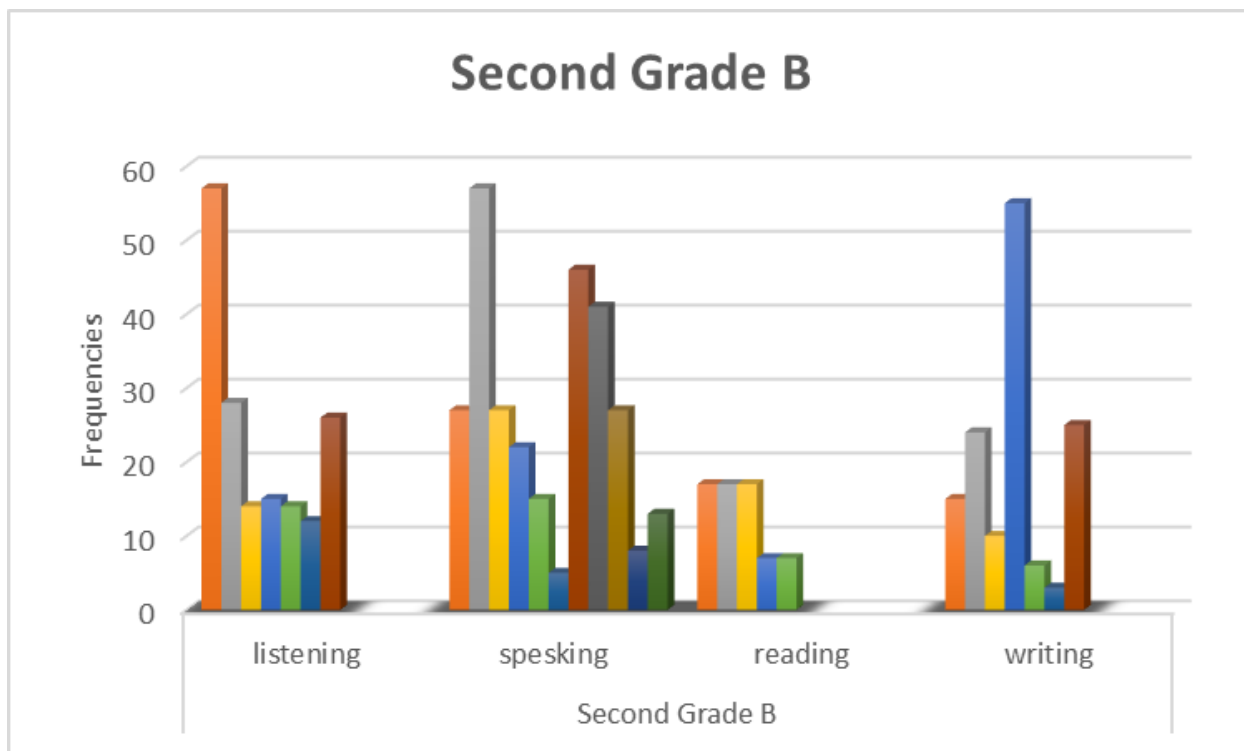
Table (4.7) in appendix (4) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the second grade (A).



**Figure (4.3): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the second grade (A).**

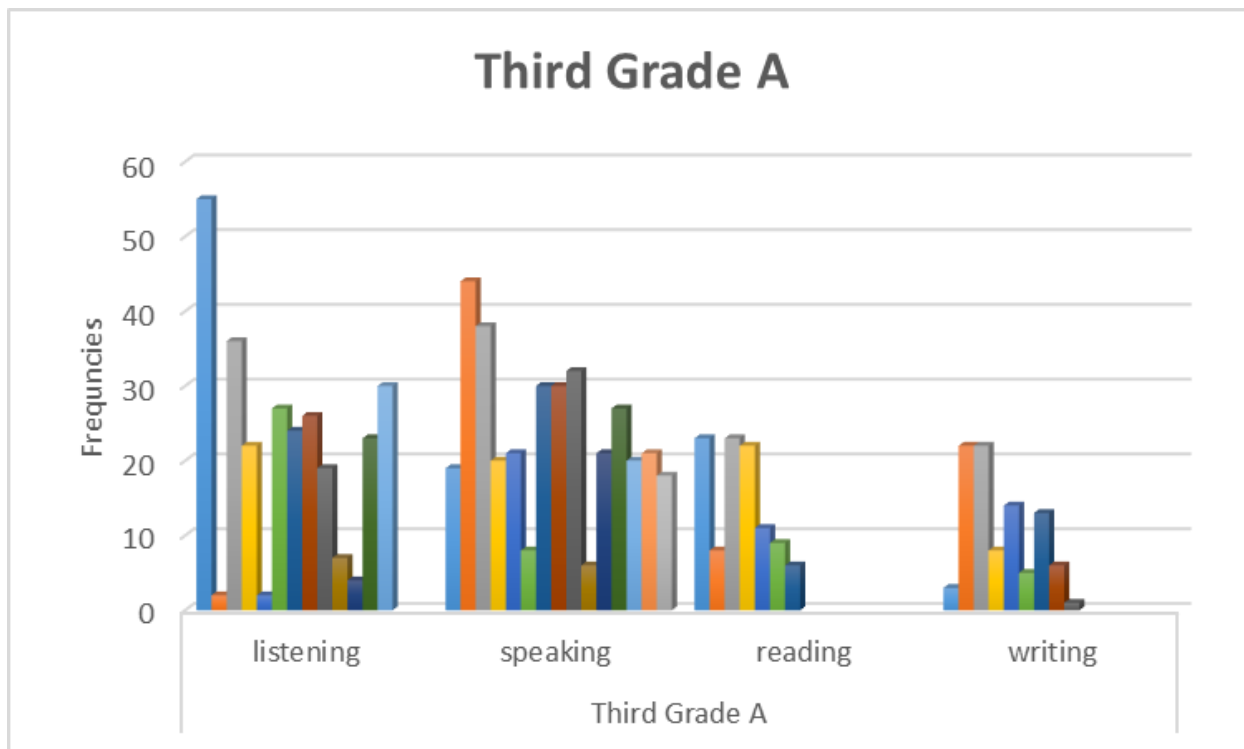
Regarding table (4.7) and figure (4.3) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the second grade (A). The proficiency in writing skill was increased in compare with first grade. The items (Completing simple forms and writing personal information, Constructing simple sentences, Using simple punctuation marks, and Rearranging words to construct simple sentences) are not achieved in first grade but they achieved in second grade.

Table (4.8) in appendix (5) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the second grade (B).



**Figure (4.4): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the second grade (B).**

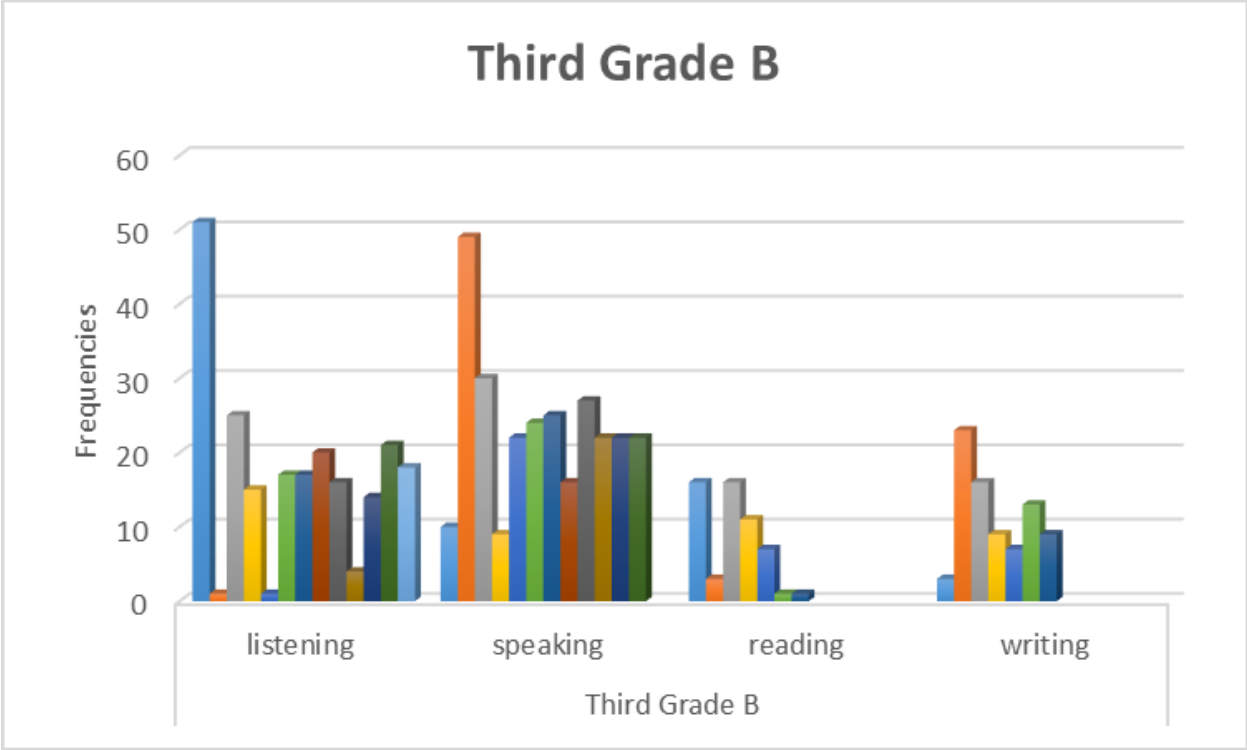
Regarding table (4.8) and figure (4.4) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the second grade (B). The criteria of language proficiency standard are being achieved in a step-by-step manner, rather than all at once. As in obtaining new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech in listening skill got 15.7 percentage with 26 frequencies. Table (4.9) in appendix (6) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the third grade (A).



**Figure (4.5): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the third grade (A).**

Regarding table (4.9) and figure (4.5) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the third grade (A). The remarkable aspect of this grade is the achievement of language proficiency standards in the speaking skill at the basic, intermediate, and advanced levels.

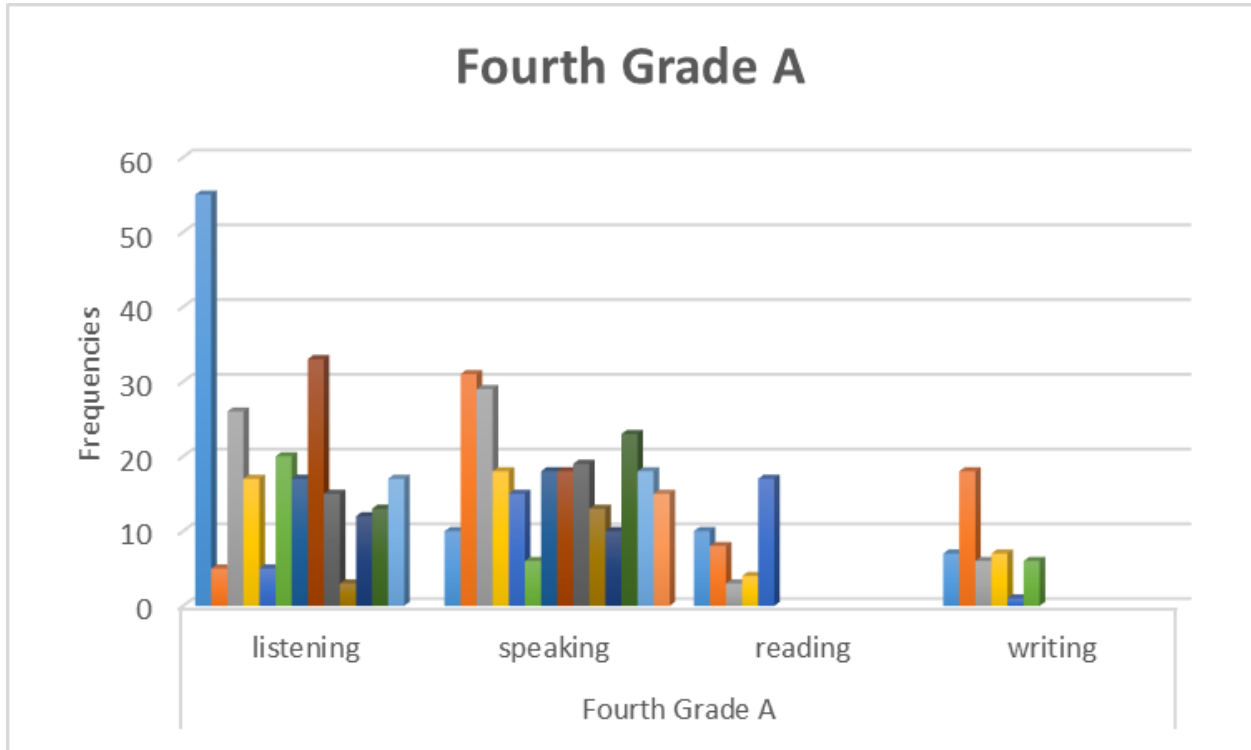
Table (4.10) in appendix (7) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the third grade (B).



**Figure (4.6): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the third grade (B).**

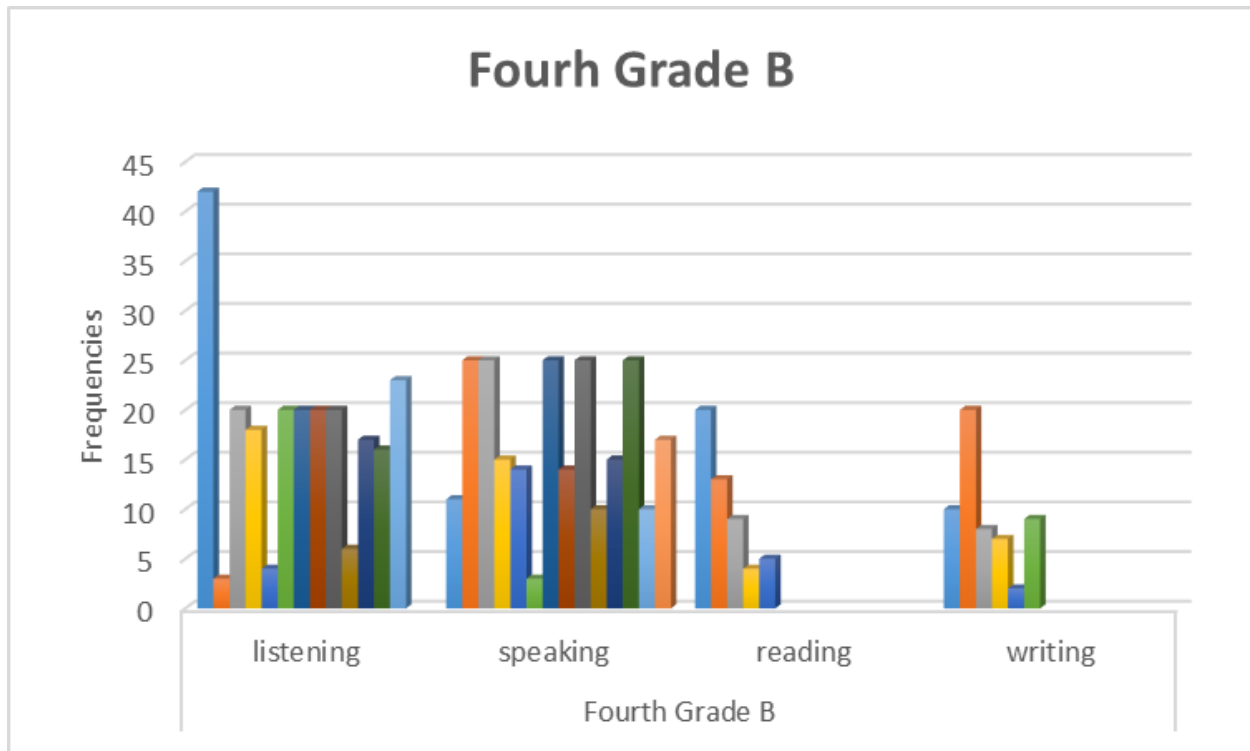
Regarding table (4.10) and figure (4.6) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the third grade (B). Despite the significant achievement of language proficiency standards in several skills in this grade, there is a decline in the achievement of language proficiency standards in the reading skill.

Table (4.11) in appendix (8) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the fourth grade (A).



**Figure (4.7): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the fourth grade (A).**

Regarding table (4.11) and figure (4.7) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the fourth grade (A). Language proficiency is reflected greatly in listening and speaking skills, unlike reading and writing skills, which are at a beginner level. Recognizing common words and simple sentences in short texts got the highest score 40.5% with 17 frequencies in reading skill which is in basic stage. Table (4.12) in appendix (9) which shows frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the fourth grade (B).



**Figure (4.8): frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the fourth grade (B).**

Regarding table (4.12) and figure (4.8) for frequencies and percentages of the language proficiency standards available in English for Palestine textbooks for the fourth grade (B). Language proficiency is reflected greatly in listening and speaking skills, unlike reading and writing skills, which are at a beginner level. Writing short sentences and phrases about familiar topics using basic vocabulary and grammar got the highest score 30.8 % with 20 frequencies in reading skill which is in basic stage.

## **Chapter Five**

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### **Discussion of the results and Recommendations**

**5. 1 Discussion of the Results Related to First question**

**5. 2 Discussion of the Results Related to second question**

**5. 3 Discussion of the Results Related to Third question**

**5.4 conclusion**

**5. 5 Recommendations**

## Chapter Five

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### Discussion of the results and Recommendations

#### 5.1. Discussion of the Results Related to First question

The results show that there are ten standards to the criteria for language proficiency in English for Palestine textbooks for basic stage are as follow:

1. Understand spoken English and basic texts through listening, reading, and looking at pictures.
2. Talk and write about familiar topics with classmates and the teacher.
3. Start to tell stories and write simple texts about familiar things.
4. Give simple reasons for your choices and ideas.
5. Ask and answer simple questions to learn new things.
6. Listen carefully to what others say and try to understand their point of view.
7. Use simple English in different situations, like greetings and asking for things.
8. Learn new words and phrases from stories and everyday situations.
9. Speak and write in a way that is easy for others to understand.
10. Use basic English grammar and vocabulary correctly.

These standards agreed with (ACTFL, 2020), and El-Shawa (2011) disagree with Al-harbi (2012)

#### 5.2. Discussion of the Results Related to second question:

The analysis of the English language textbooks for grades one through four reveals a consistent pattern in the inclusion of language proficiency standards across different grade levels. The

findings indicate a strong emphasis on listening and speaking skills at the basic level, but a significant gap in the inclusion of these standards at the intermediate and advanced levels. Additionally, the standards for reading and writing are minimally represented at the basic level and are almost entirely absent at higher proficiency levels. This pattern suggests several implications for language instruction and curriculum development in elementary education.

These results agreed with Masri (2003) and Al-Mazloun (2007), and disagreed with El-Shawa (2011)

### **Emphasis on Basic Level Skills**

The substantial inclusion of listening and speaking standards at the basic level across all grade levels (first through fourth) suggests that the curriculum prioritizes foundational oral communication skills for young learners. This focus aligns with the developmental needs of early learners, who benefit from engaging in auditory and verbal activities to build their phonetic awareness, vocabulary, and conversational abilities. At this stage, students are likely to engage in activities such as listening to stories, participating in simple dialogues, and practicing pronunciation, which are crucial for their initial language acquisition.

These findings agree with Masri (2003) and Al-Mazloun (2007), and disagreed with Al harbi (2012)

### **Insufficient Progression to Higher Levels**

However, the absence of listening and speaking standards at the intermediate and advanced levels is concerning. As students' progress through the grades, it is essential that they continue to develop these skills to handle more complex language tasks. Intermediate and advanced listening and

speaking standards should include activities that challenge students to understand more detailed and nuanced spoken language, participate in extended conversations, and engage in discussions on a variety of topics. The current curriculum's failure to incorporate these higher-level standards may hinder students' ability to achieve full language proficiency and limit their preparedness for more advanced language use in academic and social contexts.

These results agreed with Dossari (1989) and Al-Mazloun (2007), and disagreed with El-Shawa (2011)

### **Minimal Focus on Reading and Writing**

The minimal presence of reading and writing standards even at the basic level, and their absence at intermediate and advanced levels, is another critical issue. Reading and writing are fundamental components of language proficiency that support cognitive development, comprehension skills, and the ability to express ideas in written form. Early exposure to reading and writing helps students develop literacy skills that are essential for academic success. At higher proficiency levels, students should be engaging with increasingly complex texts, developing critical reading skills, and producing coherent and structured written work.

The current curriculum's limited focus on these skills may result in students struggling with reading comprehension and written expression as they advance in their education. This gap can have long-term consequences, affecting their overall academic performance and their ability to engage with more demanding content in higher grades.

These results agreed with Masri (2003) and Al-Mazloun (2007) and (Shehadeh & Dwaik, 2013). and disagreed with Zghair et al. (2020)

### **5.3. Discussion of the Results Related to Third question**

The analysis of the English for Palestine textbooks across grades one through four provides valuable insights into the distribution and emphasis of language proficiency standards. The findings highlight the strengths and weaknesses of the curriculum in fostering various language skills, offering a comprehensive view of how well the textbooks meet the educational needs at different proficiency levels.

#### **First Grade Textbooks (A and B) Listening Skills:**

In the first grade (A), the highest emphasis is on distinguishing simple sounds and words through listening (46.6%). Understanding key information in short spoken passages also scores high (34.3%). This strong focus on listening aligns with the developmental stage of young learners who are building foundational auditory skills.

#### **Speaking Skills:**

In the first grade (B), the most emphasized skill is saying short and simple texts with the aid of pictures (25.5%). However, expressing greetings, feelings, farewells, thanks, and apologies is notably underrepresented (1.9%). While the high frequency of picture-supported speaking activities is beneficial for beginners, the minimal emphasis on social expressions indicates a gap in teaching basic conversational skills, which are crucial for everyday interactions.

#### **Second Grade Textbooks (A and B) Writing Skills:**

The second grade (A) shows an improvement in writing skills compared to the first grade. Skills such as completing simple forms, writing personal information, constructing simple sentences, using punctuation, and rearranging words to construct sentences, which were not addressed in the first grade, are now included. This progression suggests a step-by-step enhancement of writing abilities, appropriate for the learners' developmental stage.

**Listening Skills:**

The second grade (B) continues to show incremental progress in listening skills, such as obtaining information from various audio sources (15.7%). This gradual approach helps reinforce listening abilities over time, ensuring students can comprehend spoken language from different contexts.

**Third Grade Textbooks (A and B)****Speaking Skills:**

The third grade (A) demonstrates a notable achievement in speaking skills across basic, intermediate, and advanced levels. This indicates a well-rounded development of oral proficiency, preparing students to engage in more complex verbal interactions.

**Reading Skills:**

Despite advancements in several language skills, the third grade (B) experiences a decline in reading proficiency standards. This suggests that while oral communication skills are being developed, reading comprehension and literacy are not receiving equivalent attention, which could impact overall language proficiency in higher grades. **Fourth Grade Textbooks (A and B)**

**Listening and Speaking Skills:**

Both sections of the fourth grade reflect significant proficiency in listening and speaking skills. This trend continues from earlier grades, showing a consistent emphasis on oral communication throughout the curriculum.

**Reading and Writing Skills:**

However, reading and writing skills remain at a beginner level, even in the fourth grade. For instance, recognizing common words and simple sentences in short texts (40.5%) and writing short sentences about familiar topics using basic vocabulary and grammar (30.8%) are still the primary

focus. This limited progression in literacy skills could hinder students' ability to engage with more complex texts and articulate their thoughts in writing as they advance.

These results agreed with Al harbi (2012) and Al Mamun (2019), and disagreed with Thippayacharoen, et al. (2023)

#### **5.4. Conclusion**

The study investigated how well English language textbooks for grades 1-4 in Palestine meet the criteria for language proficiency. The findings showed that the curriculum aligns with some benchmarks but has some shortcomings.

- Strengths:
  - Curriculum prioritizes listening and speaking skills at the basic level, which is appropriate for young learners.
  - There's a gradual increase in listening complexity as students progress through the grades.
  - Writing skills show improvement from grades 1 to 2.
- Weaknesses:
  - Listening and speaking skills are not emphasized enough at intermediate and advanced levels.
  - Reading and writing skills receive minimal focus throughout the curriculum.
  - There's a lack of emphasis on social expressions in speaking activities.

### **5.5. Recommendations:**

The researcher recommended for improving English language proficiency in Palestine through curriculum development and researchers as following:

#### **For Curriculum Developers:**

- Focus on all skills across levels: Introduce intermediate and advanced listening, speaking, reading, and writing activities. Integrate social expressions in speaking practice. Maintain phonetic awareness and vocabulary building.
- Develop writing progressively: Move from simple sentences to creative writing, essays, and reports in higher grades.
- Sustain listening skills: Continuously challenge students with diverse listening materials.
- Review and update curriculum regularly: Gather feedback and address skill gaps.
- Balanced Skill Development: The curriculum should strive for a more balanced development of all four language skills—listening, speaking, reading, and writing. This includes ensuring that reading and writing skills are progressively developed alongside listening and speaking.
- Incremental Skill Progression: The step-by-step approach in second grade writing skills is effective and should be applied consistently across all grades and skills. Each grade level should build upon the previous one, introducing more complex tasks and standards to ensure continuous development.
- Enhanced Focus on Literacy: There is a clear need to enhance the focus on reading and writing skills, particularly at the intermediate and advanced levels. This can be achieved by incorporating more diverse and challenging reading materials and writing tasks that go beyond basic sentence construction.

- **Inclusion of Social Expressions:** Incorporating social expressions such as greetings, feelings, farewells, thanks, and apologies should be emphasized more in the early grades to foster basic conversational skills essential for everyday communication.
- **Regular Curriculum Review:** Ongoing evaluation and feedback from educators can help identify gaps and areas for improvement. Regular curriculum reviews can ensure that the educational materials remain relevant and effective in meeting the language proficiency standards.

**For Researchers:**

- **Evaluate curriculum effectiveness:** Measure student progress across all grades and skills.
- **Examine skill development:** Identify areas where the curriculum can be improved.
- **Explore best practices:** Benchmark against international standards and research new teaching methods to enhance learning.

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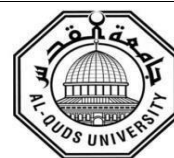
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**Appendix (1): a content card of language proficiency standards in English for Palestine textbooks**

Based on the determinants of foreign language proficiency levels, the content of books should include the English language skills listening, speaking, reading and writing in each level to achieve language proficiency:

First, listening skills:

Level	Content/skills	Frequencies	Percentage
	Distinguishing simple sounds and words through listening		

Basic level	Understanding basic instructions and simple expression in familiar contexts		
	Understanding key information in short spoken passages related to familiar topics.		
	Responding appropriately to basic questions in familiar situations.		
	Following simple spoken directions and instructions.		
	Understanding simple conversations.		
Intermediate Level	Understanding conversations and discussions on a range of topics.		
	Identifying different accents, speech rates, and intonation patterns.		
	Summarizing information from spoken sources.		
Advanced Level	Recognizing cultural references in spoken language.		
	Understanding fast-paced and extended spoken discourse.		
	Demonstrating advanced listening comprehension skills across a wide range of topics and genres.		
	Obtaining new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech.		

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.		
	Recognizing basic vocabulary used in everyday life.		
	Forming or constructing correct and simple sentences		

	Participating in simple conversation about personal experiences, feelings, and interests.		
	Asking and answering questions related to personal experiences and familiar topics.		
	Expressing greetings, feelings, farewells, thanks, and apologies.		
Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.		
	Using longer and more complex expressions or sentences.		
	Expressing ideas more clearly and logically.		
	Giving opinions and viewpoints on different topics		
	Engaging in discussions by actively listening to others and responding appropriately.		
	Describing experiences, events, and plans in greater detail and with more clarity.		
	Incorporating descriptive language to vividly convey experiences and events to others.		
	Using appropriate tone and intonation in conversations		
Advanced Level	Utilizing a wide range of vocabulary and idiomatic expressions accurately.		
	Formulating complex and well structured sentences with ease.		
	Speaking with fluidity and ease.		
	Narrating events with different time contexts in areas of personal interest.		
	Demonstrating appropriate level of proficiency in the language.		

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Recognizing common words and simple sentences in short texts.		
	Following simple narratives and instructions in illustrated texts.		
	Recognizing and understanding basic vocabulary and common expressions in context.		
	Understanding short, simple sentence on familiar topics.		
	Identifying the main idea and key details in short texts.		
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.		
	Inferring meaning from context and identifying author's purpose and tone.		
	Understanding and interpreting different genres of texts, such as fiction, nonfiction, and poetry.		
	Making inferences and drawing conclusions from written texts.		
Advanced Level	Understanding and analyzing complex texts.		
	Evaluating arguments, perspectives, and evidence presented in written texts.		
	Analyzing and interpreting texts from different cultural and historical contexts.		
	Interpreting and responding critically to literary texts, including novels, plays, and poetry.		
	Enjoying and appreciate target language literature.		

	Identify intention, attitude, and bias in texts.		
	Synthesizing information and drawing connections between texts, ideas, and contexts.		

Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
Basic level	Practicing writing the alphabet correctly		
	Using neat handwriting and spaces		
	Writing short sentences and phrases about familiar topics using basic vocabulary and grammar.		
	Completing simple forms and writing personal information.		
	Constructing simple sentences		
	Using simple punctuation marks		
	Rearranging words to construct simple sentences.		
Intermediate Level	Writing coherent and cohesive paragraphs.		
	Organizing ideas into simple paragraphs with a clear topic sentence and supporting details.		
	Writing short descriptions, narratives, and personal stories with guidance		
	Using simple conjunctions or connectors to join sentences		
	Writing short descriptions, narratives, and personal stories with guidance.		
	Editing and revising a short and simple piece of writing.		

Advanced Level	Writing well-developed essays and reports with sophisticated vocabulary and sentence structures.		
	Synthesizing information from multiple sources to support arguments and claims.		
	and evaluating texts for their literary, cultural, and historical significance.		
	Crafting persuasive and well-reasoned arguments with effective use of evidence and examples.		
	Expressing complex ideas and abstract concepts clearly and concisely.		
	Using cohesive devices to join sentences and paragraphs		

**Appendix (2): a content card of language proficiency standards in English for Palestine textbooks for First Grade (A)**

First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>54</b>	<b>37.8%</b>
	Understanding basic instructions and simple expression in familiar contexts	<b>4</b>	<b>2.8%</b>
	Understanding key information in short spoken passages related to familiar topics.	<b>49</b>	<b>34.3%</b>
	Responding appropriately to basic questions in familiar situations.	<b>8</b>	<b>5.6%</b>
	Understanding simple conversations.	<b>13</b>	<b>9.1%</b>
Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>15</b>	<b>10.4%</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>38</b>	<b>20.%</b>
	Recognizing basic vocabulary used in everyday life.	<b>30</b>	<b>17%</b>
	Forming or constructing correct and simple sentences	<b>49</b>	<b>27%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>17</b>	<b>9%</b>
	Asking and answering questions related to personal experiences and familiar topics.	<b>10</b>	<b>6%</b>
	Expressing greetings, feelings, farewells, thanks, and apologies.	<b>3</b>	<b>2%</b>

Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>15</b>	<b>8%</b>
Advanced Level	Expressing ideas more clearly and logically.	<b>10</b>	<b>6%</b>
	Using appropriate tone and intonation in conversations	<b>9</b>	<b>5%</b>

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Recognizing common words and simple sentences in short texts.	<b>40</b>	<b>37.7%</b>
	Following simple narratives and instructions in illustrated texts.	<b>9</b>	<b>8.5%</b>
	Recognizing and understanding basic vocabulary and common expressions in context.	<b>38</b>	<b>35.8%</b>
	Understanding short, simple sentence on familiar topics.	<b>10</b>	<b>9.4%</b>
	Identifying the main idea and key details in short texts.	<b>9</b>	<b>8.5%</b>

Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
Basic level	Practicing writing the alphabet correctly	<b>27</b>	<b>58.7%</b>
	Using neat handwriting and spaces	<b>19</b>	<b>41.3%</b>

**Appendix (3): a content card of language proficiency standards in English for Palestine textbooks for First Grade (B)**

First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>55</b>	<b>46.6%</b>
	Understanding basic instructions and simple expression in familiar contexts	<b>3</b>	<b>2.5%</b>
	Understanding key information in short spoken passages related to familiar topics.	<b>31</b>	<b>26.3%</b>
	Responding appropriately to basic questions in familiar situations.	<b>14</b>	<b>11.9%</b>
	Following simple spoken directions and instructions.	<b>1</b>	<b>0.8%</b>
	Understanding simple conversations.	<b>14</b>	<b>11.9%</b>
Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>55</b>	<b>46.6%</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>67</b>	<b>25.5%</b>
	Recognizing basic vocabulary used in everyday life.	<b>61</b>	<b>23.2%</b>
	Forming or constructing correct and simple sentences	<b>29</b>	<b>11%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>26</b>	<b>10%</b>
	Asking and answering questions related to personal experiences and familiar topics.	<b>23</b>	<b>8.7%</b>
	Expressing greetings, feelings, farewells, thanks, and apologies.	<b>5</b>	<b>1.9%</b>

Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>23</b>	<b>8.7%</b>
	Using longer and more complex expressions or sentences.	<b>9</b>	<b>3.4%</b>
	Using appropriate tone and intonation in conversations	<b>20</b>	<b>7.6%</b>

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Recognizing common words and simple sentences in short texts.	<b>12</b>	<b>20.7%</b>
	Following simple narratives and instructions in illustrated texts.	<b>9</b>	<b>15.5%</b>
	Recognizing and understanding basic vocabulary and common expressions in context.	<b>24</b>	<b>41.4%</b>
	Understanding short, simple sentence on familiar topics.	<b>2</b>	<b>3.4%</b>
	Identifying the main idea and key details in short texts.	<b>11</b>	<b>19%</b>
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.	<b>12</b>	<b>20.7%</b>

Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
Basic level	Practicing writing the alphabet correctly	<b>33</b>	<b>64.7%</b>
	Using neat handwriting and spaces	<b>8</b>	<b>15.7%</b>
	Writing short sentences and phrases about familiar topics using basic vocabulary and grammar.	<b>5</b>	<b>9.8%</b>
	Completing simple forms and writing personal information.	<b>5</b>	<b>9.8%</b>

**Appendix (4): a content card of language proficiency standards in English for Palestine textbooks for Second Grade (A)**

First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>65</b>	<b>36.5%</b>
	Understanding basic instructions and simple expression in familiar contexts	<b>5</b>	<b>2.8%</b>
	Understanding key information in short spoken passages related to familiar topics.	<b>11</b>	<b>6.2%</b>
	Responding appropriately to basic questions in familiar situations.	<b>12</b>	<b>6.7%</b>
	Following simple spoken directions and instructions.	<b>10</b>	<b>5.6%</b>
	Understanding simple conversations.	<b>14</b>	<b>7.9%</b>
Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>26</b>	<b>14.6%</b>
	Identifying different accents, speech rates, and intonation patterns.	<b>17</b>	<b>9.6%</b>
Advanced Level	Obtaining new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech.	<b>18</b>	<b>10.1%</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>36</b>	<b>14.6%</b>
	Recognizing basic vocabulary used in everyday life.	<b>40</b>	<b>15.6%</b>
	Forming or constructing correct and simple sentences	<b>21</b>	<b>8.2%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>21</b>	<b>8.2%</b>

	Asking and answering questions related to personal experiences and familiar topics.	<b>11</b>	<b>4%</b>
Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>8</b>	<b>3%</b>
	Using longer and more complex expressions or sentences.	<b>12</b>	<b>4.7%</b>
	Expressing ideas more clearly and logically.	<b>35</b>	<b>13.7%</b>
	Giving opinions and viewpoints on different topics	<b>4</b>	<b>1.5%</b>
	Engaging in discussions by actively listening to others and responding appropriately.	<b>25</b>	<b>9.8%</b>
	Using appropriate tone and intonation in conversations	<b>24</b>	<b>9.3%</b>
Advanced Level	Utilizing a wide range of vocabulary and idiomatic expressions accurately.	<b>19</b>	<b>7.4%</b>

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Recognizing common words and simple sentences in short texts.	<b>10</b>	<b>21.2%</b>
	Recognizing and understanding basic vocabulary and common expressions in context.	<b>9</b>	<b>19.2%</b>
	Understanding short, simple sentence on familiar topics.	<b>9</b>	<b>19.2%</b>
	Identifying the main idea and key details in short texts.	<b>9</b>	<b>19.2%</b>
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.	<b>10</b>	<b>21.2%</b>

Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
Basic level	Practicing writing the alphabet correctly	<b>41</b>	<b>42.8%</b>
	Using neat handwriting and spaces	<b>39</b>	<b>40.6%</b>
	Completing simple forms and writing personal information.	<b>3</b>	<b>3.1%</b>
	Constructing simple sentences	<b>3</b>	<b>3.1%</b>
	Using simple punctuation marks	<b>3</b>	<b>3.1%</b>
	Rearranging words to construct simple sentences.	<b>7</b>	<b>7.3%</b>

**Appendix (5): a content card of language proficiency standards in English for Palestine textbooks for Second Grade (B)**

First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>57</b>	<b>34.3%</b>
	Understanding key information in short spoken passages related to familiar topics.	<b>28</b>	<b>16.7%</b>
	Responding appropriately to basic questions in familiar situations.	<b>14</b>	<b>8.4%</b>
	Understanding simple conversations.	<b>15</b>	<b>9.3%</b>
Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>14</b>	<b>8.4%</b>
	Identifying different accents, speech rates, and intonation patterns.	<b>12</b>	<b>7.2%</b>
Advanced Level	Obtaining new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech.	<b>26</b>	<b>15.7</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>27</b>	<b>9.4%</b>
	Recognizing basic vocabulary used in everyday life.	<b>57</b>	<b>19.8%</b>
	Forming or constructing correct and simple sentences	<b>27</b>	<b>9.4%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>22</b>	<b>7.6%</b>
	Asking and answering questions related to personal experiences and familiar topics.	<b>15</b>	<b>5.2%</b>
	Expressing greetings, feelings, farewells, thanks, and apologies.	<b>5</b>	<b>1.7%</b>
Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>46</b>	<b>16%</b>
	Using longer and more complex expressions or sentences.	<b>41</b>	<b>14.2%</b>
Advanced level	Expressing ideas more clearly and logically.	<b>27</b>	<b>9.4%</b>
	Giving opinions and viewpoints on different topics	<b>8</b>	<b>2.8%</b>
	Using appropriate tone and intonation in conversations	<b>13</b>	<b>4.5%</b>

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic Level	Recognizing common words and simple sentences in short texts.	<b>17</b>	<b>26.1%</b>
	Recognizing and understanding basic vocabulary and common expressions in context.	<b>17</b>	<b>26.1%</b>
	Understanding short, simple sentence on familiar topics.	<b>17</b>	<b>26.1%</b>

	Identifying the main idea and key details in short texts.	<b>7</b>	<b>10.85%</b>
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.	<b>7</b>	<b>10.85%</b>

#### Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
Basic level	Practicing writing the alphabet correctly	<b>15</b>	<b>17.4%</b>
	Using neat handwriting and spaces	<b>24</b>	<b>27%</b>
	Writing short sentences and phrases about familiar topics using basic vocabulary and grammar.	<b>10</b>	<b>11.3%</b>
	Completing simple forms and writing personal information.	<b>5</b>	<b>5.7%</b>
	Constructing simple sentences	<b>6</b>	<b>6.8%</b>
	Using simple punctuation marks	<b>3</b>	<b>3.4%</b>
	Rearranging words to construct simple sentences.	<b>25</b>	<b>28.4%</b>

**Appendix (6): a content card of language proficiency standards in English for Palestine textbooks for Third Grade (A)**

First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>55</b>	<b>20%</b>
	Understanding basic instructions and simple expression in familiar contexts	<b>2</b>	<b>0.7%</b>
	Understanding key information in short spoken passages related to familiar topics.	<b>36</b>	<b>13%</b>
	Responding appropriately to basic questions in familiar situations.	<b>22</b>	<b>8.2%</b>
	Following simple spoken directions and instructions.	<b>2</b>	<b>0.7%</b>
	Understanding simple conversations.	<b>27</b>	<b>9.7%</b>
Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>24</b>	<b>8.6%</b>
	Identifying different accents, speech rates, and intonation patterns.	<b>26</b>	<b>9.3%</b>
	Summarizing information from spoken sources.	<b>19</b>	<b>6.8%</b>
Advanced Level	Recognizing cultural references in spoken language.	<b>7</b>	<b>2.5%</b>
	Understanding fast-paced and extended spoken discourse.	<b>4</b>	<b>1.4%</b>
	Demonstrating advanced listening comprehension skills across a wide range of topics and genres.	<b>23</b>	<b>8.3%</b>
	Obtaining new information from face-to face communication, telephone conversations, telecasts and video, or recorded speech.	<b>30</b>	<b>10.8%</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>19</b>	<b>5.35%</b>
	Recognizing basic vocabulary used in everyday life.	<b>44</b>	<b>12.4%</b>
	Forming or constructing correct and simple sentences	<b>38</b>	<b>10.7%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>20</b>	<b>5.6%</b>
	Asking and answering questions related to personal experiences and familiar topics.	<b>21</b>	<b>6%</b>
	Expressing greetings, feelings, farewells, thanks, and apologies.	<b>8</b>	<b>2.25%</b>
Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>30</b>	<b>8.4%</b>
	Using longer and more complex expressions or sentences.	<b>30</b>	<b>8.4%</b>
	Expressing ideas more clearly and logically.	<b>32</b>	<b>9%</b>
	Giving opinions and viewpoints on different topics	<b>6</b>	<b>1.7%</b>
	Engaging in discussions by actively listening to others and responding appropriately.	<b>21</b>	<b>6%</b>
	Using appropriate tone and intonation in conversations	<b>27</b>	<b>7.6%</b>
Advanced Level	Utilizing a wide range of vocabulary and idiomatic expressions accurately.	<b>20</b>	<b>5.6%</b>
	Formulating complex and well-structured sentences with ease.	<b>21</b>	<b>6%</b>
	Speaking with fluidity and ease.	<b>18</b>	<b>5%</b>

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Recognizing common words and simple sentences in short texts.	<b>23</b>	<b>22.54%</b>
	Following simple narratives and instructions in illustrated texts.	<b>8</b>	<b>7.84%</b>
	Recognizing and understanding basic vocabulary and common expressions in context.	<b>23</b>	<b>22.5%</b>
	Understanding short, simple sentence on familiar topics.	<b>22</b>	<b>21.6%</b>
	Identifying the main idea and key details in short texts.	<b>11</b>	<b>10.8%</b>
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.	<b>9</b>	<b>8.82%</b>
	Inferring meaning from context and identifying author's purpose and tone.	<b>6</b>	<b>5.9%</b>

Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
Basic level	Practicing writing the alphabet correctly	<b>3</b>	<b>3.2%</b>
	Using neat handwriting and spaces	<b>22</b>	<b>23.4%</b>
	Writing short sentences and phrases about familiar topics using basic vocabulary and grammar.	<b>22</b>	<b>23.4%</b>
	Completing simple forms and writing personal information.	<b>8</b>	<b>8.5%</b>
	Constructing simple sentences	<b>14</b>	<b>15%</b>
	Using simple punctuation marks	<b>5</b>	<b>5.3%</b>
	Rearranging words to construct simple sentences.	<b>13</b>	<b>13.8%</b>
	Organizing ideas into simple paragraphs with a clear topic sentence and supporting details.	<b>6</b>	<b>6.4%</b>

**Appendix (7): a content card of language proficiency standards in English for Palestine textbooks for Third Grade (B)**

First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>51</b>	<b>23%</b>
	Understanding basic instructions and simple expression in familiar contexts	<b>1</b>	<b>0.5%</b>
	Understanding key information in short spoken passages related to familiar topics.	<b>25</b>	<b>11.3%</b>
	Responding appropriately to basic questions in familiar situations.	<b>15</b>	<b>6.8%</b>
	Following simple spoken directions and instructions.	<b>1</b>	<b>0.5%</b>
	Understanding simple conversations.	<b>17</b>	<b>7.7%</b>
Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>17</b>	<b>7.7%</b>
	Identifying different accents, speech rates, and intonation patterns.	<b>20</b>	<b>9.9%</b>
	Summarizing information from spoken sources.	<b>16</b>	<b>7%</b>
Advanced Level	Recognizing cultural references in spoken language.	<b>4</b>	<b>1.8%</b>
	Understanding fast-paced and extended spoken discourse.	<b>14</b>	<b>6.3%</b>
	Demonstrating advanced listening comprehension skills across a wide range of topics and genres.	<b>21</b>	<b>9.5%</b>
	Obtaining new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech.	<b>18</b>	<b>8%</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>10</b>	<b>3.3%</b>
	Recognizing basic vocabulary used in everyday life.	<b>49</b>	<b>16.2%</b>
	Forming or constructing correct and simple sentences	<b>30</b>	<b>10%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>9</b>	<b>2.9%</b>
	Asking and answering questions related to personal experiences and familiar topics.	<b>22</b>	<b>7.2%</b>
Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>24</b>	<b>7.9%</b>
	Using longer and more complex expressions or sentences.	<b>25</b>	<b>8.2%</b>
	Expressing ideas more clearly and logically.	<b>26</b>	<b>8.5%</b>
	Engaging in discussions by actively listening to others and responding appropriately.	<b>16</b>	<b>5.3%</b>
	Using appropriate tone and intonation in conversations	<b>27</b>	<b>8.9%</b>
Advanced Level	Utilizing a wide range of vocabulary and idiomatic expressions accurately.	<b>22</b>	<b>7.2%</b>
	Formulating complex and well structured sentences with ease.	<b>22</b>	<b>7.2%</b>
	Speaking with fluidity and ease.	<b>22</b>	<b>7.2%</b>

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Recognizing common words and simple sentences in short texts.	<b>16</b>	<b>29.1%</b>
	Following simple narratives and instructions in illustrated texts.	<b>3</b>	<b>5.5%</b>

	Recognizing and understanding basic vocabulary and common expressions in context.	<b>16</b>	<b>29.1%</b>
	Understanding short, simple sentence on familiar topics.	<b>11</b>	<b>20%</b>
	Identifying the main idea and key details in short texts.	<b>7</b>	<b>12.7%</b>
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.	<b>1</b>	<b>1.8%</b>

#### Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
Basic level	Practicing writing the alphabet correctly	<b>3</b>	<b>4.2%</b>
	Using neat handwriting and spaces	<b>23</b>	<b>32.4%</b>
	Writing short sentences and phrases about familiar topics using basic vocabulary and grammar.	<b>16</b>	<b>22.5%</b>
	Constructing simple sentences	<b>9</b>	<b>12.7%</b>
	Using simple punctuation marks	<b>7</b>	<b>9.8%</b>
	Rearranging words to construct simple sentences.	<b>13</b>	<b>18.4%</b>

### **Appendix (8): a content card of language proficiency standards in English for Palestine textbooks for Fourth Grade (A)**

#### First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>55</b>	<b>20.8%</b>
	Understanding basic instructions and simple expression in familiar contexts	<b>5</b>	<b>1.9%</b>

	Understanding key information in short spoken passages related to familiar topics.	<b>26</b>	<b>9.8%</b>
	Responding appropriately to basic questions in familiar situations.	<b>17</b>	<b>6.4%</b>
	Following simple spoken directions and instructions.	<b>5</b>	<b>1.9%</b>
	Understanding simple conversations.	<b>20</b>	<b>7.6%</b>
Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>17</b>	<b>6.4%</b>
	Identifying different accents, speech rates, and intonation patterns.	<b>33</b>	<b>12.5%</b>
	Summarizing information from spoken sources.	<b>15</b>	<b>5.7%</b>
	Recognizing cultural references in spoken language.	<b>3</b>	<b>1.1%</b>
Advanced Level	Understanding fast-paced and extended spoken discourse.	<b>12</b>	<b>4.5%</b>
	Demonstrating advanced listening comprehension skills across a wide range of topics and genres.	<b>13</b>	<b>4.9%</b>
	Obtaining new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech.	<b>17</b>	<b>6.4%</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>10</b>	<b>4.1%</b>
	Recognizing basic vocabulary used in everyday life.	<b>31</b>	<b>12.8%</b>
	Forming or constructing correct and simple sentences	<b>29</b>	<b>9.5%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>18</b>	<b>7.4%</b>
	Asking and answering questions related to personal experiences and familiar topics.	<b>15</b>	<b>6.1%</b>
	Expressing greetings, feelings, farewells, thanks, and apologies.	<b>6</b>	<b>2.5%</b>

Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>18</b>	<b>7.4%</b>
	Using longer and more complex expressions or sentences.	<b>18</b>	<b>7.4%</b>
	Expressing ideas more clearly and logically.	<b>19</b>	<b>7.8%</b>
	Giving opinions and viewpoints on different topics	<b>13</b>	<b>5.3%</b>
	Engaging in discussions by actively listening to others and responding appropriately.	<b>10</b>	<b>4.1%</b>
	Incorporating descriptive language to vividly convey experiences and events to others.	<b>23</b>	<b>9.5%</b>
	Using appropriate tone and intonation in conversations	<b>18</b>	<b>7.4%</b>
Advanced Level	Utilizing a wide range of vocabulary and idiomatic expressions accurately.	<b>15</b>	<b>6.1%</b>

Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic Level	Recognizing common words and simple sentences in short texts.	<b>17</b>	<b>40.5%</b>
	Recognizing and understanding basic vocabulary and common expressions in context.	<b>10</b>	<b>23.8%</b>
	Understanding short, simple sentence on familiar topics.	<b>8</b>	<b>19%</b>
	Identifying the main idea and key details in short texts.	<b>3</b>	<b>7.1%</b>
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.	<b>4</b>	<b>9.5%</b>

Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
	Using neat handwriting and spaces	<b>7</b>	<b>15.5%</b>
	Writing short sentences and phrases about familiar topics using basic vocabulary and grammar.	<b>18</b>	<b>40%</b>
	Completing simple forms and writing personal information.	<b>6</b>	<b>13.3%</b>
	Constructing simple sentences	<b>7</b>	<b>15.5%</b>
	Using simple punctuation marks	<b>1</b>	<b>2.2%</b>
	Rearranging words to construct simple sentences.	<b>6</b>	<b>13.3%</b>

**Appendix (9) a content card of language proficiency standards in English for Palestine textbooks for Fourth Grade (B)**

First, listening skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Distinguishing simple sounds and words through listening	<b>42</b>	<b>18.3%</b>
	Understanding basic instructions and simple expression in familiar contexts	<b>3</b>	<b>1.3%</b>
	Understanding key information in short spoken passages related to familiar topics.	<b>20</b>	<b>8.7%</b>
	Responding appropriately to basic questions in familiar situations.	<b>18</b>	<b>7.8%</b>
	Following simple spoken directions and instructions.	<b>4</b>	<b>1.7%</b>
	Understanding simple conversations.	<b>20</b>	<b>8.7%</b>

Intermediate Level	Understanding conversations and discussions on a range of topics.	<b>20</b>	<b>8.7%</b>
	Identifying different accents, speech rates, and intonation patterns.	<b>20</b>	<b>8.7%</b>
	Summarizing information from spoken sources.	<b>20</b>	<b>8.7%</b>
Advanced Level	Recognizing cultural references in spoken language.	<b>6</b>	<b>2.6%</b>
	Understanding fast-paced and extended spoken discourse.	<b>17</b>	<b>7.4%</b>
	Demonstrating advanced listening comprehension skills across a wide range of topics and genres.	<b>16</b>	<b>6.7%</b>
	Obtaining new information from face-to-face communication, telephone conversations, telecasts and video, or recorded speech.	<b>23</b>	<b>0</b>

Second, speaking skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Saying short and simple texts with the aid of pictures.	<b>11</b>	<b>4.7%</b>
	Recognizing basic vocabulary used in everyday life.	<b>25</b>	<b>10.6%</b>
	Forming or constructing correct and simple sentences	<b>25</b>	<b>10.6%</b>
	Participating in simple conversation about personal experiences, feelings, and interests.	<b>15</b>	<b>6.4%</b>
	Asking and answering questions related to personal experiences and familiar topics.	<b>14</b>	<b>6%</b>
	Expressing greetings, feelings, farewells, thanks, and apologies.	<b>3</b>	<b>1.3%</b>
Intermediate Level	Learning simple idiomatic expressions and phrasal verbs.	<b>25</b>	<b>10.6%</b>
	Using longer and more complex expressions or sentences.	<b>14</b>	<b>6%</b>

	Expressing ideas more clearly and logically.	<b>25</b>	<b>10.6%</b>
	Giving opinions and viewpoints on different topics	<b>10</b>	<b>4.3%</b>
	Engaging in discussions by actively listening to others and responding appropriately.	<b>15</b>	<b>6.4%</b>
	Using appropriate tone and intonation in conversations	<b>25</b>	<b>10.6%</b>
Advanced Level	Utilizing a wide range of vocabulary and idiomatic expressions accurately.	<b>10</b>	<b>4.3%</b>
	Formulating complex and well structured sentences with ease.	<b>17</b>	<b>7.2%</b>

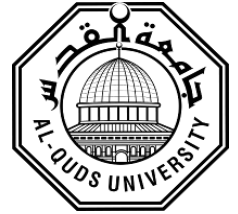
Third, reading skills:

Level	Content/skills	Frequencies	Percentage
Basic level	Recognizing common words and simple sentences in short texts.	<b>20</b>	<b>39.2%</b>
	Recognizing and understanding basic vocabulary and common expressions in context.	<b>13</b>	<b>25.5%</b>
	Understanding short, simple sentence on familiar topics.	<b>9</b>	<b>17.6%</b>
	Identifying the main idea and key details in short texts.	<b>4</b>	<b>7.4%</b>
Intermediate Level	Understanding main ideas, supporting details, and implied meanings in medium-length texts.	<b>5</b>	<b>9.8%</b>

Fourth, writing skills

Level	Content/skills	Frequencies	Percentage
	Using neat handwriting and spaces	<b>10</b>	<b>17.8%</b>
	Writing short sentences and phrases about familiar topics using basic vocabulary and grammar.	<b>20</b>	<b>35.7%</b>
	Completing simple forms and writing personal information.	<b>8</b>	<b>14.3%</b>
	Constructing simple sentences	<b>7</b>	<b>12.5%</b>
	Using simple punctuation marks	<b>2</b>	<b>3.7%</b>
	Rearranging words to construct simple sentences.	<b>9</b>	<b>16%</b>

## Appendix (10) Letter of arbitration for the study instruments



Deanship of Graduate Studies  
Al-Quds University

Dear Mr./ Mrs.....

### **Refereeing content analysis card**

The researcher is carrying out a research as a requirement to get the master degree in English Teaching Methods. The study aims to identify a list of standards that should be reflected in basic stage *English for Palestine* textbooks to meet students' language proficiency and identify availability of language proficiency standards in *English for Palestine textbooks* for the basic stage. Your comments, suggestions, and notes will be taken into account. The researcher would be grateful for your help.

**Thanks in advance**

**The researcher: Bayan Abbas Aburahma**

**Appendix (11) A list of arbitrators' names**

No	Name	Place of work
1	Prof. Afif Zedan	Al-Quds University
2	Dr. Mohsen Adas	Al-Quds University
3	Dr. Mohammed Farrah	Hebron University
4	Dr. Myassar Ghiasi	South Hebron Education Directorate
5	Dr. Nadia Qawasmi	Al-Quds Open University
6	Dr. Suad Al Abed	Al-Quds Open University
7	Dr. Raghad Dwaik	Hebron University
8	Maysoon Qaqour	Hebron University
9	Nassir Maqboul	South Hebron Education Directorate

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