Hebron University

Faculty of Graduate Studies

The Perspective of Eighth Grade English Teachers on the Textbook Reading

Comprehension Questions at Hebron District

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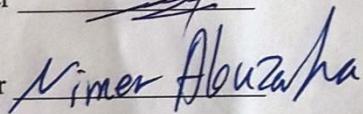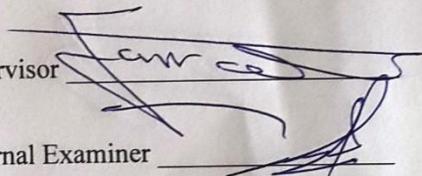
Dedication

I dedicate this thesis to my parents, sisters and brothers, who have inspired me since the beginning of my study. It is also dedicated to my supervisors, professors, teachers, friends and colleagues for their support and encouragement during this hard work. Finally, I dedicate this work to my husband, my sons and my lovely daughter for their great help and patience.

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Abstract

The aim of this quantitative study is to examine the Eighth grade teachers' views towards the reading comprehension questions in the Eighth Grade English Student's Textbook *English for Palestine*. First, the study aimed at examining the general attitudes of English language Eighth Grade Teachers towards the textbook and the comprehension questions in the Eighth grade of English student's textbook. Second, the study also aimed at examining to what extent the comprehension questions in the Eighth grade of English student's textbook met the Barrett's Taxonomy. The researcher used in this study a questionnaire to collect her data and answer the research questions. The sample of the study included 92 teachers (males & females) from the government, private and UNRWA schools in Hebron District. The researcher distributed 120 questionnaires and collected 92 copies of questionnaire from Eighth grade teachers, and analyzed the data using the SPSS program. The overall results of the study regarding the general attitudes of English language Eighth Grade Teachers towards the textbook and the comprehension questions found that the teachers' views towards the textbook shape, objective, content and teaching aids are positive and highly acceptable. However, the results regarding the extent of the availability of the reading comprehension questions in reference to Barrett's Taxonomy showed clearly that the questions in *English for Palestine-Eighth Grade* generally test literal comprehension. This means that the students were frequently asked to recognize and recall of ideas, facts and happening clearly identified in the texts. The researcher concluded that the higher order thinking skills in Barrett Taxonomy, by and large, are not well adequately represented in the Eighth Grade *English for Palestine*. The study ended with recommendations for syllabus designers and teachers.

ملخص

هدفت هذه الدراسة الكمية بشكل عام الى دراسة وجهات نظر معلمين الصف الثامن تجاه أسئلة القراءة والفهم في كتاب اللغة الانجليزية للصف الثامن. وبالتحديد هدفت الدراسة دراسة التوجهات العامة لمعلمي اللغة الانجليزية للصف الثامن نحو كتاب اللغة الانجليزية للصف الثامن وأسئلة الفهم. والغرض الثاني من هذه الدراسة هو النظر في مدى توفر أسئلة الفهم حسب تصنيف باريت في كتاب اللغة الانجليزية للصف الثامن. اعتمدت الباحثة في هذه الدراسة على استبيان لجمع البيانات والإجابة على أسئلة البحث. وتكونت عينة الدراسة من 92 من المعلمين (ذكور وإناث) من مدارس محافظة الخليل الحكومة، والخاصة ووكالة الغوث. تم تحليل البيانات باستخدام البرنامج الاحصائي SPSS. وقد أظهرت النتائج العامة للدراسة بشأن التوجهات العامة لمعلمي اللغة الانجليزية للصف الثامن نحو كتاب اللغة الانجليزية للصف الثامن وأسئلة الفهم أن وجهات نظر المعلمين نحو شكل الكتاب والهدف والمضمون والوسائل التعليمية إيجابية ومقبولة للغاية. وفيما يتعلق بمدى توافر أسئلة القراءة والفهم حسب تصنيف باريت أظهرت الدراسة بوضوح أن أسئلة الصف الثامن تركز على الفهم الحرفي. وهذا يعني أن الاسئلة المتداولة تركز على تذكر الأفكار والحقائق. وخلصت الباحثة إلى أن مهارات التفكير العليا في تصنيف باريت إلى حد كبير لم تمثل بالشكل المناسب في كتاب الصف الثامن. وقد خلصت الدراسة إلى توصيات لمصممي المناهج والمعلمين من أجل تحسين جودة تعليم اللغة وعملية التعلم.

Chapter One

1.0 Introduction

Reading comprehension is an important skill that learners have to enhance. The main purpose of reading is to get information from the text being read. In order to do this, the reader should be able to process the text correctly to extract meaning from the text. A well reading passage provides information to the reader in a systematic manner. It is worth mentioning that writers use different techniques in order to convey meaning to the readers. Furthermore, the process of getting the meaning is an activity that takes place between the two parties in order to get the message in the easiest and the correct way. To elaborate, readers have to use several skills that will help them extract meaning from text. These skills are comprehension skills.

Language textbooks usually present learners with reading passages. These texts have two functions: they introduce new words and try to develop reading comprehension skills. They ask learners to read the texts and then to answer some questions so as to check if they have understood the passage well (Alfaki, 2014).

Therefore, the study adopted a quantitative method in order to examine the attitudes of English eighth grade teachers towards the reading comprehension questions in the eighth grade Palestinian English student's textbook.

1.1 *English for Palestine*

The English language curriculum in Palestine is one of the basic and compulsory school subjects. *English for Palestine* is the English textbook that is used in Palestinian schools and taught from Grade One until the Twelfth Grade.

English for Palestine is a 12 level course covering primary and secondary levels, leading up to the *Tawjihi* exam in grade 12. The early levels are highly communicative to build solid foundations in the 4 skills on which pupils can build as they progress through the levels. The speaking of English by pupils and teachers is strongly encouraged to increase confidence and fluency. There is a strong grounding in handwriting, with clear models for pupils to trace and copy. Recurring characters and familiar settings guide the younger pupils through their learning experience (http://www.englishforpalestine.com).

The objectives of the Eighth Grade Textbook

Firstly, the introduction of high-frequency English words; these are the words that students regularly encounter in reading. High frequency English words are common words that make up the majority of any English text like (he, you, she, I, but, ask, good, the, have). Furthermore eighth grade textbooks aims at introducing simple and increasingly more complex key grammatical structures, providing opportunities for children to engage in meaningful and authentic activities in English and finally practicing and extending children's abilities in the key skills of listening, speaking, reading and writing. (http://www.englishforpalestine.com).

Reading Objectives in *English for Palestine-Eighth Grade*

Eighth grade students will be able to answer factual, inferential, judgment or evaluation questions, read familiar material with correct intonation and pronunciation and generate questions, make inferences and predictions about a reading text. Furthermore, students can develop awareness of synonyms, antonyms and semantic fields. Also, they will be able to identify the main idea of reading text and identify supporting details. Students will deduce meaning of unfamiliar words from their context, skim for gist or general impression of text or graphics. Also,

they will be able to distinguish fact from opinion, infer mood and author's attitude or tone, understand different types of letters and interpret.

Reading Skills

Reading comprehension is an important skill to be taught in school, the ability to read accurately and fluently is an essential need for the Palestinian students. Students through *English for Palestine- Eighth Grade* will be trained for information and understanding; this means they will be able to collect data, facts, or ideas; discover relationships, concepts, or generalizations; and use knowledge generated from text. Furthermore, students will be able to enjoy and appreciate texts, relate texts to self, and respond sensitively to texts with diverse social, historical, and cultural dimensions. Also, they will be trained for critical analysis and evaluation and so they can use personal or objective criteria to form opinions and make judgments about ideas and information in written texts. The students will read a variety of text types such as (factual, descriptive, persuasive, narrative or literary texts) in order to comprehend basic facts in the text, obtain information from a text and to use this information for summary, study, and other purposes, discover relationships, concepts, or generalizations in written texts, use knowledge generated from text in relevant real life situations, access background information necessary for proper text comprehension by using the appropriate strategies and skills and read critically, i.e. to form opinions and make judgments about text (http://www.englishforpalestine.com).

1.2 Statement of the Problem

Most high schools students join Palestinian universities lacking the higher thinking skills needed for reading comprehension. So the researcher found that evaluating the textbook is necessary in order to identify the weaknesses and to make some improvements in the reading comprehension questions. The textbook *English for Palestine – Eighth Grade* is rich in the reading comprehension

texts. Though, it is not known to what degree the texts are followed with appropriate questions that promote learners' higher critical thinking skills. Specifically, this study evaluates in depth the reading comprehension questions in reference to Barrett Taxonomy.

1.3 Objectives of the Study

This paper aims at examining the reading comprehension questions of the student's book in *English for Palestine- Eighth Grade* to determine to what extent the reading comprehension questions meet the Barrett Taxonomy as perceived by English language Eighth Grade Teachers.

Therefore, this study aims to:

1. examine the general attitudes of English language Eighth Grade Teachers towards the textbook and the comprehension questions in the Eighth grade of English student's textbook.
2. examine to what extent the comprehension questions in the Eighth grade of English student's textbook meet the Barrett's Taxonomy based on the teachers' perspectives.

1.4 Questions of the Study

1. What are the general attitudes of English language Eighth Grade Teachers towards the textbook and the comprehension questions in the Eighth grade of English student's textbook?
2. To what extent do the comprehension questions in the Eighth grade of English student's textbook meet the Barrett's Taxonomy based on the teachers' perspectives?
   This question has five sub-questions:
a. What are the attitudes of English eighth grade teachers towards the literal comprehension questions in the eighth grade Palestinian English student's textbook?
b. What are the attitudes of English eighth grade teachers towards the reorganization questions in the eighth grade Palestinian English student's textbook?

c. What are the attitudes of English eighth grade teachers towards the inferential questions in the eighth grade Palestinian English student's textbook?

d. What are the attitudes of English eighth grade teachers towards the evaluation questions in the eighth grade Palestinian English student's textbook?

e. What are the attitudes of English eighth grade teachers towards the appreciation questions in the eighth grade Palestinian English student's textbook?

1.5 Significance of the Study

This study investigates reading comprehension questions in the eighth grade English student's textbook, in order to reveal the strengths and weaknesses in the reading comprehension questions. This study will be beneficial for teachers in order to modify, revise and make up these questions until material designers modify or change in the future. Therefore, the study will suggest recommendations and modifications, so as to help text writers and material developers when assessing the validity of this textbook.

1.6 Methodology

The sample of the study was all English language teachers of Eighth Grade in Hebron Governorate.

The researcher designed a questionnaire in order to analyze the reading comprehension questions of the student's book *English for Palestine- Eighth Grade* to determine to what extent the reading comprehension questions meet the Barrett Taxonomy as perceived by English language Eighth Grade Teachers.

1.7 Limitations of the Study

Limitations are inherent in most studies. Caution should be exercised when inferring from the results of this study since it is limited to the perceptions of the teachers in Hebron district. The sample of the study were English language teachers in Hebron Governorate. Subjects involved in this study were all teachers of the Eighth Grade *English for Palestine* in the academic year 2016/2017.

1.8 Definition of Terms

Evaluation: Brown (1989) states that "it is a systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency as well as the participants' attitudes within a context of particular institutions involved".

English for Palestine – Eighth Grade / **Pupils' Book (8A & 8B)**: It refers to the English syllabus for eighth grade published by the Ministry of Education and Higher Education in Palestine in 2013. This new curriculum is a combination of traditional students Book (SB) and Workbook (WB). It shows the new language, practice material, and strategies for teaching and learning the language skills. Furthermore, it aims to enable students to learn and practice the language for communication freely and effectively in different situations.

1.9 Summary

This chapter provided a brief relevant introduction about reading comprehension. It also presented the statement of problem, the purpose and questions of the study, and the significance

of the study. In addition, this chapter presented the limitations, the terms, the abbreviations, and a brief description of the methodology of the study.

1.10 Organization of the Study

The study is organized into five chapters. These chapters are briefly described below. Chapter One provides an introduction, background of the study, the statement of the problem, purpose and research questions, significance of the study, brief methodology and limitations, and finally the organization of the study. Furthermore, chapter Two is devoted to the literature review on current research related to evaluation of English textbooks employing Barrett Taxonomy. Chapter Three describes the research design and the methodologies used in this study. The major steps in conducting this study, designing the questionnaires, and data analysis of the questionnaires. Also, chapter Four reports the findings and analysis of the questionnaires and the extent to which the Barrett Taxonomy is met. Finally, chapter five presents the conclusions along with the implications of the study. Recommendations for further research are also given in this chapter.

Chapter Two

Literature Review

2.0 Introduction

This chapter consists of two main sections: theoretical framework and previous studies. The first section includes the following sections: section one presents the concept of evaluation. Section two presents definitions of reading comprehension, importance of reading comprehension and the main reading skills. Furthermore, types of reading comprehension questions as presented in Bloom and Barrett taxonomies. The final section in this chapter introduces previous studies related to evaluating reading comprehension questions.

2.1 Evaluation

Evaluation is: "The systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved" Brown (1989) (as cited in Weir and Roberts, 1994:4).This study focused on the syllabus content; it aimed at evaluating the reading comprehension questions in the textbook *English for Palestine- Eighth Grade* in reference to Barrett Taxonomy and exploring teachers' perspectives towards the use of reading comprehension questions.

2.2 Reading Comprehension

2.2.1 Definition of reading comprehension

Many definitions have emerged concerning the reading skill because of its importance among the other skills. Therefore, several specialists confirm the importance of reading. Al-Qudah, Al-Khataybeh & Mohaidat (2002: 109) state that of all language skills, reading is necessary for independent learning. Through reading, students can access to further knowledge both about the language and about other subjects. Al-Drees (2008:18) confirms" by reading a lot, the readers can advance their English background knowledge and broaden vision, inspire their thought, build the values, train the creative performance and develop their intelligence". Furthermore, Mayer (2003: 26) points out that reading comprehension is a "technique for improving students' success in extracting useful knowledge from text".

Another definition is "reading is a visual and cognitive process to extract meaning from writing by understanding the written text processing information and relating it to existing experience". Millrood (2011: 117) (as cited in Seif, 2012).

The researcher concludes from the above definitions that reading means getting meaning encoded by the writer from the text. Furthermore, it is an interactive skill in which the reader interacts with the text and employs his experience and previous knowledge to get the intended meaning. Also, a reader uses his/her cognitive and meta cognitive strategies in order to make sense and to get the target message..

2.2.2 Importance of Reading Skill

Reading is a very important skill because it provides students with knowledge, various skills, values, good manners and pleasure. As the researcher's aim is to evaluate the reading comprehension questions, it is important not to neglect the importance of reading as a tool of

learning. Reading is considered the mother of all skills and so it is a basic tool of learning and one of the most important skills in everyday life (Ali, 2010).

McDonough and Shaw (1993) argue that reading is the most fruitful foreign language skill to teach, specially where students have to read English material for their own specialist subjects but may never actually have to speak the language. Furthermore, Rabel (2005) adds that reading develops a person's creativity. Unlike movies where everything is determined by the producer, writer and director, books allow students to create in their minds how a particular character looks like or imagine how a scene plays out. Reading a book therefore, allows a student to exercise and cultivate her/his creative thinking skills.

Hamdan (1991) confirms that reading comprehension is important because it trains students to get information rapidly and with full understanding, introduce basic linguistic forms; rhythm, spelling , pronunciation. It is worth mentioning, that reading broadens students' knowledge of more vocabulary, ideas, cultural content, language functions and expressions. Reading also improving students' competences in English as it provides real life situations and forms an additional tool of communication to listening and speaking. Besides it provides an access to literature, journal and civilization and also reinforces the basic knowledge they have acquired.

2.2.3 Skills and Strategies in Reading

Reading involves a variety of skills. Several specialist prepared lists for these skills. Jordan (1997 as cited in Ali, 2010) added some of the main strategies, skills and sub-skills utilized in reading and these are prediction, skimming which means reading quickly to get the main idea or gist), also scanning that means reading quickly for a specific piece of information, Other important skills and strategies in reading are distinguishing between factual and non-factual information, important and less important items, relevant and irrelevant information explicit and

implicit information ideas and examples and opinions. Also, drawing inferences and conclusions, deducing unknown words and understanding graphic presentation (data, diagrams, etc.).

The researcher concludes that the most common skills in reading are: skimming, scanning, understanding the author's use of language, locating and recalling information, finding main ideas, drawing conclusions, making generalizations, sequencing events, distinguishing fact from opinion, determining the author's purpose, relating the text to personal experience, developing awareness about synonyms and antonyms, distinguishing between cause and effect, drawing conclusions from information given in the text, making predictions and finding meanings of new vocabulary in contexts.

According to Grabe (1991) and Levine, Ferenz, and Revez (2000) reading academic texts is considered an important skill that second language learners need to master. Without proper reading skills, the students will not be able to understand the information in the text, evaluate them, or apply the ideas in real life situations. In order to enhance comprehension, reading texts are usually followed by questions which mostly become the vigorous part of reading objectives.

Unfortunately, there are some problems in the textbooks as some may not cover the higher levels of reading comprehension questions (Rivas, 1999; Rahman,2004; Alul, 2000; Ali, 2010; Abu Humos, 2012; Awad, 2013; Igbaria, 2013; Alfaki, 2014; Freahat & Smadi, 2014: Gökhan, 2016). They will focus on more reading questions in literal levels and a few in appreciation levels, thus ignoring the higher level of reading questions. The questions play a very influential role as they are meant to develop concepts, build background, and clarify reasoning processes and even lead students to higher level of thinking (Fitria, Syarif & Refnaldi, 2014).

Bloom's taxonomy consists of six levels, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation. Based on Bloom's taxonomy, Barrett advanced a simplified taxonomy specially for reading comprehension. Accordingly, there is, to some extent, a correspondence between Barrett's literal level of comprehension and Bloom's knowledge and comprehension. Additionally, Barrett's inferential level of comprehension corresponds with Bloom's application and analysis levels of thinking. Barrett's appreciation level of comprehension taps into affective domain by focusing on the reader's value-laden personal and emotional responses to reading. Consequently, appreciation level of comprehension in Barrett does not parallel with any Bloom's cognitive level (Fitria, Syarif & Refnaldi, 2014).

2.3 Bloom's Taxonomy of reading Comprehension Levels

According to Morgan and Schrieber (1969) who define question taxonomies as a set of hierarchical models used to assort the questions according to their level of complexity. In order to formulate an answer they count on mental or intellectual activity. The objectives of the classification are based on a kind of the knowledge that the students need in order to answer the questions and on what the students are required to do with knowledge in order to formulate an answer (as cited in Reeves, 2012).

Reeves (2012) argued that there are questions designed to meet and categorize student responses in terms of pre-structural, uni-structural, multi-structural, relational and structural knowledge. These educational questions are not designed for evaluating the cognitive challenge of examination questions. For example, pre-structural knowledge as the first level represents student responses that are irrelevant or that miss the point (Biggs, 1999). (Bloom et al., 1956) set out three lists cover the learning activities in cognitive, affective and psychomotor. The cognitive domain list has been the primary focus on knowledge and mental skills including processing

information domains. The affective domain concerns of attitudes, feelings and values. The

psychomotor domain covers the motor skills/manual or physical skills domains (Krathwohl,

Bloom & Masai, 1964 as cited in Reeves, 2012).

Table (2.1) Bloom's Original Taxonomy and the Revised Bloom's Taxonomy Cognitive Process
Dimension

Bloom's Taxonomy	The Revised Bloom Process Dimensions
Knowledge Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state	**Remember** Retrieve knowledge or relevant information from long-term memory or material, recognize, recall, locate, identify
Comprehension Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	**Understand** Determining meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/ contrast, match like ideas, explain, construct models (e.g. cause-effect)
Application Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use, write	**Apply** Carry out or use a procedure in a given situation; carry out (apply to a familiar/ routine task), or use (apply) to an unfamiliar/ non-routine task
Analysis Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment, explain	**Analyze** Break (material/ information) into constituent parts, determine how parts relate to one another and to an overall structure or purpose, differentiate between relevant irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g. for bias or point of view)
Synthesis Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up, write	**Evaluate** Make judgments based on criteria or standards, check, detect inconsistencies or fallacies, judge, critique
Evaluation Appraise, argue, assess, choose, compare, defend, estimate, explain, judge, predict, rate, core, select, support, value, evaluate	**Create** Put elements together to form a novel, coherent whole or making an original product, reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce for a specific purpose

Adapted from(Hess et al., 2009: 2 as cited in Reeves, 2012).

2.4 Barrett's Taxonomy of Reading Comprehension

Barrett's Taxonomy of reading comprehension includes five categories: literal, reorganization, inferential, evaluation and appreciation. Firstly, literal reading comprehension focuses on the ideas and information that are explicitly stated in the text or the reading material. Secondly, reorganization type of comprehension which is based on a literal understanding of the text; learners should use information from different parts of the text and combine them for additional understanding. Questions that serve this type of comprehension are significant because "they teach students to examine the text in its entirety, helping them move from a sentence by sentence consideration of the text to a more global view" (Day and Park, 2005, p.62). Thirdly, inferential reading comprehension requires thinking and imagination that goes beyond the printed page. The fourth comprehension type is evaluation which refers to one's ability to put a value on the importance of an idea and also judge it by using certain criteria (Swaby, 1984 as cited in Abu Humos , 2012). The last type of reading comprehension questions is appreciation; according to Day and Park (2005) it is called personal response which requires from readers to respond with their feelings for the text and the subject.

Table(2.2) Barrett's Taxonomy

Type of cognitive demand	What questions require of the student/ examinee
1.Literal Comprehension **Recognition or recall of** - details - main ideas - a sequence - comparison - cause and effect relationships - character traits	To locate or identify any kind of explicitly stated fact or detail (for example, names of characters or, places, likeness and differences, reasons for actions) in a reading selection/text/material

2. Reorganization - classifying - outlining - summarizing - synthesizing	To organize, sort into categories, paraphrase or consolidate explicitly stated information or ideas in a reading selection/text/material
3.Inferential Comprehension - main ideas - supporting details - sequence - comparisons - cause and effect relationships - character traits - predicting outcomes - interpreting figurative language	To use conjecture, personal intuition, experience, background knowledge, or clues in a reading selection/text/material as a basis of forming hypotheses and inferring details or ideas (for example, the significance of a theme, the motivation or nature of a character) which are *not explicitly stated* in the reading selection/text/ material
4. Evaluation – Judgment of - reality or fantasy - fact or opinion - adequacy or validity - appropriateness - worth, desirability and acceptability	To make evaluative judgment (for example, on qualities of accuracy, acceptability, desirability, worth or probability) by comparing information or ideas presented in a reading selection/text/material using external criteria provided (by other sources/ authorities) or internal criteria (students' own values, experiences, or background knowledge of the subject)
5. Appreciation -Emotional response to content -Identification with characters Reactions to author's language use -Imagery	To show emotional and aesthetic/ literary sensitivity to the reading selection/text/ material and show a reaction to the worth of its psychological and artistic elements (including literary techniques, forms, styles, and structuring)

2.5 Studies related to evaluating Higher Order Thinking Skills (HOTS) and reading comprehension in English textbooks

Several studies evaluated the reading comprehension questions in the English textbooks (Rivas, 1999; Alul, 2000; Rahman, 2004; Ali, 2010; Abu Humos, 2012; Awad, 2013; Igbaria, 2013; Alfaki, 2014; Freahat & Smadi, 2014: Gökhan, 2016). For example, Alul (2000) conducted a study to evaluate lower and higher level questions in the Eighth Grade English Textbooks used in

Palestine during the academic year 1999-2000. Furthermore the researcher evaluated "Petra" which was a Jordanian curriculum used in West Bank before using English for Palestine series in 2001. The researcher used Bloom's Taxonomy to analyze lower and higher level questions in the textbook, workbook and stories. She used an analysis card that included key words as criteria to classify and analyze the questions according to Bloom's Taxonomy. The researcher found that lower level questions were more than the higher ones in the studied textbooks. Finally, it was recommended that more studies should be conducted on English Petra textbooks for the other grades. Also the Palestinian curriculum designers should improve their questioning techniques in the new Palestinian curricula.

Similarly, Ali (2010) conducted his study to evaluate the reading texts and exercises in the ninth grade English student book (SB) and Workbook (WB). Additionally, his purpose was to find out the weaknesses in the reading texts and exercises. The researcher used two evaluative tools: an analysis card and a structured interview. He interviewed fifteen 9th grade English language teachers to evaluate the reading texts and exercises in the ninth grade English Textbook. Finally, results of the study revealed that there were a variety of topics, values and good manners in the reading texts. Furthermore, the researcher found that there were no authentic reading texts and extensive reading was not included. Also, four reading texts were found to be related to the Palestinian culture and reality and they were the most interesting to students. They were no exercises that need students to distinguish fact from opinion, infer the author's attitude, identify pronoun references, find the meanings of new words from context, and relate the text to their personal experience and to work out in pairs or groups. Finally, the researcher recommended revising and modifying the reading exercises and designing materials that cover all the neglected skills. Also, he recommended

conducting other studies in other language skills: writing, listening and speaking in other textbooks of *English for Palestine series.*

Rahman (2004) examined whether both higher and lower order sub skills were covered in the reading syllabus. He reported that they were not bad, but they emphasized only the lower order skills; the higher skills, on the other hand, were totally neglected. Similarly Rivas (1999) stated that the course books she evaluated did not seem to offer sufficient chances for the expansion of higher level skills.

Gökhan (2016) conducted a study to find out to what extent Bloom's taxonomy is referred in reading comprehension questions of English as a Foreign Language course book titled Q: Skills for Success 4 Reading and Writing. Also, he wanted to evaluate to what extent this course book reading section comprehension questions involve cognitive thinking levels. He analyzed the entire reading comprehension questions in the reading sections of the course book to determine their cognitive level and to know if the reading comprehension questions in the studied book cover higher level thinking skills or not. The results showed that the course book lacked the higher level cognitive skills processes that involved in Bloom's Taxonomy, but it develops key cognitive skills such as remembering and understanding. "One should consider the nature of relationship between lower- and higher- cognitive questions. This relationship can be described as integrative. Lower-level questions can enhance the acquisition of factual knowledge and the foundations for attaining high-cognitive skills. On the other hand, higher level questions are effective tools for stimulating thinking and developing other cognitive skills such as problem solving and decision making" (Freahat & Smadi 2014 as quoted in Gökhan 2016).

Freahat and Smadi (2014) in their study "Lower-order and Higher-order Reading Questions in Secondary and University Level EFL Textbooks in Jordan" analyzed thinking levels of the reading

comprehension questions in Action Packs 11+ 12 which were taught for grades 11+ 12 at Jordanian Ministry of Education schools and New Headway in addition to Plus Pre-intermediate that was taught for the first English language course at Yarmouk University. Moreover, they aimed to compare thinking levels of the reading comprehension questions in the (Action Pack 11 and 12) and the first year university EFL textbook. They used the descriptive content analysis style, described and analyze the phenomenon and categorize all the questions, in light of Bloom's Taxonomy objectives. The analysis was done according to the checklist that was prepared. Results revealed that the dominant questions in reading in the three books involved lower-level thinking process. Also, school textbooks concentrates on higher-level thinking questions compared with university textbook.

Awad (2013) in his study aimed to evaluate the Palestinian 12th grade textbooks in terms of the EFL/ ESL textbook evaluation checklist from the teachers' perspectives in Nablus. The researcher used a questionnaire that was distributed among the sample of the study which consisted of 26 male and female teachers who were chosen randomly and taught English for the 12th grade in Nablus during the second semester of the academic year 2010-2011. Results show that these books are suitable for the Palestinian students, their culture and religion. Moreover, results show that exercises have medium degree in prompting critical thinking of the text.

Igbaria (2013) carried out a study to examine the variety in the cognitive level represented by the WH-questions in the textbook according to Bloom's taxonomy and to examine the extent in which the WH-questions in the textbook emphasize high-level thinking, and to find out if the textbook can help students in developing cognitive skills. He analyzed six units in the textbook of Horizons for 9th-grade. The questions were collected, listed, and analyzed according to the six levels of cognitive domain in Bloom's taxonomy:

1) Low order thinking skills: knowledge, comprehension, and application

(2) High order thinking skills: analysis, synthesis, and evaluation.

The researcher used tools to calculate the percentage and frequencies in which each level of cognition appeared for each unit and for all six units combined. The results showed that the questions in the Horizons textbook place a great deal of emphasis on comprehension, which is one of the lower order thinking skills. Also the results showed that 244 questions emphasized the lower order thinking skills in the levels of cognition domain, while 137 questions emphasized the three higher order thinking skills.

Alfaki (2014) in his descriptive analytical study "Sudan English Language Syllabus: Evaluating Reading Comprehension Questions Using Bloom's Taxonomy" aimed to study the hypothesis that SPINE 3 (Sudan Practica Integrated National English) provides learner with reading texts that prompt comprehension abilities without focusing on High Order Skills or covering the range of thinking skills according to Bloom's taxonomy. The study focused on SPINE 3 that was taught to Grade 8 of the Basic Level School in North Sudan that has six units with reading comprehension texts. Nine texts of different levels and lengths have been selected. Results revealed that 89% of the questions in the sample were Low Order Thinking Skills questions, 59% are remembering and 30% understanding. None are geared to the High Order Thinking Skills. Furthermore, results showed that 10.2% of the questions belonged to High Order Thinking Skills; 6.1% related to 'applying' while 4.1% related to 'evaluating'. Finally, none of the questions belonged to other Higher Thinking Skills (Analyzing and Creating) which indicated that SPINE did not cover all thinking skills in Bloom's taxonomy.

Moreover, Kazuo and Akiko (2002) conducted a study on 217 third year junior high school students in Osaka in order to investigate how the use of inferential questions as a strategy in

teaching reading may enhance students' reading comprehension skills. Students were divided into three groups based on the mean scores of their previous English tests (midterm and final) so they were equal in English ability. Moreover, each group was divided into three levels of proficiency based on the deviation value of the English tests (midterm and final). This study was conducted during one class period; a narrative reading passage was given to students in order to accomplish the given reading task. Each group was taught differently, the first group by using translation from English to Japanese with the help of the teacher, the second group by responding to literal questions and the last one by answering inferential questions. Then they were given the same comprehension test which included reorganization of the story, translation, literal and inferential questions. Three main results emerged from the experiment: the strategy of using inferential questions is almost as effective as translation, inferential questions are more effective for higher level students than middle or lower level students and also students can answer literal questions if they can answer inferential questions.

Ghabanchi and Haji Mirza (2010) conducted a study on 61 EFL high school students at Jihad Institution in Neishabour in order to examine the effect of using summarization as a generative learning strategy for reading comprehension on students' performance in display, referential and inferential questions. The participants were divided into two groups: the experimental group which was taught to develop and write summaries for each paragraph as a generative learning strategy; however the control group didn't use the generative summary writing strategy. Then learners were tested after the instruction in order to assess their achievement in display, referential and inferential questions. Results showed that the use of summarization as a generative learning strategy had no significant effect on learners' performance of display questions; both the control and experimental groups had almost the same performance on display questions. Furthermore, it was concluded that

summarization had no significant effect on learners' performance in inferential questions; however summarization had a significant impact on students' performance of referential questions.

Ghapanchi and Dashti (2011) conducted a study on 100 Iranian intermediate EFL university students in order to examine the relationship between cognitive style of impulsivity and EFL university students' performance on display, referential and inferential reading comprehension questions. The participants were only selected from fourth semester students so as to avoid possible significant similarities of the samples in terms of proficiency. The researchers used a reading comprehension test which consisted of 6 passages and 54 items for the three comprehension questions types and also an impulsiveness questionnaire which assessed impulsiveness, venture sameness and empathy. Findings showed that there was no significant difference between high, medium and low impulsive students regarding their performance in display comprehension questions; this can be resulted from the fact that display questions ask learners to use a bottom up approach in reading and answering the text by focusing only on linguistic forms at the level o words or sentences. Also, it was found that there was no significant difference between the three groups regarding their performance in referential and inferential questions.

In other study, Pettit and Cockriel (1974) conducted a study on 533 sixth grade students in Midwestern public schools in order to assess literal and inferential reading comprehension. Two tests were used: the Literal Reading Comprehension Test (LRC) which aimed at measuring the reader's ability to read stated ideas; it contained six subscales for literal reading comprehension. However, the Inferential Reading Comprehension Test (IRC) which aimed at measuring the reader's ability to read implied ideas and it contained five subscales for inferential reading comprehension. The two tests consisted of 32 reading passages and 146 multiple choice questions. In order analyze data; the researchers used principal components and maximum likelihood

procedures. It was concluded that literal and inferential reading comprehension tests measured two distinct factors.

Hammad (2010) conducted a study in order to investigate the teaching and learning of reading in two different Palestinian EFL settings and they were public and private preparatory schools in Gaza. The researcher employed a mixed method approach which benefited from both qualitative and quantitative data. A standardized test was used in order to identify the proficiency reading comprehension levels of 430 ninth grade students; they were selected randomly from thirteen public and private preparatory schools in Gaza. Also, non-participant observations and semi structured interviews in order to collect information about the strategies that are used by teachers and students in English reading classes and also their opinions about English reading materials. It was found that there were differences between the teaching and learning of English reading in Gaza public and private preparatory schools. Other result showed that public school teachers and their students were not satisfied with their English reading material. Moreover, it was found that EFL Palestinian teachers and students practiced in their English reading classes these strategies: using L1, paraphrasing, using different types of questions, discussing texts' pictures and titles…etc.).

NurPratiwi (2014) conducted a study to explore the sufficiency of English textbooks in preparing and well establishing English learners. The researcher analyzed the reading exercises in *Pathway to English* textbook for the Eleventh Grade of Senior High School Students. The researcher aimed to get evidence through analyzing the distribution of the higher order thinking skills based on the revised edition of Bloom's Taxonomy in the essay questions of the reading exercises in *Pathway to English* textbook. The researcher used the content analysis method and employed the statistical calculation to firmly decide the distribution of each level of Bloom's

taxonomy in general, and the higher order thinking level in particular. She also interpreted the data qualitatively. The researcher used two sources of data, *Pathway to English* textbook and the analysis card, and used the checklist table as an instrument to collect the data. The researcher found that there was disparity in the distribution and unbalance in number among the higher order thinking questions in the reading essay questions on one hand, and compared to the three skills in the lower order thinking level on the other hand. The researcher thought that the case could be attributed to familiarity, difficulty and complexity considerations, regarding teachers and learners alike. Based on the obtained results, the researcher suggested that the teachers should check the textbook and adapt the material to suite the learners' needs. She also suggested that the authors and teachers should enrich the exercises to train the higher order thinking skills of the learners and to encourage learners to train their higher order thinking skills outside the school.

Abdelrahman (2014) analyzed questions in English language textbooks (teacher's book and workbook) for 10th grade in Jordan during the academic year 2012-2013. All the questions in the two textbooks were classified into the six levels of the new version of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating). Then the question frequencies or each level were calculated in each text book. He found that (55.11%) were for the two levels remembering and understanding. Applying had (16.18%). The other low level questions were (28.71%). The results revealed that the difference were in favor of the low level questions as the percentage was (51.9%), that is to say the emphasis was on the lower level questions more than to be on the higher level questions.

Karaki (2016) conducted a study in order to examine 9th grade teachers' attitudes towards task-based learning method and evaluate the tasks and activities in the textbook *English for Palestine – Ninth Grade (9A & 9B).*The researcher used four methods to conduct her study: a questionnaire,

a classroom observation, interviews and a content analysis checklist. The results of the study revealed that teachers' attitudes towards TBL are positive and highly acceptable. Teacher favored the use of the communicative language teaching (CLT) and task – based learning (TBL) in EFL classroom. The researcher recommended that the teaching and learning of English in the Palestinian schools should be supported by the use of effective and flexible methods such as communicative language teaching and task based learning.

Studies related to evaluating reading comprehension based on Barrett's Taxonomy

Abu Humos (2012) conducted a study which aimed at analyzing reading comprehension questions' levels of difficulty in English for Palestine 12th grade English student's textbook so as to find whether they are classified under Barrett's Taxonomy of reading comprehension higher thinking skills. The researcher also examined the 23 reading comprehension objectives in English for Palestine syllabus in order to find if they are compatible with Barrett's reading comprehension Taxonomy. Moreover, he examined whether there is an alignment between reading comprehension objectives and 12th grade textbook questions. Abu Humos (2012) adopted the descriptive analytical method in order to carry out the study; the reading comprehension questions of 12 units were classified under Barrett's Taxonomy: the literal comprehension, reorganization, inferential, evaluation and appreciation levels. Results revealed that reading comprehension questions in English for Palestine 12th grade English textbook are not fairly distributed under the five major reading skills according to Barrett's Taxonomy. He found that most of the reading comprehension questions in the 12th grade textbook were literal questions which reached around 60% of the textbook total number of questions. Syllabus reading comprehension objectives were in agreement with higher order thinking skills; however there were significant differences between the objectives of the syllabus and the actual questions of 12th grade textbook.

Since reading comprehension is an important active skill in learning English and involves thinking and helps reader to assign meaning from the text, Fitria, Syarif and Refnaldi (2014) in their descriptive study used Barrett's taxonomy to evaluate the reading comprehension questions forms covered in "English Texts in Use and Look Ahead" textbooks and the relationship between forms and levels of questions. Results show that reading comprehension questions in both textbooks are not representative. According to the forms of reading comprehension questions, results show that Wh- questions get the highest portion of questions in both books. Polar Questions are the second while truth assessment gets a small portion in "English Texts in Use" with no reference in "Look Ahead". Finally, multiple choices questions get the smallest portion in "Look Ahead" and are not included in "English Texts in Use". Regarding the levels of reading comprehension based on Barrett's taxonomy, literal, inferential, evaluation, and appreciation levels were covered in both textbooks. Results convey that the literal level gets the largest portion in both. Inference and evaluation levels are higher in "English Texts in Use". Appreciation gets the lowest portion in both textbooks. It is clear that the four levels are more dominant in "English Text in Use". Regarding the relationship between form and level of reading comprehension questions, the most dominant questions in both textbooks are Wh-questions. Literal level is the most dominant whereas the appreciation level is almost not appeared. In "English Texts in Use", polar questions are more dominant. Truth assessments are only in "English Texts in Use" and the relationship is only with literal level. However, multiple choice questions are included only in "Look Ahead" and only have a relationship with inferential level.

2.6 Conclusion

Reading comprehension questions, Bloom Taxonomy and Barrett Taxonomy have exerted a significant impact on education especially reading comprehension. These taxonomies have been widely adopted to monitor the quality of reading comprehension questions. These taxonomies or guidelines or criteria for good practice in designing reading comprehension questions aim to improve the quality of the skill of reading comprehension. The literature reviewed revealed a lack of balance between these taxonomies and what there is in the textbooks (Rivas, 1999; Alul, 2000; Rahman, 2004; Ali, 2010; Abu Humos, 2012; Awad, 2013; Igbaria, 2013; Alfaki, 2014; Freahat & Smad, 2014: Gökhan, 2016). The adoption of such taxonomies may help to ensure that the reading delivered courses are of high quality. The literature review included several studies that utilized the Bloom Taxonomy and Barrett Taxonomy to evaluate reading comprehension questions in English textbooks. However, there were dearth in studies conducted on *English for Palestine – Eighth Grade*.

Chapter Three

Methodology

3.0 Introduction

This chapter addresses the methodology used in this research. The adopted methodology includes the population and sample, instrument for data collection, questionnaires, data collection to achieve the objectives of the study and data analysis procedures. In this chapter there will be an illustration of the methodology which involves development of the questionnaire and administration of the questionnaire. Moreover, this chapter presents the validity and reliability of the questionnaire and the procedures that are followed, and finally the statistical methods that were applied to data analysis.

3.1. Research Method

This study aims at examining the attitudes of English eighth grade teachers towards the eighth grade Palestinian English student's textbook. In order to achieve the objectives of this study, the researcher follows the descriptive analytical approach in conducting this research as it is considered the most common and suitable approach for business and social studies. This section presents the methods used to carry out the study, comparison, explanation and assessment so as to reach meaningful generalizations and furnish the research's queries.

The descriptive research means "a research that describes the characteristics or events in numerical terms" (Brown and Rodgers, 2002: 118). They point out that "the descriptive statistics are those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion". Thus, the researcher adopted this type of research owing to its relevance to

examine teachers' perspectives towards reading questions and investigate its appropriateness in the textbook *English for Palestine – Eighth Grade* as well as in the classroom.

Thus, the researcher used quantitative data in this study. Quantitative data were outlined from the questionnaire and described numerically as a descriptive research.

3.2 Research Variables

1. Independent variables: type of school, directorate, gender, qualification, the years of experience, and number of times for teaching the eighth grade.
2. *Dependent variables: teachers' perspectives towards reading questions in the textbook English for Palestine-Eighth Grade.*

3.3 Material of the Study

The study was restricted to the new curriculum of the textbook English *for Palestine –Eighth Grade* (Pupil's Book 8A & 8B).

3.4 Population of the Study

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

3.5 Sample of the Study

The sample of the study included 92 English language Eight Grade teachers from the government, UNRWA and private schools in Hebron District. It has been chosen randomly.

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

Table 3.1: Demographic characteristics of the sample

Variable	Variable level	Number	Percentage%
Directorate of Education	South Hebron	35	38.0
	The Center of Hebron	30	32.6
	North Hebron	27	29.4
	Total	**92**	**100.0**
Gender	Female	43	46.7
	Male	49	53.3
	Total	**92**	**100.0**
Year of experience	less than 5 year	22	23.9
	6-10 years	34	37.1
	11-15 years	18	19.5
	more than 16 years	18	19.5
	Total	**92**	**100.0**
Qualification	Diploma	4	4.3
	Bachelor	72	78.3
	Master	16	17.4
	Total	**92**	**100.0**
Type of school	government school	75	81.5
	UNRWA school	9	9.8
	private school	8	8.7
	Total	**92**	**100.0**
Number of times you've taught the eighth grade	1-5 times	60	65.2
	6-10 times	15	16.3
	more than 11 times	17	18.5
	Total	**92**	**100.0**

Table 3.1 summarizes the demographic characteristics of the sample of teachers. Regarding the Directorate of Education that they belong to, 35 (38%) teachers are from South Hebron, 30 (32.6%) teachers from the Centre of Hebron, and 27 (29.4%) teachers from the North of Hebron. Regarding the gender of the participants, 43 (46.7%) teachers are females and 49 (53.3%) teachers are males.

Participants' years of teaching experience ranged from less than 5 tears to more than 16 years. The teachers who have less than 5 years of experience are 22 (23.9%) teachers. Those who have 6-10 years of experience are the largest category as they are 34 teachers representing 37% of the participants. The teachers who have 11-15 years of experience are 18 (19.5%) and an equivalent percentage is to the teachers who have more than 16 years of experience. Regarding the teachers' qualifications, the overwhelming majority of the participants (72) have a bachelor degree and they represent 78.3% from the sample of the study. 16 participants have an M.A degree and that represents 17.4% from the participants. Only four teachers have a diploma degree and that represents 4.3% of the participants. Regarding the type of school the participants work in, the majority 75 (81.5%). Only nine (9.8%) belong to UNRWA school schools and eight 98.(7%) belong to private schools. Regarding the number of times they've taught the eighth grade, of the 92 participants, the majority (60) of the participants reported that taught that class less than 5 times and that represent s 65% of the participants. Only 17 teachers taught the eighth grade more than 11 times and that represents 18.5% of the participants. Finally, 15 (16.3%) taught the eighth grade class from 6010 times.

3.6 Instruments

The researcher sought through this study to evaluate the reading comprehension questions in the Eighth Grade Palestinian English student's textbook from Teachers' perspectives. The nature of the research questions requires the use of a questionnaire: The questionnaire indicated the sum and the frequencies of teachers' views towards the reading questions in the textbook and in the classroom. The obtained data from the instrument was drawn in the analysis and discussion to present results and conclusions concerning 8th grade teachers' views toward the reading questions

in the textbook *English for Palestine – Eighth Grade* at the government, UNRWA and private schools in Hebron district.

Thus, a survey questionnaire was designed to collect the research's primary data. The questionnaire included close-ended questions to facilitate the data collection process. The design of questionnaire affected the response rate and the reliability and validity of the data collected. Response rates, validity and reliability are maximized by careful design of individual questions, clear layout of the questionnaire form. The two-part questionnaire has been prepared as the main tool of this study. It consists of the following:

1. Section One includes the primary information about the demographic traits of sample

2. Section two includes two Parts: Part One asks general questions about in the Eighth Grade Textbook (Shape, Content, Objectives, and teaching aids). Part Two is more specific to the reading comprehension questions in reference to The Barrett Taxonomy.

3.6.1 Questionnaire:

In this study, a questionnaire is used as an instrument to examine English eighth grade teachers' attitudes towards the reading questions in *English for Palestine-Eighth Grade*.(see Appendix One)

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3.6.2 Development of the Questionnaire

The researcher developed a questionnaire for examining the attitudes of English eighth grade teachers towards the reading questions in the textbook *English for Palestine – Eighth Grade* from the teachers' views in Hebron district. In addition, she built up appropriate criteria for examining the reading questions in the textbook *English for Palestine – Eighth Grade* based on Barrett Taxonomy. The researcher reviewed some previous studies and related literature for developing

the questionnaire (Rivas, 1999; Alul, 2000; Rahman, 2004; Ali,2010; Abu Humos, 2012; Awad, 2013; Igbaria, 2013; Alfaki, 2014; Freahat & Smad, 2014: Gökhan, 2016). The questionnaire is composed of two sections: section one (Demographic Data) and section two. Teachers were asked to answer the items by reading them and putting a tick (√) in the box that reflects their views to the given statements. The items were grouped into two parts:

Part One: deals with general questions about the Eighth Grade Textbook (Shape, Content, Objectives, and teaching aids):

1. Textbook: this domain includes four parts and they consist 29 questions

    a. General Shape: (items 1-5)

    b. Objectives: (items 6-11)

    c. Content: (items 12-24)

    d. Teaching Aids: (items 25- 29)

Part Two: is about the reading comprehension questions in reference to the Barrett Taxonomy:

 A. Literal Comprehension (items 1-6)

 B. Reorganization (items 7-10)

 C. Inferential (items 11-18)

 D. Evaluation (items 19-23)

 E. Appreciation (items 24-27)

3.6.3 Administration of the Questionnaire

   The questionnaire targeted eighth grade teachers from the government and UNRWA and private schools in Hebron district. In the first semester of the academic year (2016-2017), the researcher administered 120 copies of teachers' questionnaire, but only 92 copies were returned. Teachers were asked to indicate clearly their reading comprehension questions. Moreover, in order

to obtain more valid results, teachers were given the freedom to complete the questionnaire; the completion of the questionnaire was voluntary. The copies of the questionnaire were collected by the researcher herself and the directorate of education.

3.7 The study variables:

Independent variables: (Directorate of education, Gender, Year of experience, Qualification, Type of school, Number of times you've taught the eighth grade).

Dependent Variable: teachers' perspectives towards reading comprehension questions based on Barrett Taxonomy.

Questionnaire Validity and Reliability:

Validity refers to the degree to which an instrument measures what it is supposed to be measured. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include external and internal.

External Validity

To ensure a high level of validity, the questionnaire has been handed to a number of concerned experts, from An-Najah National University and Al-Quds University, for evaluation. These referees kindly presented their views on the questionnaire in terms of its content, clarity of items' meaning and suitability. They also proposed what they deem necessary to modify the formulation of items in order to avoid any misunderstanding and to assure that the questionnaire meets aims of the study. The final copy of the questionnaire was modified according to the experts' recommendations.

Internal Validity

Internal validity of the questionnaire is the first statistical test used to test the validity of the questionnaire by measuring the correlation coefficients between each item and the whole field.

Reliability

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

Table (3.2) presents information about the population of the study, the number of participants, and idea about the administered and returned questionnaires.

Table (3.2): Results of Pearson correlation coefficient (Pearson correlation) matrix link each paragraph with the total degree of the field (Textbook).

No.	Paragraphs	R	The statistical significance
A.	**General Shape**		
1.	The outside cover of the book is attractive.	.573**	0.000
2.	The textbook is rich with illustrations that facilitate students' learning.	.497**	0.000
3.	The textbook has a list of contents.	.329**	0.001
4.	The title of the book is appealing.	.427**	0.000
5.	The textbook has a list of references.	.239*	0.022
B.	**Objectives**		
6.	The objectives are related to the learners' needs and interests.	.414**	0.000
7.	The objectives meet the individual differences among students.	.553**	0.000
8.	The objectives are clear and specific.	.590**	0.000
9.	The objectives are relevant to the local culture.	.440**	0.000
10.	The objectives correspond with the modern developments around the world.	.473**	0.000
11.	There is a balance in the presence of reading comprehension questions for the main skills, listening, speaking, reading and writing.	.401**	0.000
C.	**Content**		
12.	The content is interesting, attractive and enjoyable to the students.	.506**	0.000
13.	There is a variety of reading comprehension questions.	.486**	0.000
14.	The content enriches student's general knowledge about different topics	.391**	0.000
15.	The content presents ethical values and good manners.	.573**	0.000
16.	The content helps students relate the text to their personal experience.	.548**	0.000
17.	The time that is given to answer the reading comprehension questions is sufficient.	.372**	0.000

No.	Paragraphs	R	The statistical significance
18.	The Questions on the reading text ask something definite in simple, clear, straightforward English that the students understand	.432**	0.000
19.	The Questions on the reading text challenging and thought provoking	.364**	0.000
20.	The Questions on the reading text adapted to the age, abilities and interests of the pupils to whom it is addressed	.442**	0.000
21.	The Questions on the reading text have sequence.	.395**	0.000
22.	The Questions on the reading text are appropriate to their purposes	.487**	0.000
23.	The Questions on the reading text let students draw conclusions from the text.	.390**	0.000
24.	The Questions on the reading text support students in making a summary	.375**	0.000
D.	**Teaching Aids**		
25.	The teaching aids that are used stimulate students' attention.	.473**	0.000
26.	The teaching aids and strategies help to relieve anxiety and boredom.	.451**	0.000
27.	The correct or suggested answers are given for the exercises in the textbook.	.392**	0.000
28.	Teachers are given techniques for activating students' background knowledge before reading the text.	.416**	0.000
29.	The aids and activities used help to build students' confidence.	.553**	0.000

** Statistically significant at the level of significance ($\alpha = 0.01$), * statistically significant at the level of significance ($\alpha = 0.05$)

As table (3.2) shows, the correlation coefficients are significant at the level of 0.05, where the probability value of each paragraph is less than 0.05. Therefore, it can be said that paragraphs of the questionnaire are consistent and valid to measure what they were set for.

Table (3.3): Results of Pearson correlation coefficient (Pearson correlation) matrix link each

paragraph with the total degree of the field (Reading comprehension questions).

No.	Paragraphs	R	The statistical significance
A.	**Literal Comprehension**		
1.	Recognize or recall of Details	.567**	0.000
2.	Recognize or recall of Main Ideas	.617**	0.000
3.	Recognize or recall of a Sequence	.545**	0.000
4.	Recognize or recall of Comparison	.467**	0.000

No.	Paragraphs	R	The statistical significance
5.	Recognize or recall of Cause and Effect Relationships	.468**	0.000
6.	Recognize or recall of Character Traits	.552**	0.000
B.	**Reorganization**		
7.	Classify information	.318**	0.002
8.	Outline the reading text/ information	.640**	0.000
9.	Summarize the reading text/ information	.599**	0.000
10.	Synthesize the reading text/ information	.559**	0.000
C.	**Inferential**		
11.	Infer Supporting Details	.498**	0.000
12.	Infer Main Ideas	.325**	0.002
13.	Infer Sequence	.424**	0.000
14.	Infer Comparisons	.605**	0.000
15.	Infer Cause and Effect Relationships	.631**	0.000
16.	Infer Character Traits	.583**	0.000
17.	Predict Outcomes	.538**	0.000
18.	Interpret Figurative Language	.515**	0.000
D.	**Evaluation**		
19.	Make Judgments of Reality or Fantasy	.635**	0.000
20.	Make Judgments of Fact or Opinion	.490**	0.000
21.	Make Judgments of Adequacy and Validity	.669**	0.000
22.	Make Judgments of Appropriateness	.671**	0.000
23.	Make Judgments of Worth, Desirability and Acceptability	.605**	0.000
E.	**Appreciation**		
24.	Response Emotionally to the Content	.551**	0.000
25.	Identify with Characters or Incidents	.669**	0.000
26.	React to the Author's Use of Language	.657**	0.000
27.	Make Imagery (Dramatise the reading text).	.550**	0.000

** Statistically significant at the level of significance ($\alpha = 0.01$), * statistically significant at the level of significance ($\alpha = 0.05$)

As table (3.3) shows, the correlation coefficients are significant at the level of 0.05, where the probability value of each paragraph is less than 0.05. Therefore, it can be said that paragraphs of the questionnaire are consistent and valid to measure what they were set for.

3.8 Questionnaire Reliability:

Reliability is the degree of consistency and precision or accuracy that a measuring instrument demonstrates. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Other terms used interchangeably with reliability are stability, dependability and predictability.

Cronbach's Alpha Method: Cronbach's Coefficient Alpha is used to measure the reliability of the questionnaire. The researcher calculated reliability in a manner calculated internal consistency reliability Cronbach's alpha formula, so as shown in the table (3.4).

Table (3.4): Cronbach's Coefficient Alpha for the entire questionnaire

Field	No. of cases	No. of Paragraphs	Alpha Value
Textbook	92	29	0,844
Reading Comprehension Questions	92	27	0,913
Total degree	92	56	0.929

The data contained in the table above indicate that the he Cronbach's Alpha for the entire questionnaire is (0.93), which indicates a very good reliability of the entire questionnaire. Thus, the researcher is assured of the questionnaire reliability and validity for responding, results analyzing and hypotheses testing.

3.9 Statistical treatment:

The researcher used the four-point Likert scale to measure responses on questionnaire items. In terms of the agreement strength, the results ranging from strongly disagree (1) to strongly agree (4) appeared as shown in table (5) herein below. Numbers assigned to importance (1, 2, 3, 4) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels.

Table (3.5) Likert Scale

Scale	strongly disagree	disagree	agree	strongly agree
Relative weight	1	2	3	4

3.10 Statistical Methods:

Quantitative data analysis methods have been used. The data collected through questionnaire was processed and analyzed by means of the Statistical Package for the Social Sciences (SPSS), and the following statistical tools were used:

1. Descriptive statistics: such as, percentage, arithmetic average, standard deviation, which is used in order to identify the categories of variable frequency according to researcher's view, presented in the description of the study variables.

2. Pearson Correlation Coefficient: to make verification of consistency amongst questionnaire paragraphs and to find out the relationship between the variables.

3. Cronbach's Coefficient Alpha: to test the reliability of questionnaire paragraphs.

4. The Independent Samples T-test is used to examine if there is a statistical significant difference between two means.

5. The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents.

3.9 Scale Correction:

The researcher used Likert scale which is a method to measure the behaviors used in the questionnaires, particularly in the field of statistics. The scale depends on the responses that

indicate the degree to approve or veto the attitudes of English eighth grade teachers towards the reading comprehension questions in the textbook *English for Palestine-Eighth grade.*

Table (3.6): Key correction

Mean	Degree
1.00-1.66	Low
1.67-2.33	Moderate
2.34-4.00	High

3.11 Procedure of the Study

The researcher utilized the following procedures to conduct her study:

1. The researcher reviewed the related literature. Based on the reviewed literature, the researcher formulated the objectives of the study and the research questions

2. In order to achieve the aims of the study and answer the research questions, the researcher developed a questionnaire and examined its reliability and validity. Upon designing the questionnaire, it was reviewed and modified by researcher and the supervisor.

3. The modified copy was given to two referees from An-Najah National University and Al-Quds University, who have excellent knowledge and expertise in the area of the research topic. The researcher incorporated a number of suggestions into the final questionnaire based on their comments.

4. After confirming the external validity of the questionnaire, the researcher distributed120 questionnaires to identify a group of 8th grade English language teachers in Hebron.

5. The sample of the study respondents filled out the questionnaire that was required of them and then the researcher collected them. The total number of the collected questionnaire was 92.

6. In order to analyze the data, the researcher used pertinent statistical techniques such as (SPSS) statistical packages, descriptive statistics, means, and standard deviations. Analyzing the collected data in the form of frequencies and percentages and organizing it through tables.

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

3.12 Summary

This chapter presented the methodology and the procedure of the study; it described the research design, material, sample and the data collection instruments. Additionally, this chapter discussed the development and administration of the questionnaire, and its validity and reliability. Finally, the chapter concluded with the procedure of the study.

Chapter Four

Findings and Discussions

4.0 Introduction

This chapter presents the results of the study. Each category in the questionnaire is discussed in the light of the teachers' perceptions as detected in the questionnaire as well as in reference to Barrett's Taxonomy. Thus, this chapter includes a statistical analysis of the data resulting from the study in order to answer the research questions.

The current study aimed at:

1. examining the general attitudes of English language eighth grade teachers towards the textbook and the comprehension questions in the eighth grade of English student's textbook.

2. examining to what extent the comprehension questions in the eighth grade of English student's textbook meet the Barrett's Taxonomy based on the teachers' perspectives.

In order to achieve the aims of the study, the researcher answered the following questions and sub-questions in the following sections:

1. What are the general attitudes of English language eighth grade teachers towards the textbook and the comprehension questions in the Eighth grade of English student's textbook.

2. To what extent do the comprehension questions in the eighth grade of English student's textbook meet the Barrett's Taxonomy based on the teachers' perspectives?

3. This questions has five sub-questions:

a. What are the attitudes of English eighth grade teachers towards the literal comprehension questions in the eighth grade Palestinian English student's textbook?

b. What are the attitudes of English eighth grade teachers towards the reorganization questions in the eighth grade Palestinian English student's textbook?

c. What are the attitudes of English eighth grade teachers towards the inferential questions in the eighth grade Palestinian English student's textbook?

d. What are the attitudes of English eighth grade teachers towards the evaluation questions in the eighth grade Palestinian English student's textbook?

e. What are the attitudes of English eighth grade teachers towards the appreciation questions in the eighth grade Palestinian English student's textbook?

4.1 Question One: General Perceptions of Teachers

What are the general attitudes of English language Eighth Grade teachers towards the textbook and the comprehension questions in the Eighth grade of English student's textbook?

The general attitudes of English language eighth grade teachers towards the textbook and the comprehension questions in the eighth grade of English student's textbook are presented separately in the subsequent sections (Shape, Objectives, Content, and Teaching Aids). Each item in the questionnaire is arranged in the order of the rating that it received from the highest to the lowest. That is the items that got high degree of agreement are placed at the top and items with low degrees of agreement are placed at the bottom of the list. Each category consists of items that describe the aspect of the category (c.f. Chapter Three).

4.1.1 First sub-question: What are the general attitudes of English language eighth grade teachers towards the general shape of the eighth grade English textbook?

Table (4.1): Means, standard deviations, percentages of teachers' attitudes towards the general shape of the eighth grade Palestinian English student's textbook.

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q3	The textbook has a list of contents.	3.28	0.69	82.00	High
q4	The title of the book is appealing.	2.90	0.58	72.50	High
q2	The textbook is rich with illustrations that facilitate students' learning.	2.87	0.56	71.75	High
q1	The outside cover of the book is attractive.	2.83	0.69	70.75	High
q5	The textbook has a list of references.	2.45	0.69	61.25	High
	Total Degree	2.87	0.64	71.65	**High**

The above table shows that teachers' attitudes towards the general shape of the eighth grade Palestinian English student's textbook were high, where the averages ranged from (2.45-3.28). The highest response paragraph according to the relative mean is as follows:

In item (3), the relative mean equals (3.28) with percentage (82%) which states (The textbook has a list of contents).

And the lowest response according to the relative mean is as follows:

In item (5) the relative mean equals (2.45) with percentage (61.25%) which states (The textbook has a list of references).

This is in agreement with Karaki's (2016) study; she evaluated the use of task based learning in 9th grade classrooms. In addition, she examined the attitudes of 9th English language teachers towards the general shape of the book. The results were positive and acceptable towards the general shape of the book. The researcher stated the general shape of the textbook is appropriate, attractive, and rich with tasks and activities that appeal students' attention".

4.1.2 Second sub-question: What are the general attitudes of English language eighth grade teachers towards the objectives of the eighth grade English student's textbook?

Table (4.2): Means, standard deviations, percentages of teachers' attitudes towards the objectives

of the eighth grade Palestinian English student's textbook

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q9	The objectives are relevant to the local culture.	2.87	0.65	71.74	High
q10	The objectives correspond with the modern developments around the world.	2.85	0.63	71.20	High
q11	There is a balance in the presence of reading comprehension questions for the main skills, listening, speaking, reading and writing.	2.79	0.67	69.84	High
q8	The objectives are clear and specific.	2.66	0.65	66.58	High
q6	The objectives are related to the learners' needs and interests.	2.61	0.63	65.22	High
q7	The objectives meet the individual differences among students.	2.48	0.64	61.96	High
	Total Degree	**2.71**	**0.64**	**67.75**	**High**

The above table shows that the teachers' attitudes towards the objectives of the eighth grade English student's textbook were high, where the averages ranged between (2.48-2.87). The highest response item according to the relative mean is as follows: Regarding item (9), the relative mean equals (2.87) with percentage (71.74%) which states (The objectives are relevant to the local culture). And the lowest response according to the relative mean is as follows:

Regarding item (7), the relative mean equals (2.48) with percentage (61.96%) which states (The objectives meet the individual differences among students).This in line with Karaki (2016) who stated that: "the tasks are up to date and related to students' culture. Additionally, this result revealed that the tasks are appropriate and go with the desires of the targeted students. Moreover, the results indicated that the tasks are clear and specific, where the mean was (2.91). The clarity of objectives in the textbook facilitates teaching and learning process".

4.1.3 Third sub-question: What are the general attitudes of English Language eighth grade teachers towards the content of the eighth grade English student's textbook?

Table (4.3): Means, standard deviations, percentages of teacher's attitudes towards the content of the eighth grade English student's textbook

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q14	The content enriches student's general knowledge about different topics	2.95	0.54	73.64	high
q13	There is a variety of reading comprehension questions.	2.90	0.59	72.55	high
q21	The Questions on the reading text have sequence.	2.82	0.59	70.38	high
q22	The Questions on the reading text are appropriate to their purposes	2.73	0.71	68.21	high
q15	The content presents ethical values and good manners.	2.65	0.76	66.30	high
q19	The Questions on the reading text challenging and thought provoking	2.64	0.67	66.03	high
q23	The Questions on the reading text let students draw conclusions from the text.	2.63	0.72	65.76	high
q24	The Questions on the reading text support students in making a summary	2.62	0.72	65.49	High
q12	The content is interesting, attractive and enjoyable to the students.	2.59	0.73	64.67	High
q16	The content helps students relate the text to their personal experience.	2.59	0.67	64.67	High
q18	The Questions on the reading text ask something definite in simple, clear, straightforward English that the students understand	2.54	0.65	63.59	High
q20	The Questions on the reading text adapted to the age, abilities and interests of the pupils to whom it is addressed	2.53	0.62	63.32	High
q17	The time that is given to answer the reading comprehension questions is sufficient.	2.48	0.88	61.96	High
	Total Degree	2.67	0.68	66.66	**High**

The above table shows that the teachers' attitudes towards the content of the eighth grade English student's textbook were high and positive, where the averages ranged between (2.48-2.95). The highest response paragraph according to the relative mean is as follows: In paragraph (14), the relative mean equals (2.95) with percentage (73.64%) which states (The content enriches

student's general knowledge about different topics). The researcher believes that the content of the reading text adds knowledge and information about various topics.

And the lowest response according to the relative mean is as follows: regarding item (17) the relative mean equals (2.48) with percentage (61.96%) which states (The time that is given to answer the reading comprehension questions is sufficient).

This is in line with Karaki (2016) who examined the same point in her questionnaire about applying TBL in the classroom. She found that teachers didn't agree with this item "The time for learning is sufficient". Therefore, she concluded that the allocated time for applying TBL is insufficient. Similarly, item(17) in this questionnaire "The time that is given to answer the reading comprehension questions is sufficient". This showed that the allocated time for answering reading comprehension questions is insufficient. This can be attributed to the long material, the difficulty of tasks, the large classes, and the limited time.

4.1.4 Fourth sub-question: What are the general attitudes of English language eighth grade teachers towards the teaching aids in the eighth grade English student's textbook?

Table (4.4): Means, standard deviations, percentages of teachers' attitudes towards the teaching aids in the eighth grade English student's textbook

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q28	Teachers are given techniques for activating students' background knowledge before reading the text.	2.87	0.68	71.74	High
q27	The correct or suggested answers are given for the exercises in the textbook.	2.84	0.67	70.92	High
q25	The teaching aids that are used stimulate students' attention.	2.77	0.66	69.29	High
q26	The teaching aids and strategies help to relieve anxiety and boredom.	2.76	0.70	69.02	High
q29	The aids and activities used help to build students' confidence.	2.73	0.76	68.21	High
	Total Degree	**2.79**	**0.69**	**69.84**	**High**

The above table shows that the teachers' attitudes towards the teaching aids in the eighth grade English student's textbook were high and acceptable, where the averages ranged between (2.73-2.87). The highest response item according to the relative mean is as follows:

In item (28), the relative mean equals (2.87) with percentage (71.74%) which states (Teachers are given techniques for activating students' background knowledge before reading the text).

And the lowest response according to the relative mean is as follows: in item (29) the relative mean equals (2.73) with percentage (68.21%) which states (The aids and activities used help to build students' confidence).

This is in agreement with Karaki (2016) who included similar items regarding the teaching aids of TBL in the classrooms. These items: "The tasks used help build students' confidence and the tasks help relieve anxiety and boredom". The researcher concluded that "teachers didn't agree with this item, they believed that some tasks don't help to relieve the anxiety and boredom in the classroom. This can be attributed to the challenges of TBL inside the EFL classroom such as the overcrowded classes at our schools."

4.2: Question Two: Reading Comprehension Questions and the Barrett Taxonomy

To what extent do the comprehension questions in the eighth grade of English student's textbook meet the Barrett's Taxonomy based on the teachers' perspectives?

The study revealed that there is no balance to the reading comprehension questions. Instead of focusing on higher level of reading comprehension questions, the focus was on low level of reading questions as shown in Figure 1.
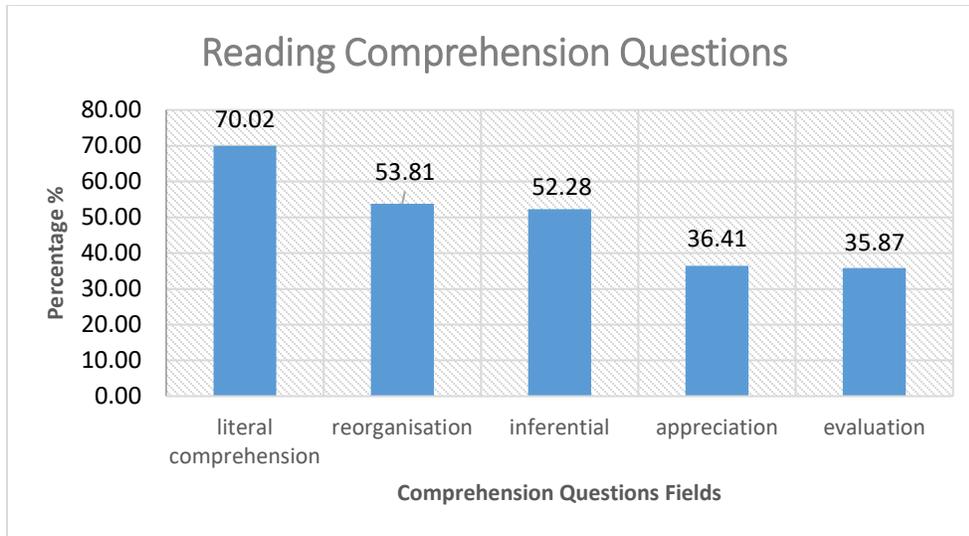
Figure (1): Means for Barrett Taxonomy

Figure 1, the five categories in Barrett taxonomy are arranged according to the frequency of their ratings from the highest to the lowest: Literal comprehension, reorganization, inferential, appreciation, and the evaluation questions. This finding is in agreement with several studies that reported that the reading comprehension questions focus on the low level of reading comprehension questions and give less weight to high level reading comprehension questions. The following part presents detailed findings for the five sub-questions (Literal Comprehension, Reorganization, Inferential, Appreciation, and Appreciation):

1.2.1 Literal comprehension

What are the attitudes of English eighth grade teachers towards the literal comprehension questions in the eighth grade Palestinian English student's textbook?

Table (4.5): Means, standard deviations, percentages of teachers' attitudes towards the literal

comprehension questions in the eighth grade English student's textbook

Paragraphs		Mean	Std. deviation	Percentage %	Degree of attitude
q31	Recognize or recall of Main Ideas	2.97	0.62	74.18	High
q32	Recognize or recall of a Sequence	2.83	0.57	70.65	High
q30	Recognize or recall of Details	2.80	0.63	70.11	High

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q33	Recognize or recall of Comparison	2.76	0.58	69.02	High
q35	Recognize or recall of Character Traits	2.73	0.73	68.21	High
q34	Recognize or recall of Cause and Effect Relationships	2.72	0.76	67.93	High
	Total Degree	**2.80**	**0.65**	**70.02**	**High**

The above table shows that the teachers' attitudes towards the literal comprehension questions in the eighth grade Palestinian English student's textbook were high, where the averages ranged between (2.72-2.97). The highest response item according to the relative mean is as follows:

Regarding item (31), the relative mean equals (2.97) with percentage (74.18%) which states (Recognize or recall of Main Ideas).

And the lowest response according to the relative mean is as follows:

Regarding item (34) the relative mean equals (2.72) with percentage (67.93%) which states (Recognize or recall of Cause and Effect Relationships).

1.2.2 Reorganization

What are the attitudes of English eighth grade teachers towards the reorganization questions in the eighth grade Palestinian English student's textbook?

Table (4.6): Means, standard deviations, percentages of teacher's attitudes towards the reorganization questions in the textbook *English for Palestine-Eighth Grade*

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q36	Classify information	2.22	0.72	55.43	Moderate
q39	Synthesize the reading text/ information	2.21	0.73	55.16	Moderate
q38	Summarize the reading text/ information	2.10	0.59	52.45	Moderate
q37	Outline the reading text/ information	2.09	0.60	52.17	Moderate
	Total Degree	**2.15**	**0.66**	**53.80**	**moderate**

The above table shows that the teacher's attitudes towards the reorganization questions in the eighth grade textbook were moderate, where the averages ranged between (2.09-2.22). The highest response item according to the relative mean is as follows:

In item (36), the relative mean equals (2.22) with percentage (55.43%) which states (Classify information).

And the lowest response according to the relative mean is as follows:

In item (37) the relative mean equals (2.09) with percentage (52.17%) which states (Outline the reading text/ information).

1.2.3 Inferential

What are the attitudes of English eighth grade teachers towards the inferential questions in the eighth grade Palestinian English student's textbook?

Table (4.7): Means, standard deviations, percentages of teachers' attitudes towards the inferential questions in the eighth grade Palestinian English student's textbook

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q41	Infer Main Ideas	2.17	0.62	54.35	moderate
q42	Infer Sequence	2.15	0.59	53.80	moderate
q43	Infer Comparisons	2.11	0.52	52.72	moderate
q40	Infer Supporting Details	2.11	0.58	52.72	moderate
q46	Predict Outcomes	2.11	0.58	52.72	moderate
q47	Interpret Figurative Language	2.07	0.63	51.63	moderate
q44	Infer Cause and Effect Relationships	2.01	0.50	50.27	moderate
q45	Infer Character Traits	2.00	0.51	50.00	moderate
	Total Degree	**2.09**	**0.57**	**52.28**	**moderate**

The above table shows that the teachers' attitudes towards the inferential questions in the eighth grade textbook were moderate, where the averages ranged between (2.00-2.17). The highest response item according to the relative mean is as follows:

Regarding item (41), the relative mean equals (2.17) with percentage (54.35%) which states (Infer Main Ideas).

And the lowest response according to the relative mean is as follows:

Regarding item (45) the relative mean equals (2.00) with percentage (50.00%) which states (Infer character Traits).

1.2.4 Evaluation

What are the attitudes of English eighth grade teachers towards evaluation questions in the eighth grade textbook?

Table (4.8): Means, standard deviations, percentages of teachers' attitudes towards the evaluation questions in the eighth grade textbook

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q48	Make Judgments of Reality or Fantasy	1.50	0.88	37.50	Low
q50	Make Judgments of Adequacy and Validity	1.46	0.76	36.41	Low
q52	Make Judgments of Worth, Desirability and Acceptability	1.42	0.71	35.60	Low
q51	Make Judgments of Appropriateness	1.40	0.71	35.05	Low
q49	Make Judgments of Fact or Opinion	1.39	0.71	34.78	Low
	Total Degree	**1.43**	**0.76**	**35.87**	Low

The above table shows that the teacher's attitudes towards the evaluation questions in the eighth grade textbook were low, where the averages ranged between (1.39-1.50). The highest response item according to the relative mean is as follows:

In item(48), the relative mean equals (1.50) with percentage (37.50%) which states (Make Judgments of Reality or Fantasy).

And the lowest response according to the relative mean is as follows:

In item (49) the relative mean equals (1.39) with percentage (34.78%) which states (Make Judgments of Fact or Opinion).

1.2.5 Appreciation

What are the attitudes of English eighth grade teachers towards the appreciation questions in the eighth grade textbook?

Table (4.9): Means, standard deviations, percentages of teachers' attitudes towards the appreciation questions in the eighth grade textbook

	Paragraphs	Mean	Std. deviation	Percentage %	Degree of attitude
q54	Identify with Characters or Incidents	1.61	0.49	40.22	Low
q53	Response Emotionally to the Content	1.60	0.49	39.95	Low
q55	React to the Author's Use of Language	1.34	0.48	33.42	Low
q56	Make Imagery (Dramatise the reading text).	1.28	0.45	32.07	Low
	Total Degree	**1.46**	**0.48**	**36.41**	**Low**

The above table shows that the teachers' attitudes towards the appreciation questions in the eighth grade textbook were low, where the averages ranged between (1.28-1.61). The highest response item according to the relative mean is as follows:

In item (54), the relative mean equals (1.61) with percentage (40.22%) which states (Identify with Characters or Incidents).

And the lowest response according to the relative mean is as follows:

In item (56) the relative mean equals (1.28) with percentage (32.07%) which states (Make Imagery (Dramatise the reading text).

4.2.1 Discussion of the results of the Second Question

The findings in this study reveal that the questions in the Eighth Grade *English for Palestine* generally test literal comprehension. This means that students were frequently asked to recognize and recall of ideas, facts and happening clearly identified in the texts. The researcher can conclude that the higher order thinking skills in Barrett Taxonomy, by and large, are not well adequately represented in the Eighth Grade *English for Palestine*, and this is in line with the majority of the results of the previous studies. To illustrate, Rivas (1999), Alul (2000), Sunggingwati (2003), Rahman (2004), Ali (2010), Abu Humos (2012), Igbaria (2013), Freahat and Smadi (2014), Alfaki (2014), Fitria, Syarif and Refnaldi. (2014), Abdelrahman (2014),Gökhan (2016) and others agree on the shortage in the reading comprehension questions that develop higher order thinking skills in textbooks.

Abu Humos (2012) found that most of the reading comprehension questions in the 12th grade textbook were literal questions which reached around 60% of the textbook total number of questions.

Igbaria (2013) showed that 244 questions emphasized the lower order thinking skills in the levels of cognition domain, while 137 questions emphasized the three higher order thinking skills.

Alfaki (2014) examined nine texts of different levels and lengths have been selected. Results revealed that 89% of the questions in the sample were Low Order Thinking Skills questions, 59% are remembering and 30% understanding. None are geared to the High Order Thinking Skills. Furthermore, results showed that 10.2% of the questions belonged to High Order Thinking Skills; 6.1% related to 'applying' while 4.1% related to 'evaluating'. Finally, none of the questions belonged to other Higher Thinking Skills (Analyzing and Creating) which indicated that SPINE did not cover all thinking skills in Bloom's taxonomy.

These also confirm the statement of Abdelrahman (2014) that the emphasis was on the lower level questions more than to be on the higher level questions.

Fitria, Syarif and Refnaldi. (2014) found that Appreciation gets the lowest portion in the textbooks under evaluation. Literal level is the most dominant whereas the appreciation level is almost not appeared.

This is also in agreement with Gökhan (2016) who reported that the course book lacked the higher level cognitive skills processes that involved in Bloom's Taxonomy. They are also in line with Myhil et al (2006) who found that the factual questions are the most common ones.

4.4 Summary

This study shows that like many other findings related to reading comprehensions questions that most of the reading comprehension questions in the Eight Grade (English for Palestine) focus on the low level of reading questions. This exercise itself forms part of such an assessment. It provides the necessary information to the Ministry of Education to improve its English for Palestine curriculum in order to meet the popular reading comprehension taxonomies.

Chapter Five
Conclusion and Recommendations

In this study, the researcher examined the general attitudes of English language eighth grade teachers towards the textbook and also towards the reading comprehension questions based on Barrett's Taxonomy. Additionally, the researcher examined to what extent the comprehension questions in the eighth grade of English student's textbook meet the Barrett's Taxonomy based on the teachers' perspectives. It can be concluded from the results: the attitudes of English eight grade teachers towards the textbook (general shape, objectives, content, teaching aids) got high percentages, the general shape got high degree 71.65%, the objectives were 67.75%, the content 66.66% and the teaching aids were 69.84%. These percentages and high degrees are attributed to the great interest from the Ministry of Education and curriculum planners in textbook's shape and criteria for textbook evaluation.

The study results revealed the attitudes of English Eighth Grade teachers towards reading comprehension questions; it can be concluded that comprehension questions in English for Palestine- Eight Grade got high degrees regarding the lowest level of Barrett's Taxonomy; literal comprehension was 70.02%. In comparison, the results showed that the highest levels of Barrett comprehension questions got the lowest degrees and percentages. Evaluation was 35.87% and appreciation was 36.41%. The researcher may conclude that the lower level questions were dominant especially literal comprehension levels. It is worth mentioning that the findings are in agreement with several studies that reported that the reading comprehension questions focus on the low level of reading comprehension questions and give less weight to high level reading comprehension questions.

5.2 Suggestions and Recommendations

Based on the findings, conclusions and discussions about the findings. The researcher gives some suggestions and recommendations to improve current practices of reading comprehension questions.

Suggestions for Teachers

Because the findings of the study revealed that lower levels of comprehension were very high; "the literal comprehension questions" and the higher levels of comprehension were low especially "evaluation", the researcher advises English language teachers to create and ask questions including high level comprehension questions based on Barrett' Taxonomy. Based on empirical research and related studies that evaluated higher thinking levels of reading comprehension, it is expected that teachers use more higher level questions than existed in the textbook.

Suggestions for Textbook Writers

The researcher suggests that textbook writers could benefit from these findings and they may in turn revise, adapt and modify reading comprehension questions to be compatible with high level thinking taxonomies as Barrett and Bloom. Therefore, students of high levels can better comprehend the reading texts.

Suggestions for Further Research

The researcher conducted a descriptive and evaluative study that focused on reading comprehension questions. It is advised to conduct further studies with different focuses and design. It is also suggested to conduct similar research on other grades especially on lower and secondary grades.

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Appendix One

Questionnaire

Dear Teachers:

This questionnaire, which is dedicated for research only, is designed as an instrument to collect data for the M.A project "The Perspective of Eighth Grade English Teachers on the Textbook Reading Comprehension Questions at Hebron District". The researcher aims to evaluate the using of reading comprehension questions in the Palestinian English Textbook for the 8th Grade. The questionnaire is composed of two sections: Section one is about demographic information and section two is divided into two parts related to reading comprehension questions**:** Part One: Asks general questions about the Eighth Grade Textbook (Shape, Content, Objectives, and teaching aids) . Part Two is about the reading comprehension questions in reference to Barrett Taxonomy.

Section One*:* Demographic Information: Please, tick (✓) the appropriate box.

A-School:
B-Gender: ☐ Female   ☐ Male
C-Year of experience: ☐ Less than 5 year   ☐ 6-10 years ☐ 11-15 years ☐ more than 16 years
D- Qualification: ☐ Diploma ☐ Bachelor   ☐ Master
E- Type of school: ☐Government school ☐UNRWA school☐private school
F- Number of times you've taught the eighth grade :☐ 1-5 times   ☐ 6-10 ☐ more than 11 times

Section Two: Indicate the extent to which you agree or disagree with the following items by putting a tick (✓) in the appropriate box using the scale given below.

SD= Strongly Disagree,   D= Disagree,   A= Agree,   SA= Strongly Agree

Part One: Asks general questions about the Eighth Grade Textbook (Shape, Content, Objectives, and teaching aids).

	Part(1)Textbook A. General Shape	SD	D	A	SA
1.	The outside cover of the book is attractive.				
2.	The textbook is rich with illustrations that facilitate students' learning.				
3.	The textbook has a list of contents.				
4.	The title of the book is appealing.				
5.	The textbook has a list of references.				
	B. Objectives				
1.	The objectives are related to the learners' needs and interests.				
2.	The objectives meet the individual differences among students.				
3.	The objectives are clear and specific.				
4.	The objectives are relevant to the local culture.				
5.	The objectives correspond with the modern developments around the world.				
6.	There is a balance in the presence of reading comprehension questions for the main skills, listening, speaking, reading and writing.				
	C. Content				
1.	The content is interesting, attractive and enjoyable to the students.				
2.	There is a variety of reading comprehension questions.				
3.	The content enriches student's general knowledge about different topics				
4.	The content presents ethical values and good manners.				
5.	The content helps students relate the text to their personal experience.				
6.	The time that is given to answer the reading comprehension questions is sufficient.				
7.	The Questions on the reading text ask something definite in simple, clear, straightforward English that the students understand				
8.	The Questions on the reading text challenging and thought provoking				
9.	The Questions on the reading text adapted to the age, abilities and interests of the pupils to whom it is addressed				
10.	The Questions on the reading text have sequence.				

	Part(1)Textbook A. General Shape	SD	D	A	SA
11.	The Questions on the reading text are appropriate to their purposes				
12.	The Questions on the reading text let students draw conclusions from the text.				
13.	The Questions on the reading text support students in making a summary				
	D. Teaching Aids				
1.	The teaching aids that are used stimulate students' attention.				
2.	The teaching aids and strategies help to relieve anxiety and boredom.				
3.	The correct or suggested answers are given for the exercises in the textbook.				
4.	Teachers are given techniques for activating students' background knowledge before reading the text.				
5.	The aids and activities used help to build students' confidence.				

Part Two: This part is about the reading comprehension questions in the 8th Grade Palestinian English Student's Textbook in reference to The Barrett Taxonomy.

	The Reading comprehension Questions help learners to	SD	D	A	SA
1.	Recognize or recall of Details				
2.	Recognize or recall of Main Ideas				
3.	Recognize or recall of a Sequence				
4.	Recognize or recall of Comparison				
5.	Recognize or recall of Cause and Effect Relationships				
6.	Recognize or recall of Character Traits				
7.	Classify information				
8.	Outline the reading text/ information				
9.	Summarize the reading text/ information				
10.	Synthesize the reading text/ information				
11.	Infer Supporting Details				
12.	Infer Main Ideas				
13.	Infer Sequence				
14.	Infer Comparisons				
15.	Infer Cause and Effect Relationships				
16.	Infer Character Traits				
17.	Predict Outcomes				
18.	Interpret Figurative Language				
19.	Make Judgments of Reality or Fantasy				
20.	Make Judgments of Fact or Opinion				
21.	Make Judgments of Adequacy and Validity				

22.	Make Judgments of Appropriateness				
23.	Make Judgments of Worth, Desirability and Acceptability				
24.	Response Emotionally to the Content				
25.	Identify with Characters or Incidents				
26.	React to the Author's Use of Language				
27.	Make Imagery (Dramatise the reading text).				

Thank You For Your Cooperation

Appendix Two

A Sample of Reading Comprehension Questions from English for Palestine-Grade Eighth

Living with modern communications

A 'There are lots of bad TV programmes, but the weather forecasts are good. We get bad hurricanes here in America, and they're getting worse. But modern satellites are collecting better information on their speed and direction, and forecasts are

getting better. So we understand hurricanes better now, and we now know when and where one will arrive.'

B 'We get Palestinian TV and hundreds of other satellite channels, too. Hanan and I love watching cartoons all day! That's bad, I know. But now Mum and Dad say we can only watch serious programmes like documentaries. We think that's bad, too!'

C 'Like a lot of Moroccan people, my job is fishing, and my mobile is very important in my work. It's expensive, but I can now call different markets from my boat. That means I can find the best market for my fish and take them there. My mobile is giving my family a better life.'

D 'Australian farms are big, and our parents like to stay in contact, so they've given us mobiles.

But now we're calling and texting friends more and more, and Mum and Dad are getting angry.

They say we're always on the phone when they want to talk – and we shouldn't be! … Oh, someone's calling now. Excuse me!'

Read again and answer the questions.

1. What is happening to hurricanes?

2. What is happening to weather forecasts, and why?

3. Which do Sameer and Hanan like – cartoons or documentaries?

4. What do their parents prefer?

5. Does Ali always take his fish to the same market?

6. How is his mobile giving his family a better life?

7. Do Lyn and Mark live in a big town?

8. Are they using their phones for the right thing?

Appendix Three

An Evaluation of the Reading Comprehension Questions based on the Barrett Taxonomy

L= Literal Comprehension, R= Reorganization, I= Inferential, E= Evaluation,

A=Appreciation

Reading Comprehension Questions	L	R	I	E	A
1. What is happening to hurricanes?	✓				
2. What is happening to weather forecasts, and why?	✓				
3. Which do Sameer and Hanan like – cartoons or documentaries?		✓			
4. What do their parents prefer?	✓				
5. Does Ali always take his fish to the same market?	✓				
6. How is his mobile giving his family a better life?	✓				
7. Do Lyn and Mark live in a big town?	✓				
8.Are they using their phones for the right thing?	✓				

Appendix Four

The Barrett Taxonomy

Literal comprehension focuses on the ideas and information that are explicitly stated. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents.			
LITERAL COMPREHENSION	**Recognition**	Details	What's this? Who? What? Where? Why?
		Main Idea	What happened when or during ____? Find out what ___ is going to do
		Sequence	What did ___ do first/next/last?
		Comparison	Find/tell me the differences between ___ and ___ Are ___ and ___ the same? Find similes; find metaphors
		Cause and Effect	Find out the reasons for ___? What caused ___?
		Character Traits	Find/tell me the words and phrases which describe the characters
	Recall	Details	Write/tell me a list of all the details you can remember
		Main Idea	What happened to___?
		Sequence	Tell in correct order Look at the illustrations and retell the story
		Comparison	How was this ___ different from the others? In what ways were ___ and ___ similar/different?
		Cause and Effect	Why was ___ so determined to ___? What was the purpose of ___?

Reorganisation requires the student to analyse, synthesis, and/or organise ideas or information explicitly stated in the selection. The student may utilise the statements of the author verbatim or may paraphrase or translate the author's statements.		
REORGANISATION	Classifying	Which of the following are ___? Which of the following ___ does not belong?
	Outlining	Divide the story into ___ parts
	Summarising	What has happened up to this point? Tell the story in your own words
	Synthesising	How long did the entire ___ last? How many times did ___ take place? On what day did ___ happen?

	The student demonstrates inferential comprehension when he or she uses ideas and information explicitly stated, his or her intuition, and his or her personal experience as a basis for conjecture and hypotheses. Prior knowledge, regardless of where his knowledge came from, in an integral part of inference.	
INFERENTIAL	Supporting Details	Did he realise ___? Do you think ___?
	Main Ideas	What is the main idea of this ___? Discuss the significance of ___?
INFERENTIAL	Sequence	What will happen next? What happened between ___ and ___? Please these ___ in logical order
	Comparisons	How does ___ resemble ___? Compare ___ with ___ Are ___ and ___ related?
	Cause and Effect	What was it necessary to ___? How did ___ know ___? What is the result of ___?
	Character Traits	What did ___ prove about their attitudes toward ___? What does ___ tell us about her? What kind of person is ___?
	Outcomes	Do you think ___ will ___? What do you think will happen?
	Figurative Language	What is meant by the phrase ___?

	Evaluation deals with judgement and focuses on qualities of accuracy, acceptability, desirability, worth or probability of occurrence. Evaluative thinking may be demonstrated by asking the students to make the following judgements.	
EVALUATION	Judgements of Reality or Fantasy	Is ___ imaginary? How many unreal things can you find? Did ___ really happen? Is ___ fact or fiction? Is ___ possible?
	Judgements of Fact or Opinion	Do you think ___ had anything to do with ___? Which ___ seem to be correct?
	Judgements of Adequacy and Validity	Did ___ ever actually ___? Is ___ really ___?
	Judgements of Appropriateness	What part of the story best describes the main character?

	Judgements of Worth, Desirability and Acceptability	Do you like this character? How do you feel about this character? Why was it wrong for ___ to ___?
		Appreciation calls for students to be emotionally and aesthetically sensitive to the work and to have a reaction to the work of is psychological and artistic elements. Appreciation includes both the knowledge of the emotional response to literary techniques, forms, styles and structures.
APPRECIATION	Emotional Response to the Content	Are you surprised? Why do you like or dislike this selection?
	Identification with Characters or Incidents	What words will describe the feelings of ___? What would you do if you were ___?
	Reactions to the Author's Use of Language	Why is ___ a good term? How did the author express the idea of ___?
	Imagery	Dramatise the story. Read/say the part the way the character might have talked. How does ___ make you feel?

Barrett's major five reading skills in details

1. Literal Comprehension

1.1 Recognition

1.2 Details

1.3 Main Ideas

1.4 Sequence

1.5 Comparison

1.6 Cause and Effect

1.7 Character Traits

2. Reorganization

2.1 Classifying

2.2 Outlining

2.3 Summarizing

2.4 Synthesizing

3. Inferential Comprehension

3.1 Supporting Details

3.2 Main Ideas

3.3 Sequence

3.4 Comparisons

3.5 Cause and Effect

3.6 Character Traits

3.7 Predicting Outcomes

3.8 Interpreting Figurative Language

4. Evaluation

4.1 Judgments of Reality or Fantasy

4.2 Fact or Opinion

4.3 Adequacy and Validity

4.4 Appropriateness

4.5 Worth, Desirability and Acceptability

5. Appreciation

5.1 Emotional Response to the Content

5.2 Identification with Characters or Incidents

5.3 Reactions to the Author's Use of Language

5.4 Imagery

Appendix Six

Reading Skills

Reading comprehension is the most important skill to be taught in school and the ability to read accurately and fluently is the most important need for the Palestinian student. The students will be trained for:

1. Information and Understanding: Collect data, facts, or ideas; discover relationships, concepts, or generalizations; and use knowledge generated from text.

2. Aesthetic Response: Enjoy and appreciate texts, relate texts to self, and respond sensitively to texts with diverse social, historical, and cultural dimensions.

3. Critical Analysis and Evaluation: Use personal and/or objective criteria to form opinions or to make judgments about ideas and information in written texts.

The students will read a variety of text types for the following purposes:

1. To comprehend basic facts in the text.

2. To obtain information from a text and to use this information for summary, study, and other purposes.

3. To discover relationships, concepts, or generalizations in written texts.

4. To use knowledge generated from text in relevant real-life situations.

5. To access background information necessary for proper text comprehension by using the appropriate strategies and skills.

6. To read critically, i.e. to form opinions and make judgments about text.

7. To identify the organizational pattern of text.

8. To recognize the rhetorical devices used in the text.

9. To enjoy and appreciate target language literature.

10. To recognize special linguistic features of texts.

11. To identify intention, attitude, and bias in texts.

12. To respond sensitively to texts with diverse social, historical and cultural dimensions.

13. To project the reader's personal experiences and knowledge of the world onto the text.

Appendix Seven

General Goals for teaching English as a foreign language (TEFL) in Palestinian schools

In accordance with the guidelines set by the Palestinian Ministry of Education through the Palestinian Curriculum Development Centre, and as expressed by the First Palestinian Curriculum Plan, which stress the integral role of foreign language education in developing the Palestinian students in all domains – psychomotor, social, moral, cognitive, and affective – and taking into account the current trends of multiculturalism and globalization, the English Curriculum National Team recommends the adoption of the following goals for teaching English as a foreign language (TEFL) in Palestinian schools.

General Goals

1. To contribute to the intellectual, personal, and vocational development of the individual.

2. To enable students to use English, orally and in writing, to communicate freely and effectively in different situations and settings with native and non-native speakers alike, using appropriate and linguistically correct forms.

3. To develop students' ability to use English for personal expression and enjoyment as well as for creative purposes.

4. To enable students to attain a reasonable language proficiency to function within certain academic and vocational settings.

5. To equip students with the requisite linguistic, basic academic, study and research skills for pursuing university education in their fields of study.

6. To develop communicative skills in order to acquire, record, and use information from aural and written texts using traditional and non-traditional (i.e. electronic) sources.

7. To develop students' ability to present information in an organized manner in spoken or written English.

8. To develop and maintain the students' sense of self-confidence and self-worth, and reinforce pride in their Palestinian, Arab/Islamic cultural heritage, and in their family backgrounds.

2. To foster understanding and develop sensitivity to the target language culture and other cultures, and thereby, strengthen the learners' appreciation and understanding of their own culture.

1. To develop students' respect for others, especially those with social, cultural, and family backgrounds different from their own, by encouraging them to reject gender, racial, and ethnic stereotypes.

2. To increase, through the use of a common language, the possibility of understanding and cooperating with people who speak English.

3. To enhance students' ability to use learning strategies to extend their communicative competence (CC)

4. To enhance student's ability to work cooperatively with others be developing social communication skills.

5. To develop students' high-order thinking skills (HOTS) such as critical, creative, analytical, inferential, and relational thinking.

6. To develop the students' ability to transfer knowledge from one context to other similar and relevant contexts.

7. To develop students' environmental concern, i.e., their respect for the natural environment, locally and globally, and their understanding of a man's place in the web of life.

8. To develop in students the willingness to approach different sources of information, people, and events, with critical but open minds.

9. To develop students; sense of social responsibility, i.e. their ability to value genuinely democratic principles and processes, and their commitment not only to defend their rights but also to accept and fulfill their responsibilities.

10. To develop students' ability to use strategies for cooperation, consensus building, teamwork, while having an opportunity for language development.

11. To develop students' appreciation of literature that is written in the English language.

12. To develop the students' awareness of the nature of language and the differences between English and other languages, and thereby help students gain additional insight into the nature of their mother tongue.

13. To encourage students to look for common themes in the texts they read or listen to, and to draw conclusions about the needs and feelings of humans in general.

14. To develop students' social literacy skills, i.e. the ability to influence decision-making thoughtfully and constructively, both in their personal lives and within their local community, and also at the national and global levels.

Appendix Eight

Study and Thinking Skills

The present curriculum also aims to develop the proper study and higher order thinking skills that will help students to become better independent letters. The student will utilize language and technological resources when appropriate for target language application by:

1. Using ancillary materials (tapes, videos, computer programs, etc.).

2. Using reference works and self-access learning sources in the target language.

3. Using significant cultural materials related to the target language (magazines, newspapers, films, radio/TV programming).

4. Using telecommunication devices (e-mail) with countries where the language is spoken.

5. Using English to further academic learning and to accomplish academic tasks.

6. Accessing information within and outside the school setting (using library sources, computers, Internet, etc.).

The concept of learning promoted in this curriculum views the learners as an active individual who is able to monitor and control his/her cognitive activities. He or she possesses new information through assimilation and integration with previous information. In addition, and to meet the ever-changing needs of our times and to create the independent learner, the present curriculum promotes the new basic academic and success skills needed for the 21st Century:

High-order thinking skills

 Analytic, problem-solving, inferencing, synthesizing and information integration skills.

Basic academic success skills

Improve skills at paying attention, concentration, memory skills, active listening.

 Develop appropriate study skills, learning strategies and habits.

Work and career preparation

Develop ability to work productively with others, cooperative teamwork, conversation management and leadership skills, and time management skills.

Basic research skills

Observation, generating hypothesis, date collection, data analysis, reaching conclusions, making generalizations.

Permission Letters

Ref.

Date

الرقم : م خ / ١١٩ / أ / ٢٠١٦

التاريخ : ١٩ / ١٠ / ٢٠١٦

السيد/ مدير التربية والتعليم / جنوب الخليل المحترم

الموضوع : تسهيل مهمة

تحية طيبة وبعد،

فأرجو التكرّم بالموافقة لطالبة الماجستير " مرام يوسف عقيل " ورقمها الجامعي
(٢١٠٢٩٠١٢) من جامعة الخليل، تخصص لغويات تطبيقية وأساليب تدريس اللغة
الانجليزية على جمع بيانات حول منهاج الصف الثامن الأساسي
مع العلم أن عنوان رسالتها للماجستير هو " **The Perspective of**

**Eighth Grade English Teachers on the Textbook Reading
Comprehension Questions at Hebron District**

وشكراً لتعاونكم ،،،

عميد كلية الآداب

د. سلام الشروف

بسم الله الرحمن الرحيم

Ref.

Date

الرقم :

التاريخ:

السيد/ مدير التربية والتعليم / وسط الخليل المحترم

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

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د. صلاح الشروف

Ref.

Date

بسم الله الرحمن الرحيم

السيد / مدير التربية والتعليم / جنوب الخليل المحترم

الموضوع: تسهيل مهمة

تحية طيبة وبعد،

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الانجليزية على جمع بيانات حول منهاج الصف الثامن الأساسي و

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