



**Faculty of Graduate Studies & Academic Research
Program of Applied Linguistics and Teaching of English**

**Analysis of the Literary Content of the Palestinian 11th grade and the
Bagrut Curriculum: A Comparative Study**

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Declaration

I declare that the thesis submitted for the master degree is my own work. Any contributions, made by others, referred to and cited all through the research.

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Abstract

This study aims at evaluating the two textbooks English for Palestine and Bagrut for eleventh grade in terms of Literature, in order to find out to what extent the literary texts in the two textbooks match the suggested criteria. It also aims at identifying the areas of similarities and differences in these literary texts. To fulfill the aims of the study, the researcher followed the descriptive analytical approach. She used a content analysis card to collect the needed data. The content analysis card is made of three domains with 15 items. It is divided to (Texts, Exercises, Presentation and layout). On one hand; all texts in Bagrut are authentic. On the other hand, only one literary text in English for Palestine is authentic. English for Palestine and Bagrut curricula encourage students to think critically since there are many exercises that help students to use the higher order thinking skills; however, referring to culture, both textbooks tackled issues related to culture, but it was much more in Bagrut textbook. In English for Palestine Grade 11 there is no much employment of exercises that require students to infer the author's attitude. On the other hand, there are exercises that require students to find meanings of new vocabulary in contexts, work out answers in pairs and groups, however, in Bagrut textbook, these tasks and activities are much more employed. Concerning colored pictures, it is apparently employed in the whole literary of English for Palestine Grade 11; however, they are completely ignored in Bagrut curriculum. Concerning presentation and layout, all items in the content of the two books are approximately similar. In Bagrut Grade 11, students are left for further information of the literary text, but in English for Palestine this item is ignored.

The study recommends that authentic texts should be more one text in English for Palestine since authenticity is a very important feature in literature. It also recommends conducting more evaluative studies for other grades.

Abstract in Arabic

ملخص الدراسة باللغة العربية

تحليل المحتوى الأدبي للصف الحادي عشر في المنهاج الفلسطيني والجزروت: دراسة مقارنة هدفت الدراسة لتقويم المحتوى الأدبي بين المنهاجين الفلسطيني و الجزروت للصف الحادي عشر .و قد هدفت أسئلة البحث أيضاً لتحديد مجالات التشابه و الاختلاف في هذين المحتوين. و لتحقيق أهداف هذه الدراسة ،اتبعت الباحثة طريقة البحث الوصفي التحليلي باستخدام بطاقة تحليل المحتوى لجمع البيانات المطلوبة.قامت الباحثة ببناء بطاقة تحليل المعايير لتقويم المحتوى من خلال الاستفادة من الدراسات السابقة و الكتب و الأدب التربوي . و قد أظهرت نتائج التحليل الآتي: يوظف الكتابين انواع متنوعة من الأدب ، القصة القصيرة و الروايات و القصائد .بالإضافة لتوافر الموضوعات الثقافية في كلا الكتابين.فيما يخص النصوص الأصلية ،فقد كانت جميع النصوص الأدبية في منهج الجزروت نصوصاً أصلية بينما لا يوجد الا نص واحد فقط أصلي في المنهاج الفلسطيني. في المحتوى الفلسطيني تم ملاحظة عدم توفر تدريبات تحث الطالب على استنتاج رأي و موقف الكاتب او استخراج الفكرة الرئيسية من النص الأدبي بينما كان ذلك واضحاً في محتوى الجزروت. اشتمل محتوى الجزروت على عناوين أسفل النص الأدبي تحتوي على معلومات اضافية عن النص الأدبي و كاتبه بينما كان ذلك غائباً في المحتوى الفلسطيني. فيما يتعلق بالإطار العام للنصوص فإن كلا المحتويين يحتوي على حواشي و مسافات مناسبة بين الأسط . احتوى المنهاج الفلسطيني على الصور و الطباعة الملونة التي تلفت نظر الطلاب و لكن غاب ذلك بشكل كامل عن محتوى الجزروت.

بناء على نتائج الدراسة ، أوصت الباحثة بتضمين النصوص الأصلية في المنهاج الفلسطيني بشكل أكبر بالإضافة لاجراء أبحاث مشابهه لصفوف مختلفة .

Chapter One

Introduction

1.0 Background

The English language has become a major language in the world. It is the language most generally associated with international trade and tourism, with higher education and research, and with the electronic media. Learning English has become an essential need for people all over the globe. Countries pay a great deal of attention to make their citizens deal effectively with the rapid change of life. For these reasons, the Palestinian Ministry of Education in 2000, had decided to develop a new Palestinian curriculum with the focus on the recent ways of teaching the English language to help their students master the language as possible as they can. They took upon themselves the task of creating an independent Palestinian curriculum called (*English for Palestine*).

There are different research that evaluate the content of English for Palestine textbook such as evaluating the Reading texts or any other language skill. The researcher believed it would be significant to complete the task of evaluating literary texts in English for Palestine; the researcher believed that analyzing textbooks can be the most appropriate tool for evaluation. According to Weir & Roberts, “The purpose of evaluation is to collect information systematically in order to indicate the worth or merit of a program or project (from certain aspects or as a whole) and to inform decision making”. (Weir & Roberts, 1994:18).

While preparing for conducting the study, the researcher wished to shed light on the East Jerusalem educational life (Bagrut curriculum). The researcher tried to find out points of strength or significant points in the Bagrut curriculum that can be used for the English for Palestine textbooks. So, the researcher decided to conduct a comparative study of the two

curricula in terms of the literary materials they contain. The analysis examines the literary texts in eleventh grades. So, this research is a content - based evaluative study that compares the two English curricula in English for Palestine and Bagrut textbooks in terms of literature.

1.1 Statement of the Problem

Different research have discussed how to evaluate or assess the content of a textbook in respect of teaching the four skills (Reading, Writing, Listening, and Speaking). Few studies, however, have discussed how literature in a textbook content can be evaluated. Due to this, the researcher wants to know to what extent the textbooks in the two curricula contain literary pieces, for which purposes, and what techniques are used to achieve the intended outcomes. The researcher wished to shed light on the East Jerusalem educational system in the Bagrut curriculum to find out significant points that can be beneficial from.

1.2 Questions of the study

To achieve the purpose of the study, the research addresses the following questions:

1. What are the needed criteria for evaluating the literary texts included in English for Palestine and Bagrut textbooks?
2. To what extent do the literary texts included in English for Palestine and Bagrut textbooks match the suggested criteria?
3. What are the similarities between the two curricula related to the above questions?
4. What are the differences between the two curricula related to the above questions?

1.3 Purpose of the Study

This study aims at providing a comprehensive analysis of the two literary components in English for Palestine and Bagrut textbooks, by evaluating the two curricula based on the suggested criteria that examine authenticity, theme, exercises and other items that will be discussed in the next chapter. It also seeks to find out points of similarities and differences between the two English textbooks. The intended goal is to find out merits from each curriculum. To achieve the purposes of the study, the researcher used a content analysis card to describe and analyze the results regarding the content of the literary texts in the two curricula.

1.4 Significance of the Study

Evaluating the literary items in the two English textbooks may provide a chance for stakeholders, teachers, and others to realize what differences are there between the two curricula. It also offers all targeted grades' teachers the opportunity to benefit from the suggestions the study may come up with.

1.5 Definition of Terms

The following terms are used in the present study:

Evaluation: Different definitions of evaluation have emerged. The Australian Curriculum Development Centre (CDC) Study Group on curriculum evaluation reviewed a variety of definitions in evaluating literature and adopted the following one as the most useful guide for the evaluation of CDC's own projects and programs and for curriculum evaluation more generally: "Evaluation is the process of delineating, obtaining and providing information useful for making decisions and judgments about educational programs and curricula". (Kemmis, 1980:1).

Curriculum Evaluation is defined as the process of collecting information about different items of a program to understand how it works. (Richards, 2001).

English for Palestine-Grade 11: It refers to the English curriculum for eleventh graders published by the Palestinian Ministry of Education.

Bagrut Curriculum: This Curriculum is taught at specific schools in Jerusalem based on matriculation examinations called (*Bagrut*). It sets standards for four domains of language learning. Domains are areas of language ability or knowledge. In this curriculum, language learning and teaching is divided into four domains: social interaction, access to information, presentation, and appreciation of literature, culture, and language.

1.6 Limitations of the Study

The limitations of the study are outlined in the following points:

1. The study is limited to the literary texts in both English for Palestine and Bagrut curriculum for 11th Grade textbooks.
2. The study is carried out in the academic year (2018/ 2019).

1.7. Summary

This opening chapter presents a general introduction about the importance of evaluating a textbook, and then it talks about a specific evaluation (between English for Palestine and Bagrut Textbooks in terms of literature). In an overview of this chapter, the researcher presents the statement of problem, significance of study, the purpose, objectives and the research questions that the researcher tries to answer.

Chapter Two

Literature Review

2.0 Introduction

This chapter presents some of the theoretical frameworks that have a relation with the purpose of this study; in addition to some studies related to the topic of textbook evaluation.

2.1 Theoretical Framework

2.1.1 Evaluation

Definition of Evaluation

Many definitions of evaluation can be found in literature. The well-known definition originated by Ralph Tyler who perceives evaluation as “The processes of determining to what extent the educational objectives are actually being realized” (Tyler, 1950; p.69).

So, evaluation is the process of discovering the worth of something, the weak and, the strong points of the evaluation object. In relation to education, Stake and Denny (1969) state that we may evaluate textbooks, students, systems and administrators, and that is the main purpose of evaluation to indicate its merits and shortcomings.

2.1.2. Who is Evaluation for?

Bennite (2003) states that the audience of evaluation are normally one or more groups of decision-makers who can influence what happens in classrooms. These groups include people who invent a new program or using such a program or any other agencies that are responsible for curriculum policy.

2.1.3. Types of evaluation

There are three different types of evaluation depending on what is being evaluated, and the purpose of evaluation; the three types are Formative evaluation, Summative evaluation, and Illuminative evaluation.

A. Formative Evaluation

Formative evaluation is a method for judging the worth of a program while the program activities are in progress. Garrison and Ehringhaus (2010) defined formative evaluation as an assessment in the learning process, in other words when the process of learning is started, it provides the information needed to adjust teaching and learning while they are happening, which means it is ongoing in nature. Formative Evaluation seeks answers to questions about the process of implementation and how this relates to the achieved curriculum.

B. Summative Evaluation

Summative evaluation, as the name suggests, it is the type of evaluation occurring at the end of the program. So, it focuses on the outcomes rather than the process itself. It tries to find answers to questions about what relationships exist between the goals of the program and its outcomes.

C. Illuminative Evaluation

“This refer to evaluation that seeks to find out how different aspects of the program work or are being implemented. It seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result” (Richards, 2001; p.289). There are different techniques that are used in the illuminative evaluation such as questionnaires, interviews, observations and

diaries. These techniques can be used either summatively or formatively to interpret the complexities of the situation.

2.1.4 What are the Objects of Evaluation?

Throughout the years, students and teachers have been the main objects of evaluation in education. Most of the measurement and the evaluation in the educational programs are dealt with the evaluation of students' learning.

As Nevo (1986) states:

Up to that time (mid-sixties) one could hardly find in the educational literature any substantial guidance regarding the evaluation of other objects such as educational projects or programs, curricular materials, or educational institutions". He continues to say "Two major conclusions can be drawn from the review of contemporary evaluation and literature: 1) Almost everything can be an object of evaluation, and evaluation should not be limited to the evaluation of students or school personnel 2) The clear identification of the object evaluation is an important part of the development of any evaluation design. (p.25)

Thus, evaluation couldn't be limited to teachers or students; any object may be the purpose of evaluation. For example, we can evaluate a textbook by focusing on specific criteria, or evaluating a new method or tool that a teacher has designed to know the impact of such a method on students

2.1.5 What criteria should be used to judge the merit of an evaluation objects?

The following criteria should be considered in judging the merit or worth of an educational object: “a) responding to identified needs of actual and potential clients; B) achieving national goals , ideals or social values) meeting agreed-upon standards and norms; d)outdoing alternative objects; and e)achieving (important) stated goals of the objects. Multiple criteria should be used for any object” (David, 1986:25) from House’s book. So, we can say that deciding the merit of objective evaluation is not easy to process; it needs a systematic determination of several criteria.

2.1.6 What is the process of doing an evaluation?

The process of doing an evaluation might differ according to the theoretical perception guiding the evaluation. (Tyler, 1950 as cited in House, 1986) recommend the following evaluation processes: a) stating goals in behavioral terms b) developing measurement instruments c) collecting data d) interpreting findings and e) making recommendations.

While there seems to be no agreement among evaluation experts regarding the best process to follow when conducting an evaluation. Nevo (1986) declares that most of researchers would agree that all evaluations should include a specific amount of interaction between evaluators and their audiences to identify evaluation needs.

2.2 Textbook Evaluation

2.2.1 Role of Textbooks in Language Teaching

Textbooks play an important role in language teaching; in some situations, they used as a primary input for students; in other situations, textbooks serve as a supplementary for teachers instructions. Garinger (2002) states that role of textbooks in the language learning is a difficult one to be defined perfectly and exactly. If teachers used only textbooks, without any supplemental material, it wouldn't be an effective method to meet the needs of students. However, instructors must make a balance between being slave to their texts and using textbooks and providing organized, objective-based instruction. (Mohammad & Abdli, 2014:2).

In this review, textbooks play a vital role in the teaching and learning process, it is a source for supplementary material and inspiration for classroom activities. Richards (2001) declares that textbooks are considered to be a key to most language programs. They give students the needed input in addition to language practice.

Therefore, the Evaluation of EFLtextbooks is very important for us so as to ensure that ELT textbooks can effectively serve the purpose of our teaching objectives. The wrong choice of a textbook can negatively affect both teaching and learning.

2.2.2 Methods of Conducting Evaluation

How do you evaluate a textbook? What do you look at first? Is there a quick method to show how one textbook differs from another?

Cunningsworth (1995) and Ellis (1997) claimed that there are three different kinds of material evaluation. They stated that the most popular form is (the predictive evaluation), which is intended to study the future performance of a textbook. Other types of evaluation

a textbook are the (in-use evaluation) planned to study material that is currently being used and the “retrospective “(reflective) assessment of a textbook that has been used in any respective institution.

There is also the checklist for evaluating a textbook. You can make your criteria according to the main points of your study; you can also borrow some of them from similar studies to your evaluation objects.

2.3 What is Literature?

Hall (2005) states:

The nineteenth century tried to restrict literature even further to ideas of *valued* plays, poems and fiction, despite the widening contemporary ambit of literary efforts in the novel in particular, and the growth of popular literature. The historical spread of literacy through European and Western populations, industrialised print technologies and the introduction of compulsory schooling have been basic to the growth of the idea and practice of literature as it has been known, as have nationalist ideologies. Today, some see new electronic media making the idea of written literature particularly problematic if not obsolete, even as ideas of monolingual nation states with clearly defined national cultures are no longer tenable. (P.18)

Literature accepted to be defined as a representation of life in different ways, until the mid of twenty century, it was classified to the main genres of fiction, but in the last few years, it might be considered as Collie and Slater (1987) pointed that everything around us needs Literature. For example, if you want to buy a washing machine or a motorcycle, you will probably want to see the literature about it.

2.3.1 Why do we read Literature?

The importance of literature comes from its valuable authentic material, cultural enrichment, language enrichment and personal involvement as following:

Valuable authentic material:

We can claim that using authentic material is very important for students since it can motivate them for learning and they can be exposed to use the real language.

Collie & Slater stated (1987):

Literature is an authentic material. By that we simply mean that most works of literature are not fashioned for the specific purpose of teaching a language. Recent course materials have quite rightly incorporated many 'authentic' samples of language for example, travel timetables, city plans, forms, cartoons, advertisements, and newspaper or magazine articles. Learners are thus exposed to Language that is as genuine and undistorted as can be managed in the classroom context. (p: 4).

Cultural Enrichment

One of the most appropriate ways of improving cultural awareness for students is teaching literature, since it includes a valuable background of cultural elements through the literary text. Collie and Slater (1987) stated that learners gain an understanding of the way of life of a specific country by radio, films or videos, and last but not least, literary works. We know that the world of a novel, play, or short story is a created one, but it can offer a full context in which characters can represent the literary work from many social backgrounds so that the reader can discover their thoughts, feelings, customs, and how they act and speak behind the scenes.

However, if you want to know or to understand someone's language from other countries, you have to go to this country, but of course, that is not possible every time, so learning literature gives you the chance to understand their language and culture.

Language Enrichment

Language enrichment is another benefit that may be learned from literature. Actually, we can't say that reading literature gives the learners the everyday language they want in their life, but extensive reading did, as Slater and Collie claimed "We would not wish students think that Elizabeth Barret Browning's "How do I love thee ? Is the kind of utterance normally whispered into a lover's ear nowadays?"(p: 5).

On the positive side, Collie & Slater (1987) stated:

Literature provides a rich context in which individual lexical or syntactical items are made more memorable .Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language – the form and function of sentences, the variety of possible structures, the different ways of connecting ideas –which broaden and enrich their own writing skills. pp:(4-5)

Personal Involvement

Above all, literature can also support the personal growth of students through the different experiences of reading a variety of literary texts. The report of the Makerere Conference on the Teaching of the English as a Second Language clearly recognized that the study of literary works played an important part in "language learning". It has also recognized, in somewhat more general terms, that literary studies were valuable because they offered the learner other advantages besides greater linguistic proficiency.

Many Professors in the Teaching of English Literature Overseas Conference, held at King's College, Cambridge (1962) assure the importance of literature in learning the English language. These are some of their views: (Collie and Slater, 2007:pp.36-38)

1- Mr. Johnson, took a great interest in the problems of teaching English, the problems of teaching English literature in particular. He said "a well-based knowledge of the language must precede a study of the literature".

2- Professor B. Pattison said that "Literature is useful even in language learning. There is always a need for everyday language. Narrative and drama give contexts in which that language can be shown in operation – a vital part of language learning".

3- Professor Ali Ashraf discussed the aims of teaching Literatures, why, at what level and what should we teach? He stated:

I personally, feel that if we are teaching English literature at all, it should be for the same reasons for which a literature of a foreign country should be taught. Literature of a foreign country, and England from that point of view is nearer than other countries, because we have been in touch with England for a long time, and in touch with English literature for a long time. And through English literature we have learned Russian and French Literature and other Literatures, through translation to English. And that helped our literature to develop (p.38)

Therefore, Literature helps students to improve their linguistic competence, critical thinking, and discussion skills, build up new knowledge and experiences. Through reading different literary texts, you will go through new vocabulary and terms that help in the language learning process.

2.3.2 Using Literature in the EFL classroom

As we mentioned before, literature is very important for students for developing different skills of language learning, so teachers have to try as best as they can to make students interact with the literary texts. According to Eugeia (2007) nowadays, the smart cell phones and tablets or IPODS become important part of everyday life. So, reading as a means of entertainment is at the bottom of the list. EFL teachers have the opportunity to promote interest in literature in the EFL classroom, in its various forms such as plays, novels, poems, or short stories. Reading such kinds of literature allows students to enjoy learning different literary texts and developing the desire to read in the foreign language he \she wants to acquire.

Eventually, a well selection of literary texts in EFL classroom can play a positive role for students in their learning process.

2.4 The Educational System in Palestine

Before the year 2000, the Ministry of Education in Palestine did not have the responsibility to manage education. In other words, there was no Palestinian curriculum but Jordanian books to schools in the West Bank and Egyptian books to schools in Gaza. In 2000, they were allowed for the first time to control education in West Bank and Gaza. They took upon themselves the task of creating an independent Palestinian curriculum called (*English for Palestine*). Grades from 1-10 are basic grades, 11 and 12 grades are optional stages. After tenth grade, students have to choose one of the two sections academic courses (Literary or Scientific) or Vocational Education, such as courses in Agriculture, Religion, Industry, and Hotels/Catering.

2.5 The Educational System in East Jerusalem (Bagrut):

Specific schools in Jerusalem that are directed by municipality in East Jerusalem has a matriculation examinations called (Bagrut), the subjects to all students are almost the same, English, Literature, Social Sciences, History and Mathematics. Students have also the opportunity to choose other subjects such as Biology, Chemistry, Physics, or an additional foreign language. In recent years, the municipality focused on using English as a Foreign Language, so they have changed the English curriculum. This curriculum focuses on four domains of language learning. As the English curriculum committee (2013) states: In this curriculum, language learning and teaching is divided into four domains: social interaction, access to information, presentation, and appreciation of literature, culture, and language. Classification of domains is different from the one based on the four skills of listening, speaking, writing, and reading that has been used to organize foreign language learning. Changing from skills to domains is very important for learning the English language. That is, the four domains are joined together and do not operate in isolation.

As for the social interaction domain, it aims to use the English language comfortably and make a good conversation as if they are in real life. The next two domains refer to formal spoken and written English. Access to the information domain focuses on the ability of the students to make use of information. It may be through a spoken medium like a lecture or a written medium like articles or books or a combined of the two medium like television. The domain of presentation focuses on the ability of students to present ideas in speech or writing in an organized way. Appreciation of literature and culture focuses on students' ability to understand various cultural backgrounds. It also focuses on appreciating literature and tries to analyze and think critically. Appreciation of language is focused on learning the nature of language, how languages are structured, and the differences between

languages. As they do this, students gain further insight into the nature of their mother tongue.

For each of the four domains, several criteria are identified. Each criterion is mapped on a continuum that indicates the progress towards achieving the benchmarks. These benchmarks are cumulative and interrelated. They are divided into three levels and each level into three stages. Each stage is approximately a school year.

2.6 Studies Related to Evaluating English for Palestine Textbooks

A Critical Study of the Literary Content of the Palestinian Textbook English for Palestine by Shrouf and Dwaik (2013). They attempted to shed light on the actual literary content of the Palestinian English syllabus: *English for Palestine* from the first to the twelfth grade. The researchers pursued the descriptive analytical approach by analyzing every level in terms of themes, length, genre, author, age and authenticity. The researchers also investigated the various purposes achieved through the presentation of literary texts and the type of instructional support available. The results of the analysis showed that “literature is used in the Palestinian syllabus mainly as a means to achieve the ultimate end of building students' overall proficiency.

In another study administered by Halawa (2011), the study was conducted in English for Palestine and Top Marks Twelfth grade textbooks in Reading comprehension texts. It followed the descriptive analytical approach. He used a content analysis card to collect the needed data. A specific criterion was developed from the researcher based on various studies. The results were tackled between the two curricula, higher order thinking skills and authenticity were more clearly employed in the *TOP MARKS* textbook than English for Palestine. At the end of the research, the researcher recommended that interactive tasks and activities should be introduced more in the reading texts in English for Palestine.

2.7 Studies Related to Evaluating EFL Textbooks

Nadia Abu Nuwar (2014) conducted evaluative research (A Cultural Assessment of Language Features, Cultural Activities, and Home Assignments in Action Pack "5" Resource Materials). The purpose of the study was to evaluate the language features (vocabulary and language skills), cultural activities and home assignments (exercises) in Action Pack Five (AP5) which was taught at elementary governmental schools in Jordan. The result of the study was that the oral content of dialogues was used to develop the three skills of language (listening, reading and writing skills) without focusing on the speaking skill. At the end of the research, she recommended that students should be exposed to more activities and exercises.

A content analysis of the English reading text's authenticity by Al-Ghazo and Smadi (2013) aimed at analyzing the reading texts of the student's book in Action Pack Eleven to determine to what extent the reading texts are authentic. The researcher used percentages and frequencies to find the results. The study aimed at finding (To what extent are the reading texts in Action Pack Eleven authentic?). The findings of the analysis revealed that the reading texts of the student's book in Action Pack 11 have a high degree of authenticity.

2.8 Summary

To conclude, this chapter presented an overview of evaluation and literature definitions and history. These items are essential not only for textbook evaluation but for teachers and educationalists. The process of evaluation can't be done effectively without a good understanding of the essence of textbook evaluation bases. The chapter also reviewed some previous studies in evaluating Palestinian textbooks and others in evaluating EFL textbooks. These studies are considered to be a useful resource for conducting other studies since they present different targets needed in the field of education.

Chapter Three

Methodology

3.0 Introduction

This study aims at knowing to what extent the two textbooks (English for Palestine and Bagrut curricula) have focused on literature. It presents the way of evaluating these textbooks by conducting an analysis card of four Domains. This chapter clarifies the methodology that is used.

3.1 Instrumentation: The instruments of the study include:

3.1.1 The Content Analysis Card

Content analysis is used as the research design for this study. It is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. To achieve the purposes of the study, a content analysis card was used for collecting, describing and analyzing data regarding the content of the literary texts in English for Palestine and Bagrut textbooks for eleventh grade in the light of the suggested criteria in the analysis card.

3.1.2 Constructing the Content Analysis Card

The researcher decided to conduct a comprehensive study for the literary materials in the (English for Palestine) and (Bagrut) curricula. The literary texts were investigated and analyzed according to the following aspects:

- 1) The type of literary texts, and the authenticity in addition to the purpose for presenting each text in terms of linguistic and cultural development.
- 2) The exercises of the literary texts in terms of theme, tone and using the higher order thinking skills.

3) The presentation and layout of the text.

After reviewing some previous studies related to literature, the researcher built her own criteria to suit the purpose of the current study. Two checklists were designed as there are two different textbooks, but in order to get reliable results, the same items were used in the checklists. The researcher analyzed every criterion in the two curricula in the discussion part.

3.1.3 Description of the Content Analysis Card

3.1.3.1 Purpose of the Analysis Card:

The analysis aims at identifying to what extent the two curricula have focused on literary texts.

3.1.3.2 Sample of the Analysis Card

All literary texts of (English for Palestine) and all literary texts of the Bagrut for eleventh grades.

3.1.3.3 Elements of the Analysis Card

The researcher suggests some criteria to follow in the evaluation of the study that is mentioned above.

3.1.3.4 Units of Analysis Card

The researcher considered literary text as a unit for analyzing the literary texts. Every textbook has six literary texts.

3.1.3.5. Limitations of the Analysis:

This study is limited to the two English textbooks: English for Palestine and Bagrut for 11th grades. It is also limited to the way of analysis which was used by the researcher (content analysis).

3.2 Validity of the Content Analysis Card

Al Agha (1996:118) states that a test is valid when it measures what it is designed to measure. To validate the content analysis card, it was shown to experts from different institutions in the field of education.

The list of criteria was checked to ensure:

- 1- The comprehensiveness of the items of all the needed criteria.
- 2- The suitability of the items to the general domains.
- 3 -The clarity of the content analysis card.
- 4- The correctness of the criteria linguistically.

Table (1)

The Number of Items in each Domain of the Analysis Card

No.	Domain	No. of Items
1	The literary Texts	5
2	Literary Texts Exercises	6
3	Presentation and Layout	4

At the beginning of building the Contents of the Card, it was 23 items for four domains, (See Appendix A), but after analyzing the items, it was shortened to three domains with 15 items, because there were redundancy in some items and could be shortened to less points. The current analysis card that has been approved contains 15 items with three domains (Texts, Exercises and Presentation), See Appendix B.

3.3 Reliability of the Content Analysis Card

Analysis of Content was done twice to ensure the reliability of the study.

3.4 Procedures of the Study

The study had different steps that were briefly presented by the following:

1. Designing the Analysis Card that is related to the literary contents of the two textbooks.
2. Applying the same criteria for the two different targeted textbooks.
3. Modifying the analysis card according to the supervisor's recommendations.
4. Applying the analysis card with the help of the supervisor.
5. Writing the results of the Analysis Card in the form of frequencies and percentage.
- 6- Discussing the results.
- 7- Presenting recommendations and suggestions.

3.5 Summary

This chapter introduced the methodology of conducting the analysis card to evaluate the two textbooks. It talked about the elements, samples, limitations, and purposes of the Analysis card. Then, it talked about reliability and validity of the analysis card.

Chapter Four

Results of the Study

4.0 Introduction

In this chapter, the researcher displays the results that were synthesized from the content analysis card by answering the questions of the study. It also shows the similarities and the differences of the two textbooks.

4.1 Results Related to the First Question:

What are the needed criteria for evaluating the literary texts of eleventh grade in English for Palestine and Bagrut textbooks?

The developed list of criteria for literary texts

The main purpose of the study is to make a list of evaluation criteria for evaluating the literary texts of English for Palestine and Bagrut curricula for Grade 11 as stated in the first question. The suggested criteria can be a guide to identify the points of the similarities and the differences between the two textbooks regarding literature. The criteria developed are fifteen items classified into three basic domains as follows:

4.1.1. Texts

1.1. Use authentic texts.

1.2 .Present ethical values and good manners.

1.3. Kinds of roles and students' skills involved in these literary texts such as cultural development.

1.4. Kinds of roles and students' skills involved in these literary texts such as linguistic development.

1.5. Kinds of roles and students' skills involved in literary texts such as development of personal growth.

4.1.2 Exercises

2.1. Require students to find the theme of the text.

2.2. Encourage students to find meanings of new vocabulary in contexts.

2.3. Allow students to identify the tone.

2.4. Require students to work out answers in pairs and groups.

2.5. Let the students identify the organization of the ideas and summarizing the text.

2.6. Require students to use the higher order thinking skills.

4.1.3 Presentation and layout

3.1. The general appearance of the text.

3.2. Color printing is used.

3.3. Sufficient margins on both sides.

3.4. Supported pictures are required to comprehend text.

4.2. Results Related to the Second Question:

To what extent do the literary texts in the two textbooks match the suggested criteria?

After designing a content analysis card analyzing the literary texts, and collecting the relevant data concerning the second research question., the researcher used two forms of the content analysis so that each textbook is presented statistically separately of each. The percentage of each item is the result of this calculation, (Six Texts for each curriculum):

($6 * 100\% / 6$) for example, only one text in English for Palestine curriculum is an authentic text, so, $1 * 100\% / 6 = 16.6\%$

$$2 * 100\% / 6 = 33.3\%$$

$$3 * 100\% / 6 = 50$$

$$4 * 100\% / 6 = 66.6\%$$

$$5 * 100\% / 6 = 83.3\%$$

$$6 * 100\% / 6 = 100\%$$

The results of the content analysis card were based on the four basic developed domains as follows:

English for Palestine “Grade 11”

4.2.1 Texts

This domain contains (5) items related to the Literary texts in the Student’s Book. Table (3) shows the percentage and frequency of each item in the first domain.

Table (2) Frequency & percentage of the items in the literary Texts

(The First Domain)

No.	Criteria	Mean of Frequency	Percentage
1	Use of authentic texts.	1	16.6 %
2	Present ethical values and good manners.	3	50 %
3	Kinds of roles and students' skills involved through literary texts such as cultural development.	3	50 %
4	Kinds of roles and students' skills involved through literary texts such as linguistic development.	6	100%
5	Kinds of roles and students' skills involved through literary texts such as development of personal growth.	4	66.6%

1. Use of authentic texts

In light of literary texts, it is obvious that the item "use authentic texts" received 16.6%. This shows that only one literary text in English for Palestine- Grade 11 is authentic. One may clearly notice that in this stage authenticity is found only in poetry.

2. Present ethical values and good manners.

Concerning the criterion "Present ethical values and good manners" it got 50 % with 3 frequency. This indicates that half of the texts present ethical values and good manners.

3. Kinds of roles and students' skills involved through literary texts such as cultural development.

Regarding the item "kinds of roles and student's skills involved through literary texts such as development of culture, it got 50% with frequency of 3 literary texts out of six. This showed that half of the literary texts in 11 grade in English for Palestine regarding the cultural item are interesting, significant and appropriate for age level.

4. Kinds of roles and students' skills involved through literary texts such as linguistic development.

In respect to this criterion "kinds of roles and student's skills involved through literary texts such as linguistic development". It got 100% percent, this means that all the literary texts in English for Palestine support the development of linguistic competence of students since many skills and activities are designed to reinforce vocabulary development and pronunciation.

5. Kinds of roles and students' skills involved through literary texts such as development of personal growth.

Regarding the item, "utilizing the literary texts to develop the personal growth of students". It got a frequency of 4 with a 66.6% percentage; this indicates that most of literary texts in English for Palestine grade 11 support the personal growth aspects such as didactic themes as well as the aesthetic appreciation.

4.2.2 Exercises

In this domain there are (6) criteria related to the literary texts in the textbook. Table (4) present these criteria together with the frequency and percentage for each item.

Table (3): Frequency & Percentage of the Items in Literary texts Exercises

(The Second Domain) Literary texts Exercises

No.	Criteria	Frequency	Percentage
1	Require students to identify the theme of the text.	2	33.3%
2	Encourage students to find meanings of new vocabulary in contexts.	5	83.3%
3	Allow students to infer the tone.	3	50%
4	Require students to work out answers in pairs and groups.	6	100%
5	Let the students identify the organization of the ideas and summarizing the text.	5	83.3%
6	Require students to use the higher order thinking skills.	4	66.6%

1. Require students to identify the theme of the text.

With reference to require students to find the main idea, this had a low score in a percentage of 33.3% with a frequency of 2. This indicated that most of the exercises in English for Palestine don't focus on knowing the main idea of the literary text before going through it.

2. Encourage students to find meanings of new vocabulary in contexts.

About requiring students to find meanings of new vocabulary in contexts, this got 83.3 % with a frequency of 5. This indicated that the exercises that require students to find meanings of new vocabulary in contexts are nearly found in the whole texts.

3. Allow students to infer the tone.

Referring to "require students to infer the tone", it was 50% with a frequency of 3. This indicates that exercises that require students to infer the author's attitude are found three times in the literary exercises in the textbook.

4. Require students to work out answers in pairs and groups

In regard to the item "require students to work out answers in pairs and groups", it was 100% with a frequency of 6. This illustrated that all of the literary texts include exercises that require students to work out answers in pairs and groups.

5. Let the students identify the organization of the ideas and summarizing the text.

With regard to the item "Let the students identify the organization of the ideas and summarizing the text." It got 83.3 % with a frequency of 5. This illustrates that almost all of the exercises in the textbook require students to order the ideas and summarize of the literary text.

6. Require students to use higher order thinking skills.

Considering this item of "using the higher order thinking skills", it got 66.6 % percentage with a frequency of 6 literary texts. This means that almost all the literary texts have exercises that encourage students to think critically.

4.2.3 Presentation and layout

This domain contained (3) items related to presentation and layout.

Table (3) presents these criteria together with the frequency and percentage of each item.

Table (4): The Third Domain (presentation and layout)

No.	Criteria	Mean of Frequency	Percentage
1	The general appearance of the text is appealing.	5	83.3%
2	Color printing is used.	6	100%
3	Sufficient margins on both sides.	6	100%
4	Supported pictures are required to comprehend the text.	5	83.3%

1. The general appearance of the text is appealing.

Concerning the criterion “the general appearance of the text is appealing”; it got 83.3 % with a frequency of 5. This shows that five texts out of six of the general appearance of the text are appealing.

2. Color printing is used.

In relation to “color printing is used”, the results show that it got 100%. This means that in all the literary texts, color printing is used.

3. Sufficient margins on both sides.

Regarding the “sufficiency of margins on both sides”, it got 100 % with a frequency of 6.

This reveals that the margins on both sides are found in the literary texts.

4. Supported pictures are required to comprehend text.

With reference to “supported pictures required to comprehend text”, results indicated that it took a percentage of 83.3 % with a frequency of 5, it means that most of the literary texts in English for Palestine provide pictures to get students’ attention.

11th Grade English Textbook in Bagrut textbook

This textbook, contains six literary texts that are varied between short stories and poems (three short story and three poems) as follow:

The poems are: “Grandmother by Sameeneh Shirazie, The Road Not Taken by Robert Frost and Count that day lost by George Eliot”.

Short stories are: “Thank you, Ma’am by Langston Hughes, The Split Cherry Tree by Jesse Stuart and The Treasure of Lemon Brown by Walter Dean Myers”.

4.3.1 Texts

This domain contains (6) criteria related to the literary texts in Bagrut. Table (6) shows the percentage and frequency of each item in the first domain.

Table (5):Frequency & percentage of the items in Texts

(The First Domain)

No.	Criteria	Mean of frequency	Percentage
1	Use of authentic texts	6	100%
2	Present ethical values and good manners.	6	100%
3	Kinds of roles and students’ skills involved through literary texts such as cultural development.	6	100%
4	Kinds of roles and students’ skills involved through literary texts such as linguistic development.	6	100%
5	Kinds of roles and students’ skills involved through literary texts such as development of personal growth.	6	100%

1. Use of authentic texts.

In light of the literary texts, it is obvious that the item "use of authentic texts" received 100%, this indicates that all literary texts in Bagrut curriculum are authentic texts, which is very important for students to serve the exposure of the language used in real communication.

2. Present ethical values and good manners.

This item also got a 100% percent, which shows that the texts have been chosen very well to benefit students' life in getting new morals and good manners.

3. Kinds of roles and students' skills involved through literary texts such as cultural development.

In respect to the item "kinds of roles and students' skills involved through literary texts such as cultural development". It got 100% with frequency of 6. This shows that all literary texts in Bagrut curriculum in eleventh grade involved cultural development since culture are represented in all literary texts.

4. Kinds of roles and students' skills involved through literary texts such as linguistic development.

Concerning the criterion "kinds of roles and students' skills involved through literary texts such as linguistic development. It got 100% percent; this means that all literary texts in Bagrut support the development of linguistic competence of students since the new words are translated into Arabic or Hebrew.

5. Kinds of roles and students' skills involved through literary texts such as the development of personal growth.

Regarding the item, "Kinds of roles and students' skills involved through literary texts such as the development of personal growth." It got a frequency of 6 with a 100% percentage; this shows that all literary texts support the personal growth aspect such as the enhancement of critical and analytical ability.

4.3.2 Exercises

In this domain there are (6) criteria related to the literary texts. Table (7) presents these criteria together with the frequency and percentage for each item.

Table (6): The Frequency & Percentage of the Items in Literary texts Exercises

No.	Criteria	Frequency	Percentage
1	Require students to identify the theme of the text.	3	50%
2	Encourage students to find meanings of new vocabulary in contexts.	6	100%
3	Allow students to infer the tone.	4	66.6%
4	Require students to work out answers in pairs and groups.	3	50%
5	Let the students identify the organization of the ideas and summarizing the text.	6	100%
6	Require students to use the higher order thinking skills.	6	100%

1. Require students to identify the theme of the text.

With reference to “require students to find the main idea”, this shows that half of the literary texts require students to find the message or the main idea of the text with a frequency of 3.

2. Encourage students to find meanings of new vocabulary in contexts.

Regarding the item “requiring students to find meanings of new vocabulary in contexts”, this got 100 % with a frequency of 6. This indicates that all literary texts require students to find the new words and to use them in a context.

3. Allow students to infer the tone.

About “require students to infer the tone”, it was 66.6% with a frequency of 4. This means that exercises that four literary text among six texts require students to infer the author's attitude.

4. Require students to work out answers in pairs and groups

Referring to the item "require students to work out answers in pairs and groups", it was 50% with a frequency of 3. This shows that half of the exercises ask a student to work with a partner or a group.

5. Let the students identify the organization of the ideas and summarizing the text.

Regarding the item “Let the students identify the organization of the ideas and summarizing the text.” It got 100 % with a frequency of 6. This illustrates that all of the exercises require students to order the ideas and summarize the literary text.

6. Require students to use higher order thinking skills.

Considering this item of using the higher order thinking skills, it got 100% percentage with a frequency of 6. It means that all literary texts have exercises that require students to use the higher mental skills of critical thinking, analysis, and synthesis.

4.3.3 Presentation and layout

This domain contained (4) items related to presentation and layout.

Table (6): The Third Domain (presentation and layout)

No.	Criteria	Mean of Frequency	Percentage
1	The general appearance of the text is appealing.	6	100%
2	Color printing is used.	0	0
3	Sufficient margins on both sides.	6	100%
4	Supported pictures are required to comprehend text.	6	100%

1. The general appearance of the text is appealing.

With reference to the item “the general appearance of the text is appealing ”; it got 100% with 6 frequency. This shows that the general appearances of all literary texts are appealing.

2. Color printing is used.

Considering this item “color printing is used ”, the results show that it got 0 %. This means that no colors were used in the book of the eleventh grade in Bagrut textbook.

3. Sufficient margins on both sides.

Regarding the sufficiency of margins on sides, it got 100 % with a frequency of 6.

This indicates that the margins on sides are found in all the literary texts.

4. Supported pictures are required to comprehend text.

With reference to “supported pictures required to comprehend text”, results revealed that it took a percentage of 100 % with a frequency of 6; this means that every literary text has a picture or more to get the attention of students.

4.4. Results Related to the Third Question:

What are the areas of similarities between English for Palestine and Bagrut literary texts?

In an answer to the third research question, the researcher found the following similarities:

Regarding presenting ethical values and good manners, it was apparent in the two contents with a high percentage in both, but it was slightly more in the Bagrut textbook with a percentage of 100. Concerning the item of using literary texts to develop the linguistic competence of students, it was almost the same in the two curricula, but the type of literary texts in the Bagrut textbook gives the students opportunities for language acquisition. It also qualifies students' interpretive capacities.

Referring to text exercises, two items need to be excluded and the other four items are similar in which, the amount of new vocabulary used is suitable and the exercises help students to use the new words in contexts. Also, making summary of the text as well as organizing the ideas were found in the two textbooks in a very high percentage in both.

In the criterion which is concerned of higher order thinking skills, both contents show similarities at this regard, but the content of the Bagrut is slightly more interesting in using the higher order thinking skills. In English for Palestine and Bagrut textbooks grade 11, there is no much employment of exercises that require students to identify the theme of the literary texts, although it is very important for students to know the main idea of a text, but in the

Bagrut textbook, in some literary texts they ask students about the setting of a text which goes indirectly to the main idea of the literary text.

Regarding “presentation and layout”, all items in the content of the two books were approximately similar, but the item which is related to color printing is completely ignored in the Bagrut textbook, unlike English for Palestine textbook, which is full of colors. The appearance of the text and the sufficient margins on both sides are widely used in both textbooks. Also, both textbooks use pictures to support comprehending the text.

Eventually, we can say that the most similarities are found in the third domain which is related to presentation and layout.

4.5. Results Related to the Fourth Question.

What are the areas of differences between English for Palestine and Bagrut literary textbooks in eleventh grade?

After reviewing the results of the two textbooks, it was found that authenticity is a distinctive feature in the Bagrut textbook with a high percentage of 100 since all literary texts are the same in language and length when they are compared to the original texts. On the other hand, only one text of English for Palestine is authentic which is the (web of life) poem.

Referring to the cultural and personal growth development, they are apparently employed in Bagrut textbook, in which every literary text has a thinking skill that must be learned and used by students, such as distinguishing different perspectives, uncovering motives, predicting, etc. However, they are rare in English for Palestine.

Another important point which needs to be mentioned is that in Bagrut textbook Grade 11, students are left for further information about the author of the literary text, following with a quote or a question which requires students to connect a new information to the story or the poem that they have studied (a sample in the appendix), but in English for Palestine this point seems to be completely absent.

In English for Palestine Grade 11, there is no much employment of exercises that require students to infer the tone of the author, but in Bagrut textbook it is employed much more. As for “require students to work out answers in pairs and groups”, all exercises in English for Palestine require students to work in pairs or groups, on the other hand, in Bagrut textbook this point seems to be very little with a frequency of 3.

Concerning “presentation and layout”, color printing is apparently employed in the whole texts of English for Palestine Grade 11; however, they are completely neglected in Bagrut textbook Grade 11. Both textbooks employ pictures and suitable margins on both sides, but pictures were more gently used in English for Palestine than the Bagrut textbook.

4.6 Summary

In this chapter, the researcher presented the results of the Content Analysis card between the two curricula. The results showed that the two textbooks focus on the higher order thinking skills, inferring the attitude of the author and the theme, but in Bagrut it was used much more. All texts in Bagrut are authentic. English for Palestine has colorful pictures that are ignored in Bagrut. The chapter also presented similarities and differences between the two textbooks.

Chapter Five

Discussion, Conclusion and Recommendations

5.0. Introduction

This chapter presents a detailed discussion of the results of the Analysis card presented in the previous chapter. It analyses the four domains of the Analysis card in addition to discussing the similarities and differences of the two textbooks.

5.1 Discussion of the Second Question

To what extent the literary texts in English for Palestine-and Bagrut curricula match the used criteria of the literary texts.

The research second question is trying to find out to what extent the literary texts in English for Palestine-Grade 11 and Bagrut match the suggested criteria. The following is a discussion of the results which are divided into the main three domains as follows:

1. Texts:

1. 1. Use of authentic texts.

Authenticity refers to narrative texts that are written in the original, natural language of the author. Richards (2001: 253) pointed many advantages for using authentic materials in language programs. One of these advantages might be considered as “They provide authentic cultural information about the target culture”. Analyzing the literary texts in the 11th grade in English for Palestine textbook shows that one out of six literary texts is authentic with a percentage of 16.6%.

The only authentic literary text is a poem entitled “*Web of Life*” by Jane Clarck. One may notice that its authenticity probably comes from its modern style; besides, its simple words that could be understood by students.

The eleventh grade textbook also contains two narrative texts that are neither authentic in length, style nor in language.

The short story "*The Norwood Builder*" included used in the eleventh grade contains four extracts out of 56 from Sherlock Holmes stories written by Sir Arthur Conan Doyle. In this regard one may easily notice the abridged nature of the text which means that the text is shortened for easier reading. The other narrative text is a novel "*The Call of the Wild*" by Jack London. The original novel lies in five parts, but the one included in the eleventh grade has been shorten to three parts.

As for the fable "*The Horse and the Goat*" it is not the original short story but, it is rewritten in a different way for the eleventh grade.

Upon examining the whole literary texts of the eleventh grade in English for Palestine, we can notice that authenticity is a distinctive feature in poetry. As for the narrative texts in "*The Norwood builder*" and "*The call of the wild*", we find that they are abridged. This becomes clear when they are compared to the length of the original texts. Finally, we also have the three folk tales "*Ataba and Zariief e-Ttool*", Anansi stories from West Africa and the third one is about Jack and the Giant killer which is an English fairytale that had been summarized for students.

On the other hand, authenticity in the Bagrut curriculum is found in all literary texts, since they are varied between short stories and poems. The researcher examined the originality of every literary text, the result was that all the literary texts were found original, since all the texts are the same in language and length, there are no abridged or summarized texts.

Authenticity in Bagrut literature textbook might be ascribed to the nature of the selected literary texts which are either poems or short stories. Poems and short stories are shorter than other literary genres like novels and plays which could be attainable to students. The

three short stories are: “*Thank You, M’am, The Split Cherry Tree and The Treasure of Lemon Brown*”.

The Three Poems: “*Grandmother, the Road Not Taken and Count That Day Lost*”

1. 2 Present ethical values and good manners.

Concerning the values and good manners, English for Palestine textbook got the percentage of 50 % with the frequency of 3. This demonstrates that five out of the six literature texts of English for Palestine-Grade 11 present values and good manners. When analyzing the literary texts, it was found that many values and good manners are presented in the literary texts.

For example, the moral lesson is an important value in the fable; this is clear in the idea of giving the appraisal for the wrong employee is often happens in workplaces, this appears in the fable in the moment of killing the goat although it is the reason to make the horse alive. One may notice that all of the creatures in the world whether humans or animals must face the reality of life (good or evil) and that life will affect you in a good or in a bad way like what happened in the dog Buck in the novel “*The call of the wild by Jack London*”.As for the folk tales, we noticed that respect others’ traditions is another value in such literary texts.

Meanwhile, the content of the Bagrut curriculum is full of presenting ethical values and good manners for every literary text, so it got 100% percentage. For example, the first poem: “*Grandmother*” by Shirazie talks about the value of the importance of family and that family ties can enrich our lives and give us satisfaction at any age. As for the next short story “*Thank you, M’am*” by Hughes, it presents empathy, giving second action and that Kindness and goodness help others more than fear and punishment.

In “*The Road not Taken*” poem by Frost deals with making decisions, and choices that a person has to make in life. So, it asks students to think deeply about choices. In the Bagrut

curriculum we have also the short story (The split cherry tree) by Stuart, it reflecting how we should tell the truth even it is difficult for you. As for the other poem (Count that day lost) by Eliot, it offers some moral advice on how to spend a day well. And that a day spent helping people is surely a good day.

The last short story in the curriculum is (The treasure of lemon Brown) by Den Myers; which is about what is important in life. Students learn that different people treasure different things. This is because not all the people have the same values, man's treasure may not seem like much to somebody else, but it is still worth a lot to him.

1.3. Kinds of roles and students' skills involved through literary texts such as cultural development.

Before tackling the item "Kinds of roles and student's skills involved through literary texts such as development of culture". It is necessary to explain what the term culture means , it is the shared values ,beliefs ,knowledge that is common by members of a social group at a particular point in time. Firlej (2012) stated:

The growing intensity of intercultural contacts and interaction, as well as the use of English as the global language, pose dynamically changing challenges to ESL education worldwide. In the past the main aim of foreign language (FL) education was to develop learners' near-native linguistic competence.

Nowadays, however, English, which could be scarcely qualified as standard, is predominantly used for communication between representatives of different cultures, who speak it as a second or third language. Thus, naturally, the main objective of FL education has shifted towards modelling a successful intercultural communicator instead of the native speaker. (p.1)

In English for Palestine textbook, this item achieved 50% which indicates that about half of the texts support the development of culture. The cultural component is reflected in

many themes especially those pertaining to the traditional texts such as the folk tales in “*Ataba and Zarief el-Tool, Ali Baba and 40 Thieves*” and the narrative texts in “*The Noor Wood Builder*” and “*The Call of the Wild*”.

However, in Bagrut curriculum, the cultural development appears much more than in the English for Palestine textbook, it is in all the literary texts since every text has background knowledge about the author and its historical period followed by questions that connect the cultural period of the text with the events of the literary text itself.

For example: how does the information add to your understanding of the story? Another example from “*The Road Not Taken*” poem was as follows: (Robert Frost is often called a New England poet. How is this reflected in the poem)? Other examples are in (Appendix B, 1).

1.4. Kinds of roles and students’ skills involved through literary texts such as linguistic development.

Before examining the presence of this aspect in both curricula, the researcher felt it is pertinent to highlight its importance as mentioned by Shrouf and Dweik (2013) in their research:

“Literature would enrich students’ linguistic competence by providing a wider range of items and hence more flexibility in oral and written expression. Some scholars focus on the mental advantage of reading literary materials. To them, reading literary materials is a type of training for the higher mental skills of critical thinking, analysis, and synthesis” P (4).

In English for Palestine textbook, this item got a 100 % which indicates that the linguistic component dominates in the eleventh grade. All the literary texts focus on knowing new words and vocabulary to enrich the linguistic competence of student. The new words were highlighted on the side or on the top of the literary text. It is also the same in Bagrut, all the

texts have new words that are translated to Arabic or Hebrew language. In addition, many activities are designed to reinforce vocabulary development, pronunciation, opportunities for language acquisition and development of written and oral skills. (Appendix B, 2).

1.5. Kinds of roles and students' skills involved through literary texts such as development of personal growth.

Personal growth refers to some techniques for developing students' social, emotional, and educational life skills. As Stan claimed in her research "Discussions of Literature brings out reasoning related to sequence, cause and effect, character motivations, predictions, visualizations of actions ,characters ,and settings, critical analysis of the story and creative responses"(P:455).

Concerning this item, English for Palestine textbook takes 50%, indicating that 3 out of six texts involve the personal growth of students, such as using various activities that focus on analysis, critical thinking and open discussion of issues related to didactic themes and morality. For example, in the fable, students learn about the pyramid levels of learning (Creating, Evaluating, Analyzing, Understanding and Remembering) then they have to answer a question about the fable for every level. This helps student to think deeply and critically in the events that happened in the story. In the poem (Web of Life) students learn a new thinking skill which is the comparisons between two things which called similes. The series of the short stories in Sharrock Holmes encourage students' ability to analyze and think critically.

Evaluating the development of personal growth of the Bagrut curriculum it got 100% percentage which means that all literary text in this curriculum improve the personal growth of students, since in every literary texts, students are required to learn a new thinking skill related to the text and followed by questions. For example, in Grandmother Poem, students learn the ability to *Distinguish Different Perspectives*, since grandmother is

an important member in the family and we have to listen to her perspective and experience. “*Thank You M’am*” short story is about *Predicting* and the *Uncovering Motives* thinking skills. As for “*The Road Not Taken*” poem, it is about *Problem Solving* thinking skill, in which people have doubts if they have made the right decision and whether their lives could have been different if they have made a different choice.

“*The Split Cherry Tree*” explains *Cause and Effect* thinking skill, that is if the character cause this (splitting the cherry tree) he will have a result for his cause (a punishment as the story tells us). On the other hand, “*Count that day lost*” poem basically teaches students *Comparing and Contrasting*. The last short story is “*The Treasure of Lemon Brown*”; it teaches students that young people benefit from the experience of older people so they can *apply* this knowledge of experience to help them get along better with your friends and family. (Appendix B, 3).

2. (The Second Domain) Exercises

2.1 Require students to identify the theme. (Skimming)

Concerning this item, “Require students to find the theme (skimming), English for Palestine textbook got 33.3% . This means that two literary texts in the eleventh grade ask students to find out the main idea of the text which is an important aspect to develop students’ comprehension.

The two texts: “*The web of life*” poem and the Folk tales. As for the poem, students were asked a pre question “You are going to read a poem called “web of life”. What do you think it will be about? Concerning the folk tales, students were shown some pictures at the beginning of the unit, and then they were asked these questions: “Do you know any of the stories shown in the pictures? What can you say or guess about them? Where do you think

these stories come from? How old do you think they are? So, these questions are some examples about finding the theme.

As for the Bagrut curriculum, this item got 50% percent; this means that half of the texts ask students to infer the theme of the literary text. The texts are “*Grandmother, Count that Day lost and The Treasure of Lemon Brown*”. If we start with the Grandmother poem, students were asked directly about the theme of the poem as follows: The theme of the poem is its central idea or message. What do you think the message of the poem is? As for the other poem Count that day lost, it has also a direct question asking about the theme (What, in your opinion, is the message of the poem?)The treasure of lemon Brown short story, at first, students were introduced to the theme of the story then they were asked questions about it as follows: One of the themes in this story is that everyone has a treasure.

1. What do you think Greg’s treasure is?

2. What do you think Mr.Ridley’s treasure is?

See (Appendix C, 1).

2.2. Encourage students to find meanings of new vocabulary in contexts.

Regarding this point “Encourage students to find meanings of new vocabulary in contexts” In English for Palestine textbook, it got 83.3%, this indicates that almost all the literary exercises in eleventh grade encourage students to find the meaning of new words in context. The researcher believes that teaching students to learn vocabulary in context is a very important thing as it makes students learn the meaning of the new word by understanding the word, not just memorizing it by heart. And this appears in questions such as fill in the blanks and multiple choice.

For example, in the fable(the horse and the goat), there was a multiple choice question that ask students to choose the meaning of new words through a sentence, e.g. One day the horse was sick so the farmer called the vet “Who do you call when an animal is sick? a) Butcher, b) an animal c) doctor or the animal’s owner.

Another example is in the “*Web of Life*” poem, filling in the blanks question is introduced as: Complete the sentences with the new words: 1.A new bus route will Ramallah to Hebron.

2. The glass was so that it broke when I picked it up.

In the narrative text “*The call of the Wild*”, students were asked to find the meaning of some new words .The short story Veep and Zilla, students were asked to work out the new words in the story by using students’ knowledge of similar words and by reading the sentences around them. e.g.Zilla says that the word schooling comes from the word school. Look at all the uses of the word schooling and decide its meaning in the story .A) going to school B) working at school C) learning. In the folk tales, students were asked to complete the sentences with words from the three story descriptions.

Note: There are different examples of questions in the (Appendix C,2).

In the Bagrut curriculum, all literary texts encourage students to find meanings of new words in context. This is basically clear because in every literary text there is a part of questions about basic understanding and vocabulary practice, such question is introduced as.: Write five sentences about the poem. Use at least one word or expression from exercise A in each sentence. “*Grandmother Poem*”.

“*Thank you, M’AM*”: there are different questions that ask students to find the new words in a context such as: Complete the sentences to show that you understand the meaning of the words in bold.

1. Mrs.Jones was walking on the **sidewalk** when
2. Roger looked **presentable** after he ...

The Road not taken poem requires students to complete sentences with words in the box .The split cherry tree asks students to match the word with the new word and to choose the correct answer from the new words. “*Count that Day Lost*” and “*The treasure of Lemon Brown*” texts require students to add a word or phrase from the list that goes with each group and to make phrases with the new words then to write sentences about the story with the phrases they formed.

2.3 Allow students to infer the tone (author’s attitude)

Though helping students to infer the tone of the literary text is essential, this item is found in three literary texts in English for Palestine. Tone in literature is studied through words that describe feelings, judgments or opinions (optimistic, pessimistic, comic, critical, etc.) In the Fable and “*The Norwood builder*”, students were asked to identify the tone as they had to decide which of the genres the two texts belongs to. The other text was the poem “*Web of life*” in which students were asked to work in small groups and discuss what does the poet wants people to do.

In Bagrut curriculum, four out of six texts ask students to infer the tone. The texts are: “*Grandmother, Thank you MA’M, The Road not Taken and The Split Cherry Tree*”.

The tone question is asked under the analysis and interpretation part. In “*Grandmother*” poem, the question of the speakers’ attitude was as follow: The poem describes a meeting

between a young woman and her grandmother, which of the following words express the speaker's attitude toward her grandmother? Playful ,angry ,loving ,caring, sorrowful.(Appendix C,3).Thank you Ma'm short story, the tone was asked as follow: In your notebook, write the words and phrases that relate to Mrs.Jones Roger and both of them: ashamed.drag.embarrass.frail ,etc.

As for The road not taken poem, students were asked the following question: What is the speaker's motive for choosing one way over the other? Meanwhile, the split cherry tree short story contains the following question: what is the author's attitude toward traditional education? Modern education?

2.4 Require students to work out answers in pairs and groups

This item got 100% in English for Palestine textbook, which means all exercises asked students to work in pairs and groups so as to encourage students to share their answers and thoughts. And here are some examples about asking students to work in pairs or groups 1- "Work in group. Use your plan to tell your story to the rest of the group. 2-"Work in pairs .Discuss the questions and then write answers in a few sentences.3- Read the story and discuss these questions in pairs or small groups, etc.

On the other hand, in Bagrut curriculum, this item got a 50 % percent meaning that half of the exercises require students to work in pairs or groups. Such as, asking students to discuss their ideas with a partner or to read a situation in pairs, and to make two lists to help students decide what would they do. The three texts are: "*Grandmother, The Road not Taken, and The Lemon Treasure Brown*". Note: other examples of such exercises will be in (Appendix C.4)

2.5. Let the students identify the organization of the ideas and summarize the text.

As for this item, it got 100%, meaning that all the literary texts in English for Palestine for the eleventh grade asked students to organize the ideas of the text and summarize it. These are some examples of such questions:

- “Revise your story and look for ways to improve it .Use this checklist to help you. “The Fable: The Horse and the Goat”.

-In chapter two, McFarlane gives his account of what happened. Put the events in the correct order. Number them from 1 to 9. “*The Norwood Builder*”

- Put the events after Holmes arrives at Norwood for the second time in the correct order.

Whereas in Bagrut curriculum, five texts out of six require students to summarize or to organize the ideas to make the text more understandable for students .This is an example of such questions: (The plot is the pattern or sequence of events in a story .Use the graphic organizer below to help you put the sentences in the order in which they happen in the story).

Note: Other examples are in (Appendix C.5).

2.6. Utilizing the Higher Order Thinking skills.

Higher order thinking skills are very important in teaching. As Mainali (2012:6) stated “Thinking is a cognitive process. Higher Order Thinking (HOT) includes critical, logical, reflective, metacognitive and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions or dilemmas”.

In English for Palestine textbook, almost all the exercises included a higher order thinking skills questions such as (Analysis, evaluation, understanding, etc.) with 66.6% and a frequency of 4. These are some examples of questions of HOT skills from different texts:

- Give a title for this short story

- write three questions you would like to ask Sherlock Holmes about the case.

- Write a new ending for the story.

- What other stories do you know like this (on TV and films as well as in books)?

In Bagrut curriculum, it got 100% percent which indicates that a very big emphasis is considered in using a higher order thinking skills more than the lower thinking skills questions, which helps students to think critically. Here are some examples of such questions: - How might Rogers 'life has been different if Mrs. Jones had called the police?

- How does Professor Herbert solve problems? Give an example .Why do you think he behaves in this way? See (Appendix C, 6).

3. The Third Domain (presentation and layout)

3.1. The general appearance of the text is appealing.

Concerning the criterion "The general appearance of the text is appealing ", it got 83, 3 % . This shows that five out of six texts appeal to students. In Bagrut curricula the percentage is 100%.

3.2. Color printing used.

The variety of colors is needed in the textbook. Colors play an important role as a visual element in the textbook. Vetter, Ward, and Shapiro (1995 as cited in Abu Sal'aleek, 2018) state that adding color to classroom instruction may enhance students' performance.

In English for Palestine all the texts are colored. In contrast, in Bagrut literature textbook no colors are found, it is just printed in black- and -white.

(Appendix D, 2).

3.3. Sufficient margins on both sides.

Regarding "Sufficiency of margins on sides", both English for Palestine and Bagrut textbooks have an equal percentage of 100%. This means that all the margins on sides are found in all literary texts. This indicates that no problems are found in the layout of the literary texts. (Appendix D, 2).

3.4 Supported pictures are required to comprehend text.

"Images in the textbooks influence the learning process. Students often see pictures before reading the text and these pictures can enhance the power of imagination of the students" Kasmaienezhadfad, Pourrajab and Rabbani (2015:83). Regarding this item, "Supported pictures are required to comprehend text". In English for Palestine textbook, five out of six texts have some pictures that get the students' attention to know what the text might be about whereas in Bagrut , all texts are supported by pictures at the beginning of every literary text.(Appendix D,1).

Discussion of question Three and Four:

5.2 Discussion of the areas of similarities and differences in the literary texts of English for Palestine Grade 11 and Bagrut textbooks

The third question is trying to find out the areas of similarities and differences in the literary texts of English for Palestine Grade 11 and Bagrut, in terms of the suggested criteria. Through the analysis process, the researcher found out the following similarities and differences in the literary texts of English for Palestine-Grade 11 and Bagrut.

Concerning the literary texts, generally speaking, both textbooks focused and paid attention on appreciating the literary texts in different ways. Many facilities were provided to help students to enjoy the literary texts such as engaging students in activities that improving the higher order thinking skills.

Referring to culture, both textbooks tackle issues related to culture, but it was clear that Bagrut gives more attention to culture by providing background knowledge about the author of the literary text and its historical period. Also, ethical values and good manners are apparent in the content of the two textbooks. Higher order thinking skills are more clearly employed in Bagrut than English for Palestine. Also personal growth development is concerned much more in Bagrut curriculum.

All texts in Bagrut are authentic; this can be pointed out by seeing the originality of length and language in all the literary texts. On the other hand, only one text in English for Palestine is authentic, but the other texts are either summarized or abridged.

In English for Palestine Grade 11, there is no much employment of exercises that require students to infer the author's attitude or identify the theme of the text, but in Bagrut textbook, it is employed much more. So it would be a merit if stake holders in curriculum

take in consideration adding exercises, activities or projects to encourage students to think creatively to identify the theme of the literary text and authors' attitude.

On the other hand, in both texts, there are almost the same percentages in having exercises that require students to summarize or organize the text and find meaning of new vocabulary in context, but it is employed much more in English for Palestine.

Concerning presentation and layout, both textbooks of Bagrut and English for Palestine employ pictures, sufficient margins on both sides and the general appearance of the text is appealing, but concerning the color printing, it is totally neglected in Bagrut textbook.

5.2 Conclusion

According to the results of the content analysis card, these conclusions were reached. It is the conclusions of the content analysis card, which are divided into the three primary domains mentioned below:

Conclusions Related to the Content Analysis Card

This category is divided into the three main domains of the content analysis card as follows:

2. Texts:

1.1 Only one authentic literary text was found in English for Palestine; however, in Bagrut all literary texts are authentic.

1.2 In Bagrut, the textbook employs many values and good manners through the literary texts, but with little concern in English for Palestine.

1.3 All texts in Bagrut textbook develop the cultural development of students, but in English for Palestine it is not very much.

1.4 Both textbooks have high concern to the linguistic development of students.

1.5 Approximately all the texts in English for Palestine improve the personal growth of students such as the thinking skills of comparing, contrasting, evaluation, etc. But in Bagrut textbook, it is much more concerned.

2. Exercises

2.1 In both texts, the item “finding the theme of the text” does not appear a lot, two texts out of six in English for Palestine and three texts out of six texts in Bagrut curriculum.

2.2 Almost all literary texts in both textbooks ask students to find the new vocabulary in a context, but it is 100 percentages in Bagrut.

2.3 In English for Palestine, some skills are not included completely in the exercises such as exercises that require students to infer the tone; in Bagrut these items were required much more.

2.4 In English for Palestine, all exercises require students to work in pairs and groups , and to identify the organization of ideas and summarizing the text. But, in Bagrut, these items didn't get a high percentage.

3. Presentation and layout

3.1 All literary texts have sufficient margins on sides and spaces between lines in both textbooks.

3.2 There is an acceptable percentage of pictures that help students to understand the texts in both curricula.

3.3 The general appearance of the texts is appealing in both textbooks.

3.4 In English for Palestine, color printing is used in all texts, but in Bagrut no colors are found in the literary textbook.

5.3 Recommendations

The researcher gave her recommendations in the light of the results of analyzing the literary texts and exercises in English for Palestine-grade 11 and Bagrut textbooks.

1. The researcher recommends the ministry of education in Palestine to hold more workshops for literature courses.
2. Different types of exercises need to be added in English for Palestine, such as questions about require students to identify the theme or the tone of the literary text.
3. Adding topics that can provoke students' critical thinking and encourage them to generate their ideas and leave room for making judgments on others' opinions.
4. In Bagrut textbook, it is better to use colors, although 11th graders are not children, but color printing still gets the attention of students.
5. Authentic texts should be more than one text in English for Palestine since authenticity is a very important feature in literature.
6. Conducting evaluative studies on 11th Grade in other skills in comparison to other foreign textbooks to know the points of similarities and differences.
7. Conducting evaluative studies for other grades to know the similarities and differences.

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Appendices

Appendix (A)

The first version of the Analysis Card , the criteria developed were twenty –five items:

1. The Literary Texts

1.1. Use authentic texts.

1.2 .Present ethical values and good manners.

1.3. Kinds of roles and student’s skills involved through these literary texts such as development of culture.

1.4. Kinds of roles and student’s skills involved through these literary texts such as development of linguistics.

1.5. Kinds of roles and student’s skills involved through these literary texts such as development of personal growth.

2. Literary texts Exercises

2.1. Include a variety of questions.

2.2. Present clear instructions that can be understood by 11 and 12th graders.

2.3. Require students to find the theme. (Skimming)

2.4. Require students to scan for specific information presented in the text. (Scanning)

2.5. Encourage students to find meanings of new vocabulary in contexts.

- 2.6. Allow students to infer the Tone (author's attitude).
- 2.7. Help students to make predictions (guessing) about the literary text.
- 2.8. Support students to make a summary of the literary text.
- 2.9. Require students to work out answers in pairs and groups.
- 2.10. Let the students identify the organization of the ideas in the literary texts.
- 2.11. Type of instructional support is available for the various types of literary texts.
(Utilizing the higher order thinking skills) .

3. Presentation and layout

- 3.1. The general appearance of the text is appealing.
- 3.2. Color printing is used.
- 3.3. Sufficient margins on both sides.

4. Contextual expected response

- 4.1. Comprehension of the text depends on particular prerequisite.
- 4.2. Supported pictures required to comprehend text.
- 4.3. Items can be answered by taking words and phrases directly from the text.
- 4.4. Explain how to enhance student comprehension while reading aloud.

Appendix B (Texts) :

1- Kinds of roles and student's skills involved through literary texts such as cultural development. (English for Palestine, The folk Tales)

Use words from the text on page 88 and from the table above to fill the gaps in these stories.

The Palestinian tale of *Ataba and Zariief-Tool* is mainly a (1) _____ story of how love finally wins. Zariief and the beautiful Ataba fall in love, but Ataba's father refuses to accept Zariief because he is poor. He sends Zariief all over the country to bring back different things, thinking he will fail. This is also a (2) _____ story, because Zariief succeeds every time. However, the father always asks for something else. Finally, Zariief gets help from an Egyptian Mukhtar, a friend of Ataba's father. He persuades the father that Zariief will be a good husband for Ataba, and the couple can at last get married.

The (3) _____ Anansi stories from West Africa (4) _____ a spider called Anansi. In one tale, Anansi takes over from Lion as the 'owner of all stories'. Lion says he first has to bring him Giant Blacksnake, tied to a piece of wood. Anansi uses his cleverness to catch the huge snake and take him to Lion. Lion doesn't want to give Anansi ownership of all the stories, but he has no choice. These Anansi folk tales about the (5) _____ spider are probably the most famous examples of (6) _____ stories.

The (7) _____ of *Jack the Giant Killer* is a young boy who lives with his mother. They are very poor, so when Jack sells their cow for a few 'special' beans, his mother is angry and throws them out of the window. The bean plant grows very high and very fast, and Jack climbs up it. At the top, he meets a giant who owns a lot of gold and a chicken that lays gold eggs. Jack steals the chicken but it makes a noise and the giant wakes up. He follows Jack but when Jack gets to the bottom he cuts the plant down, killing the giant. This old English (8) _____ story combines two types of tale: heroic and trickster.

Complete the sentences with words from the three story descriptions. (The words are in the text.)

Ali Baba and the 40 Thieves*

* thieves = people who steal from others

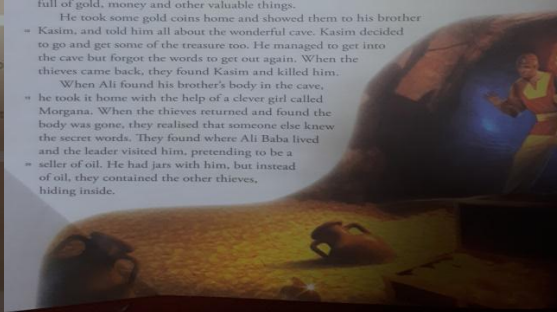
Ali Baba was a poor woodcutter. One day, while he was working in the forest, he saw 40 thieves arrive in front of a cave. He hid behind a tree and watched what they were doing.

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

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

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

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




Bagrut Textbook : Cultural Development

The Treasure of Lemon Brown & Count that Day Lost

BRIDGING TEXT AND CONTEXT

A Read the background information.



Walter Dean Myers (1937-) was born in Martinsburg, West Virginia. His mother died and a friend of hers, Florence Dean, raised him. The family moved to Harlem, New York, where he spent most of his childhood and young adult years in poverty. Neither of his foster parents had formal schooling, but Florence taught Walter to read. He took out books from the library and carried them home in a paper bag so other kids would not tease him. Myers dropped out of school and joined the army on his 17th birthday. He started to write at night and soon began writing about the most difficult times in his life, which were his teen years.


B1 How does the information above add to your understanding of the story *The Treasure of Lemon Brown*?

2 Myers says that he's "not interested in building ideal families" in his books. How is this information reflected in the story?

motivates people? If yes, why?

BRIDGING TEXT AND CONTEXT

A Read the background information.



George Eliot (1819-1880) was born in Warwickshire, England, and was one of the leading writers of the Victorian times. Her real name was Mary Ann Evans. She used the male pen name, George Eliot, because female writers were not taken seriously at the time.

Her books often point out the differences between wealthy landowners and poor, ordinary country people, and often criticize the behavior of the upper classes. She was concerned about the responsibility that people should take in their everyday lives and with the moral choices they must make.

B Answer ONE of the following questions.

1. Does the fact that the poem was written by a woman add to or change your understanding of the poem?
2. How does the poem reflect the issues that Eliot wrote about?

52 | COUNT THAT DAY LOST

2- Kinds of roles and student's skills involved through literary texts such as linguistic development.

- Some samples in literary texts that designed to reinforce vocabulary development and pronunciation: In English for Palestine textbook, the new words are translated to English language.

Holmes had put on the table and when he held the paper up so we could

ADMITTED IN NORWOOD! MURDERER IS MISSING. THE VICTIM HAS BEEN MURDERED. SEARCHING FOR A SUSPECT!

Holmes, looking very pleased. "Watson,

... of Norwood, has disappeared. The murdered. Mr Oldacre is a man in his ... on the southern edge of London, for ...¹⁰ there. Recently he seems to have ... rarely meets anyone. Mr Oldacre lives ... n who is his housekeeper.¹² Yesterday ... Mr John Hector McFarlane, a lawyer ... n, very early this morning, a fire was ... and Mr Oldacre's house. All the wood in ... firemen had put out the flames, no one ... t slept in his bed, and a safe¹⁴ which he ... ed. The police found some blood in the ... avy walking stick, which belongs to Mr ... l on the walking stick too.

... e's bedroom to the garden was open. ... t outside it which led towards the

Literature

searching to search for someone or something. To try to find something or someone by looking carefully

suspect someone who the police believe may have committed a crime. If someone suspects someone of something, they believe that someone has done something, usually something bad.

district one of the areas into which a town or country is divided for official purposes

firm a business or company

except for used for introducing the only person, thing or fact that is not included in your main statement

housekeeper someone whose job is to clean someone else's house and sometimes cook their meals

timber store a store is a place where a supply of something is kept until it is needed. Timber is wood used for building houses or making furniture.

safe a strong metal box with a special lock, used for storing valuable things

mark a damaged or dirty area on the surface of something

flesh the soft part of people's or animals' bodies that consists mostly of muscle and fat

3 Read the poem silently.

Web of life

An invisible web,
as fragile as dreams,
links mountains to forests
and rivers to streams.

Through woodlands and forests;
where seas flow and ebb,
over ice caps and deserts,
life weaves a great web.

woodlands =
woods

flow and ebb =
the movement of
the sea as it rises
and falls

ice cap = areas
of thick ice at the
north and south
poles

From plankton to whales,
all life great and small
depends on each other.
Life's web links us all.

And we must take care
of each gossamer thread,
for we are all part of
this great world wide web.

Jane Clarke

plankton =
small creatures
that live in the
ocean

gossamer =
something
thin and light
in a spider's
web

-Bagrut Textbook: The new words are translated to Arabic and Hebrew.

Read the story and answer the questions in the margin.

Thank You, M'am

by Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the sudden single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitar. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here."

She still held him tightly. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"Lady, I'm sorry," whispered the boy.

"Um-hum! Your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

10 | THANK YOU, M'AM

What did the boy try to do?
Why does the boy lie?
Why do you think the boy tells the truth here?
Do you think the boy has ever tried to steal a purse before? Why?

1. كيس / كيسي
2. ربطة / ربطة

3. حقيبة / حقيبة
4. كساح / كساح

Count That Day Lost

by George Eliot

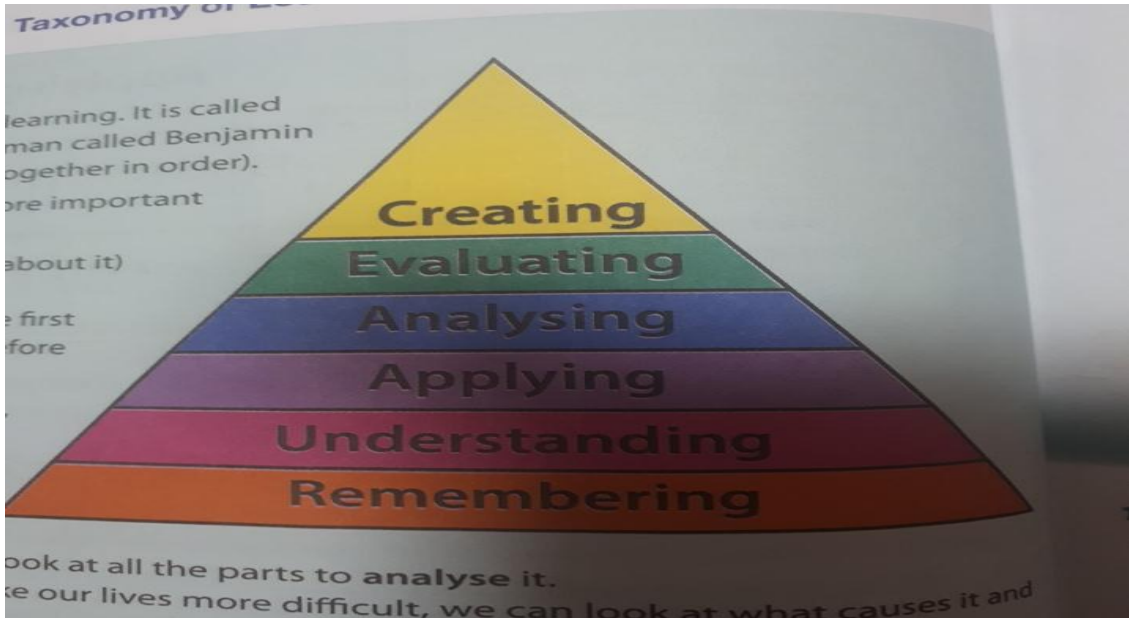
If you sit down at set of sun
And count the acts that you have done,
And, counting, find
One self-denying deed¹, one word
That eased the heart of him who heard,
One glance² most kind
That fell like sunshine where it went –
Then you may count that day well spent.

But if, through all the livelong day,
You've cheered no heart by yea³ or nay⁴ –
If, through it all
You've nothing done that you can trace⁵
That brought the sunshine to one face –
No act most small
That helped some soul and nothing cost –
Then count that day as worse than lost.

1. عمل يتسم بالتضحية الذاتية
2. نظرة / نظرة
3. نعم / نعم
4. لا / لا
5. لا شيء / لا شيء

3- Development of Personal growth.

In English for Palestine textbook ,the Fable story require students to learn about the Pyramid levels of learning ,then they were applied questions about the levels.

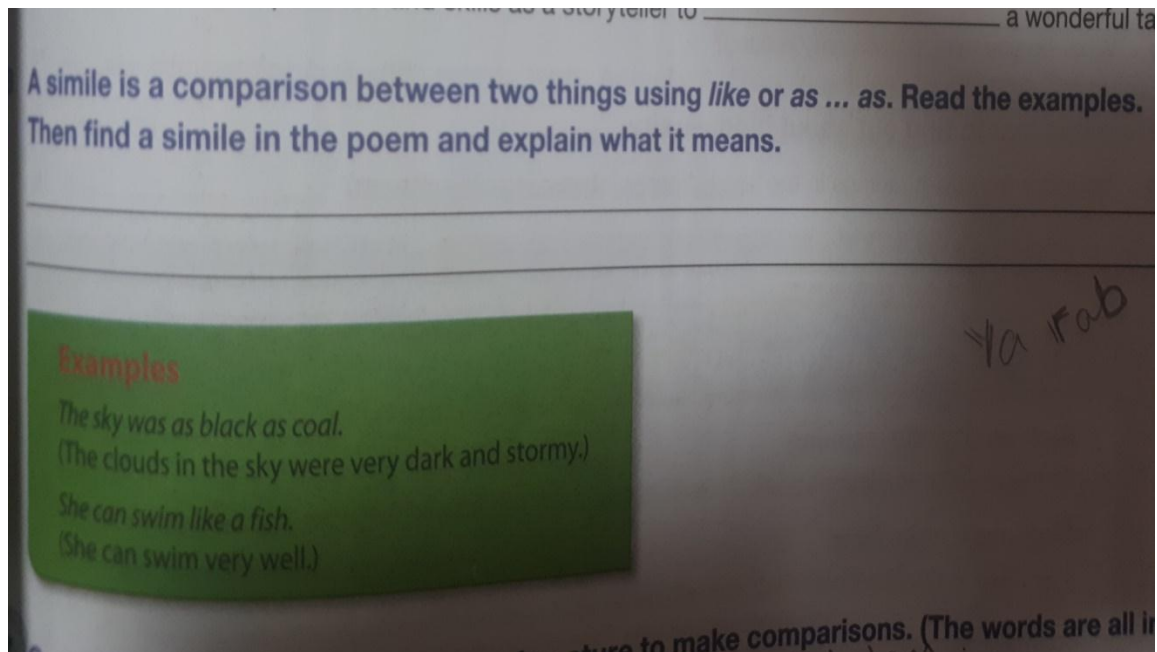


ANALYSING
4 Give the fable a title.

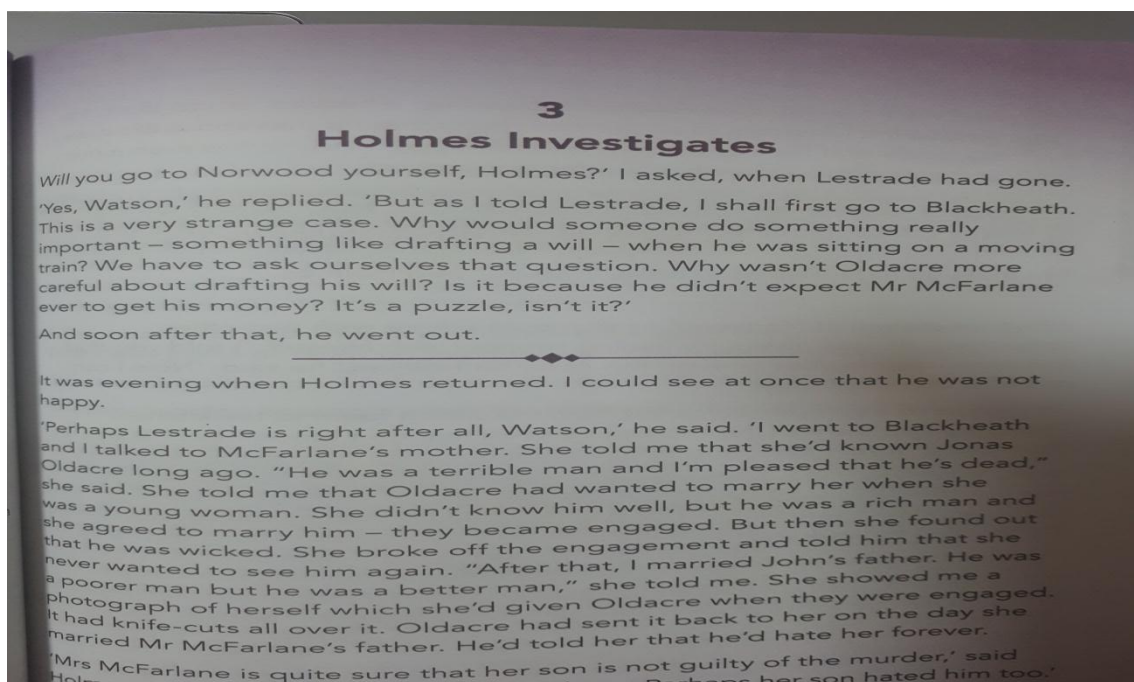
EVALUATING
5 Did the end of the story surprise you? Did you like the ending? How could it end differently?

CREATING
6 Write a new ending for the story.

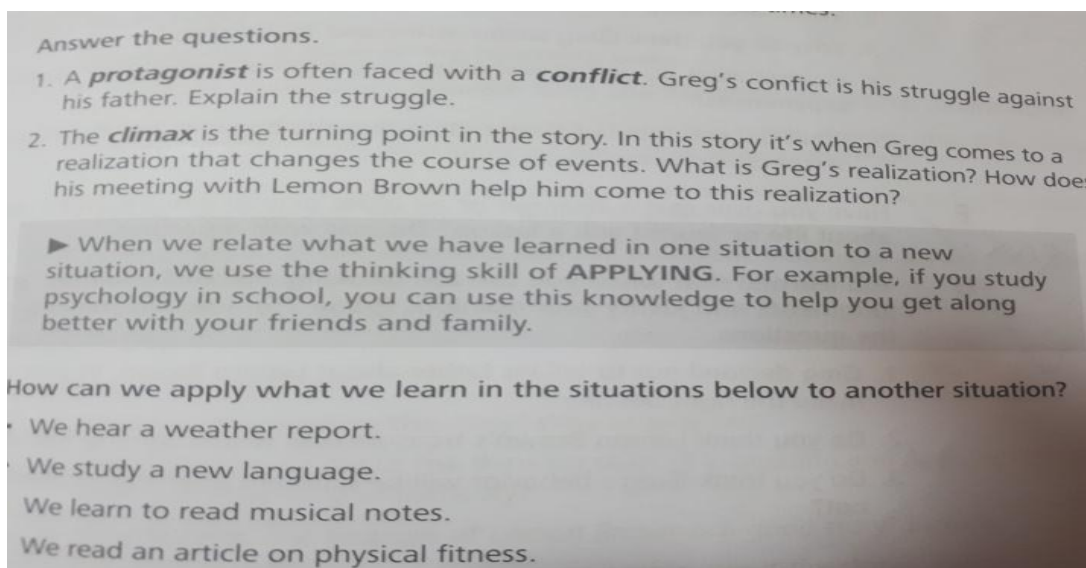
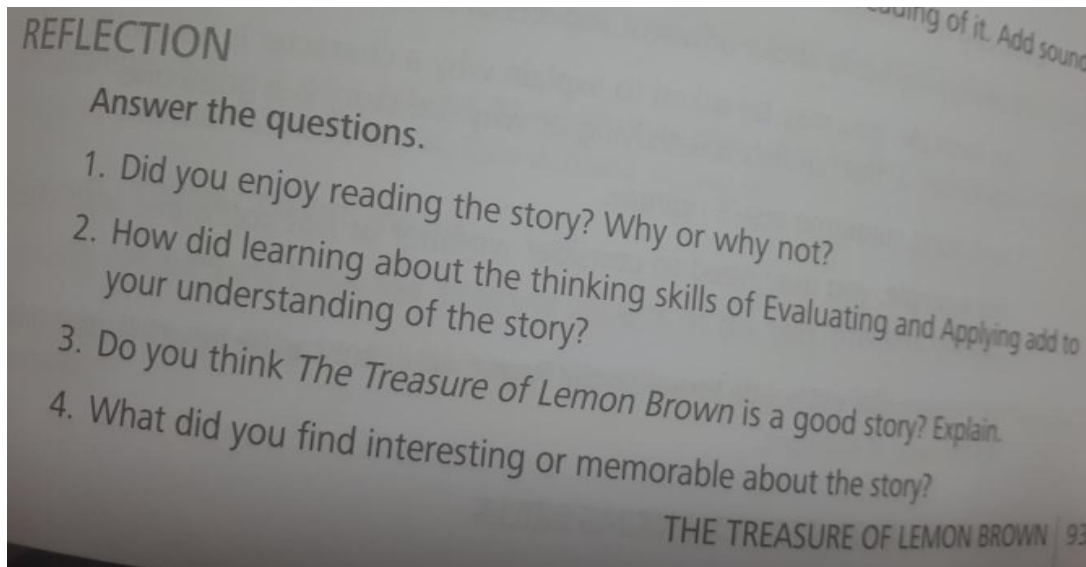
The Poem: Web of Life, acquire students to learn comparison between two things by using (as or like) .



-Sharlock Holmes stories: gives students the ability to analyze and think critically.



Bagrut Textbook: In every literary text, students are required to learn a new thinking skill that is related to the text. For example, **the treasure of lemon brown short story , teaches students to Apply and Evaluate.**



-Count that day lost poem teaches comparing and contrasting skill.

REFLECTION

Answer the questions.

1. Did you enjoy reading the poem? Why or why not?
2. In what ways can you apply the ideas in the poem to your own life?
3. How did learning about Comparing and Contrasting add to your understanding of the poem?

► To answer the question above, you used the thinking skill of **COMPARING AND CONTRASTING**. When we compare and contrast, we find similarities and differences and draw conclusions.

We use the thinking skill of Comparing and Contrasting in our daily lives. For example, you want to upgrade your cellphone. You need to choose between two models. How do you use the skill of Comparing and Contrasting to help you decide which model to choose?

COUNT THAT DAY LOST

Appendix C: Exercises

1- Require students to find the theme: In English for Palestine. (The Web of life poem & Folk Tales).

Web means: _____

2 You are going to read a poem called 'Web of life'.
What do you think it will be about? *theme*

3 Read the poem silently.

Web of life

An invisible web,
as fragile as dreams,
links mountains to forests
and rivers to streams.

Through woodlands and forests;
where seas flow and ebb,
over ice caps and deserts,
life weaves a great web.


woodlands = woods

flow and ebb = the movement of the sea as it rises and falls

ice cap = areas of thick ice at the north and south poles

Once upon a time

Look at the pictures. Then discuss the questions below in small groups.



1 Do you know any of the stories shown in the pictures? What can you say or guess about them?

2 Where do you think these stories came from? How old do you think they are?

Bagrut Textbook: Grandmother Poem, Count that day lost and Treasure of Lemon Brown

5 Answer the questions.

1. The **setting** is the time and place in which the events of a story or a poem occur. What is the setting of the poem?
2. Did the speaker intend to stop and have a real conversation with her grandmother? Why or why not? Which words in the poem helped you decide?
3. Why do the speaker's eyes fill with tears? What does she realize?
4. What does the poet say about the importance of family ties in the poem? Do you share her perspective?

B Discuss the following.

1. a. What is the role of women in the society described in the poem?
b. Do you think the grandmother's life reflects the life of most grandmothers today? Explain.
2. The **theme** of the poem is its central idea or message. What do you think the message of the poem is?

theme

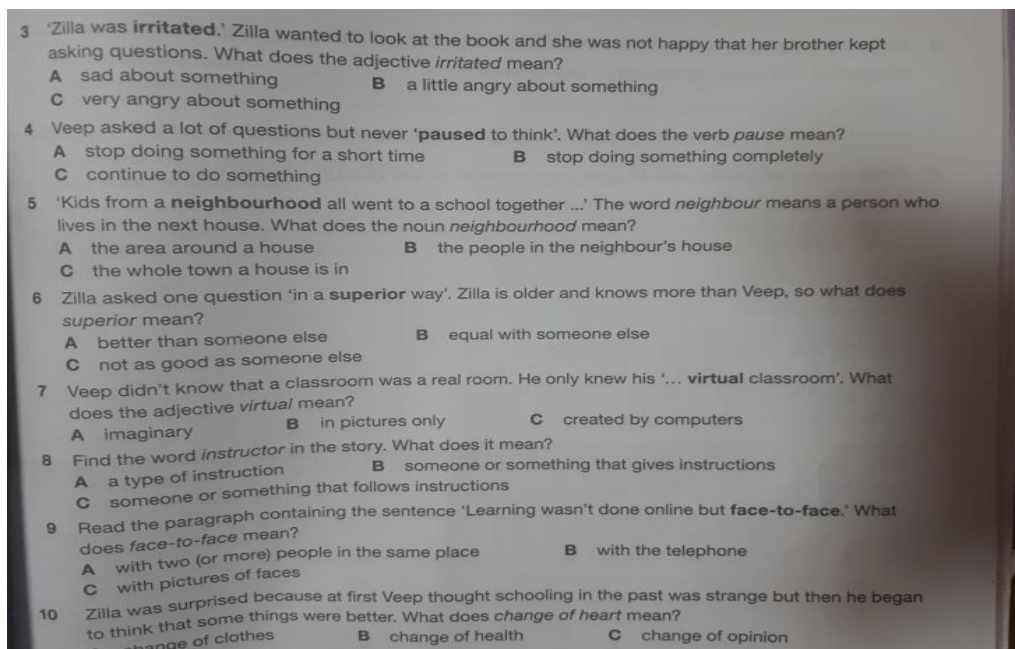
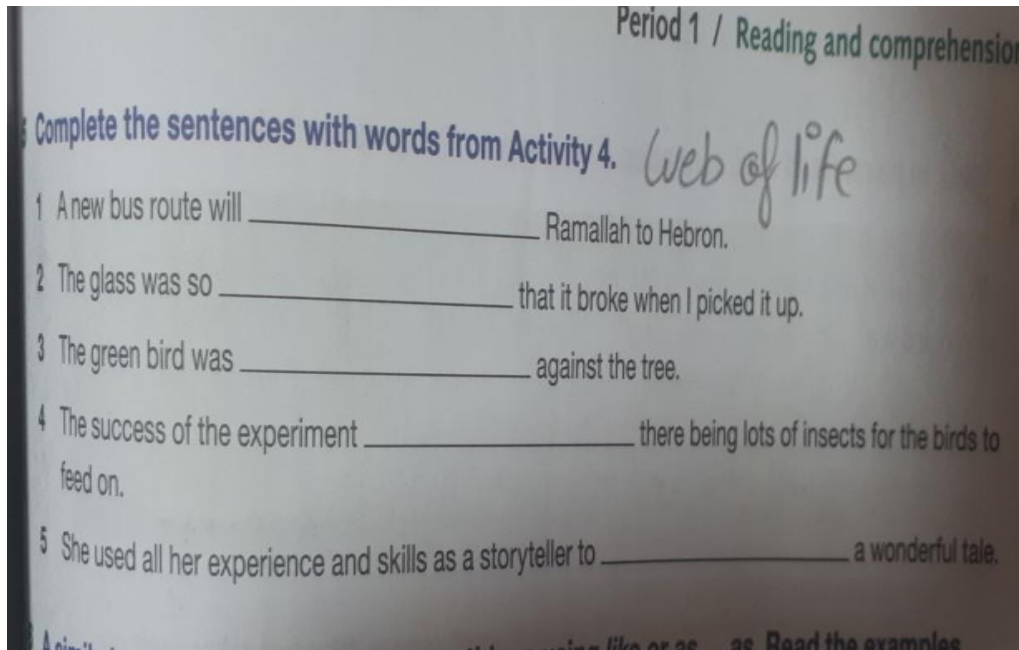
Answer the questions. *theme*

1. What, in your opinion, is the message of the poem?
2. *Count That Day Lost* is considered a motivational poem. Do you think it motivates people? If yes, what does it motivate them to do? If no, why not?

RIDGING TEXT AND CONTEXT

2- Encourage students to find meaning of vocabulary in context.

(English for Palestine Textbook)



Bagrut Textbook (Vocabulary in Context)

4. Roger thinks of running out of Mrs. Jones's house and **making a dash for it / making a mistake**.

5. Roger wants Mrs. Jones to **trust / permit** him.

6. Roger **struggles / walks away** to think of something to say to Mrs. Jones besides "thank you".

D Complete the sentences to show that you understand the meaning of the words in bold.

1. Mrs. Jones was walking on the **sidewalk** when ...
2. Roger looked **presentable** after he ...
3. Roger **frowned** because he thought Mrs. Jones was going to ...
4. Mrs. Jones didn't want to **embarrass** Roger, so she didn't ...
5. Mrs. Jones told Roger not to **make a mistake** again and ...

BASIC UNDERSTANDING

VOCABULARY PRACTICE *Count that day lost*

A Add a word or phrase from the list below that goes with each group.

ease • glance • self-denying • deed • set of sun • soul • trace
cheer • worse

Context

1. dawn • dusk
2. helpful • unselfish
3. encourage • make happy
4. stare • look
5. body • spirit
6. better • bad
7. lighten • lessen
8. find • track
9. act • action

3 Complete the sentences with the words below.

cheer • count • acts • worse • well spent

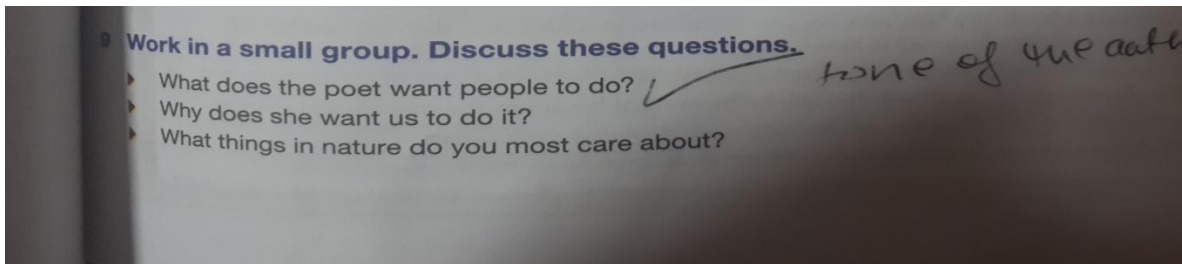
1. We should ... our acts at the end of every day.
2. A day ... is a day on which we help another person.
3. We should try to make someone happy and ... him / her up.
4. We can make a person's day happier by doing helpful ...
5. A day is ... than lost if we have not helped anyone.

REMEMBERING THE POEM

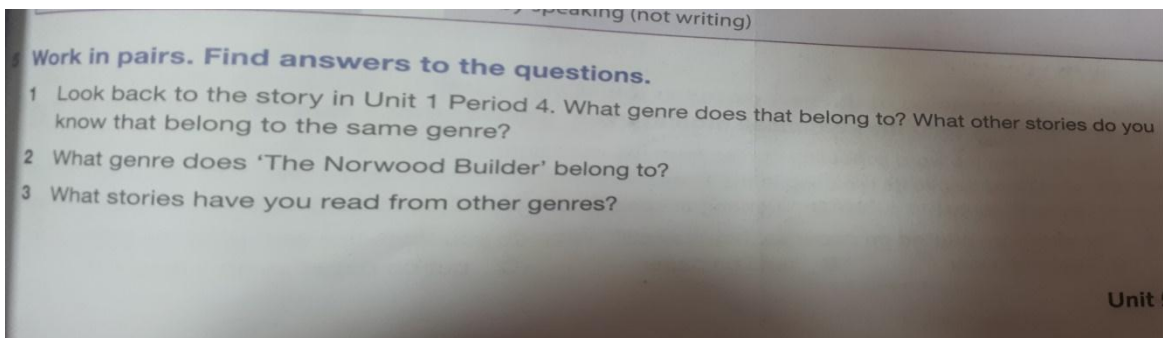
3- Require Students to find the Tone (authors' attitude)

- English for Palestine Textbook

Web of Life Poem :

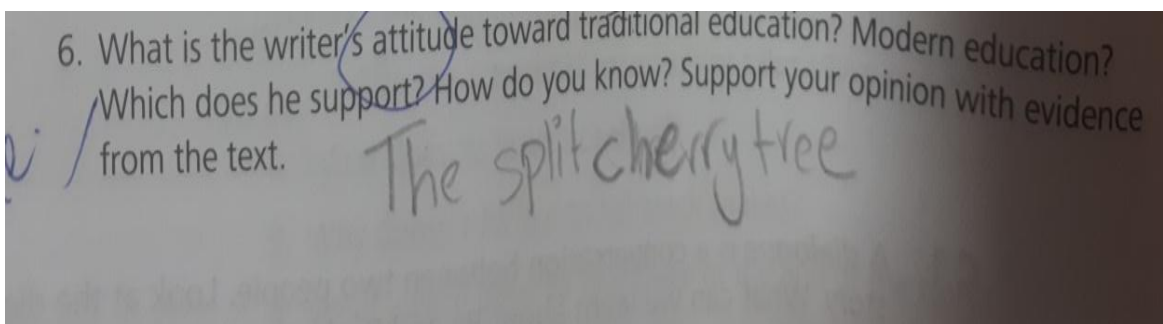


The Norwood Builder Novel (authors' attitude)



- Bagrut Textbook (author's attitude)

The Split cherry tree short story



Grandmother Poem

ANALYSIS AND INTERPRETATION

A1 The poem describes a meeting between a young woman and her grandmother. Which of the following words express the speaker's attitude toward her grandmother? Use the thinking skill of Distinguishing Different Perspectives to help you.

playful • angry • loving • caring • indifferent • humorous
sorrowful • sarcastic

2 How does the speaker's perspective change at the end of the poem?

3 What is the perspective of the grandmother in the poem?

4 Has this poem changed your perspective of family relationships? Explain.

GRANDMOTHER

4- Require Students to find answers in Pairs or Groups.

English for Palestine Textbook

4 Discuss in pairs or small groups.
Give the story a title. Prepare to explain your title to the rest of the class.

Period 3 / Vocabulary and reading skill

1 Read the story on page 68 and discuss these questions in pairs or small groups.

- 1 What words or phrases in the story show us that Zilla thinks she is better than Veep?
- 2 At the end, Veep thinks about how the kids lived in the past. Does he think their school life was better or worse than his? Why does he think that?

Bagrut Textbook

Discuss the following in pairs or small groups.

1. Did you identify with the speaker in this poem? Why or why not?
2. Have you ever stopped to think of your grandparents as individuals with a life of their own – and not just as your grandparents? Explain.

5-Let students identify the organization of the ideas and summarize the text.

English for Palestine Textbook

Exercises on 'The Call of the Wild' by Jack London
These questions are about Part 3 of 'The Call of the Wild' on pages 94-97.

1 Put the sentences in order to summarise the plot of this section of the story.

_____ However, he left the wolf and returned to camp.

_____ Buck answered the call of the wild and went to live with the wolves.

_____ Buck killed and chased away some of the Yeehats who had killed John Thornton.

_____ Buck could not fight the call of the wild so spent four days in the forest but could not find his friend the wolf again.

_____ He began to go into the forest more and more.

_____ One day he made friends with a grey wolf in the forest.

1 _____ Buck learned to love John Thornton.

_____ Buck fought a pack of wolves that arrived at the camp until he saw his friend, the grey wolf.

_____ When he returned, John Thornton and the other dogs were dead.

Bagrut Textbook (organization of the ideas and summarize the text).

UNDERSTANDING THE STORY

A What is the correct sequence of events? Use the graphic organizer below to help you put the sentences in the order in which they happen in the story.

- Lemon Brown tells Greg about his son.
- It starts to rain.
- Greg goes home.
- Greg meets Lemon Brown.
- Greg goes into the tenement building.
- Greg's father tells him he can't play basketball.
- Lemon Brown shows Greg his treasure.
- Lemon Brown and Greg fight off the neighborhood thugs.
- Greg is walking home two days later.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

B Answer the questions.

1. A **stanza** is a group of lines which form a unit in a poem. Which stanza describes the main idea?

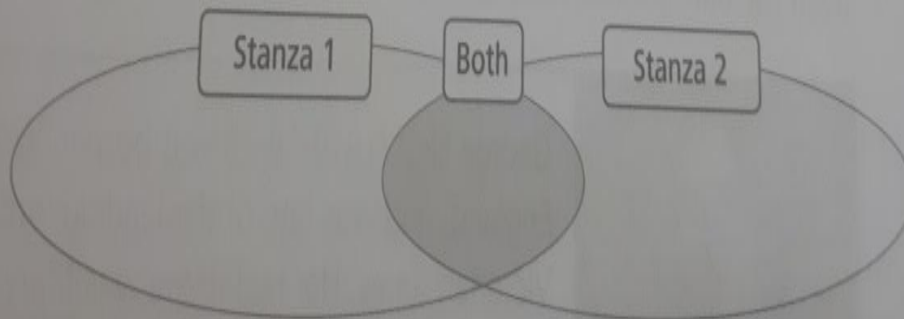
Organizer
of ideas

Main idea	Stanza
1. The speaker decides to take the less-traveled road.	
2. The speaker describes his location.	
3. The speaker's decision changed his life.	
4. The speaker doesn't think he will ever try the other road.	

2. What does the poet like about the second road he considers?
3. Find the lines in the poem that have a similar meaning to each sentence below.
 - a. I wished that I could walk down both roads.
 - b. I chose the less-traveled road.
 - c. I didn't think I would ever return to try the other road.
 - d. I will only know if I made the right decision in the future.
 - e. The choice I made affected my whole life.

B1 Think about how the two **stanzas** are similar and different. Complete the graphic organizer with the words and phrases below.

things you did • 8 lines • rhymes • things you didn't do • describes a day



2 What conclusions can you draw about the two **stanzas**? Which describes a day "well spent"? Which describes a day "worse than lost"?


6- Utilizing the Higher Order Thinking skills

- English for Palestine curriculum

Imagine that instead of a pack of wolves, Judge Miller walked into the camp to find Buck. What would Buck have done? How would the story have ended?

5 Write a new ending for the story. *HOT skills*

- Choose one of the different endings you discussed in Activity 4 above, or make up another one.
- Write one or two paragraphs to finish the story and say what Buck did.



ANALYSING

4 Give the fable a title.

EVALUATING

5 Did the end of the story surprise you? Did you like the ending? How could it end differently?

CREATING

6 Write a new ending for the story.

Bagrut curriculum

- Write the conversation between Pa and Dave on their way home from school or Pa and Mom at the end of the day.
- It is 10 years after the events of the story have taken place. Write about Dave's life.
- How might the story be different if told by a different character? Retell the story from another character's point of view, for example, a student in Dave's class.
- In pairs, choose a scene that you like and perform it for the class.

REFLECTION

Answer the questions.

- Did you enjoy reading the story? Why or why not?
- Think of a problem you had at school. How did you solve the problem?
- How did the thinking skills of Explaining Patterns and Explaining Cause and Effect add to your understanding of the story? Give an example.

2. What does Greg want to do?

3. Why do you think Greg smiles at the end of the story?

4. In what ways do young and older people benefit when they share their experiences?

5. What did you think of Lemon Brown at the beginning of the story? Did your perspective change? Explain.

Have you ever met a stranger or an older person who changed your perspective about life or taught you a lesson? Discuss with a partner.

You learned that when you use the thinking skill of Evaluating, you make judgments and justify your opinions (page 75). Use this thinking skill to answer the questions.

1. Greg decided not to tell his father about Lemon Brown. In your opinion, did he make the right decision?
2. Do you think Lemon Brown's treasure was worth fighting for? Why or why not?
3. Do you think Greg's behavior will be different after this experience? Why or why not?

Appendix (D) Presentation and Layout

1- Color Printing is used & supported Pictures

- English for Palestine Textbook

3 Look at the picture.

1 Who are they?

2 What is the young man doing?



2 Read this fable. What is the lesson of the story? *The horse and the goat*

There was once a farmer who lived on a small farm with a horse and a goat. One day the horse was sick so the farmer called the vet.

The vet examined the horse and said to the farmer, 'Well, it's serious and I can't promise the horse will survive. Give it this medicine every day and in three days I'll return. If it doesn't improve, then we'll have to put your horse down.'

The next day the farmer gave the horse the medicine and went about his work.


The goat, who had listened carefully to what the vet had said, spoke to his friend, 'Come on,' said the goat. 'You've got to get better quickly or they'll kill you. Try to get up.'

The horse tried to lift himself, but there was no strength in his legs.

The following day, much the same thing happened. The farmer gave the medicine and left. The goat encouraged his friend to raise himself off the floor. 'Come on, you must be strong. Let me help you.'

They tried together but the horse was too sick.

Do you think the horse will get better?



- Bagrut Textbook

No Colors are used in Bagrut Textbook

GRANDMOTHER

PRE-READING

A1 What comes to mind when you think of the word "grandmother"? Write down as many ideas as you can. Look at the pictures below to help you.

COUNT THAT DAY LOST

PRE-READING

A Look at the pictures. Which do you think show a "good day"? Explain why.

B Suggest other activities that you could do on a "good day".

Read the poem.

Count That Day Lost

By George Eliot

If you sit down at set of sun
 And count the acts that you have done,
 And, counting, find
 One self-denying deed¹, one word
 That eased the heart of him who heard,
 One glance² most kind
 That fell like sunshine where it went –
 Then you may count that day well spent.

But if, through all the livelong day,
 You've cheered no heart by yea³ or nay⁴ –
 If, through it all
 You've nothing done that you can trace⁵
 That brought the sunshine to one face –
 No act most small
 That helped some soul and nothing cost –
 Then count that day as worse than lost.

¹ عمل يتسم بالتضحية / عمل يتسم بالتضحية
² نظرة / نظرة
³ نعم / نعم
⁴ لا / لا
⁵ شيء / شيء

2- Sufficient margins in both sides

- English for Palestine textbook

CREATURE
A

THE NORWOOD BUILDER

1
The Most Unhappy Man

The case which I call 'The Norwood Builder' began for us in a very dreary way. Holmes and I had just finished a late breakfast one morning, and were talking in our sitting room in Baker Street. Holmes was about to open his morning newspaper, when we heard a lot of noise outside. A moment later, someone was knocking at the door, very hard. Then the door opened and a young man rushed in. His face was pale and his fair hair and his clothes were untidy. His blue eyes were frightened. He had obviously been running, and he was breathing heavily.

"You've got to help me, Mr Holmes," he said desperately. "The police are following me! Oh, the scandal! will break my poor mother's heart."

"Sit down, please," Holmes said. "This is my friend and helper, Dr Watson. Please tell us who you are?"

"I'm that most unhappy man, John Hector McFarlane," he replied. He obviously thought that we would recognise the name, but we did not.

"Mr Holmes, if the police arrive, please make them wait," the young man went on. "Don't let them arrest me until I've told you my story."

"Why do they want to arrest you?" asked Holmes in surprise. "What crime do they charge you with?"

"They'll charge me with murder, Mr Holmes, but I haven't killed anyone," he replied. "But I will be happy to go to prison if I know that Sherlock Holmes is investigating my case!"

Holmes is a tall, thin man with long fingers and a long neck. His eyes are like a fierce bird's eyes. Now he looked very carefully at the visitor.

"I know that you're not married and that you're a lawyer," said Holmes. "I know that your lungs are not good. But I know nothing else about you, and I do not recognise your name."

"I know my friend's methods, and I could understand what he was thinking. The man's clothes were untidy, so he was probably unmarried. We could see that there were legal papers in his pockets, so he was certainly a lawyer. We could hear his heavy breathing, so it was obvious that he had an illness of the lungs. Everything that Holmes had said was obvious, but the visitor

2 Read this fable. What is the lesson of the story? *The horse and the goat*

There was once a farmer who lived on a small farm with a horse and a goat. One day the horse was sick so the farmer called the vet.

The vet examined the horse and said to the farmer, "Well, it's serious and I can't promise the horse will survive. Give it this medicine every day and in three days I'll return. If it doesn't improve, then we'll have to put your horse down."

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The horse tried to lift himself, but there was no strength in his legs.

The following day, much the same thing happened. The farmer gave the medicine and left. The goat encouraged his friend to raise himself off the floor. "Come on, you must be strong. Let me help you."

They tried together but the horse was too sick.

Do you think the horse will get better?



- Bagrut textbook

Read the poem.

Grandmother
by Sameeneh Shirazie

I hadn't asked her much,
just how she felt,
and she told me all about her day,
and how she'd washed the sheets,
and how she could not understand
why the towel got so heavy
when it was wet.
She'd also sunned the mattresses¹,
such tired bones and so much to do,
and my eyes filled with tears
when I thought of how I was simply
going to say "Salaam"² and walk away
and so many words would have been
trapped inside her.
I would have passed by as if
what lay between those bedclothes³
was just old life
and not really my grandmother.

¹ الشمس / الشمس / 10000 10000 10000 10000
² Salaam means peace in Arabic and is often used as a greeting.
³ بطانيات / بطانيات

Read the story and answer the questions in the margin.

Thank You, M'am
by Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the sudden tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sizer. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here."

She still held him tightly. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Fiercely gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a he!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"Lady, I'm sorry," whispered the boy.

"Liar-hunt! Your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

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10 | THANK YOU, M'AM