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**Evaluating Secondary Stage English for Palestine  
in the Light of the American Council for the  
Teaching of Foreign Languages (ACTFL)  
Standards**

تقييم مناهج اللغة الإنجليزية للمرحلة الثانوية في ضوء معايير  
(ACTFL) المعهد الأمريكي لتدريس اللغات الأجنبية

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## إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

### **Evaluating Secondary Stage English for Palestine in the Light of the American Council for the Teaching of Foreign Languages (ACTFL) Standards**

تقييم منهاج اللغة الإنجليزية للمرحلة الثانوية في ضوء معايير المعهد الأمريكي لتدريس اللغات الأجنبية (ACTFL)

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ اقبال فوزي اسماعيل العقاد لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

تقييم منهاج اللغة الإنجليزية للمرحلة الثانوية في ضوء معايير المعهد الأمريكي لتدريس اللغات الأجنبية  
Evaluating Secondary Stage English for Palestine in the Light of the American Council for the Teaching of Foreign Languages (ACTFL) Standards

وبعد المناقشة العلنية التي تمت اليوم السبت 14 شوال 1438هـ، الموافق 2017/07/08م الساعة العاشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن يسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

عبدالرؤف علي المناعمة



***In the name of Allah, the  
most Beneficent, the most  
Merciful***

## ABSTRACT

This study aimed at evaluating the English for Palestine student's book of grade 11 and 12 in the Light of the American Council for the Teaching of Foreign Languages (ACTFL) Standards. The main reason for carrying out this study is the need to find out if this newly implemented curriculum matches the requirements of the modern and global trends. The researcher identified five main standards for applying on the study which were communication, cultures, connections, comparisons and communities.

The researcher reviewed many books, previous studies, journals and related literature to benefit from and decide the best procedures to follow while carrying out the study.

The researcher designed a content analysis card to collect data. These data involved making a survey for the two pupil books in order to analyze it and insure that it matches these standards. The analysis card was shown to 13 experts for benefiting from their comments.

After applying the analysis card the results showed a variety in the distribution of the five standards in English for Palestine – grade 11 & 12 student's book. Some standards scored high while others scored low. The five standards for the two grades (11&12) consequently obtained the following results: Communication 90.4% -84.6% , cultures 68.5% - 68.1% , connections 70.5% - 55.5%, comparisons 42.9% - 42.3% and communities 53.8% - 47.5%. The comparison between the two pupil's books of grade 11 & 12 showed close degrees of agreement on all of the nine standards. The two student's books agreed in the highest providence of the communication standard in both of them and agreed in the lowest providence of the comparisons standard in both of them.

The researcher recommends creating a balance in distributing the five main standards.in addition to its nine sub-standards. It is important to note that balance does not mean equality, but it means distributing them according to their importance. In addition, the two Palestinian English books of grade 11 & 12 should be modified and developed to cope and agree with modern and latest global standards of teaching English as a foreign language. Furthermore, teacher are invited to implement more workshops to discuss areas of strengths and weakness of the textbook to support strong points and to avoid weak points.

## ملخص الدراسة

هدفت هذه الدراسة إلى تقييم محتوى الكتاب المدرسي لمبحث اللغة الانجليزية للصف الحادي عشر والثاني عشر في ضوء معايير المجلس الأمريكي لتعليم اللغات الأجنبية، حيث كان المبرر الأساسي لإجراء هذه الدراسة هو الحاجة إلى معرفة إلى أي مدى يتطابق هذا المنهاج الجديد مع المعايير الدولية الحديثة. وقد حددت الدراسة خمس معايير أساسية لتطبيقها وهي: التواصل، الثقافات، الارتباطات، المقارنات، والمجتمعات.

وقد قامت الباحثة بمراجعة الكثير من الكتب والدراسات السابقة والدوريات للاستفادة منها وتحديد الإجراءات المناسبة لإتباعها عند إجراء الدراسة حيث قامت الباحثة بتصميم بطاقة تحليل لجمع البيانات المناسبة لمتابعة الدراسة، حيث تطلب الأمر إجراء مسح للكتاب المدرسي لتحليل المحتوى الذي يتطابق مع المعايير المحددة للدراسة، وقد عرضت بطاقة التحليل على ثلاثة عشر محكماً للاستفادة من تعليقاتهم.

وبعد تطبيق بطاقة التحليل أظهرت النتائج تباين في توزيع المعايير الخمسة داخل الكتاب المدرسي لمنهج اللغة الانجليزية للصف الحادي عشر وكذلك الصف الثاني عشر حيث أن بعض المعايير حققت درجات مرتفعة والبعض الآخر درجات منخفضة.

وقد بينت النتائج أن المعايير الخمسة حصلت على النسب التالية للصفين (١١-١٢) على التوالي: التواصل ٩٠,٤% ، ٨٤,٦% والثقافات حصلت على ٦٨,٥% ، ٦٨,١% معيار الارتباطات حصل على ٧٠,٥% ، ٥٥,٥% ، والمقارنات حصلت على ٤٢,٩% ، ٤٢,٣% ومعيار المجتمعات حصل على ٥٣,٨% ، ٤٧,٥%. كما تم عمل مقارنة بين نتائج كل فصل ودلت على وجود اختلاف بين المعايير التسعة (الأساسية والفرعية). وقد اتفقت المرحلتان في حصول معيار التواصل على أعلى نسبة توافر وحصول معيار المقارنات على أقل مستوى في كليهما.

وقد أوصت الدراسة بضرورة عمل توازن بين توزيع المعايير الخمسة ومعاييرها التسعة الفرعية حيث أن التوازن لا يعني المساواة بل توزيعها بناءً على أهميتها، بالإضافة إلى ضرورة تحديث منهج اللغة الانجليزية للصف الحادي عشر والثاني عشر بما يتطابق مع المعايير الدولية الحديثة لتدريس اللغة الانجليزية كلغة أجنبية. كما أوصت الدراسة بضرورة عقد ورشات عمل من قبل المدرسين لمناقشة نقاط القوة والضعف للكتاب المدرسي بهدف تعزيز نقاط القوة وتجنب نقاط الضعف.

## DEDICATION

*I dedicate this study to...*

*..Palestine, the homeland and the identity..*

*Martyrs, Detainees and Freedom Fighters*

*..My Beloved Father, " Haj Fwazi" God's mercy be upon him*

*..My Mother, the words are not enough to express my gratitude..*

*..My Husband "Ahmed", Who encouraged me to accomplish my study..*

*My sons "Ali, Fawzi and Mohammed", the continuous support..*

*..My beloved brothers and sisters*

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## **List of Abbreviations:**

**ETB:** English Teacher's Book

**TB:** TextBook

**PB:** Pupils Book

**ACTFL:** American Council for the Teaching of Foreign Languages

# **Chapter I**

## **Study Statement and Background**



# Chapter I

## Study Statement and Background

### 1.1 Introduction

The educational system plays an important role in the society as it is responsible for building a good citizen who can be an effective element in building and improving the society. This system can be defined as a set of components which are connected and organized together to produce the wanted outputs. It is also known as the way the people in a given society carry out all activities related to education. These components appear in inputs including all the elements such as teachers, students, school curriculum, and the educational environment.

The strength of educational systems plays a key role in the advancement of nations since qualified personnel are prepared to be at high degree of efficiency and creativity in order to be able to improve the community. Thus, from time to time there is a need to improve and develop the curricula used in the educational system. Such improvement should be based on evaluation and reviewing of curriculum contents (Jayakaran, 2007, p. 11).

Continuous development of the curriculum takes place all over the world. In some places, governments have their own curriculum officers and basically develop their own curricula. However, there are other countries that depend on different publishers who write, revise and develop the curriculum over a period of time. In both of these cases, there is an indispensable need to evaluate the curriculum in order to update the methodology utilized, in addition to the content and other curriculum features (Al-Jardani, 2011, p. 13).

Evaluation is a comprehensive process of collecting and assessing data to make judgments about a particular programme or group of people. It includes collecting, analyzing and interpreting information about teaching and learning in order to make conversant decisions that enhance student achievement and the success of educational process (Mahmoud, 2008, p. 24).

In almost all countries worldwide, and Palestine is no exception, the English curriculum represents a cornerstone of the educational system as English is the most

widely used language in research, business, politics and other areas of life in our contemporary world. English is being used for following technological and scientific improvements and for better job opportunities. It is a tool of communication among countries as they have engaged in the rapid growth of the world, particularly in political and economic development. English is, therefore, an essential pre-requisite for further education. The school English Language Curriculum, and that of the secondary school in particular, represents the springboard for students' launch into their higher education and afterwards into their career. Because of such significance attributed to the secondary school English language curriculum, it is worth being evaluated and its relevance and appropriateness for the Palestinian context in general and the secondary school students and their future endeavors in particular being investigated.

The first thing to be considered while preparing the textbooks is its aims, where each textbook has a specific aim. For example, the English exercises in the reading book emerge from the objectives of the curriculum being taught at the pupil's book. After getting done with the aims, a new stage starts which is the stage of applying the table of specifications. Since the table of specifications represents the quality and the standards of the questions (objectives of the curriculum and the relative weights) that should be included in the teaching process, the curriculum designers intend to follow it as a main part of the teaching plan. All of this will be considered during designing the textbooks, taking into consideration the awareness of the targeted sample. The awareness of students' level and mental abilities help the designer in designing valid and reliable textbooks (Diamond, 2011, p. 177).

The evaluation process covers different fields of the curriculum, mostly the content represented by the textbook. Although the textbook is not the only tool for the teaching and learning process, it is still of a significant impact for achieving the language learning objectives.

The Ministry of Education has provided a new edition of "English for Palestine" 2015-2016 to be taught to the Palestinian students. English for Palestine - includes pictures, photos, tickets, schedules, and other documents that include authentic language and well-written texts. Therefore, this curriculum is studied for the first

year and needs to be evaluated and deeply investigated in order to discover all expected strength and weakness points in this new edition in order to provide a group of recommendations that may contribute to improving it.

Consequently, this study comes to focus on the evaluation of English students' book content taught in the secondary stage, English for Palestine 11 & 12 in the light of the American Council for the Teaching of Foreign Languages (ACTFL) standards. These standards represent a modern trend in the field of curriculum and teaching that may be a guide to inform our classroom instruction and measure classroom practice and performance.

In addition, ACTFL has become synonymous with innovation, quality, and reliability in meeting the changing needs of language educators and their students. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher (Blaz, 2013).

According to (Blaz, 2013) These standards are expressed in terms of goals regarding behaviors - the five Cs: Communication, Cultures, Connections, Comparisons, and Communities - so the curricular decisions could be made closer to the classroom taking into account things such things as the needs of local businesses, a large (or nonexistent) population of native speakers, and so on.

## **1.2 Problem Statement**

There have always been some complaints on behalf of the teachers, students and all other parties having stakes in the secondary school English teaching-learning process in the Gaza Strip, Palestine. In formal and informal meetings with secondary school teachers of English, they keep complaining that because of the low level of learners and the inadequacy of the time and resources available, most of the objectives of the secondary school English language textbooks are unachievable. Moreover, the teachers think that some parts of the textbooks are culturally irrelevant and in most cases are in conflict with the background knowledge of the Palestinian secondary school students. The secondary school students, in their turn, claim that the English content is too difficult for them to learn, does not appeal to their

expectations and interests, does not prepare them to be competent users of English, and provides just very little return for the time and effort invested in it.

Consequently, this study focuses on the different aspects of the problems raised by secondary school students and teachers to determine whether the content of *English for Palestine 11 &12* match some agreed standards for teaching English language as a foreign language such as those set by the American Council on the Teaching of Foreign Languages (ACTFL). The study aimed at investigating the cultural relevance and practical feasibility of the objectives and content of the Palestinian secondary school English language curriculum and assess its inclusion of recommended instructional materials appealing to the expectations and interest of the EFL students.

### **1.3 Study main question**

**“To what extent does the content of secondary stage *English for Palestine (11 & 12)* match the ACTFL standards?”**

#### **1.3.1 Study Sub Questions**

The following sub-questions are generated from the main question:

1. To what extent does the content of *English for Palestine 11 & 12* match the ACTFL communication standard?
2. To what extent does the content of *English for Palestine 11 & 12* match the ACTFL cultures standard?
3. To what extent does the content of *English for Palestine 11 & 12* match the ACTFL connection standard?
4. To what extent does the content of *English for Palestine 11 & 12* match the ACTFL comparisons standard?
5. To what extent does the content of *English for Palestine 11 & 12* match the ACTFL communities standard?

## 1.4 Study Importance

While many research studies analyzed and evaluated other subjects' textbooks, almost no attention has been given to the new English edition of *English for Palestine 11 & 12*. Besides, the current study is the first one to investigate whether *English for Palestine (11 & 12)* match the standards for teaching English as a foreign language set by ACTFL.

This study adopted a critical analysis into the students' book which aimed to find out – at least – points of strength and weakness so as to give real recommendations for improvements and innovations. Furthermore, the secondary stage receives considerable attention from the educators, and this attention is bigger than that given to other stages since this stage is a transitional stage from the secondary stage towards the tertiary stage. The secondary stage is a crucial stage, for it reflects what students have acquired throughout the primary and preparatory stages they have gone through. In addition, the study provides *English for Palestine (11 & 12)* designers, teachers and supervisors with a tool/ list containing the ACTFL Standards of teaching/learning English content

## 1.5 Study Objectives

This study aimed at:

1. Investigating the extent to which the content material of *English for Palestine (11 & 12)* textbook matches these standards.
2. Highlighting the strengths and weaknesses in the contents of these books.
3. Providing suggestions for improving and developing the contents of these books.

## 1.6 Definition of Terms

Following are the definitions of the study key terms:

**Evaluation:** is a comprehensive process of collecting and assessing data to make judgments about a particular programme or group of people. It includes collecting, analyzing and interpreting information about teaching and learning in order to make conversant decisions that enhance student achievement and the success of the educational process (Allen, 1998, p. 170). Kelly (2009, p. 99) describes

evaluation as a model of enquiry that gives information about the achievements made and gives explanations in addition to further developmental suggestions. Tomlinson (2011) considers textbook evaluation as a method that aims to measure the values that the textbook contains and measures its effects on the learners.

According to the previous definitions the researcher defines evaluation as the process of collecting and analyzing all relevant information necessary to improve the curriculum, and assess its effectiveness and efficiency. (التعريف الاجرائي )

**English for Palestine 11 & 12:** refers to the eleventh and twelfth grade English textbooks that are taught in the Palestinian governmental schools.

**Content:** reflects the planners' assumptions about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning (Richards, 2001, p. 148).

The researcher used the word 'content' to refer to all the activities included in the analysis of the two books (Grade 11 and 12) of English for Palestine.

**Standards:** "are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. ... Standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred" (Wisconsin Department of Public Instruction 2001, p. 11).

### **The American Council for the Teaching of Foreign Languages (ACTFL)**

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry (ACTFL website, 2016).

**Curriculum evaluation:** The National Center on Accessible Instructional Materials states that curriculum evaluation is a set of measurement procedures that use direct observation and a recording of a student's performance in a specific curriculum to gather information. The information is then used to make instructional decisions.

### **1.7 Study Limitations**

- This study was limited to evaluating the content of the secondary stage English students' book (*English for Palestine 11 & 12*) in the light of the ACTFL standards.
- The pupils book contain 12 units, but unit 6 and 12 are considered as reviewing units. Therefore, they were excluded from the sample of the study.
- It took place during the year 2017.

### **1.8 Summary**

This chapter provided a relevant introduction to the research problem. Besides, it highlighted the indispensable necessity of carrying out this study. It also introduced the research questions, the purpose, the significance, and the limitations of the study.

# Chapter II

## Literature Review



## **Chapter II**

### **Literature Review**

In this chapter, much of the literature-related to dealing with necessary issues related to textbook evaluation are reviewed and discussed. It consists of two main sections. The first section, the theoretical framework, tackles various issues related to the definition of evaluation, types of evaluation, methods of conducting evaluation, textbook evaluation and criteria for textbook evaluation. In addition, it provides a thorough review of 'English for Palestine – Secondary Stage textbooks'. The second part of this section gives an overview of the standards of the American Council for the Teaching of Foreign Languages (ACTFL) and discusses its standards. The second section lists some of the related previous studies along with a commentary on them.

#### **Section I**

Following are the definition of evaluation, types of evaluation, methods of conducting evaluation, textbook evaluation and criteria for textbook evaluation and a thorough review of 'English for Palestine – Secondary Stage textbooks'.

##### **2.1.1 Evaluation**

- **Definition of Evaluation**

Due to the importance of evaluation, different scholars and researchers have defined it worldwide. Accordingly, different definitions have been given to this term. In this study, the researcher's main concern is textbook evaluation; thus, she went over many related definitions during her research journey.

Hutchinson and Waters (2004, p. 96) defines evaluation as "A matter of judging the fitness of something for a particular purpose". In addition, Richards (2001, p. 256) defines it as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and to assess its effectiveness and efficiency, as well as measuring the participants' attitudes".

For Dudley-Evans and St. John (2005, p. 128), "evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones".

In this regard, textbooks as instructional materials require evaluation. According to McDonough and Shaw (2003, p. 60), the evaluation of textbooks deserves serious consideration because “an inappropriate choice may waste time and funds and this may have a demotivating effect on both students and other teachers”. The researcher has adopted the definition of evaluation as a systematic process that contains collecting, reviewing and using the information of any curriculum in order to improve and develop the educational system. In addition, this evaluation was carried out to measure the efficiency of the teaching methods, the quality of instruction and progress of students’ learning in order to determine the growth and development of the students’ skill.

### **2.1.2 Types of Evaluation**

There are typically three types of Evaluation, which are as follows:

#### **a- Formative Evaluation:**

The formative evaluation could be fulfilled as part of the process of program progress since it focuses on ongoing development and improvement of the program (Richards, 2001, p. 288). This type aims to collect data about what is working well and what is not. This information is used to address problems to improve the delivery of the program. Therefore, formative evaluation seeks to have details about the time spent on a particular objective, result of a placement test, methodology, difficulties facing teachers or students, students’ enjoyment of the program, adequate practice work for students, and adequate material pacing.

#### **b- Summative Evaluation:**

This second type is called summative evaluation. It pursues making decisions about the significance or worth of different aspects of the test. It is concerned with determining the effectiveness, efficiency with its acceptability (Richards, 2001, p. 288) and whether the course should continue or not. Summative evaluation assesses the achievement of the course to supply information when the course is redesigned (Graves, 2003, p. 215).

This kind of evaluation takes place after the program has been implemented. It seeks information about effective attainment of the course aims, what students

learned, capability of objectives, adequacy of placement and achievement tests, amount of time for each unit, appropriacy of teaching methods and problems met during the course.

### **c- Illuminative Evaluation:**

An additional type of evaluation is depicted as illuminative evaluation. The purpose of this type is not only to change the course necessarily but also to find out the work of different aspects of the program and how they are implemented. It is concerned with approaching a deeper understanding of the processes of teaching and learning that occur in the program (Richards, 2001, p. 289). This type of evaluation includes evaluating all the teaching program which contains the procedures and tools used, the teaching methods, all objectives obtained by the pupils and all the process of learning in general.

#### **2.1.3 Methods of conducting evaluation**

The main aim of evaluation is to determine the purpose and necessity for evaluation. It could be conducted through following these steps that Mukundan,(2007, p13):

1. Find who the evaluation is for and what type of information it requires.
2. Find what the results of the evaluation will be used for – to develop the course and to decide whether to keep or throw out the course.
3. Decide if the evaluation is necessary or if the needed information is already obtainable.
4. Find how much time and funds are available to do the evaluation.
5. Decide what kinds of information will be gathered.
6. Try to gain the support of the people involved in the evaluation.
7. Decide how to collect the information and who will be involved in collecting it.
8. Decide how to present the findings.
9. Decide if follow-up evaluation is intended to check the accomplishment of the findings.

#### **2.1.4 Textbook Evaluation**

Kelly (2009, p. 99) describes evaluation as a model of enquiry that gives information about the achievements made and gives explanations in addition to further developmental suggestions. Tomlinson (2011) considers textbook evaluation as a method that aims to measure the values that the textbook contains and measures its effects on the learners. The process of evaluating textbooks follows some systematic stages. These provide a framework to be applied by a textbook evaluator to scrutinize a textbook. Harmer (2001, pp. 301-302) lists three main steps to conduct a textbook evaluation including selecting areas for assessment, stating beliefs, and using statements. Ur (1996, pp. 185-186) offers a more simplified framework with two main stages i.e. deciding on criteria and applying these criteria.

Harmer (2001, pp. 301-302) argues that a textbook evaluator needs to follow three main stages in conducting a textbook analysis. The first stage is selecting areas for assessment. In this stage, the evaluator decides on the area he/she wants to assess. The area is then realized through establishing a checklist containing some aspects to be measured.

In this study, the researcher defines textbook evaluation as the method of checking and scanning all the data included in the textbook in order to determine the level of its effectiveness in the learning process, in addition to making developments and balance when needed.

#### **2.1.5 Some criteria for evaluating text books**

There are several types of textbook evaluation criteria to be considered in this study. Following is a detailed elaboration of them.

##### **a. Textbook Evaluation Criteria by Byrd**

According to Celce-Murcia (2001, p. 416), there are four main aspects in evaluating textbooks. These aspects include content/explanation, examples, tasks/exercises, and presentation/format.

The content in the English language textbooks is categorized into some aspects related to the linguistic content including grammar, vocabulary, and skill area in addition to the thematic area which includes school, gender and other topical

contents (Byrd in Celce-Murcia, 2001, pp. 19-420). Therefore, they seek to answer some questions related to how appropriate the content is, how understandable it is, whether it has achieved the goals, whether the explanation helps the learners to understand the materials, how the unit is organized, and what each unit is about.

Examples give support to the materials by providing the contextual use of language which will be beneficial for teachers and students in the teaching-learning process. Thus, the examples should be appropriate for students in terms of their relations to the concept being explained and are close enough to the lives and interests of students. Moreover, the examples that are provided should be clear and usable for the teacher in the lesson.

Exercises provide students with reinforcement of the concepts being taught. They should be interesting and provide enough varieties to the students. Tasks have to be doable in the classroom and take into account various learning styles that the students have. In terms of their connectivity, tasks should have connections to the whole units.

Presentation or format is related to the physical appearance of textbooks. This also includes the graphic aspect of textbook. Therefore, it considers some aspects related to illustrations, graphical and design elements which should be appropriate for students' level. Presentation aspects are also related to the readability of printed materials as well as how graphical elements support the materials.

In sum, Byrd's model of textbook evaluation has covered four major areas, namely content/explanation, examples, tasks/exercises, and presentation/format. It also has a detailed explanation on each aspect being evaluated. However, Byrd does not propose any measurable checklist to be used in judging the evaluated textbooks. Also, the judgment technique of Byrd's framework is not given.

#### **b. Textbook evaluation criteria by Littlejohn**

Littlejohn in Tomlinson (2011, p. 179) offers two major criteria for examining the worthiness of a textbook. They include publication and design aspect. Additionally, Littlejohn's concept of textbook analysis sees textbooks as a pedagogic device.

Basically, Littlejohn's framework to textbook evaluation has covered two major aspects i.e. internal and external factors. In terms of the external factor, it offers a comprehensive explanation on the appearance, visual, and lay out aspect. However, the internal factor of Littlejohn's theory only focuses on the underlying principles which serve as a basis for developing textbooks. In addition, some questions were determined by Littlejohn (2011) to measure the activities of the textbook. These questions are listed in Table 2.1 below:

**Table (2.1): Some evaluating questions listed by Littlejohn (2011)**

A	What is expected to be done by learners?
B	Who with?
C	With what content? <ul style="list-style-type: none"> <li>• Input for learners</li> <li>• Output from learners</li> </ul>

Question A in Table (2.1) shows the reaction of the students inside the classroom by concentrating on the activities given. Question B represents kinds of participation done by students inside the classroom just as working in groups. Question C represents types of inputs and the expected outputs given by the learners.

**c. Textbook Evaluation Criteria by Mukundan, et al.**

Mukundan, et al. (2011, pp. 104-105) offer a comprehensive checklist of textbook evaluation obtained from a focus group study. They outline two main parts of textbook including general attributes and teaching-learning content. General attributes, serving as the first basis of textbook evaluation, comprise of five aspects. They include the book in relation to the curriculum which means the relation between textbook and the syllabus, methodology, suitability to the learners, physical and utilitarian attributes, and efficient outlay of supplementary materials. In other words, general attributes seek to answer questions in relation to the match between textbook and the syllabus, the methodologies employed, the compatibility of textbook to some factors related to the learners' needs, interests, and other background, the appropriateness of physical appearance and the teacher's guide.

The learning-teaching content, on the other hand, deals with the content of textbook. This aspect covers nine major areas i.e. general, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises. The general aspects of the book contain important aspects of tasks and language used in the book. The four skills should include listening, speaking, reading, and writing. All aspects should be graded, meaningful, appropriate, interesting, and based on the learners' needs. The grammar, vocabulary and pronunciation aspects should also be contextualized, interesting, and easy to follow. In terms of exercises, they should have clear instructions, are adequate, and help all students who are under/over-achievers.

The framework of textbook evaluation proposed by Mukundan, et al. is derived from a focus group discussion with Ph.D. and Master's students of TESL and Language Education in a university in Malaysia. This framework offers comprehensive criteria focusing on both internal and external approaches to textbook evaluation. It also covers therecent trends in ELT by adopting some criteria on the relevance of the materials to the current methods. Nonetheless, the criteria offered by Mukundan, et al. comprise only short statements without some detailed explanation on them. Textbook evaluators employing their criteria would find it difficult to apply the criteria on the judgment process.

#### **d. Textbook Evaluation Criteria by Nation and Macalister**

Nation and Macalister (2010, p. 160) propose three main criteria of evaluating the existing course books in their book entitled "Language Curriculum Design". Those include 1) goals, content, and sequencing, 2) format and presentation, and 3) monitoring and assessment.

The first aspect to be considered as an important thing in textbook evaluation is goals, content, and sequencing criteria. This aspect has four criteria namely the ideas in the course, the content, the sequencing of the content, the language in the course, and the number of lessons in the course. The ideas in the course should suit the learners' age, interest them, increase the acceptability and usefulness of the course outside the classroom and help learning in the classroom. The content of the textbook should suit proficiency level of the learners, suit their expectancy, and take into

account the learners' wants and needs. Further, textbooks should also have a sequence which allows students to be absent in some classes. The number of lessons must also suit the academic year and the language should be comprehended easily.

The second criteria, format and presentation, deals with layout for the learners. In terms of activities, textbooks should contain activities which can be used for self-study, be suitable for various levels of proficiency, suit the class size, and take into consideration the learner's expectations in the language classroom. Additionally, textbooks should have activities which can be presented and managed by the teacher and be successfully completed by the learners for their present and future use. Taking into account their appearance, textbooks must be easy to carry and the materials should not be too expensive.

The last criterion is monitoring and assessment aspects. This criterion involves only one aspect namely textbooks must show the learners that they are learning to do what they want to do. This becomes part of a continuous monitoring process that textbooks should do. Also, assessment covers the evaluation of the learners' progress in the teaching-learning process.

Nation and Macalister's criteria of textbook evaluation provide comprehensive and detailed items on both the internal and external approaches to textbook evaluation. They also include assessment factors to be included in the evaluation process. However, they do not propose a detailed explanation of their instruments of textbook evaluation.

#### **e. Textbook Evaluation Criteria by Tomlinson**

An evaluation method is mentioned by Tomlinson (2003). It contains three levels which are as follows:

1. the previous-use evaluating level.
2. the while-use evaluating level.
3. the post-use evaluating level.



Table (2.2) represents these levels with some details.

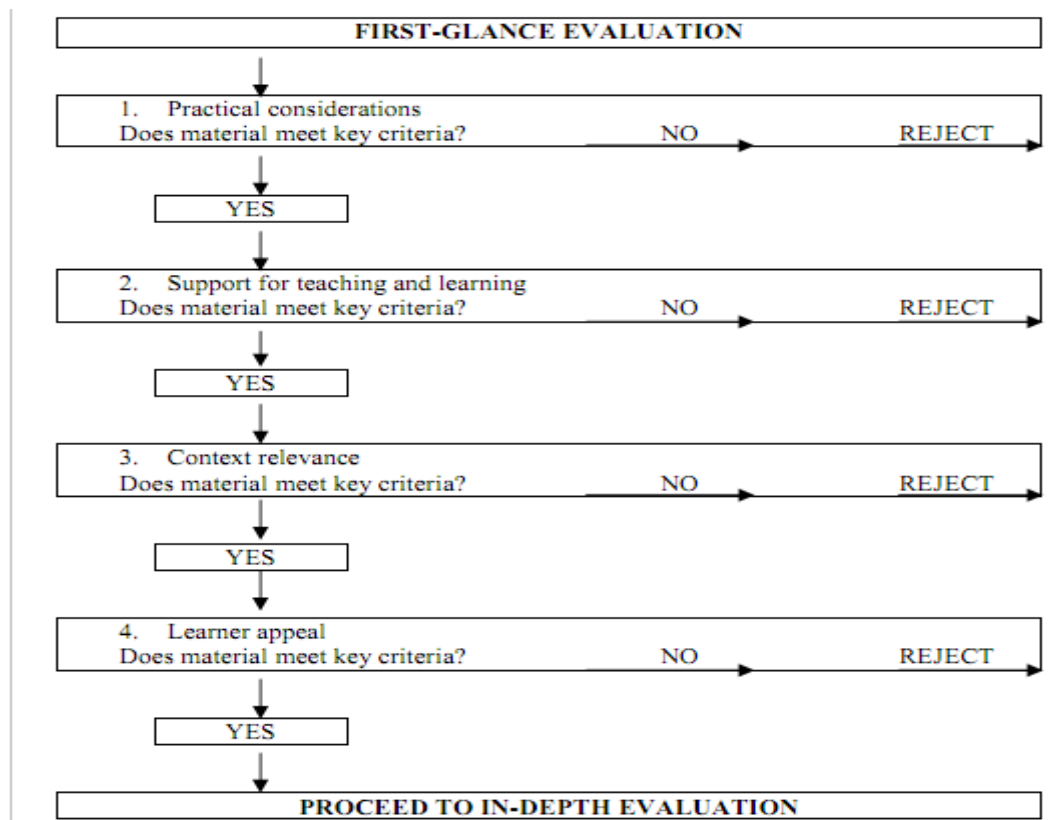
**Table (2.2): Tomlinson's Evaluating method**

Evaluating level	Level details
<b>Previous-use level</b>	Having a short scanning of textbook and all what it includes.
<b>Whilst-use level</b>	Measuring the textbook by depending on some evaluating elements such as: <ul style="list-style-type: none"> <li>- clarity of the instructions</li> <li>- clarity of the textbook layout</li> <li>- comprehensibility of the included texts</li> <li>- the credibility of activities</li> <li>- level of achieving the goals and aims.</li> <li>- the potential of the localization</li> <li>- practicing the tasks and materials</li> <li>- the ability of teaching these materials</li> <li>- the level of flexibility in the materials given</li> <li>- the level of motivation in these materials</li> <li>- the effects of these materials</li> <li>- the impact of facilitating short terms</li> </ul>
<b>Post-use level</b>	The effectiveness and impact related to the teachers and students from this textbook.

**f. McGrath's Textbook evaluating method**

McGrath (2002) includes two levels in evaluating the material of the textbooks. These levels are the first glance measuring level and "in depth" measuring level.

Each level of them includes a group of criteria for measuring and evaluating textbooks. The following figure shows McGrath's evaluating method.



**Figure (2.1): A procedure for first-glance evaluation level**

Figure (2.1) shows that the "first glance" measuring level which contains the following four elements:

- A- The practical consideration
- B- Supporting the teaching and learning process
- C- The context relevance
- D- The learners' appeal.

McGrath showed that the second level of "in-depth evaluation" concentrates on the following elements:

- The objectives of the textbook
- What are students needed to do?
- What do teachers need to do?
- The role of students and teachers

- The interests of students
- The approaches of learning language

#### **g. McDonough and Shaw's evaluating method**

McDonough and Shaw's method (2003) contains three levels in evaluating textbooks. These levels are as follows:

- The external evaluating level
- The internal evaluating level
- The overall evaluating level

##### ❖ *External evaluating level*

This level is somehow close to the first level of McGrath and Tomlinson. It concentrates on the audience, the context, the organization of units, the methodology of the author and the overall process of learning.

##### ❖ *Internal evaluating level*

The second level "internal evaluation level" concentrates on the textbook content. It is similar to McGrath second evaluating level and Tomlinson's.

##### ❖ *Overall evaluation*

The overall evaluating level concentrates on the factors of usability, generalizability, adaptability and flexibility of a textbook.

#### **Summary of the previous methods of evaluating textbooks**

The above-mentioned textbook evaluation methods and criteria were close to each other in some points and different in others. Byrd's evaluation approach gave some details for measuring and evaluating, but it lacked clarity in its framework. The most important step in evaluating textbooks is the aim and objective of this process because there are many objectives of evaluating textbooks such as development and balancing. In addition, it is important to notice that the evaluation process can be made before using the textbook or it can be done while using the textbook or even after using it.

The researcher benefited from all these methods in adopting and designing the tool of the study. In addition, the study was implementing while using the textbook.

## 2.1.6 English for Palestine – Secondary Stage

Similar to all those of other grades, English for Palestine - Secondary Stage textbooks extend what has been given in the previous stages (low elementary and high elementary stages). They expand the receptive skills (listening, reading and viewing) to meet the level of the secondary students and to give them the activities they need to develop this side. Grammar tips and lessons are presented more carefully and professionally. They also aim to develop the skills of writing and speaking. Following is a more detailed overview of the secondary stage textbooks.

### 2.1.6.1 English for Palestine 11

English for Palestine Grade 11 has two books. English for Palestine Student's Book 11. This is the core language book, to be used for all courses. English for Palestine Students Book 11 Reading plus This is the advanced literary book, which is an additional component for more intensive English courses (English textbook, 2014, p. 4).

### 2.1.6.2 English for Palestine 12

English for Palestine Grade 12 has two books. English for Palestine Pupil's Book 12. This is the core language book, to be used for all courses. English for Palestine Students Book 12 Reading Plus. This is the advanced literary book, which is an additional component for more intensive English courses (ETB, 2014: p 4).

## 2.1.7 Components of English for Palestine – Secondary Stage textbooks

English for Palestine (11 & 12) consist of the following:

- ❖ **Pupil's Book (PB):** presents the new language and provides classroom activities for practice and recycling.
- ❖ **Reading Plus:** is the advanced literary book, which is an additional component for more intensive English courses.
- ❖ **Teacher's Book (TB):** offers detailed, step-by step lesson notes and model tests.
- ❖ **Teacher's audiocassette:** provides all the listening activities and useful pronunciation models.

## **2.1.8 Design of Units in English for Palestine**

### **2.1.8.1 English for Palestine 11**

Each unit is based on a theme, allowing the new language to be taught in context, e.g. learning, accident prevention, travel and the environment. The theme in each unit of Pupil's Book 11 is mirrored in a related theme in Pupil's Book 11 Reading Plus. The themes have been taken from the Palestinian context to meet the needs and interests of pupils of this age.

Unit 6 and Unit 12 are review units: no new vocabulary or language is introduced in them. Instead, the previously seen vocabulary and language are practiced using the same format of readings, discussions, practice activities, writing and integrated skills work. The four skills of reading, writing, speaking and listening are integrated in both sections of the course, but there is an emphasis on a particular skill area in each period.

The course uses many of the teaching techniques of previous grades, but develops and expands them in line with the pupils' age and abilities. The use of standard rubrics makes it easy for the teacher to recognize the purpose of each activity and to teach it effectively. In addition, the course aims to develop the analytical, critical and evaluative skills of the pupils. In all units, they are encouraged to examine issues, identify key ideas, express their own opinions, listen to the opinions of others, and often to reach a group consensus.

There are progress tests in both English for Palestine 11 Books, after Unit 3 and Unit 6. In the core-language book, these tests take up three periods, with sections for Reading, Vocabulary and Language study, and Writing. In the Reading Plus Book, these tests take up two periods: Part A covers Reading, Vocabulary and Language study, and Part B has a section based on the literary reader, and a Writing section. These tests will help to identify language items or skills that are still causing difficulties, so that the teacher can help the pupils with problem areas before the formal exams.

In addition, there are three model tests in this Teacher's Book: Practice test – Semester 1; Practice test – Semester 2; End of year Reading Plus test. These tests

will help to identify language items or skills that are still causing difficulties, so that the teacher can help the pupils with problem areas before the formal exams.

### **2.1.8.2 English for Palestine 12**

Each unit is based on a theme, allowing the new language to be taught in context, e.g. making a new start, under pressure, coincidences. The theme in each unit of Pupil's Book 12 is mirrored in a related theme in Pupil's Book 12 Reading Plus. The themes have been taken from the Palestinian context to meet the needs and interests of pupils of this age.

Unit 6 and Unit 12 are review units: no new vocabulary or language is introduced in them. Instead, the previously seen vocabulary and language is practiced using the same format of readings, discussions, practice activities, writing and integrated skills work. The four skills of reading, writing, speaking and listening are integrated in both sections of the course, but there is an emphasis on a particular skill area in each period.

The course aims to develop the analytical, critical and evaluative skills of the pupils. In all units, they are encouraged to examine issues, identify key ideas, express their own opinions, listen to the opinions of others, and often to reach a group consensus.

There are progress tests in both English for Palestine 12 Books, after Unit 3 and Unit 6. In the core-language book, these tests take up three periods, with sections for Reading, Vocabulary and Language study, and Writing. In the Reading Plus Book, these tests take up two periods: Period 1 covers Reading, Vocabulary and Language Study, and Period 2 has a section based on the literary reader, and a Writing section. These tests will help to identify language items or skills that are still causing difficulties, so that the teacher can help the pupils with problem areas before the formal exams. In addition, there are three model tests in this Teacher's Book: Practice test – Semester 1; Practice test – Semester 2; End of year Reading Plus test. These tests will help to identify language items or skills that are still causing difficulties, so that the teacher can help the pupils with problem areas before the formal exams.

### **2.1.9 The American Council for the Teaching of Foreign Languages (ACTFL)**

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry (ACTFL website, 2016). The study adopted the standards of the ACTFL since it meets the needs of language professionals and influences the development of professional programs and enhances the quality of language teaching and learning.

#### **ACTFL Mission**

Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by:

- Meeting the needs of language professionals
- Ensuring a dynamic and responsive organization
- Working proactively through advocacy and outreach
- Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society
- Promoting research that influences the development of professional programs and enhances the quality of language teaching and learning

### **2.1.10 The Standards of the American Council for the Teaching of Foreign Languages:**

The national standards for foreign language education center around five Standards: Communication, Cultures, Connections, Comparisons, and Communities—the five Cs of foreign language education (Blaz, 2013).

- **Communication:**

Communication should be covered through oral, written, listening, and presentational activities. Examine the text and workbook first for activities that involve the oral production of the target language (interpersonal mode) and present it to others (presentational mode).

- ❖ Standard 1.1: (Oral Production and Presentation Questions). Table (2.3) shows the evaluation details of this sub-standard.

**Table (2.3): Evaluation details of the sub-standard: Oral Production and Presentation Questions**

Does this text allow/encourage students to:
<input type="checkbox"/> Interact with each other verbally, in pairs or in groups?
<input type="checkbox"/> Provide details of their own lives?
<input type="checkbox"/> Talk about topics that are age-appropriate?
<input type="checkbox"/> Vary the form and structure (grammar)?
<input type="checkbox"/> Simulate a real-world context or task?
<input type="checkbox"/> Elaborate their response?

Now, examine several sections in which the student is asked to read a selection and react to it, or listen to a conversation and respond (interpretive mode).

- ❖ Standard 1.2: (Interpretive Mode Questions). Table (2.4) shows the evaluation details of this sub-standard.

**Table (2.4): The evaluation details of the sub-standard: Interpretive Mode Questions**

Do the selected activities:
<input type="checkbox"/> Present information (vocabulary, structures) in functional,



Do the selected activities:
thematic units?
<input type="checkbox"/> Allow students to demonstrate their ability to apply different learning strategies to successfully comprehend the selection?
<input type="checkbox"/> Provide guidance and/or hints to aid comprehension?
<input type="checkbox"/> Use language that is authentic, accurate, and current?
<input type="checkbox"/> Appeal to students' interests?

❖ Standard 1.3: (Written Presentation Questions)

Finally, locate several activities that require a written response from students (presentational mode again). Table (2.5) shows the evaluation details of this sub-standard.

**Table (2.5): Evaluation details of the sub-standard: Written Presentation Questions**

Do the activities permit the student to:
<input type="checkbox"/> Demonstrate mastery of the vocabulary and structures in this unit?
<input type="checkbox"/> Write a response that should differ from student to student based upon the students' life styles and interests?
<input type="checkbox"/> Know how their work will be evaluated (rubrics, clear instructions) and are expectations reasonable?

- **Cultures:** Gain Knowledge and Understanding of Other Cultures. Remember the three Ps of Culture: Practices, Products, and Perspectives. First, find and examine several visuals: overheads, book illustrations, or videos.

❖ Standard 2.1: (Culture Questions for Visual Materials)

Look at the designated culture sections in the text, both small and large, and in the workbook (generally found in the readings section). Table (2.6) shows the evaluation details of this sub-standard.

**Table (2.6): Evaluation details of the sub-standard: Culture Questions for Visual Materials**

<b>Are the visuals:</b>
<input type="checkbox"/> Attractive and inviting?
<input type="checkbox"/> Current?
<input type="checkbox"/> Authentic?
<input type="checkbox"/> Age-appropriate to stimulate interest?
<input type="checkbox"/> Depictions of culture?
<input type="checkbox"/> Depictions of a variety of peoples and cultures that speak the target language?
<input type="checkbox"/> Well integrated with the theme or text of the section?

❖ Standard 2.2: (Questions about Cultural Content)

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Table (2.7) shows the evaluation details of this sub-standard.

**Table (2.7): Evaluation details of the sub-standard: Questions about Cultural Content**

<b>Do these selections:</b>
<input type="checkbox"/> Depict culture that is significant?
<input type="checkbox"/> Depict culture that is current?
<input type="checkbox"/> Depict culture in an accurate manner?
<input type="checkbox"/> Depict culture that is age-appropriate to stimulate interest?
<input type="checkbox"/> Depict a variety of peoples and cultures that speak the target language?
<input type="checkbox"/> Include practices such as games, songs, celebrations, stories, sports, and entertainment representative of target language culture(s)?
<input type="checkbox"/> Identify products: toys, dress, foods, art, songs, literature?
<input type="checkbox"/> Include information on how students can discuss or produce these products themselves?
<input type="checkbox"/> Encourage discussion of the perspectives of the target language culture reflected in these practices and products, without encouraging stereotypes?
<input type="checkbox"/> Include sources written for native speakers?

- **Connections:**

Look through the text and ancillaries to locate activities that encourage students to connect their foreign language skills and knowledge to that of other disciplines both inside and outside the school setting. Table (2.8) shows the evaluation details of this standard.

**Table (2.8): Evaluation details of the standard: Connections**

<b>Do the materials include:</b>
<input type="checkbox"/> Opportunities to use (or discover more about) other subject areas: math, science, history, geography, art, literature, music, health, and others?
<input type="checkbox"/> Opportunities to build upon prior experiences or existing knowledge?
<input type="checkbox"/> Methods (graphic organizers and others) that enable students to clearly relate these connections to other disciplines?
<input type="checkbox"/> Themes to facilitate interdisciplinary projects?
<input type="checkbox"/> Projects that require learners to use technology, print or visual media and/ or personal interviews to acquire information?

• **Comparisons:**

Locate sections that compare the foreign language to English.

❖ Standard 4.1: (Questions about Language Comparisons)

Table (2.9) shows the evaluation details of this sub-standard.

**Table (2.9): Evaluation details of the sub-standard: Questions about Language Comparisons**

<b>Are students asked</b>
<input type="checkbox"/> To look at their own language and compare it linguistically to the target language?
<input type="checkbox"/> To investigate or discuss cognates, idioms, and "borrowed words" in both English and the target language?

❖ Standard 4.2: (Questions about Cultural Comparisons)

Locate activities in the book where students can compare their own culture to that of speakers of the foreign language. Table (2.10) shows the evaluation details of this sub-standard.

**Table (2.10): evaluation details of this sub-standard**

<b>Ask:</b>
<input type="checkbox"/> Are students asked to compare and/or contrast their own culture with the target culture to discover similarities and differences?
<input type="checkbox"/> Do the activities invite students to explore aspects of their own culture further (surveys, research, etc.)?
<input type="checkbox"/> Does the text present similarities as well as differences in cultures?
<input type="checkbox"/> Does the text allow students to demonstrate knowledge of the difference(s) between their culture and that of target language speakers?

- **Communities:**

Locate areas and activities in the text and ancillaries that suggest using the language beyond the classroom. Table (2.11) shows the evaluation details of this standard.

**Table (2.11): Evaluation details of the standard: Communities**

<b>Does the text</b>
<input type="checkbox"/> Encourage/ ask students to communicate with foreign language speakers outside the classroom (orally or in writing)?
<input type="checkbox"/> Promote projects that use community resources and/ or involve interaction with members of the community?
<input type="checkbox"/> Identify careers or situations in which proficiency in the target language is useful or required?

Does the text
<input type="checkbox"/> Identify famous people who speak the target language?
<input type="checkbox"/> Suggest and encourage participation in opportunities for leisure activities that use the target language (media, sports, games, travel, music, reading)?
<input type="checkbox"/> Incorporate technology, for example, suggest engaging, worthwhile Internet activities?

The previous standards are considered as the standards for foreign language learning which included forty-seven evaluating criteria. The researcher determined these standards and selected thirty-four evaluating criteria from them after consulting with experts and educators. The final analysis card is presented in Appendix II.

The correlation between the five standards and the previous evaluation methods that these methods concentrated on assessing the content of the textbooks and the learning process by evaluating its objectives, procedures and activities while these standards meet and fit this purpose. For example: the Communication standard should be covered through oral, written, listening, and presentational activities. The Cultures standard gain Knowledge and Understanding of Other Cultures. The Connections standard look through the text and ancillaries to locate activities that encourage students to connect their foreign language skills and knowledge to that of other disciplines both inside and outside the school setting. The comparison standard locate sections that compare the foreign language to English. The communities standard locate areas and activities in the text and ancillaries that suggest using the language beyond the classroom. Therefore, the researcher took in consideration all these elements and methods for adopting the study evaluating tool.

## Section II

### Previous Studies

Many studies were conducted in evaluating English for Palestine from different aspects. Some researchers evaluated the textbooks as a whole text, some researchers evaluated skills in the textbooks, while others evaluated it in the light of standards for foreign language learning or evaluated the cultural aspects included in the content of the textbooks. However, none of these studies, according to the researcher's best knowledge, evaluated English for Palestine, Grade 11 & 12 in the light of the American Council for the Teaching of Foreign Languages (ACTFL) Standards. This study will be the first one dealing with evaluating pupil's books and comparing English for Palestine Grade 11&12 with the international standards.

Thirty three studies were surveyed to benefit from their procedures, tools, results and recommendations. The following studies are divided into three parts: studies related to evaluating English for Palestine textbooks, studies evaluating EFL textbooks and TBs, and studies evaluating and comparing English textbooks. The studies are arranged in a descending chronological order.

#### 2.2.1 Studies Evaluating EFL textbooks and Teacher's Books

##### **Lathif, (2015).**

This study aimed to examine the appropriateness of textbooks used by English teachers based on the criteria synthesized from ones proposed by *Pusat Perbukuan* and some ELT experts and in what way they were appropriate based on the preceding criteria. It was implemented on the Malaysia schools. In addition, it investigated whether textbooks used by English teachers fulfilled the criteria of good textbooks or not. This research was categorized as a content-analysis study following four systematic steps proposed by Ary, (2010). The data were gathered by evaluating textbooks using the checklist containing the criteria of textbook evaluation. The study concluded with a group of results such as teachers need to modify the tasks and activities in both textbooks which did not fulfill the criteria of good textbooks especially in the area of content, language, and presentation aspects.

**Akef (2012).**

This study aimed to evaluate the second intermediate level of the Iraqi English book "Iraq Opportunities" of the year 2010 - 2011. It was implemented on the Iraqi pupils of second intermediate level. The results of evaluating this book indicated that it included weakness points which needed to be solved and developed. The researcher depended on a group of English teachers. The study indicated that the Iraqi English Book lacked many points such as the aims, learning aids, the manual of teachers, the methodology guidance and others. In addition, this English book did not enhance opportunities for making free writings.

**Zabihi & Tabataba (2011).**

The study aimed to investigate the use of widely used TBs and evaluated their usefulness in Iran. The study was implemented on the Iranian pupils at the secondary level. The study depended on the qualitative approach. It received data by making an observation of 15 English language classes and interviewing 17 English teachers at College of Ferdowsi University in Mashhad. The books taught by these teachers were *Interchange (Third Edition)*, *Rising Star*, and *Ready for FCE*. It became evident that the use of TBs is different among teachers. Although teachers used TBs differently, they all wanted better, more resourceful ones. Results indicated that two out of 15 teachers did not use the TB, seven teachers used it 30 to 60% of the time. They used the warming up questions, answer keys and some useful tasks. Four used it 60 to 70% of the whole class time. Teachers who had two years or less of experience tended to rely heavily on the TB and to follow its steps with some change in a few steps. More experienced teachers put the activities in the TB and their experience together and believed that if TBs could be improved, they would be more helpful and they were looking for various activities in the TB. Teachers needed better TBs tape scripts, keys, grammar guidance, and ways of teaching different points. They also needed more interesting activities and more cultural and linguistic information.

**Abu-Alhumous (2010).**

The previous study aimed to investigate the mechanisms of the reading skills for the EFL students of grade one in Palestine. It was implemented on the Palestinian



pupils at the West Bank. The study adopted the analytical descriptive method to achieve the aims of the study. The study investigated 9 skills which were word-object recognition, listening skills, understanding meaning of words and sentences, fluency-accuracy-comprehension, understanding meaning (yes/no questions), reading and grammar comprehension. The research sample consisted of 58 students from public schools. The results indicated that the skills which needed decoding skills scored a low degree, while the mastery stages were high and the skills that needed oral responses had a very high score. The study included a group of recommendations such as using immediate remedial activities for all low means under the mastery level to inculcate more phonics compared to the word and sentence method.

**Bataineih (2009).**

This study aimed to find out how many specific cultural aspects of the Arab, national and universal cultures were available in the textbooks of English language at the secondary schools of Jordan. It was implemented on the Jordan pupils of grade 11 & 12. The two textbooks analyzed were *Amra 1* and *Amra 2* designed for Grade 11 and 12 secondary stages to decide the degree of authenticity of those textbooks. All the thirty-two reading passages included were analyzed using a content analysis card and adopting Brook's (1964) list as a tool. The results made it clear that the local English culture of the students was basically included in the text books of English language at Jordan secondary schools and there was an ignorance of the authentic culture of the other foreign English Language communities. The study, however, concluded by giving sound suggestions to include authentic material of real life situations in these textbooks.

**Henriques (2009).**

The study aimed to analyze, evaluate and critique the EFL textbooks of Angola Secondary schools according to the theories of foreign language curriculums in addition to analyzing the degree of their effectiveness on improving teaching in the classroom. The checklist was adapted from the American Council on the Teaching of Foreign Languages (ACTFL). According to current curriculum, the study concluded that the two EFL textbooks of Angola were considered inapt for achieving the

objectives that were set forth by the Angolan Institute for the Development of Education. In addition, the 2 textbooks failed to conform with most criteria included in the checklist. Therefore, the study recommended that those textbooks needed to be substituted to accommodate the current practice and role of teachers in the classroom.

**Kamile & Karliova (2009).**

This study aimed to evaluate vocabulary selection and teaching techniques in the English language. This study was implemented at the University of South Florida. The researcher selected 5 course books which were for young students who needed to learn English as a foreign language. In order to achieve the objectives of the study, the researcher employed a content analysis technique. The results of the study indicated that all the selected course books integrated lexis into their syllabuses, giving emphasis to word knowledge by means of separated headings and additional sub-headings. Furthermore, the course books had colorful layouts supporting vocabulary acquisition and comprehension through pictures, graphic designs, drawings, diagrams and cartoon excerpts for grammar in context two, which also had some pictures and drawings. However, all were in black and white format and fewer in number, which made the Student's Book somehow dull and less attractive than the rest of the course books.

**Kong (2009).**

This study aimed to investigate some methods of introducing cultures at the foreign language teaching books by depending on a systematic analysis of English Learning. It was implemented on Malaysia pupils of the primary level. It was concerned with the inseparability of culture and language in foreign language teaching. In addition, the researcher believed that using culture was a very effective method that promoted the pupils' awareness and improved their language. The books of teaching foreign language are considered an important channel for culture introduction. This research contained methods of introducing culture in the English textbooks. The results improved the association between the language and culture. Thus, introducing western culture into the English language textbooks was very

important and culture must be integrated in teaching English language. Introducing cultures directly or indirectly into English curriculum can make the learning process of culture manageable for both teachers and students.

**Kırkgöz (2009).**

This study aimed to evaluate 3 English textbooks which were used for grade four students at Turkish primary schools and adopted by the National Educational Ministry. The researcher conducted a questionnaire for students and teachers who responded to a 37-item textbook evaluation scheme in order to express their perceptions and views which concerned some textbook aspects. In addition, this sample of the study was interviewed to collect more insights for using the textbooks. The study concluded and improved the extent of appropriateness of the 3 textbooks which were used by English young students. The recommendations indicated offering more revision and/or redesign of the textbooks for English young students.

**Lee (2009).**

This study aimed to analyze the 11 high- school EFL conversation textbooks used in Korea to find out how the textbooks teach culture. Conversation materials are chosen because socio-cultural values and norms are best acquired during the process of interaction. The findings revealed that all of the textbooks neglect both the teaching of the culture- general aspect of culture learning and the small “c” target-culture learning. Remarkably scant use of authentic materials along with interactive technologies like the Internet for teaching culture was used.

**Alamri (2008).**

This study aimed to evaluate the Sixth Grade English Language Textbook for Saudi Boys' Schools which was applied for the first year at the time of the study. It was implemented on Riyadh elementary pupils. The study used a questionnaire concerning the teachers' and supervisors' perceptions in order to evaluate the set textbooks of the elementary schools. The sample of the study included 93 teachers and 11 supervisors in Riyadh Educational Zone. The questionnaire consisted of 64 items grouped under 12 main categories. The study conclusions were generally in

favor of the textbook except for the teaching methods and some other sub-items. Only a minority criticized the accompanying materials (posters, flashcards and the TB). In addition, the results were in favor of the TB. The reason behind this conflict might be according to the fact that the TB did not include a variety of approaches and techniques for teaching the same lesson in order to give the teachers the opportunity to select the approach or technique that suited the students.

**Hino (2007).**

The study aimed to evaluate the components of culture at the English textbooks of Japan during the past on hundred and twenty years. The results of the study indicated that the cultural components in the English texts reflected and showed the socio-political environment of times when Anglo-American culture was blindly admired in span. In addition, English textbooks provided exclusively British and American values. When the Japanese culture was blindly admired, the contents of English texts reflected traditional sapiens values. According to these results, there was a role of nationalism in the teaching of English for cross-cultural communication.

**Jahangard (2007).**

This study aimed to evaluate four textbooks of EFL which were applied in the Iranian high school by the Ministry of Education. The study indicated and clarified the merits and the demerits included at these textbooks. It referred to 13 common features extracted from ten different material evaluation checklists. The study concluded that these four books contained acceptable clarity and beauty of orthographies. In addition, the results indicated that book number four was highly successful in assisting students in developing some learning strategies. The other three books required very much revision and needed to be modified. The study added some recommendation that concentrated on how to alleviate some of the shortcomings found in the textbooks.

**Seda (2007).**

The study aimed to explore the attitudes of the English teachers in evaluating the English book of grade nine called "*New Bridge to Success*". It was implemented on Ankara secondary pupils. In addition, the research discussed the perception of

teachers concerning the features of the ELT mode textbook that was designed for Ankara high school pupils. A questionnaire and an interview were the study tools. The study focused on the importance of determining and measuring the textbook according to the language teaching process. It indicated that the evaluation materials were considered as high tricky tasks for the teachers. In addition, the study concluded that students were able to make their personal judgments of the textbook after becoming familiar with the discussed procedures. The study indicated that depending on specific text book detrimentally affected the process of teaching. Therefore, the teachers should only select parts and their suitable materials in the evaluation process according to the expectations and need of the students. The author recommended providing co-operation between lecturers and teacher trainees in order to achieve the aims of each course.

**Cakit (2006).**

The previous study aimed to indicate the macro level according to the basis of eleven criteria. It was implemented at the University of Amsterdam. Therefore, a quantitative and a qualitative data were received through students after applying a questionnaire and interviews with eight teachers. The conclusions indicated that the features of the textbooks were unhappy for both teachers and students. Teachers stated that the TB was considered as an answer key for the activities included the textbook. Three teachers stated that they only used it to have an idea about the warming up stage. The three teachers jointly said that it did not assist them with new types of the introduced lesson. Furthermore, the teacher expressed that many times they needed background information about the new topics and it lacked from providing practical exercises or ideas to use in class, they agreed that TB should include some games and activities which include some funny songs in order to use them at the end of the lesson. TB also did not provide advice about variety of lessons presentation techniques and it would be helpful to provide such advice. The results indicated that teachers were unhappy with the TB.

**Lund (2006).**

The study aimed to investigate the methods of culture and context questions at the Norwegian textbooks by concentrating on the rationale which underlay the

choices made. In addition, the study concerned ways of developing the education of foreign language in the future. Therefore, it contained 11 units in order to evaluate the four textbook series which were written according to the Norwegian National curriculum of 1997. The analysis included the material in the textbooks, workbooks, the teacher's guides and the CDs. Qualitative and quantitative methods of analysis were used. After selecting the content, it showed that developing the awareness of the pupil towards other cultures did not have main concerns in those textbooks. Moreover, the traditional focus on the United Kingdom and the United States in the teaching of English as a foreign language in these textbooks was evident. Thus, the study recommended including a wide variety of information about countries and foreign cultures.

#### **Kumaki (2003).**

This study aimed to discuss the characteristics of intonations included in the TEFL context at the high school of Japan. The researcher implemented three surveys for collecting data on the intonations. In addition, the study evaluated some literature on intonation methods in order to clarify the strengths included in the discourse intonation. Three surveys were conducted to collect pertinent data on intonation. The study concluded that the learned intonations at the secondary schools still needed to be confined to the grammatical method with little modification. Furthermore, the study found that the viewpoints of teachers towards intonations were almost similar to the authors of the textbooks. In addition, teachers rarely taught intonations in the classroom. The researcher recommended applying surveys on intonations directly after publications and issuing new textbook editions in order to maintain their validity.

#### **2.2.2 Studies related to evaluating English for Palestine textbooks:**

##### **Mosleh, (2015).**

This study aimed to identify the existing values in the content of English for Palestine grade eight textbook and to calculate the percentage of each one of the eight domains of values at the Palestinian schools. The researcher followed the analytical descriptive method. The researcher analyzed the whole eighth grade course

book. The analysis process included all the elements of the book as words, sentences, paragraphs, and even pictures. The results showed clear variations in the frequencies of the eight domains and within each domain as well. The cultural values got the highest percentage with a percentage of 37.8, followed by the social values with a percentage of 22. The economic values were ranked third with a percentage of 12.2, while the environmental values were ranked fourth with percentage of 11.8. The fifth rank was assumed by the national values with a percentage of 6.3, followed by the religious values with a percentage of 2.4. The last rank was assumed by the political values with a percentage of 0.96. Based on the study findings, the researcher designed an enrichment material to help enriching the under-represented values i.e. the political and religious values.

### **Awad (2013)**

This research aimed to evaluate the Palestinian English book of grade twelve in terms of EFL & ESL according to an evaluating checklist depending on the perspective of teachers at the city of Nablus. In addition, the research discussed the role of sex, qualifications and experience during the evaluation process of the English textbook. In order to achieve these objectives the researcher applied a questionnaire that contained thirty nine items on the study sample. This sample, which was selected randomly, consisted of 26 teachers who taught the English textbook to grade twelve and it was implemented in the year 2011. The analysis and results of the checklist showed that the English textbook of grade 12 was appropriate for the Palestinian pupils after making some modifications and the researcher recommended using these textbooks in the other private schools.

### **Fares (2012).**

This study aimed to evaluate the two English textbooks of grade one at the Palestinian schools which are the original and new one by comparing them using some criteria. To fulfill the aims of the study, the study adopted the analytical and descriptive method. One main tool was used to collect data: a content analysis card. The results of the study showed that both of the original textbook and the new textbook included the objectives of grade one curriculum. It provided clear details and organization at the textbooks. With regard to procedural guidance for teaching,

the two editions provided clear points for teaching listening, pronunciation, language, speaking, and writing activities. Both editions needed to be modified with more activities. In addition, the new English book did not provide homework. There was absence of advice for techniques for error correction in both TBs .

**Seif (2012).**

This study aimed to measure the level of higher order thinking skills (HOTS) inside the reading activities of the Palestinian English books of grade eight in order to find out how much it matched the mentioned criteria. The researcher used the analytical descriptive method and depended on two tools. These tools were the interview and a content analysis card. The results of the study showed that there was almost an agreement between the English teachers of grade eight concerning the shortage in the HOTS in the reading exercises.

**El Shawa (2011).**

This study aimed to evaluate the Palestinian culture inside the English pupil's books of the two grades eleven and twelve to measure out the degree of this cultural content that matched the Palestinian culture and how much it reflected the non-Palestinian culture. The researcher used the descriptive analytical approach to make quantitative analyses of the cultural content of (Grade 11 and 12). The study results showed that the degree of the Non-Palestinian culture was more than the cultural activities that were related to the Palestinian society in both textbooks of grade eleven and twelve. However, the opposite is true for the perspectives. In addition, there was no focus on introducing Palestinian youth with phrases and suitable expressions to talk about their Palestinian issue to the world via English.

**Ali (2010).**

This study aimed to find out the weakness points in the reading activities at the Palestinian English curriculum. Therefore, the researcher adopted the analytical descriptive method. The study tools included two tools which are the interviews and the analysis card. Fifteen English teachers were interviewed to find out the main weakness points in the reading activities. After implementing the analysis card, the



results indicated that the content of these reading activities in the English book of grade nine contained a large group of good manners and values. In addition, the authentic reading activities were not included in the English books nor the extensive reading. Moreover, the results indicated that 4 reading activities that were related to the Palestinian culture and society were found. And the instructions in the reading activities were clear. In addition, some skills were neglected in both English books such as distinguishing between the facts and opinions, recognizing pronoun referents, finding meaning of new vocabulary and relating the activity to their personal experience.

**Abu Ashiba (2010).**

This descriptive analytical study aimed to identify the values existing in the content of the Palestinian English book of grade twelve of the year 2007. The purpose for the study was to investigate and evaluate the list of values inside the pupil's books due to their importance in motivating students in life. Therefore, the study depended on the 8 value domains. These involved surveying and analyzing the exercises of the content of the English books and comparing them with the eight value domains. The results indicated a variation in the 8 value domains frequencies. The study recommended making balance in distributing the eight domains of values in the English books of grade twelve and to review the existing material in order to classify these values.

**Aqel (2009).**

This study aimed to evaluate the Palestinian English language textbooks of grade eleven from the perspective of the teachers of English. The researcher developed an evaluating scale that included language-teaching criteria in order to measure the level of quality at the content of the English textbooks of the year 2009. The researcher developed a 47-item questionnaire to evaluate the textbook. The results indicated that the level of evaluation in the Palestinian English book of grade eleven was moderate and no difference between male and female in teaching aids. In addition, no difference in evaluation was indicated due to qualifications. The study recommended that the Palestinian English book of grade eleven should be revised frequently and provided with a variety of literary forms, such as poems, essays, etc.

In order to allow teachers to cover the materials effectively, some units of the English books should be reduced. In addition, the study recommended conducting more evaluation studies for grade ten and twelve.

**Al-Mazloun (2007).**

The study aimed to evaluate the content of the Palestinian English book of grade ten of the year 2005 according to the international standards of teaching foreign language. In addition, the study aimed to determine the standards of foreign language teaching in order to see how much these standards match the content of the Palestinian English book of grade ten. The analytical descriptive method was adopted. The study conducted an analysis card that contained these standards and implemented it on all the activities contained in the two English textbooks of grade ten. The analysis card contained five standards and the results showed a variation between them. The highest one was the Communications standards. The second came the Comparisons, while Communities, Cultures and Connections standards scored weak frequencies respectively. The study recommended making balance in distributing these standards in the English books.

**Hamdona (2007).**

This study aimed to determine the existing life skills inside the Palestinian English book of grade 6 of the year 2006. The researcher modified a model for classifying life skills which suits Palestinian students and matches international models. He came out with five main domains. They were communication, personal/social, leadership, problem solving/ decision making and critical thinking life skills. The researcher designed a content analysis card. The findings showed variation in the frequencies of the five main domains and in each domain as well. He indicated that there should be a balance in distributing the domains and the items among the activities and units. Balance does not mean equality, but distributing them according to criteria of a balanced scale that matches the standards. The findings also showed variety of topics distributed among the content of the units of the textbook.

**Mahmoud, (2008).**

This study aimed to evaluate the effectiveness of the Palestinian English book of grade ten. The study used a questionnaire that contained fifty-two items and was

applied on the study sample that consisted from fifty English female and male teachers. After making and analyzing the two books, the researcher noted the following:

- The content of the English books was not affected by the local society or parents. Therefore, they did not participate in selecting its aims and goals.
- While preparing the curriculum, the local environment should be taken in consideration.
- The English books must be reviewed frequently to check for all the expected mistakes.
- Each week contains a number of periods, which is not adequate for covering all the textbook activities in the determined time.
- In order to achieve the goals of the curriculum, a balance should be done between the content materials and periods.

#### **Badawi (2007).**

This study aimed to evaluate the content of the Palestinian English books of grade ten of the year 2005. To achieve the aims of the study, the researcher adopted the descriptive analytical approach and designed an analysis card that was applied on all the activities of the textbooks to check how much they matched the standards. The results of the study indicated that there was variation between the standards of the study, where the communication standard was ranked first and the other standards came after it. The study recommended that a balance between the standards should be made while distributing these standards in the textbooks and that a follow up research committee should be established in order to apply formative and summative evaluation research to achieve more innovations and developments.

### **2.2.3 Evaluative Comparison of EFL Textbooks**

#### **Halawa (2011).**

This study aimed to evaluate the reading texts in student Book, *English for Palestine-Grade 12* and *TOP MARKS Israeli 12th Grade textbook* in order to find out to what extent the reading texts in *English for Palestine-Grade12* and *TOP*

*MARKS Israeli 12<sup>th</sup> Grade* match the suggested criteria. It also aimed at identifying the areas of similarities and differences in these reading texts. To fulfill the aims of the study, the researcher followed the descriptive analytical approach. He used a content analysis card to collect the needed data. The objectives were found out to be more clearly presented in TOP MARKS. In English for Palestine, the use of prerequisite was employed but in top marks, it was totally neglected. The study recommended that interactive task and activities should be introduced for the reading in English for Palestine.

**Jin (2011).**

This study aimed to compare *New Horizon College English* Viewing, Listening and Speaking Textbook and *New Era Interactive English* Viewing, Listening and Speaking. The study was implemented at New Zealand specially in New Horizon College English. It was generally done from five aspects: teaching guiding ideology, teaching methodology, the arrangement and selection of content, components of textbooks and the authenticity of language. The researcher used questionnaires and interviews to teachers and students. The results of the study are summarized as follows: (1) The two sets of textbooks had a lot in common. For instance, both are graded textbooks and take into account the emotional factors of students. However, NH stressed the cultivation of students' cross-cultural awareness, while NE put an emphasis on the improvement of students' interactive capability and comprehensive competence; (2) Students were basically satisfied with the two sets of textbooks. For example, NH offered rich cultural content, while NE attached importance to students' formative evaluation. However, there were also some problems. For instance, the language authenticity of NH was not very good; the Online Course CD-ROM of NE was irreversible, etc.

**Da Cruz (2010).**

This study aimed to investigate the importance of the immersion of multiculturalism into the childhood education as a way of contributing to the development of the field of education. The instruments used in this study were two foreign (an Eritrean and a Palestinian textbook) and one Brazilian English textbook for primary education. Results indicated that the three books were interesting and the

Palestinian one appeared to be better than the others. Illustrations had good size and were colorful without many details, showing simple dialogues into social and school environment. Home environment could be better explored as well as cultural diversity. The Eritrean one did not have enough or good pictures to show. Illustrations were not colorful and most of them were not big enough to be understandable. Even though being like that, illustrations represented the culture of the country. It had almost nothing of multiculturalism. The Brazilian textbook was of a good size and easy to manipulate. However, it was too colorful and had difficult dialogues for first grade.

### **Yenny (2008).**

This study aimed to evaluate the writing exercises in "Look Ahead 2II" textbook of Senior High School to find out whether they were compatible with writing skill indicators in School-based Curriculum and whether they assisted learners to achieve competency or not. The study was implemented at Muria Kudus University in Indonesia. The data were collected by documenting writing exercises in the textbook and analyzing them by comparing writing exercises in the textbook with writing skill indicators in School-based Curriculum. The result of the analysis showed that the quality of writing exercises in the textbook was very good because the score of schema of quality classification of the writing exercises was 100%. In other words, the writing exercises in the textbook helped the students to achieve the competencies. So, the teacher of English, primarily the teacher of second year students of Senior High School, should choose and use the textbook evaluated.

### **2.2.4 Commentary on the Previous Studies**

The researcher reviewed thirty-three national and foreign studies, of which thirteen discussed the Palestinian English books, fourteen evaluated EFL textbooks and TBs and five analyzed and compared English textbooks. Some of those studies shared certain aspects and different in others among themselves as well as with the current study. The following commentary will highlight these similarities and difference related to their methodology, tools, samples, statistical treatments and findings and recommendations.

### **Methodology of the previous studies:**

It is important to indicate that almost all the previous studies adopted the descriptive analytical approach with its two qualitative and quantitative designs since they all aimed to analyze and evaluate the content of various English teaching books. For examples studies such as those of Zabihi and Tabataba (2011), Cakit (2006), Kırkgöz (2009) and Alamri (2008) used the descriptive analytical approach. The current study also used the descriptive content analysis approach with its quantitative design.

### **Tools of the previous studies:**

The content analysis card was mostly adopted as the main tool for collecting data in the previous studies and others used questionnaires and interviews such as Jin (2011), Zabihi and Tabataba (2011), Cakit (2006), Kırkgöz (2009) and Alamri (2008). The current study used the content analysis card as the main tool for collecting data.

### **Samples of the previous studies:**

The samples of the previous studies concentrated on the content of the English teaching books by surveying and analyzing their activities and content. Other studies depended on making comparisons between various English books and investigated their strong and weak points of these English course books. The sample of the current study was the two English for Palestine pupils' books for grade 11 and grade 12.

### **Statistical treatments of the previous studies:**

The statistical treatments used in the previous studies to analyze the content analysis data varied between T-test, means, standard deviations, percentages spearman correlation, Alpha Cronbach technique, and split half technique which are included in the statistical package for social sciences (SPSS). In this study, the researcher utilized means, frequencies, percentages and Holsti correlation formula.

### **Findings and recommendations of the previous studies:**

The findings of some of the previous studies assured that the Palestinian English books were well designed and generally matched the criteria set to evaluate

them. In addition, they showed a variation in distributing the main learning standards within the textbooks with no suitable balance between them. Therefore, they mainly recommended improving these English books by developing the future editions in accordance with both universal and context-specific criteria such those of Fares (2012), El-Shawa (2011), Halawa (2011), and Almazloum (2007). Moreover, they recommended doing further studies dealing deeply with the content of the Palestinian English books in order to follow the latest educational developments.

It is important to notice that the researcher highly benefited from the conclusions of these previous studies. Most of these previous studies indicated that the Palestinian English books were well designed and matched the criteria which the students expected. In addition, the instruments used in these previous studies gave the researcher insights to carry out this study effectively. One of the most important and effective tools adopted in the previous studies was the content analysis card. Being the first study to be conducted on evaluating the content of the current *English for Palestine* according to ACTEL standards, the researcher tremendously benefited from the previous conclusions in a way that she decided to use a standard card as a tool to analyze the two textbooks of Grade 11 and 12.

### **2.2.5 Summary**

This chapter discussed the literature review which included two sections: the theoretical framework and previous studies. The first section included the main issues of evaluation such as its definition and theories. In addition, it discussed the content of the two pupil's books of English for Palestine of grade eleven and twelve and the ACTFL standards, and so on. The second section outlined thirty-two previous studies similar in topic to this one. It contained three types of previous studies which are: Studies related to evaluating English for Palestine textbooks, Studies Evaluated EFL textbooks and Teacher's Books, Evaluative Comparison of EFL Textbooks. This study differs from the previous studies in evaluating the Palestinian English pupil's books of grade eleven and twelve according to the Standards of the American Council for the Teaching of Foreign Languages known as (ACTFL).

# Chapter III

## Research Methodology



## **Chapter III**

### **Research Methodology**

This chapter illustrates the method and tool of the study that involved constructing a content analysis card, examining its validity and reliability and the procedures that were used to conduct this study.

#### **3.1 Research Design**

In this study, descriptive content analysis was performed on the English for Palestine - Grade 11 & 12 due to its relevance for investigating the extent to which the content of those two pupil's books matched the (ACTFL) standards. The researcher adopted descriptive content analysis to describe the occurrence of the categories of analysis precisely.

According to White and Marsh (2006, p. 46) descriptive content analysis is a systematic, rigorous approach to analyze documents obtained or generated in the course of research. In essence, it involves the classification of parts of a text through the application of a structured, systematic coding scheme from which conclusions can be drawn about the content. By clearly specifying the coding and other procedures, content analysis is replicable in the sense that other researchers could reproduce the study. Content analysis can be carried out both quantitatively and qualitatively. In this study, however, the researcher used quantitative content analysis due to the large amount of data in this study as it sought to evaluate the content of the two pupil's books of *English for Palestine Grade 11 & 12*. Researchers working in this vein limit their conclusions to the content being studied.

#### **3.2 Purpose of content analysis**

The content analysis used in this study aimed at evaluating the content of the two pupil's books *English for Palestine Grade 11 & 12* in the light of the (ACTFL) standards. In addition, it compared the content by applying five main criteria (Communication, Cultures, Connections, Comparisons and Communities).

### 3.3 Research Population & Sample

In order to achieve the aims of the study, the researcher designed a content analysis card to analyze and evaluate the contents of the textbooks accordingly.

The population of this study consisted of the two set books "English for Palestine" grade 11 & 12 in the scholastic year 2016-2017 which consists of 12 units

Ten units from each of the two textbooks constituted the sample of the analysis. Units 6 and 12 were excluded because they included reviewing activities only. The other units included all the activities in Reading, Vocabulary Language, Integrated Skills, Writing and Vocabulary sections of these units at the two pupil's books. These activities were examined in the light of (ACTFL) standards. Table (3.1) below shows the content of English for Palestine Pupil's book "Grade 11 & 12".

**Table (3.1): Content of English for Palestine Pupil's book "Grade 11 & 12"**

Grade	No. of Units	No. of Activities
Eleven	10 units	215 activities
Twelve	10 units	255 activities

Table (3.1) shows the characteristics of the population of the study. It shows some information about the two pupil's books of English for Palestine grade 11 & 12, the new edition. The structure of both textbooks is almost the same. The unit in each of both textbooks consisted of six sections, namely: Reading, Listening & Speaking, Integrated Skills, Writing and Vocabulary. Every section contained a different number of activities with a minimum of two and a maximum of twelve. Each of these units was designed to be covered in six periods.

The Palestinian curriculum is theme-based, and all the activities of the different skills hover around the theme; even the content of the functions and structures are related to the topic of the unit. (Teacher's Book, 2017)

### 3.4 The content analysis card:

The researcher used a content analysis card as a suitable tool for achieving the purpose of the study. This analysis card aimed to collect, describe and analyze data regarding the content of the two pupil's books of grade 11 & 12 "English for Palestine". The researcher modified this card benefiting from previous studies, literature review, theoretical framework, the ACTEFL standards and diversity of models for applying these standards through this analysis card. After getting suggestions from the supervisor and referees, the researcher re-set the final form of this content analysis card with some modifications. For examples on these modifications is changing the type of the first standard question from: " Does the book content this course book allow/encourage students to" to be "The book content allows/encourages students to" in addition to merging some phrases with each other. The final form of the analysis card is seen in Table (3.2) below.

The analysis card included 34 evaluating criteria for assessing the content of the two pupil's books. Five main standards were applied on the content which were (Communication, Cultures, Connections, Comparisons and Communities). In addition, the analysis card included nine sub-standards. The communication standard assessed three skills, the oral production and presentation questions, the interpretive mode questions and the written presentation questions. The cultures standard contained two sub-standards, the culture questions for visual materials and the culture questions about cultural content. The connection standard assessed the connection between native language and the target language. The comparison standard contained two criteria, questions about language comparisons and questions about cultural comparisons. The last standard is the communities, which assessed the identification of situations of the target language. (See appendix II).

The researcher indicated four degrees for determining the level of applying each criterion. These degrees are (very much(4) –adequate(3) –less required(2) – almost none(1) ). For example, the first standard is communication. It includes this criterion " *The book content allow/encourage students to interact with each other verbally, in pairs or in groups.*" Another criterion " *The book content allow/encourage students to provide details of their own lives*".

These criteria are clarified by the researchers by selecting the degree of applying it in each unit, then the means of the frequencies and the percentage are calculated in a completed statistical process as it is shown in the next chapter. Table (3.2) shows the Standards , the Sub-standards and the Assessing criteria sentences of the content of the analysis card.

**Table (3.2): Content of the analysis card**

<b>No.</b>	<b>Standards</b>	<b>Sub-standards</b>	<b>Assessing criteria sentences</b>
1-	Communication	3	12
2-	Cultures	2	8
3-	Connections	1	5
4-	Comparisons	2	5
5-	Communities	1	4
<b>Total</b>	<b>5 Standards</b>	<b>9 sub-standards</b>	<b>34</b>

### **3.5 Validity of the content analysis card**

Validity refers to the extent to which an instrument measures what it is supposed to measure. Byram (2001, p. 1) defines validity as the truthfulness of the test in relation to what it is supposed to evaluate. It is concerned with the relevance and usefulness of what is to be measured. In order to get the validity of analysis, the researcher consulted a group of specialists which included twelve Ph.D. holders from different universities many supervisors and some expert teachers from Education Directorates and modifications were done on the assising criteria sentences to contain 34 criteria (See Appendix I & II).

### 3.6 Reliability of the content analysis card:

According to Mackey Gass (2005, p. 364), "Reliability is the degree to which there is consistency of scores students would receive on alternate forms of the same test". In content analysis, reproducibility is arguably the most important interpretation of reliability. One of the problems that content analysts face when attempting a systematic and objective description of the content is reliability (Bataineih, 2009).

To examine the reliability of the content analysis card, the researcher asked for the cooperation of two colleagues to help analyze the two pupil's books "grade 11 & 12". At first, the researcher applied the content analysis card on both textbooks by completing it through investigative survey of the whole activities in the textbook. Then the two colleague teachers did the same process separately and each of them analyzed one of the two pupil's books. The aim was to find out the ratio of agreement between the four results of the surveys for reliability. A statistical test for this ratio was calculated for each of the five standards and then the researcher calculated the mean of the data of the four cards. Holsti formula was used to determine the reliability as follows:

$$\text{Holsti formula: } R = \frac{(2M)}{N1+N2}$$

(R) refers to the consistency.

(M) refers to the number of frequencies of the analysis agreed upon by the analysts.

(N1&N2) refers to the number of frequencies of the researcher's analysis.

The ratio of agreement between the main researcher and the colleagues was as shown in Table (3.3) below:

**Table (3.3): Ratio of agreement between the analysts**

Grade	Analyst (1), the Researcher	Analyst (2)	(R)
Grade 11	480	541	88.72
Grade 12	413	454	90.97

It is clear from Tables (3.3) that the ratio of agreement between the first and the second analyst for grade 11 was 88.72% and for grade 12 was 90.9%, which forms a strong agreement between the researchers. The strong ratio of agreement between the analysts enabled the researcher to process the data collected.

### **3.7 Procedures of the study**

The researcher followed many procedures to analyze the content of English for Palestine grade 11 & 12 and to achieve the purpose of the study. These procedures were as follows:

1. Referring to many studies regarding the field of the study and reading them to benefit from the incorporated information and the experiences of other researchers.
2. Benefiting from the theoretical framework with relevant literature, which helped in conducting the study, and reviewing it in order to progress correctly.
3. Reviewing the units and lessons of the two pupil's books accurately, since the researcher checked the common standards needed to analyze the two books and listed them in certain categories.
4. Reviewing various classifications of standards and criteria, which helped the researcher to choose the suitable list of standards for analyzing the two books.
5. Analyzing the collected data, since the researcher analyzed the results which were obtained to determine the percentage of each standard.
6. Interpreting the results.
7. Giving suggestions and recommendations.

### 3.8 Statistical Analysis

The researcher used a group of statistical processes such as:

- Percentages, frequencies of data related to the standards and activities were calculated.
- A formula was used to calculate the reliability of the findings resulting from the content analysis card among the researchers.
- Means were calculated to find the final data collected through the analysis card

# Chapter IV

## Data Analysis & Discussion



## **Chapter IV**

### **Data Analysis & Discussion**

This chapter contains the results of data analysis obtained from analyzing the *English for Palestine* pupil's book of grade 11 and 12 using the content analysis card. The researcher used different statistical forms such as means and percentages to show the degree of the availability of the ACTFL standards in those two books. Tables and charts were also used to illustrate these data in relation to each of the study five questions. The chapter also contains a comparison concerning the degree of ACTFL standards and sub-standards in the two textbooks. This chapter concludes with some examples reflecting how some standards are represented in the two books.

#### **4.1 Answer to the study first question**

The study first question was formulated as follows, "To what extent does the content of *English for Palestine 11 & 12* match the ACTFL communication standard?" To answer this question, the research analyzed the content of the two books focusing on three sub-standards related to this main one. These sub-standards were the Oral Production and Presentation Questions, Interpretive Mode Questions, and Written Presentation Questions. Out of these sub-standards, a number of criteria were derived. Table (4.1) shows the content analysis results of the first sub-standard of the first main standard, Communication, of Grade 11 textbook, Oral Production and Presentation Questions.

**Table (4.1): Content analysis results of the first sub-standard of the first main standard, Communication, of Grade 11 textbook**

<b>Standard 1: Communication Oral Production and Presentation Questions</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Interact with each other verbally, in pairs or in groups.	2	3	2	4	4	3	4	4	3	2	31	3.100	77.5
Provide details of their own lives.	3	4	4	4	4	4	3	4	3	3	36	3.600	91.0
Talk about topics that are age-appropriate.	3	3	3	3	3	4	2	4	3	4	32	3.200	80.0
Vary the form and structure (grammar).	4	3	4	3	3	4	4	4	3	4	36	3.600	89.0
Simulate a real-world context or task.	3	3	4	4	4	4	2	4	4	3	35	3.500	87.5
<b>Total</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>15</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>170</b>	<b>17.000</b>	<b>85.0</b>

Table (4.1) shows a clear variance among the five criteria since the criterion "Interact with each other verbally, in pairs or in groups" had the lowest degree with a percentage of 77.5% and the criterion "Provide details of their own lives" was the highest with a percentage of 91%.

As regards Grade 12 textbook, the content analysis results concerning the first main standard, Communication, and the first sub-standard, Oral Production and Presentation Questions, were as shown in Table (4.2) below.

**Table (4.2): Content analysis results of the first sub-standard of the first main standard, Communication, of Grade 12 textbook**

<b>Standard 1: Communication Oral Production and Presentation Questions</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Interact with each other verbally, in pairs or in groups.	4	4	4	4	4	3	3	4	4	4	38	3.800	95.0
Provide details of their own lives.	3	3	3	3	4	3	3	4	4	4	34	3.400	85.0
Talk about topics that are age-appropriate.	2	3	2	3	3	3	2	4	3	3	28	2.800	70.0
Vary the form and structure (grammar).	3	3	2	4	4	4	3	4	3	3	33	3.300	82.5
Simulate a real-world context or task.	3	3	3	3	3	4	3	4	4	3	33	3.300	82.5
<b>Total</b>	15	16	14	17	18	17	14	20	18	17	166	16.600	83.0

Table (4.2) shows a clear variance among the five criteria since the criterion "Interact with each other verbally, in pairs or in groups" had the highest degree with a percentage of 95% and the criterion "Talk about topics that are age-appropriate" achieved the lowest degree with a percentage of 70%.

Table (4.3) shows the content analysis results of the second sub-standard of the first main standard, Communication, of Grade 11 textbook, Interpretive Mode Questions.

**Table (4.3): Content analysis results of the second sub-standard of the first main standard, Communication, of Grade 11 textbook**

<b>Standard 1: Communication Interpretive Mode Questions</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Present information (vocabulary, structures) in functional, thematic units.	4	4	4	4	4	4	4	4	4	4	40	4.000	100.0
Provide guidance and/or hints to facilitate comprehension.	4	4	4	3	3	4	4	4	4	4	38	3.800	95.0
Use language that is authentic, accurate, and current.	4	4	4	4	4	4	4	4	4	4	40	4.000	100.0
Appeal to students' interests.	3	3	4	4	4	4	2	4	4	4	36	3.600	90.0
Addresses student's needs.	3	3	4	4	4	4	2	4	4	4	36	3.600	90.0
<b>Total</b>	<b>18</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>16</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>190</b>	<b>19.000</b>	<b>95.0</b>

Table (4.3), which depicts the content analysis results of the second sub-standard, shows that this sub-standard achieved the highest degree of all other sub-standards of the first main standard, Communication, with a total percentage of 95.0%. In addition, two criteria got 100%, which were "Present information (vocabulary, structures) in functional, thematic units" and "Use language that is authentic, accurate, and current".

As regards Grade 12 textbook, the content analysis results concerning the first main standard, Communication, and the second sub-standard, Interpretive Mode Questions, were as shown in Table (4.4) below.

**Table (4.4): Content analysis results of the second sub-standard of the first main standard, Communication, of Grade 12 textbook**

Standard 1: Communication Interpretive Mode Questions	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Sum	Mean	%
Present information (vocabulary, structures) in functional, thematic units.	4	4	3	3	4	4	4	4	4	4	38	3.800	95.0
Provide guidance and/ or hints to facilitate comprehension.	2	4	3	4	4	3	4	4	4	4	36	3.600	90.0
Use language that is authentic, accurate, and current.	4	4	3	3	4	4	4	4	4	4	38	3.800	95.0
Appeal to students' interests.	2	2	3	3	4	4	4	4	4	3	33	3.300	82.5
Addresses student's needs.	2	2	2	3	4	4	4	4	4	3	32	3.200	80.0
<b>Total</b>	14	16	14	16	20	19	20	20	20	18	177	17.700	88.5

Table (4.4), which depicts the content analysis results of the second sub-standard of Grade 12 textbook, shows that the first criterion, Present information (vocabulary, structures) in functional, thematic units, and the third criterion, Use language that is authentic, accurate, and current, both achieved the same highest

percentage of 95.0%. The lowest degree was attained by the fifth criterion, Addresses student's needs, as its percentage was 80.0%. The total percentage of this sub-standard was 88.5%.

Table (4.5) shows the content analysis results of the third sub-standard of the first main standard, Communication, of Grade 11 textbook, Written Presentation Questions.

**Table (4.5): Content analysis results of the third sub-standard of the first main standard, Communication, of Grade 11 textbook**

<b>Standard 1: Communication  Written Presentation Questions</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Demonstrate mastery of the vocabulary and structures.	4	4	4	3	3	3	2	4	3	4	34	3.400	85.0
Know how their work will be evaluated (rubrics, clear instructions) and expectations are reasonable.	4	3	4	4	4	4	4	4	4	4	39	3.900	97.5
<b>Total</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>73</b>	<b>7.300</b>	<b>91.3</b>

Table (4.5), which highlights the content analysis results of the third sub-standard, Written Presentation Questions, shows that this sub-standard achieved the highest degree of all other sub-standards of the first main standard Communication. The results indicate a total percentage of 91.3% of the two criteria "Demonstrate mastery of the vocabulary and structures", which got 85% and "Know how their work will be evaluated (rubrics, clear instructions), and expectations are reasonable", which got 97.5%.

Table (4.6) shows the content analysis results of the third sub-standard of the first main standard, Communication, of Grade 12 textbook, Written Presentation Questions.

**Table (4.6): Content analysis results of the third sub-standard of the first main standard, Communication, of Grade 12 textbook**

Standard 1: Communication  Written Presentation Questions	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Sum	Mean	%
Demonstrate mastery of the vocabulary and structures.	4	4	4	4	4	3	3	3	3	3	35	3.500	87.5
Know how their work will be evaluated (rubrics, clear instructions) and are expectations reasonable.	1	3	3	3	2	4	4	4	4	3	31	3.100	77.5
<b>Total</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>66</b>	<b>6.600</b>	<b>82.5</b>

Table (4.6) shows the content analysis results of the sub-standard "Written Presentation Questions" which achieved a total percentage of 82.5% and contained two criteria "Demonstrate mastery of the vocabulary and structures" which obtained 87.5% and "Know how their work will be evaluated (rubrics, clear instructions) and expectations are reasonable" which obtained 77.5%.

#### 4.2 Answer to the study second question

The study second question was formulated as follows, "To what extent does the content of *English for Palestine 11 & 12* match the ACTFL Cultures standard?" To answer this question, the researcher analyzed the content of the two books

focusing on two sub-standards related to this main one. These sub-standards were “Visual Materials” and “Cultural Content”. Out of these two sub-standards, several criteria were derived. Table (4.7) shows the content analysis results of the first sub-standard of the first main standard, Cultures, of Grade 11 textbook, Visual Materials.

**Table (4.7): Content analysis results of the first sub-standard of the second main standard, Cultures, of Grade 11**

Standard 2: Cultures Culture Questions for Visual Materials	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Sum	Mean	%
Attractive and inviting.	4	4	4	4	4	4	4	4	4	4	40	4.000	100.0
Up-to-date.	4	4	4	4	4	4	4	4	4	4	40	4.000	100.0
Authentic.	4	4	4	4	4	4	4	4	4	4	40	4.000	100.0
Age-appropriate to stimulate interest.	3	4	3	3	3	3	2	4	3	3	31	3.100	77.5
Depictions of a variety of peoples and cultures that speak the target language.	2	1	3	2	1	3	3	3	3	2	23	2.300	57.5
<b>Total</b>	<b>17</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>174</b>	<b>17.400</b>	<b>87.0</b>

Table (4.7) shows that most of the criteria of this sub-standard achieved 100% except two of them which were "Age-appropriate to stimulate interest" and "Depictions of a variety of peoples and cultures that speak the target language" which achieved a percentage of 77.5% and 57.5%, respectively.

Table (4.8) shows the content analysis results of the first sub-standard of the second main standard, Culture, of Grade 12 textbook. The analysis results of this main standard got a total degree of 85.5%.



**Table (4.8): Content analysis results of the first sub-standard of the second main standard, Cultures, of Grade 12**

Standard 2: Cultures Culture Questions for Visual Materials	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Sum	Mean	%
Attractive and inviting.	4	4	3	3	4	4	4	4	4	4	38	3.800	95.0
Up-to-date.	4	4	4	4	4	4	4	4	4	4	40	4.000	100.0
Authentic.	4	4	4	4	4	4	4	4	4	4	40	4.000	100.0
Age-appropriate to stimulate interest.	2	3	3	3	3	3	3	4	3	4	31	3.100	77.5
Depictions of a variety of peoples and cultures that speak the target language.	3	2	2	2	2	2	1	2	3	3	22	2.200	55.0
<b>Total</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>171</b>	<b>17.100</b>	<b>85.5</b>

Table (4.8) shows that second criterion, Up-to-date, and third criterion, Authentic, got a percentage of 100%, while the fifth criterion, Depictions of a variety of peoples and cultures that speak the target language, was the lowest with a percentage of 55%.

Table (4.9) shows the content analysis results of the second sub-standard of the second main standard, Culture, of Grade 11 textbook.

**Table (4.9): Content analysis results of the second sub-standard of the second main standard, Cultures, of Grade 11**

Standard 2: Cultures Questions about Cultural Content	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Sum	Mean	%
Depict a variety of peoples and cultures that speak the target language.	2	2	3	2	2	3	3	2	1	2	22	2.200	55.0
Include practices such as games, songs, celebrations, stories, sports, and entertainment representative of target language culture(s).	1	1	3	2	3	1	2	4	1	3	21	2.100	52.5
Identifies products: toys, dress, foods, art, songs, literature.	1	1	1	2	1	4	1	4	1	1	17	1.700	42.5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>60</b>	<b>6.000</b>	<b>50.0</b>

Table (4.9) shows that Questions about Cultural Content received a low total degree of 50% for its three criterion sentences.

Table (4.10) shows the content analysis results of the second sub-standard of the second main standard, Culture, of Grade 12 textbook.

**Table (4.10): Content analysis results of the second sub-standard of the second main standard, Cultures, of Grade 12**

<b>Standard 2: Cultures Questions about Cultural Content</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Depict a variety of peoples and cultures that speak the target language.	2	2	2	2	2	3	2	2	3	3	23	2.300	57.5
Include practices such as games, songs, celebrations, stories, sports, and entertainment representative of target language culture(s).	1	1	1	3	2	2	3	4	3	4	24	2.400	60.0
Identifies products: toys, dress, foods, art, songs, literature.	1	1	1	1	2	1	1	1	3	2	14	1.400	35.0
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>61</b>	<b>6.100</b>	<b>50.8</b>

Table (4.10) shows that Questions about Cultural Content received a low degree in general with a percentage of 50% for its three criteria.

### **4.3 Answer to the study third question**

The study third question was formulated as follows, “To what extent does the content of *English for Palestine 11 & 12* match the ACTFL connections standard?” To answer this question, the researcher analyzed the content of the two books focusing on this standard. Table (4.11) shows the content analysis results of the third main standard, Connections, of Grade 11 textbook, which included five criteria.

**Table (4.11): Content analysis results of the third main standard of the third main standard, Connections, of Grade 11**

<b>Standard 3: Connections</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Opportunities to use (or discover more about) other subject areas: math, science, history, geography, art, literature, music, health, and others.	2	2	2	3	3	3	3	4	4	3	29	2.900	72.5
Opportunities to build upon prior experiences or existing knowledge.	3	1	3	4	4	3	3	4	4	4	33	3.300	82.5
Methods (graphic organizers and other) that enable students to clearly see these connections to other disciplines.	4	1	2	2	2	2	2	2	3	2	22	2.200	55.0
Themes to facilitate interdisciplinary projects.	3	3	3	3	3	3	2	2	3	3	28	2.800	70.0
Projects that require learners to use technology, print or visual media and/ or personal interviews to acquire information.	3	3	3	3	2	3	3	3	3	3	29	2.900	72.5
<b>Total</b>	<b>15</b>	<b>10</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>15</b>	<b>17</b>	<b>15</b>	<b>141</b>	<b>14.100</b>	<b>70.5</b>

As it is indicated in Table (4.11), the five criteria related to this main standard got a total percentage of 70.5%. The lowest criterion was "Methods (graphic organizers and other) that enable students to clearly see these connections to other

disciplines" with a percentage of 55% and the highest one was "Opportunities to build upon prior experiences or existing knowledge" with a percentage of 82.5%.

As regards Grade 12 textbook, the content analysis results concerning the third main standard, Connections, were as shown in Table (4.12) below.

**Table (4.12): Content analysis results of the third main standard of the third main standard, Connections, of Grade 12**

Standard 3: Connections	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Sum	Mean	%
Opportunities to use (or discover more about) other subject areas: math, science, history, geography, art, literature, music, health, and others.	1	2	3	2	2	2	2	2	3	2	21	2.100	52.5
Opportunities to build upon prior experiences or existing knowledge.	2	1	2	3	3	3	3	3	3	3	26	2.600	65.0
Methods (graphic organizers and other) that enable students to clearly see these connections to other disciplines.	1	2	2	2	3	3	2	2	2	2	21	2.100	52.5
Themes to facilitate interdisciplinary projects.	2	1	1	1	3	4	3	3	3	2	23	2.300	57.5
Projects that require learners to use technology, print or visual media and/ or personal interviews to acquire information.	4	1	1	1	1	3	1	2	3	3	20	2.000	50.0
<b>Total</b>	<b>10</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>15</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>111</b>	<b>11.100</b>	<b>55.5</b>

As it is indicated in Table 4.12, the five criteria related to this main standard got a total percentage of 55.5%. The lowest criterion was the last one, Projects that

require learners to use technology, print or visual media and/ or personal interviews to acquire information, with a percentage of 50.0. The second lowest criteria were "Methods (graphic organizers and others) that enable students to clearly see these connections to other disciplines" and "Opportunities to use (or discover more about) other subject areas: math, science, history, geography, art, literature, music, health, and others", with a percentage of 52.5%. The highest criterion was "Opportunities to build upon prior experiences or existing knowledge," with a percentage of 65%.

#### 4.4 Answer to the study fourth question

The study fourth question was formulated as follows, "To what extent does the content of *English for Palestine 11 & 12* match the ACTFL Comparisons standard?" To answer this question, the researcher analyzed the content of the two books focusing on this standard and its two sub-standards, language comparisons and cultural comparisons. Table (4.13) shows the content analysis results of the first sub-standard of the fourth main standard, Comparisons, of Grade 11 textbook, which included two criteria.

**Table (4.13): Content analysis results of the first sub-standard of fourth main standard, Comparisons, of Grade 11 textbook**

Standard 4: Comparisons Questions about Language Comparisons	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Sum	Mean	%
To look at their own language and compare it linguistically to the target language.	2	1	1	1	2	2	1	1	2	2	15	1.500	37.5
To investigate or discuss cognates, idioms, and "borrowed words" in both English and the target language.	2	2	1	1	1	1	1	1	1	2	13	1.300	32.5
<b>Total</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>28</b>	<b>2.800</b>	<b>35.0</b>

Table (4.13) indicates that this sub-standard, language comparisons, is the

lowest of all the other standards and sub-standard with a total percentage of 35%. It consists of two criteria which are "To look at their own language and compare it linguistically to the target language" with a percentage of 37.5% and "To investigate or discuss cognates, idioms, and borrowed words in both English and the target language" with a percentage of 32.5%.

As regards Grade 12 textbook, the content analysis results concerning the first sub-standard of the fourth main standard, Comparisons, were as shown in Table (4.14) below.

**Table (4.14): Content analysis results of the first sub-standard of fourth main standard, Comparisons, of Grade 12 textbook**

<b>Standard 4: Comparisons Questions about Language Comparisons</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
To look at their own language and compare it linguistically to the target language.	1	1	2	3	2	1	1	1	2	1	15	1.500	37.5
To investigate or discuss cognates, idioms, and "borrowed words" in both English and the target language.	1	1	1	1	2	3	3	4	2	2	20	2.000	50.0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>35</b>	<b>3.500</b>	<b>43.8</b>

Table (4.14) indicates a low degree of the first sub-standard of the fourth main standard with a total percentage of 43.8%. It contains two criteria which are "To look at their own language and compare it linguistically to the target language" with a percentage of 37.5% and "To investigate or discuss cognates, idioms, and borrowed words in both English and the target language" with a percentage of 50%.

Table (4.15) shows the content analysis results of the second sub-standard of

the fourth main standard, Comparisons, of Grade 11 textbook, which included three criteria.

**Table (4.15): Content analysis results of the second sub-standard of fourth main standard, Comparisons, of Grade 11 textbook**

<b>Standard 4: Comparisons</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
<b>Questions about Cultural Comparisons</b> <i>The book content helps students</i>													
To promotes cross cultural communication.	1	2	3	3	2	2	1	3	3	2	22	2.200	55.0
To invite explore aspects of their own culture further (surveys, research, etc.).	3	3	2	2	2	2	2	2	3	2	23	2.300	57.5
To demonstrate knowledge of the difference(s) between their culture and that of target language speakers.	1	1	2	2	1	2	1	3	2	1	16	1.600	40.0
<b>Total</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>61</b>	<b>6.100</b>	<b>50.8</b>

Table (4.15) shows a low total degree of this sub-standard with a percentage of 50.8%. The second criterion of this sub-standard was the highest with a percentage of 57.5%, while the third criterion was the lowest with a percentage of 40%.

As regards Grade 12 textbook, the content analysis results concerning the second sub-standard of the fourth main standard, Comparisons, were as shown in Table (4.16) below.



**Table (4.16): Content analysis results of the second sub-standard of fourth main standard, Comparisons, of Grade 12 textbook**

<b>Standard 4: Comparisons</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
<b>Questions about Cultural Comparisons</b> <i>The book content helps students</i>													
To promotes cross cultural communication.	1	1	1	1	2	1	1	1	2	4	15	1.500	37.5
To invite explore aspects of their own culture further (surveys, research, etc.).	1	1	1	2	2	3	2	3	2	3	20	2.000	50.0
To demonstrate knowledge of the difference(s) between their culture and that of target language speakers.	1	1	1	1	2	1	1	1	2	3	14	1.400	35.0
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>49</b>	<b>4.900</b>	<b>40.8</b>

Table (4.16) shows a low total degree of this sub-standard with a percentage of 40.8%. The second criterion of this sub-standard was the highest with a percentage of 50.0%, while the third criterion was the lowest with a percentage of 35%.

#### **4.5 Answer to the study fifth question**

The study fifth question was formulated as follows, “To what extent does the content of *English for Palestine 11 & 12* match the ACTFL Communities standard?” To answer this question, the researcher analyzed the content of the two books focusing on this standard and its four criteria. Table (4.17) shows the content analysis results of the fifth main standard in Grade 11 textbook.

**Table (4.17): Content analysis results of fifth main standard, Communities, of Grade 11 textbook**

<b>Standard 5: Communities</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Identifies careers or situations in which proficiency in the target language is useful or required.	2	2	4	4	2	2	1	2	3	3	25	2.500	62.5
Identifies famous people who speak the target language.	1	3	1	1	1	1	1	2	1	1	13	1.300	32.5
Suggests and encourage participation in opportunities for leisure activities that use the target language (media, sports, games, travel, music, reading).	1	1	2	3	3	3	1	2	3	3	22	2.200	55.0
Incorporates technology, for example, suggest engaging, worthwhile Internet activities.	2	2	2	2	3	3	3	3	3	3	26	2.600	65.0
<b>Total</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>86</b>	<b>8.600</b>	<b>53.8</b>

Table 4.17 shows a variance in the results of this main standard, which had a total percentage of 53.8%. The lowest criterion was "Identifies famous people who speak the target language" with a percentage of 32.5%, the highest criterion was "Incorporates technology, for example, suggest engaging, worthwhile Internet activities" which had a percentage of 65%.

As regards Grade 12 textbook, the content analysis results concerning the fifth main standard, Communities, were as shown in Table (4.18) below.

**Table (4.18): Content analysis results of fifth main standard, Communities, of Grade 12 textbook**

<b>Standard 5: Communities</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Sum</b>	<b>Mean</b>	<b>%</b>
Identifies careers or situations in which proficiency in the target language is useful or required.	1	1	3	3	2	3	2	3	3	1	22	2.200	55.0
Identifies famous people who speak the target language.	1	1	1	1	1	2	1	4	1	1	14	1.400	35.0
Suggests and encourage participation in opportunities for leisure activities that use the target language (media, sports, games, travel, music, reading).	1	2	2	2	1	2	2	4	2	2	20	2.000	50.0
Incorporates technology, for example, suggest engaging, worthwhile Internet activities.	1	1	3	3	2	3	2	2	2	1	20	2.000	50.0
<b>Total</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>7</b>	<b>13</b>	<b>8</b>	<b>5</b>	<b>76</b>	<b>7.600</b>	<b>47.5</b>

Table 4.18 shows a variance in the results of this fifth standard, which had a total percentage of 47.5%. The lowest criterion was "Identifies famous people who speak the target language" with a percentage of 35%, while the highest criterion was "Identifies careers or situations in which proficiency in the target language is useful or required" which had a percentage of 55%.

The researcher organized the results of the content analysis card of Grade 11 textbook in a descending order as shown in Table (4.19) below.

**Table (4.19): Descending sequence of standards results for Grade 11**

Sequence	Main Standards	Sub-Standards	Percentage	Total Percentage
<b>First</b>	Standard 1: Communication	1.1 Oral Production and Presentation Questions	85.0	90.2%
		1.2 Interpretive Mode Questions	95.0	
		1.3 Written Presentation Questions	91.3	
<b>Second</b>	Standard 2: Cultures	2.1 Culture Questions for Visual Materials	87.0	73.1%
		2.2 Questions about Cultural Content	50.0	
<b>Third</b>	Standard 3: Connections	3.1 Connections	70.5	70.5%
<b>Fourth</b>	Standard 5: Communities	5.1 Communities	53.8	53.8%
<b>Fifth</b>	Standard 4: Comparisons	4.1 Questions about Language Comparisons	35.0	44.5%
		4.2 Questions about Cultural Comparisons	50.8	

Table (4.19) also shows a clear variance among the five main standards of the content analysis card. The highest percentage of 90.2% was attained by the first standard, Communication, followed by the second standard, Cultures, with a percentage of 73.1%, followed by the Third standard, Connections , with a percentage of 70.5%, followed by the fifth standard, Communities, with a percentage of 53.8% and finally came the fourth standard, Comparisons, with a percentage of 44.5%.

The researcher organized the results of the content analysis card of Grade 12 textbook in a descending order as shown in Table (4.20) below.

**Table (4.20): Descending sequence of standards results for Grade 12**

Sequence	Main Standards	Sub-Standards	Percentage	Total Percentage
First	Standard 1: Communication	1.1 Oral Production and Presentation Questions	83.0	85.2%
		1.2 Interpretive Mode Questions	88.5	
		1.3 Written Presentation Questions	82.5	
Second	Standard 2: Cultures	2.1 Culture Questions for Visual Materials	85.5	72.5%
		2.2 Questions about Cultural Content	50.8	
Third	Standard 3: Connections	3.1 Connections	55.5	55.5 %
Fourth	Standard 5: Communities	5.1 Communities	47.5	47.5%
Fifth	Standard 4: Comparisons	4.1 Questions about Language Comparisons	43.8	42.%
		4.2 Questions about Cultural Comparisons	40.8	

Table (4.20) shows a clear variance among the five main standards of the content analysis card. The highest percentage of 85.2% was attained by the first standard, Communication, followed by the second standard, Cultures, with a percentage of 72.5%, followed by the third standard, Connections, with a percentage of 55.5%, followed by the fifth standard, Communities, with a percentage of 47.5% and finally came the fourth standard, Comparisons, with a percentage of 42 %.

## 4.6 Examples from the pupil's book activities:

The researcher mentions some activities related to the previous standards in order to clarify the implementation of the analysis card. These examples are mentioned in the following:

### 4.6.1 Examples from the Pupil's book of Grade 11

#### Example 1

Activity No. 1 of Unit 3, page 24, "Read Text A and Text B quickly to find the answers to these questions".

**1 Read Text A and Text B quickly to find the answers to these questions.**

- |   |  |   |   |
|---|--|---|---|
| 1 | Which text is from a price comparison website?                     | A | B |
| 2 | Which text gives advice for different situations?                  | A | B |
| 3 | Which text has information for employees?                          | A | B |
| 4 | Which text offers a way to avoid worrying about what might happen? | A | B |
| 5 | Which text mentions dangers to young people?                       | A | B |




**TEXT A** **Accident Prevention in the Home**

Your home is the place where accidents are most likely to happen. Being aware of the dangers helps you prevent them from happening.

**Fire Safety**  
Fires may start suddenly and spread quickly. Here are a few tips to prevent them from starting.

- Don't place portable heaters and candles near furniture or curtains.  
Don't dry clothes near a fire or cooker.  
Keep matches and lighters out of reach of children.  
Fit smoke alarms on each floor.  
(a) \_\_\_\_\_

**Cooking**  
The kitchen is where some of the most serious home accidents happen. Sharpen knives regularly. Blunt knives are more dangerous.  
(b) \_\_\_\_\_  
If there are young children around, take extra care with hot water and hot drinks.  
(c) \_\_\_\_\_  
When cooking on the oven top, keep handles of pans turned inward



**Figure (4.1): the second sub-standard of the communication standard "Interpretive Mode Questions".**

In the previous activity, students are required to communicate and present information in addition to giving guidance and facilitating language. Therefore, this activity is related to the second sub-standard of the communication standard which is "Interpretive Mode Questions".

## Example 2

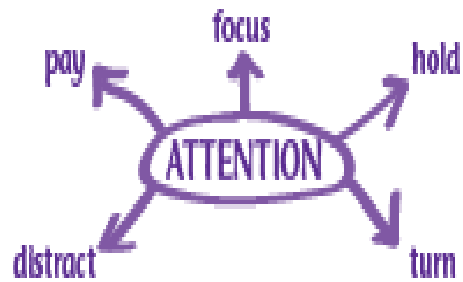
Activities 2-3 of unit 1, page 7, "Replace the underlined words in these sentences with words from the text".

2 Replace the underlined words in these sentences with words from the text.

- 1 There are several different ways of solving this problem. \_\_\_\_\_
- 2 If you are called a clever child, people expect you to do well. \_\_\_\_\_
- 3 She asked me for some pieces of advice about the best way to solve the problem. \_\_\_\_\_
- 4 Teachers sometimes change material to suit the needs of their students. \_\_\_\_\_
- 5 Shall we look at the general idea first and leave the small points till later? \_\_\_\_\_

3 Look at the different words that can go before the word *attention* and use them to complete the sentences below.

- 1 Now that we've discussed the present situation, can we \_\_\_\_\_ our attention to the future?
- 2 This is very important so please \_\_\_\_\_ attention.
- 3 I prefer studying in silence so that there's nothing to \_\_\_\_\_ my attention.
- 4 The story was a bit boring and it didn't \_\_\_\_\_ my attention.
- 5 Some parts of the text are underlined to \_\_\_\_\_ the reader's attention on them.



**Figure (4.2): the third sub-standard of communication "Written Presentation Questions".**

This activity requires students to interact with the written words and present them. Therefore, this activity is related to the third sub-standard of communication which is "Written Presentation Questions".



### Example 3

Activity No. 2 of Unit 9, page 96, "Read the famous folk tale". Then complete the summary on page 97".

#### 2 Read the famous folk tale. Then complete the summary on page 97.

## Ali Baba and the 40 Thieves\*

\* thieves - people who steal from others

Ali Baba was a poor woodcutter. One day, while he was working in the forest, he saw 40 thieves arrive in front of a cave. He hid behind a tree and watched what they were doing.

He heard the leader of the thieves shout 'Open Sesame!' and was amazed to see the door of the cave open. The men went inside, and then some time later came out again. The leader said 'Close Sesame', and the cave entrance closed.

Ali Baba realised that this was where the thieves kept their stolen treasure. After the thieves had left, he used the same words to open the cave and was excited to find that it was full of gold, money and other valuable things.

He took some gold coins home and showed them to his brother Kasim, and told him all about the wonderful cave. Kasim decided to go and get some of the treasure too. He managed to get into the cave but forgot the words to get out again. When the thieves came back, they found Kasim and killed him.

When Ali found his brother's body in the cave, he took it home with the help of a clever girl called Morgana. When the thieves returned and found the body was gone, they realised that someone else knew the secret words. They found where Ali Baba lived and the leader visited him, pretending to be a seller of oil. He had jars with him, but instead of oil, they contained the other thieves, hiding inside.

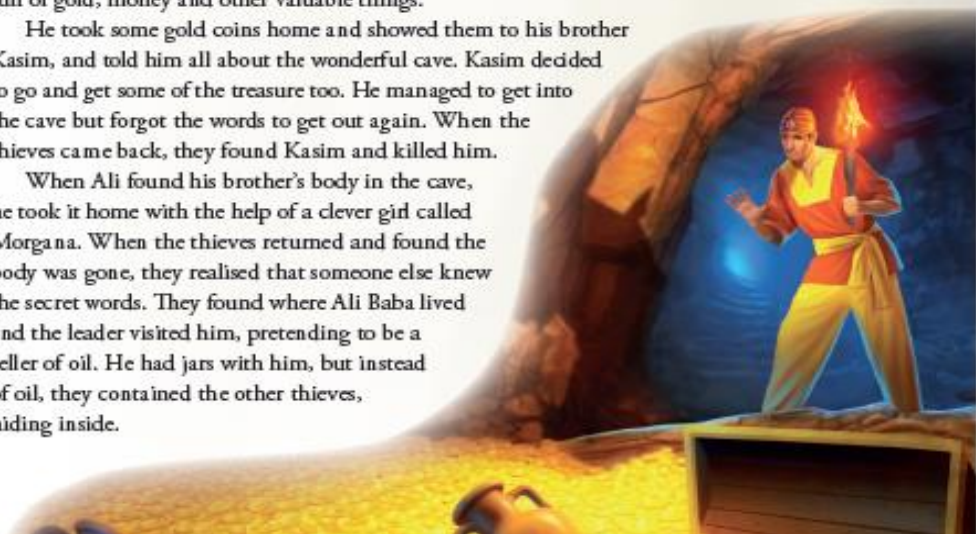


Figure (4.3): the Culture standard and its sub-standard "Questions about Cultural Content".

This activity requires students to have information from the story about literature and culture and speak about it. Therefore, it is related to the Culture standard and its sub-standard titled with "Questions about Cultural Content".

#### Example 4

Activity No. 5 of Unit 11, page 118, "Make similar adjectives by joining a word from the left with one from the right. Then use these words to complete the sentences below."

**5 Make similar adjectives by joining a word from the left with one from the right. Then use these words to complete the sentences below.**

1 high	a time
2 low	b hand
3 full	c distance
4 half	d cost
5 second	e price
6 long	f pressure



- 1 We can't afford a new car so we'll have to get another \_\_\_\_\_ one.
- 2 The increase in \_\_\_\_\_ airlines has made flying a lot cheaper.
- 3 Being a doctor in a hospital emergency department is a stressful, \_\_\_\_\_ job.
- 4 You can save a lot of money by looking for \_\_\_\_\_ offers in shops.
- 5 It's very tiring having a \_\_\_\_\_ job as well as looking after your family.
- 6 The marathon, a 26-mile road run, is the most famous \_\_\_\_\_ race.

**Figure (4.4): the Comparisons standard and its sub-standard "Questions about Cultural Comparisons".**

This activity requires students to compare similar activities with each other and use them in sentences and promotes them to make cross-cultural communication. Therefore, this activity supports the Comparisons standard and its sub-standard "Questions about Cultural Comparisons".

## Example 5

Activity No. 2 of Unit 5, page 50, "Read the website article below. Then complete activities 1–3 on page 51.

### 2 Read the website article below. Then complete activities 1–3 on page 51.



**About us** **What we do** **Find a walk** **Members' page** **Contact us**

## The Rambling Society

### Our history

Walking in the countryside (or 'rambling') was popular in 19th-century Britain. For people living in towns and cities, walking was a way of escaping from a polluted environment and the stress of daily life. Access to the countryside, however, was becoming more of a challenge due to an increase in the ownership of large areas of land by a small number of people.

- A number of walking clubs and groups were set up to protect walkers' rights, and finally, in 1935, they joined together to create The Rambling Society, a national organisation aiming to improve access laws and expand the areas where people could walk.

### Aims and achievements

- Thanks to our efforts, a new law was finally passed in 1949 called the National Parks and Access to the Countryside Act. This law set up the first National Parks and Nature Reserves, as well as stating that public footpaths in England and Wales had to be recorded on maps.

It was a big step forward as it meant that everyone would know where they were allowed to walk, even if the path crossed someone's land. Many landowners, however, let grass grow over the footpaths so that they were hard to find, so a lot of our efforts were put into walking on as many paths as possible in order to keep them open.

- 

### Why not try walking?

Our original aims remain the same, but we have continued to change with the times. In the 1990s,

- it became clear to us that walking was becoming less popular, and that we needed to encourage walking as healthy exercise. Since then we have reached out to non-walkers to help them take up walking.

**Figure (4.5): communities standard**

This activity talks about Communities and how they live and encourages students to have information about other societies. Therefore, it is related the standard of Communities.

#### 4.6.2 Examples from the Pupil's book of Grade 12

##### Example 6:

Activity No. 1 of Unit 5 "Read the quotation. Then discuss the questions below in pairs or small groups."

**1 Read the quotation. Then discuss the questions below in pairs or small groups.**

**'There are no strangers ... only friends you haven't yet met.'**

William Butler Yeats (Irish poet)

- 1 What do you think the quotation suggests about friendship?
- 2 Do you agree with this idea? Why? / Why not?

#### Figure (4.6): the first sub- standard of communication "Oral Production and Presentation Questions

In this activity students are required to make conversation and communicate with each other about friends. Therefore, this activity is related to the first sub-standard of communication which is "Oral Production and Presentation Questions".

##### Example 7:

Activity No. 1 of Unit 3, "Look at the pictures. Then discuss the questions in pairs or small groups."

**1 Look at the pictures. Then discuss the questions in pairs or small groups.**

- 1 What is happening in each picture?
- 2 Who are the two people?
- 3 What is the connection between the pictures?



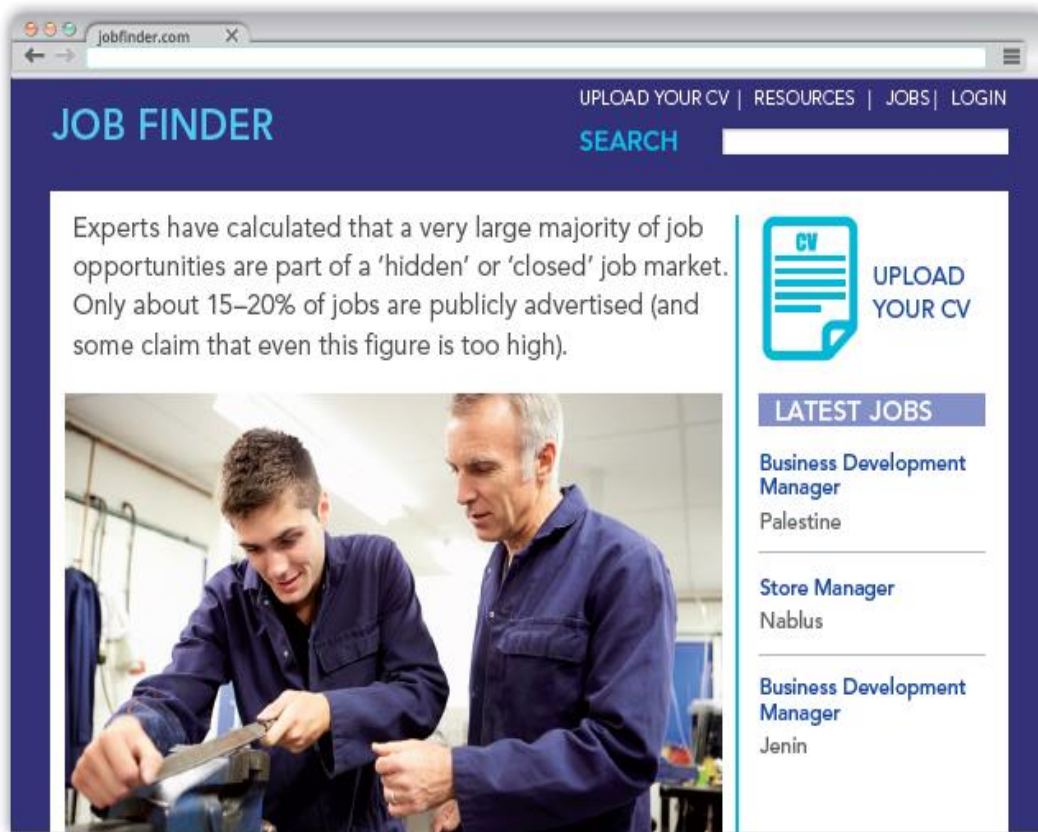
#### Figure (4.7): the first sub-standard of the culture standard " Culture Questions for Visual Materials"

In this activity students are required to discuss questions with each other about two positions of different cultures. Therefore, it is related to the first sub-standard of the culture standard which is " Culture Questions for Visual Materials".

**Example 8:**

Activities No. 1 of unit 7, page 76, "Read the extract from a job-finding website and answer the question".

**1 Read the extract from a job-finding website and answer the question.**



Which two of the sentences below are a logical conclusion from the text?

- A You might have some success by sending general enquiry letters to companies. It certainly won't do any harm.
- B The best way to solve this problem is to look more carefully in different places: not just newspapers, but also magazines and the Internet.
- C What you need to do is expand your circle of contacts. Send emails to people you know and use social media websites, especially those specially designed for professional users.

**Figure (4.8): connections standard**

In this activity students are required to write about jobs by making some connections with some other institutions or websites in the form of a brief paragraph.

Therefore, this activity is related to the standard of Connections, which allows opportunities for students to use (or discover more about) other subject areas: math, science, history, geography, art, literature, music, health, and others.

### Example 9

Activity No 1 of Unit 11, page 114, "Look at the pictures and discuss the questions below in pairs or small groups"

**Look at the pictures and discuss the questions below in pairs or small groups.**

- 1 What cultures do the pictures make you think of?
- 2 What things (e.g. clothes, food) would you choose to show the following?
  - ▶ American culture
  - ▶ African culture
  - ▶ Palestinian or Arabic culture



**Figure (4.9): the second sub-standard of the Comparisons standard  
"Questions about Cultural Comparisons".**

In this activity students are required to compare several cultures by making conversation with each other. Therefore, this activity is related to the second sub-standard of the Comparisons standard which is "Questions about Cultural Comparisons".

## 6.7 Summary

This chapter contained the analysis data of the two implemented cards of the English pupil's book grade 11 & 12. The chapter answered the study questions by referring to the results of the content analysis card.

The findings of the study show variance in presenting the (ACTFL) Standards. There is not a lot of balance in distributing these standards in the two pupil's books. The results clearly showed that the Communication standards achieved the highest degrees in both pupil's books. In addition, there was a clear gap between the communication standard and the other standards in both books. Furthermore, the standard of Comparisons reached the lowest degree in both pupil's books of grade 11 & 12.

# **Chapter V**

## **Discussion of Findings, Conclusions and Recommendations**



## Chapter V

### Discussion of Findings, Conclusions and Recommendations

This chapter discusses the main findings obtained as a result of data collection and analysis. In addition, it attempts to interpret those findings and compare and contrast them with those of other studies' findings. At the end of the chapter, suggestions and recommendations depending on the study findings and data analysis are provided in order to improve the quality of English for Palestine textbooks, and to possibly improve Palestinian students' learning process.

#### 5.1 Discussion of findings

The analysis results of grade 11 and grade 12 *English for Palestine* pupils' books varied in their providence of (ACTFL) Standards. Therefore, the sections that follow discuss findings related to the study questions for each of these two pupils' books.

##### 1. Discussion of the study first question findings

The study first question was formulated as follows: To what extent does the content of English for Palestine 11 & 12 match the ACTFL communication standard? Following is the discussion of the findings of this question. As regards Grade 11 textbook, the main standard of communication achieved the highest degree of all five standards with a percentage of 90.4%, and its sub-standards, "Oral Production and Presentation Questions, Interpretive Mode Questions, and Written Presentation Questions", also received the highest points with percentages of 85%, 95%, 91% respectively. This standard includes all activities that concentrate on training learners how to deal cooperatively with others, demonstrate responsibility for personal actions and contributions to group activities.

Concerning Grade 12 textbook, this main standard of communication also achieved the highest degree of all the five standards with a percentage of 84.6%. Furthermore, its sub-standards, "Oral Production and Presentation Questions, Interpretive Mode Questions, and Written Presentation Questions, received the highest points with a percentages of 83%, 88.5%, 82.5% respectively.

This high representativeness of the communication standard and sub-standards can be attributed to the nature of content analysis which looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction (Palmquist, 1990) and provides insight into complex models of human thought and language use (Lee, 2009).

These findings also show that the communication had gained the highest level since it is at the heart of all social life. For example, if someone is connected with other discipline subjects to further or acquire knowledge, communication is attendant through the different subjects, texts and facts. One cannot participate in one's community whether at home or abroad without employing communication. Thus, communication is the main principle that teaching materials should be organized around.

In addition, communication is reflected in most of the other standards. For example, when you introduce the culture or make comparisons you need to communicate. Therefore, the researcher believes that the material writers of English for Palestine, Grade 11 & 12 realized the importance of communication and tried to fulfill its requirements by employing communicative activities. Those findings are also similar to those of (Al-Mazlum, 2007), which showed a high degree of activities related to communication in the English book of grade 10.

## **2. Discussion of the study second question findings**

The study second question was formulated as follows: "To what extent does the content of English for Palestine 11 & 12 match the ACTFL cultures standard? Following is the discussion of the findings of this question. As regards Grade 11 textbook, the main standard of cultures achieved the third level with a percentage of 68.5% and its two sub-standards, "Culture Questions for Visual Materials" and "Questions about Cultural Content" achieved 87% and 50% respectively. Concerning Grade 12 textbook, this main standard of Cultures achieved the second level with a percentage of 68.15% and its two sub-standards achieved 85.5% and 50.8% respectively.

The cultures standard has gained it significance and thus its representativeness in the foreign language textbooks as a result of the ever-increasing globalization of

education. Thus, acquisition of cultural skills has established its place as a golden standard for defining competent communicators (Stewart, 2007). Cultural encounters are part of everyday practice and success in communicative settings and involve something more than the knowledge of grammar rules, mastery of four language skills or appropriate choice of functions. Today, competent communicators are identified by their ability to “interact with people from another country and culture in a foreign language” and also “to act as mediators between people of different cultural origins” (Byram, 1997, p. 71)

- Varied frameworks in ELT require both language teachers and learners to know a foreign language, use it for introducing home culture and getting to know other cultures, and ultimately develop cross-cultural understanding and awareness for a more peaceful global community (ŞİMŞEK, 2017). However, the average representativeness of this cultures standard in English for Palestine, 11 and 12 can be attributed to the fact that they give only sporadic attention to the cultural component included in them and that cultural standards were badly affected by Communications standards which dominated the two textbooks.

These findings are closely similar to those of El-Shawa (2011) and Fares (2012), which showed average representation of the cultures standard in the content of the English for Palestine books.

### **3. Discussion of the study third question findings**

The study third question was formulated as follows: “To what extent does the content of English for Palestine 11 & 12 match the ACTFL connections standard? Following is the discussion of the findings of this question. As regards Grade 11 textbook, the main standard of connections achieved the second level with a percentage of 70.5%, while in Grade 12 textbook came third with a percentage of 55.5%.

The providence of the connections standard in any language is indispensable as it represents a dramatic change in the objectives of language education. It holds that students should learn content through the language, and not just the language forms and vocabulary (Nieto, 2009). It also reflects the idea that language learning gives students access to knowledge that they could not obtain any other way. Learning a

language enables students to increase their content knowledge using sources produced in that language; for example, they can read about current events online in the language they are learning (Met, 1991). Through language learning, students also broaden their worldviews by becoming aware of the knowledge and viewpoints that native speakers of the language possess.

It is broadly recognized that students learn best when they use their foreign language in a meaningful context to do something that has importance for them in the language (Boidy, et al., 1994). As they learn the language, they will be able to access authentic material that would not be available to them if they did not have some knowledge of the language.

The connections standard also implies a multidisciplinary approach to learning, combining foreign language study with anything and everything else (Lattuca, 2001). To learn a foreign language, we must have content. We cannot demonstrate our skill with the foreign language without having something about which to talk or write. Content comes in whatever context one desires, preferably something in which one has an interest (Morrison & Allen, 2007). The context can be connections to other courses in the students' schedule, extra-curricular activities, or outside interests. An important consideration in setting objectives for connections in foreign language classes is to find out what else the students are learning in school.

The average prevalence of the connections standard in English for Palestine grade 11 and 12 textbooks can be attributed to the fact that too often a foreign language is seen as being isolated from the shared objectives of the school. It is seen as "different" from other subjects, without links and connections to Science, Math, Language Arts, and Social Studies (Jacobs, 1989). In most cases, teachers have to work independently on their specified subject plan provided by the Ministry of Education. As a result, the researcher estimates the main reason for Connections standard weakness is the lack of employing the integrated curriculum as each subject stands separately from the other.

## **5 Discussion of the study fourth question**

The study fourth question was formulated as follows: "To what extent does the content of English for Palestine 11 & 12 match the ACTFL comparisons standard?"

Following is the discussion of the findings of this question. As regards Grade 11 textbook, the main standard of comparisons achieved the last level of all the five main standards with a percentage of 42.9%. Its two sub-standards, "Questions about Language Comparisons" and "Questions about Cultural Comparisons" were 35% and 50.8% respectively. Concerning Grade 12 textbook, the comparisons standard also came the last of all the five standards with a percentage of 42.3%. Its two sub-standards, "Questions about Language Comparisons" and "Questions about Cultural Comparisons" were 43.8% and 40.8% respectively.

The comparisons standard is also pivotal in language courses because it is based on the premise that by studying and comparing specific languages and cultures, students become able to understand the broader abstract concepts of "language" and "culture." Students deepen their understanding of human commonalities and differences by developing an understanding of language and culture as aspects of human life (Hammer & Bennett, 2009). This allows them to recognize that, although each language and culture reflects a value system, no language or culture is intrinsically better or worse than another. The Comparisons standard also emphasizes the importance of comparing the home language and culture with the language and culture of the new language being studied.

When students make Comparisons, they activate existing knowledge and set it alongside their new knowledge. They draw parallels, consider the different ways of doing or saying the same thing, and finally gain insight into why people of the other culture do and say certain things. When students are able to make comparisons, they are better able to function in the other culture without making serious errors of language, action, or comprehension (Cohen, 2014). A major goal of incorporating the Comparisons Standard into our everyday teaching is to open the culture of the foreign language to our students, giving them direct access to it. Comparing the similarities and differences encountered in authentic situations will help form a solid foundation for continued study of foreign languages.

Despite its vital role of the comparisons standard in the language course books, the current study found that this standard is inadequately represented in English for

Palestine Grade 11 and 12 pupils' books. This means that Palestinian curriculum did not allow enough activities that motivate students to make comparisons.

These findings are similar to those of Skopinskaja (2003) and Lee, (2009), which showed insufficiency in the introduction of comparisons activities based on the national and international culture and language.

## **6 Discussion of the findings of the fifth question**

The study fifth question was formulated as follows: To what extent does the content of English for Palestine 11 & 12 match the ACTFL communities standard? Following is a discussion of the findings of this question. The Standard of Communities in Grade 11 textbook came fourth with a percentage of 53.8%, while in Grade 12 textbook it also came fourth level with a percentage of 47.5%.

The communities standard is important because it addresses: application - use of the language in the larger community i.e. the student applies language skills and cultural knowledge both within and beyond the school setting and exploration - lifelong interest in learning the language i.e. the student becomes a lifelong learner for personal enjoyment and enrichment (Allen & Dupuy, 2012). Students must be prepared to apply language skills, and cultural knowledge and sensitivity in the real world. As the study findings showed, this standard is averagely represented in the analyzed two books. This shortage may negatively affect students' abilities to communicate and share effectively in an interrelated life community at home and abroad.

### **5.2 Study most important conclusions**

Following are the study most important conclusions:

1. There was a high variation between the providence of the nine sub-standards in pupil's book of grade 11. This variance ranged from the highest degree of 95% to the lowest degree of 35%. In addition, there was a variation in the distribution of the standards between the units of the pupil's book. For example, there was a clear variance between the appearance of standard 5 in units 11 & 10 and units 1 & 8. This same result was concluded by Al-Mazluom (2007).

2. The providence of the standards at the pupil's book of grade 12 had a clear variance and a large gap between them. They ranged between the highest point 88.5% and the lowest point 40.8%. In addition, there was a variation in the distribution of the standards between the units of the pupil's book. For example, there was a clear variance between the appearance of standard 2.1 in unit 11 and unit 3 & 4.
3. The comparison between the two pupil's books of grade 11 and 12 showed close degrees between the variance of most of the nine sub-standards. The two pupil's books were similar in the highest providence of the communication standard in both of them, since it achieved 90.4% and 84.6% in the two textbooks respectively. In addition, they agreed in the lowest providence of the comparisons standard in both of them, since it achieved 42.9% & 42.3% respectively. The researcher relates these results to following the same methodology in designing the Palestinian curricula by curriculum designers, educators and experts.
4. Activities related to Language Comparisons and Questions about Cultural Comparisons were few, which agrees with the findings of Fares (2012), Skopinskaja (2003), Lee (2009) and El-Shawa (2011). On the contrary activities related to "Oral Production and Presentation Questions, Interpretive Mode Questions, Written Presentation Questions" were too many and in harmony with those findings of Al-Mazlum (2007). Therefore, the researcher suggests the curriculum of English for Palestine should be enriched and supplemented as a suitable solution to treating the shortage in activities related to some ACTFL standards.

### **5.3 Study most important recommendations**

In the light of the findings of analyzing the content of English for Palestine-grade 11 & 12 pupil's book, the researcher puts forward some recommendations in order to contribute to developing and improving the new editions of English for Palestine. Following are the most important recommendations:

1. The researcher recommends creating a balance in distributing the five main standards of communication, cultures, connections, comparisons and

communities in addition to their nine sub-standards. It is important to note that balance does not mean equality, but it means distributing them according to their importance.

2. The two Palestinian English books of grade 11 & 12 should be modified and developed to cope and agree with modern and latest global standards of teaching English as a foreign language in addition to including the positive changes in educational curricula.
3. The designers of the Palestinian English curriculum and the Ministry of education should give more interest for activities related to comparisons in order to motivate students to learn about other languages and cultures.
4. The researcher suggests implementing more workshops to discuss areas of strengths and weaknesses of the textbook to support capitalize on strong points and harness weak points.
5. It is recommended that this type of research should be conducted and applied on other *English for Palestine* for textbooks.
6. Providing enrichment materials as an effective and quick solution to treat any weaknesses in the two Palestinian English curriculum.
7. The researcher believes that researchers should study more strategies about how to improve the content of English for Palestine pupil's books and the methodology of learning this content for Palestinian students.



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# Appendixes



## Appendix I

### Consultation Form of an Analysis Card

Dear Mrs./Mr. ....

#### Subject / Refereeing a Content Analysis Card

The researcher, *Eqbal F. Al-Aqad*, is carrying out an M.ED thesis entitled "*Evaluating Secondary Stage English for Palestine in the Light of the American Council for the Teaching of Foreign Languages (ACTFL) Standards*".

You are kindly invited to examine this content analysis card which is designed to survey and collect data on the content of the students' book "English for Palestine, Grade 11 & 12" in the light of the standards of the American Council for the Teaching of Foreign Languages.

The five Cs standards (i.e. Communication, Cultures, Connections, Comparisons and Communities) are listed and broken down into sub-standards and items. I would be so grateful if you provided me with your comments about the appropriateness of the different items for evaluating the secondary stage English for Palestine. Any modifications, additions, or omissions will be taken into consideration when processing this card.

#### Your comments

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*Thank you for your kind cooperation.*

**Researcher**

**Eqbal F. Al-Aqad**

### Content Analysis Card

Please select one of these choices or its number for each sentence:

( 4/very much –3/ adequate –2/ less required – 1/almost none)

<b>Standard 1: Communication</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>A) Oral Production and Presentation Questions</b>											
<i>Does the book content allow/encourage students to:</i>											
1.	Interact with each other verbally, in pairs or in groups?										
2.	Provide details of their own lives?										
3.	Talk about topics that are age-appropriate?										
4.	Vary the form and structure (grammar)?										
5.	Simulate a real-world context or task?										
<b>Standard 1: Communication</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>B) Interpretive Mode Questions</b>											
<i>Do the book activities:</i>											
6.	Present information (vocabulary, structures) in functional, thematic units?										
7.	Provide guidance and/ or hints to aid comprehension?										
8.	Use language that is authentic, accurate, and current?										
9.	Appeal to students' interests?										

<b>Standard 1: Communication</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>C) Written Presentation Questions</b>											
<i>The book activities permit the student to:</i>											
10.	Demonstrate mastery of the vocabulary and structures?										
11.	Know how their work will be evaluated (rubrics, clear instructions) and are expectations reasonable?										

<b>Standard 2: Cultures</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>A) Culture Questions for Visual Materials</b>											
<i>The included visuals are:</i>											
12.	Attractive and inviting?										
13.	Current?										
14.	Authentic?										
15.	Age-appropriate to stimulate interest?										
17.	Depictions of a variety of peoples and cultures that speak the target language?										

<b>Standard 2: Cultures</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
<b>B) Questions about Cultural Content</b>											
<i>The cultural content of the book is:</i>											
18.	Depict a variety of peoples and cultures that speak the target language?										
19.	Include practices such as games, songs, celebrations, stories, sports, and entertainment representative of target language culture(s)?										
20.	Identify products: toys, dress, foods, art, songs, literature?										

<b>Standard 3: Connections</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
<i>The book materials include:</i>											
21.	Opportunities to use (or discover more about) other subject areas: math, science, history, geography, art, literature, music, health, and others?										
22.	Opportunities to build upon prior experiences or existing knowledge?										

23.	Methods (graphic organizers and other) that enable students to clearly see these connections to other disciplines?										
24.	Themes to facilitate interdisciplinary projects?										
25.	Projects that require learners to use technology, print or visual media and/ or personal interviews to acquire information?										

<b>Standard 4: Comparisons</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
<b>A) Questions about Language Comparisons</b>											
<i>The book content helps student to ask question:</i>											
26.	To look at their own language and compare it linguistically to the target language?										
27.	To investigate or discuss cognates, idioms, and "borrowed words" in both English and the target language?										
<b>Standard 4: Comparisons</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit</b>	<b>Unit</b>

<b>B) Questions about Cultural Comparisons</b> <i>The book content helps student to ask question to</i>										<b>10</b>	<b>11</b>
28.	To compare and/or contrast their own culture with the target culture to discover similarities and differences?										
29.	Do the activities invite students to explore aspects of their own culture further (surveys, research, etc.)?										
30.	Does the text present similarities as well as differences in cultures?										
31.	To demonstrate knowledge of the difference(s) between their culture and that of target language speakers?										

<b>Standard 5: Communities</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
<i>Does the course book content :</i>											
32.	Identify careers or situations in which proficiency in the target language is useful or required?										
33.	Identify famous people who speak the target language?										
34.	Suggest and encourage participation in opportunities for leisure activities that use the target language (media, sports, games, travel, music, reading)?										
35.	Incorporate technology, for example, suggest engaging, worthwhile Internet activities?										

## Appendix II

### A Request Form of Completing an Analysis Card

Dear Mrs./Mr. ....

#### Subject / Content Analysis Card

The researcher, *Eqbal F. Al-Aqad*, is carrying out an M.ED thesis entitled "*Evaluating Secondary Stage English for Palestine in the Light of the American Council for the Teaching of Foreign Languages (ACTFL) Standards*".

You are kindly invited to implement this analysis card which is designed to survey and collect data on the content of the students' book "English for Palestine, Grade 11 & 12" in the light of the standards of the American Council for the Teaching of Foreign Languages.

The five Cs standards (i.e. Communication, Cultures, Connections, Comparisons and Communities) are listed and broken down into sub-standards and items. I would be so grateful if you provided me with your evaluation about the activities of the secondary book English for Palestine.

*Thank you for your kind cooperation.*

**Researcher**

**Eqbal F. Al-Aqad**



**Final Content Analysis Card**

*Please select one of these choices or its number for each sentence:*

*( 4/very much –3/ adequate –2/ less required – 1/almost none)*

<b>Standard 1: Communication</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>D) Oral Production and Presentation Questions</b>											
<i>The book content allows/encourages students to:</i>											
1.	Interact with each other verbally, in pairs or in groups.										
2.	Provide details of their own lives.										
3.	Talk about topics that are age-appropriate.										
4.	Vary the form and structure (grammar).										
5.	Simulate a real-world context or task.										

<b>Standard 1: Communication</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>E) Interpretive Mode Questions</b>											
<i>The book selected activities:</i>											
6.	Present information (vocabulary, structures) in functional, thematic units.										
7.	Provide guidance and/ or hints to facilitate comprehension.										

8.	Use language that is authentic, accurate, and current.										
9.	Appeal to students' interests.										
10.	Addresses student's needs.										

<b>Standard 1: Communication</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>F) Written Presentation Questions</b>											
<i>The book activities permit the student to:</i>											
.١١	Demonstrate mastery of the vocabulary and structures.										
.٢1	Know how their work will be evaluated (rubrics, clear instructions) and are expectations reasonable.										

<b>Standard 2: Cultures</b>		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>C) Culture Questions for Visual Materials</b>											
<i>The included visuals are:</i>											
13.	Attractive and inviting.										
14.	Up-to-date.										
15.	Authentic.										
16.	Age-appropriate to										

	stimulate interest.										
17.	Depictions of a variety of peoples and cultures that speak the target language.										

<b>Standard 2: Cultures</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
<b>D) Questions about Cultural Content</b>											
<i>The cultural content of the book is:</i>											
18.	Depict a variety of peoples and cultures that speak the target language.										
19.	Include practices such as games, songs, celebrations, stories, sports, and entertainment representative of target language culture(s).										
20.	Identifies products: toys, dress, foods, art, songs, literature.										

<b>Standard 3: Connections</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
<i>The book materials include:</i>											
21.	Opportunities to use (or discover more about) other subject areas: math, science, history, geography, art, literature, music, health, and others.										
22.	Opportunities to build upon prior experiences or existing knowledge.										
23.	Methods (graphic organizers and other) that enable students to clearly see these connections to other disciplines.										
24.	Themes to facilitate interdisciplinary projects.										
25.	Projects that require learners to use technology, print or visual media and/ or personal interviews to acquire information.										

<b>Standard 4: Comparisons</b> <b>C) Questions about Language Comparisons</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
<i>The book content helps student to ask question:</i>											
26.	To look at their own language and compare it linguistically to the target language.										
27.	To investigate or discuss cognates, idioms, and "borrowed words" in both English and the target language.										
<b>Standard 4: Comparisons</b> <b>D) Questions about Cultural Comparisons</b> <i>The book content helps students</i>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>
28.	To promotes cross cultural communication.										
29.	To invite explore aspects of their own culture further (surveys, research, etc.).										
30.	To demonstrate knowledge of the difference(s) between their culture and that of target language speakers.										

Standard 5: Communities		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<i>The course book :</i>											
31.	Identifies careers or situations in which proficiency in the target language is useful or required.										
32.	Identifies famous people who speak the target language.										
33.	Suggests and encourage participation in opportunities for leisure activities that use the target language (media, sports, games, travel, music, reading).										
34.	Incorporates technology, for example, suggest engaging, worthwhile Internet activities.										

## Appendix III

### A List of Experts

No	Referee	Job Title
1.	<b>Prof. Walid Amer</b>	Professor at the Islamic University of Gaza
2.	<b>Prof. Abed Al-Mo'ty Al-Agha</b>	Professor at the Islamic University of Gaza
3.	<b>Prof. Ibrahim Al-Astal</b>	Professor at the Islamic University of Gaza
4.	<b>Prof. Awad Keshta</b>	Professor at the Islamic University of Gaza
5.	<b>Dr. Jaber Shaweesh</b>	Assistant professor at Al Azhar University
6.	<b>Dr. Basel Skaik</b>	Assistant professor at Al Azhar University
7.	<b>Dr. Samar Abu Shaban</b>	Assistant professor at Al Azhar University
8.	<b>Dr. Abdullah Kurraz</b>	Assistant professor at Al Azhar University
9.	<b>Dr. Mohammed Ateya</b>	Assistant professor at Al Aqsa University
10.	<b>Dr. Mostafa Abu Taha</b>	Assistant professor at Al Aqsa University
11.	<b>Dr. Ali Zendah</b>	Assistant professor at Al Aqsa University
12.	<b>Dr. Alaa Alsegaly</b>	Assistant professor at Al Aqsa University
13.	<b>Dr. Alaa Al Adeny</b>	Instructor at Al Aqsa University

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