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Applied Linguistics and Teaching of English

Evaluation of the Task – Based Learning in the Textbook English for Palestine – Ninth Grade at the Government and UNRWA Schools in Hebron District

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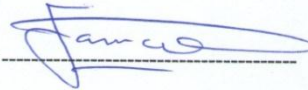Dr. Mohammed Farrah   Supervisor --

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Dedication

I dedicate this dissertation to:

My father who was proud of me, enthusiastic, and supporting during my education.

My mother for her endless patience and encouragement during this hard work.

My sister who has been supporting and encouraging me.

My brothers and all my family for their love, encouragement, and support.

My supervisor for his great kindness and unlimited care.

My professors and teachers.

My friends and colleagues.

To all with warm regards.

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Abstract

Evaluation of the Task – Based Learning in the Textbook English for Palestine – Ninth Grade at the Government and UNRWA Schools in Hebron District

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The aim of this study is to examine the 9th grade teachers' attitudes towards task – based learning method and analyze the tasks and activities in the textbook *English for Palestine – Ninth Grade* (9A & 9B). In addition, this study aims at evaluating the appropriateness and the effectiveness of TBL in the classroom. The researcher used four methods for collecting the needed information: questionnaire (68 – item), classroom observation, interview, and content analysis checklist (20 – item). The sample of the study consisted of 185 teachers (males & females) from the government and UNRWA schools in Hebron District. The researcher distributed and collected 185 copies of the questionnaire, observed 15 classes, interviewed 15 9th grade teachers, and analyzed all the available tasks and activities in the textbook. The overall results of the study revealed that the teachers' attitudes towards TBL were positive and highly acceptable; they supported the effectiveness of communicative language teaching (CLT) and task – based learning (TBL) in EFL classrooms. The results showed that some teachers apply task – based learning method despite its challenges such as the big – sized classes. While some of them use traditional methods, they believe that the use of such methods works with students' levels and classroom atmosphere more than the use of new communicative methods. The results also indicated that the teachers complain from the students' levels, the

difficulty of some tasks, the length of the new curriculum, the lack of time, the lack of technology, and the lack of workshops and training programs about TBL. Additionally, the results indicated that some tasks in the textbook are not interesting, complex, not graded appropriately, irrelevant and culture – specific, and don't suit students' age, desires and needs. The study ended with recommendations for syllabus designers, teachers, and students. It is recommended that the teaching and learning of English language skills at the Palestinian schools should be enhanced by the use of new flexible methods such as task – based learning and communicative language teaching.

Arabic Abstract

ملخص الدراسة

تقييم التعلُّم القائم على أداء مهمة في كتاب اللغة الإنجليزية للصّف التاسع في المدارس الحكومية و الأنروا في محافظة الخليل

تهدف هذه الدراسة إلى التحقق من و جهات نظر مدرِّسي الصّف التاسع نحو التعلم القائم على أداء مهمة، بالإضافة إلى تحليل المهام و الأنشطة في كتاب اللغة الإنجليزية للصّف التاسع (9A & 9B). و تهدف هذه الدراسة أيضا إلى تقييم أثر تطبيق النهج القائم على أداء مهمة و مدى فعاليتهِ في الغرفة الصّفية. استخدمت الباحثة أربع طرق لجمع البيانات المطلوبة: الإستبانة (68- بند)، الملاحظة الصّفية، المقابلة، و قائمه تحليل محتوى (20- بند). تكونت عينة الدراسة من 185 معلماً و معلمة من المدارس الحكوميّة و الأنروا في محافظة الخليل. تمَّ توزيع 185 نسخه من الإستبانة، ملاحظة 15 حصّة، مقابلة 15 معلماً و معلمة من معلمي الصّف التاسع . بالإضافة إلى تحليل جميع المهام و الأنشطة المتوفِّرة في الكتاب.

أظهرت النتائج العامة للدراسة أنَّ و جهات نظر المعلِّمين نحو التعلُّم القائم على أداء مهمّة إيجابية، حيث أجمعوا على فكرة فعالية تعلُّم اللغة التواصلية و تعليمها. وقد أظهرت النتائج أن بعض المعلمين يستخدمون طريقة التعلُّم القائمة على أداء مهمّة بالرغم من صعوبات تطبيقها مثل الزيادة الكبيرة في عدد الطلاب، بينما البعض الآخر منهم يستخدم طرقاً تقليدية؛ لأنه حسب اعتقادهم أن استخدام هذه الطرق يناسب مستويات الطلاب وأجواء الغرفة الصّفية أكثر من استخدام الطرق التواصلية الحديثة. و أظهرت النتائج أيضا أنَّ المدرِّسين تَعترِضُهم بعض التحديات في تنفيذ المهامّ و التمارين بما في ذلك مستويات الطلاب المختلفة، طول المادَّة التعليمية، قلة الوقت الكافي لإنجاز المطلوب، النقص في التكنولوجيا، و النقص في وُرش العمل و البرامج التدريبية المتعلِّقة بالتعلُّم القائم على أداء مهمة. بالإضافة إلى ذلك فقد أظهرت النتائج أنَّ بعض المهام و الأنشطة المتوفرة في الكتاب غير ممتعة، معقَّدة، غير مصنَّفة بالشكل المناسب، لا تخدم ثقافتنا، و لا تناسب احتياجات الطّلاب و رغباتهم. و ختاماً، انتهت الدراسة بتوصيات لمصمِّمي المنهاج و المعلمين و الطلاب. فقد أوصت بضرورة تعزيز مهارات اللغة الإنجليزية و تطوير تعلُّمها و تعليمها في المدارس الفلسطينية عن طريق استخدام طرق تواصلية حديثة.

Chapter One

Introduction

This chapter presents an introduction and a theoretical background to social constructivism, communicative language teaching (CLT), and task – based language learning (TBL). This background indicates the origins and the importance of social constructivist theory. Additionally, it shows the meaning of CLT and TBL and their main features which affect the EFL classroom. This chapter also introduces the statement of the problem, research questions, objectives, significance and limitations of the study. In addition, it presents the terms of the study and a list of abbreviations.

1.1 Theoretical Background

1.1.1 Social Constructivism

The social constructivist theory is developed by Vygotsky (1978). It stresses the significance of culture, social context, and collaboration for learning the language. A number of linguists benefited from Vygotsky's ideas (1978) which focus on social interaction and language and culture (Woo & Reeves, 2007 as cited in Bay, Bagcec, & Cetin, 2012).The students may construct their own knowledge based on the socio-cultural context and collaborative learning.

Derry (1999) and McMahon (1997) (as cited in Kim, 2001) pointed out that "the social constructivism asserts the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding". In other words, constructivism is an active process for teaching and learning language skills; the students may select the new information based on the cognitive approach to construct meanings of situations from real- life.

Kim (2001:2) stated that "social constructivism is based on specific assumptions about reality, knowledge, and learning". He manipulated them as follows:

1. The reality is constructed by social interaction and human activities; it represents the complexity of the real world.

2. The knowledge is a human product and is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prat & Floden, 1994 as cited in Kim, 2001). The learners may create meaningful negotiation through interaction with each others.

3. Learning is a social process; it takes place when the learners are engaged in social tasks (McMahon, 1997 as cited in Kim, 2001). The constructivist theory emphasizes the use of authentic activities in meaningful contexts.

In constructivist theory, "Understanding the meanings of real-life situations does not come from reality itself, but comes from the interaction between subjects and objects"(Renxiong, 2014:519). Thus, the students can construct their knowledge actively through this process.

Brooks and Brooks (1999) (as cited in Beirne & Veslor, 2012:18) stated that:

> "As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn't changed."

According to the researcher, the construction of knowledge occurs by interaction and communication with others. Concerning the teaching process, interaction and cooperation between teacher and students may help in constructing knowledge for doing activities.

Kim (2001:4) stated that "Without the social interaction with more knowledgeable others, it is impossible to acquire the social meaning of important symbol systems and learn how to use them". This indicates that interacting with more knowledgeable persons is important to construct new knowledge for meaningful communication.

In social constructivist educational theory, the classroom is a learned society (Vygotsky, 1978). It means that the learning process takes place by the use of authentic tasks from the real – world and applying them communicatively.

With regard to communicative language teaching (CLT) and task – based learning (TBL), according to social constructivists, the students should be active constructors of the new knowledge from the outside world. Bay, Bagcec, and Cetin (2012) indicated that social constructivism has positive effects on students; it enables them to generate their own knowledge to create solutions for specific problems from real – life. Additionally, it improves their cognitive functions to promote the cooperative and collaborative learning in the EFL classroom.

1.1.2 Communicative Language Teaching (CLT)

Since the advent of communicative language teaching (CLT), the task – based learning (TBL) had obtained increasing importance all around the world. In recent years, a number of researchers, syllabus designers and material developers have called for a shift in language learning and teaching toward task-based methods (Prabhu, 1987; Nunan, 1989; & Ellis, 2003). Task – based learning is an approach which involves learners with tasks from the real - world. It is recognized as an effective way for developing students' abilities in English language skills, grammar, and vocabulary. One of the benefits of using this methodology in EFL classroom is

improving students' interaction and motivation within the large classes (Thanh & Huan, 2012; Thompson & Millington, 2012; and Ruso, 2007).

Communicative language teaching emerged as a new approach to language teaching and learning in the 1970s and 1980s. In the past decades, several scholars in applied linguistics asserted the significance of communicative language teaching in the EFL classrooms, the teaching institutions and language teachers all around the world started to rethink and plan strategies and language programs within the communicative approach. The communicative approach left a remarkable mark on teaching and learning resulted in the use of communicative tasks and activities in the EFL classrooms all over the world (Howatt, 1984). The communicative activities and task − based language learning attracted the curriculum designers, the teachers, the researchers, and the field of Second Language Acquisition (SLA).

CLT is regarded as a flexible approach to language teaching; it is based on the theory that the primary function of language use is communication (Richards and Rodgers, 2001).This approach emphasizes the notional − functional concepts and communicative competence rather than the grammatical rules and linguistic competence. It focuses on the interaction as both the means and the basic objectives of language learning. The CLT can be viewed as a set of principles about the aims of language teaching and learning, the roles of teachers and learners in the classroom, and the types of classroom activities and tasks that facilitate language learning.

Communicative approach has many characteristics which promote the teaching and learning process. One of these characteristics is the focus on communicative competence rather than linguistic competence. Littlewood (1981:1) (as cited in Richards & Rodgers, 2001) stated that "one of the most characteristics of CLT is that it pays attention to functional as well as structural aspects of language". In addition,

the main features of CLT are: the wise use of the L1 is acceptable, the translation can be used when the students find it necessary, the activities and strategies are varied according to the learners' desires and needs, the objective of instruction is communicative with an emphasis on fluency, the accuracy is judged in the context, the meaning is more important than the form, the contextualization is the basic principle, the attempts to communicate in L2 are encouraged from the beginning of instruction, the new language system may be learned best by struggling to communicate one's own meaning and by negotiation of meaning through interaction with others, and the sequencing of materials are determined by the content, function or meaning that may maintain the students' interests (Richards & Rogers, 1986).

Howatt (1984) (as cited in Richards & Rodgers, 2001) differentiated between weak and the strong versions of communicative language teaching (CLT). The weak version stresses the significance of providing learners with opportunities to learn and practice English for communicative purposes and thus attempts to incorporate communicative activities into the program of language teaching. While, the stronger version asserts that language can be acquired only through communication. Several principles formed of CLT movement in 1980s such as the activities which involve real communication are significant for language learning, the activities in which language is used for carrying out meaningful tasks promote learning, and the language that is meaningful to learners supports the learning process. According to Howatt (1984) the principles of CLT include:

1. The language should focus on meaning not on the form.
2. The learner has to formulate ideas, information, opinions about the language
3. The correction of students' mistakes should be in the context.

One of the methods that emerged from the communicative approach is task-based learning (Brown, 2007 & Ellis, 2003). The early implementation of (TBL) within communicative frameworks for language teaching was Prabhu's (1987) Bangalore's project. In this methodology, the students were presented with a task and didn't focus on the language rules during performance; the task was meaning – based and had a non – linguistic outcome. Tasks have been used for hundred years; in the past, they were a piece of translations often from literary sources while recently they include projects for group discussions, oral presentations, sharing personal experiences, and solving problems. This orientation had a crucial role in teaching and learning the language communicatively.

Because of the task - based learning connections with CLT methodology and support from some SLA linguists; it gained considerable attention within applied linguistics. A number of researchers pointed out that TBL refers to an approach which uses the tasks as the basic units of planning and instructions in language teaching. It focuses on the communicative skills of language, learner-centeredness, authenticity, and motivation (Richards & Rodgers, 2001). In addition, several linguists argued that the tasks and activities should be from the real – world and focus on the meaning of language rather than the form (Krashen, 1982; Nunan, 2004; Brown, 2007; Willis, 2007; & Eliss, 2003). Skehan (1998) described the task as an activity or a related set of strategies that includes the priority of meaning, a problem to solve, and a relationship to real – life tasks, objectives and outcomes. Thus, the priority of TBL is placed on the completion of tasks that are assessed in terms of outcome (Brown, 2007 & Willis, 2007). It emphasizes understanding and suggesting meanings in order to complete the task effectively (Willis, 1996).

Task – based learning (TBL) has a crucial role in enhancing the process of teaching and learning language skills, grammar, and vocabulary. Although it is significant and has been in practice for several decades, little research exists that has examined its effectiveness and the appropriateness in the textbooks. Most of the studies which examined the role of TBL in teaching and learning the language and its challenges and limitations in the EFL classroom are Iranian, Japanese, and Chinese. Concerning the series of "English for Palestine" textbooks, to the best of the researcher knowledge, there was no any study which aimed to examine the effectiveness of task – based learning and its suitability in the textbooks of English for Palestine. Thus, this study intends to examine and evaluate the teachers' perspectives towards this approach and investigate the appropriateness of communicative activities in the textbook *English for Palestine – Ninth Grade* as well as in the classroom (9th grade). The tasks and activities which included in the textbook will be analyzed based on the suggested criteria. This evaluation will be important because it will reveal the strengths and weaknesses of TBL in the textbook and determines how it goes with the students' needs and interests at the government and UNRWA schools in Hebron District.

1.2 Statement of the Problem

The textbook *English for Palestine – Ninth Grade* is rich in the communicative activities and tasks which improve students' abilities to learn the language skills communicatively. However, it is not known to what extent the tasks and activities in the textbook are appropriate and effective. Some of the 9th grade teachers use traditional methods for teaching the language skills; they are unable to use the communicative approach successfully. Therefore, this study is the first one which aims to investigate the 9th teachers' perspectives towards task – based learning (TBL)

and evaluate and analyze the tasks and activities in the textbook *English for Palestine – Ninth Grade* due to their significance in preparing students to be good communicators inside and outside the EFL classroom.

1.3 Objectives of the Study

This study sought to achieve these objectives:

1. To find out the teachers' attitudes towards task – based learning (TBL).
2. To find out the teachers' attitudes towards the tasks that they use.
3. To investigate if the textbook *English for Palestine - Ninth Grade* includes task-based activities that promote students' abilities in learning English language skills.
4. To examine whether the tasks are relevant to the curriculum or not.
5. To examine whether the task-based activities enhance English language teaching or not.

1.4 Questions of the Study

This study aimed to answer these questions:

1. What are the teachers' attitudes towards task – based learning (TBL)?

2. What are the teachers' attitudes towards the tasks that they use?

3. To what extent does the textbook *English for Palestine - Ninth Grade* include task-based activities that promote students' abilities in learning language skills?

4. To what extent are the available tasks relevant to the curriculum?

5. To what extent do the task-based activities enhance English language teaching?

1.5 Significance of the Study

This study is significant because it highlighted the importance of communicative language teaching (CLT) and task – based learning (TBL) in the EFL classroom. This study would also point out the strengths and weaknesses of TBL in the textbook *English for Palestine – Ninth Grade.* In addition, teachers of English and syllabus designers would benefit from the results and the recommendations of the study; it may provide them with some useful insights to teach the language skills communicatively.

1.6 Methodology

The researcher used both qualitative and quantitative methods for achieving the purpose of the study. She designed and distributed a questionnaire for examining the 9th grade teachers' perspectives towards task – based learning (TBL). In addition, she observed classes for ninth grade and interviewed teachers in order to examine whether the 9th grade teachers' attitudes in the questionnaire are consistent with what they do in the classroom or not. Moreover, she constructed a checklist to analyze and evaluate the tasks in the textbook *English for Palestine – Ninth Grade*. The researcher built up the checklist based on the previous studies and related literature.

1.7 Limitations of the Study

1. The study was limited to evaluating tasks and activities for all skills, grammar, and vocabulary in the textbook *English language for Palestine - Ninth Grade*.
2. The sample of the study was limited to all English language teachers of the ninth grade in Hebron district.
3. The study took place in the scholastic year (2014 – 2015).

1.8 Definition of Terms

1. **Evaluation**: "It is a systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency as well as the participants' attitudes within a context of particular institutions involved" (Brown, 1989). Another definition, "It is a matter of judging the fitness of something for a particular purpose" (Hutchinson and Waters, 1987:96). According to the researcher, it means analyzing the content of the textbook to examine its strengths and weaknesses and enhance its improvement.

2. **Task:** According to this study, the word "task" simply means as an activity which requires the use of meaning - based language.

3. **Task – Based Learning (TBL)**: It is a method emerged from the communicative approach for language learning and teaching; it focuses on the meaning of language rather than the form. This method emphasizes the classroom interaction and communication which include learner – centeredness, authenticity, and motivation. Its priority is placed on the completion of the task, which is assessed in terms of the outcome (Eliss, 2003; Willis, 2007; & Brown, 2007).

4. **English for Palestine – Ninth grade / Pupils' Book (9A & 9B)**: It refers to the English syllabus for ninth grade published by the Ministry of Education and Higher Education in Palestine in 2014. This new curriculum is a combination of traditional student's Book (SB) and Workbook (WB). It presents the new language, practice material, and strategies for teaching and learning the language skills. In addition, it aims to enable students to learn and practice the language for communication freely and effectively in different situations with native and non - native speakers.

1.9 **List of Abbreviations**

No	Abbreviation	Equivalent
1.	CLT	Communicative Language Teaching
2.	TBL	Task – Based Learning
3.	TBLT	Task – Based Language Teaching
4.	EFL	English as Foreign Language
5.	ESL	English as a Second Language
6.	SLA	Second Language Acquisition
7.	HOTS	Higher Order Thinking Skills
8.	CLIL	Content and Language Integrated Learning
9.	MI	Multiple Intelligences
10.	CB	Course Book
11.	SB	Student's Book
12.	WB	Work Book

Summary

This chapter presented an introduction and a theoretical background to social constructivism, communicative language teaching, and task – based learning. It presented the statement of the problem, the objectives, the questions, and the significance of the study. In addition, this chapter presented the limitations, the terms, the abbreviations, and a brief description of the methodology of the study.

Chapter Two

Review of Related Literature

Section One

Theoretical Framework

Introduction

This chapter consists of two main sections: theoretical framework and previous studies. The first section includes three parts: Part one presents the concept of evaluation, what to evaluate, textbook evaluation, and criteria for textbook evaluation. Part two presents an overview of *English for Palestine – Ninth Grade*. Part three presents the meaning of task-based learning (TBL) and criteria for evaluating task-based approach. The second section in this chapter introduces previous and related studies which the researcher reviewed.

2.1.1 Evaluation

2.1.1.1 What is Evaluation?

A variety of definitions for evaluation have been used in the field of applied linguistics by different specialists. Brown and Rodgers (2002:289) define evaluation as "the process of seeking to establish the value of something for some purpose". In addition, Hutchinson and Waters (1987:96) define it as "a matter of judging the fitness of something for a particular purpose". Richards and Rodgers (1985) also define it as "the systematic gathering of information for purposes of making decisions".

Moreover, Brown (1989) (as cited in Weir and Roberts, 1994:4) defines evaluation as:

> The systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved.

The researcher listed these definitions gradually from general to narrow. The definitions of Brown and Rodgers (2002), Hutchinson and Waters (1987), Richards and Rodger (1985) are too broad. The researcher believes that Brown's definition (1989) is more specific and the most comprehensive one because it includes two main purposes: the first one is the promotion of improvement. The second one is the assessment of effectiveness. It requires that information to be analyzed systematically and not only to be gathered. Brown's definition manipulates that the process of evaluating a particular syllabus should take into account the learners' attitudes as well as their needs and desires.

2.1.1.2 What to Evaluate?

Evaluation of English language textbooks and programs focuses on a variety of aspects such as curriculum design and the quality of textbook planning and organization, the content of syllabus or program, classroom processes, teachers' and students' attitudes towards the textbook, the role of institutions and staff in enhancing teaching and learning processes (Richards, 2001: 286-287).

This study focused on the syllabus content; it aimed at evaluating the tasks and activities in the textbook *English for Palestine –Ninth Grade* and exploring teachers' perspectives towards the effectiveness of task – based learning (TBL) in the EFL classroom.

2.1.1.3 Textbook Evaluation

Evaluation has a crucial role in revealing the strengths and the weaknesses of the content in the textbook. It is significant in determining how well the content meets the standards of a good textbook. The material evaluation may enhance teacher's personal and professional development by adapting or changing their teaching methodology in EFL classroom.

Atkins (2001) focuses on textbook evaluation by teachers. He stated that it is beneficial to evaluate the textbooks before choosing it in order to find an appropriate text from amongst the available sources. He compared this with Harmer (1991:256) who pointed out that "Many teachers, especially junior ones, do not have the prosperity of selecting their own books; previous decisions about the exact syllabus and the textbook can often tie teachers to a style of teaching and to the content of the classes".

In addition, Atkins (2001) manipulated that textbook appraisal is an important task for the teacher in this situation. It is important to fully comprehend and understand the book's content and style as well as its strengths and weaknesses; so that the material can be adapted to suit factors such as course aims, students' needs and teachers' beliefs.

There is a relationship between textbook selection and textbook evaluation. Evaluation helps in selection, which serves as an important decision-making process, as Sheldon (1988:237) explains that:

> The selection of a particular core volume signals an executive educational decision in which there is considerable professional, financial and even political investment. This high profile means that the definition and even application of systematic criteria for assessing course books are vital.

Tomlinson (1998:14) defines textbook evaluation as:

> The systematic appraisal of the value of materials in relation to their objectives and to the objectives of learners using them. Evaluation can be pre − use and therefore focused on predictions of potential value. It can be whilst − use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used.

Sheldon (1988:240-245) also defines that the material evaluation as "A dynamic process which is fundamentally a subjective, rule − of thumb activity where no neat formula, grid, or the system will ever provide a definitive yardstick". He also added that the textbook evaluation consists of constructing criteria; the criteria and the key questions are basic elements for setting up the material evaluation scheme. In addition, Hutchinson (1987:37-38) suggests an interactive view of materials evaluation. He asserts the level of materials assessment by asking the question why materials are the way they are. He claims that:

> Materials evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching / learning situation.

According to the researcher's view, textbook evaluation is an essential factor for understanding and comprehending the textbooks' content, style, and objectives which suit with learners' needs.

2.1.1.4 Criteria for Textbook Evaluation

There are a variety of methods for conducting a textbook evaluation. One of these methods is the checklist, Sheldon (1988) and William (1983) agree that using checklists for textbook evaluation has criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics.

Sheldon (1988:240) manipulates that "since no one set of criteria is applicable to all different situations, we can only commit ourselves to checklists or scoring systems". He stated that the evaluation sheet in the EFL classroom consists of a list of factors such as rationale, availability, layout, rating (poor, fair, good, excellent), and evaluator's comments...etc.

Several researchers as Sheldon (1988) considered the idea of checklists for textbook evaluation like Ansary and Babaii (2002:5-6) who described a set of common characteristics of EFL/ESL textbooks. These universal features of EFL/ESL textbooks are:

1- Reflecting the dimensions of a theory or approach about the nature of language and the nature of learning as well as how the theory can be put to applied use.

2- Content presentation includes the objectives, the coverage, the grading, and the organization and sequencing. In addition, it includes a guide book for giving advice on the methodology and supplementary materials.

3- Physical make-up relates to the appropriate size, attractive layout, high quality of editing and publishing and appropriate title.

4- Appropriateness for local situations (culture, religion, & gender).

Moreover, the criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio – cultural environment. The evaluation of the textbooks should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up the students' personalities, backgrounds, needs, and interests as well as teachers and institutions (Litz, 2001:9-10).

According to the researcher, the use of textbook evaluation checklists is the most effective and objective approach for conducting the evaluation. Therefore, the researcher constructed specific criteria for evaluating the appropriateness of tasks and task-based learning (TBL) in the textbook *English for Palestine – Ninth Grade* as well as inside the classroom.

2.1.2   **English for Palestine – Ninth Grade**

2.1.2.1 Overview of *English for Palestine – Ninth Grade:*

English for Palestine – Ninth Grade (2014) is the ninth level of a complete English series. Level 9 complements and extends the work in level 7 and 8. As Grade 9 maintains the continuity of the course and shows many new features to motivate and challenge teachers and students. There is an emphasis on communicative activities and skills works. The language skills are integrated throughout the course. There is more emphasis on combining the skills in sequences of activities. New vocabulary and grammatical structures are presented in the context of the language skills. Writing is presented in graded units (Unit Task) to encourage them to write independently. The writing element of the new syllabus in grade 9 focuses on writing reports about topics from real-life (Teacher's Book 9, 2014). As the main concern of *English for Palestine-Ninth Grade* is the use of task–based learning (TBL) method in order to improve the communicative skills, the researcher intended to evaluate the tasks and activities in the textbook through a content analysis checklist.

2.1.2.2 The Objectives of Task-Based Learning (TBL) in the textbook *English for Palestine – Ninth Grade*

As the researcher's main focus is analyzing and evaluating tasks and activities in the textbook *English for Palestine-Ninth Grade*, it is significant to look at the objectives of using tasks as stated in teacher's guide (2014) for ninth grade by the Ministry of Education and Higher education.

- Promote the actual use of target language.
- Promote critical thinking.
- Enhance students' creative thinking.
- Promote communicative competence.
- Encourage student-centered activities.
- Enable learners to participate in the different language functions.
- Enable learners to manipulate different features of the language.
- Allow learners to rehearse different real life skills.
- Improve learners' interaction skills.
- Enhance learners' motivation.
- Support collaborative learning.
- Provide opportunities for individual paired and cooperative learning.
- Provide a variety of meaningful activities to practice language skills.
- Motivate students to talk about their concerns & interests.
- Enhance free learning opportunities in writing.
- Build students' confidence.
- Relieve anxiety and boredom.
- Increase student's talking time.

The researcher constructed her own criteria for conducting the study based on these objectives that are related to tasks and activities needed for 9th graders.

2.1.2.3 Components of *English for Palestine – Ninth Grade*

❖ Pupil's Book (9A & 9B): It is a combination of a traditional Pupil's Book and Workbook. It presents the new language, practice material, and several teaching strategies which suit students' needs and interests. Each unit in the textbook is based on themes contained Palestinian success stories taken from the Palestinian curriculum. It integrates all language skills throughout the course; each period focuses on a particular skill.

❖ One Teacher's Book: It provides comprehensive and detailed notes for each period to increase the effectiveness of teaching. Moreover, it covers the learning aims and key language and listing the required material for preparing the lessons. Additionally, it supplies the timing for each activity as a guide.

❖ Four Audio CDs: They include native speaker recordings of all listening texts and dialogues to give clear models of language structures, meanings, and letter sounds (Teacher's Book 9, 2014).

2.1.2.4 Format of Units in *English for Palestine – Ninth Grade*

There are 14 units in the Pupil's Book (9A & 9B), including 12 main teaching units which contain 12 periods each. Period (1) presents the first new set of vocabulary; it is designed to be covered in one class. Period (2) revises the new set of vocabulary using a fill gap activities; it is designed to be covered in one class. Period (3) introduces the first grammar point to learn how to construct the structure (form) and what to use it for (meaning); it is designed to be covered in three classes. Period (4) presents the second new set of vocabulary and practices it with gap-fill dialogues and listening and speaking activities; it is designed to be covered in one class. Period (5) focuses on reading skills; it is designed to be covered in two classes. Period (6) continues the

focus on reading skills; it is designed to be covered in one class. Period (7) focuses on vocabulary building and practices it with a gap-fill activity; it is designed to be covered in one class. Period (8) introduces the second grammar point as in period 3, the students will try to discover and understand the meaning and the rules of the new grammar and contrast with grammar they already know; it is designed to be covered in two classes. Period (9) presents a variety of grammar activities to practice the first and second grammar points; it is designed to be covered in one class. Period (10) focuses on listening and speaking activities; it is designed to be covered in one class. Period (11) focuses on one aspect of guided writing activities and dictation; it is designed to be covered in two classes. Period (12) focuses on unit task or project; it presents guided activities in writing or speaking which help students to write a text or make a conversation, it is designed to be covered in one class.

These (14) units include two revision units (7 & 14) and each consists of (6) periods. This gives the teachers a chance to review the language and vocabulary of previous units. The teacher can identify language items or skills that are still causing problems or difficulties and help the pupils with them. The word list at the end of the Pupil's Book differs from lists in earlier grades. There is a grammar reference at the end of the Pupil's Book for each unit that enables students to review the grammar of the language. Also, it contains new vocabulary for active learning in unit – by – unit alphabetical order (Teacher's Book 9, 2014).

2.1.3 **Task-Based Learning (TBL)**

2.1.3.1 What is Task- Based Learning (TBL)?

The task has become a fundamental concept in language teaching and learning. This term can mean different things to different people (Leaver and Willis, 2004 as cited in Murad, 2009:36). Most of the definitions include mention of achieving or arriving at an outcome or attaining an objective. The definitions also show that tasks are meaning focused. It means that learners are free to use whatever language they want in order to convey their intended meaning and to sustain the interaction.

The Longman Dictionary of Applied Linguistics defines the task as 'any activity or action which is carried out as the result of processing or understanding language (i.e., as a response). For example, asking students to draw a map while listening to a tape is a task that they can accomplish in the classroom.

Nunan (2006) defines the task as "a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end."(p.17). This means that the task has a non-linguistic outcome. Likewise, Willis (1996:53 as cited in Murad, 2009: 37) defines the task as "an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." In this definition, the notion of meaning is subsumed in 'outcome'.

Eliss (2003) defines that "a task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and/or for language acquisition from some theoretical standpoint". He mentioned that the task involves focusing on meaning, employing cognitive methods, and engaging students in real – world processes (Ellis, 2003:16). In addition, Ur (2009) (as cited in Askeland, 2013:24) defines the task as "anything the learners are asked to do that produces a clear outcome". In addition, she says: "the function of the task is simply to activate the learners in such a way as to get them to engage with the material to be practiced in an interesting and challenging way". Other terms used in relation to grammar tasks are *exercise* and *activity*. Besides, Skehan (1998:95) says that the task is "an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real world activities; task completion has some priority; and the assessment of task performance is in terms of task outcome".

The researcher believes that all the above definitions of task included the mention of achieving an outcome and obtaining an objective. These definitions indicated that the tasks are meaning-focused; they aim to develop the learning of language skills by communication and interaction.

2.1.3.1.1 Task-Based Language Teaching and Learning

Task-based language teaching (TBLT) or task – based learning (TBL) is not a new concept. Prabhu (1987) (as cited in Murad, 2009:30) used the task-based approach with secondary school classes in Bangalore, India, in his Communicational Teaching Project, beginning in 1979. American Government Language institutions switched to task-based instruction (TBI) for foreign language for adults in the early1980s.

In recent years, a number of researchers, syllabus designers and educational innovators have called for a move in language teaching toward task-based approaches to instruction.

Task – Based Learning emerged from the notion of communicative approach for language learning and teaching; it concentrates on the communicative competence rather than the linguistic competence. This means that the main focus is on the meanings of language not in its forms or structure. The TBL method emphasizes classroom interaction and communication which include learner – centeredness, authenticity, and motivation. Its priority is placed on the completion of the task, which is assessed in terms of the outcome (Eliss, 2003; Willis & Willis, 2007; & Brown, 2007). Candlin (1987) stated that good language learning tasks should:

1. Promote attention to meaning, purpose, and negotiation.

2. Draw objectives from the communicative needs of learners.

3. Involve language use in the solving of the task.

4. Allow for co-evaluation by learner and teacher of the task and of the performance of the task.

5. Promote a critical awareness of data and the processes of language learning (Candlin, 1987 as cited in Cuseta, 1995:92).

2.1.3.2 The Purpose of Task-Based Learning (TBL)

Several teachers around the world moving towards task-based learning (TBL); the tasks and activities facilitate second language acquisition (SLA) and make L2 learning and teaching more principled and more effective. TBL method is an approach to second / foreign language (L2) learning and teaching and a teaching methodology in which classroom tasks constitute the main focus of instruction

(Richards & Schmidt, 2003). A classroom task is defined as an activity that (a) is goal-oriented, (b) is content focused, (c) has a real outcome, and (d) reflects real-life language use and language need (Shehadeh, 2005). The syllabus in TBL is organized around activities and tasks rather than in terms of grammar or vocabulary.

Task-based learning (TBL) is a different method for teaching and learning English language as a foreign language by placing students in situations to communicate like in the real-world. The main purpose of task-based learning is to increase learners' activities; it focuses on learner- centered approach. TBL lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. It means that each task will provide the learner with new personal experience with the foreign language. At this point, the role of the teacher should take the responsibility of the consciousness raising process that should follow the experimenting task activities. The consciousness raising part of TBL method is significant for its success. The teacher must help learners to recognize differences and similarities, help them to "correct, clarify and deepen" their perceptions of the foreign language.

A task - based approach views the learning process as one of learning through doing; "it is by primarily engaging in meaning that the learner's system is encouraged to develop" (Skehan, 1996:21). The TBL method is language learning by doing. "Tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" as defined by Willis (1996:38). This means that task-based learning (TBL):

1. Allows for needs analysis to be matched for identifying students' needs.

2. Is supported by the research findings of classroom-centered language learning.

3. Allows the evaluation to be based on testing and referring to a task-based criterion.

4. Allows for form-focused instruction.

The researcher believes that the teachers should select topics that will motivate learners, engage their attention and promote their language development as efficiently as possible.

The task-based learning method also aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks may give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. The main role of task-based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

2.1.3.3 **Advantages of Task-Based Learning (TBL)**

A number of studies asserted the effectiveness and the positive effects of TBL inside the classroom. Based on the results of these studies, the researcher summarized the following advantages:

1. Task-based learning is a useful method for moving the focus of the learning process from teacher to students.

2. It gives the student a different way of understanding language as a tool instead of as a specific goal.

3. It can bring teaching from abstract knowledge to real - world application.

4. A task is helpful in meeting the immediate needs of the learners and provides a framework for creating interesting classes.

5. Getting the students to use English language skills at the current level to develop language through its use.

6. Getting the focus of the student towards achieving a goal where language becomes a tool for communication.

7. The tasks facilitate the implicit learning and acquisition of language and develop students' knowledge of difficult grammatical rules (Careless, 2002; Wicking, 2011; Ruso, 2007; Al-Nashash, 2007; Fotos & Ellis, 1991).

2.1.3.4 Challenges of Task – Based Learning (TBL)

Despite the perceived benefits and advantages of TBL, some researchers found that TBL was viewed with some challenges. The researcher summarized these challenges as follows:

1. Large classes.

2. Cramped classrooms.

3. Task difficulty.

4.   Teachers not trained in task-based methodologies.

5. Teachers with limited language proficiency.

6. Low motivation, non-participation, noise, and lack of involvement.

7. The discrepancy between the learners' and teachers' perceptions.

8. Linguistic deficiency.

9. Different students' styles and expectations.

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10.   The affective dimensions: It means the culture background and geographical, demographic, and socio-cultural similarities may affect students' participation and interaction (Stroud, 2013; Ganta, 2013; & Careless, 2002).

According to the researcher's view, the EFL teachers should overcome these challenges and limitations in order to use communicative methods which promote the teaching and learning process and facilitate the learning of language skills and rules.

2.1.3.5 Phases of Task-Based Learning

1. Pre-Task Phase:

In the first phase of TBL, the teacher introduces and highlights the topic of the task and the new words and phrases. This introduction may help students know the functions of the new language. The students may be given preparation time for brainstorming and thinking about how to do the task or activity (Willis, 1996).

2. The Task Phase:

In this phase, the students are free to choose whatever language forms they like to achieve the goal of the task. The teacher may ask them to express their ideas in pairs or in groups. Besides, in this phase the teacher may monitor and encourage students during doing the task without correcting their errors. The emphasis will be on meaning rather than form and on spontaneity and fluency (Willis, 1996).

3.   Planning Phase:

In the planning phase, the teacher may ask students prepare to report on the outcome of the task and draft what they want to write. The teacher also may advise them on language and help them correct any errors they make during this phase. In writing, the teacher may encourage students to work in pairs for editing and correcting their errors. In this phase, the emphasis is on organization and accuracy (Willis, 1996).

4.   Reporting Phase:

In this phase, the teacher may ask students to report what they write or say briefly to the class. The students may compare their answers while the teacher checks some groups' reports. At the end of the task, the teacher may comment on the content and language of reports (Willis, 1996).

5.   Post-Task Listening (Optional)

This phase allows students to listen to native speakers do the same task and compare the language.

2.1.3.6 Criteria for Evaluating Task-Based Learning (TBL)

In order to build appropriate criteria for evaluating task-based learning, the researcher reviewed different sources (previous studies and related literature). The researcher found that the most related articles for building the criteria are Raba' (2013), Mukundan and Nimechisalem (2012), Akef (2011), and Mikeley (2005). The most relevant items from these articles extracted, modified, and added by the researcher, supervisor, and other referees. The researcher discussed the general

criteria items that are mentioned in the checklist for evaluating task-based learning (see Appendix Two).

1. **Authenticity**

The use of authentic tasks in EFL classroom is one of the most important tools for teaching and learning language skills. Lee (1995:324) states that "the text is usually regarded as textually authentic if it is not written for teaching purposes, but for real-life communicative purpose". Authentic material is more motivating and enjoyable; it brings students close to the language culture. So, it might encourage them to learn the language for communication whether inside or outside the classroom. Additionally, it might improve students' understanding of the practical benefits of being able to use the language in real-life.

According to Van Lier (1996:125) (as cited in Pietila, 2009) authentic tasks and activities in the classroom relate to processes of self-actualization, intrinsic motivation, respect and moral integrity in interpersonal relations. The focus in learning a foreign language is to learn a language and be able to use it in the outside world. Authenticity can be described with words such as genuineness, realness, undisputed credibility and validity. The researcher considers that the use of authentic tasks in English textbook is more interesting than non-authentic ones because they can be more up-to-date, and related to everyday issues and activities.

2. **Motivation**

Motivation or interest is an important factor in selecting tasks and activities for learning the language. Its significance in communicative language teaching (CLT) considered by many researchers; Ellis (2003) suggested that the motivation is one of the most important factors in task-based learning (TBL); it brings a variety of benefits

to students who learn English language skills. In addition, Naznean (2012) stated that the students need to understand that learning a language is not the same as learning about it; they should be able to use it, speak and think as they do in their first language.

Motivation is one of the key factors that determine students' success; it provides them with the ability for learning a foreign language. Without sufficient motivation, even students with the best abilities can't accomplish any success. The researcher believes that when the students become skillful at what they are learning, they may feel confident to do the task appropriately and effectively.

3. Variety in the Topics of Tasks

The use of different topics in task – based learning (TBL) would help to maintain students' interest and motivation. Garinger (2002) (as cited in Ali, 2010:38) emphasized that the familiarity and routine can be comforting, but too much familiarity can lead to disinterest, anxiety and boredom. So, the researcher agrees with Grainger (2002) that the variety of topics of tasks will be more interesting for learning language skills. The use different topics in TBL may encourage students and improve their self - confidence to learn language effectively.

4. Variety in Types of Tasks

The variety in types of tasks means the use of all the types of tasks and activities that cover all language skills. There are different types of tasks such as listing, ordering, comparing, classifying, matching, solving – problem, sharing personal experiences, and projects and creative tasks. Such types of tasks may provide students with a natural exposure to language (input), help them use the language without fear

or shyness of making mistakes and express what they need to mean (output), grant them a chance to speak aloud, and develop their own language to analyze and practise its rules and forms (Willis, 2009). The researcher summarized these types with examples as follows:

1. Listing and brainstorming: listing places, things, actions, people, and everyday problems…etc.

2. Ordering and sorting: sequencing, ranking, and classifying.

3. Matching: asking students to match captions, texts, and recorded extracts to pictures.

4. Comparing: finding similarities and differences in a text or activity.

5. Problem-solving: finding a solution to a problem.

6. Sharing personal experiences and telling a story: asking students to recount their personal experiences and tell stories.

The researcher agrees with Ali (2010:39) when he regards that "variety leads to interest and motivation which in turn leads to success in learning and thus the whole process of language learning is enhanced." The use of different types of topics and activities may attract students' attention and motivate them to do the task for learning English skills. The variety in TBL is a significant factor for promoting motivation and developing different language skills. Actually, the repetition of the same tasks will decrease students' motivation and interests. Thus, the textbook should include activities that give students opportunities to practice and extend their language skills.

5. The Gradation of Tasks

The gradation of tasks means the arrangement and the organization of tasks; it can be affected by the language, the structures, and the meanings. It depends on the complexity of task's items, its frequency, and its importance to the students (Nunan, 1989). Richards, Platt and Webber (1986:125) (as cited in Nunan, 1989:96) described the grading of material as follows:

> The arrangement of the content of a language course or a textbook so that it presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

The researcher thinks that the tasks and activities in the textbook should be sequenced and graded appropriately; Nunan (1989) suggested that "the activities can be graded according to the cognitive and performance demands made upon the learner". This means that the cognitive approach should be taken into consideration for designing tasks and moving from comprehension and controlled based activities to communicative ones from real-life situations. Additionally, she thinks that the sequence and the gradation are the basic elements of tasks and activities in the textbook. They may facilitate the understanding and comprehension the aim of the activity or task.

6. Stages of Task

There are three stages of task – based learning (pre-task, task cycle, and language focus); passing these three stages may manage and organize the process of applying TBL. Additionally, following them may enhance students' engagement and teachers' behaviors in the classroom. In the first stage (pre-task), the students may engage in real-world situations. In the second stage (while-task), the students may perform the

activity of the lesson. In the third stage (task completion stage), the teacher may offer assessment and evaluation of whether the task completed successfully or not (Willis, 1996). The following diagram clarifies the sequence of these three stages:

Pre-task
Introduction to topic
and task instructions

Task Cycle
Task ───────► Planning ───────► Report
(Listen to task recording)

Language Focus
Analysis and practice
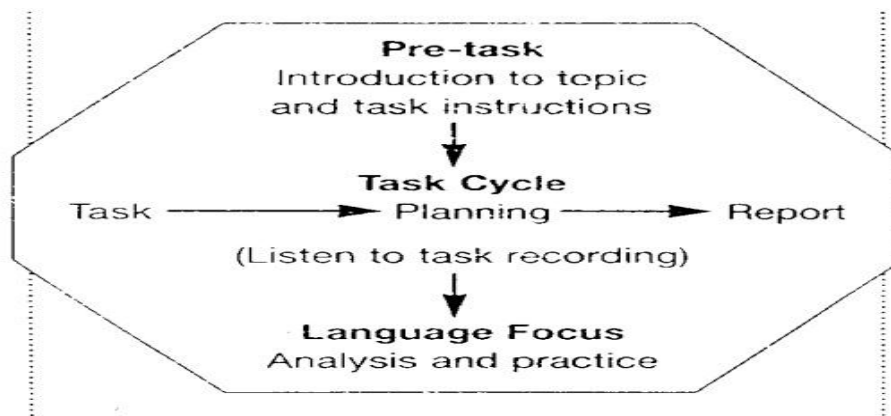
7. Language Background Knowledge

The implementation of task – based learning (TBL) requires a sufficient knowledge of the language as well as a sufficient knowledge of the world and a given topic. Many teachers and material developers emphasized the significance of prior knowledge in language for understanding the texts. They believe that the previous knowledge may encourage students to relate what they do to what they already know. Also, it may encourage them to discover their own strategies to understand the meaning of task or text. In addition, having a rich knowledge can be a tool for guessing the meaning of unfamiliar words from context (Yin, 1985:375 as cited in Ali, 2010).

The researcher thinks that the students and teachers should have a sufficient knowledge of the language for enhancing the teaching and learning through the communicative approach. Activating previous knowledge can develop learners' understanding by helping them to see links between what they already know and new

information they are encountering and this can assist students with the learning process (Alderson, 2000). Moreover, she believes that the activating of background knowledge before doing the task is an important strategy for teaching the language skills; the students may use their own knowledge automatically without considering it. In this way, the students will make a sense of what they do or learn.

8. Cultural Background Knowledge

Cultural knowledge has a crucial role in motivating students to do the task or activity in the classroom. Many researchers defined the term of culture and emphasized that culture affects the language, not language affects the culture. For example, Brown (1994:163) pointed out that culture is the context within which we think, feel, and relate others. Moreover, Chastain (1988:302) (as cited in Ali, 2010) explained that culture means different things to different people; it helps us know what others expect and what will happen if we don't match to their expectations. In addition, Burrows (2008) stated that the differences in culture affect students' participation; the students will avoid raising new topics, they will rarely seek clarification, and they will be reluctant to volunteer answers. Eliss (2009) (as cited in Ganta, 2013:2796) argues that "The content of many of the tasks that figure in both research and language teaching materials implicitly espouse the cultural values and norms of the western English-speaking world".

According to the researcher, having more prior cultural knowledge may facilitate understanding the theme of the task. Vaezi (2006) stated that the topics of selected texts should be based on students' age, interests, and background cultural knowledge. The researcher believes that the lack of consistency between the material and the students' interests may affect the adoption of task – based learning. The cultural

background is a significant element that affects the process of teaching and learning the language. The topics that are not related to the learners' culture and religion may be less motivating for them to learn and practice the language.

9. Text Visuals

Jahangard (2007) (as cited in Ali, 2010:42) defines visual materials as "the facilities that can enhance language learning in classrooms" such as charts, pictures, realia, and electronic materials. Several researchers pointed out that the pictures, charts and diagrams enhance students' comprehension and understanding of the meaning of the text (Broughton et al, 1980; Griffiths, 1995; Berardo, 2006). Thus, the researcher believes that pictures and other visual materials can activate students' prior knowledge. The students prefer the colorful and bright materials that refer to real – life situations because it may attract their attention and motivate them to do the task or activity effectively.

Section Two

Previous Studies

Introduction

In this section, the researcher reviewed some previous studies which are sequenced thematically according to the importance of the topic. The researcher displayed them in depth in order to benefit from their instruments, procedures, findings, implications, and suggestions. The studies were classified into four fields: the first field reviews studies related to evaluating EFL/ESL textbooks; the second field reviews studies related to evaluating English for Palestine textbooks; the third field reviews studies related to building criteria for textbook evaluation; the fourth field reviews studies to evaluating task-based learning (TBL) in English textbooks.

2.2.1 Studies Related to Evaluation EFL/ ESL Textbooks

EFL textbooks play a crucial role in Iranian context; it is important for teachers and curriculum designers to evaluate the effectiveness of these textbooks. Azizifar and Baghelani (2014) evaluated the appropriateness of the textbook "The Case of Top-Notch Series" from teachers' perspectives. The sample of the study was 25 male and female EFL teachers. For data collection, the researchers used a survey questionnaire which is developed by Then (2006) for evaluating "Top-Notch" series. The findings indicated that although the majority of the teachers were highly satisfied with Top-Notch series, it also suffers from a number of weak points that require teachers' awareness and consideration. The study ended with pedagogical implications for all stakeholders including teachers, textbook developers, and institutional or academic administrators in EFL contexts.

Another study for evaluating textbooks from teachers' perspectives in Iran, Mehrdad and Mustafa (2014) investigated ELT teachers' perspectives on "learning to read English for pre-university students". The objective of the study was to evaluate and analyze the textbook at Iranian high schools. The sample of the study was 75 high school EFL teachers. The researchers distributed Litz (2000) textbook evaluation questionnaire. The findings indicated that the textbook mostly didn't satisfy the teachers' standards, mainly because it has ignored listening and writing skill. Additionally, they indicated that the textbook didn't follow a communicative approach in teaching different skills and components of language. The study ended with implications for teaching and material development.

Ahour, Towhidiyan, and Saeidi (2014) also evaluated English textbook 2 taught in Iranian high schools from teachers' perspectives. The aim of the study was to examine the appropriateness of the textbook. The sample of the study was 25 English teachers (8 females and 17 males), randomly selected from different high schools in Iran. The researchers conducted the evaluation of the textbook quantitatively through an adapted checklist developed by Litz (2005). They found that teachers' perceptions about these criteria were not favorable in general. The results revealed that it can be helpful for teachers to use appropriate teaching techniques to compensate for the deficiencies of the textbook and curriculum designers in Ministry of Education and other pedagogical experts to revise the current textbook or adopt a new textbook instead.

Moving to EFL studies also for evaluating the effectiveness of English textbooks in Saudi Arabia, Al-Amri (2008) evaluated the sixth grade English language textbook for Saudi boys' schools. The purpose of the study was to evaluate a new textbook which is considered to be the foundation stone in the English language program in

Saudi Arabia. A survey questionnaire was used to elicit the perspectives of 93 English language teachers and 1 supervisor in Riyadh Educational Zone about the textbook in question. The questionnaire consisted of 64 grouped under 12 main categories: the general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, flexibility, teaching methods, and practice and testing. The findings were generally in favor of the textbook except for the teaching methods and some other sub -items. Out of 64 items in the questionnaire, only 13 items had arithmetic means less than 2.50. Specifically, the category that had the lowest mean was the one on teaching methods. The findings also revealed that there were no significant differences between the means of the two populations of the study (teachers and supervisors) except on the flexibility of the textbook and the different natures of their jobs might be the reason behind that difference. The study ended with recommendations and suggestions for the improvement of the textbook.

Similarly, Al-Yousef (2007) evaluated the third grade intermediate English Course Book (CB) in Saudi Arabia "Say It in English". The purpose of the study was to reveal the strengths and weaknesses of the course book and determine whether it is applicable or needs supplementation and modification for optimal learning. The researcher used a retrospective mixed-methodology research design (both quantitative and qualitative) which includes interviews and document analysis (Micro-analysis), and questionnaires (Macro-analysis) with different populations: students, teachers, supervisors, and policy makers. The findings of the study indicated that teachers, supervisors, and students perceived the CB as moderately adequate. In addition, the quantitative and the qualitative results have indicated that the content and the visuals of the textbook were among the categories that gained the most support while

gradation and recycling and supplementary material were the most poorly rated categories.

Ezici (2006) conducted a study on the effectiveness of an intermediate textbook "New bridge to success 3 for ninth grade. The purpose was to investigate teachers and students perspectives toward the effectiveness and appropriateness of the textbook. The researcher used both quantitative and qualitative method (questionnaire and interview) to obtain the information from 336 students and eight teachers. In addition, the researcher analyzed the content according to all criteria used in the study for the evaluation of the particular textbook. He found that both teachers and students felt negative about the most of the characteristics of the textbook. The results showed that reading passages needed to be simplified in terms of both vocabulary load and structures. Also, they indicated that the majority of students and all teachers mentioned that the level of the textbook was not appropriate for the particular age group. In addition, the material failed to consider learning style preferences of the visuals and kinesthetic learner. The study revealed that one of the strengths of the textbook was the artwork's being -up to date and helpful for the students to understand the lesson.

Similar to the issue of effectiveness, Lawrence (2011) evaluated the fitness of the Hong Kong new secondary school curriculum. The study aimed at proposing a framework on how curriculum fitness of textbooks can be evaluated. The framework is tested empirically by engaging in a post- use textbook evaluation with local teachers within the Hong Kong ELT environment. The findings of the study indicated that the teachers do the proposed evaluation framework an effective tool in determining fitness with the new curriculum. The study ended with teachers'

suggestions; one of the suggestions is that the framework should be used in other areas of the ELT textbook.

A further study, Surur (1990) conducted a study to determine the effectiveness of Textbook 1 which was in use at the time of the study in all intermediate schools in Saudi Arabia. The two main purposes of the study were providing feedback to educators in general and teacher's trainers and administrators in particular and increasing the awareness and involvement of teachers, curriculum designers and whoever is concerned with school activities. The researcher adopted theoretical and empirical findings set by many specialists in the field of TEFL as criteria for analysis. The results revealed the importance of controlling the curriculum in general and FL content in particular by native Arab in order to avoid faults or errors committed by foreign agents due to cultural differences.

Bennett (2006) evaluated vocabulary teaching in an intensive study program at Birmingham University in the UK. The aim of the study was to evaluate vocabulary teaching component of an intensive English teaching program for students intending to enter universities in the US. The researcher examined previous studies in vocabulary learning and applied some of the key findings to the development of a research project. The project had three elements: vocabulary learning strategy surveys intended to reveal changes in study behavior over a three-month period, tests to measure passive vocabulary growth over the same period, and examining free productive vocabularies to determine whether there is a shift towards less-frequent forms. The findings showed a piece of evidence of changing views to vocabulary learning methods although not go with the aim of the program. The study ended with conclusion and recommendations.

Similarly, Prichard (2008) evaluated L2 readers' vocabulary strategies and dictionary use. The aim of the study was to examine the dictionary use of Japanese University students to specify how selective they are when reading nonfiction English texts for general comprehension. The results indicated that high-intermediate and advanced learners are often selective when considering whether to look up a word. On the other hand, it indicated that a third of the participants in this study were judged to have used the dictionary excessively. In addition, a quarter of the words looked up in the study were neither essential to the articles' main points nor frequent or useful words according to corpus research. The study concluded that some learners might benefit from training in selective dictionary use.

In conclusion, the above ten previous studies of EFL/ ESL textbooks aimed to investigate and evaluate the effectiveness and the appropriateness of the textbooks from teachers' perspectives. All these studies used a questionnaire and developed a checklist to indicate teachers' attitudes towards the curriculum and to reveal the strengths and weaknesses in the textbooks. Most of these studies indicated that teachers suffer from a number of weak points that require their awareness and consideration, and the curriculum doesn't satisfy their standards. Also, they indicated that the findings were generally in favor of the textbook except for some teaching methods. In sum, these studies showed that teachers and learners felt negative about some the most of the features of the textbooks. Thus, the curriculum needs to be simplified in terms of English skills and structures. The studies ended with suggestions and pedagogical implications for teachers, researchers, and syllabus designers.

2.2.2 Studies Related to Evaluating "English for Palestine" Textbooks

Ali (2010) evaluated reading texts and exercises in student's book (SB) and workbook (WB) of *English for Palestine -Grade 9* in order to find out to what extent the reading exercises match the suggested criteria, and identify the areas of weaknesses in these reading texts and exercises. The researcher used two methods for data collection: a content analysis card and a structured interview. The sample of the study was 50 ninth grade English language teachers in order to find out their views about the reading texts and exercises. The results indicated that reading texts in the textbook employed a wide variety of topics, colors used to highlight new words, all visuals were relevant and clear, all the instructions were clear, and a great variety of questions was found within each reading text but throughout the textbook. On the other hand, they indicated that there was no employment of exercises which focus on the learner-centered approach. Additionally, there was no authentic texts or extensive reading found in the textbook. Most of the results obtained from the interviews supported all the results obtained from the content analysis card. The researcher ended the study with a conclusion for content analysis card and interviews, and recommendations for modifying reading exercises.

Similarly, Seif (2012) evaluated the higher order thinking skills in reading exercises of *English for Palestine-Grade 8*. The purpose of the study was finding out to what extent the reading exercises in the student's book (SB) and workbook (WB) match the suggested criteria. For data collection, the researcher used a content analysis card and a structured interview. The researcher analyzed the content of the textbook and interviewed 168-grade English language teachers to find out their views regarding the availability of Higher Order Thinking Skills (HOTS) in reading exercises. The results

of the content analysis indicated that only fifteen out of the 26 items (58%) which are considered the criteria to evaluate the reading comprehension exercises in the textbook are available. While the other eleven items (42%) are completely neglected. The findings of content analysis also indicated that the skills available are not well-distributed in the SB neither in the WB. The results of interview revealed that there is a shortage in the HOTS in the reading exercises and they are not well-treated. The study ended with a conclusion and recommendations for modifying reading exercises by providing them with more enrichment material that includes HOTS and holding more workshops by English supervisors to train teachers how to enhance such skills in students' mentalities.

Raba' (2013) evaluated the Palestinian 12th grade textbook in terms of the EFL/ ESL textbook evaluation checklist from the teachers' perspectives in Nablus. The purpose of the study was to evaluate the effectiveness and appropriateness of content of the textbook *English for Palestine- Grade12*. Additionally, the aim was to explore the role of gender, educational level, and experience in the degree of evaluation as well as to indicate any variation between the ESL/EFL textbook checklist and what is embodied in the textbook. For data collection, the researcher distributed a questionnaire to 26 teachers. He found that the teachers ignore listening and speaking activities. Also, he found that the textbook could be suitable for the Palestinian students and their culture. At the end of the study, the researcher stated that the curriculum will be suitable for students' needs if a number of recommendations are taken into consideration by all the stakeholders in the teaching and learning process.

Al Mazloum (2007) evaluated the content of the textbook *English for Palestine-Grade10* in the light of the standards for foreign language learning. The main goal of the study was to find out whether the newly implemented syllabus textbook (2004-2005) matches requirements of the new trends of the standards within the allowed period for developments and innovations or not. Additionally, the aim was to identify the most current standards for FL learning and find out the extent to which the content of the textbook meets these standards. For data collection, the researcher designed an analysis card to analyze and evaluate the content of the textbook. The results indicated a variance in the frequencies of the standards; the researcher pointed out that there should be more balance in the distribution of these standards among the units. Also, the findings indicated good employment for topics in the textbook and various topics were introduced throughout the twelve units. The study ended with a conclusion and recommendations for teachers, researchers, and curriculum designers.

Similarly, Aqel (2009) evaluated the textbook English *for Palestine-Grade 11*from teachers' perspectives in Southern Nablus and Salfit districts. The main aim of the study was to explore the role of the district, gender, qualification and years of experience variables among teachers on the degree of the evaluation of the new Palestinian English textbook for the 11th grade. The sample of the study consisted of 60 male and female teachers who teach English for the 11th grade. The researcher adopted a 47-item questionnaire to evaluate the textbook which includes four main domains: book general shape, book objectives, and book content and teaching aids. The results of the study indicated that the degree of evaluation of the textbook was moderate. Moreover, they indicated that there were significant differences in the

general shape of the textbook domain between Salfit and southern Nablus districts in favor of Salfit and in teaching aids between male and female teachers in favor of females. However, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables. The study ended with recommendations and suggestions, the researcher recommended that the eleventh English textbook should be revised frequently and provided with a variety of literary forms, such as poems and essays. Additionally, the units of the textbook should be reduced so that teachers can cover the material efficiently and in time.

Raba' (2006) analyzed and evaluated the textbook *English for Palestine – Grade 4* in terms of the characteristics of a good English textbook. For achieving the purpose of the study, the researcher used two evaluative criteria: a questionnaire and a list which contained the characteristics of a good English textbook. The criteria were adopted from Solicits (1978), Al-Makhzoumi (1992), and Macmillan (1997). The questionnaire was distributed to 60 English teachers who teach the fourth grade from Jenin and Qabatia districts. Based on the collected information, the researcher found that the textbooks are appropriate and suit both teachers and students but he recommended revising the textbooks carefully before they are applied; A lot of care should be regarded before, while, and after printing the materials in order to make sure that the textbook is free of mistakes.

In a similar way, Raba' (2008) analyzed and evaluated the textbook *English for Palestine –Grade 10* in terms of the characteristics of a good English textbook. The researcher used two criteria for achieving the purpose of the study: a questionnaire which consisted of 52-item in order to examine the appropriateness of the textbook and a list which contained the features of a good textbook. These two

criteria were formulated from Solicits (1978), Cunningsworth (1984), Sheldon (1988), Skierso (1991), Al-Makhzoumi (1992), McMillan and Schumacher (1997), Laime (1999), Ur (1996), and Grainger (2002). 50 copies of the questionnaire were distributed to 10th grade English teachers at public schools in Nablus district. The findings indicated that the textbook is appropriate and could be used in private and government schools after regarding the suggestions and modifications the researcher recommended. He suggested the inclusion of Arab and Islamic culture in the textbook; the topics and pictures should focus on students' culture and religion.

Maraqa (2010) evaluated the vocabulary element of the reading section in the textbook of *English for Palestine - Grade 11 & 12*. The purpose of the study was to evaluate the word lists (glossaries) in the textbook. The researcher evaluated the word lists in terms of the criteria for vocabulary selection which were frequency, coverage, and gradation. A general service list, Thorndike and Lorge's frequency counts and the academic word lists, the word coverage list in the Longman dictionary, and Nation's vocabulary levels test were used to determine the levels of frequency, coverage, and gradation of the words. The analysis of the study examined the level of the difficulty in word selection, the gradation between 11th and 12[th,] of the grammatical categories, and the word density. The findings revealed that the textbooks provide a sufficient portion of words that have high frequency and high coverage, the gradation moves progressively in the first and second thousand levels, and the word density exceeds the norm in terms of lexical density. The results also indicated that teachers' definitions of new words are in line with the Grice's maxims (quantity, quality, relevance) but they are ambiguous and brief. Additionally, they revealed that students' achievement reflects the vocabulary of the textbooks. Moreover, they revealed that the 12th grade textbook represents a natural sample of language in the ratio of nouns,

adjectives, adverbs, prepositions, and verbs while the 11th grade textbook represents the ratio of verbs exceeds the ratio in the standard dictionary. The researcher concluded the study with pedagogical implications for EFL teachers.

In conclusion, these eight previous studies aimed to evaluate the series of "English for Palestine"; they analyzed the textbooks of grade 4, 8, 9, 10, 11, & 12. The majority of these studies evaluated the content of the textbooks by using a checklist or questionnaire and interview. They follow specific criteria for examining teachers' attitudes towards the appropriateness of textbook. The findings of these studies indicated that the textbooks have strengths and weaknesses. On the one hand, the findings showed that the textbooks are rich in varied topics and visuals for learning language skills. On the other hand, they indicated that the topics and exercises are not varied, not authentic, and not distributed appropriately. Additionally, they showed that the teachers don't focus on learner – centered approach and ignore some skills such as listening skill. The studies ended with conclusions and pedagogical implications for EFL teachers and curriculum designers. They ended also with recommendations for modifying the textbooks by providing them with more enrichment material and holding more workshops by English supervisors to train teachers how to enhance the learning and teaching of language skills.

2.2.3   Studies Related to Developing Criteria for English Textbook Evaluation

Hassan (2004) developed criteria for choosing ESP text and finding out if the ESP textbook used at Al- Azhar University meet those criteria. The study mentioned that there were inadequacy and limitation in the ESP textbook because of the absence of stating criteria for choosing ESP course at Al-Azhar University. The researcher

conducted a pilot study during the first term of the academic year 2003-2004 in the form of an interview applied on a randomly chosen group of forty non-specialized students from different departments at the faculty of education as well as nine teachers of English. The participants stated that they faced problems while teaching and learning ESP course. At the end, the study recommended designing ESP centre at Al- Azhar University to serve all specializations in the faculties and to train ESP teachers, English specialists of instruction and curriculum development to run this ESP centre.

Mukundan, Nimehchisalem, and Hajimohammadi (2011) developed an English language textbook evaluation checklist. They presented a phase of an on-going project proposed out of the need for a valid, reliable, and practical checklist. The phase includes a focus group study designed to further refine checklist. The participants in the focus group helped the developers improve the items of the checklist in reference to their clarity and inclusiveness. The researchers used an unstructured interview in which the participants brainstormed on the evaluative criteria that should be considered in evaluating ELT textbooks. In addition, a structured interview was used in which the participants were provided with a copy of the checklist. The researchers were free to reword, delete or add items that they considered necessary. The findings of the study indicated that 14 items were added to the checklist while two were reworded. The results of the study are expected to be useful for English language teachers, ELT curriculum designers and evaluators.

Similarly, Mukundan and Nimehchisalem (2012) developed evaluative criteria of an English language textbook evaluation checklist. The main goal of the study was to provide proof of the validity of the checklist. The researcher surveyed a group of ESL experts' views by using a checklist. The results indicated an equal level of importance

for all items of the checklist. In addition, the results showed how quantitative method can be employed to provide support for the validity of instruments in their development process. The study also provided a practical guide for curriculum developers and showed what constitutes a good textbook based on the views of ELT teachers. The study ended with pedagogical implications for ELT teachers, researchers, and syllabus designers.

Williams (1983) developed criteria for English language textbook evaluation. The study presented a scheme for evaluation which can be used to build up a checklist relevant to foreign or second language teaching and learning. The main purpose of the paper was to suggest a method by which teachers can develop criteria for evaluating textbooks used in teaching English as L1 or L2. The researcher suggested a framework for evaluation indicates assumptions about teaching L2 to a set of linguistic, pedagogical, and technical criteria. The four assumptions are up to date methodology, guidance for non-native teachers, needs of L2 learners, relevance to socio-cultural environment. The scheme for evaluation can be used to construct a checklist of items relevant to a particular assumption. For example, reading with the assumption (needs of L2 learners would produce principle such as reading passages should be relevant to the mother-tongue experiences of the pupils). The researcher concluded the paper with pedagogical implications; the English teachers should be able to assess textbooks' strengths and weaknesses and should be given practice in analyzing and evaluating the materials in order to find out whether the organization of the textbook meets the objectives of a given English language material. This will improve teachers' competence in teaching English language skills.

Miekley (2005) developed a checklist for ESL textbook evaluation. The study attempts to provide educators with a valuable tool for evaluating reading textbooks for use in ESL / EFL classroom. The researcher used previous studies in order to build up the checklist for evaluating the reading textbook. He manipulated that using checklist will make textbook selection process more efficient and more reliable. It will be also a valuable asset during the process of selecting a reading textbook.

The researcher concluded that the above five criteria aimed at developing a checklist for EFL / ESL textbook evaluation. These criteria were free in rewording, deleting, or adding items that the researchers considered necessary. The findings of these studies expected that the suggested criteria could be useful for English language teachers, curriculum designers, and evaluators. The studies ended with recommendations, it was recommended that the teachers should be able to assess textbooks' strengths and weaknesses. In addition, they should be given practice evaluating the materials in order to find out whether the organization of the textbook meets the objectives of a given English language material.

2.2.4   Studies Related to Task-Based Learning (TBL) in English Textbooks

Task-based learning (TBL) is not a new notion; several previous studies investigated its importance and its effectiveness in the classroom. Starting with Prabhu (1987), he used task-based approach (TBA) for foreign language learning with large classes of a secondary school, in India, in his communicational teaching project in (1979). The result of his project indicated that most tasks involved problem-solving of different types. Prabhu concluded that reasoning-gap tasks are more interesting and they stimulate useful language.

Brandle (2009) investigated teachers' perspectives towards the implementational demands in task-based teaching. The purpose of the study was finding out about implementational demands that imposed challenges for the teachers and how they faced with these challenges. The researcher discussed the complementary relationship between implementational demands and task design factors and how these impact teacher behavior and the learner's engagement. The observational data elicited from interviews. The findings of the study indicated a range of challenges that teachers face when applying tasks. Some of these challenges are learning and implementing of task routines, others with understanding task designs and managing task conditions. The study ended with some suggestions on how to offset the implementational demands in curriculum design and teacher training.

Zhang (2013) conducted a case study for exploring the viability of task-based instruction on college English teaching in big-sized class. The aim of the study was to examine the viability and the impacts of applying task-based instruction into big-sized language classrooms. The study adopted classroom-based experimental research method. The sample of the study was 103 participants (30 males & 73 females); it was divided into two groups: control group received traditional teaching and experimental group received task-based teaching. For collecting information, the researcher administered post written tests, oral tests, and interviews before and after teaching interventions. Based on the collected data, the results indicated that the experimental group has better learning attainments, better oral English performance, and better learning motivation than the control group. In conclusion, the study shed light on potentials and feasibility of TBLT in big-sized classrooms in relation to the students' learning attainments, oral performance, and observed learning motivation in the context of study English as a foreign language.

Carless (2001) conducted a qualitative case study on factors in the implementation of task-based teaching in primary schools. The purpose of the study was to explore the impact of factors on teachers' methods of task-based instruction in Hong Kong context. The study reviewed six issues (teachers' understanding of tasks, their attitudes, and the classroom time available for task-based teaching, teacher preparation of resources, the influence of textbook and topics, and the language proficiency of students) that were found to impact on how teachers approached the implementation of the communicative tasks in their classroom. The sample of the study was three female English teachers implementing task-based innovation over a seven-month period in their own primary one or primary two classrooms with students aged six to seven. The findings indicated that the complex interplay between these factors affects the extent of implementation of task-based teaching in the classroom. For example, the most positive the teacher attitude towards task-based teaching, the more likely he/she is to take time to prepare supplementary task-based materials or to create classroom time for carrying out activities.

Chalak (2015) investigated the effect of task-based instruction on reading comprehension of Iranian EFL learners. The purpose of the study was to improve reading comprehension ability through task-based instruction (TBI).The study was a quasi-experimental research. The sample of the study was 135 female students (67 first-graders & 68 fourth-graders). It was divided into four groups, two experimental groups (EGs) and two control groups (CGs). The experimental groups were taught through (TBI) while the control groups were exposed to a traditional method. The four groups received a pre-test, the instruction, and a post-test. The comparison between them was made through paired sample t-tests. The findings of the study indicated that TBI has positive effects on experimental groups; the students

became involved by sharing answers, trying to participate, paying attention, giving answers, encouraging others to participate in the activities and tasks. The tasks also enhanced their opportunities to talk about the language and improved their interaction skills and motivation. While in the control groups, the use of traditional approach was not very successful in helping students work collaboratively. The results recommended that using flexible and interactive tasks in English classes improves reading comprehension ability of Iranian EFL learners. The study concluded with pedagogical implications for syllabus designers to include appropriate tasks in English textbooks.

Thanh and Huan (2012) conducted a case study on task-based language learning and student motivation on vocabulary development. The purpose of the study was to explore the impact of task-based language learning on motivating non-English majors to acquire vocabulary at a community college in Vietnam. The sample was two groups: experimental group and control group. Three methods were used for data collection: T-test, questionnaire, and interview. The findings indicated that students were motivated to learn vocabulary through using tasks and their vocabulary achievement improved after the experiment. The study ended with a conclusion and implications for teachers and learners.

Thompson and Millington (2012) conducted a study on task-based learning for communication and grammar use. The purpose of the study was to investigate that if oral interactive tasks could be implemented within large classes and limited resources to promote L2 interaction and grammar use in EFL classroom. The sample of the study was 36 students in a lower-intermediate level English class at international university in Japan. One group has chosen at random from a regular class that divided

into 6 groups for data collection. The class focused on listening, speaking, and vocabulary. The results of the study indicated that ordering and using different tasks were successfully implemented to elicit L2 interaction within large classes and limited resources. Also, the results indicated that adapting different tasks for different group of learners will minimize the number of problems in classroom management.

Zhou1, Huang, and Tian (2013) conducted a study on developing students' critical thinking skills by task-based learning in chemistry experiment teaching. The aim of the study was to investigate the effects of task-based learning (TBL) on promoting high school students' critical thinking skills in chemistry experiment teaching. For data collection, a pre-test and post-test experimental design with an experimental group and a control group were employed. Students in the experimental group were taught with TBL while students in the control group were taught with lecturing teaching methods. The sample of the study was 119 Chinese students aged at 17 - 19 voluntarily participated in the research which lasted one semester. There was a significant difference of subscale analysis score in the experiment group in the pretest and posttest after TBL. The findings of the study indicated the advantages of TBL for enhancing students' critical thinking skills. They also indicated that the TBL method is a good teaching method and an active learning approach that provided students with real-life situations and a chance to exercise their critical thinking skills. The study provided an effective way for chemistry teachers to improve students' critical thinking analyticity.

Ruso (2007) conducted an action research for the influence of task-based learning on EFL classroom. The purpose of the study was to evaluate the effectiveness of using task-based approach in EFL classroom. The study focused on increasing

learners' motivation and performance inside the classroom. The sample of the study was 55 EFL students from two English classrooms. The researcher used three methods for data collection: a questionnaire, diaries and semi-structured interviews. Analyzing the data revealed that task-based learning will increase student-teacher interaction and student-student interaction. It revealed also that implementing TBL in EFL classroom will improve students' motivation and their abilities in learning English language skills. In addition, the results indicated that students prefer learner-centered classroom more than teacher-centered classroom. The study concluded with a summary and some pedagogical implications for learners and teachers. Using task-based approach is more effective than traditional teaching. It promotes students' motivation and facilitates the learning of English language as foreign language.

Bugler and Hunt (2002) proposed a project for implementing task-based language teaching in EFL classroom. The project called "student-generated action research"; it required an entire twelve-week semester to complete. This project implemented at a major private Japanese university with approximately 340 first year students enrolled in a second-semester speaking course. It required the students to work in groups of two to four persons and to choose a topic they were interested in. The groups then designed a questionnaire that would be used to investigate the opinions that a specific target group holds about the chosen topic. The project focused on how tasks can be used as a basis for teaching and learning English language as a foreign language. The findings indicated that task-based project enhanced students' proficiency in language skills. Also, they indicated that learners found the experience to be rewarding, intrinsically interesting, and educationally beneficial.

Zhu (2011) clarified in his study for the application of multiple intelligences MI theory in task-based language teaching that the application of MI theory into the task-based teaching approach will enable students to utilize their multiple intelligences and improve their language skills through a variety of teaching activities. The purpose of the study was to examine the feasibility of combing the basic concepts of Howard Gardner's MI theory with the practice of English teaching in order to develop the multiple intelligences on the part of learners, improve the quality of teaching and learning process, and improve the students' abilities in comprehension skills. The researcher considered that MI theory is a useful and powerful tool for planning language learning tasks that improve students' communication and interaction. This theory has a positive effect on students' self-esteem; it may enhance their success in language learning.

The researcher concluded that the above ten studies investigated the importance of TBL method and its effectiveness in EFL classroom. They investigated also the teachers' perspectives towards applying tasks for teaching and learning the language. Some studies discussed the implementation of task-based teaching in primary schools, the effect of task-based learning on EFL classroom, and the effect of task-based activities on students' motivation and communication. The main purpose of this literature review was to give a clear vision about the topics that are related to task-based language learning and teaching and textbook evaluation.

The researcher believed that reviewing studies and related literature about textbook evaluation and task – based learning is significant because it showed the difference between these studies and the current study. The main difference is that these studies aimed to evaluate the English textbook as a whole or evaluating a specific skill in the

textbook. Concerning the studies in the series of English for Palestine, none of these studies had an attempt in investigating a specific method; particularly task-based learning (TBL). Regarding the studies that are related to task – based learning topic, these studies aimed to evaluate TBL for a specific skill in the textbook or just evaluating its influence on students and teachers. While, this study is the first one which aims at evaluating and analyzing the appropriateness of tasks and task –based learning for language skills, grammar and vocabulary in the textbook *English for Palestine – Ninth Grade* as well as evaluating their effectiveness inside the classroom (9th grade) by using four methods: questionnaire, classroom observation, interview, and content analysis checklist. This may reveal the strengths and weaknesses of tasks and activities in the textbook and the challenges of applying TBL method in the classroom.

Summary

This chapter presented a theoretical framework and previous studies related to textbook evaluation and task – based learning. It presented the concept of evaluation and what to evaluate as well as the meaning task-based learning and criteria for evaluating it. Additionally, it presented an overview of the textbook *English for Palestine – Ninth Grade*. Moreover, this chapter presented previous studies related to evaluating EFL/ESL textbooks; previous studies related to evaluating the series of English for Palestine; and previous studies related to building criteria for textbook evaluation. In addition, this chapter presented previous studies related to evaluating task-based learning in English textbooks. The researcher benefited from their methods, strategies, and procedures.

Chapter Three

Methodology

Introduction

This chapter presents the practical aspect of the study. It includes the various techniques of collecting and describing the information through employing the suitable tools to achieve the objectives of the study. In this chapter there will be an illustration of the methodology which involves designing a questionnaire, observing classrooms, interviewing teachers, and building up a checklist for content analysis. Moreover, this chapter presents the validity and reliability of the tools and the procedures that are followed.

3.1. Research Method

The researcher adopted the descriptive analytical method of research for carrying out the study. The descriptive research means "a research that describes the characteristics or events in numerical terms" (Brown and Rodgers, 2002: 118). They point out that "the descriptive statistics are those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion". Thus, the researcher adopted this type of research owing to its relevance to examine teachers' perspectives towards task - based learning (TBL) and investigate its appropriateness in the textbook English *for Palestine – Ninth Grade* as well as in the classroom.

The researcher used quantitative and qualitative data in this study. Quantitative data were outlined from the questionnaire and described numerically as a descriptive research. In addition, qualitative data were outlined from the classroom observation and interview for 9th grade teachers at the government and UNRWA schools in

Hebron city. Also, the researcher used the analytical method by using a checklist for analyzing and evaluating the content of the textbook *English for Palestine – Ninth Grade*.

3.2 Research Variables

1. Independent variables: type of school, directorate, gender, qualification, years of experience, and number of times for teaching 9th grade.

2. Dependent variables: teachers' perspectives toward implementing TBL in the classroom, analyzing and evaluating the tasks and activities in the textbook by using a checklist.

3.3 Material of the Study

The study was restricted to the new curriculum of the textbook English *for Palestine – Ninth Grade* (Pupil's Book 9A & 9B).

3.4 Population of the Study

The population of the study included all English language teachers for Ninth Grade at the government and UNRWA schools in Hebron District.

3.5 Sample of the Study

The sample of the study consisted of 185 male and female English language teachers from the government and UNRWA schools in Hebron District. It was clustered randomly.

- For the questionnaire, the sample was 185 teachers,
- For the classroom observation, the sample was 15 teachers out of 185.
- For the interview, the sample was 15 teachers out of 185.

The researcher classified the sample according to independent variables: type of school, directorate of education, gender, qualification, years of experience, and number of times for teaching 9th grade as follows:

A. Type of School Variable

Table (3.1): Frequencies and Percentages of Type of School.

Type of school	Frequency	Percent
Government	162	87.6
UNRWA	23	12.4
Total	185	100.0

B. Directorate Variable

Table (3.2): Frequencies and Percentages of Directorate.

Directorate	Frequency	Percent
North of Hebron	68	36.8
Hebron	80	43.2
South of Hebron	37	20.0
Total	185	100.0

C. Gender Variable

Table (3.3): Frequencies and Percentages of Gender.

Gender	Frequency	Percent
Female	109	58.9
Male	76	41.1
Total	185	100.0

D. Qualification Variable

Table (3.4): Frequencies and Percentages of Qualification.

Qualification	Frequency	Percent
Diploma	10	5.4
B.A	158	85.4
M.A	17	9.2
Total	185	100.0

E. Years of Experience Variable

Table (3.5): Frequencies and Percentages of Years of Experience.

Years of Experience	Frequency	Percent
Less than 5 years	58	31.4
6-10 years	43	23.2
11-15 years	39	21.1
16 years or more	45	24.3
Total	**185**	**100.0**

F. Number of Times for Teaching 9th grade Variable

Table (3.6): Frequencies and Percentages of the Question (Number of times for teaching the ninth grade):

Number of times for teaching 9th grade	Frequency	Percent
1-5 times	123	66.5
6-10	29	15.7
11 or more	33	17.8
Total	**185**	**100.0**

3.6 Instrumentation

The nature of the present research questions required the use of four methods: questionnaire, classroom observation, interview, and content analysis checklist. The questionnaire indicated the sum and the frequencies of teachers' perspectives toward the use of tasks and activities in the textbook and in the classroom. The classroom observation investigated whether the teachers implement the task-based learning (TBL) method in the classroom or not. The interview explained certain ideas related to teachers' attitudes and suggestions. The content analysis showed the availability of tasks and activities in the textbook *English for Palestine – Ninth Grade* and their appropriateness and effectiveness in promoting and enhancing students for learning language skills. The obtained data from these four instruments were drawn in

the analysis and discussion to present results and conclusions concerning 9th grade teachers' perspectives toward implementing task-based learning (TBL) in the classroom at the government and UNRWA schools in Hebron district.

3.6.1 Questionnaire and Checklist

The researcher conducted a survey also constructed a checklist for collecting information needed. Surveys are usually carried out by using interviews or questionnaire or both. This is a method of data gathering from samples that are representative of a population. Brown and Rogers (2002:142) stated that "Surveys are any procedures used to gather and describe the characteristics, attitudes, views, opinions and so forth of students, teachers, administrators or any other". When conducting a survey, it is significant that the researcher should clearly understand the objectives of the study and avoid the negative items. In this way, the process will be properly directed. Brown and Rogers (2002) presented a number of negative items that should be avoided when writing a survey such as long items, ambiguous items, and irrelevant items that respondents are incompetent to answer…etc. In addition, the researcher has to believe the feasibility of the study topic to be able to have realistic expectations from the participants.

Brown and Rogers (2002 as cited in Al-Amri, 2008:45) state that:

> Writing good items is the first step in doing survey research. To do this, you need to be very clear about what you want to survey. You may first want to make a clear written statement of what it is you are setting out to accomplish in your survey and keep that in mind when you are actually writing items. Once you have written the survey, whether in the form of an interview or a questionnaire, you will also need to get feedback from colleagues on the quality of the items and/or to pilot the survey instrument with participants similar to the ones you will eventually be surveying.

The checklists are usually used for conducting a textbook evaluation. Many researchers adopted this idea for evaluating the content of the textbook such as Ansary and Babaii (2002) and Sheldon (1988); they described a set of common features of EFL/ESL textbooks' checklists. William (1983) agreed that using checklists for textbook evaluation has criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Additionally, the textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the overall organization curriculum.

In this study, a survey questionnaire had been used as an instrument to evaluate and analyze task-based learning (TBL) from teachers' views (see Appendix One). It is one of the common tools used in conducting a survey. It might be administered and might collect sufficient data given that it is properly constructed. Moreover, a checklist was constructed to evaluate and analyze the tasks and activities in the textbook *English for Palestine – Ninth Grade* (see Appendix Two). In addition, a checklist was constructed for analyzing and evaluating the tasks and activities that are included in the textbook *English for Palestine – Ninth Grade.* Several researchers indicated that building up a checklist is one of the most effective tools for evaluating the content of the textbooks (Litz, 2001; Ansary and Babaii, 2002; & Sheldon, 1988). Thus, the researcher decided using this method for conducting the study.

3.6.1.1 The Development of the Questionnaire and the Checklist

The researcher developed a questionnaire for evaluating task - based learning (TBL) from teachers' views in Hebron district. In addition, she built up appropriate criteria for evaluating tasks and activities in the textbook *English for Palestine – Ninth Grade*.

The researcher reviewed some previous studies and related literature for developing the questionnaire and building up the criteria. For example, William (1983); Mikeley (2005); Mukundan, Nimehchisalem, and Hajimohammadi (2011); Raba' (2013); and Akef (2011) developed questionnaires and checklists for evaluating EFL/ESL textbooks. Their main purpose was to provide educators, syllabus designers, and researchers with a valuable tool for evaluating English textbook for use in ESL/ EFL classrooms in order to examine its appropriateness and effectiveness. They consist of one or two sections: textbook, teacher's manual, and context. These sections were divided into several parts: general shape, content, language skills, grammar and vocabulary, exercises and activities, teaching aids, and the attractiveness of the text and physical make-up. Each part includes a number of items.

Therefore, the researcher found that these checklists and the questionnaires are the most relevant ones and suit the current study. A number of items from these articles were extracted, modified, and added by the researcher, supervisors, and other referees.

A. The Questionnaire:

The questionnaire consisted of 68-item; it is composed of two sections: section one (Demographic Data) and section two (Perspectives towards Task-Based Learning). Teachers were asked to answer the 68-item by reading them and putting a tick (√) in the box that reflects their views to the given statements. The items were grouped into three domains:

1. Teachers' perspectives towards implementing TBL: (11 items)
2. Implementing TBL in the classroom: (18 items)
3. Textbook: this domain includes four parts.
   a. General Shape: (4 items)
   b. Objectives: (6 items)
   c. Content: (23 items)
   d. Teaching Aids: (6 items)

B. The Checklist:

The checklist consisted of 20-item; it included the most important characteristics for task-based learning (TBL). It was used to evaluate and analyze the availability of tasks in the textbook and their appropriateness. Also, it was used to evaluate 9th grade English teachers' perspectives by indicating whether they implement these characteristics for task-based learning and whether the students do the tasks communicatively or not. The researcher took notes of how these characteristics were applied in the observed classes.

3.6.1.2 The Administration of the Questionnaire

The questionnaire targeted 9th grade teachers from the government and UNRWA schools in Hebron district. In the second semester of the academic year (2014-2015), the researcher administered 240 copies of teachers' questionnaire, but only 185 copies were returned, 162 from government and 23 from UNRWA. The copies of the questionnaire were distributed to male and female teachers. The number of males was (76) and the number of females was (109). Teachers were asked to indicate clearly their actual attitudes regarding TBL in order to see whether they have an understanding concerning TBL also whether they apply it in their classes or not. Moreover, in order to obtain more valid results, teachers were given the freedom to complete the questionnaire; the completion of the questionnaire was voluntary immediately. The copies of the questionnaire were collected by the researcher herself and the directorate of education.

B. The Checklist:

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The researcher used Cronbach Alfa Formula, pertinent statistical techniques such as (SPSS) statistical packages, descriptive statistics, means, standard deviations and percentages in order to analyze the data and get its reliability. The results of the study were discussed and recommendations were put forth.

Table (3.7) presents information about the population of the study, the number of participants, and idea about the administered and returned questionnaires.

Table (3.7) Population of the study

Directorate	Questionnaires administered	Questionnaires returned
North of Hebron	60	55
Med of Hebron	100	75
South of Hebron	50	32
UNRWA	30	23
Total	240	185

3.6.1.3 Validity of the Questionnaire and the Checklist

The valid test is the test that measures what it is designed for getting valid information (Al Agha, 1996:118). The questionnaire and the checklist were shown to five experts from different institutions to ensure validity. Two of the referees were from Hebron University, one of them from An-Najah National University, and two supervisors of English language in the government schools from the Directorate of Education in Hebron and Nablus.

The main purpose of showing the questionnaire and the checklist to the experts was to benefit from their suggestions and comments that may include additions, modifications, and deletions. In general, all the referees approved them with minor modifications and suggestions that were taken care of. They asserted the validity of the questionnaire and the checklist for investigating teachers' perspectives toward

task-based learning and evaluating the availability of tasks and activities in the textbook *English for Palestine – Ninth Grade*.

The questionnaire and the checklist were checked to measure:

1. The appropriateness of the elements and limitations of the analysis.
2. The comprehensiveness of the distance of all the needed criteria.
3. The relevance of the items to the general distance.
4. The clarification and fitness of the items for analysis.
5. The rightness of the items linguistically.

The following are the main suggestions and modifications on the checklist and the questionnaire:

A. The Checklist

All the referees approved the checklist except two; one of them suggested modifying the item (19) and using (artworks and graphs) instead of (teaching aids) and the other one adding the item (20) "the tasks are not culture – specific".

B. The Questionnaire

In the questionnaire, the referees suggested adding, deleting, and modifying some specific items. One of the referees suggested adding the item (11) in part one, the items (20, 21, 22, and 23) in part three / section (C), and the item (6) in part three / section (D). He suggested also deleting the last item in part two "the task is appropriate for all types of group work" and the last item in part three "the tasks help to develop communicative skills". Moreover, he suggested some slight modifications on the language of the questionnaire items. In addition, one of them suggested some modifications and exchanges on the introduction and on the items of the questionnaire such as using (MA thesis) instead of (MA project), (Government Schools) instead of

(Palestinian Schools), (capture) instead of (engage), and (fill the appropriate information) instead of (tick the appropriate box). He suggested using (data or information), (using, applying, or implementing), (tasks or activities), and rephrasing item (I) in Personal Information. He suggested also deleting some items that have the same meaning for other items in the questionnaire. Another one suggested modifying contact information in the introduction. Also, he suggested some modifications on the language of the items in the demographic data such as the use of capital and small letters. The last one suggested using (MA thesis) instead of (MA project), (personal information) instead of (demographic data), and (motivate or encourage) instead of (invite). Additionally, she suggested the use of abbreviations such as (B.A & M.A).

3.6.1.4 Reliability of the Questionnaire

Table (3.8): Reliability of the Questionnaire

Part	Cronbach's Alpha	Number of Items	Number of Cases
Part One: Teachers' Perspectives towards TBL.	0.78	11	185
Part Two: Teachers' Perspectives towards the Tasks that they Use	0.87	18	185
Part Three: Teachers' Perspectives towards the Tasks in the Textbook			
A. General Shape	0.69	4	185
B. Objectives	0.81	6	185
C. Content	0.91	23	185
D. Teaching Aids	0.79	6	185
Total	0.91	68	185

The results of this table indicated that the range of reliability of domains was between (0.69-0.91), and the total score (0.91), all of these values are suitable for conducting such a study.

3.6.2. Classroom Observation

In this study, observations were carried out in classrooms in naturally occurring lessons by using a checklist. The checklist was designed by the researcher for observing teachers and students during doing the tasks. The main purpose of this checklist was to validate the teachers' perspectives towards task-based learning (TBL) by comparing whether what they indicated in the questionnaire was consistent with what they did in their classrooms or not with regard to what is mentioned in the literature review about the importance of task-based learning, the types of tasks, and the phases for doing the tasks.

In addition to the checklist, the researcher used an audio recording, field notes, and classroom materials for observing the classes. As Nunan (1992) pointed out "the context in which behavior occurs has a significant influence on that behavior. It follows that if we want to find out about behavior, we need to investigate it in the natural contexts in which it occurs..." (p.53). Schram (2006) opined that observational data are accurate, detailed, and rich in nature. So, the researcher decided to use this method in order to see whether English language teachers of 9th grade implement task-based learning in their classes or not. Also, in order to investigate its effectiveness and appropriateness in promoting students for learning language skills. Wiersma (2000) and Hook (1981) (as cited in Matsau,2007:43-44) argued that the observations are important for understanding students' behavior as well as getting first-hand information about the actual learner-centered strategies applied inside the classroom. This means that the classroom observations are useful in obtaining information about real behaviors. Thus, this method was used for getting valid and reliable information concerning implementing tasks and activities during the classes.

3.6.2.1 The Procedure for Classroom Observation

In the second semester of the academic year (2014-2015), fifteen visits were conducted by the researcher for observing classes at the government and UNRWA schools in Hebron city. A permission letter was given by the directorates of education for conducting these observations (see Appendix Four). The classes were clustered randomly. Classroom observations were undertaken under classes that had agreed to participate in this aspect of the study. An observation checklist was used to record what took place in the classes (see Appendix Two). The data obtained from the observations were used to compare the information obtained from the questionnaire filled out by the teachers themselves. In addition, one of the strategies that the researcher used for observing the classes and collecting information is taking notes by using audio recording, paraphrases, description the context, and description students and teachers before, during, and after doing the tasks. Wallace (1998) indicated that "noting down information can easily explore the amount of the teachers' and students' talk, and always supplies the researcher with different facts about their behavior.

Before entering the classes for observation, the teachers were given a general view by the researcher about the main aim of classroom observation. All classes took forty minutes. At the beginning of each class, the students were told about the purpose of the presence of the researcher. While observing the classes, the researcher filled out the checklist based on the teachers' and students' implementation of task-based learning. The researcher observed the flow of teaching methods for applying tasks and activities as well as the students' interaction during doing the tasks in the classroom. Additionally, she interacted with teachers and students in some classes during the observation. At the end of each class, the researcher was asked to say a few words of

encouragement for both teacher and students. Additionally, after the end of the class session, she was talked to the teachers if they had any questions.

In sum, the form and notes of classroom observation provide clear insights about the implementation of task-based learning (TBL) inside the classroom in this research setting. Moreover, they provide reliable information for the study and help determine its validity.

3.6.3   Interview

The researcher decided to interview the teachers of ninth grade on some problematic issues owing to the deficiency of objective resolutions for analyzing and evaluating the tasks and activities in the textbook *English for Palestine – Ninth Grade*. This method was used as a follow up to the questionnaire and classroom observation. The researcher carried out a structured interview with teachers and asked them four questions related to the subject of the study, for example, the main problematic areas in implementing tasks and activities in the classroom. While formulating interview questions, the researcher made sure that the questions were clear and understandable.

The main purpose of this interview was to discover teacher's perspectives about task-based learning (TBL) in order to validate or refute the results the researcher gained through the questionnaires and classroom observations (see Appendix Three).

3.6.3.1 Sample of the Interview

The sample of the interview consisted of two English language supervisors from the directorate of education and (13) English language teachers; (3) male teachers and (10) female teachers from the government and UNRWA schools in Hebron city. The sample was clustered randomly. The interview was conducted in English with 15

English teachers who taught the textbook *English for Palestine – Ninth Grade.* They were asked four questions based on the research questions of the study. The time of the interview was 15 minutes for each.

3.6.3.2 Description of the Interview

The questions of the interview addressed the following ideas:

1. The availability of tasks in the textbook from teachers' views.

2. The appropriateness and effectiveness of tasks in the classroom from teachers' views.

3. Whether the tasks promote students' abilities in learning language skills or not.

4. The mostly used type of tasks in the textbook in both (9A & 9B).

5. The most and least understandable and interesting tasks.

6. Whether the teachers follow the three stages (pre-task, while-task, and post-task) in applying tasks or not.

7. The time allocated for implementing tasks in the classroom.

8. The purposefulness (clarity, attractiveness, color) of the text visuals used inthe tasks.

9. Any suggestions or comments would be provided to promote tasks in the textbook.

3.6.3.3 Validity of the Interview

To ensure the interview validity, it was given to four referees: two English language professors from Hebron University and two English language supervisors from the directorate of education in Hebron. All of them agreed on the suitability of the questions for the interview.

3.6.4 Content Analysis

Content analysis was used as a research instrument for this study. White and Marsh (2006) defined it as:

> A systematic, rigorous approach to analyze documents obtained or generated in the course of research and it is a research technique for making replicable and valid inferences from texts to the contexts of their use.

Content analysis is an appropriate research design to use when exploring large quantities of textual information to systematically identify certain features (Ali, 2010:89). Thus, to achieve the intent of the study, a checklist was used for collecting and analyzing the information regarding the content of tasks and activities *English for Palestine – Ninth Grade* in the light of the suggested criteria.

3.6.4.1 Description of the Content Analysis

1. Purpose of the Analysis:

The aim of the content analysis was to identify to what extent the tasks and activities in Pupil's Book (9A & 9B) of *English for Palestine – Ninth Grade* match the suggested criteria for evaluating it.

2. Sample of the Analysis:

All the (14) Units in Pupil's Book (9A & 9B) *of English for Palestine – Grade* 9.

3. Elements of Analysis:

The researcher constructed criteria for evaluation after reviewing different resources. These criteria are the elements of analysis.

4. Units of Analysis:

The researcher considered the tasks and activities in Pupil's Book (9A & 9B) of *English for Palestine – Ninth Grade* as a unit for evaluating task-based learning (TBL) method.

5. Limitations of the Analysis:

- The analysis was limited to evaluate tasks and activities in Pupil's Book (9A & 9B) of *English for Palestine – Ninth Grade*.

- The analysis included all language skills, grammar and vocabulary as well text visuals.

3.6.4.2 Applying the Content Analysis

In order to conduct the content analysis, the researcher followed specific criteria for evaluating tasks and activities in the textbook *English for Palestine – Ninth Grade*. She supplied another researcher with the criteria she presented for evaluating the availability of tasks in the textbook and discussed with him how to apply the analysis. The cooperative researcher was asked to begin analysis for units (1-7) from the Pupil's Book (A9) to check his understanding. After confirming the researcher's involvement, he was asked to complete the analysis for all the 14 units.

The researcher started the analysis for the units (1-14) to check the availability of tasks and activities and examine their appropriateness and effectiveness in the textbook. The analysis was conducted through using a tick which showed the presence of the criterion or an across which indicated its absence. In some situations, the views were for the majority of the presence or absence of the criterion.

3.7 Procedure of the Study

1. The researcher developed a 68-item questionnaire and achieved the reliability and validity of the instrument.

2. Constructing a checklist through reviewing previous studies and articles related to EFL / ESL textbook evaluation for classroom observation and content analysis of the textbook *English for Palestine – Ninth Grade*.

3. Formulating four questions to interview 9th grade teachers.

4. Consulting a number of experts (English language professors and supervisors) to ensure the validity and the reliability of the questionnaire, checklist and interview.

5. Modifying the questionnaire, checklist and interview according to the referees' comments and suggestions.

6. Getting a permission letter from the government and UNRWA administrators in Hebron district to distribute the questionnaire and conduct the classroom observation and interview (see Appendix Four).

7. The researcher distributed and collected 185 copies of the questionnaire by herself and by the Directorates of Education in the government and UNRWA schools in Hebron district.

8. The researcher observed 15 classes of 9th grade. Also, she conducted the interview with 15 ninth grade teachers in the government and UNRWA schools in Hebron city.

9. In order to analyze the data, the researcher used pertinent statistical techniques such as (SPSS) statistical packages, descriptive statistics, means, and standard deviations.

10. Analyzing the collected data in the form of frequencies and percentages and organizing it through tables.

11. Analyzing the tasks and activities in the textbook according to the checklist.

12. The results of the study were discussed and recommendations were presented.

Summary

This chapter presented the methodology and the procedure of the study; it described the research method and the instrumentations. It presented the research variables, the material, the population, and the sample of the study. Additionally, this chapter discussed the development and administration of the questionnaire and its validity and reliability. It presented also the purpose of classroom observation and interview and their procedures. Moreover, it discussed the purpose of constructing the content analysis checklist, its description, its limitations, and its validity and reliability.

Chapter Four

Results and Discussion

Introduction

This chapter presents the results and discussion of the study. The information used in this study was collected through distributing a questionnaire, observing classes, interviewing 9th grade teachers, and analyzing the content of the textbook *English for Palestine – Ninth Grade*. The researcher used frequencies and percentages to indicate and clarify the final collected information of the study. She interpreted the results of the study and connected them with the results of previous studies. Conclusion and recommendations were drawn based on these results.

4.1 The Results and Discussion of the Questionnaire

The results of personal information and the items of questionnaire domains are presented in this chapter. The researcher used the questionnaire for answering the four main research questions and investigating teachers' perspectives regarding their implementation of TBL as a methodology in the classroom. She used means and percentages for each item and the total score for each part. Table (3.8) indicated the reliability of the instrument (See Chapter 3).

The following tables clarify the levels of percentages and means for data analysis:

1. **The Degree of Percentage**

Table (4.1): The Degree of Percentage

No	Percentage (%)	Degree
1.	75% or more	Very High
2.	74% - 50%	High
3.	49% - 25%	Low
4.	24% or less	Very Low

2. The Degree of Mean:

Table (4.2): The Degree of Mean

No	Mean	Degree
1.	3.25 or more	Strongly Agree
2.	3.24 - 2.50	Agree
3.	2.49 - 1.75	Disagree
4.	1.74 or less	Strongly Disagree

4.1.1   Section One: Demographic Data

4.1.1.1 Type of School Variable

Table (4.3): Frequencies and Percentages of Type of School

No	Type of school	Frequency	Percent (%)
1.	Government	162	87.6
2.	UNRWA	23	12.4
Total		185	100.0

The results of table (4.3) indicate that the participants for the government schools are higher in number than the participants for the UNRWA schools, where the percentage of the government schools is (87.6%) while the percentage of the UNRWA schools is (12.4%).

4.1.1.2 Directorate Variable

Table (4.4): Frequencies and Percentages of Directorate

No	Directorate	Frequency	Percent
1.	North of Hebron	68	36.8
2.	Hebron	80	43.2
3.	South of Hebron	37	20.0
Total		185	100.0

The results of table (4.4) show that the degree of Hebron Directorate is the highest in number, where the percentage is (43.2%). The percentage of North of Hebron Directorate is (36.8%) and the percentage of South of Hebron Directorate is (20%).

4.1.1.3 Gender Variable

Table (4.5): Frequencies and Percentages of Gender

No	Gender	Frequency	Percent
1.	Female	109	58.9
2.	Male	76	41.1
Total		185	100.0

The results of table (4.5) reveal that most teachers were females and the percentage is (58.9%) whereas the percentage of males is (41.1%).

4.1.1.4 Qualification Variable

Table (4.6): Frequencies and Percentages of Qualification

No	Qualification	Frequency	Percent
1.	Diploma	10	5.4
2.	B.A	158	85.4
3.	M.A	17	9.2
Total		185	100.0

The results of table (4.6) indicate that the degree of B.A holders is the highest, where the percentage is (85.4%). While the percentage of M.A holders is (9.2%) and the percentage of diploma holders is (5.4%).

4.1.1.5 Years of Experience Variable

Table (4.7): Frequencies and Percentages of Years of Experience

No	Years of Experience	Frequency	Percent
1.	Less than 5 years	58	31.4
2.	6 - 10 years	43	23.2
3.	11-15 years	39	21.1
4.	16 years or more	45	24.3
Total		185	100.0

Regarding the years of experience in table (4.7), the results show that around (31.4%) of the teachers had less than 5 years, (23.2%) had from 6 - 10 years of experience, (21.1%) had from 11-15 years, and around (24.3%) had more than 16 years of experience.

4.1.1.6 Number of Times for Teaching 9th grade Variable

Table (4.8): Frequencies and Percentages of the Question (Number of times you have taught the ninth grade)**:**

No	Number of times you've taught the 9th grade	Frequency	Percent
1.	1-5 times	123	66.5
2.	6-10	29	15.7
3.	11 or more	33	17.8
Total		185	100.0

Regarding the number of times for teaching ninth grade in table (4.8), the results indicate that around (66.5%) of the teachers taught the ninth grade from 1-5 times, (15.7%) taught from 6-10 times, and around (17.8%) taught the ninth grade more than 11 times.

4.1.1.7 The Types of Tasks

Table (4.9): Frequencies and Percentages of types of tasks usually carried out in classes by teachers:

No	Tasks	Unselected	Selected
1.	Exercises	17.3%	82.7%
2.	Listening activities	23.2%	76.8%
3.	Tasks and games	42.7%	57.3%
4.	Open discussions	43.8%	56.2%
5.	Oral presentations	49.2%	50.8%
6.	Watching and discussing videos	74.1%	25.9%
7.	**Others**	90.3%	9.7%

   The results of table (4.9) show that the degree is very high on items (1&2) exercises and listening activities, where the percentage of item (1) is (82.7%) and the percentage of item (3) is (76.8%). The researcher attributes this to the dominance of listening and speaking activities in the textbook. This indicated that (23%) of teachers didn't use listening activities and exercises in the classroom due to the low levels of students and the pressure of time. The degree is high on items (3, 4, & 5) open discussions, oral presentations, and tasks and games, where the percentages are between (50%-57%).The teachers believed that using such types of tasks encourage collaborative learning and motivate students to speak aloud in front of the classroom. This result showed that (50%) of teachers didn't believe in making open discussions, practicing oral activities, and doing games. They considered that practicing these types in EFL classroom is time – consuming. The researcher attributes this to the fact that the teachers focus on finishing the material regardless of students' interaction and communication.

The degree is low in choosing item (6) watching and discussing videos, where the percentage is (25.9%). This result indicated that (74 %) of teachers didn't select this type of tasks. The researcher attributes this to the fact that video tasks are excluded in the textbook. Moreover, she attributes this to teachers' beliefs that implementing tasks by using technology is a waste of time; they believed that the use of technology for teaching language skills needs time to prepare. Additionally, the lack of technological devices at schools in Hebron district may affect the task – based learning and teaching with technology. Moreover, the degree is very low on item (7) (other tasks), where the percentage is (9.7%). This result indicated that a few teachers use other types of tasks for enriching the material; they thought that the types which included in the textbook are not varied and just include the mentioned ones. Thus, the researcher believes that the textbook should be enriched with more new types of tasks which work with students' desires and interests.

4.1.1.8 The Kinds of Topics

Table (4.10): Frequencies and Percentages of kind of topics usually discussed in classes:

No	Topics	Unselected	Selected
1.	language issues	20.5%	79.5%
2.	cultures, habits and rituals	28.1%	71.9%
3.	social media	57.8%	42.2%
4.	Arts	57.8%	42.2%
5.	Science	63.8%	36.2%
6.	Religion	63.8%	36.2%
7.	Politics	83.8%	16.2%
8.	**Others**	90.8%	9.2%

The results of table (4.10) show that the degree is very high on item (1) (language issues), where the percentage is (79.5%). The degree is high on item (2) (cultures, habits and rituals), where the percentage is (71.9%). These results indicated that the majority of teachers choose the language issues and culture, habits, and rituals; this can be attributed to the fact that the textbook focuses on language issues, cultures, and habits.

The degree is low on items (3, 4, 5, & 6) social media, arts, science, and religion, where the percentages are between (36%-42%). These results showed that (67%) of teachers didn't select science and religion. This indicated that science and religion topics are not included in the textbook. The researcher believes that syllabus designers should focus more on religion topics. These results also showed that (57%) of teachers didn't choose social media and arts. The researcher believes that the inclusion of social media topics in the textbook doesn't suit all students' levels. She believes also that implementing tasks related to social media topics is difficult for teachers because not all teachers are qualified in the use of technology and social media. Thus, the curriculum designers should concentrate on arts; the topics that are related to arts might be more attractive, interesting, and enjoyable than the science or social media topics.

The degree is very low on item (7) politics, where the percentage is (16.2%). This result indicated that (84%) of teachers didn't select politics. The researcher believes that the teachers are bored from the political issues and situations. The degree is very low also on item (8) (other tasks), where the percentage is (9.2%). This result showed that a few teachers prefer using other kinds of topics; they think that not all included topics match with students' needs and interests. Thus, the researcher believes that the topics should be varied and suit students' levels and styles.

4.1.1.9 Participation in training program about task-based learning (TBL)

Table (4.11): Frequencies and Percentages of the Question (Have you ever participated in any program about task-based learning such as workshops?)

No	YES / NO	Frequency	Percent
1.	Yes	127	68.6
2.	No	58	31.4
Total		185	100.0

This table indicates that (68.6%) of the teachers participated in training programs about (TBL) while (31.4%) of them did not. These results showed that some teachers didn't participate in training programs and workshops about TBL. The researcher attributes this to the lack of training programs and workshops in the Ministry of Education. She believes that the availability of educational training programs about EFL classroom management and task – based learning may facilitate the learning of language skills and qualify the teachers to use flexible methods for teaching the language effectively.

Table (4.12): Frequencies and Percentages of the Question (How many times?)

No	Number of times	Frequency	Percent
1.	1_5 times	87	68.5
2.	6_10 times	22	17.3
3.	11_15 times	11	8.7
4.	16_more	7	5.5
Total		127	100.0

Concerning the number of times for teachers' participation in training programs about TBL in table (4.12), the degree is high on item (1) from (1-5) times, where the percentage is (68.5%). This indicated the lack of workshops and training programs. The degree is low on item (2) from (6-10) times, where the percentage is (17.3%).

Moreover, the degree is very low on items (3 & 4) from (11-15) and (16-more), where the percentages are between (8.7% - 5.5%). Thus, the researcher believes that the designers and the coordinators of training programs in the Ministry of Education should focus more on the courses of TBL and EFL classroom management.

Table (4.13): Frequencies and Percentages of the Question (How long?)

No	Number of hours	Frequency	Percent
1.	1-2 hours	10	7.9
2.	2-3 hours	34	26.8
3.	3-4 hours	29	22.8
4.	5- more	54	42.5
Total		127	100.0

Regarding the number of hours for teachers' participation in training programs about (TBL) in table (4.13), the degree is high on item (4) (5 hours or more), where the percentage is (42.5%). This result is positive and indicated that the time of (TBL) courses was sufficient. While the degree is low on items (2 & 3) (2-3 or 3-4 hours), where the percentages are between (22.8 - 26.8%). The degree also is very low on item (1) (1-2 hours), where the percentage is (7.9%). These results indicated that the designers and the coordinators of training courses should increase the number of hours of (TBL) course.

Table (4.14): Frequencies and Percentages of the Question (Were they effective and helpful?)

No	YES / NO	Frequency	Percent
1.	Yes	123	96.9
2.	No	4	3.1
Total		127	100.0

With regard to the effectiveness of TBL in table (4.14), the degree is very high on the first item (Yes), where the percentage is (96.9%). The degree is very low the second item (No), where the percentage is (3.1%). These results indicated that (97%) of teachers who participated in workshops about task – based learning agreed that courses and workshops were effective and fruitful. Additionally, they showed that (3 %) of teachers need more training courses about (TBL) to promote their abilities and qualify them to use appropriate and flexible methods for teaching language skills.

4.1.2   Section Two: Perspectives towards Task-Based Learning

Percentages, means, and standard deviations were calculated in order to measure the extent to which English teachers of ninth grade at the government and UNRWA schools in Hebron district implement TBL.

Part (1): Teachers 'Perspectives towards Task – Based Learning (TBL)

- What are the teachers' attitudes towards task – based learning TBL?

Table (4.15): Means and Standard Deviations of Teachers' Perspectives towards Task – Based Learning (TBL)

No	Items	Means	St. Deviations
	The tasks		
1.	provide a relaxed classroom atmosphere.	3.13	0.70
2.	promote communicative competence.	3.12	0.60

3.	integrate all language skills.	3.12	0.69
4.	should suit both learners and teachers.	3.11	0.66
5.	enhance students' creative thinking.	3.08	0.58
6.	promote the actual use of target language.	3.07	0.58
7.	meet the learners' needs and interests.	3.06	0.66
8.	require much preparation time compared with other approaches.	3.05	0.71
9.	promote critical thinking.	3.02	0.66
10.	suit all students' levels.	2.88	0.82
11.	don't overlook the role of grammar in performing a task.	2.75	0.72
Total		3.04	0.38

The results of table (4.15) showed that the teachers agreed with all the items which investigated their perspectives towards TBL, where the means were between (3.13 − 2.75). This revealed that their attitude towards the concept of task-based learning was positive and highly acceptable. They agreed that the tasks enhance the communicative competence, promote critical and creative thinking, and provide a relaxed atmosphere inside the classroom. This agreement indicated that the teachers believe in the effectiveness of TBL in EFL classroom. Vazquez, Molina, and Lpoez (2015) investigated the perceptions of teachers and students of the promotion of interaction through task- based activities in Content and Language Integrated Learning (CLIL); they indicated that the task-based learning may contribute to the creation of cooperative and relaxed learning atmosphere and motivate students to interact and participate effectively.

The lowest agreement was for items (10 & 11), where the means were between (2.88 – 2.75). The results indicated that some tasks don't suit all students' abilities and needs. Additionally, they indicated that the main aim of some tasks is developing the

linguistic competence. The researcher believes that the tasks should suit students' age and desires and should focus not only on the linguistic competence but also on the communicative competence.

Part (2): Teachers' Perspectives towards the Tasks that they Use.

- What are the teachers' attitudes towards the tasks that they use?

Table (4.16): Means and Standard Deviations of Teachers' Perspectives towards the Tasks that they Use.

No	Items	Means	St. Deviations
	The task that I use		
1.	covers three stages: pre-task, while-task, and post- task.	3.21	0.63
2.	has a communicative purpose.	3.20	0.62
3.	enables learners to participate in the different language functions.	3.12	0.62
4.	encourages student-centered activities.	3.11	0.62
5.	requires good experience.	3.10	0.70
6.	improves learners' interaction skills.	3.09	0.64
7.	supports a collaborative learning.	3.09	0.62
8.	enhances self-learning.	3.07	0.60
9.	is meaning-based.	3.05	0.66
10.	requires fluency.	3.05	0.60
11.	enables learners to manipulate different features of the language.	3.01	0.66
12.	allows learners to rehearse different real life skills.	3.01	0.66
13.	is social-based.	3.01	0.66
14.	enhances learners' intrinsic motivation.	2.99	0.59
15.	requires accuracy.	2.97	0.67
16.	suits homogenous groups.	2.95	0.69

17.	suits non-homogenous groups.	2.81	0.73
18.	requires long time to prepare.	2.81	0.82
Total		3.04	0.36

The results of table (4.16) showed that the teachers agreed with all the items which examined their perspectives towards the tasks that they use, where the means were between (3.21 – 2.81). They agreed that that the tasks that they use have a communicative competence, improve students' interaction skills, encourage student-centered learning, require fluency and accuracy, and support collaborative learning. This agreement indicated that the teachers can improve students' interaction by using communicative activities. The tasks and task – based learning may enhance and motivate students for cooperative and collaborative learning. This is consistent with Thanh and Huan (2012) who asserted the effectiveness of TBL in promoting students' motivation for learning the language. Regarding the fluency and accuracy, the researcher believes that the accuracy develops in natural ways; the teachers should not be anxious about the language structure. This agrees with Swan (2005) when he stated that accuracy develops naturally also he manipulated that the social environment is the best factor for learning language naturally as well as interactively.

The lowest level of agreement was for item (17), where the mean was (2.81). This result indicated that some tasks don't suit all students' styles and expectations. This is consistent with Burrows (2008) who pointed out that the classrooms don't always go with students' expectations and teaching methodology due to various teacher – student beliefs and ideas. Additionally, the lowest agreement was for item (18), where the mean was (2.81). This result indicated that some teachers can apply TBL despite its challenges such as the limited time. However, the majority of them agreed that the

allocated time for doing tasks is insufficient and need a long time to prepare; they believed that applying (TBL) is time – consuming.

4.1.2.1 Part (3): Teachers' Perspectives towards the Tasks in the Textbook *English for Palestine – Ninth Grade*.

Regarding the textbook *English for Palestine – Ninth Grade*, the researcher evaluated four domains: general shape, objectives, content, and teaching aids.

- To what extent does the textbook *English for Palestine - Ninth Grade* include task-based activities that promote students' abilities in learning language skills?

- To what extent are the available tasks relevant to the curriculum?

- To what extent do the task-based activities enhance English language teaching?

A. General Shape

Table (4.17): Means and Standard Deviations of Teachers' Perspectives towards the Tasks in the Textbook *English for Palestine – Ninth Grade* Concerning the General Shape

No	Items	Means	St. Deviations
	General shape		
1.	The textbook is rich with tasks and activities that facilitate language learning.	3.01	0.70
2.	The outside cover of the book is attractive.	2.95	0.73
3.	The title of the book is appealing.	2.92	0.65
4.	The picture on the cover page depicts TBA.	2.77	0.61
Total		2.91	0.48

The results of table (4.17) showed that the teachers' attitude towards the general shape of textbook *English for Palestine – Ninth Grade* was positive and acceptable. The teachers agreed with all the items from (1 - 4), where the means were between (3.1 – 2.77). This result revealed the general shape of the textbook is appropriate, attractive, and rich in tasks and activities that appeal students' attention. This agrees with (Al-Amri, 2008:62) who stated that:

> "On whether or not the cover of the book is informative and attractive, the results concerning the general appearance of the textbook indicate that an extremely high percentage of the participants support the statements".

The researcher believes that identifying the first impression is an important criterion for textbook evaluation. The general shape of the textbook should be attractive in order to show a brief overview about the textbook as well as facilitate students' learning and promote their motivation.

B. Objectives

Table (4.18): Means and Standard Deviations of Teachers' Perspectives towards the Tasks in the Textbook *English for Palestine – Ninth Grade* Concerning the Objectives

No	Items / Objectives	Means	St. Deviations
1.	The tasks correspond with up to date developments around the world.	2.94	0.69
2.	The tasks are relevant to our culture.	2.94	0.74
3.	The tasks are related to the learners' needs and interests.	2.92	0.69
4.	The tasks are clear and specific.	2.91	0.67
5.	There is balance in the presence of TBL for the main skills, listening, speaking, reading and writing.	2.88	0.66
6.	The tasks meet the individual differences among students.	2.82	0.72
Total		2.90	0.50

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The results of table (4.18) showed that the teachers agreed with all the items which examined their perspectives towards the objectives of the textbook, where the means were between (2.94 – 2.82). They agreed that the textbook fulfills the main objectives of task – based learning (TBL). The items that got the highest level of agreement are (1, 2, & 3), where the means were between (2.94 – 2.92). This revealed that the tasks are up to date and related to students' culture. Additionally, this result revealed that the tasks are appropriate and go with the desires of the targeted students. Moreover, the results indicated that the tasks are clear and specific, where the mean was (2.91). The clarity of objectives in the textbook facilitates teaching and learning process. This is in line with Al-Amri (2008) who emphasized that the objectives of the textbook should be explicit and the degree to which it satisfies them should be measurable.

The lowest level of agreement was for items (5 & 6), where the means were between (2.88 – 2.82). This result indicated that the language skills are not balanced in the presence of tasks and task – based learning. The researcher believes that the task should not focus on a specific skill; it should integrate all language skills in order to facilitate the learning of language. In addition, this result indicated that some tasks don't go with all students' styles and expectations. The researcher believes that the EFL classrooms don't always match the students' expectations and the appropriateness of content and tasks in the textbook. This agrees with Burrows (2008:16) when he pointed out that the student's expectations and style may affect EFL classrooms. He stated that:

> "Due to different teacher-student beliefs in regard to the role of the learner, the classroom will not always be seen as a meeting place between student expectations on the one hand, and curricular content and pedagogical appropriateness on the other"

In addition, Nunan (1989) pointed out that:

> No curriculum can claim to be truly learner-centered unless the learner's subjective needs and perception relating to the processes of learning are taken into account. (P: 177)

According to the researcher, this can be attributed to the different levels in the classroom and the difficulty of some tasks in the textbook. The tasks and activities in EFL / ESL textbooks should suit students' styles and expectations and go with their desires and needs for learning the language successfully.

C. Content

Table (4.19): Means and Standard Deviations of Teachers' Perspectives towards the Tasks in the Textbook *English for Palestine – Ninth Grade* Concerning the Content

No	Items	Means	St. Deviations
	Content		
1.	The tasks provide opportunities for individual paired and cooperative learning.	3.09	0.63
2.	There is a variety of meaningful activities.	3.06	0.65
3.	The text provides a variety of meaningful activities to practice language skills.	3.06	0.64
4.	The tasks move from controlled to communicative.	3.02	0.63
5.	Some tasks are difficult for most of the students to deal with in language skills.	2.97	0.80
6.	Speech tasks & activities motivate students to talk about their concerns & interests	2.96	0.67
7.	The tasks make comprehension easier in reading.	2.94	0.66
8.	The tasks are clear and unambiguous.	2.92	0.68
9.	The tasks help encourage critical thinking.	2.89	0.74
10.	The text provides communicative activities from real – world.	2.88	0.64
11.	The tasks and activities aim to build students' self –confidence	2.86	0.73
12.	The tasks are set in an age-appropriate context.	2.86	0.66
13.	The tasks enhance free learning opportunities in writing	2.84	0.77

14.	The tasks are varied in reading texts.	2.83	0.68
15.	There are themes that encourage communication outside classroom.	2.83	0.75
16.	The tasks don't contain cultural items which are offensive to our culture.	2.81	0.73
17.	The task helps students develop fluency and enjoyment in reading	2.81	0.67
18.	The tasks capture learners' interest.	2.76	0.68
19.	The listening tasks often focus on pronunciation.	2.71	0.77
20.	The tasks are suitable to the students' level.	2.70	0.80
21.	The tasks don't contain difficult vocabulary items.	2.69	0.79
22.	The tasks don't contain difficult structure.	2.69	0.77
23.	The time for learning is sufficient.	2.42	0.92
Total		2.85	0.41

The results of table (4.19) indicated that the teachers agreed with all the items except item (23), where the means were between (3.9 – 3.69). This showed that the teachers' attitudes towards the content of the textbook were positive. The items that got the highest level of the agreement are (1, 2, 3, & 4), where the means were between (3.9 – 3.2). This result indicated that the textbook provides a variety of meaningful communicative activities which focus on learning language skills cooperatively. In addition, this result revealed that the teachers are aware of using new flexible methods such as TBL for teaching and learning the language.

The results also indicated that the majority of teachers agreed with items (8, 9, 11, 12, 15, 18, & 20), where the means were between (2.92 – 2.70). They agreed that the tasks are sufficient, appropriate, and enhance learning opportunities, encourage critical thinking, build students' confidence, encourage the communication outside the classroom, suit students' levels and needs. This is consistent with (Bahrami, 2013; Ruso, 2007; Robinson, 2011) who asserted the effectiveness TBL method;

they manipulated that the tasks provide a context for negotiating the meaning of language and opportunities for collaborative learning.

Additionally, the teachers agreed with item (10), where the mean was (2.88). This result showed that most of the teachers agreed with the authenticity of tasks in the textbook. The researcher believes that the authenticity of tasks and using activities from real – life are significant for motivating students to practice the language and develop their communicative skills. Moreover, they agreed with item (16), where the mean was (2.81). The teachers agreed that the textbook doesn't include tasks which are offensive to our culture. The researcher believes that the tasks that are offensive and not related to our culture should be excluded from the textbooks and using more relevant ones because such tasks may affect students' participation and make them hesitant to volunteer answers and clarifications. Burrows (2008) asserted the importance of tasks' relevance to students' culture; he stated that the relevant context can promote and facilitate the learning of L2. This means that the relevant activities and tasks may enhance students' abilities for the learning the skills of language effectively.

The results indicated that the teachers agreed with items (4, 5, 6, 7, 13, 14, 17, &19), where the means were between (3.2 – 2.71). They agreed that the reading tasks are sufficient, varied, interesting, and develop students' comprehension. Additionally, the listening tasks focus on spelling and pronunciation. Moreover, the writing tasks enhance the students' opportunities to think and write critically. In addition, the speaking tasks encourage students to talk about their interests and express their feelings. Concerning grammar and vocabulary skills, the majority of teachers agreed with items (21 & 22), where the mean was (2.69). This result indicated that the new vocabulary and words of tasks are clear and suit students' levels.

The results of table (4.19) revealed that the teachers didn't agree with item (23), where the mean was (2.42). This showed that the allocated time for applying TBL is insufficient. The researcher attributes this to the long material, the difficulty of tasks, the large classes, and the limited time. This is in line with Willis (2009) and Careless (2002) who pointed out that the time for preparation and the length of material may affect the adoption of task – based learning as a methodology in the EFL classroom.

D. Teaching Aids

Table (4.20): Means and Standard Deviations of Teachers' Perspectives towards the Tasks in the Textbook *English for Palestine – Ninth Grade* concerning the Teaching Aids

No	Items	Means	St. Deviations
	Teaching Aids		
1.	The tasks' pictures used are related to the learners' background.	2.99	0.59
2.	The tasks help develop communicative skills.	2.98	0.61
3.	The tasks help to increase student's talking time	2.90	0.66
4.	The tasks used help build students' confidence.	2.89	0.63
5.	The tasks capture students' interests.	2.88	0.69
6.	The tasks help relieve anxiety and boredom.	2.81	0.63
Total		2.91	0.45

The results of table (4.20) indicated that the teachers agreed with all items, where the means were between (2.99 – 2.81). This showed that the majority of teachers' attitudes towards the teaching aids were acceptable. The highest level of agreement was for items (1, 2, 3, 4, & 5), where the means were between (2.99 – 2.88). They agreed that the tasks' pictures in the textbook are related to students'

background, develop their communicative skills, increase their talking time, develop

their self – confidence, and suit their desires and needs. The lowest level of agreement

was for item (6), where the mean was (2.81). Some teachers didn't agree with this

item, they believed that some tasks don't help to relieve the anxiety and boredom in

the classroom. This can be attributed to the challenges of TBL inside the EFL

classroom such as the overcrowded classes at our schools.

4.2 The Results and Discussion of Classroom Observation

The results of qualitative data will be presented and discussed in this chapter.

The researcher used classroom observation method in order to validate the teachers'

views towards task-based learning (TBL) by comparing whether what they indicated

in the questionnaire was consistent with what they did in their classrooms or not.

The observational data answer the following research questions:

- To what extent are the available tasks relevant to the curriculum?

- To what extent do the task-based activities enhance English language teaching?

As mentioned in the previous chapter (Chapter 3), 15 classes for ninth graders

were observed by the researcher at government and UNRWA schools to examine

whether the teachers implement task-based learning (TBL) or not. The checklist

identified some characteristics of TBL; not all of these features occurred in the

classes.

The observer (the researcher) noticed that not all teachers implemented TBL in the

classrooms. The results revealed that only five teachers out of 15 implemented tasks

and activities, two of them used technology. Thus, the following results explain and

clarify how the teachers implemented the tasks and how the tasks affect the students' participations and teachers' behaviors.

4.2.1 Applying Task – Based Learning

Concerning the implementation of TBL, the results indicated that only three teachers out of 15 implemented tasks and activities in the classroom. The researcher noticed that they followed the stages of task (pre -task, while - task, post - task). For example, one of the teachers applied speaking activity (describe a picture), she started by introducing the topic (*making friends*) and giving students the main instructions on what they will have to do at the task. After that, the teacher played the recording and asked the students to listen and look at the picture. Then, she asked them to look at the picture once again and describe it in pairs. The students started to work on the task in pairs while the teacher monitors them and offers encouragement. They prepared short sentences to tell what they noticed in the picture. The teacher asked them to report the written sentences to the class. After that, she selected some of them for offering feedback. While the teacher gives the student some quick feedback, she plays the recording once again for the other students doing the same task to compare their answers. At the end of the task, the teacher highlighted the main mistakes on language and content and asked students to make another practice activity to increase their confidence and motivation.

Also, another one implemented information gap activity; the teacher presented the main rules for doing the task. She asked the students to read a text. After that, she asked them to read a different text individually about the same topic (*a garden for all*) and add new words which are deleted from it. Then, the teacher started to check the students and advise them. The students added the new words and made the needed changes to the text. Then, the teacher asked them to work in pairs to listen and check the answers. Some students read the text with the new words. At the end of the task, the teacher explained some problems the students faced during doing the task.

1 Read. Add new words from period 1. Make any changes needed.

1 **A** We need to build a _____ round the garden.
  B Yes, but how high should it be? About 1.5 metres?
2 **A** We need to discuss things. Is everyone free for a _____ tomorrow night?
  B No, I'm not, but I could meet all of you _____ if you like.
3 **A** I think this room will look _____ if we paint these dark walls white.

In addition, one of the teachers asked the students to work in groups to talk about gifts (*Eid is coming, and you are feeling generous*). The teacher introduced the topic of the task and explained its items. Then, he asked the students to select the name of the gift and make statements about it. The teacher encouraged them to think and write their ideas. After that, he asked them to list the gifts to the class and report the statements. At the end, the teacher evaluated the students and checked their mistakes in the content and language rules (relative clauses).

1 Work in groups. Talk about gifts. Do these tasks.
(Eid is coming, and you are feeling generous!)
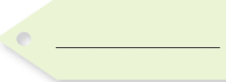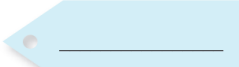
1 Choose who to give each thing to. Write their names on the labels.
2 Make statements like this.
I'm going to cook everyone a delicious meal.
3 Note the present that each partner is going to give you.
(Name 1) is going to (give) me a (present), and (Name 2) is going to (get) me a …

cook a delicious meal   *Everyone* _____   bake a cake   _____

get a box of chocolates   _____   buy a DVD   _____

The results of observational data for TBL implementation indicated that three teachers out of 15 implemented it in their classes despite its challenges and limitations such as large classes and limited time. Carless (2002) indicated that the large class size may lead to more noise and indiscipline. The researcher noticed that some teachers apply tasks and activities in a large class; they arrange students in groups and appoint one of them as a leader for each group in order to avoid the noise or indiscipline amongst their peers. This result indicated that the teachers can apply the tasks in large classes within the allocated time if they managed and arranged them appropriately and use new methods which match with students' interests and desires. This is in line with Willis (2009) who stated that TBL fit the large classes; giving a task to the students is the suitable way for teaching large groups in the classroom.

The researcher also noticed that the students were engaged and involved before, during, and after doing the tasks. For example, she noticed that the students were involved and interested during doing the tasks in groups or pairs such as the tasks of describing pictures, information gap activities, and writing reports. This is in line with Vazquez, Molina, and Lpoez (2015) who manipulated the students prefer to work in

pairs or in groups. This may lead to greater use L2 as well as to the improvement of their linguistic skills. Working in pairs or in groups may provide a relaxed classroom atmosphere, relieve students' anxiety and boredom, and develop students' interaction and rapport. This is in line with Willis (1981:188) (as cited in Ruso, 2007) who recommended a good friendly interaction between teacher and students as rapport; she states that "when there is rapport, it becomes enjoyable for students and the teacher to study together".

The researcher noticed that some teachers didn't use problem-solving and sharing personal experiences tasks such as telling stories despite their knowledge about TBL characteristics and how to use new flexible methods for teaching language skills. She believes that the teachers should use such methods because they may develop students' critical and creative thinking skills, build their self – confidence, and improve their motivation. Additionally, they may affect teachers' behaviors and students' engagement.

4.2.2 Applying Task – Based Learning with Technology

Concerning the implementation of TBL with technology, the researcher noticed that two teachers out of 15 implemented the tasks by using technology. For example, one of them implemented speaking activity (*What if?*); she presented the topic of the task and the main rules for implementing it. Then, the teacher showed the pictures on a projector and asked the students to look and think about them. After that, she asked them to describe the pictures and write sentences. The teacher advised the students and encouraged them to work in pairs. At the end of the task, the teachers explained the language by showing incomplete sentences on a projector as well as listening to a song about "if clause".

1 **Look at the picture and do the tasks.**
1 Describe the picture. Say what is happening.
2 Guess what the people are discussing.

COMMUNITY HALL

5 **Work in groups. Act out the situation in part 2 of the listening.**
1 Take the parts of the community leader, Dr Rania Yussef and Mr Tim Reece.
2 Use the ideas in activity 3 to help you speak.
3 Use sentence stress to make your important points strongly.

This result indicated that just two teachers implemented TBL by the use of technology despite its challenges. The researcher believes that the use of technological tools for applying tasks in the classroom attracts students' attention and motivates them to learn and practice language skills for communication. This is in line with Shehadeh and Coombe (2012) who introduced theoretical and pedagogical perspectives about how (TBL) can facilitate L2 learning; they pointed out that the technology such as internet, video recording, music, & songs can enhance TBL classroom context and facilitate L2 teaching and learning. The researcher noticed that both teachers used the technology for applying tasks such as the tasks of describing pictures and information – gap activities. She believes that the use of such technology may enhance the teaching and learning process and motivate students for collaborative learning in the classroom.

4.2.3 Using Traditional Approach

Concerning the use of traditional methods, the results of classroom observation revealed that ten teachers out of 15 didn't use TBL method in the classroom; they used traditional ways for teaching language skills such as the grammar – translation method. Although the textbook *English for Palestine – Ninth Grade*

includes a lot of tasks and activities such as pair work and group work activities, the teachers don't engage students in such interactive tasks. This indicated that the teachers use traditional methods for teaching language skills due to the low students' levels. For example, one of the teachers started doing (sentence order) activity; she introduced the topic and the rules of the activity directly without any warming up and brainstorming steps before doing it. The teacher played the recording and asked the students to listen, look at the pictures, and order the sentences individually. After that, she asked them to report the ordering of sentences without giving feedback. The students were not involved during doing the activity. At the end of the task, the teacher explained the language forms traditionally by using chalk and board.

This result revealed that some teachers usually use traditional methods for teaching language skills due to the lack of time and overcrowded classes. The researcher noticed that some teachers explained the language skills and the grammar rules explicitly and directly. Additionally, she noticed that some teachers usually teach isolated skills and focus on accuracy more than the fluency by the use of traditional methods such as grammar – translation method. The researcher may attribute this to the lack of educational and training programs which focus on TBL. Moreover, the researcher noticed that the teacher didn't make pair work or group work. This indicated that there is no any evidence for any communication or interaction in the classrooms; the teachers concentrate on the linguistic competence more than the communicative competence. Moreover, the researcher noticed that the teachers controlled the classes and asked direct questions without any activities of warming up and brainstorming. Additionally, she noticed that some observed teachers didn't use tasks and activities from the real – world. Regarding the role of teachers and students, some classes were teacher – centered, the students were just receivers of L2

knowledge due to their reluctance and shyness for speaking out. The researcher believes that the classes should be learner – centered for promoting the communicative skills.

With regard to the use of L1, the results of observational data indicated that some teachers explained the instructions of tasks directly by using L1. For example, one of the teachers used L1 to explain the instructions for writing a report; she mixed between L1 and L2 for explaining the rules and the steps of task due to students' anxiety of using L2. This is consistent with Swain and Lapkin (2000) who studied a group of Hungarian and French students and found that they frequently use the mother tongue during communicative tasks; the students may use L1 if they are not able to carry out the task in English. The researcher thinks that the use of mother tongue by students is a challenging issue as well as is one of the teachers' concerns. Additionally, she believes that the use of L1 during doing the tasks indicated its complexity and difficulty. This in line with Carless and Gordan (1997) and Carless (2004) who pointed out that the Hong Kong primary students use L1 during tasks and teachers; they attributed this as a major difficulty in using TBLT.

From the researcher's view, even though the students are pre-learned the main grammar rules and vocabulary of L2, they still lack the necessary English structure and vocabulary for understanding and carrying out the task. Several studies asserted the main purpose of task – based learning is improving students' communicative skills (Careless, 2004; Willis, 1996; & Careless, 2002). In fact, students' knowledge in language skills and structure is limited and this may affect the implementation of TBL. The researcher believes that the use of L1 during doing the tasks is an undesirable and a complex issue whether the teachers allow the students to use it or not. She believed also that the students' interests for the use of L1 are very complex;

they use it for facilitating their communication and interaction during the class. This agrees with Swain and Lapkin (2000) (as cited in Careless, 2002:392) who manipulated that the students use L1 for three purposes: "focusing attention, moving the task along and interpersonal interaction". Moreover, Careless (2008:336) claimed that "It is true that using the mother tongue sensibly helps facilitate the tasks and contributes to the learning process; nonetheless, mother tongue may be used excessively". The researcher believes that avoiding the use of L1 may shift students towards off-task and shift task time into chatting time.

Thus, the teachers should encourage students to use L2 during doing the tasks and activities in order to enhance their communicative skills and their collaborative learning inside the classroom. Careless (2002) suggested some ways for teachers to enhance the use of L2 during the tasks:

1. The teachers should be good language patterns for using the L2 as far as possible when interacting with their classes.
2. The students should know the language of interaction and negotiation of meaning, such as (Can you repeat?, You start, Are you ready?, What do you mean?...etc.) in order to complete the task effectively.
3. The teachers should motivate students to use L2 and allow them to use a specific amount of L1 as long as it is accompanied by attempts to produce better English language output (Careless, 2002).

3.3 The Results and Discussion of Interview

1. Do the tasks available in the textbook for each unit integrate all language skills?

Four teachers out of 15 said that "not all tasks in the textbook *English for Palestine – Ninth Grade* integrate all language skills"; the task which included at the end of each unit integrate the language skills (listening, reading, writing, speaking). In contrast, 11 teachers said that all the tasks in the textbook integrate all language skills. Regarding the importance of the skills, seven teachers out of 15 said that "the importance of language skills depends on students' levels and abilities". The remaining eight teachers said the most important skills are reading and writing; they believe that listening and speaking skills are not important and time-consuming.

The results indicated that just four teachers said that not all tasks integrate all language skills. The researcher believes that all tasks which are included in the textbook should integrate language skills in order to improve students' abilities in learning and communication. Four teachers also said that the most important skills are reading and writing. This indicated that some teachers ignore listening and speaking skills due to the limited time, the difficulty of topics of tasks, and the lack of knowledge in L2. They believe that the new communicative approaches such TBL method only work with intermediate or advanced levels.

2. **Based on your teaching experience, are the available tasks appropriate and relevant to the new curriculum?**

Twelve teachers out of 15 said that "some tasks are difficult and don't suit students' levels and age"; they see that the difficult tasks just suit genuine students. Two teachers said that "the tasks are appropriate regardless of students' level". One of the teachers said that "the tasks don't suit students' abilities nor teachers' qualifications". She believes that some topics of tasks are very difficult and cause confusion for students and teachers. These results indicated that some tasks are difficult, complex, and don't suit students nor teachers. The researcher thinks that syllabus designers should replace the difficult tasks with easier ones. Also, she thinks that the teachers need more training and educational courses and workshops about TBL. With regard to the relevance of tasks with the culture, all 15 teachers said that "the tasks are relevant to our culture". One of the teachers said that "the tasks are relevant not only to our Palestinian culture or Arab-Islamic culture but also they are relevant to the international culture". This result is positive and indicates that the tasks and activities are relevant to students' culture. The relevance of material with the culture may facilitate the learning of language skills.

3. **Based on your teaching experience, how do task-based activities promote students' abilities in learning English language skills?**

Thirteen teachers out of 15 said that the (TBL) enhances students' abilities by making group work or pair work. Four teachers prefer group work, three teachers prefer pair work, four teachers prefer group work and pair work, and two teachers prefer individual work. These results indicated that majority of teachers prefer working in pairs or in groups; this may improve students' self – confidence and

develop their intrinsic motivation for learning. For example, one of the teachers asked students to discuss their personal experiences and share their ideas in groups. The teacher believes that the work in groups may encourage students to speak aloud and express their ideas without any feeling of stress or shyness. In addition, the teacher believes that the use of group work or pair work may promote the students' interaction. One of the teachers preferred the group work because more ideas and more views will be presented during doing the task or activity.

Some teachers said that "individual work is better than group work because working in groups may make noise as well as may affect the classroom management during doing the task". The researcher thinks that the teachers preferred the individual work due to the difficulty of some topics of tasks in the textbook *English for Palestine – Ninth grade*; they believe that the individual work may avoid the noise or indiscipline in the classroom.

On the contrary, two teachers think that the use of traditional ways (chalk and board) for teaching language skills may promote students' abilities more than using new approaches such as TBL method. They see that the use of new methods such TBL for teaching and learning don't work with weak students. They manipulated that the challenges of task – based learning may affect the learning of language skills. The researcher believes that the teachers should use new methods which match with students' needs and interests for promoting the teaching and learning process.

One of the teachers said that "task – based activities promote the learning of English language just when we have ideal situations for teaching. In contrast, the current situations at our schools don't allow teachers to enhance the teaching and learning process by the use new approaches such as TBL". The teacher believes that

the implementation of TBL approach inside the classroom is a burden for teachers and students owing to the length of new material and large classes. Therefore, the teachers need ideal situations to apply the TBL for teaching and learning language skills effectively.

Regarding the types of tasks, the majority of teachers said that "all the types of tasks included in the textbook but the information gap activities and role plays are more concentrated on". The researcher thinks that the teachers should use different types of tasks because the variety may reduce the boredom and anxiety in the classroom and encourage students to learn the skills effectively. Additionally, it may increase students' motivation to practice L2 inside and outside the classroom.

4. **What suggestions would you provide to enhance task-based learning in English textbook for Ninth Grade?**

1. The majority of teachers suggested that the allocated time should be sufficient for applying tasks. Moreover, the material should be shorter and easier. One of the teachers said that the tasks in the textbook are appropriate for both teachers and students. Another one said that the material and allocated time for doing tasks are suitable.

2. Three teachers suggested carrying out an enrichment authentic material related to task – based learning.

3. One of the teachers suggested that the topics of tasks should be varied and suit students' age such as talking about daily situations.

4. One of the teachers said that we need more tasks related to our culture and reality.

5. Two teachers suggested that the material should include tasks that encourage extensive reading and related to English literature, poems, and songs. They said that the songs are neglected in the textbook *English for Palestine – Ninth Grade.*

6. One of the teachers suggested the change of the difficult and irrelevant tasks totally and replacing them with tasks that suit students' needs and abilities. For example, activity (2) / period (5) / unit (8).

7. One of the teachers suggested that the distribution of items and ideas of tasks should be balanced. Some tasks have more than four ideas but others have only one.

8. There is no balance in the distribution of the exercises. Some units have more than five exercises but others have only two.

9. Some teachers suggested that the English teachers should have more training programs on how to apply the TBL in the EFL classroom.

10. One of the teachers suggested that the curriculum designers should concentrate on reading tasks also another one suggested that they should concentrate on listening tasks.

11. Some teachers suggested that more time should be allocated to students during doing the task.

12. Seven teachers out of 15 suggested that the use of technology for applying task – based learning may attract students' attention and motivate them to practice L2 and learn the language skills. On the contrary, two teachers said that the use of technology inside the classroom is time – consuming. They believe that applying TBL method in the EFL classroom by the use of technology need a long time to prepare. The remaining teachers don't give any suggestion about the use of technology in the classroom.

4.4 The Results and Discussion of Content Analysis Checklist

4.4.1 The developed list of criteria for task – based learning (TBL)

A list of evaluation criteria was developed for evaluating task – based learning (TBL) in the textbook *English for Palestine – Ninth Grade* (see Appendix Three). These criteria might be a clue to determine the main areas of strengths and weaknesses in tasks and activities. In addition, these suggested criteria might help the researcher herself and other researchers in analyzing and evaluating the tasks by investigating the extent to which these criteria are used.

4.4.2   Evaluating the tasks and activities

The researcher designed a checklist to analyze the tasks and activities in the textbook and collect the needed information concerning the research questions. The results of the content analysis are based on the items of the checklist. The content analysis answers the following research questions:

- To what extent does the textbook *English for Palestine - Ninth Grade* include task-based activities that promote students' abilities in learning language skills?

- To what extent are the available tasks relevant to the curriculum?

1.   Number of tasks in relation to the unit

The results indicated that five units have (10) tasks (1, 6, 9, 12, &13), five units have (14) tasks (3, 5, 8, 10, &11), two units have (9) tasks (2 & 3). Additionally, two revision units have (8) tasks (7 & 14). This revealed that the textbook is rich in tasks and activities which enhance the learning of language skills.

2.   Number of items per task

Regarding the number of items per task, the results indicated that the items and ideas of tasks are not distributed appropriately. Some tasks have four or five items while others have more than five. The researcher thinks that the distribution of tasks' items should be appropriate and balanced in order to facilitate the implementation of (TBL) in the classroom. For example, one of the activities that have a lot of items is activity (2) / period (11)/ unit (10).

2 Work in pairs. Discuss the idea of new fish farms on the Gaza coast.

I've heard that there are lots of problems with …

They say it's being caused by …

Yes, I've read that over-fishing is happening …

That's right. Things like …
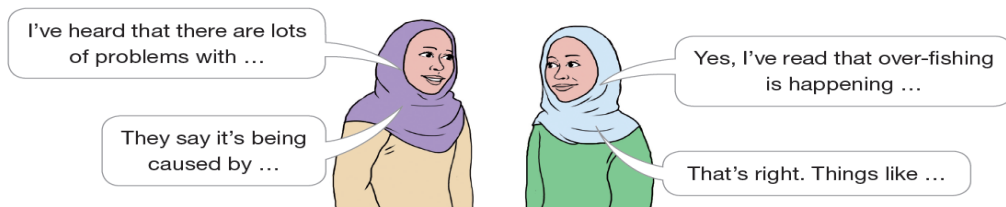
Think about:

a) The problems with traditional fishing:
1 Over-fishing is happening all round the world. … caused by all the modern technology that fishermen have – things like …
2 Everything in the sea is being killed by …
3 Fish populations everywhere are …
4 The price of fish in the shops is …

b) The advantages of fish farms:

3.   The gradation of tasks is appropriate

The results of the content analysis indicated that the tasks are graded appropriately in units (1,2,7,9,10,11,12,13,&14) while in units (3,4,5,6,&8) the gradation of tasks is inappropriate. The researcher believed that the gradation of tasks in the textbook should be appropriate for promoting the learning of language. For example, one of the activities that are not graded appropriately is activity (2) / period (9) / unit (8).

1 Work in pairs. Talk about things that may happen at any time.

Student A: Ask questions about these things.
What do you usually do if you …

can't get online to chat with your friends   can't get to sleep
haven't got time to finish the housework
can't understand your homework
feel sick when you wake up in the morning
someone wants to watch a different programme on TV

Student B: Answer with these (or your own) ideas.
If I (can't get online to chat with my friends), … instead.

play (football)   help at home   listen to music / read a story
go and meet / visit friends   stay in bed and sleep

4. The Tasks are authentic

The results indicated that the majority of tasks are authentic; the tasks in units (1, 2, 4, 6, 7, 8, 9, 11, 12, 13, &14) are authentic while in units (3, 5, &10) are not. The researcher believes that the use of the authentic material is a fruitful method for learning language skills; it may improve students' motivation to communicate and interact effectively in EFL classroom. The authentic tasks are more motivating and enjoyable; they bring students close to the L2 culture. So, it will encourage them to learn the language for communication whether inside or outside EFL classroom. For example, one of the non-authentic activities is reading activity in period 5 / unit 5.

1 Work in pairs. Talk about the pictures in the passage.
1 Do you think they show the Blue Mosque, the Aya Sofya or the Topkapi Palace?
2 What can you see in each photo?

2 Read and mark the statements true (✔) or false (✘).
1 During its long history, the city has had four different names. ☐
2 The city became the capital of the Roman Empire. ☐
3 The Ottoman Empire reached across three continents. ☐
4 The Topkapi Palace was just the home of the sultans. ☐
5 Istanbul used to be a big and important city, but those days have gone. ☐

Introducing Istanbul

1 Istanbul is a city on two continents, with one foot in Asia and the other in Europe. It is not a capital city now: the capital of modern Turkey is Ankara. However, it used to be the capital of empires and is still a great world city today.

Its name was Byzantium for 1,000 years, and it grew rich and powerful because East-West
5 trade routes passed through the city – along and across the Bosphorus. Then the Romans made it the capital of their eastern empire, and for the next 1,000 years people called it Constantinople. Then Constantinople fell to the Muslim Ottomans. This time, the city's name changed to Istanbul, and it became the heart of a huge empire that reached across large parts of Europe, Asia and North Africa.

5.   The tasks are clear and understandable

The results of the content analysis indicated that the tasks are clear and understandable in units (4, 5, 6, 7, 9, 10, 11, 12, &14) while in units (1, 2, 3, 8, &13) the tasks are difficult and ambiguous. The researcher believes that the tasks and activities should be clear and suit students' age and levels. The clarity of tasks may affect the students' involvement throughout implementing them. For example, one of the ambiguous activities is activity (1) / period (9) / unit (3).

Unit 3 Period 9

1 Work in pairs. Compare the three mini-buses.

The coach and a teacher are choosing a new mini-bus for the school sports teams. Look at the table and compare the buses like this. Take the parts of the coach and teacher.

Student A   *The Montana is bigger than the …, isn't it?*
Student B   *Yes, but it isn't as big as the …, is it?*
Student A   *That's right. The … is the biggest of all.*

	The Skyline	The Road Runner	The Montana
How big is it?	Carries 24	Carries 12	Carries 17
How safe is it?	★★★	★★★★★	★★★★

6. The tasks are enjoyable and easy

The results indicated that the tasks are easy and interesting in units (4, 5, 8, 9, 11, 12, &14) while in units (1, 2, 3, 6, 7, 10, &13) are not interesting. This showed that some tasks in the textbook are not interesting. The researcher believes that the interesting tasks attract students' attention and motivate them to learn the language skills as well as its rules effectively. For example, one of the activities that are interesting is activity (2 & 3) / period (3) / unit (12).

2 Work in pairs. Agree with each other. Use *too* or *either*.

Positive	Negative
love spring	don't like winter
am good at dancing	am not very good at singing

Student A   *I love spring.*
Student B   *I do, too. But I don't like …*

3 Work in pairs. Agree with each other. Use *So* or *Neither*.

Positive	Negative
love warm weather	don't like cold, wet weather
went on the school trip last year	didn't go the year before
can cook simple meals	can't make big, traditional dishes
am pleased with my marks today	wasn't happy with my marks last week
have got two brothers	haven't got any sisters

7. The tasks and activities are sufficient

The results of the content analysis indicated that the tasks are sufficient in all 14 units in the textbook; the material is rich in tasks and activities. However, the length of material and including a lot of tasks in the textbook may cause confusion for both teachers and students. The researcher thinks that the curriculum designers should minimize the tasks and change the difficult ones in order to facilitate the learning of language skills within the allocated time for classes.

8.   The objectives of tasks are clear and appropriate

The results showed that all tasks in all 14 units have appropriate objectives except unit three. This indicated that the majority of objectives in the textbook are clear and understandable; the textbook clearly outlines and satisfies the objectives of the tasks. The result also indicated that the tasks in unit (3) don't satisfy the needs and desires of ninth graders; some tasks' objectives in this unit are ambiguous and not specific. The researcher thinks that each task should have appropriate and explicit objectives in order to facilitate the learning of language skills. The suitability of tasks' objectives should be measurable and should be taken into consideration by the syllabus designers in order to enhance the teaching process. For example, one of the inappropriate activities is activity (2) / period (11) / unit (3).

Unit 3 Period 11

1 Listen and write down what you hear.

2 Look at Dr Blake's chart again. Use it to complete the table.

— = normal heart rate
— = heart rate of very fit person

Heart rate beats per minute

Exercise starts
Exercise stops
Time minutes
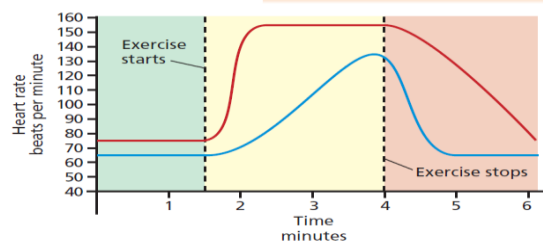
| 1 | Steve's resting heart rate was _____ beats a minute. | Kate's was _____. |
| 2 | Steve's heart rate rose quickly to | Kate's rose less, and less quickly, to |

3 Work in pairs. Ask and answer questions.

Student A: Take the part of a student. Ask questions like these.
What was Steve's heart rate before exercise?
Was Kate's heart rate higher or lower than Steve's?
How high did Steve's heart rate rise during exercise?
Did Kate's heart rate rise as high as Steve's?
How quickly did Steve's heart rate fall after exercise?
Did Kate's heart rate fall as slowly as Steve's?
Student B: Take the part of Dr Blake. Answer the questions from the table in activity 2.

4 Write paragraph 1 of a report. Use information from activity 2.

1 First, write this title: **Checking heart rates and fitness.**
2 Read the information in the table again. Then choose the best topic sentence.
• Steve and Kate have both got hearts.
• Chart 1 shows two tests.
• The tests on Steve and Kate produced the following information.

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9. The tasks suit students' age

The results indicated that the tasks in units (4, 9, 12, &13) suit students' age while the tasks in units (1, 2, 3, 5, 6, 7, 8, 10, 11, &14) don't suit their age. This showed that the majority of tasks don't suit students' age. The researcher believes that the tasks should be simple and interesting in order to suit students' age and match with their interests and desires. For example, one of the tasks that don't suit students' age is "unit task" / period (12) / unit (6)

10. The tasks suit students' needs and levels

The results indicated that the tasks in units (4, 9, &14) suit students' levels and needs while the tasks in units (1, 2, 3, 5, 6, 7, 8, 10, 11, 13, &12) don't suit their needs. This showed that the majority of tasks don't suit students' needs and levels. The researcher believes that the tasks should suit students' desires and levels in order to promote their motivation and interests for learning the language skills effectively.

For example, one of the tasks that don't suit students' desires and levels is "unit task" / period (12) / unit (12).

11. The tasks suit both students and teacher

The results indicated that the tasks in units (4, 9, 10, 11, 12, 13, &14) suit both teacher and students while in units (1, 2, 3, 5, 6, 7, & 8) don't suit them. This showed that some tasks are inappropriate due to its difficulty. The researcher may attribute this to the lack of educational and training programs about task – based learning. She believes that the tasks should suit both learners and teachers for enhancing the teaching and learning process of English. For example, one of the tasks that don't suit both teachers and students is "unit task" / period (12) / unit (3).

2 Write paragraph 2 of your report: Checking heart rates and fitness.

1 Choose the best topic sentence.
- Next, we did another test.
- Then we tested our heart rates to complete Chart 2.
- When we tested my heart, we learned the following.

2 Use information from Chart 2 to write the rest of the paragraph. Start the three parts of the paragraph as you did in paragraph 1.

3 Work in pairs. Prepare to write paragraph 3 of your report.

1 Choose the best topic sentence.
- This test has shown that I am fit enough.
- This test has shown that I am not fit enough.
- This test has shown how fit I am and what I need to do.

2 Read the questions and decide your answers. Then ask and answer the questions.
  1 What do you think the test has shown you?
    a) It has shown that I am fit enough already. ☐

12. The tasks have clear outcomes

The results of content analysis indicated that all tasks in the textbook have specific outcomes. This result is positive and show that all included tasks have outcomes relevant to language forms and meanings.

13. The tasks are meaningful and up to date

The results indicated that the not all tasks in the textbook are up to date and meaningful. The tasks in unit (3) and unit (10) are not up to date and do not focus on meaning. The researcher thinks that the tasks should be meaning- based and focus on the fluency more than the accuracy. For example, one of the activities that are not meaningful is activity (3) / unit (10) / period (11).

3 Complete Waleed's school essay.

1 Copy and complete paragraph 1. Put the verbs and adverbs in brackets together.

> Fishing: The problems and the answer that Gaza can help provide
> Thirty years ago, experts (1) … (were reporting) (already) that fish in the oceans (2) … (were being caught) (often) in huge numbers. This has continued, and fish populations (3) … (are being destroyed) (now) everywhere. It (4) … (has become) (therefore) very important to take action quickly.

2 Write paragraph 2. Use ideas about problems in activity 2a). Use these sequence markers.

| First (of all), | Secondly, | Thirdly, | Finally, |

There are a lot of problems with … First of all, …

3 Write paragraph 3. Use ideas about advantages in activity 2b). Use sequence markers again.
Because there are so many problems with …, we should think about the advantages of … on the Gaza coast. First, …

14.   The tasks help to develop communicative language skills

The results of content analysis indicated that not all tasks in the textbook aim to develop the communicative skills. This showed that some tasks don't aim to practice language skills for communication in the classroom. The researcher thinks that the tasks should aim to improve students' abilities and motivate them for communication inside and outside the classroom. For example, one of the tasks that don't aim to develop real communication in the classroom is "unit task" / period (12) / unit (10).

15.   The tasks integrate all language skills

The results indicated that just the task which existed at the end of each unit in the textbook "unit task" integrates the language skills. This indicated that the majority of included tasks focus just on one or two skills of language. The researcher believes that all tasks in the textbook should integrate language skills in order to improve students' abilities in learning and communication. For example, one of the tasks that integrate all language skills is activity one "unit task" / period (12) / unit (1).

1 Work in pairs. Discuss the questions. Write notes.

- Where do you plan to go?
- When do you plan to go?
- How do you plan to travel?
- What do you plan to do about lunch?
- What time do you plan to leave in the morning, and where from?
- When do you plan to arrive?
- What time do you plan to come home at the end of the day?
- When do you plan to get back in the evening?

Our school trip
Where: To ...
When: On ...

2 Work in different pairs. Use your notes to help explain your plans to each other.

3 Write a notice to put on the class notice board.

- Write the heading: SCHOOL TRIP.
- Write where you are going and when you are going (day and date). Use the present continuous.
- Write how you are travelling and what you are doing about lunch. Use the present continuous.
- Write about your travel times at the start of the day. Use the present simple.
- Write about your travel times at the end of the day. Use the present simple.

SCHOOL TRIP
We are going to ... for our school trip, and we are going on .... We are travelling by ..., and we are taking ...

16. The tasks enhance students' creative and critical thinking

The results of the content analysis indicated that not all tasks in the textbook enhance students' creative and critical thinking skills. The researcher thinks that the promoting of critical or creative thinking skills depends on the types of tasks such as problem-solving and sharing personal experiences tasks. She believes that the curriculum designers should focus on such types of tasks for improving students critical and creative thinking skills in the English language. For example, one of the tasks that aim to develop critical thinking skills is activity (4) / period (6) / units (2 &11).

4 Work in pairs. Think and discuss.

1 What difference do you see between a house and a home?

2 What does a traditional Palestinian house look like?

4 Work in pairs. Think and discuss.

1 Is there a 'rubbish problem' where you live?

2 What do you think should happen to people who create this problem?

17.   The tasks introduce students to a variety of topics

The results indicated that all tasks in the textbook introduce different topics except the tasks in unit (3). This result showed that the topics of tasks in the textbook are varied; the variety may attract students' attention and motivate them for learning the language skills effectively.

18.   The task-based learning doesn't overlook the role of grammar in performing tasks

The results of the content analysis indicated that all tasks in the textbook don't overlook the role of grammar in applying tasks. This result is positive and indicates that textbook focuses on the meanings of language more than the focus on its rules and forms of language. The researcher thinks that the focus on communicative competence develops students' abilities to communicate inside and outside the classroom.

19.   Artwork and graphs are colorful, attractive, and clear for ninth grade

The results indicated that the artworks and graphs in all 14 units are clear and colorful. The researcher believes that authenticity and appropriateness of colorful pictures and graphs in the textbook attract students to learn and practice the language. For example, one of the activities that have colorful and attractive pictures is activity (1) / unit (4) / period (10).

20.   The tasks are not culture - specific

The results of content analysis showed that some tasks in the textbook are culture-specific while some are not. The tasks in units (2, 3, 5, & 9) are culture-specific. The researcher believes that the tasks should not talk about a specific culture or about unknown beliefs and ideas because this may cause difficulty and confusion for students throughout doing the tasks. Thus, the tasks should focus on students' culture; the relevance of authentic tasks to students' religion and culture may enhance their learning of language and add more new information to their knowledge. For example, one of the tasks that are not related to students' culture is the unit task (a day in Istanbul)/ period (12) / unit (5).

Introducing Istanbul

Unit task: Planning a tour.

1 Work in pairs. Do the tasks to plan a tour for some visitors.

1 Agree on two important places to visit in a town that you know. (Choose places that are quite close to each other. The visitors are not fit enough to walk far!)

Student A

I think the visitors should	see	(*name*) in (*street / part of town*).
	visit	

Student B

I agree. I think they really must	go there.
	do that.

OR:

I'm not sure. I think (*name*) is more	important.
	interesting.

2 Choose a place to start the tour.
Student A I think (name) in (street / part of town) is the right place to start.
Student B I agree. I feel (name) is a very good place to begin, too.

In contrast, the results of content analysis showed that some tasks in the textbook not only related to our culture but also related to our religion. This result is positive and indicates that such tasks promote students' knowledge about their own culture and knowledge about language skills. For example, the activities (2 &3) / periods (5 & 7) / unit (5) are related to our culture and religion.

3 Work in pairs. Produce captions for the photos.

1 Agree on the words you will use. Then write the captions.

Mahatma Gandhi (1869–1948),
the brave and
_____ leader of the

1 Work in pairs. Talk about the picture in the passage.

2 Read and mark the statements true (✔) or false (✗).

1 Until almost the end of Salah Al-Din's life, Jerusalem had remained under Muslim control. ☐
2 Salah Al-Din took Jerusalem soon after he and his men had defeated the crusaders at the Battle of Hittin. ☐
3 A new crusade began immediately after Jerusalem had fallen. ☐
4 Only 2,000 crusaders arrived in Palestine. ☐
5 In the end, the peace between Salah Al-Din and King Richard gave each side something important. ☐

Salah Al-Din (1138—1193): a leader ahead of his time

1 After Salah Al-Din had brought together large parts of the Muslim World, he turned to Jerusalem. The city had been in crusader hands all his life, and from
5 1182 he started preparing to free it from them. As a strong believer in God and

Another example, the activities (1 & 2) / period (1) / unit (7) are related to our culture and religion.

1 Look at the photo on the next page. Describe it.

1	The picture shows	we can see hundreds of	of the Muslim reli
2	At its centre,	is at the heart	the Ka'ba.
3	This amazing building	the Great Haram Mosque	followers of Islam
4	All round the Ka'ba	we can see	in Makkah.

2 Read the title of the passage. Then say what you know ab

Abu Bakr Al-Siddiq

For over 1,400 years, Muslims have remembered this man as Islam's first Caliph. The many stories clearly show that he was a great man and a great Muslim.

The future Prophet Mohammad (ﷺ) saw that Abu Bakr was a very good and honest person, and they became very good friends. Later, after Mohammad (ﷺ) had received God's Word, Abu Bakr became an early believer. Because he believed so deeply, the Prophet Mohammad (ﷺ) gave him the name 'Al-Siddiq'.

4.5 Overall Consolidation of Results:

The overall results of the study indicated that the teachers' attitudes in the questionnaire were not consistent with what they did in the classrooms. The classroom observations, the interviews, and the content analysis checklist refuted some teachers' attitudes towards the TBL. In fact, the majority of teachers agreed with the effectiveness and appropriateness of task – based learning and communicative activities, but in reality not all of them preferred the implementation of such communicative and flexible methods due to different styles and expectations, large classes, noise, bad classroom atmosphere, inadequate time, long material, and lack in workshops and training courses about EFL language teaching and learning by the use of new communicative methodologies. The researcher compares, discusses and interprets the overall results as follows:

1.   **What are the teachers' attitudes towards task – based learning (TBL)?**

2.   **What are the teachers' attitudes towards the tasks that they use?**

Concerning the teachers' perspectives towards TBL and the tasks that they use, the results indicated that the teachers' views towards the task – based learning were positive and highly acceptable, the degree of the mean for the total score was (3.4). The teachers agreed that the tasks promote the communicative competence, enhance the creative and critical thinking skills, develop students' motivation, and provide a relaxed classroom atmosphere. Additionally, they manipulated that the tasks that they use encourage student - centered learning, promote collaborative learning, and manipulate different features of the language. They stated that the TBL requires long time to prepare, good experience as well as fluency and accuracy in language. However, some teachers didn't agree with the effectiveness of TBL. They believed that the use of new flexible methods don't work with all students' levels. Therefore, the teachers use traditional approaches for teaching language skills such as direct method and grammar- translation method.

3.   **To what extent does the textbook *English for Palestine - Ninth Grade* include task-based activities that promote students' abilities in learning language skills**?

Regarding the teachers' attitudes towards the general shape and objectives of the textbook *English for Palestine – Ninth grade*, the majority of teachers agreed that the general shape of the textbook is appropriate, the degree of the means for the total score was between (2.91 – 2.90). The results indicated that the textbook is rich in new tasks and activities. In addition, most of them agreed that the aim of task – based learning in the textbook is developing students' communicative competence.

However, some teachers didn't support the appropriateness of the textbook objectives and the attractiveness of the general shape of the textbook. The researcher believes that the clarity of the textbook's objectives and the attractiveness of general shape motivate students to learn and practice the language skills.

Concerning the teachers' perspectives towards the tasks that are included in the textbook, the findings of the questionnaire showed that their views toward the tasks in the textbook were positive; the degree of the mean for the total score was (2.85). This indicated that the teachers agreed with the appropriateness and the variety of tasks. However, the findings of the interview and classroom observation revealed that the tasks don't suit students' age, needs, and interests. They also indicated that some included tasks are not varied, complex and difficult. In addition, the results of content analysis indicated that some tasks are ambiguous and not authentic. The results of the questionnaire indicated that the tasks move from controlled to communicative and provide opportunities for paired and collaborative learning. However, the results of classroom observation showed the opposite; the teachers often explain the language skills and grammatical rules explicitly and directly. This indicated that some observed teachers didn't use any communicative activity in the classroom and the students were just receivers of knowledge.

Concerning the role of TBL in teaching and learning language skills, the teachers agreed that the tasks improve critical thinking and enjoyment in reading, enhance the writing skills, focus on pronunciation and motivate students to speak aloud; the degree of the means for language skills was between $(3.2 - 2.71)$. While the results of the interview and classroom observation indicated that most of the students lack the knowledge of language structure and vocabulary; the lack of knowledge for the basic rules of language affect the promoting of teaching and learning language skills.

Concerning the teachers' attitudes towards the teaching aids, the teachers agreed that the artworks and graphs are appropriate, capture students' interests, increase students' talking time and relieve students' anxiety, the degree of the mean for the total score was (2.91). While, some of them didn't agree with the suitability of teaching aids due to its complexity and ambiguity. The researcher believes that the artwork and graphs should be clear and suit both teachers and students in order to enhance the teaching and learning process.

4.   To what extent are the available tasks relevant to the new curriculum?

5.   To what extent do the task-based activities enhance English language teaching?

Concerning the appropriateness of tasks and activities and their relevance to the students' culture, the results indicated that the teachers agreed with the relevance of tasks to students' culture; the degree of the means for the relevance of tasks was between (2.92 – 2.70). They agreed that the tasks suit both teachers and students. However, the results of classroom observation and interview indicated that the tasks don't suit students' abilities nor teachers' qualifications. Additionally, the results of classroom observation and interview indicated that the tasks are relevant to our Palestinian culture. While, the results of content analysis indicated the existence of some irrelevant tasks; the textbook includes tasks that are relevant to other cultures. The researcher believes that the tasks should be related to students' culture and styles. Moreover, she believes that the suitable and relevant tasks may motivate students to learn and practice the language as well as enhance their abilities in interaction and communication.

In summary, the results of the study showed that the teachers' perspectives in the questionnaire were not consistent with the results of classroom observation and interview. The results of the questionnaire indicated that the teachers are aware of TBL features but they don't use such new flexible methods inside the classroom. They believe that the TBL method don't work with all students' levels and classroom atmosphere so they use traditional ones. In addition, the results of content analysis revealed that not all tasks and activities match the suggested criteria which were constructed for evaluating them. Some tasks in the textbook are ambiguous, difficult, not interesting, and don't suit students' needs and abilities. The tasks in the textbook should be clear, appropriate, and suit students' levels and teachers' qualifications.

Summary

This chapter presented the results and discussion of the questionnaire, classroom observation, interview, and content analysis checklist. It presented frequencies percentages, and means to indicate the final collected information of the study. This chapter interpreted the results of the study and connected them with the results of previous studies. In addition, it presented a discussion for overall results of the study.

Chapter Five

Conclusion and Recommendations

5.1 Conclusion

The aim of this study was to investigate the ninth grade teachers' views towards task – based learning (TBL). The aim also was to examine the appropriateness of tasks and activities in the textbook *English for Palestine – Ninth Grade* as well as inside the classroom. Thus, the overall results of the study showed the main strengths and weaknesses of TBL in the textbook and in the classroom of 9th grade. The researcher summarized these results as follows:

The results of the study indicated that the teachers' attitudes towards TBL were positive; the teachers agreed that the tasks can improve students' communicative skills, promote their self – confidence and enhance their creative and critical thinking skills for learning the language. In addition, they agreed that the tasks and activities can provide a relaxed classroom atmosphere, relieve the classroom boredom and anxiety, and increase students' talking time. This revealed that the teachers were aware of TBL concepts and characteristics; they preferred using it in the EFL classroom instead of using traditional methods because it motivates students to learn the language.

The results indicated that the teachers can implement TBL despite its challenges such as large classes, noise or indiscipline, long material, limited time, different levels of students, different styles and expectations. They indicated also that the teachers preferred the use of group or pair work as well as using different types of tasks for effective implementation of TBL. Moreover, the results indicated that the TBL can be enhanced by the use of technology because the use of technological tools attract

students' attention and motivate them to learn the language. However, some teachers didn't agree with the effectiveness and appropriateness of TBL. The results indicated that their views were negative towards communicative language teaching CLT. This revealed that the teachers are accustomed to using the traditional methodologies (chalk & board) for teaching and learning the language. They believe that the new communicative methods don't work with all levels. Moreover, the results indicated that some tasks in the textbook *English for Palestine – Ninth grade* don't suit students' age and desires. This revealed the difficulty and the complexity of some tasks. In addition, the results of the content analysis indicated that some tasks are not authentic, not interesting and irrelevant. The authenticity of tasks and its relevance to students' culture enhance the teaching and learning process. Additionally, the results indicated that the use of mother tongue (L1) may affect the adoption of TBL, the students use L1 due to their anxiety of using the target language.

The main weaknesses of task – based learning (TBL) in the textbook as well as in the classroom in terms of suggested criteria are:

1. The textbook includes a lot of role plays tasks.

2. Some tasks in the textbook are not authentic.

3. Some tasks are not related to the Palestinian culture.

4. Some tasks in the textbook don't aim to develop critical thinking skills.

5. Some tasks are not graded appropriately.

6. The extensive language skills activities are not included in the textbook.

7. Some tasks are difficult and ambiguous.

8. Some tasks don't suit both teachers' and students.

9. The use of traditional methods instead of using communicative language teaching CLT and task – based learning TBL.

The researcher attributes these weaknesses to:

1. The material developers and the syllabus designers are not aware of the significant of TBL characteristics and its suitability to students' needs and interests.

2. The syllabus designers are not aware of tasks' authenticity and their relevance to students' culture.

3. Designing tasks and activities which aim to develop students' creative and critical thinking skills need much effort and time as well as high proficient and qualified designers.

4. The length of material and the large classes affect the preparation and implementation of tasks and activities in the classroom.

5. The allocated time for doing tasks inside the classroom is insufficient.

6. The students' levels, the teachers' experience, and the classroom atmosphere also affect the adoption of task – based learning methodology.

5.2 **Recommendations**

Based on the findings of the study, the researcher presents some recommendations for syllabus designers, Ministry of Education, teachers, and students as follows:

5.2.1 Recommendations for the Ministry of Education and Syllabus Designers:

1. The syllabus designers should simplify the material. In fact, the material is too long, has a lot of activities, and needs long time for preparation. Therefore, they concentrate on the quantity of the textbook not on the quality in order to cover and the curriculum within the allocated time.

2. The syllabus designers should change the difficult tasks and replace them with tasks that suit students' abilities. Thus, the students will get a better understanding.

3. The syllabus designers should use different types of topics as well as different types of tasks. This will motivate students to learn and practice the language. Also, this will relieve the boredom in the classroom.

4. The Ministry of Education should hold more workshops and training programs about TBL and EFL classroom management. This will enhance teachers' proficiency and qualify them to use flexible and communicative methods which work with students' needs.

5.2.2 Recommendations for Teachers and Students:

1. The teachers should prepare enrichment materials with more varied tasks and activities such as creative tasks or projects, sharing opinions and personal experiences, and solving problems in order to promote communicative language learning.

2. The teachers should encourage students to work in pairs or in groups. This will motivate them to speak aloud and enhance their critical thinking skills.

3. The teachers should encourage students to read about topics related to their culture (extensive reading). For example, the lesson in Unit Five / Period One is about (a day in Istanbul). In such lessons, the teacher should motivate students to read and search about other topics such as (a day in Jerusalem) from the internet or other related sources. In this way, the students may learn more about the language and increase their cultural knowledge.

4. The students should revise the basic grammatical rules and vocabulary of language to promote their practice of language skills.

5.2.3 Recommendations for Further Research:

1. Conducting other research related to communicative approach and communicative language teaching (CLT) at the Palestinian schools.

2. Conducting other research similar to this research for evaluating the TBL in the other textbooks of *English for Palestine* and investigating to what degree the tasks and activities match the constructed criteria in this study.

3. Conducting other studies to investigate the effect of TBL on developing the language skills of native and non-native students at schools. For example, investigating the effect of TBL on improving the speaking language skills of non-native students.

Summary

This chapter presented conclusion and summary for all results of the study. It presented the main weaknesses of TBL as well as its reasons. Also, this chapter presented recommendations for the Ministry of Education, syllabus designers, teachers, and students. In addition, it presented recommendations for further studies.

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Appendices

Appendix One

Questionnaire

Dear Teachers,,,

This questionnaire was designed as an instrument to collect data for the MA thesis "Evaluation of Task- Based Learning at the Government and UNRWA Schools in Hebron District". The researcher aims to evaluate and analyze the using of task-based approach (TBA) in the Palestinian English Textbook for the 9th Grade in Hebron district.

The questionnaire is composed of two sections: *section one* is about personal information and *section two* is divided into three overlapping parts about task-based learning:

- **Part 1**: Your perspectives towards implementing TBA.
- **Part II**: Your implementing TBA in the Classroom.
- **Part III**: The availability of TBL activities in the Ninth Grade Textbook.

This questionnaire is used for the purpose of research only. All information provided are strictly confidential. Feel free to contact the researcher at the following contact details:

The researcher: Rasha Karaki

Mobile:0599432802

Email: karaki_2009@hotmail.com

Supervisor: Dr. Mohammed Farrah

Thanks for your cooperation

SECTION ONE: Demographic Data
Please, fill the appropriate information:

A-Name of School: ………………………………………………………………………………………
B- Type of school: ☐Government ☐UNRWA
C- Gender: ☐ Female ☐ Male
D- Qualification: ☐ Diploma ☐ B.A ☐ M.A
E- **Years of experience**: ☐Less than 5 years☐ 6-10 years ☐ 11-15 years ☐ more than 16 years
F- Number of times you've taught the ninth grade :☐ 1-5 times ☐ 6-10 ☐ more than 11 times
G- What kind of tasks do you usually carry out in your class? (You can choose more than one.)   a. exercises. b. watching and discussing videos. c. listening activities.   d. open discussions. e. oral presentations. f. tasks and games. g. others:……………………………
H-What kind of topics do you usually discuss in your class? (You can choose more than one.)   a. politics. b. social media. c. arts. d. science.   e. religion. f. cultures, habits and rituals. g. language issues. h. others………………………..
I- Have you ever participated in any training program about task-based learning such as workshops or special training)? **a.** Yes **b.** No   ❖ **If Yes:**   • **How many times?**   a. 1_5 times b. 6_10 times c. 11_15 times d. 16_more.   • **How long?**   a. 1-2 hours b. 2-3 hours c. 3-4 hours d. 5- more.   • **Were they effective and helpful?**   a. Yes b. No

SECTION TWO: Perspectives towards Task-Based Learning (TBL)

❖ **Indicate the extent to which you agree or disagree with the following items regarding task-based learning/activities by putting a tick (✓) in the appropriate box using the scale given below.**

SD= Strongly Disagree ☹ **D**= Disagree   **A**= Agree   **SA**= Strongly Agree ☺

Part (1): Teachers' Perspectives towards (TBL)				
The tasks	SD ☹	D	A	SA ☺
1. provide a relaxed classroom atmosphere.				
2. promote the actual use of target language.				
3. suit all students' levels.				
4. meet the learners' needs and interests.				
5. integrate all language skills.				
6. require much preparation time compared with other approaches.				
7. enhance students' creative thinking.				
8. promote critical thinking.				
9. should suit both learners and teachers				
10. don't overlook the role of grammar in performing a task.				
11. promote communicative competence.				
Part (2): Teachers' Perspectives towards the Tasks that they use.				
The task that I use	SD ☹	D	A	SA ☺
1. encourages student-centered activities.				
2. is meaning-based.				
3. has a communicative purpose.				
4. enables learners to participate in the different language functions.				
5. enables learners to manipulate different features of the language.				
6. allows learners to rehearse different real life skills.				
7. suits homogenous groups.				
8. suits non-homogenous groups.				
9. covers three stages: pre-task, while-task, and post- task.				
10. is social-based.				
11. enhances self-learning.				
12. improves learners' interaction skills.				
13. enhances learners' intrinsic motivation.				
14. supports a collaborative learning.				
15. requires long time to prepare.				
16. requires good experience.				
17. requires accuracy.				
18. requires fluency.				
Part (3) : Teachers' Perspectives towards the Tasks in the Textbook				
A. General shape	SD ☹	D	A	SA ☺
1. The outside cover of the book is attractive.				
2. The title of the book is appealing.				
3. The picture on the cover page depicts TBA.				
4. The textbook is rich with tasks and activities that facilitate language learning.				

B. Objectives		SD ☹	D	A	SA ☺
1.	The tasks are related to the learners' needs and interests.				
2.	The tasks are clear and specific.				
3.	The tasks correspond with up to date developments around the world.				
4.	The tasks are relevant to our culture.				
5.	The tasks meet the individual differences among students.				
6.	There is balance in the presence of TBL for the main skills, listening, speaking, reading and writing.				
C. Content		SD ☹	D	A	SA ☺
1.	The tasks are clear and unambiguous.				
2.	The tasks move from controlled to communicative.				
3.	There is a variety of meaningful activities.				
4.	The tasks provide opportunities for individual paired and cooperative learning.				
5.	The tasks are set in an age-appropriate context.				
6.	There are themes that encourage communication outside classroom.				
7.	The text provides a variety of meaningful activities to practice language skills.				
8.	The text provides communicative activities from real – world.				
9.	The tasks and activities aim to build students' self –confidence				
10.	The tasks help encourage critical thinking.				
11.	The time for learning is sufficient				
12.	The tasks capture learners' interest.				
13.	The tasks are varied in reading texts.				
14.	The task helps students develop fluency and enjoyment in reading				
15.	The tasks make comprehension easier in reading				
16.	The tasks enhance free learning opportunities in writing				
17.	Some tasks are difficult for most of the students to deal with in language skills.				
18.	Speech tasks & activities motivate students to talk about their concerns & interests				
19.	The listening tasks often focus on pronunciation.				
20.	The tasks are suitable to the students' level.				
21.	The tasks don't contain difficult vocabulary items.				
22.	The tasks don't contain difficult structure.				
23.	The tasks don't contain cultural items which are offensive to our culture.				
D. Teaching Aids		SD ☹	D	A	SA ☺
1.	The tasks help relieve anxiety and boredom				
2.	The tasks help to increase student's talking time				
3.	The tasks' pictures used are related to the learners' background.				
4.	The tasks used help build students' confidence.				
5.	The tasks help develop communicative skills.				
6.	The tasks capture students' interests.				

Appendix Two

Checklist for Evaluating Task – Based Learning in the Textbook English for Palestine – Ninth Grade

		UNITS														
No	**Item**	**1 A9**	**2 A9**	**3 A9**	**4 A9**	**5 A9**	**6 A9**	**7 A9 Revision**	**8 B9**	**9 B9**	**10 B9**	**11 B9**	**12 B9**	**13 B9**	**14 B9 Revision**	**All units (1-14)**
1.	Number of tasks in relation to the unit.															
2.	Number of items per task.															
3.	The gradation of tasks is appropriate.															
4.	The tasks are authentic.															
5.	The tasks are clear and understandable.															
6.	The tasks are enjoyable and easy.															
7.	The tasks and activities are sufficient.															
8.	The objectives of tasks are clear and appropriate.															
9.	The tasks suit students' age.															
10.	The tasks suit students' needs and levels.															

11.	The tasks suit both students and teacher.																		
12.	The tasks have clear outcomes.																		
13.	The tasks are meaningful and up to date.																		
14.	The tasks help to develop communicative language skills.																		
15.	The tasks integrate all language skills.																		
16.	The tasks enhance students' creative and critical thinking.																		
17.	The tasks introduce students to a variety of topics.																		
18.	The task-based approach doesn't overlook the role of grammar in performing tasks.																		
19.	Artwork and graphs are colorful, attractive, and clear for ninth grade.																		
20.	Some tasks are not culture- specific.																		

Appendix Three

Interview

Teacher's Name:………………………………………..

Years of Experience:………………………………….

- Do the tasks available in the textbook for each unit integrate all language skills?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………….......

- Based on your teaching experience, are tasks appropriate and relevant to the new curriculum?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………….......

- Based on your teaching experience, how do task-based activities promote students' abilities in learning English language skills?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………….......

- What suggestions would you provide to enhance task-based learning in English textbook for Ninth Grade?

………………………………………………………………………………

………………………………………………………………………………

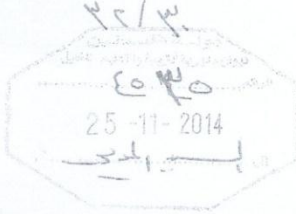………………………………………………………………………….......

Appendix Four

Permission Letters

Ref.

Date

بسم الله الرحمن الرحيم

الرقم: ٣ ف/١٧٦/٢٠١٤

التاريخ: ١٩/١١/٢٠١٤

حضرة السيد/ مدير التربية والتعليم المحترم

محافظة الخليل

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

الطالبة " رشا سمير عبد السميع الكركي " ورقمها الجامعي (٢١٢١٩٠٤٠)
ماجستير أساليب تدريس اللغة الانجليزية في كلية الدراسات العليا، وهي بصدد
إعداد الأطروحة الخاصة بها بعنوان:

" An Evaluation of Task-Based Learning in English Language
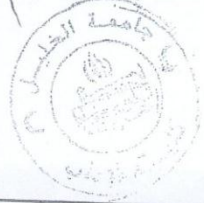Textbook for Ninth Grade"

" تقييم التعلم القائم على أداء المهمة في كتاب اللغة الانجليزية للصف التاسع"

يُرجى من حضرتكم تسهيل مهمتها في جمع معلومات تتعلق في الأطروحة: توزيع
استبانة، إجراء الملاحظة الصفية، إجراء مقابلة مع مدرسي اللغة الانجليزية في
المدارس الحكومية التابعة لمديرية التربية والتعليم في محافظة الخليل

مع فائق الاحترام والتقدير،،،

عميد كلية الآداب

د. صلاح الشروف

State of Palestine	دولة فلسطين
Ministry of Education & Higher Education	وزارة التربية والتعليم العالي
Directorate of Education/ Hebron	مديرية التربية والتعليم الخليل

الرقم: ت.خ/٣٠/٢٧/٢٠٢٨
التاريخ: ٠٩ صفر، ١٤٣٦
الموافق: الاثنين، ٠١ كانون الأول، ٢٠١٤

حضرات مديري ومديرات المدارس الحكومية المحترمين

<u>الموضوع: استبانة بحث</u>

نهديكم أطيب التحيات، ويرجى مساعدة الطالبة رشا سمير عبد السميع الكركي والقادمة من جامعة الخليل تخصص اساليب تدريس اللغة الانجليزية في جمع معلومات وتعبئة استبانة البحث الخاص بها بعنوان (An Evaluation of task – based learning in English language textbook for ninth grade) وكذلك في اجراء مقابلة وملاحظة صفية مع مدرسي اللغة الانجليزية، وذلك بما لا يؤثر على سير العملية التعليمية.

مع الاحترام

أ. بسام مدحت طهبوب

مدير التربية والتعليم

ت.د /التعليم العام

Ref.

بسم الله الرحمن الرحيم

الرقم : إ ف/6 ع د ع/2015

Date

التاريخ: 2015/3/2

حضرة السيد/مدير التربية والتعليم المحترم
شمال الخليل.

تسهيل مهمة

تفيد كلية الدراسات العليا في جامعة الخليل بأن الطالبة رشا سمير عبدالسميع الكركي
(21219040)، من برنامج ماجستير اللغويات التطبيقية وتعليم اللغة الانجليزية، تقوم بتوزيع
استبانة واجراء مقابلة وملاحظه صفية ، وذلك ضمن مشروع رسالة الماجستير الخاصة بها
والتي تحمل عنوان:

An Evaluation of Using Task-Based Approach in English
Language Textbook for Ninth Grade.

تقييم التعلم القائم على اداء المهمة في كتاب اللغة الانجليزية للصف التاسع.

الرجاء تسهيل مهمة الباحثة.

مع الاحترام و التقدير،،،

أ.د. فخري حسن

عميد كلية الدراسات العليا

P.O.Box 40 , Hebron , West Bank , Palestine
URL:http//www.hebron.edu

ص.ب ٤٠ الخليل – فلسطين
تلفون : 970 (0)2-222-0995
فاكس: 970 (0)2-222-9303

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State of Palestine

Ministry of Education & Higher Education

Directorate of Education /North Hebron

دولة فلسطين

وزارة التربية والتعـليم العالي

مديرية التربية و التعليم / شمال الخليل

الرقم: ت.ش.خ/ 2644/1/30

التاريخ: 2015/03/02م

الموافق:1436/05/12هــ

حضرات مديري و مديرات المدارس المحترمين.

الموضوع: تسهيل مهمة /(توزيع استبيان)

نُهديكم أطيب التحيات و بخصوص الموضوع أعلاه، أرجو تعبئة الاستمارة المرفقة من قبل معلمــي اللغة الانجليزية للصـف التاسـع الأساســي وعنوانهــا " An Evaluation of Using Task-Based Approach in English Language Textbook for Ninth Grade". وذلك للطالبة"رشا عبد السـميع الكركي" وذلك استكمالا لدرجة الماجستير من جامعة الخليل، على أن لا يؤثر ذلــك علــى ســير العمليــة التعليمية.

مع الاحترام

– تعاد إلى قسم التعليم في موعد اقصاة 2015/3/10م

سامي كامل مروّة

مدير التربية و التعليم

أ.ع/ م.ع (التعليم العام)

Ref.

بسم الله الرحمن الرحيم

الرقم :   إ.ف/5 ع د ع/2015

Date

التاريخ: 2015/2/9

حضرة السيد/ وزير التربية والتعليم المحترم

جنوب الخليل

<u>تسهيل مهمة</u>

تفيد كلية الدراسات العليا في جامعة الخليل بأن الطالبة رشا سمير عبدالسميع الكركي (21219040)، من برنامج ماجستير اللغويات التطبيقية وتعليم اللغة الانجليزية، تقوم بتوزيع استبانة واجراء مقابلة وملاحظه صفية ، وذلك ضمن مشروع رسالة الماجستير الخاصة بها والتي تحمل عنوان:

An Evaluation of Using Task-Based Approach in English Language Textbook for Ninth Grade.

تقييم التعلم القائم على اداء المهمة في كتاب اللغة الانجليزية للصف التاسع.

الرجاء تسهيل مهمة الباحثة.

مع الاحترام و التقدير،،،

أ.د. فخري حسن

عميد كلية الدراسات العليا

بسم الله الرحمن الرحيم

State Of Palestine		دولة فلسطين
Ministry of Education & Higher Education		وزارة التربية والتعليم العالي
		مديرية التربية والتعليم
Directorate of Education		جنوب الخليل
Southern Hebron		

التاريخ: ٢٠١٥/٢/٢٤م   الرقم: ج خ/٤/٤٨/ ٢٨٩

حضرات مديري ومديرات المدارس المحترمين

المبحث: الدراسة الميدانية

الإشارة: كتاب جامعة الخليل رقم (إف/٥ د ع ٢٠١٥/) بتاريخ (٢٠١٥/٣/٩)

بعد التحية...

أرفق طيه استبانة الباحثة " رشا سمير عبد السميع الكركي "، بعنوان " An Evaluation of Using Task_Based Approach in English Language Textbook for Ninth Grade."، وتعبئتها من قبل معلم اللغة الانجليزية للصف التاسع الأساسي في مدرستكم، واعادتها الى قسم التعليم العام في المديرية حتى موعد اقصاه يوم الاربعاء الموافق (٢٠١٥/٣/٤م).

.... مع الاحترام ....

مـدير التربيـة والتعلـيم
أ. فوزي أبو هليل

• نسخة الباحث/ة.

قسم التعليم العام
م.ق/ج.ع/ ٢٢٨٢٣٦٦/☎ ١١٨.

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الرقم : ٢ خ / ١٧٥/ ٢٠١٤

التاريخ : ١٩ / ١١ / ٢٠١٤

حضرة السيد/ رئيس قسم التعليم لوكالة الغوث الدولية المحترم

محافظة الخليل

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

الطالبة " رشا سمير عبد السميع الكركي " ورقمها الجامعي (٢١٢١٩٠٤٠) ماجستير أساليب تدريس اللغة الانجليزية في كلية الدراسات العليا، وهي بصدد إعداد الأطروحة الخاصة بها بعنوان:

" An Evaluation of Task-Based Learning in English Language Textbook for Ninth Grade"

" تقييم التعلم القائم على أداء المهمة في كتاب اللغة الانجليزية للصف التاسع"

يُرجى من حضرتكم تسهيل مهمتها في جمع معلومات تتعلق في الأطروحة: توزيع استبانة، إجراء الملاحظة الصفية، إجراء مقابلة مع مدرسي اللغة الانجليزية في مدارس وكالة الغوث وتشغيل اللاجئين في محافظة الخليل.

مع فائق الاحترام والتقدير،،،

عميد كلية الآداب

د. صلاح الشروف

SHAWAR, Sameer

From: SCHOOL, Hebron GS
Sent: Tuesday, December 02, 2014 10:53 AM
To: SHAWAR, Sameer
Subject: RE: Emailing: الطالبة رشا عبد السميع الكركي

~ ~ ~ ~

Fayzah Aisa
School Principal
Hebron Basic Girls School

From: WAQQAD, Ribhi
Sent: Sunday, November 30, 2014 8:28 AM
To: SCHOOL, Aida BS; SCHOOL, Arroub BS 1; SCHOOL, Arroub BS 2; SCHOOL, Arroub GS No. 1; SCHOOL, Arroub GS No. 2; SCHOOL, Battir GS; SCHOOL, Beit Jala Co-Ed; SCHOOL, Beit Safafa GS; SCHOOL, Beit Ula GS; SCHOOL, Beit Ula GS2; SCHOOL, Billy Co-Ed; SCHOOL, Doura BS; SCHOOL, Doura GS No. 1; SCHOOL, Doura GS No. 2; SCHOOL, Duheisheh BS 1; SCHOOL, Duheisheh BS 2; SCHOOL, Duheisheh GS No. 1; SCHOOL, Duheisheh GS No. 2; SCHOOL, Fawar BS 1; SCHOOL, Fawar GS No.2; SCHOOL, Fawar GS No.1; SCHOOL, Fawwar BS 2; SCHOOL, Halhul GS; SCHOOL, Hebron BS; SCHOOL, Hebron GS; SCHOOL, Ramadin Co-Ed.; SCHOOL, Sourif GS; SCHOOL, Sur Baher GS; SCHOOL, Surif GS2; SCHOOL, Walajeh Co-ED
Subject: FW: Emailing: الطالبة رشا عبد السميع الكركي

مدراء/ات المدارس المحترمين

الطالبة المذكورة تريد توزيع استبانة واجراء مقابلة مع مدرسي اللغة الانجليزية في المدارس وكما ترون
افي الاسفل لها موافقة من الدائرة فيرجى التعاون معها. وشكرا

From: SHREITEH, Iman
Sent: Sunday, November 30, 2014 8:04 AM
To: WAQQAD, Ribhi
Subject: FW: Emailing: الطالبة رشا عبد السميع الكركي

Dear Ribhi
It's been approved
Thanks

From: JUBRAN, Wahid
Sent: Thursday, November 27, 2014 4:04 PM
To: SHREITEH, Iman
Subject: رد: Emailing: الطالبة رشا عبد السميع الكركي

Approved.

Wahid jubran

مرسل من الهاتف المحمول Samsung

02/12/2014