Evaluation of English for Palestine Textbooks and English Language Examination in Light of Common European Framework of References for Languages (CEFRL)

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

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

To determine the reliability of the instruments, Holsti's Equation was used. Frequencies and Porter Alignment Index were used to analyze the collected data. The major findings of the study revealed that most textbook tasks were A2 level; the highest tasks were reading and writing tasks. Teachers' exams were at the A2 level with high concentration on reading and writing skills. Results showed that most of exams excluded speaking and listening. There is a low alignment between 10th grade textbook tasks and the objectives intended to be achieved by the end of 10th grade. Moreover, there is moderate alignment between textbook tasks and exams. The application level of Bloom's taxonomy has the highest percentage; however, the evaluation level does not achieve any score. Based on the previous findings, the study recommends that textbook designers should reconsider the nature of the tasks in the English language textbook to align them with the objectives of the textbook. They also need to design training courses for teachers on the development of exams so that they are aligned with the Common European Framework of References for Languages (CEFRL), and achieve a stated balanced distribution for each skill.

Keywords: alignment, English tasks, CEFRL.

تقويم مقررات واختبارات اللغة الإنجليزية في فلسطين وفقاً للإطار المرجعي الأوروبي للغات (CEFRL)

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المستخلص: هدفت هذه الدراسة لمعرفة مدى التناغم بين أنشطة كتاب اللغة الإنجليزية للصف العاشر والأهداف المتوخاة من الطلبة بعد الانتهاء من الصف العاشر وامتحانات المعلمين في ضوء الإطار الأوروبي المشترك. ولتحقيق غرض الدراسة وللإجابة عن أسئلة البحث

قامت الباحثة بتبني المنهج الوصفي التحليلي واختارت عينة مكونة من كتاب اللغة الإنجليزية الفلسطيني للصف العاشر، عينة مكونة من 55 اختباراً نصفياً ونهائياً قام بإعدادها معلمو الصف العاشر، وعينة تكونت من 10 من معلمي اللغة الإنجليزية تم اختيارهم بشكل عشوائي للإجابة على المقابلة المنظمة. قامت الباحثة باستخدام أداتين للدراسة وهما الإطار الأوروبي المشترك لتحليل أنشطة الكتاب وفقها، ومقابلة منظمة، وتم التحقق من صدق أداتي الدراسة وثباتهما. حيث تم استخدام معادلة هولستي لحساب ثبات الأداة. تم تحليل البيانات التي تم جمعها ومعالجتها من خلال التكرارات ونسبها المئوية، وبعدها تم استخدام معادلة بورتر لإيجاد التناغم ما بين الأهداف والأنشطة والاختبارات. كشفت النتائج الرئيسية للدراسة أن معظم مهام الكتب المدرسية كانت من المستوى A2، وكانت أعلى المهام هي مهام القراءة والكتابة. امتحانات المعلم كانت أيضًا على مستوى A2 مع تركيز عالٍ على مهارات القراءة والكتابة. أظهرت النتائج أن معظم الامتحانات استبعدت التحدث والاستماع. كان هناك تناغماً منخفضاً بين أنشطة الكتاب المدرسي للصف العاشر والأهداف المطلوب تحقيقها بحلول نهاية الصف العاشر، كما أن هناك تناغماً معتدلاً بين أنشطة الكتاب المدرسي والامتحانات. كذلك حصل مستوى التطبيق في هرم بلوم المعرفي على أعلى نسبة بينما لم يحقق مستوى التقييم أي درجة. بناءً على النتائج السابقة، أوصت الدراسة بأن على مصممي الكتب المدرسية إعادة النظر في طبيعة الأنشطة المتواجدة في كتاب اللغة الإنجليزية من أجل مواءمتها مع أهداف الكتاب المدرسي، وإعادة توزيع المهارات ليصبح متوازنًا لكل مهارة، وتصميم دورات تدريبية للمعلمين حول تطوير الاختبارات لتتماشى مع المعايير الأوروبية المشتركة.(CEFRL)

الكلمات المفتاحية: التناغم– المعيار الأوروبي المشترك-أنشطة اللغة الإنجليزية.

Introduction

1.1 Background of the study:

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

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

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

what areas of the textbook should be omitted or added. In this regard, Awad (2013) stated that in an attempt to evaluate an English textbook in terms of values and social orientation, many items should be considered, such as the major aims of a textbook. The analyst should evaluate the textbook objectives, impeded massages behind selecting such a text, and the expected outcomes of the course. Additionally, the function of the textbook should be adapted to the modern technologies since the satisfaction of the needs of this age is essential.

The development of the textbook as the core of education is an essential pillar of the teaching and learning process. It would lead to the development and improvement of the educational system. The development of a textbook is very important to build students learning systematically and understand the links between these knowledge components. (Raba', 2017)

Ayyad (2011) found an imbalance between the four language skills in the English textbook. The skills of reading, listening, speaking and writing, which can be implemented through activities and drills, are essential to ensure a successful growth of the language. The authors of this textbook considered the importance of these skills; therefore, they included practices and activities designed to develop learning the English language.

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

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

Mickley (2005) offers a textbook assessment checklist for students and teachers' books. He suggested four sections in the students' book; material, language and grammar, lessons and tasks and text attraction. Likewise, he recommended the four sections to be included during the evaluation of the teachers' books. They had general characteristics, such as background, methodological guidance, additional exercises and materials. While this checklist is effective, additional questions should be added. For example, vocabulary may be a more relevant criterion.

The researcher believes that the quality of Grade 10 textbook deserves a great deal of focus because this higher elementary stage gives the basics of the important structure to the secondary stage.

Students also should be able to learn all aspects of the language to be able to hold communications in the practical life in future.

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

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

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

Statement of the problem:

This study is determined to investigate the degree of alignment between English for Palestine textbook tasks and the intended objectives in the light of (CEFRL). Although the objectives are very high, the tasks of a textbook do not match them and that could be a problem. There should be an alignment between the intended objectives stated by the Ministry of Education and the textbook tasks. It is important to mention that alignment helps students to acquire fluency. Poor tasks of a textbook may lead to students' weakness. Additionally, it reveals the alignment between the used exams and such objectives.

Research questions:

This study attempts to answer the following questions:

1- What are the frequencies of tasks that are used in 10th grade English for Palestine textbooks to support the four language skills according to (CEFRL)?

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

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

4- What are the cognitive levels of textbook objectives and the teacher exams?

Significance of the study:

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

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

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

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

Methodology:

1- In this research, the researcher used the descriptive analytical design.

2- Limitations of the study:

   a. This study will be restricted to the tenth grade *English for Palestine* textbooks.

   b. Language exams used in the scholastic year (2019-2020), which are written by teachers.

   c. The sample of the study consisted of 10th Grade teachers in public schools.

3- Population and sample of the study

The sample of this study includes three aspects:

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

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

Third: A sample of 12 teachers of the English language have been selected randomly to answer the semi- structured interview, the whole population of teachers in Southern Ministry of Education in the scholastic year 2019-2020 was 86 teachers, 39 of them were males, while 47 were females.

Instruments of the study:

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

1- The Common European Framework of Reference for Languages (CEFRL).

Framework analysis consists of four skills as follows:

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

Definitions of terms:

1- Common European Framework of Reference for Languages (CEFRL):

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

2- Porter Alignment Index: It is one of the models for calculating alignment. Cognitive levels and knowledge area represent the standard of content, the used tests, and learning processes. The alignment between any two parties is based on the agreement of the values in the table; its values range between 0 and 1 to show the extent of alignment between the two frequency tables (Fulmer & Liu 2008)

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

3- Alignment: The results are shown according to Porter Alignment Index.

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

Ministry of Education, midterm exams last for 40 minutes, while final exams last 90 minutes. Little number of exams tackles the skills of listening and speaking.

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

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

Overview of English for Palestine textbooks:

The first English school textbooks for Palestinian students entitled "English for Palestine" has been seen as one of the major achievements for the Ministry of Education. Those textbooks imitate the curriculum that can be briefly described as a modern kind of communicative English course planned and written specifically for Palestine schools. (Palestinian Ministry of Education and Higher Education (2004).

Tenth grade textbooks

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

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

10th grade *English for Palestine* textbook consists of the following components:

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

Assessment:

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

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

Goals of Assessment:

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

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

Types of assessment:

1- Assessing students in cooperative learning contexts

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

2- Performance Assessment

Ornstein (1995) stated that using an assessment of performance, teachers must learn to design new tests, and adapt it to their students' needs and cope with the unexpected issues (spontaneous instead of the rehearsed). Teachers can address these tasks in the following directives.

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

3- Authentic assessment:

Wiggins (1990) provides a basic definition of authentic evaluation. He states that evaluation is authentic when students' performance on dignified intellectual tasks is investigated directly. The realistic evaluation is a must. We shall not depend on tests only to measure students' performance because such tests do not measure all aspects of the language Sometimes such assessments allow students to document some information and use rotary memorization to conduct tests with a very specific background.

Therefore, these assessments are not intended to measure realistic abilities or concepts in the real world; therefore, they do not reflect students' skills in writing, listening, communicating or working together.

Types of Assessment Mentioned in the CEFR

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

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

Using the CEFR to choose appropriate assessments

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

Taylor (1949) said that test users might ask for evidence of the test result statements, including those relating to their CEFR alignment. Test consumers will find themselves customers in this way.

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

CEFR-specific:

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

Using the CEFR in the development of assessments

The CEFR has been intended to be applied to several contexts and contains no particular context information. Nonetheless, developers must expand on the nature of the CEFR to use it meaningfully. This may include, for example, establishing which vocabulary and structures occur at a particular proficiency

level in a given language, writing and validating further can do and statements for a specific purpose or developing a set of Reference Level.

Defining the context and purpose of the test

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

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

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

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

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

The aims of the CEFR

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

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

The CEFR's action-oriented approach represents a shift away from syllabuses based on a linear progression through language structures, or a pre-determined set of notions and functions, towards syllabuses based on needs analysis, which is oriented towards real-life tasks and constructed around

purposefully selected notions and functions. This promotes a proficiency perspective guided by 'Can do' descriptors rather than a deficiency perspective focusing on what the learners have not yet acquired. The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners.

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

English language skills according to CEFR:

Listening:

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

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

Reading:

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

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

Speaking:

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

- Initiate, continue, and close easy face to face discussion on common or personal subjects.

- Offer opinions, agree and disagree politely on about informal conversations with colleagues.

- Contribute to solving practical issues, tell what I believe and ask others what they think.

- Figure out and share truthful knowledge that is non-complicated.

- Ask for specific directions and obey them.

- Manage unforeseen stuff, such as the need to go for a dentist or the need to get the wheelchair repaired, which may happen on holiday.

- Make arrangements on the telephone or in person, e.g. booking flights or hotels, rent cars, go for restaurants or cinemas.

- Have simple telephone conversations with people they know.

- Give descriptions on a variety of familiar subjects related to their interests.

- Talk in details about experiences, feelings and reactions.

- Give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.

Writing:

Understand how to form paragraphs using topic sentences

Take notes and extend them.

- Write short, comprehensible connected texts on familiar subjects.

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

- Work to a standard format, I can write very brief factual and routine reports on matters relating to my field.

- Write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.

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

- Write an opinion-based essay.

- Write an essay stating problems and solutions.

Language:

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

- Ask personal questions and address them.

- List their areas of interest.

- Ask what can be achieved elsewhere.

- Understand how to use ordinal numbers.

- Comprise the significance of length.

- Comprehend the way to tell the time

- Climate speak.-Talk.

- Write a moralizing novel

- Use Superlatives and Comparatives

- Explore the context of events.

- Ask questions in the past and give negative responses.

- Tell the past tense of regular and irregular verbs

- Be able to use the future form of will.

- Use the straightforward future

- Read a true story.

- Ask and answer questions about a holiday.

- Think about the good friend's making.

- Talk about difficult situations.

- Describe a journey

- Use adverbs of manner.

- Write a personal email.

- Use punctuation correctly.

- Discuss world language and international communication.

- Describe change.

- Talk about animals and animals' communication.

- Make and respond to phone calls.

- Say telephone numbers.

- Talk about sport.

- Talk about crafts.

- Write an informal letter.

- Give instructions and advice.

- Talk about technology.

- Report statements.

- Talk about cities and towns.

- Talk about arts and crafts.

- Ask for, give and follow directions.

- Talk about table manners and food.

- Order food in a restaurant.

- Express intentions and promises.

- Express obligations.

- Plan and talk about a picnic.

- Understand the difference between the present simple and the present continuous

- Use the present simple with sensory verbs.

- Talk about abilities in the past and present.

- Talk about past habits with used to.

- Use the present perfect accurately with different adverbs.

- Make suggestions and give advice.

- Use possessive pronouns accurately.

- Agree by using too and either.

- Use adverbs with some and every.

- Use the zero conditional.

- Use the first conditional.

- Make comparisons with comparative and superlative adjectives.

- Use comparative and superlative adverbs.

Alignment

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

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

Related Studies

A. Studies outside the Arab world:

- Lee (2020) did a study to investigate the views of English teachers on the implementation of the CEFR aligned assessments in the ESL secondary school classroom.

- Faridi (2020) carried out a study to evaluate Bahasa Inggris Kelas X (2017), an English textbook that focused on the exercises offered.

- Rahmawati (2018) conducted a study to determine the suitability of materials with the requirements of a good English textbook in the textbook "Main English of a Second Language".

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

- Broke & Ende (2013) conducted an extended study related to European Union and aimed to know the extent to which CEFRL was used in assessment, curriculum and textbook development, and teacher training.

- Ratnasari (2013) conducted a study "An Evaluation of Curriculum Textbook for Grade X Senior High School Entitled" Pathway to English.

- Rynanta (2013) examined the Cambridge University Press published English textbook "Speech in Mind Starter (Student's Book).

- learning objectives represented in Iranian senior high school and pre-university English textbooks using Bloom's taxonomy of learning objectives.

- Hasan & Volker (2008) examined the cognitive, emotional and operational dimensions of elementary EFL textbooks in Syria and Germany.

B. Studies inside the Arab world:

- Islim (2019) preformed a study to examine the degree to which the English syllabus Action Pack Twelve commonly used in Jordanian schools utilizes authentic reading materials.

- Askar (2017) conducted a study to identify the degree of alignment between the Palestinian curriculum and teaching French language and French DELF exam first and second levels.

- Alshehri, (2016) examined in the latest set of secondary English textbooks in Saudi schools using authentic materials.

- Karaki (2016) examined the 9th grade teachers' attitudes towards task — based learning method and analyzed the tasks and activities in the textbook English for Palestine — Ninth Grade (9A & 9B).

- Yaseen (2016) aimed at evaluating the General Secondary Examination (GSE) questions of the Arabic language subject in Jordan according to Bloom's cognitive rates to determine the appropriateness of GSE exams to the objectives for which they had been prescribed.

- Awad (2013) developed a study to evaluate Palestinian 12th grade textbooks in the context of the EFL / ESL textbook assessment checklist from a teacher perspective in Nablus.

- Qumsiyeh (2012) attempted to analyze the writing activities and exercises in English for Palestine textbooks for grades (1-12) in the scholastic year (2011-2012).

- Ayyad (2011) conducted a study to evaluate English for Palestine eleventh grade textbook in the light of integrated curriculum in Bethlehem district in Palestine.

- Al-Abdul Aziz (2009) conducted a study aimed at analyzing the questions of the general secondary certificate exams in Jordan for the topic of Islamic Culture in light of educational standards.

- Hijazi (2007) evaluated the Tawjihi English tests based on the norms of the construction and publication of good achievement tests.

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

- Badawi (2007) sought to assess the content of the Palestine Grade 10 textbook, which was planned for tenth grade students in the West Bank and Gaza Strip and has been taught since (2004-2005).

- Mahmoud (2007) evaluated the book "English for Palestine-10" for teaching English for the tenth graders in Public Schools in Palestine.

- Hammad (2006) discovered the extent of alignment in the Arab language Curriculum for the 10th basic schools of Palestine

Discussion of the Results of the First Question:

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

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

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

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

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

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

Despite of the existence of the (CEFRL), and its deep description for each skill, authors and teachers still believe in the importance of written texts as a base of teaching new language, and they focus greatly on it. For teachers, the existence and reliance on texts enhance the learner's motivation to learn the English language. This could be clarified to the fact that teachers have not been trained and given specialized courses in CEFRL levels. In addition, the researcher believes that the tasks are very large, and this might be due to the author's belief that there should be an exact number of tasks for each skill to

master it. The tasks should be re-designed and a meeting with teacher should be concluded to formulate the tasks in a realistic way that enables students to go into enjoyment while learning. Because of this, according to the researcher's point of view, this process has two edges, the first is positive: repetition consolidates the information in minds and writing has a long impact. On the other hand, the researcher sees that we limit the students' horizons of thinking and make them restricted by these tasks. The researcher considers this way of presenting the content of the book is boring, as there must be a clear development between the first and sixth units. It is inconceivable that in every unit the same activities are repeated but under a new name of a unit.

Discussion of the Results of the Second Question:

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

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

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

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

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

The Ministry of Education does not add speaking and listening skills in Tawjihi exams, and they ignore them in most occasions. Another reason is the accumulated weakness of students who reach 10th

grade with A1 abilities. The wrong use of these skills, and the lack of teacher's training on CEFRL may lead them to use them in the exams wrongly.

Discussion of the Results of the Third Question:

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

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

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

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

Additionally, the tasks of the textbooks need another type of assessment, which develops the students' abilities and capabilities, and take into account individual differences. The researcher agrees with authentic assessment, which teaches students and improves their skills and understanding of textbook content. Authentic assessments have several advantages over conventional tests. They are likely to be more valid than conventional tests, particularly for learning outcomes that require higher-order thinking skills. They involve real-world tasks, and are more likely to be more interesting for students, and thus they are more motivating. They can provide more specific and usable information about what students have succeeded to learn and what they have not.

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

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

Discussion of the Results of the fourth Question:

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

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

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

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

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

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

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

Recommendations

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

Textbook designers:

1- It is important to reconsider the nature of the tasks in the English language textbook to be aligned with the objectives of the textbook.

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

Decision makers:

a. Design training courses for teachers on the development of the exams so that they are aligned with the Common European Framework of References for Languages (CEFRL).

b. Design training courses on the development of tasks according to Bloom's taxonomy and for the use of authentic evaluation.

c. Include speaking and listening skills in Tawjihi exams.

Teachers:

1- As it is the primary reference for teaching foreign languages, teachers need to familiarize themselves with the Common Reference Framework for Languages issued by the European Union. They need to hold a workshop, introduce it in details, understand the criteria contained therein, and review it periodically to redefine the objectives and learning outcomes of the English language for students.

2- Use various types of assessment methods.

3- Activate the role of speaking and emphasize the teaching of listening in classrooms.

4- Build on the students' results to develop the tasks and exams regularly.

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