A STUDY OF INFLUENCE OF ENGLISH FOR PALESTINE TWELFTH GRADE CURRICULUM ON STUDENTS' COMMUNICATIVE AND LINGUISTIC PROFICIENCIES IN GOVERNMENTAL SCHOOOLS

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CERTIFICATE

This is to certify that *Mr. JEHAD SUDQUI AHMED NAZZAL* has completed his Ph.D thesis under my guidance and supervision on "A STUDY OF INFLUENCE OF ENGLISH FOR PALESTINE TWELFTH GRADE CURRICULUM ON STUDENTS' COMMUNICATIVE AND LINGUISTIC PROFICIENCIES IN GOVERNMENTAL SCHOOOLS". This thesis is submitted in fulfillment of the requirement for the Degree of Doctor of Philosophy in Education. His work is first hand and original work.

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LIST OF ABBREVIATIONS USED IN THE THESIS

Number	Abbreviations	Extended form
1	PNA	Palestinian National Authority
2	MOEHE	Ministry of Education and Higher Education-Palestine
3	PETRA	Progress in English Through Relevant Activities
4	L1	First language
5	L2	Second language
6	ELT	English Language Teaching
7	ESL	English as a second Language
8	CLT	Communicative Language Teaching
9	TEFL	Teaching English as a Foreign Language
10	EFL	English as a Foreign Language
11	FSL	French as a Second Language

12	UNRWA	United Nations Relief and Works Agency
13	PCBS	Palestinian Central Bureau of Statistics
14	EAP	English for Academic Purposes

CHAPTER – I

Conceptual Framework

CHAPTER – I

1.1. Introduction: Context and Concerns

English language is an international language, which is taught worldwide. It derives its importance from its influence on politics, science, education and culture. It is looked upon as a means of communication and social interaction among individuals. It has an essential function of society serving interpersonal role and making a speaker as a member of a speech community through its use .The main goal of language teaching is to develop the ability of learners to participate in the communication process. Keshta (2001:1) says that "English is a universal language; the language of communication across countries in the international world of trade, business communication, air transportation and technology ". Communication is seen as the first function and ultimate purpose of language teaching and learning. (Valette, 1973:407) claims that "effective communication is the ability to understand what one hears and to express oneself in communication". In real-world, language is used to communicate a message i-e to achieve an authentic, real function, or purpose. In the educational field communication, it is the means by which learners collect information from spoken sources. Harmer (1998:47) says that "Communication is the central feature in teaching and learning language .Accordingly, there are pressures for a change in teaching methods and curricula to suit the needs of students and to focus on language as a medium of communication. The basic unit of language has not become the sentence, but the communicative act; therefore focus is laid on function and meaning rather than form and pattern. During twenty years, it is interesting to look at the legacy of communicative approach and to observe how current practice has been affected by its basic principles. Most present – day practitioners would probably like to think that their classes are communicative in the widest sense of the world. Gallway (1993) asserts that "The communicative approach could be said to be the product of educators and linguists, who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic whole language. They did not know how to use language communicatively." Nunan (1992) emphasized that "Central to communicative approach is the perception; the language is not just a system of rules, but a dynamic source for the creation of meaning." The communicative approach to language teaching has a strong emphasis on speaking.

Communicative approach implies that the activities are based on students' personal experiences, opinions and ideas. There is a communicative purpose to each activity. By communication, students gain confidence in each task and have a chance to do. So, if the goal of language course is truly to communicate in English, then speaking skill should be taught and practiced in the language classroom. This raises motivation of learner and makes the classroom a dynamic and effective environment. Communication is the ability to express oneself in life situations, the ability to report acts or to express a sequence of ideas fluently.

By communication, the researcher means the oral fluent productive mastery of the target language in effective contexts. In recent years, methodologists and linguists have begun to argue that communicative proficiency should be the major objective of language teaching. In order to develop communicative and linguistic proficiency, it should be identified, practiced, improved, and developed by the use of various activities and tasks. "Learning to communicate in a foreign language requires more than knowing its grammatical and semantic rules. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. " , (Brown 1994 , as quoted in Al- Khuli 2002:17) (Bygate 1993, as quoted in Al- Dakel , 1998:5) confirms that "One of the main problem in teaching English is to prepare the learners to be capable of using it orally with confidence in the classroom .". Accordingly, communicative approach is suitable to help students improve their communicative and linguistic proficiencies as well as it 12.students, individual differences and the limited time of period. This helps teachers and students use techniques that help learners to communicate. In communicative curriculum, the four skills are built in an integrative way that consolidate learning and make it more permanent. No part as grammar or rote learning mode is more important than other elements. Language is viewed as a living thing and an organic whole that is ever growing collectively and not partially. Based on the above facts represented on having a communicative curriculum based on students' needs and reality, this help students communicate.

1.2. MoEHE Vision toward English Language Learning

English is an international language and a tool to join the changes occurs in the twenty first century. So, students need English as an instrument for learning different types of knowledge to communicate. Accordingly, due to importance of English language, the Palestinian Ministry of Education and Higher Education (MoEHE)

introduced English from first grade in Palestinian governmental schools as it was from fifth grade in the previous curriculum. This created a sort of equity between public and private sector schools as private sector schools used to apply English language from first grade while governmental schools apply it from fifth grade. So, now all children have the same opportunities. Having a new curriculum "English for Palestine" for twelfth graders is an expectation to have a new generation able to survive and communicate in English effectively and proficiently. Most of materials and methods are relevant, up to date and part of the learners' real needs.

English is very important for both the pursuit of higher education and employment in Palestine. It is often the primary language in post-secondary level education and many university scholarship opportunities hinge on the ability to speak English. Many jobs require English language proficiency and interviews are conducted in English. In a country with over 50 percent unemployment, this makes English essential. We aim to make the classes relaxing and fun and our teachers encourage an open environment where the students can experiment with what they are learning in order to improve their language skills and develop confidence in their abilities. Though we do teach grammar, our emphasis is on actual communication. Many Palestinians learn grammar in school, but with poor results in actual communication. This is because of a lack of proper English teachers, a poor learning environment and no practical experience using the language. Thus, they do not learn to communicate properly. Only a privileged few have access to the proper resources to actually learn to communicate in the language. Our classes aim to make learning a language accessible to all people, whatever their background. The classes make for better conversations and facilitate intercultural dialogue between teacher and students. The Palestinian students are able to gain a deeper understanding and learn to express themselves better to - the outside world. Besides studying the components of twelfth grade curriculum, the researcher will study the extent of applying communicative approach inside classroom by teachers and the role of Palestinian Ministry of Education in training English language twelfth grade teachers to apply communicative approach in classroom,(MoEHE,1998).

1.3. Definition of Communicative and Linguistic Proficiency

Hymes (1972) stated that communicative proficiency referred to the ability to use speech appropriately rather than correctly in different social contexts (Savignon, 1983, 1990; Widdowson, 1978). Being able to produce grammatically correct

sentences (Chomsky, 1963) did not necessarily ensure the acquisition of communicative competence. In similar vein, Widdowson (1978) suggested that an utterance with a well-formed grammatical structure might or might not have a sufficient value for communication in a given context. Whether an utterance had a sufficient communicative value or not was determined in discourse (Widdowson, 1978). As an addition to Widdowson's discourse competence, Munby (1978) highlighted the importance of socio-cultural and socio-semantic orientation in communication.

Language proficiency is a process, in which learners alternate in their use of linguistic form according to the linguistic and situational context (Ellis, 1994).This lends credence to the functionalist perspective which emphasizes communicative proficiency. The early perception of language proficiency viewed proficiency as little more than grammar and lexis. With the advent of communicative competence, however, the emphasis was no longer on grammatical aspects but more on the ability to use language appropriately in different contexts and the ability to organize thoughts through language. Communicative competence was first proposed by Hymes (1970) and it represents attempt to develop students' sociolinguistic and discourse competence in addition to grammatical competence. It was borne out of the feelings that there is much more to linguistic competence than knowledge of phonology, morphology, syntax and semantics. Chomsky (1965) made a distinction between competence and performance. Jacquelyn (1990) views competence in the Chomskyan manner as a system (or systems) of constitutive rules that provide the speaker with criteria to decide what is grammatical, acceptable and appropriate, and what is not. He argues further that Chomsky's distinctions between competence and performance was valid not only for grammar but also for rules of language. The major constitutive components of competence therefore include (i) grammatical competence (ii) discourse competence, and, (iii) Sociolinguistic competence. Grammatical competence involves computational aspect of language, the rules or formulations or constraints that allow us to pair sound with meaning, the rules that form syntactic constructions or phonological or semantic patterns of varied sorts (Jacquelyn, 1990). Discourse competence deals with the knowledge of the structure of text, both oral and written. It is the ability to use (produce and recognize) coherent and cohesive text, oral or written. Sociolinguistic competence has to do with the ability to produce, recognize socially appropriate language in context. However, language proficiency is

not merely knowledge of a set of grammar rules or vocabulary. Language proficiency is a complex interaction of knowledge with a number of skills and abilities.

1.4. EFL Context and Problems of Teaching and Learning English

English as a foreign language is formally taught to Palestinian students from the first year of lower basic stage till upper basic stage tenth grade for six classes a week. Each class is forty five minutes and seven classes for secondary eleventh and twelfth grades. Considering the content of the current EFL textbooks and Ministry of Education guidelines, it seems that EFL teaching in Palestine is based on the students' future needs to read, write, speak and listen well to language. Mastering of these four skills qualify a student to join a university level and study English basically for academic purposes (EAP). The orientation is therefore towards helping students to use the language in one's life whether for study or work. The Palestinian Ministry of Education through monitoring "educational groups" at various organizational levels supervises the educational process. Compared to EFL learners in other contexts, the Palestinian EFL students do not have much exposure to English outside the classroom. Very few English programs are broadcast on TV or radio. Nevertheless, some changes have been observed recently. Advancements in technology, people's ever-increasing use of the Internet and satellite, and a rapid growth of public interest in going to private language institutes in Palestine have brought further opportunities for English language learning. Furthermore, there is a growing need and tendency towards Communicative Language Teaching (CLT). A major principle in CLT is to use language for a variety of purposes and to convey meaningful messages. The implementation of CLT requires EFL teachers to be competent in the English language in order to teach it. It is expected that EFL teachers use English with functional ability in communicating across the language skills. In Palestine, EFL teachers are mainly hired through two different channels: (a) state-sponsored TEFL (Teaching English as a Foreign Language) programs and (b) free hiring of B. A. or M. A. holders of English translation or English literature majors. First and most traditionally, there have been teacher education programs at the levels of Teacher Training Centers (TTCs) and universities in charge of developing teachers' competency in both English and education. However, no one can deny that the Palestinian Ministry of Education has been doing all possible efforts to provide the

educational process with best teachers, effective curricula, facilities, laboratories, libraries, training teachers, adequate climate for teaching and learning. One of the major successes is represented in establishing the National Institute for Training teachers and employees. This institution has trained thousands of teachers, supervisors and officials based on their needs such as methodologies of teaching, supervision process. However, we see that there are failures..etc. We see slight improvement in teachers of English performance based on investigator's experience as teacher of English in Jordan, Kuwait, Yemen and lastly in Palestine. Twelfth grade teachers' practices do not lead to improve students' communicative and linguistic proficiency. All teachers efforts are directed to complete the curriculum on time and help students pass the general exam held every year even this is not the goal of teaching English. Teachers also use Arabic in English classes whether in giving instructions for students or while explaining curriculum items. They do not give their students sufficient opportunities to use the language, spend most of time explaining grammar, explaining comprehension texts with sometimes using Arabic; scarce use of group or pair work or role playing. Moreover, all evaluation is conducted in written exams; there are no oral exams to examine students' communicative proficiency improvement.

1.5. The Required Change: from Abstract Knowledge into Practice

Ministry of Education is responsible to change the current situation of teaching English through stereotyped traditional methods and to adopt the communicative way of teaching at schools although teachers have received training on teaching English through communicative approach. This process should start from the first grade by paying attention more on students' communicative skills and not on written tasks only. Supervisors of English are also responsible by focusing their supervision process on extent of teachers' focus on communicative activities during their classes and not to evaluate teachers' performance based on teaching grammar only while students listen sometimes without minimum level of interaction and participation. Several questions can be asked to reach the solution: why do we teach and learn English? What do we teach? How do we teach? What is required from teachers? What are the MOEHE objectives from teaching and learning English? Answering these questions might help all competent authorities to search for solutions. The Ministry of Education has introduced a new series for teaching English "English for Palestine". So, what is required is that teachers of English change their practices from stereotyped

traditional methods of teaching English toward communicative approach by applying it whether in teaching or students assessment which should be based on oral proficiency beside written tests. However, students should show cooperation, commitment and responsibility toward the goals and objectives set by MoEHE to help teachers through their interaction and responding to their teachers' instructions to improve their communicative and linguistic proficiency. Focusing on communicative activities instead of giving grammar the lion share gives students' the ability, techniques, courage and initiation to change the abstract knowledge they receive in classroom into practicing the language in real-life situations which is the goal of teaching the language.

1.6. Challenges Students face in Communicative and Linguistic Proficiency

Second language communicative proficiency has continued to pose challenges to English as Second Language Learners (ESL) in Palestine. Many scholars have carried out various research works on the problems of language learning and have come out with various recommendations. However, in spite of these efforts, the problems of learning to use a second language have persisted. As it is, many of the teachers of English are non - native speakers and secondly, the language is being learnt and used far away from its natural environment. Elugbe (2000) observes that non-native speakers are not likely to have expertise in second language because only the native speakers can claim to have expertise and proficiency in this language; other users are only aspiring to reach the target of proficiency, especially in spoken English. Researchers have continued to investigate the problems of second language learning and as Chomsky had come out with the issues of competence and performance. It has been observed that an English learner and user of a second language may not likely have competence during performance (usage) of the second language. While competence has been described by Chomsky (1960) as the intuitive judgment and knowledge of the native speaker of his language, another scholar Elugbe (2000), sees performance in the light of proficiency which a non native speaker does not have in full. Several factors are responsible for this situation, which include: mother tongue interference, bad teaching methods, attitude of learners to second language learning, lack of facilities, interest and language policy, inadequate among others. The status of English Language and oral English in particular necessitates the identification of the

difficulties of learners of oral English in an ESL environment like Palestine. Some researchers, observes that the command of phonology is evidently a central problem when learning to speak a language. Dairo (2000) identifies the incongruity and irregularities that sometimes occur between words spelling and pronunciation. In essence, when English words are incorrectly pronounced, they often lead to misunderstanding and distortion of message(s) conveyed by the speaker. Another problem is the phonemic structure of morphemes referred to as morphophonemic. An example of these is the confusion about how an English plural form can be realized differently during pronunciation thus:

/s/ as in cats /ts/ or /z/ as in dogs /gz/ or /iz/ as in losses /iz/

The most problematic of the features of oral English have been identified as the supra segmental (prosodic features) and these features and their importance are highlighted by Williams (1990) who stated: "Materials for speech work would be far from complete if they did not include the supra-segmental features: like stress, rhythm and intonation" etc. Adegbile (1994) laments the neglect of teaching prosodic features in the primary and secondary schools. More attention is paid to the segmental features than the supra segmental which he considers as the core of the speech features. (Adegbile 1994).He further stresses that these features influence and modify segmental features, vowels in particular. He explains that if a syllable in an English sentence or phrase lacks stress, the pronunciation of the vowel present in that syllable is affected (takes a weak form). Dada (2000) observes that apart from teaching and drilling in oral English sounds. Phonetics should be taught and integrated with other aspects of oral English like the prosodic features. It is quite unfortunate that some learners of English have no mastery of the Oracy skills. Findings by Ayodele (1981, 1984 and 1985) and Adegbile (1985) show poor performances of students in oral English as a result of ineffective use of Oracy skills and not only because of lack of intelligence or inadequate facilities. These Oracy skills include: the use of consonants, vowels, diphthongs, syllable structures, stress and intonation patterns, which hinder performance (Adegbile 1998). Based on the researcher's experience, this is due to lack of language laboratories, scarcity of communicating with native speakers or scarcity of exposing to the target language. The implications of all this is that the Oral English component should be given closer attention by teachers and

learners, if students want to be proficient in spoken English for both local and international intelligibility. The curriculum and teaching methods should be re-evaluated.

1.7. Impact of Teachers Proficiency and Fluency

A proficient teacher's performance inside classroom is absolutely has positive impact on students proficiencies. Accordingly, teachers' proficiency and beliefs about language learning are two major factors that determine their classroom teaching practices and their use or non-use of the target language in their classes (Mahboob, 2004, 2006). One exception is Butler (2004) who studied teachers in South Korea, Taiwan and Japan, and looked at the gap between teachers' self-perceived language proficiency and their perceived minimum level of proficiency needed to be effective teachers at the elementary school level. Butler's study showed consistent gaps in all three countries between the teachers' self-assessed language proficiency and the proficiency they believed would enable them to teach elementary school English most effectively. In second language learning, it is vital that teachers must be prepared for many challenges. This is because learners coming from different linguistic and cultural backgrounds have a lot of things to learn. What they already know in their languages can either enhance or inhibit the new learning; hence, interference is very likely to occur. In addition, the problems of learning and individual level of capacity to learn are also issues for concern. Sadly, most teachers do not have the patience to treat learners as second language learners. They first see their inadequacies in the second language as deliberate laziness. Teaching English as a second language in Palestine has always been laden with challenges. One of such is the free flow of speech, which can be described as fluency. Fluency includes the uninhibited articulation and production of phonemes. To this effect, one expects that all other components of English language like; Grammar, Syntax, Lexis and structure, vocabulary and morphony must have been perfectly mastered by the user of English. The implication of this is that the Palestinian Ministry of Education policy represented in passing students to higher grades regardless of their level in English encourages students not to take the matter of language learning seriously. For these reasons; Oral English teaching should be given proper attention, there should be facilities like language laboratories in Secondary Schools (Public and Private) to enhance Oral

English teaching and the spoken English that meets international status of mutual intelligibility must be encouraged by teachers and users of English language.

1.8. The Spoken English in Practice

In most multilingual nations, English language has occupied a second language position. It is used as the language of instruction in higher institutions of learning. The mother tongue of most learners and users of English often interfere with free flow of utterances. Mother tongue is the language in which the learner has the best facilities and if some of the sounds or materials that constitute the speech or writing of the learners are not present in the target language, the possibility of transfer is very high. A negative transfer causes impediment to the learning of English language. However, if transfer propels fast learning, it is a positive transfer. The two instances are still cases of interference in language learning. In nearly all institutions of learning in Palestine, courses in both written and spoken English (Oral English) are provided for students. Sometimes, the mass media spread good and bad models of English language, but the English departments of schools have responsibilities of presenting good models through teachers of English. They provide courses in grammar, lexis and structure, semantics, phonetics and phonology, morphology, literature among others.

Thus Elugbe (2000) suggests that English that can be understood all over the world should be taught and encouraged i.e. English which meets international standards of intelligibility, especially as, English Language is an international language, spoken all over the world. Corroborating this Adegbile (1998) gives two reasons of why communicative and linguistic proficiency of English should be well taught in schools: intelligibility to other speakers and opportunity to understand other users wherever they come from. He explains the Oracy skills that learners of language must master in language learning. From the following illustrations of Oracy skills in Fig 1 and Fig 2 which help learners of English to acquire language proficiency. Diagrams 1 and 2 give illustrations about skills involved in oral English, first by Adegbile (1998) and the second diagram (an expansion of the first) by Fasanmi (2009).

Figure 1 below shows the graphic representation of what oral English is all about according to Adegbile (1998). Oral English teaching at any level entails mastering of the organs of speech. Oracy skill is also referred to as Phonetics and Phonology, where segmental and supra segmental features are mastered. These features are what Adegbile listed above as: consonants, vowels, diphthongs (segmental features); and stress, intonation pattern etc. (supra-segmental features). Proficiency in all these according to him leads to good performance (Chomskyan's level of competence) in pronunciation and spoken English.

Oracy Skills

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                        ┌──────────────┐
                        │ Oral English │
                        └──────────────┘
                        ┌──────────────┐
                        │Organs of speech│
                        └──────────────┘
                        ┌──────────────┐
                        │ Major Oracy  │
                        └──────────────┘
 ┌──────────┐ ┌────────┐ ┌──────────┐ ┌──────────┐ ┌────────┐ ┌───────────┐
 │Consonants│ │ Vowels │ │Diphthong │ │ Syllable │ │ Stress │ │Intonation │
 │          │ │        │ │    s     │ │Structure │ │patterns│ │           │
 └──────────┘ └────────┘ └──────────┘ └──────────┘ └────────┘ └───────────┘

                        ┌──────────────┐
                        │ Performance  │
                        └──────────────┘
```
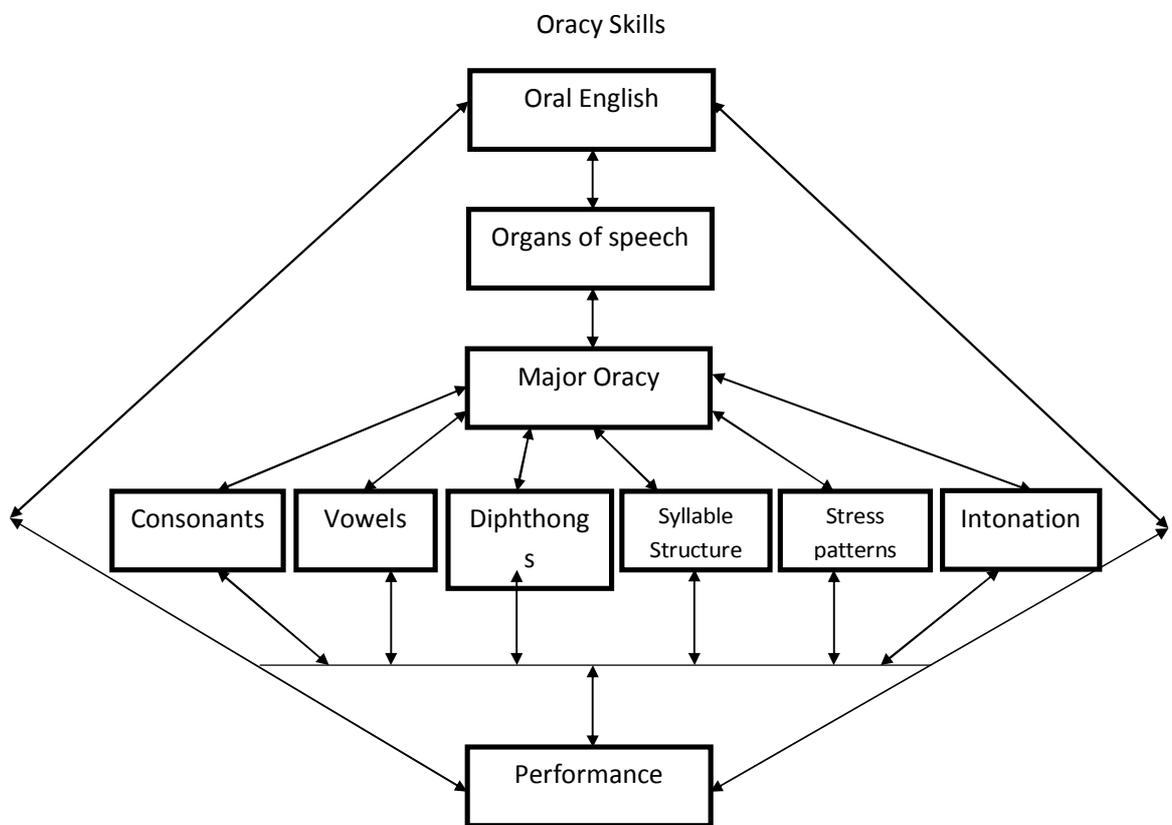
Figure: 1.1 Adegbile 1998 – Oracy Skills
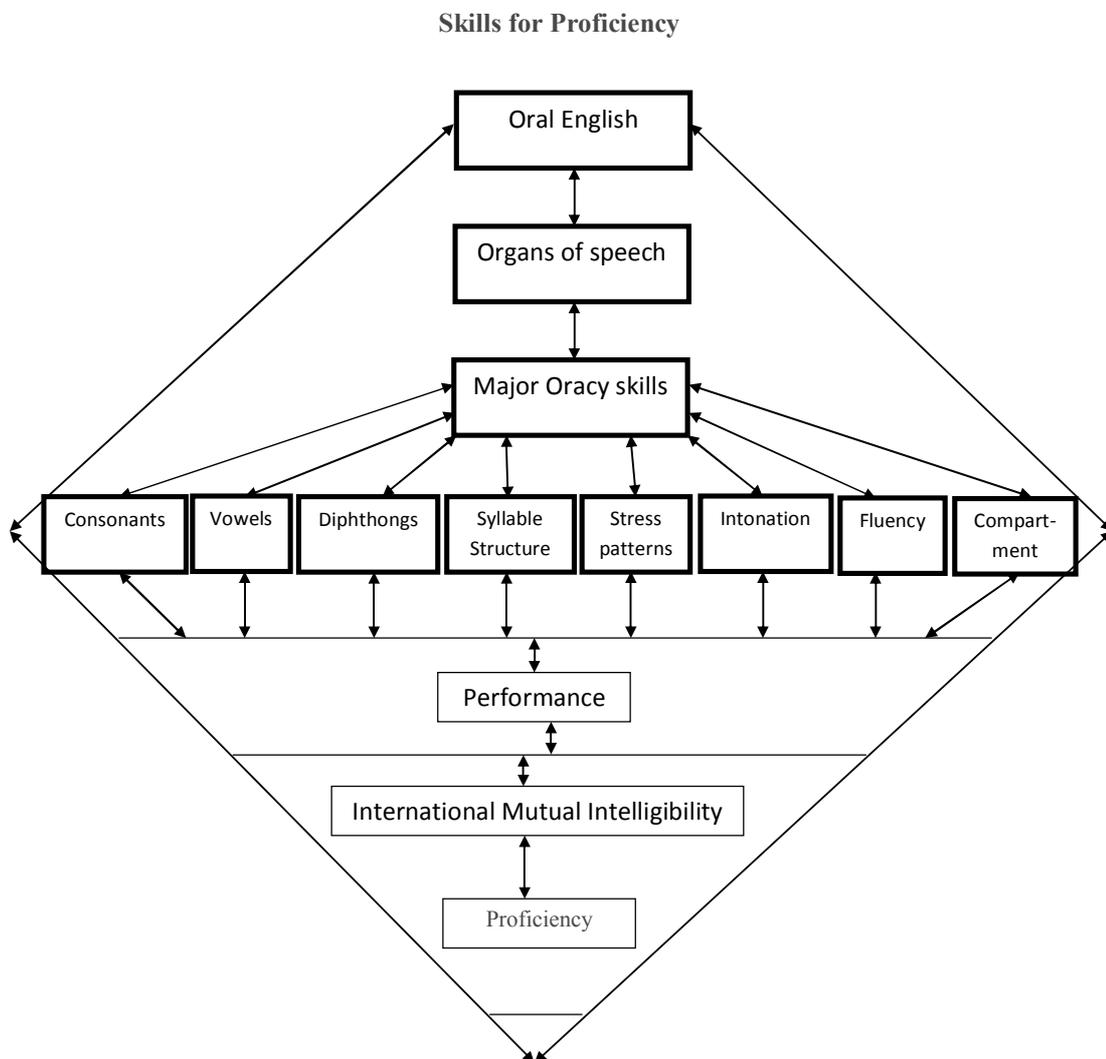
Figure 1.2: Fasanmi 2009- Skills for Proficiency

Figure 2 above is the expanded version of Adegbile 1998 by Fasanmi (2009). This version takes the Oracy skills beyond performance to international mutual intelligibility brought about by proficiency (Chomskyan's level of advanced performance). This state of proficiency bridges the linguistic and communicative gaps between the two interlocutors in speech act. The encoder would have been convinced of correct response from the decoder through the exhibited obvious reactions irrespective of race (across borders).

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1.9. General Principles of Language Learning and Teaching (MoEHE) (UNESCO, MOEHE, 1998)

▪ **Language is functional:** language, oral and written is primarily a means of communication used by people in multiple and varied social contexts to express themselves, interact with others, learn about the world, and meet their individual and collective needs.

▪ **Language varies:** Language is not monolithic; it comes in different varieties. Language varies according to person, topic, purpose, and medium. Language also varies with respect to region, social class, setting, and ethnic group differences. EFL students, who are already aware of and use their own language varieties, must become familiar the varieties used in the target language community.

▪ **Language learning is culture learning:** Patterns of language usage vary across cultures and reflect differences in values, norms and beliefs about social roles and relationships in each culture. To learn another language is to learn new norms, behaviors and beliefs that are appropriate in the new culture.

▪ **Language acquisition is a long – term process:** Language acquisition occurs over time with learners moving through developmental stages and gradually growing in proficiency. Rates of acquisition are influenced by multiple factors including the learner's educational background, first language background, learning style, cognitive style, motivation and personality.

▪ **Language acquisition occurs through meaningful use and interaction:** Research in first and second language acquisition indicates that language is learned most effectively when it is used in significant and meaningful situations as learners interact with others to accomplish their purposes. This means that FL learners must have multiple opportunities to use English and interact with others.

▪ **Language processes develop interdependently:** Traditional distinctions among the processes of reading, listening, writing and speaking are artificial. So is the conceptualization that language acquisition is linear (with listening preceding speaking and speaking preceding reading, and so forth).Authentic language often entails the simultaneous use and acquisition of

functional language abilities occurs simultaneously and interdependently. This means that FL learners need learning environments that provide demonstrations of the interdependence of listening, speaking, reading and writing.

- **Native language proficiency contributes to second language acquisition:** ESOL students know and use at least one other language, they have acquired an intuitive understanding of the general structural and functional characteristics of language. They bring this knowledge to the task of second language learning.

- **Foreign language learning is a developmental process:** Learners' existing knowledge is vital for the success or failure of learning as learners use their existing knowledge to make sense of new information. Good teachers try to establish and exploit what learners already know.

- **Language learning is an active process: It** is not enough to have knowledge; students must use knowledge in real life situations. Learning is active from psychomotor perspective as well as from a language-processing perspective.

- **Language learning is a decision – making process:** The process of developing and using a network of knowledge relies upon a sequence of learner decisions. What knowledge is new? How does it relate to existing knowledge? What is the underlying pattern? Which items of information are relevant? Which are unimportant, etc?

- **Language learning is not just a matter of linguistic knowledge:** A problem in language learning is the mismatch between conceptual/ cognitive level and capacities on the one hand, and the learner's linguistic level, on the other. Teachers must respect both levels.

- **Language learning is an emotional process:** We need to develop positive emotions by cooperative learning to build on existing social relationships. This requires less emphasis on product and more on process, fun and interest.

- **Language learning is to a large extent incidental:** It is not necessary to work with language in order to learn/acquire it; you can learn/acquire a language incidentally while doing or thinking about something else.

- **Language learning is not systematic:** We learn by systemizing knowledge, but the process itself is not systematic. An internal system can only help.

- **The student is the language learner:** Teachers can present clearly and provide opportunities for observing the language in use and for using the language, but only the learners themselves can assimilate the language and make it theirs.

- **Language learning and teaching are shaped by students needs and objectives:** Language teachers must study the language learners in their classes-their ages their background, their aspirations, their interest, their goals in language learning, their aptitude for language acquisition in a formal setting and the design activities that meet the needs of specific groups.

- **Language learning and teaching is based on normal uses of language, with communication of meanings (in oral and written forms) basic to all strategies and techniques:** Language teachers need to prepare students to interact in normal ways by creating or stimulating culturally authentic situations that stimulate them to communicate real meaning, thus preparing them to choose confidently and rapidly from the many possibilities within the language for expressing their intentions comprehensibly and acceptably in natural interaction.

- **Every possible medium and modality should be used to aid learning:** The more numerous kinds of association that are made to an item, the better are learning.

- **Testing is an aid to learning:** The test itself should be a learning experience that is part of the course. Opportunities should be provided for students to relearn and then retake tests to inform themselves as well as the teacher, about how well they understand or can use the language. In brief, the test stimulates further learning.

- **Language learning takes place in and out of the classroom:** "Language is a natural function of human association .Consequently, the more opportunities for association with speakers of the language, presumably the more potential for growth in control of language for normal uses and spontaneous expression.

1.10.1.Goals of Teaching English for Twelfth Grade Students (MoEHE): Upon planning to change curricula, the Palestinian MOEHE has specified the following general goals for teaching and learning English as a second language in schools:

1.Expose students to learning experiences and opportunities enabling them to comprehend, interpret, and appreciate written text of different genres and on a variety of topics.

2.Refine use of reading micro skills.

3.Develop ability to comprehend information in extended, international and transactional discourse.

4. Develop awareness of stylistic techniques and variations in written and oral texts.

5.Develop ability to critically evaluate texts, ideas and arguments.

6.Develop skills in exchanging and conveying ideas (transactionally and interactionally).

7.Develop social interaction and communication skills.

8.Refine ability to use communication skills.

9.Refine ability to use language appropriately.

10.Develop ability to produce creative academic and functional writing.

11.Develop ability to read texts of different modes.

12.Develop understanding and appreciation of cultural attitudes and values, and ability to analyze cultural bases for judgment and evaluation.

13.Develop high order thinking skills, cognitive and metacognitive strategies(creative critical thinking, problem-solving, logical reasoning, decision making, summarizing, note-taking, comprehension monitoring, etc.).

14.Sharpen academic skills and learning habits.

15.Enhance the ability to transfer knowledge to other, similar and relevant contexts.

16.Develop test-taking skills.

17.Develop information searching, library, and basic research skills.

1.10.2. Specific Objectives of Teaching English: The Palestinian MOEHE has also set the following objectives of teaching and learning English as a second language:

Specific objectives of twelfth grade English for Palestine Curriculum:

At the end of Grade twelve, the students are expected to master:

A. Listening

1-Extract information to accomplish physical task.

2. Identify main idea.

3. Distinguish main idea from supporting details.

4.Identify the topic of aural texts.

5.Identify the setting of aural texts.

6.Identify the participants and their roles.

7.Respond to referential questions based on aural texts.

8.Respond to inferential questions based on aural texts.

9.Distinguish between relevant and irrelevant ideas.

10.Distinguish between implicit and explicit information in aural texts.

11.Distinguish fact from opinion.

12.Extract key information for note taking and summarizing purposes.

13.Draw inferences about speaker's attitude, feelings and emotional state.

14.Recognize discourse markers, false starts, etc.

15.Recognize cohesive devices.

16.Identify core vocabulary.

17.Predict following discourse.

B-Speaking

1.Articulate sounds in isolated form and in connected speech.

2.Articulate stress patterns within words.

3.Manipulate variation in stress in connected speech.

4.Produce intonation patterns to express attitudinal meaning

5.Produce basic intonation patterns.

6.Summarize the main points of a text.

7.Describe a sequence of events based on visual inputs.

8.Narrate a story based on personal experience.

9.Make rehearsed or unrehearsed oral presentation about a topic of interest or of general currency.

10.Express personal feelings and emotions(anger, regret, sorrow, happiness, success, or failure).

11. Respond to direct questions, instructions, suggestions, offers, visual inputs, etc.

12. Make an oral presentation about an unfamiliar topic.

13. Paraphrase in own words an aural or a written text.

14. Respond to factual, inferential questions.

15. Respond to complex, conditional, or hypothetical questions.

16. Give directions and instructions.

17. Ask questions about routine matters.

18. Talk about inferred attitudes, feelings based on an aural text or a visual stimulus.

19. Make predictions about a piece of discourse.

20. Engage in conversations effectively using suitable conversation management skills and appropriate communication strategies.

21. Transcode information in diagrammatic display into speech.

C.Reading

1. Answer factual, inferential, judgment or evaluation questions.

2.Read familiar material with correct pronunciation and intonation.

3.Recognize pronoun referents.

4.Generate questions about reading text.

5.Summarize reading text.

6.Make predictions about reading text.

7.Make inferences about reading text.

8.Develop awareness of semantic fields (word mapping).

9.Develop awareness of synonyms and antonyms.

10.Identify the main idea of text.

11.Identify supporting details.

12.Distinguish main idea from supporting details.

13.Recognize rhetorical markers and their functions.

14.Comprehend visual survival materials.

15.Deduce meaning of unfamiliar words from context.

16.Skim to obtain gist or general impression of text or graphics.

17. Distinguish fact from opinion.

18. Infer mood and author's attitude or tone.

19. Scan for information from texts and realia (ads, menus, schedules, calendar, etc.).

20.Interpret information presented in diagrammatic display.

21.Relate text to personal experience, opinion or evaluation.

22.Analyze text for setting, theme characters, etc.

23.Extract and synthesize information from several sources to present it into expository form.

24.Evaluate text for accuracy of information, soundness of argument, etc.

D.Writing

1.Use capitalization and punctuation (period coma, question marks, colon, apostrophe, parentheses, semi-colon, and exclamation mark) correctly.

2.Write a text dictated at a reasonable speed using correct punctuation.

3.Write answers to questions based on reading material.

4.Outline a text.

5.Take notes from an aural or read text.

6.Make notes about a text.

7.Summarize a text by expanding notes.

8.Write personal and formal letters (inquiry, complaint, order), using the proper format.

9.Write a report on a researched topic.

10.Write a short essay(composition) of no less than 150 words.

11.Organize written information using different rhetorical functions (classification, comparison, contrast, etc).

12.Write a personal reaction(evaluation) to a reading selection.

13.Match audience and purpose in writing.

14.Revise, edit and rewrite student's written work.(UNESCO,MOEHE,1998).

1.11. Theoretical Framework

1.11.1. Influence of the Four Skills on Communicative Proficiency

Learning English means that learners are supposed to be able to read, write, explain, analyze, summarize, understand others and be understood by others, and express themselves in a simple way i.e. they should be competent in all language skills which is called linguistic proficiency or competency .Hedge (2000:47) considered that linguistic competence is concerned with knowledge of the language itself, its forms, and meanings. It involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structures, sentence structures and linguistic semantics. The main skills of the language are listening, reading, speaking and writing. The main aim of the teaching learning process is mastering these skills.

1.11.2.Reading

Reading skill is one of the most practical skills that teacher is exposed to during work. It is more than the oral pronunciation of words. Moreover, it is not a single skill, but it requires a variety of skills such as: reading aloud that improves and increases reading speed, and reading silently that gives the chance to understand and appreciate. Reading widens the learners` repertoire of general knowledge. It develops proper ways of pronunciation, intonation, and stress. Moreover, different skills are involved in reading such as: recognizing letter number and words shapes and interpreting them into sound pattern, interpreting the meaning of words into sentence meanings and general understanding of a text. Reading skill has been searched from different points of view Yun (1994:180) agreed with these points and he reviewed Goodman (1992) and Smith (1978) proposals about reading": Reading is a psycholinguistic guessing game that involves an interaction between thought and language.

1.11.3.Writing

Writing is a thinking process in its own right as White and Arndt (1996:3)discussed. According to them, it demands conscious intellectual effort, which usually has to be sustained over a considerable period of time .The learner should master this skill through writing correct sentences grammatically, structurally, syntactically, and contextually . On the basis of this fact the learner should be able to:master the mechanics of letter formations, obey conventions of spelling and punctuation, use the grammatical system to convey one's intended meaning, polish and revise one's initial efforts, select an appropriate style for one's audience, and organize content at the level of the paragraph and the complete text to reflect given information and topic structures .Nunan (1995:7) pointed out that for the fact that language skills are integrative , writing skill can't be developed in isolation of other skills especially reading skill. Byrne (1996:9)concentrated on the important part that reading plays in the development of writing.

1.11.4. Speaking

Speaking is very important as other skills. Its relation to the other skills is very obvious especially listening skill .The learner does not listen all the time, but he listens to others and then participate according to the message and exchange information with them. Then, listening and speaking are interwoven skills, and their

materials and sources are integrated. In this sense, the learner should be a good speaker and a good listener at the same time. It is worth mentioning that Byrne (1994 :8) pointed out that oral communication is a two –way process between speakers and listeners , and involves the productive skill of speaking and the receptive skill of understanding . The main goal in teaching the productive skill of speaking will be oral fluency which is defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation .The teacher's task is to develop the speaking skill of the learners by encouraging and motivating the students and giving them the opportunities to participate in the teaching situations, with respect to all variables sharing in this process. For a learner of English, it is not enough to know a number of vocabulary, rules of pronunciation, grammar, read and write correctly, but the more important, is how to use these components to speak to others either native-speakers or nonnative speakers. So, the learner should be able to use language as he wish, to speak about his feelings, his likes and dislikes, interests, intentions, etc… Speaking practice is crucial component of communicative competence as it is mentioned in (ELT 2:1996) .It involves the linguistic form of a language as well as knowledge of when and how to use these forms. " At any level of attainment students need to be given regular and frequent opportunities to use the language freely ,even if they sometimes make mistakes as a result ". This citation had been presented by Byrne (1994:4) .He does not mean that mistakes are unimportant ,but he considers that free expression is more important ,and the great mistake is to deprive students of this opportunity.

1.11.5.Listening

Listening is the first skill in teaching language .It is more than just listening to tapes. So, it is essential to have an overall understanding of what listening is, and how to overcome problems and difficulties that may hinder learners from mastering this skill. The first step in learning language is to listen to the others speaking the language. It does not mean that students understand the meaning of the message since the early stages of their learning. On the other hand, it doesn't mean that the learner should be passive and just listen only to materials which its language is out of his control, on the contrary, he should be ready to get effective training in listening to different sources of language especially to native speakers in order to be able to communicate with

others and achieve the objectives that have been stated previously. In this respect, language laboratories that produce different facilities should be available in the school, and the teacher should pay all efforts to develop listening skill. Listening is defined by Yagang (1994:189) as the ability to identify and understand what others are saying. He stressed that it involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Listening is a coordination of the following components according to Rost (1991:4) discrimination between sounds, recognizing words and identifying grammatical groupings of words. ·Identifying pragmatic units – expressions and sets of utterances which function as whole units to create meaning , connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation(in order to construct meaning   ·Using background knowledge and context to predict and confirm meaning, and recalling important words and ideas. The integration of the perception skills, analysis skills, and synthesis skills forms the ability of listening.

1.11.6. Learning the Four Skills Improve Language Proficiencies

It is known that learning one skill helps learning the other. They are interrelated. This means that teachers should not ignore one skill and focus on others as this will hinder students' communicative and linguistic proficiencies progress. This also means that education authorities should provide schools with the facilities necessary for teachers of English to use to improve students' listening skill. This skill is very important for improving students' language progress. So, it is necessary that students acquire the basics of each skill. Acquiring the minimum levels of the four skills will motivate students to use the language which is the major goal of teaching the language.

1.12. Importance of Teachers and Students Beliefs in Language Learning

Beliefs are very important in our life in general and in language learning in particular. There is no doubt that there are positive constructive beliefs that assist learners to learn language easily. However, there are negative beliefs that hinder learners to improve their language learning. Beliefs about the relative difficulty of language learning were found to associate with language achievement. Mori (1999) found that learners who perceived the target language they were learning as an easy language tended to do better than those who believed that they were dealing with a difficult

task. In contrast, learners who are confronted with anxiety, though they have the potential to be successful in language learning, may avoid performing language tasks and lose opportunity to improve their language skills. Consequently, these learners may not perform well in language classes. In order to prevent negative effects of beliefs about the difficulty of language learning, researchers encourage realistic estimation. . They do not think that the notion that the target language is easy is more beneficial than the notion that it is difficult. Horwitz (1985, 1987), for example, pointed out that an underestimation of the difficulty of the target language will not lead to any positive consequences. Horwitz (1987) argued that learners judgments about language difficulty affect their expectations for and time commitment to language learning (p. 123); therefore, learners who underestimate the difficulty of their target language and believe that they are learning an easy language but cannot make as much progress as they expected can be discouraged and may withdraw from their learning. Peacock (1999) found supportive findings. Learners in his study who underestimated the difficulty of language learning tended to have lower proficiency than those who had a more realistic estimate.

1.13. Authenticity in Classroom Language and Beyond

Rilling and Whitney (2009) pointed out that language learners have specific learning goals that reflect their lives within a global society. Authenticity in the Language Classroom and Beyond highlight how teachers have the ability to transform language instruction from a mechanical learning experience to a dynamic interaction to assist learners in reaching real-world goals. English language instruction can provide learners with opportunities to create and act on their own texts, engage meaningfully with audiences, and develop interactions that mirror their purpose for learning. Language teaching practices should engage learners in authentic experiences, using and producing texts to meet international and localized communication needs. Accordingly, authenticity is more than just the materials we use but it also means using language for real purposes. It means engaging students in collaborative learning, involving discussions, negotiations, and decision making. Authenticity is creating real uses for English, not just modeling native-speaker language and culture. With English increasingly being used as a lingua franca to connect second language speakers, authenticity takes on new meanings as we seek to develop learners who can

face the challenge of communicating effectively in an increasingly globalized world. Accordingly, one of the roles of language teachers is to help students perform better in real life situations. To do this, we need to focus on the language they need to use, and one way we do this as teachers and trainers is to use activities like role-plays and simulations, which try to replicate real life situations in the classroom.

1.14. Characteristics of A good Language Teacher

No one is perfect in such a job as teaching .So, it is the teachers' task to learn many things all the time because many requirements are necessary for them in their daily career. El Daly (1996:59) agreed with Abdallah (1993) that the first essential requirement of a creative teacher is a broad and sound knowledge of the different linguistic approaches and theories .The second requirement is a strong belief and deep faith in his/her ability to stimulate and motivate students to think independently ,critically and creatively. The suitability of a language teacher according to Macky`s discussion as reported by Radwan (1989) is a matter of language skills, professional skills, and teaching load. Knowledge of the linguistic structure of the language is only one of the requirements of a good language teacher as Lopes (1994:16) stressed. But teachers should also have according to him, broad background knowledge of the social environment that influences their students, different pedagogical techniques, social and cultural aspects of the language being taught, and techniques for diagnosing certain psychological characteristics of learners.

1.15. Proficiency in Second Language Learning

 The definition of proficiency as far as language is concerned has consequences for second language learners. For second language learners, attaining native – speaker proficiency is almost a state of utopia. According to (Bialystok, 1998) a proper definition of language proficiency should present an identifiable standard against which to describe language skills of users in different contexts. This requires a combination of formal structure, that is, a clear set of standards and communicative application, which include recognition of variation from the rules. In actual sense, second language learners vary in the ultimate level of proficiency with many failing to achieve target language competence. The variability has been linked to the fact that learners are less familiar and confident with the structural elements and conventions of the target language. The variable performance is often characterized by both

interlingual and intralingual errors that emerge as learners develop interlanguage development. Moreover, as a result of the gaps in learners' linguistic repertoire, they often have difficulty in expressing their communicative intentions. This, most of the times, makes them adopt some communication strategies in an attempt to pass across their meaning.

1.16. Suitability of Communicative Approach for Language Proficiency

Holliday (1994:167) emphasizes that " teaching language as communicative competence , have students communicate with each other and with the teacher , and ensuring that the methodology communicates with the student and other concerned parties ." The researcher thinks that the communicative approach is considered the most suitable approach in teaching English well as it has the following important elements:

1.16.1.Teaching Communicative Proficiency

The nature of communication and communicative proficiency sees the language learner as somebody, who already possesses certain proficiencies. The student brings to the classroom experience and knowledge, which is of value to the learning process.

1.16.2. Communication Based on Learners' Needs

The focus in communication is not between students and text, but between the teacher and the wider social orientation of the students. The outcome is provision that the tasks carried out in the classroom are authentic and meaningful to the real world of the recipients of methodology. The communicative approach should, therefore, already have a built-in facility for being cultures sensitive and thus make the ideal becoming appropriate methodology. (Candlin and Breen 1979:176, as quoted in Holliday 1994:167), states that "the scope of all the parties concerned as being not only the students in the classroom, but socio-culturally selected educational aims and ideas."

1.16.3. Access to Various Languages Setting : The students learn the target language in real-life situations and acquire practical and direct experience. They learn the target language by interacting with other effectively.

1.16.4. Opportunities for Authentic Language Use : While in a language class intention is usually mainly on the code , in a natural setting is almost entirely on the message, ,on getting meaning across and on making sense of what one hears and reads .**1.16.5.Demands on Communicative Skills are Realistic:** For example, one will

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have to cope with routine chit-chat and politeness formulas, make enquiries, listen to explanations, understand directions, use the telephone, take part in conversations, and provide information about himself.

1.16.6. Capacity for Involvement: In the second language environment, the positive experience leads to a greater language proficiency and to closer personal contacts with native speakers depends not only on the opportunities, but also on the learner's background, motivation, and capability .

1.17. Purposes of Communicative Activities: According to Littlewood (1994:17), there are four purposes of communicative activities:

1 – They provide "whole –task practice " , in foreign language learning , our means for providing learners with whole-task practice in classroom is through various kinds of communicative activities, structured in order to suit the learners' level of ability .

2- They improve motivation, their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to their objective and helps them to achieve it with increasing success. Also most learners' prior conception of language is as a means of communication rather than as a structural system.

3 – They allow natural learning; many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication.

4 – They can create a context, which supports learning; communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. Their relationships can help to humanize the classroom and to create an environment that supports the individual in his efforts to learn.

1.18. Communicative Language Teaching and Learner-Centered

A great deal has been written in the last few years about the theory and practice of communicative language teaching. However, basic principle of communicative approach is the learners must learn not only to make grammatically correct, propositional statements the experiential world, but must develop the ability to use language to get things done. While the learners have to be able to construct grammatically correct structures, they also have to do much more. Among the most important of these variables are the situation itself, the topic of conversation, the conversational purpose and probably the most important of all , the relationship between interlocutors in interaction .

1.18.1. **Emphasis on Individual Learner:** The focus has shifted from the teacher to the learner, and with this has come the realization that each learner is an individual, with distinct needs, learning styles, mental schemata and attitudes. Evidently, if the teacher is to be aware of these multiple individual cognitive and personality factors and able to diagnose and utilize them to the fullest, he must have more than a passing knowledge of recent investigations in Psychology.

1.18.2.Eclecticism: The recent tendency has therefore been toward eclecticism, selecting materials and techniques from various sources. This obviously puts a much larger responsibility on the teacher, for now he should be familiar with a much wider range of materials, exercises, and activities than before.

1.18.3. Communication in Social Context: Language communicative proficiency is developed through increasing social communication in different contexts and situations. According to (Hymes, 1974:75, as quoted in Harmer, 2001:57),"communicative competence is what a person needs to know in order to communicate effectively in culturally significant situations". One must also possess the appropriate plan regarding the culture of the language being learned in order to understand the communication and be able to respond using the vocabulary and structure that correspond to a specific social situation ; hence the growing importance of sociology in language teaching .

1.18.4. Teachers Central Position: Today's language teacher must manipulate much more information in several different areas of knowledge. (Hymes, 1974:76 as quoted in Harmer 2001:58) , " the problem lies not only in the amount of information to be mastered , but in the organization and application of the knowledge to a practical situation . In other words the teacher can use his knowledge of linguistics, psychology, sociology and pedagogy to help students learn English." Accordingly, the teacher should be a good model for the students.

1.18.5. Learners' Roles: Richards and Rogers devote considerable attention to learners' roles .Nunan (1989:79) states that "learners are expected to play effective roles in carrying out learning tasks as well as develop social and interpersonal relationships between learners". This means that language learners should exert sufficient efforts to acquire language.

1.19.Impact of Group and Pair Work on Language Proficiency: One of the major changes to the dynamics of classroom has been represented in increasing emphasis on pair and group work. Richards (1996; 142) states that "pair and group work can

greatly increase the amount of active speaking and listening undertaken by all students in the class.". The researcher believes that group and pair work are very important in teaching language and suitable for the big number of students in classroom.

1.19.1. Group Work: It involves five students, who can prepare a presentation or discuss an issue and come to a group decision. In group work, learners perform a learning task through small group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency.

1.19.1.1. Goals of Group Work: According to Kral (1994:160), the following description of the goals of group work focuses on the spoken use of language. There are several reasons for this focus.

Firstly, group work is the most commonly used to get learners talking to each other.

Secondly, many researches on group work in language learning has studied spoken activity, partly because this is the most easily observed and recorded Finally , the majority of teachers use speaking activities inappropriate ways . Group work can help learning in the following ways:

1.19.1.2.**Negotiation Input:** Group work provides an opportunity for learners to get exposure to language that they can understand. It contains unknown items for them to learn .There has been considerable research on the possible sources of this input and the processes of negotiation, with the general recommendation that group work probably handled is one of the most valuable sources.

1.19.1.3. **New Language Items:** Group work gives learners exposure to a range of language items and language functions. This will often require pre-teaching of the needed language items. Group work provides more opportunities for the use of new items compared to the opportunities in teacher-led classes. It may also improve the quality of these opportunities in terms of individualization, motivation, depth of processing and affective climate.

1.19.1.4. **Fluency:** Group work allows learners to develop fluency in the use of language features that they have already learned. The arguments support group work for learning new items and apply to develop a proficiency in the use of these items.

1.19.1.5. **Communicative Strategies:** Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification , seeking confirmation checking comprehension ,

repetition , strategies to keep a conversation going , strategies to make up for a lack of language items and strategies for managing long turns in speaking .

1.19.1.6. **Content :** Particularly where English is taught through the curriculum, a goal of group work may be the mastery of the content of the curriculum subject which the learners study. For example, a communicative task based on the water cycle may have as one of its goals.

1.19.2. Pair Work: Harmer (2001:116) states that students can practice language together in pair work, study a text , or take part in information gap activities. They can write dialogues, predict the content of reading texts or compare notes on what they have listened to or seen. The researcher thinks that the pair work is suitable for activities such as mini-dialogue.

1.20. Communicative Ability and Classroom Interaction: Burkat (1998) says that " to most people , mastering the art of language communication is the single most important aspect of learning foreign language and success is measured in terms of the ability to carry out a conversation in the language ." The researcher thinks that language communication is very necessary for teacher and students to understand meaning and convey message. A considerable amount of research has been conducted in recent years into learner interaction which takes place through group work.

1.20.1 Elements of Communicative Abilities: According to Harmer (2001:269) there are two elements of speaking:

1. Language features:. Among the elements necessary for spoken production of practice examples .in language drills, for example, are the following:

- Connected speech: The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech . We should involve students in activities designed specifically to improve their connected speech.

- Expressive devices: the native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and show by other physical and non-verbal means how they are feeling. The uses of these devices contribute to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra-segmental features and devices in the same way if they are to be fully effective communicators.

- Lexis and grammar: Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

Teachers should therefore supply a variety of phrases for different functions, such as agreeing or disagreeing, expressing, surprise or approval.

2. Negotiation of language: Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

1.20.2. Some Characteristics of Communicative and Linguistic Proficiencies

1. **Contextualization:** It is the means by which the meaning of a language item is made clear, the more successful type of contextualization exemplifies the new item and by means of clues in the context demonstrates what it means. To contextualize communicatively, however, you have to do more than convey this level of meaning, an item takes on meaning as a result of a total context in which it is used.

2. **Practice and transfer:** The presentation of the material is followed by drilling, because we are concerned with teaching communicative operations. The first is the use of question and answer to practice the language presented. In the communicative context any questions asked after the language is presented are to check whether students have understood what is going on. The teacher can ask individual students to ask questions and prompt individual answers. Elements of information gap and feedback can be increased by some simple means. The linguistic forms can be practiced by students in pairs or groups.

1.21. Oral Production: Oral production and communication is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. Both speaker and listener have a positive function to perform. In simple terms, the speaker has a positive function to perform. In simple terms, the speaker has to encode the message. The message itself, in normal speech, usually contains a good deal of information. At the same time the listener is helped by prosodic features, such as stress and intonation, which are part of the meaning of the spoken utterance, as well as by facial and bodily movements such as gestures. The main goal in teaching the productive skill of speaking is oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation. To attain this goal , the teacher will have to bring the students from the stage, where they are mainly imitating a model of some kind , or responding to cues , to the point where they can use the language freely to express their own ideas . The teacher will therefore need to give the students two complementary levels of training: a – practice in the manipulation of the fixed

elements of the language (phonology and grammatical patterns with vocabulary).b – Opportunities for the expression of personal meaning.

1.22. Variability in Second Language Proficiency

Second language learners vary in their levels of proficiency with many failing to reach target – language competence. This inconsistency in learners' performance in L2 is not new to teachers. According to William (1984), this kind of variable performance is a normal phenomenon in second language learners. The varied performance has been linked to social as well as cognitive factors. Socio-cognitive theory marries both social and cognitive factors together as they affect second language acquisition. According to socio-cognitive theorists, an exploration of social and cognitive factors provides some ideas on why learners differ in the rate of second language learning, in proficiency type (for instance, conversational ability versus writing) and in ultimate proficiency (Ellis, 1994). One model designed to account for the role of social factors in language acquisition is Gardner's (1985) socio-educational model. The model interrelates four aspects of second language learning; the social and cultural milieu (which determines beliefs about language usage and culture), individual learner differences (this relates to motivation and language aptitude), the setting (formal and, or informal learning context) and learning outcomes. Myles (2004) believes that the following social factors can affect learner's level of communicative competence in second language: (i) negative attitude towards the target language ;(ii) continued lack of progress in L2; (iii) wide social and psychological distance between the learners and target culture; and (iv) lack of integrative and instrumental motivation for learning. Cognitive theorists believe that communicating; oral or written is an active process of skill development. They see acquisition as a product of complex interaction of the linguistic environment and the learner's internal mechanism. Anderson's (1985) model of language production is a model that applies to both speaking and writing in a second language. The model is divided into three stages: Construction (in which the learner plans what he or she is going to write by brainstorming, using mind-map or outline) transformation (in which languages are applied to transform intended meaning into the form of the message when a writer is composing or revising) and; execution (which corresponds to the physical process of producing the text. Anderson's theory supports teaching approaches that considers the development of the learner (Snow, 2001).

1.23. Errors in Learners' Repertoire: Second language learners have varying commands of the target language. Learners are still in the process of acquiring linguistic input that can guarantee native speaker's competence. As a result, varying degrees of error occur in learner's production. However, since language is acquired and not inherited, learners are not immune to errors. These errors, which represent the product of learning, also provide useful hints about the underlying process of learning. Many of the errors are "interlingual" (errors due to transferring rules from the mother tongue) while others are 'intralingual' (errors which show that learner's are processing the second language). Varieties of error categories were proposed by Corder (1971). Corder categorized errors as pre-systematic, systematic and post-systematic. Pre-systematic errors are those made by a learner while he or she is trying to come to grips with a new point. Systematic errors are those errors which occur when the learner has formed an inaccurate hypothesis about the target language while post-systematic errors occur as a result of temporary forgetting of a point previously understood. Generally, when a second language learner develops interlanguage, he or she commits errors. As in first language, some of the errors are lapses' or 'slips' of the tongue due to physical or psychological reasons. They are systematic. Some, on the other hand, occur regularly and show the misunderstanding of the second language system. The first kind of error was described by Chomsky as 'performance error' and the later as 'competence error'. Kern (2000) believes that whether the second language learner makes 'error, 'mistake' or 'derailment', awkward discourse occurs because he is less familiar with structural elements and conventions of a new language (Target language). According to Myles (2004) some of the reasons for errors in learners' production are:

(i) Learners make direct translation from L1 or they try out what they assume is legitimate structure of the target language although hindered by insufficient knowledge of correct usage. (ii) In the learning process, learners often experience native language interference from developmental stages of interlingua or from non – standard elements in spoken dialect. (iii) They often overgeneralise the rules for stylistic features when acquiring new discourse structure. (iv) Often, learners are not sure of what they want to express and this engenders erroneous production. (v) Learners, especially when it comes to writing in a second language may lack familiarity with new rhetorical structures and the organization of ideas. It can be

presumed that the following causes account for myriad of errors in second language learners' repertoire (Anasiudu, 1996).

(i) Overgeneralizations: Certain errors are committed by learners because they have not mastered the rules of the target language or they apply the rules meant for some structures to all other structures. For example, in the case of past tense formation, a child who had learnt that past tense is formed by adding "ed" may overgeneralise the rule by producing such words as 'goed', 'speaked' 'weared', 'comed' . (ii) Ignorance of rule restriction: A rule may seem to have restrictions in a few cases. For a learner to attain reasonable competence in target language, he or she must master not only the rules but also their restrictions. For example, in forming plural of nouns, a rule calls for the addition of 's' to singular nouns. A student who is ignorant of the restriction to this rule may go ahead to produce such words as 'informations', 'furnitures', 'peoples' or such an expression as :'We killed two mouses". (iii) Incomplete application of rules: Some rules are normally applied in sequence. Errors do occur when such rules are not applied completely. For example, a learner may produce such a sentence as this: "Everybody behaved as he likes". The sentence contains two finite verbs and both need to be in the same tense. (iv) Formulation of false hypotheses: The tendency among L2 learners is to formulate hypotheses about the target language at each stage of their learning career.

1.24. Communicative Strategies of L2 Learners : Most of the times, second language learners encounter difficulty in expressing their communicative intentions. This is attributable to the gaps in their linguistic repertoire. A learner who is able to anticipate such difficulty may avoid communication or try to modify what he or she intends to say. Even when the learner is already engaged in communication (oral or written) and such difficulty is experienced, he or she may resort to an alternative way of getting the meaning across. These ways of coping with the communication situation is called 'communication strategy. According to William (1984) learners resort to the following communication strategies when they become aware of problems with which their current knowledge has difficulty in coping:

1.24.1. Avoiding Communication: Avoidance of communicative opportunities is always the way out when learners become aware of gaps or weakness in their repertoire. Occasions which will present difficulty are usually avoided. If it is oral, learners may refuse to talk and if it is writing situation, they may avoid writing on topics for which they know that they lack necessary vocabulary.

1.24.2. Adjusting the Message: In a situation where an exchange is already taking place, it may be too late to employ avoidance tactics. As a result, learners may decide to alter the meaning which they intend to communicate. They may omit some items of information, make the ideas simpler, less precise or saying something slightly different. In a writing situation, learners may decide to go off content, which is, writing something that is not relevant to the given topic.

1.24.3. Paraphrasing: Learners may resort to the use of paraphrase, circumlocution or description in order to express their intended meaning. For example, a learner who could not recall the word 'kettle' may say 'thing that we boil water in'.

1.24.4.Approximating : Where a learner has problem with recalling the right diction, he or she may employ word or words which express the meaning as closely as possible to intended meaning. Such substitutions are often less specific than the meaning intended or out rightly inappropriate.

1.24.5.Creating New Words : Learners sometimes create new words which they hope will express the intended meaning. The new words may be literal translation from the elements in a native language. For example, a learner may use the expression 'night meal' instead of 'supper' and 'shoe maker' instead of 'cobbler'. Apart from learners' communication strategies mentioned earlier, learners may employ non-linguistic resources such as mime, gesture, or imitation. They can also switch to their native language or seek help from outside, invoking the co-operation of the listener either directly or indirectly by means of hesitation.

1.25. Communicative Approach in Palestinian Schools: The communicative language approach or the communicative language teaching has been the major teaching approach in Palestinian governmental schools after using the new series called "English for Palestine" within the new policy of Palestinian Ministry of Education and Higher Education to unify curricula between the two wings of the country West Bank and Gaza Strip which started in 2004.

1.25.1. Development of Communicative Proficiency: Communicative competence started thirty years ago with Hymes' (1972) creation of the term communicative competence to challenge Chomsky's notion of language competence and performance (Chomsky, 1965) . Hymes pointed out that Chomsky's competence-performance model did not provide an explicit place for socio-cultural features in human communication. Hymes (1972) stated that communicative competence referred to the ability to use speech appropriately rather than correctly in different social contexts

(Savigon, 1983, 1990; Widdowson, 1978). Being able to produce grammatically correct sentences (Chomsky, 1963) did not necessarily ensure the acquisition of communicative competence. In similar vein, ; Widdowson (1978) suggested that an utterance with a well–formed grammatical structure might or not have a sufficient value for communication in a given context. Whether an utterance has a sufficient communicative value or not was determined in discourse (Widdowson ,1978) As an addition to ; Widdowson discourse competence, Munby (1978) highlighted the importance of socio-cultural and socio-semantic orientation in communication.

1.25.2.Hymes Contribution to Communicative Language Teaching : Hymes made two essential contributions to the foundation of communicative language teaching (Hymes, 1979) . First, Hymes made the critical shift away from Chomsky's abstract mental structures of language to its social and structural aspects. Secondly, Hymes (1979) realized that just as culture allows us to make sense of experience, so language itself where the communicative event was the metaphor or perspective basic to rendering experience intelligible (Hymes, 1979). Hymes referred to combined aspects of communication and culture in language as communicative competence. As the term spoke for itself, Hymes original concept of communicative competence was primarily sociolinguistic and it emphasized language use in social context.

1.25.3. Canal and Swain Model: Other theorists had their views about the communicative nature of language were Canale and Swain (1980) and Canale (1983a). They identified four widely accepted dimensions of communicative competence: grammatical competence, sociolinguistic competence,, discourse competence, and strategic competence. Grammatical competence concerned with the mastery of the linguistic code itself. Discourse competence concerned with the combination of form and function to achieve a unified spoken or written text in different genres that consisted of cohesion and coherence. Sociolinguistic competence addressed the extent to which utterances were produced and understood appropriately in different sociolinguistic contexts depending on contextual factors. Strategic competence was composed of verbal and non-verbal communication strategies that might be called into action for two main reasons: (1) to compensate for communication breakdowns due to limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence and (2) to enhance the effectiveness of communication (Canale, 1983a).

1.25.4.Savignon's   Definition : Savignon (1972) introduced the idea of communicative competence to foreign language teaching, originally defined communicative competence as the " ability to function in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors"(p.8). She included the use of gestures and facial expressions in her interpretation and later refined her definition of communicative competence to comprise the following qualifications (Savignon, 1983):

*Communicative competence was a dynamic interpersonal trait that depends on the negotiation of meaning between two or more persons who share some knowledge of a language.

*Communicative competence applies to both written and spoken language.

*Communicative competence was context specific. A communicatively competent language user knows how to make appropriate choices to fit the situation in which communication occurs..

*Competence was what one knows: Performance was what one did. Only performance was observable .However, it was only through performance that competence could be developed, maintained and evaluated.

*Communicative competence was relative and depends on cooperation of people involved.

1.26. Pedagogical Implications of Communicative Proficiency: Based on the above mentioned notes, it is clear that communicative competence became so important (Sung, 1998) and led to production of communicative language teaching (CLT). Due to its importance, CLT is currently used in Palestine to train teachers and improve quality of teaching English. Its importance is reflected on the following important matters related to CLT:

1.26.1. Appropriateness versus Grammaticality: The appearance of communicative competence played a vital role in the teaching of foreign language and thus challenged the practices of many language teachers using traditional methods of teaching. Before Hymes' invention of the term communicative competence, most language teachers tended to focus on vocabulary, syntax, discrete grammatical rules in their language teaching. So, the term competence was limited to a syntactic level (Chomsky's grammatically correct sentences"). Focusing teaching on syntax in foreign language education resulted in producing learners without adequate

competence to communicate successfully. What Hymes tried to illustrate was that communicative competence should definitely go beyond grammatical level (Chomsky, 1963) and encompass discourse, context, and speech acts, as discussed and developed later by Canale and Swain (1980). The course of language class should include all of the components of communicative competence like grammatical, discourse, sociolinguistic and strategic competence (Canal and Swain, 1980) and not restricted to grammatical or linguistic competence only. Therefore the focus of language teaching shifted from form-focused instruction of discrete grammatical structures to meaning-oriented interaction (Celce-Murica, Dormyei and Thurrell, 1995; Kern, and Warschaucer, 2000). As a reaction to the deductive teaching of grammar translation which focused on the analysis of isolated elements of language instead of the holistic function of meaningful communication, Celce-Murica, Dornyei, and Thurrell (1995) stated that communicative language teaching should highlight the primary goal of language instruction which means to go beyond the teaching of discrete elements, rules and patterns of the target language and to develop the learners' ability to take part in spontaneous and meaningful communication in different contexts, with different people, on different purposes. These assumptions about language teaching corresponded to the guidelines of twelfth grade English Curriculum presented by Palestinian Curriculum Center in Palestine (MOEHE, 2004-2007).

1.26.2. Fluency versus Accuracy: Besides focusing on appropriateness, communicative language teaching also outweighed fluency over accuracy in the process of language teaching and learning. As a contrast to accuracy, which referred to the ability to produce grammatically correct sentences, fluency signified the basic ability to produce continuous speech without causing comprehension difficulties or communication breakdowns. Sometimes being able to produce perfect sentences did not necessarily lead to effective communication. The fluency-accuracy debate resembles Krashen's acquisition-learning hypothesis in second-foreign language learning (Krashen, 1985). According to Krashen (1985), there were two independent systems of second language performance: the acquired system and the learned system. The acquired system or acquisition was the product of a subconscious process very similar to the process children undergo when they acquired their first language. It required meaningful interaction in the target language-natural communication-in which speakers do not concentrate on form of their utterances, but in the

communicative act. On the other hand, the learned system or learning was the product of formal instruction and it comprised a conscious process, which resulted in conscious knowledge about the language, for example, knowledge of grammatical rules (Krashen, 1985). Krashen (1985) thought that learning (accuracy) was less important than acquisition (fluency). The Monitor Hypothesis encapsulated the relationship between acquisition and learning and defined the role of grammar. Krashen (1985) argued that it was acquisition that was responsible for fluency in second language performance, while the learning system performed the role of monitor or the editor. It appeared that the role of conscious was somewhat limited to second language performance. It is common that there are criticisms against the heavy emphasis on linguistic forms and accuracy at the expense of linguistic function and fluency. Moreover, there are criticisms against explicit deductive teaching of grammar, communicative language teaching did not intend to remove the teaching of grammatical forms completely from the language curriculum as many secondary teachers misinterpreted (Thompson, 1996) but the point lies in how grammar should be taught (Liang, 2000). Instead of deductive instruction on grammatical rules, communicative language teaching emphasized inductive approach to grammar (Liang, 2000; Thompson, 1996). As Ellis (1985) argued that looking explicitly at grammar might not lead immediately to learning, it would facilitate learning at a later stage when the learner is ready to internalize the new information about the language.

1.26.3.Active Participation Versus Passive Reception : As the main goal is to qualify learners with adequate communicative competence, the prevalent philosophy of foreign language teaching since early 1970 had shifted from transition model into communicative model (Weir, 1990), which meant that students no longer received, memorized, or repeated after the tape or teacher. Instead, students have to actively engage in classroom activities for real communication and learning. In communicative language teaching, students were the central roles in the classroom. They assumed active, negotiative, and contributive roles (Nunan, 1989). In the communicative classroom, teachers attended to the input, interaction, and output in the target language. Thus, students have to use the target language, productively and receptively, in unrehearsed contexts (Kagan, 1995). Based on this methodology, teachers are facilitators of students' learning instead of authoritative knowledge giver. They brought learners to a certain proficiency level with autonomy, so that they could adapt their knowledge to cope adequately with the demands of new situations. So, it

could be concluded that in CLT approach, learners are active agents in the process of learning instead of passive receivers of the product of any given knowledge. This system could increase students' academic learning as well as personal growth because (1) it reduced learning anxiety, (2) it increased the amount of student participation and students talk in the target language, (3) it built supportive and less threatening learning environment.

1.26.4.Learning English Language : From Theory into Practice: The major aim of language teaching and learning process is to use the learned language in real life communication. This process facilitates a learner to express himself, exchange feelings, convey and receive messages from others. Accordingly, it is necessary to evaluate the success of teaching and learning the target language based on extent of using the language which require that learners have sufficient proficiency that enable them to communicate orally and in written. Accordingly, as we purpose from language is communication, so classroom activities should focus on communicative activities which instill the basis for communication in real life situation. So, teachers can create or simulate the real life by bringing what is outside classroom inside classroom and what is learnt inside classroom applied outside classroom. For this purpose, teachers are under pressure to raise issues in real life and ask students to discuss it inside classroom either through small groups, role – playing or giving the chances individually to talk. Teachers can start this process from the nearby contexts then gradually indulge in life issues such as road accidents, pollution, environment, order meals, reply to telephone…etc. In using the language and listen to others use the language, this help learners to widen their cognitive abilities and to use words in their suitable context. Although students have sufficient repertoire of vocabulary, they do not employ in their communication. So, classroom learning situation give learners the courage to initiate communication and train ears to understand what others say. Accordingly speaking as well as listening skills are essential for communication. Research has thrown considerable light on the complexity of oral communication in either the first or second language. Louma (2004) for example cite some of the following features of spoken discourse:

- Composed of idea units (conjoined short phrases and clauses).
- May be planned (e.g. lecture) or unplanned (e.g. conversation).
- Employs more vague or generic words than written language.
- Employs fixed phrases, fillers and hesitation makers.

- Contain slips and errors reflecting on linguistic processing
- Involved reciprocity (e.g interaction are jointly constructed).

1.27.Functions of Oral Communication : Many attempts have been made to classify functions of oral communication in human interaction . Brown and Yule (1983) made a useful distinction between the interactional function of oral communication (to maintain social relations) and the transactional function (exchange information). Yule developed a framework after Jones 1996 and Burns 1998 as follows:

1-Talk as Interaction: it refers to what we normally mean by conversation and describes interaction as a social function when people meet; they exchange greetings, engage in small talk and chat.

2.Talk as Transaction : it refers to situations of why the focus is on what is said or done. The importance is to make you understood clearly and accurately. In this type of spoken language, students and teachers usually focus on meaning or on talking their way for understanding (Jones, 1994, 14).

3-Talk as Performance: it refers to public talking that is talk which transmits information before audience such as public announcements and speeches.

1.28.Basis for Achieving Communicative Proficiency

Language production elicits teachers and learners to take several processes to make sure that language acquisition has occurred to help learners use the language for communication. These include the following:

1.28.1.Input : Language acquisition was fostered by input that was comprehensible (Krashen,1985), developmentally appropriate, redundant, and accurate (Kagan, 1995). To facilitate language acquisition, input must be comprehended (Krashen, 1985).Students working in cooperative learning needed to make themselves understood, so they naturally adjust their input to make it comprehensible. As Kagan (1995) suggested, the small group setting allowed a far higher proportion of comprehensible input, because the speaker had the luxury of adjusting speech to the level appropriate to the listener to negotiate meaning—luxury unavailable to the teacher speaking to a whole class. However, simply learning with comprehensible input was not enough (Kagan, 1995). Even if the language were comprehended, it would not stimulate the next step in language acquisition if it were not in the zone of proximal development (cf. 2.4.1 on Vygotsky). The developmental level of any student was what he or she could do alone; the proximal level was what he/she could do with supportive collaboration (Vygotsky, 1978). The difference between the

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developmental and proximal levels was called the zone of proximal development (Vygotsky, 1978). The nature of a cooperative group focused input in the zone of proximal development, stimulating development to the next stage of language development (Vygotsky, 1978; Kagan, 1995). Furthermore, Kagan (1995) claimed that a student might receive comprehensible input in the zone of proximal development, but that would not ensure language acquisition unless the input was received repeatedly from a variety of sources. (McGroarty, 1989).

1.28.2. Output: Many researchers in second language acquisition argued that successful language learning did not only require comprehensible input, but also comprehensible output. But, student output was limited in a traditional classroom due to the dominance of teacher talk. With cooperative learning, students' language output could be enhanced while decreasing the amount of teacher talk. Research in language classrooms showed that teacher talk dominated in the classroom and, as a result, learners had limited opportunities to speak in the target language in most traditional classrooms (Chaudron, 1998, Mickan, 1995 and 1998, Tusi, 1995). Yu (1995) reported in his classroom observation of EFL teaching in Kaohsiung2 city and surprisingly found out that 90 percent of class instruction time was spent on the teacher's explanation of linguistic structures and grammatical forms; only 10 percent of the class time was devoted to students' active use of English in communication. A class like this was a waste of time since, according to Cohen (1984), only 25-50 percent of the students might actually listen when the teacher was lecturing. Particular areas of concern were not only the quantity of teacher talk, but also the quality of such talk. Most teacher-talk related to discrete analysis of linguistic elements, translation in the mother tongue, classroom management, organization of learning, instructions on homework and assignment. What's more, if the teacher and the students shared a common first language, code switching and translation often occurred (Mickan, 1999), which would limit the input in the target language for the learners. To make matters worse, if the teacher's English proficiency was not high; the shared first language was probably used for most classroom communication, such as content or homework explanation (Mickan, 1999). Adequate amount of teacher talk in the target language could be a source of comprehensible input for the learners. However, too much teacher talk would deprive the learners not only of their opportunities and access to output in the target language, but also their attention and finally their motivation. The single greatest advantage of cooperative learning over traditional

classroom organization for the acquisition of language was the amount of language output allowed per student (Kagan, 1995). The amount of student talk could be maximized through activities that involve pair work (Talk-Pair) and group work (Inside-Outside Circle), as these would engage all the students in speaking. Further interaction occurred in group discussion and peer checking of worksheets, since students exchange ideas and make corrections or improvements in collaboration instead of individual learning. Language acquisition was fostered by output that was functional and communicative (Swain, 1985), frequent, redundant, and consistent with the identity of the speaker. The more opportunities for the students to employ the target language to negotiate meaning, the more they were expected to acquire communicative competence (Huang, 1995; Liang, 1996; Liang, 2000; Lin, 1995; Liu, 1997; Lai, 2002; Nunan, 1989). As many researchers noted that most learners achieve communicative competence by subconsciously acquiring the language through active participation in real communication that was of interest to those learners (Krashen, 1977, 1979). Therefore, it was fair to state that output was just as important as input since most people learn how to speak a foreign language by actually speaking that language (Kagan, 1995; Swain, 1985). Students became fluent if they had the opportunity to speak repeatedly on the same topic. Many cooperative learning structures, such as *Three-Step Interview, Talk-Pair* and *Inside-Outside Circle* were explicitly designed to provide redundancy of output opportunities (Kagan, 1995).

1.28.3.Context: In addition to the variables of *input* and *output* discussed above, language acquisition was fostered if it occurred in a context that was supportive, friendly, motivating, communicative, developmentally appropriate, and feedback rich (Kagan, 1995). Kagan (1995) argued that the traditional classroom was far from supportive as students were easily labeled "right" or "wrong" after they answered questions before the whole class (Chen & Feng, 2000; Lai, 2002; Wei & Chen, 1993) The advocate of supportive and feedback rich context for language acquisition corresponded in part to the Affective Filter Hypothesis (Dulay, Burt & Krashen, 1982), which stated that if learners were anxious, on the defensive, or not motivated, they might understand the input, but the input would not necessarily enter the *language acquisition device*, and would not, of course, produce output. The Affective Filter Hypothesis, though a hypothesis in need of further experimental support, was not hard to detect in most traditional classrooms. It was often the case that some students were not ready to give a speech to a whole class but were quite at ease

talking to their group members. Speech to a whole class was often a threatening experience to most students. Teachers in Palestine, usually experience *silence* upon asking students: "Do you have any questions?" Even some students were still confused and were in need of further explanation, they tend to choose silence when given the opportunity to clarify their confusion (Wei, 1997b). Another reason for the silence in class, according to Huang (1995), was the feeling of anxiety that students brought to a language classroom. The emotions of discomfort and apprehension would be aggravated with the fear of losing face when using the target language incorrectly, which, in turn, inhibited the EFL learners from speaking up in class (Huang, 1995).

1.29. Theories of Communicative and Linguistic Proficiencies:

Studying communicative and linguistic proficiency requires focusing on the following learning theories:

129.1 The Vygotskian Perspective: The Vygotskian perspective related to acquiring linguistic and communicative proficiency was the Zone of Proximal Development and the ensued affect on Krashen's Input Hypothesis .According to Vygotsky (1978), all good learning was that which was in advance of development and involved the acquisition of skills just beyond the student's grasp. Such learning occurred through interaction within the student's *zone of proximal development.* Vygotsky defined the *zone of proximal development* as the discrepancy between the student's actual developmental level (i.e., independent achievement) and his/her potential level (achievement with help from a more competent partner). Vygotsky's zone of proximal development had many implications for those in the educational milieu. One of them was the idea that human learning presupposed a specific social nature and it was part of a process by which children grew into the intellectual life of those around them (Vygotsky, 1978). According to Vygotsky (1978), an essential feature of learning was that it awakens a variety of internal developmental processes that were able to operate only when the child was in the action of interacting with people in his environment and in cooperation with his peers. Therefore, when it came to language learning, the authenticity of the environment and the affinity between its participants were essential elements to make the learner feel part of this environment.

1.29.2.The Piagetian Perspective: In contrast to Vygotskian perspective that learning which resulted from social interaction leads to cognitive development, Piaget's theory suggested that cognitive development leads to learning. A central component of

Piaget's developmental theory of learning and thinking was that both involve the participation of the learner. Knowledge was not merely transmitted verbally but must be constructed and reconstructed by the learner. Piaget asserted that for a child to know and construct knowledge of the world, the child must act on objects and it was this action that provided knowledge of those objects (Sigel, 1977); the mind organized reality and acted upon it. The learner must be active; he was not a vessel to be filled with facts. Piaget's approach to learning was a readiness approach. Readiness approaches in developmental psychology emphasize that children cannot learn something until maturation gives them certain prerequisites (Brainerd, 1978). The ability to learn any cognitive content was always related to their stage of intellectual development. Children who were at a certain stage cannot be taught the concepts of a higher stage. Piaget promoted *active* discovery learning environments at schools. The teacher should present students with materials and situations and occasions that allow them to discover new learning. In active learning, the teacher must have confidence in the student's ability to learn on his own.

1.29.3.Bandura's Social Learning Theory: The social learning theory of Bandura (1971) emphasized the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Social learning theory explained human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. The component processes underlying observational learning included: (1) attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), (2) retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal, (3) motor reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and (4) motivation, including external, vicarious and self reinforcement.

1.29.4.Constructivism: Being student-centered by nature, this should facilitate to acquire communicative and linguistic proficiency which is owed much credit to constructivism. To date, a focus on student-centered learning might well be the most important contribution of constructivism (Cheek, 1992; Yager, 1991). Constructivism, or constructivist approach, was not a brand new theory but a holistic approach to the teaching and learning process developed by incorporating concepts from Piaget, Vygotsky, and Bandura, as discussed in the previous sections. Like cooperative

learning, constructivism was not a new concept. It had its roots in philosophy and had been applied to sociology and anthropology, as well as cognitive psychology and education (Brunner, 1973, 1986, Yager, 1991). Perhaps the first constructivist philosopher, Giambatista Vico (Yager, 1991) commented in a treatise in 1710 that one only knew something if one could explain it (Yager, 1991). Immanual Kant (Yager, 1991) further elaborated this idea by asserting that human beings were not passive recipients of information (Yager, 1991). Learners actively constructed knowledge, connected it to previously assimilated knowledge, and made it theirs by constructing their own interpretation (Brooks & Brooks, 1999; Cheek, 1992). A major theme in constructivism was that learning was an active process in which learners constructed new ideas or concepts based upon their current/past knowledge (Bruner, 1966, 1973). The learner selected and transformed information, constructed hypotheses, and made decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provided meaning and organization to experiences and allowed the individual to go beyond the information given to them (Brunner, 1973, 1990). As far as instruction was concerned, the instructor should try and encourage students to discover principles by themselves (Brunner, 1966). Curriculum should be organized in a spiral manner so that the student continually built upon what they had already learned (Bruner, 1966). Bruner (1966) stated that a theory of instruction should address four major aspects: (1) predisposition towards learning, (2) the ways in which a body of knowledge structured so that it could be most readily grasped by the learner, (3) the most effective sequences in which to present material, and (4) the nature and pacing of rewards and punishments. These four aspects of instruction were compatible with the principles of cooperative learning.

1.30.Rationale of Study: Palestinian Ministry of Education and Higher Education has introduced a new Twelfth Grade Curriculum in 2007 instead of the Jordanian and Egyptian curricula used to be applied in West Bank and Gaza Strip. It is natural to evaluate the suitability and appropriateness of the new curriculum English for Palestine to see the extent of appropriateness of its components to improve the communicative and linguistic proficiency of twelfth grade students. Palestinian students find it difficult to communicate in English although they learn it for at least eight years at school, they cannot use English properly to communicate ideas and information with others. This disappointing result could be due to a number of different factors such as teachers' practices and techniques, attitudes towards CLT, the

curriculum applied at schools or suitability of training. There was a change in curricula in Palestine from PETRA series which was a Jordanian curriculum into the first Palestinian curricula series from first grade till twelfth grade curriculum. There were no studies conducted on twelfth grade curriculum "English for Palestine". This study is the first one conducted in this domain as it connected curriculum components with students' communicative and Linguistics Proficiency as language use is considered essential and vital in anybody's life. The importance of language lies in the fact that it constitutes a tool of communication between people on all life levels. Moreover, it is considered a tool of understanding between all nations on this planet. So, due to language importance, educators and linguists have given it great efforts to be learnt in a successful and efficient way. Success of language learning and teaching depends on efficiency and effectiveness of several pivots represented on effective teacher, suitable curriculum, interactive student, suitable approach of teaching, successful training for teachers …etc .This study tackles important pivots of teaching learning process which involved importance of curriculum on students communicative and linguistic proficiency as well as teachers approach of teaching a communicative curriculum. Based on the truth that language is a means of communication among people with different tongues, races and colors, English is credited as an international language that is used in formal talks such as political, economic, social and sports conferences. Furthermore, English has been a need to cope up with modern technology prospers .Accordingly any educational system is responsible for integrating English language in the people's everyday life from elementary stages at schools to advanced levels at universities and institutes in an organized and systematic process. This can be achieved if there is a well designed curriculum, suitable approach of teaching, and well trained teachers that correspond to the needs, thoughts, and beliefs of a specific nation. Accordingly, the Palestinian (MOEHE, 1998) realized the importance of curriculum and indispensible medium of learning that meets the needs and aspirations of the Palestinian society. The researcher believes that the content of the new twelfth grade textbook "English for Palestine" needs a deep investigation because it has been taught for the first time. The main investigation is to find out the extent of appropriateness and suitability of its components to assist students to communicate effectively, fluently and easily. This study adopts a critical content analysis to student's book, reader and cassettes to find out points of weakness and strength to give real recommendations for improvements

and innovations. The study will also focus on extent of applying communicative approach by teachers of English inside classroom in addition to see whether these teachers have received the required training to teach twelfth grade textbook. It is apparent that students have low level of achievement in English in all school stages in the four skills particularly speaking which is clear from their performance at school, sheet marks and their performance in jobs. This is accompanied by complaints by school teachers, parents, governmental and non- governmental institutions, employers, companies and university instructors…etc. Khalil and Kattan (1996) have indicated "both school teachers and university instructors have always voiced complaints about weakness and low achievement of school students. Therefore, this problem has created several concerns and interest by educators in Palestinian context. Furthermore, twelfth grade is the final grade in high school in Palestinian governmental system and it is the accumulation of twelve years of learning English. However, majority of students cannot express themselves or deliver their messages in spoken or written language easily. Their ability of communication using L2 is existed and considered a problem for them. Most of students do not like learning English; consider English lessons as a waste of time and a failure trial by them to improve communicative and linguistic proficiency. However, as indicated (these complaints are not usually supported by evidence derived through empirical research or systematic inquiry. They are based, instead, on intuitive judgments and hunches Khalil and Kattan (1999). So, any attempt at explaining the sources of students' weakness is bound to tackle one or more of the three constituent components of the teaching learning situation: Students, teachers, teaching materials and approaches of teaches. Students' achievement is evaluated through tests while teacher performance is evaluated through classrooms observation. However, materials effectiveness and appropriateness are evaluated through specialists and teacher questionnaires.

1.31. Study Questions

1. Do components of English for Palestine for twelfth grade help students acquire communicative and linguistic proficiency?

2.To what extent do teachers of English of twelfth grade curriculum vary in their attitudes towards the influence of English for Palestine on communicative and linguistic Proficiencies of students?

3. To what extent do learners of English of twelfth grade curriculum vary in their attitudes towards the influence of English for Palestine on their communicative and linguistic Proficiency?

4.Do attitudes of twelfth grade teachers teaching English for Palestine vary with each of the following variables: age, gender, academic qualifications, education district and training?

5. What is the relationship between teachers training programs presented to twelfth grade teachers of English and their effects on their performance in teaching – learning process?

6. Are there differences between teachers and students perceptions towards the components of twelfth grade curriculum?

1.32. Statement of the Problem

A study of the influence of English for Palestine Curriculum on the Communicative and Linguistic proficiencies of twelfth grade students in Palestinian Governmental schools

1.33. Definition of Operational Terms: In order to facilitate an understanding of the terms used in this study, the following definitions are adopted:

English for Palestine: It is a new designed syllabus that is designed by Palestinian curricula designers in Palestine after the Palestinian National Authority took the responsibility of Education in Palestine. This syllabus is taught at Palestinian public schools in West Bank and Gaza.

Teacher of English: A teacher who teaches English at the rate of five English periods or more per week for twelfth grade students..

Communicative proficiency: It is to know when and when not to use the learned structures in real life situations and it is the ability to carry out linguistic interaction in the target language.

Linguistic proficiency: It is to know the phonology and structures of a language.

Communicative Approach: It is an approach which takes the communicative facts into account from the beginning without losing sight of grammatical and situational factors.

Proficiency: Proficiency consists of the learner's knowledge of the target language; it can be considered synonymous with competence. Proficiency can be viewed as linguistic competence or communicative competence.

1.34. Delimitation of the Study

This study is limited to the population of twelfth grade male and female teachers of English teaching the new curriculum; English for Palestine in five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in governmental schools.It is limited to population of twelfth grade male and female students learning English for Palestine in five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in governmental schools. It is limited to the population of twelfth grade male and female teachers teaching the new curriculum English for Palestine in the five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in governmental schools and received teachers training programs.

1.35. Hyportheses of the Study

1. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on students' perspectives due to education district variable.

2. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to gender.

3. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to location of residence.

4. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to stream.

5. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to district.

6. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to age.

7. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to gender.

8. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to academic qualifications.

9. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to receiving training for teaching English based on communicative approach.

1.36. Significance of the Study

The investigator feels that there is a need to study the Influence of the New "English for Palestine" Curriculum on Students' Communicative and Linguistic Proficiency from the points of views of twelfth grade students as well as their twelfth grade teachers. To achieve this objective, the investigator developed tools to evaluate the suitability and appropriateness of its components to improve students' communicative skills. The results of this study will hopefully, shed light on the appropriateness and suitability of twelfth grade curriculum components to improve students' communicative and linguistic proficiency. It will be of great beneficiary for Ministry of Education, curriculum designers and developers, supervisors of English, teachers of English as well as twelfth grade students.

1.37.Perspectives of the Study

This research brings together communicative and linguistic proficiency, second language acquisition, and second language learning within the Palestinian context. Accordingly, this research includes theories from second language acquisition such as comprehensible input (Krashen, 1985), the comprehensible output (Swain, 1985) and reflect the interaction in context (Kagan, 1995) with the process of application. It is hoped that this surveying research, pinpoint the reality of teaching, learning English as a foreign language in Palestinian governmental schools as well as communicative and linguistic proficiency. It is hoped to propose recommendations for twelfth grade teachers to enhance their students' communicative and linguistic proficiency as well as development of learning English as a foreign language. By accomplishing this study, the researcher hopes that communicative and linguistic proficiency receive more concentration among twelfth grade teachers in Palestinian governmental schools to qualify students with a better communicative competence as it is necessary in their life. It is worth mentioning that this research focuses on "Influence of twelfth grade curriculum on students' communicative and linguistic proficiency in Palestinian governmental school" which means that it highlights both proficiency and curriculum where both of them are essential and interrelated. Accordingly, chapter one and two are developed to be the background of this study.

CHAPTER TWO

Chapter II: **"English for Palestine": A new Curriculum for A new Era of Learning English Communicatively**

2.0. Introduction: The Study in National Context

The public pressure on the newly established Palestinian Ministry of Education to replace the two curricula in West bank and Gaza Strip hurried the Ministry to initiate discussions and to establish a specialized curricula center to assume this responsibility. The Center was established in October 1995 with financial and technical support from Italy and UNESCO. Two years 96-97 were devoted for drafting a plan preceded by researching, data collection and a first drafting in 94-95. The Palestinian Curriculum Plan came after five years of brainstorming, data collecting, reviewing and exploring the experiences of countries in the region and in many other parts of the world. The plan aimed at replacing the Jordanian and Egyptian curricula used in the West Bank and the Gaza Strip, respectively, by new, unified curricula that reflect the aspirations and hopes of the Palestinian people. The plan was submitted by the Ministry of Education to the Legislative council and the Cabinet and consequently ratified in 1997. The first phase of implementation started and recommended by UNESCO. Also, they were subjected to local evaluations by Palestinian scholars. The educational reform the Ministry envisaged was multifaceted and tentative at the assumption of power partially due to lack of data necessary to take decisions but finally the Ministry succeeded in drafting its first five year plan in which curricula development was one of its main premises. (MOEHE, 1998).

2.1. Syllabuses in ELT

It seems of great importance to define the term *syllabus* in order to have a better understanding of what it actually means and to which aspects and dimensions of ELT it is related. Of course, it should be noted that there are many challenges to proper defining and elaborating on the concept *syllabus*. For example, in recent years, the focus of syllabuses has shifted away from structure to situations, functions and notions to topics and tasks. That is why, as Nunan (1988:52) highlights; with the development of the latter obviously "the traditional distinction between syllabus design and methodology has become blurred". Accordingly, though it is a little difficult on initial appearance to describe *syllabus*, it seems possible to make an attempt to define *syllabus* at least in an understandable way. In Wilkins' (1981) words, syllabuses are "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process." A syllabus can also be seen as "a plan of what is to be achieved through our teaching and our students' learning" (Breen, 1984a) while its function is "to specify what is to be taught and in what order" (Prabhu, 1984). Hutchinson and Waters (1987:80) define *syllabus* as at its simplest level "as a statement of what is to be learnt". They further add that it reflects of language and linguistic performance. Yalden (1987: 87) also refers to syllabus as a "summary of the content to which learners will be exposed". Candlin (1984) suggests a different perspective implying that syllabuses are "social constructions, produced interdependently in classrooms by teachers and learners. They are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners." Finally, in simple words, a language teaching syllabus involves the combination of subject matter (what to teach) and linguistic matter (how to teach). In fact, the way in which the instructional content is employed in the real teaching procedure is the determining element in choosing a syllabus. The characteristics, advantages, and disadvantages of individual syllabuses are investigated in a nutshell as follows.

2.1.1. A procedural Syllabus

The procedural syllabus was proposed by Prabhu (1980). Prabhu's '*Bangalore Project*' was based on the premise that structure can be best learned when attention is concentrated on *meaning*. The focus shifts from the linguistic aspect to the

pedagogical one focusing on learning or the learner. The tasks and activities are designed and planned in advance but not the linguistic content. In this syllabus *tasks* are graded conceptually and grouped by similarity. Within such a framework the selection, ordering and grading of content is not so much considerable for the syllabus designer.

2.1.2. A cultural Syllabus

Stern (1992) introduces 'cultural syllabus' to be incorporated into second/foreign language education. There are many challenges regarding defining the concept of *culture*. Seelye (1984:26) refused to define culture, calling it 'a broad concept that embraces all aspects of the life of man', and Brown (1994) calls it the "glue" that binds a group of people together. In order to have a better understanding of the term *culture*, Stern (1992:208) suggests that writers 'have tried to reduce the vast and amorphous nature of the culture concept to manageable proportions by preparing lists of items or by indicating a few broad categories'. Stern keeps on by discounting such lists as presented by Brooks and Chastain as providing only 'cultural titbits'Hammerly (1982) suggests a mix of anthropological culture and classical culture. He highlights three areas, i.e. *information culture*, *behavioral culture* and *achievement culture*. Believing in the fact that there is a consensus on the objectives of teaching culture, Stern (1992) indicates that aims should be: the learner's own country, knowledge about the target culture and awareness of its characteristics and of differences between the target cultures.

2.1.3. A situational Syllabus

With this type of syllabus, the essential component of organization is a non-linguistic category, i.e. the situation. The underlying premise is that language is related to the situational contexts in which it occurs. The designer of a situational syllabus tries to predict those situations in which the learner will find him/herself, and applies these situations.The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually includes several participants who are involved in some activity in a particular setting. The main principle of a situational language teaching syllabus is to teach the language that occurs in the situations.

2.1.4. A skill-Based Syllabus

Skills are abilities that people must be able to do to be competent enough in a language, rather independently of the situation or context in which the language use can occur. In this syllabus, the content of the language teaching involves a collection of particular skills that may play a role in using language. Although situational syllabuses combine functions together into specific settings of language use, skill-based syllabi merge linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, delivering effective lectures, and so forth. The chief rationale behind skill-based instruction is to learn the specific language skill.

2.1.5. A structural or Formal Syllabus

This is recognized as the traditional syllabus which is often organized along grammatical lines giving primacy to language form. The focus is on the outcomes or the product. It is, in fact, a grammatical syllabus in which the selection and grading of the content is on the basis of the complexity and simplicity of grammatical items. In other words, it specifies structural patterns as the basic units of learning and organizes these according to such criteria as structural complexity, difficulty, regularity, utility and frequency. The learner is expected to master each structural step and add it to his/her grammar collection. It makes ample use of highly controlled, tightly structured and sequenced pattern practice drills.

2.1.6. A multi-Dimensional Syllabus

Since there is no serious rationale behind the selection of only one of the inventory item types necessary to be chosen as a unit of organization. It is possible to design a syllabus involving lessons of varying orientation; for example, some including important functions, others dealing with situations and topics, and yet others with notions and structures. The underlying principle is that there should be flexibility to change the central point of the teaching material as the course unfolds. This will lead to a syllabus design which is flexible, less rigid and more responsive to the various student language needs.

2.1.7. A task – Based Syllabus

A task-based syllabus supports using tasks and activities to encourage learners to utilize the language communicatively so as to achieve a purpose. It indicates that speaking a language is a skill best perfected through interaction and practice. The most important point is that tasks must be relevant to the real world language needs of the learner. It should be a meaningful task so as to enhance learning. The content of the teaching is a series of multifaceted and focused tasks that the students want or need to perform with the aid of the language they are learning. Tasks combine language and other skills in specific contexts of language use.

2.1.8. A process Syllabus

The actual syllabus is designed as the teaching and learning proceeds. This type of syllabus was supported by Breen (1984a:1984b) whereby a framework can be provided within which either a pre-designed content syllabus can be publicly analyzed and evaluated by the classroom group, or a developing content syllabus can be designed in an on-going way. It supports a frame for decisions and alternative procedures, activities and tasks for the classroom group. It explicitly attends to teaching and learning and particularly the possible interrelationships between subject matter, learning and the potential contributions of a classroom.

2.1.9. A learner – Led Syllabus

Breen and Candlin (1984) were the first ones proposed the belief of basing an approach on how learners learn. The emphasis is upon the learner, who it is hoped will be engaged in the implementation of the syllabus design as far as that is practically possible. The learners' awareness of the course they are studying helps them increase their interest and motivation, attached with the positive effect of developing the skills required to learn.

2.1.10. A proportional Syllabus

This type of syllabus is basically practical and its focus is upon flexibility and spiral technique of language sequencing leading to the recycling of language. The proportional syllabus mainly tries to develop an overall competence. It seems

appropriate and applicable for learners who lack exposure to the target language beyond the classroom. Specifically speaking, this syllabus comprises a variety of elements with theme playing a linking part through the units. This theme is chosen by the learners. At first, the form is of essential value, but later the emphasis will turn towards interactional elements. The shift from form to interaction can occur at any time and is not restricted to a particular level of learner ability.

2.1.11. A content – Based Syllabus

This syllabus is intended to design a type of instruction in which the crucial goal is to teach specific information and content using the language that the learners are also learning. Although the subject matter is of primary and vital importance, language learning occurs concurrently with the content learning. The learners are at the same time language students and learners of whatever content and information is being taught. As compared with the task-based approach of language teaching that is connected with communicative and cognitive processes, content-based language teaching deals with information.

2.1.12. A notional /Functional Syllabus

The chief emphasis of this syllabus is upon the communicative purpose and conceptual meaning of language i.e. *notions* and *functions*. In other words, the content of the language teaching is a number of the *functions* that are performed on using the language, or of the *notions* that language is utilized to express. Functions can be exemplified by instances such as inviting, requesting, agreeing, apologizing; and notions embrace age, color, size, comparison, time, etc. Besides, grammatical items and situational elements are considered at subsidiary level of importance. As posed to the hypothesis of structural and situational syllabuses which lies in the fact that it is most often in search of 'how' or 'when' and 'where' of language (Brumfit and Johnson, 1979:84), the functional/notional syllabus seeks for 'what is a learner communicates through language'. An important point regarding notional-functional syllabus is that the needs of the students have to be explored and analyzed by different types of interaction and communication a learner may be involved in. Accordingly,

needs analysis is central to the design of notional-functional syllabuses. Needs analysis should be taken into account so as to establish the necessary objectives. Apart from needs analysis that has an implicit focus on the learner, this type of syllabus proposes a new list consisting of notions and functions that become the main focus in a syllabus. White (1988:77) argues that "language functions do not usually occur in isolation" and there are also difficulties of selecting and grading function and form.

2.1.13. A lexical Syllabus

As one of the advocates of the lexical syllabus, Willis (1990, 129-130) asserts that "taking lexis as a starting point enabled us to identify the commonest meanings and patterns in English, and to offer students a picture which is typical of the way English is used". He continued to claim that they were able to follow through the work of Wilkins and his colleagues in their attempt to establish a notional syllabus. They also were able to suggest to students a way of referencing the language they had experienced. Thus learners were able to use their corpus in the same way as grammarians and lexicographers use a corpus in order to make valid and relevant generalizations about the language under study. One of the most significant features of designing such a syllabus is the shift of responsibility for learning onto the learner. Instead of offering discrete patterns to the learner, we enabled the learner to experience a corpus of language which is in many ways typical of the language as a whole, and to learn from examining and analyzing this corpus. By exposing learners to carefully selected language, and by arming them with analyzing that language for themselves, the syllabus helps the learners successfully achieve their goals. Specifically speaking, it is the issue of a dynamic element in the process that is the learner's creativity. In fact, by exploiting the creativity, the learning is vastly made more efficient.

2.1.14. Implications for Teachers and Curricula Designers

There are many essential points when considering a syllabus to be designed and implemented. The various syllabi touched upon in this investigation all present valuable insights into creating a language program and course. Although the thirteen

types of syllabus were examined and defined here as if in isolated contexts, it is uncommon for one type of syllabus to be utilized fully in actual teaching settings. Syllabuses are frequently combined in more or less integrated ways with one type as the organizing starting point around which the others are arranged and connected. As Hutchinson and Waters (1987:51) state "it is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher".

In closing, it is of great importance to note that no single type of syllabus is appropriate for all teaching settings. This is due to the fact that the needs and conditions of each setting are so characteristic and idiosyncratic that particular proposals for integration are not easily possible. The *possibility* and *practicality* aspects of a particular syllabus to be developed and implemented are of great significance while processing the issue. To put in more tangible terms, in making practical decisions about syllabus design, one must take into account all the potential factors that may affect the teachability of a specific syllabus.

2.2. English for Palestine Twelfth Grade Curriculum

Communicative ability is the goal of foreign language instruction today. Unlike previous approaches to language instruction, proficiency-oriented instruction focuses on what the learner can do with language rather than what the learner knows about the language in a proficiency-based curriculum, language proficiency is therefore defined through the performance features of language function, communicative context, and level of accuracy. Language functions refer to the purposes for which language is used, such as requesting, persuading, complaining, arguing, or inquiring. Each language interaction takes place within a communicative context. Thus, one might request a meal in a restaurant, a book in the library, a friend's phone number, or a assistance in changing a tire. Context also includes social register, thereby determining the level of politeness, familiarity, or formality appropriate to the communicative interaction. Language users vary in their degree of linguistic accuracy. In the present curriculum, communicative competence (CC) is the goal.CC consists of the knowledge that users of language have internalized which enables them to understand and produce messages in the language. Various models of communicative competence have been proposed; however, most of these models recognize that it

entails both linguistic competence (i.e. knowledge of grammatical rules) and pragmatic competence (i.e. knowledge of what constitutes appropriate linguistic behavior in a particular situation). Thus the core objectives for teaching English in Palestine fall under these two categories with sociolinguistic, strategic, and discourse competence include under rubric "pragmatic competence."(MOEHE, 1998).

2.3. Palestine: Physical and Demographic Characteristics

The population of the two Palestinian areas in mid-2009 was 3 298 951 (West Bank, 1969281; Gaza Strip, 1329 670).Arabic is the mother tongue of the overwhelming majority of the Palestinian people. It consists of three major dialects: the *Ethnologue* South Levantine Arabic *fellahi* (rural), *madani* (urban), and *badawi* (Bedouin). *Madani* is the most elevated and prestigious dialect. The dialects mainly differ in phonology and lexicon. The national and official language of Palestine is Standard Arabic, which is the formal language of government and education. Although the literacy rate in 2002 was 91.2%, a much lower percentage of the Palestinian population is functionally competent in Standard Arabic because of diglossia. Nowadays, English is the first foreign language of the Palestinians. The spread of English began with the British Mandate in Palestine after World War I. English was the main language of government. It is now taught in all types of Palestinian schools, universities, and educational centers throughout the Palestinian areas. Private schools start teaching English in the 1st grade, whereas other types of school generally start in the 5th grade. English is used in the mass media, and there is a Palestinian English-language weekly newspaper. English is used extensively in street signs, shops, and various institutions.

Hebrew is a significant language in the Palestinian linguistic repertoire. This language, which is associated with the Israeli occupation of Palestinian territories since 1967, is mainly learned informally in direct contact with Israeli Jews, mainly at work or in commercial transactions, or in prisons. Formal instruction in Hebrew is extremely limited and is confined to basic courses at Palestinian universities and other institutions. The second Palestinian Intifada in 2000 resulted in a major reduction in contact with Israeli Jews, thus reducing the opportunity for Palestinians to learn

Hebrew. There are more than 250 000 <u>Jewish</u> settlers in the Palestinian areas speak mainly Hebrew and have little or no contact with neighboring Palestinian communities. The Palestinian linguistic repertoire also includes various European <u>languages</u>, such as <u>French</u>, <u>Spanish</u>, <u>German</u>, and <u>Italian</u>. These <u>languages</u> are learned in educational institutions (mainly taught in private schools), at places of work, through immigration, from European missionaries, or by study abroad, tourism, and travel. Minority <u>languages</u>, including Armenian, Assyrian, Abyssinian, Coptic, Domari (Nawari), Samaritan Hebrew, and Aramaic, are also to be found in the Palestinian <u>language</u> mosaic, though these <u>languages</u> are restricted to small communities in Jerusalem and Bethlehem and are each used by no more than a few hundred speakers. These <u>languages</u> are mainly spoken by foreign religious men in Palestine. Various factors have contributed to the creation of this rich Palestinian <u>language situation</u>. In addition to the complex ethnic and cultural heritage of Palestine and the many private educational institutions, immigration, travel, and contact with tourists and visitors have introduced many <u>languages</u> into the Palestinian culture. The Palestinian National Authority has shown interest in promoting Palestinian multilingualism by stating its intention to teach <u>French</u> and Hebrew in addition to <u>English</u> in public schools in Palestine.

2.3.1.Geography of Palestine

The location of Palestine is at the eastern coast of the Mediterranean Sea, South of Lebanon and to the west of Jordan. **Palestine Geography** consists of four regions in the country. The four regions of **Palestine Geography** are Jordan valley (AL-Aghwar, coastal and inner plains, Mountain and Hills and Southern Desert. The coastal plains of Palestine are divided by Saruunah plain, Mount Carmel plain and the Acre plain. In the category of the geography of Palestine the location of Jordan Valley is below the sea level. It results in the quality of the soil to be of very high standard but the resource of water is very limited. The climate of Palestine results in the growing of such types of vegetables in the last phase of winter season, which usually are grown in the summer season. The hills and the mountains of Palestine have rocky features and terraces are made in the mountains so that the tress can grow. The geography in Palestine supports the growth of olive trees to a large extent. There are many rivers in Palestine and the weather of Palestine remains pleasant for the maximum part of the year.

Figure 2.1: Showing Palestine Map

2.3.2. Educational System: Achievements and Challenges

Education in the Palestinian territories refers to the educational system in Gaza and West Bank administered by the Palestinian Ministry of Education and Higher

Education. Enrollment rates amongst Palestinians are relatively high by regional and global standards. This reflects the great values that Palestinians attach to educational attainment. According to a youth survey in 2003, 60 percent between the ages 10–24 indicated that education was their first priority. Youth literacy rate (the ages 15–24) is 98.percent while the national literacy rate is 99.8 percent. There are three types of schools from perspective of gender in the Palestinian territories: boys' schools (37%), girls' schools (35%), and co-educational schools (29%). In the Palestinian territories education system, compulsory basic education includes Grades 1 to 10 and this is divided into the preparatory stage (Grades 1 to 4) and the empowerment stage (Grades 5 to 10). Secondary education (general secondary education and a few vocational secondary schools) covers Grades 11 and 12. In tertiary education, there are 11 universities (10 private and one public) and 11 technical colleges (4 Palestinian Authority, 2 UNRWA, 4 public and 1 private), all of which mainly offer four-year courses. Additionally, there are 19 community colleges (1 Palestinian Authority, 9 public, 2 UNRWA, and 7 private) that mainly offer two-year diploma courses in technical and commercial specializations. The first refugee camp schools were established by the Red Cross in 1949 First UNRWA elementary six-year schools in 1959-60 school year. UNRWA schools offer Grades 1 to 10 and do not provide secondary education (Grade 11 and 12). UNRWA's education provision has played a major role in Palestinian territories education since 1967.

Since the Palestinian Authority took over responsibility for education in 1994, the educational system in Palestine has steadily improved, especially in the sphere of providing educational opportunities for both males and females. Palestine has one of the highest percentages in the Arab world and developing countries in terms of enrolment in education institutions. In spite of the harsh political and economic circumstances that the Palestinian people are living in as a result of the Israeli occupation, particularly in the Gaza Strip and East Jerusalem, as well as the apartheid Wall that has segregated the Palestinian territories and increased difficulty of access to educational institutions, the Palestinians have managed to combat illiteracy and make education available to all.

Palestine has a low illiteracy rate compared to other countries in the Arab world. According to the Palestinian Central Bureau of Statistics (PCBS),

illiteracy was 6 percent in 2009, and the rate of enrolment in basic education (grades one to ten) rose from 81 percent in 1994/5 to 98.2 percent in 2008/9. The average student transference from the basic stage to the secondary stage rose from 65 percent to 91 percent during 2008/9. The enrolment of young people between the ages of 18 and 24 in university education was at 33 percent. In addition, Palestine has achieved equality between males and females in terms of access to basic and secondary school education; females made up 57 percent of university enrolment in 2008/9. Also in the same year 17.5 percent of the national income was dedicated to education. The organizational structure of education in Palestine consists of a ten-year period of free compulsory basic education that begins at the age of five years and eight months, followed by a two-year programme of secondary academic or vocational education. At the end of the two years, students take the secondary school examination called *tawjihi*.. There are various types of educational institutions in Palestine. Government schools comprise 70 percent of a total of 2,488 schools in 2009/2010. UNRWA supervises 20 percent of these schools, and the public and private sector supervise 10 percent of the total school population. Seventy-five percent of the students of the total number of 1.18 million male and female students attend government schools, whereas 25 percent go to UNRWA and private schools.
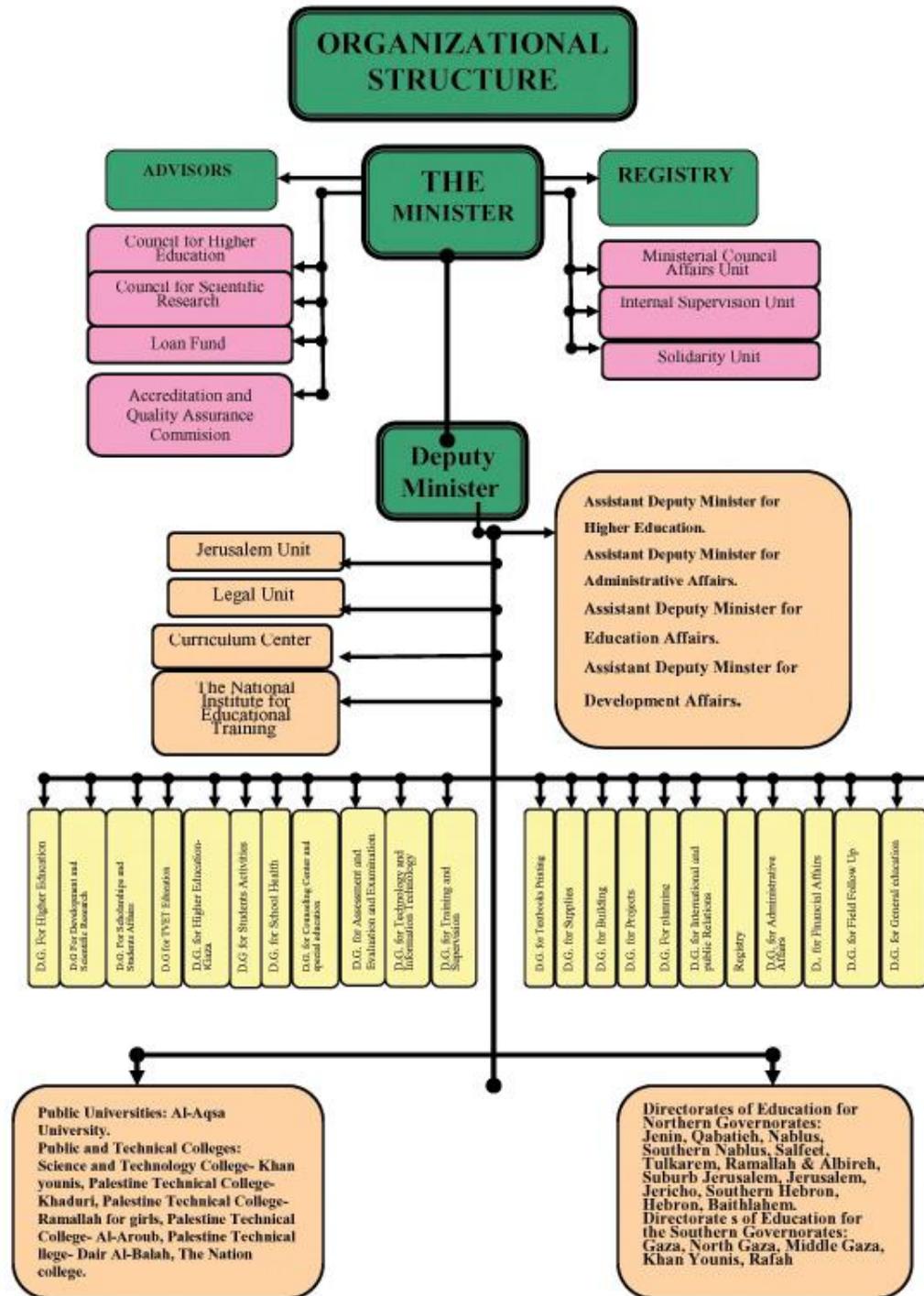
Figure 2.2: showing Organizational Structure of Palestinian MoEHE

Even though Palestine has made education accessible to all, it still needs to upgrade the quality of both basic and secondary education. Unlike Western

countries, but similar to other Arab countries, Palestinian students have exhibited weak performance in the sciences and mathematics at the international level. Thus the second five-year comprehensive plan, developed by the Ministry of Higher Education, focuses primarily on improving the quality of education in Palestine. The plan includes education in non-governmental institutions and seeks to establish a stronger link between education and social and economic needs and requirements of Palestinian society, especially between higher and vocational education and the labor market. In an attempt to link the five-year plan to development needs on the national level and in order to ensure its alignment with international efforts exerted in the field of education, the Ministry of Higher Education has taken into account relevant policies and documents that have been developed nationally and internationally, including (a) The Palestinian Reform and Development Plan 2008-2012; (b) The Education for All Plan and its Terms of Reference; and (c) The Millennium Development Goals. Several priority action plans have been developed in the various education branch sectors for the purpose of achieving the goals of the five-year plan. The implementation of the procedural action plans will achieve the following anticipated objectives: To continue with the construction of new educational institutions for all stages and increase the current capacity of existing institutions, including institutions for people with special needs; To construct additional co-ed vocational training institutions based on the priorities of each geographical location; To strengthen the role of the private sector in investment in education through offering scholarships, especially for university students; To develop and enhance teacher training and rehabilitation programs in cooperation with higher education institutions and within the framework of the implementation of the national strategic implementation process for the rehabilitation of teachers; To develop and improve educational curricula and textbooks for all academic and vocational education stages based on the results of the evaluation of the curricula; To intensify work on the improvement of educational facilities such as school buildings, furniture, educational aid, laboratories, and libraries; To support and develop early childhood education. Furthermore, the Ministry of

Education shall employ new techniques in active learning through the use of IT and communication systems. In the field of higher education, the Ministry will continue its efforts to ensure the provision of quality programs and encourage scientific research relating to national priorities and needs. Finally, a national policy for science and technology shall be designed, and a comprehensive and updated database for qualified human resources shall be built.

Currently, the organizational structure of the Ministry of Higher Education is being revised and developed in order to cope with the anticipated developments and eliminate overlap between tasks, regulations, and job description. The Ministry will enhance decentralization of management and give more mandates to directorates. Also in the field of higher education, the Ministry will continue to empower higher education institutions in self-financing, to develop an administrative financial system to support the student fund, to create a unified scale for employees in higher education institutions, and to develop human resources accordingly. In this respect, there will be a need to reinforce cooperation between the Ministry of Higher Education and higher education institutions on the one hand, and among higher education institutions on the other. The Ministry will coordinate with its partners as well on updating and implementing the education and vocational training strategy.

During the past few years, and in order to cope with the enormous challenges that face education in Palestine, the Ministry of Education provided the optimum educational infrastructure in light of the increasing number of students throughout Palestine. A proper educational infrastructure will also contribute to the improvement of the quality of education and make available appropriate facilities and equipment necessary for the effective implementation of the curriculum.

In addition, the Ministry of Education developed, created, and implemented new curricula. In line with national and international broad lines of authorship, Palestinian academics and educators initiated new curricula in 1999 for schools which were completed in 2006. Moreover, training

workshops were organized for all teachers on techniques for the better utilization and implementation of the new curricula. Believing that the development of the educational process is ongoing, the Ministry began a comprehensive revision of textbooks last year, in cooperation with specialists in the field and experts in education. The revision included content and teaching methodology. The Ministry has also launched an evaluation of the civil education curriculum for grades one to nine in cooperation with Nizam Institution and with the assistance of educational experts and specialists. Since launching the new Palestinian curricula, the Ministry has been careful to include technology as a subject for students in grades five to twelve. It also developed and implemented programs relating to the effective employment of IT in education, thus incurring a positive change in the educational process in Palestine, enriching the curricula, and developing stronger ties between students and teachers. The Ministry is seeking to use IT as a tool for education and carry out projects in target schools including capacity building and computerizing textbooks and educational contents. The Ministry of Education realized that the development of the quality of education depends largely on human resources. It has therefore invested in training teachers who are able to achieve educational objectives set by the Ministry, interact with students, and instill in them the required knowledge, skills, capabilities, and values. The Ministry has also built bridges of trust with schools and supervises the educational process, always emphasizing and encouraging stronger interaction between school headmasters and headmistresses, teachers, students, and the local community. The Ministry has organized training programs for both teachers and school principals as a means to develop their capabilities and skills in order to address and face challenges as well as to upgrade the level of students and correct weaknesses in school performance.

Parallel to developing the level and quality of education, the Ministry of Education also works to develop the quality of teaching by addressing two important issues related to the quality of teachers: first by developing a strategy to prepare and rehabilitate teachers in terms of cultivating the quality

of education, and secondly by developing teaching as a profession. In an effort to assess the outputs of the educational system in Palestine, the five-year plan (2008-2012) focuses on indicators of achievement within the national context, considering such indicators as part of the system of performance assessment for the plan. According to the assessment, Palestinian students showed weakness in mathematics and sciences which urged the Ministry to adopt an emergency plan that includes the implementation of a number of unified periodic tests for all students. Finally, the Ministry gives attention to the students' psychological health. Students who exhibit healthy attitudes tend to have stronger motivation and achieve better academic results. The positive school atmosphere and environment also helps reinforce the positive attitude of students. In addition, the quality of education cannot be ensured without caring for the psychological health of students. As a result, the Ministry of Education provides extracurricular activities and seeks to create a positive environment in schools that responds to the psychological, social, and intellectual needs of students.(MoEHE,2010)

2.3.2.1. Pre-Primary Education

Pre-primary education is for children, usually starting at 4 years and up to the age of 6 years. According to the 2004/2005 PCBS Educational Institutions Census, there were approximately 898 private kindergartens, and only 3 operated by the Palestinian Authority. (WB and BCRD 2006) Although most kindergartens are private, the MOEHE provides technical and educational supervision, teacher training and licensing, and some funding[1] The number of male and female children was roughly equal, and most kindergartens have co-educational system. Gross enrollment ratios for pre-primary education are 29.9 percent for total, 30.3 percent for boys, and 29.percent for girls [2]

2.3.2.2. Basic Preparation Stage Education
In the preparatory stage, a total of 383,748 students (male 195,618 and female 188,130) were enrolled in schools during 2005/2006 school year. Among them, 238,500 students (62 percent of total) were in schools provided by Palestinian

Authority, 109,419 students (29 percent) were in schools provided by UNRWA, and 35,829 students (9 percent) were in private schools. Gross enrolment ratios for preparatory stage are 80.4 percent for total, 80.4 percent for boys, and 80.4 percent for girls. There is no grading system (marks) or written tests in Grade 1 to 3. Teachers assess students on the basis of their progress through formative assessments, observations, student portfolios, and other assigned student work as the basis of their graduating judgment.

2.3.2.3 Empowerment Stage

In the empowerment stage, a total of 569,873 students (male 296,247 and female 283,626) were enrolled in schools during the 2009-2010 school year. Among them, 398,672 students (70 percent of total) were in schools provided by the Palestinian Authority, 145,133 students (25 percent) are in schools provided by UNRWA, and 26,068 students (5 percent) were in private schools[Gross enrollment ratios for empowerment stage were 97.5 percent for total, 95.7 percent for male, and 99.5 percent for female students.[There is a graduating examination in Grade 9. This examination is offered to students who have not completed Grade 9 or have left school and want to achieve a Grade 9 competency level equivalent to the Certificate of General Secondary Education Examination. Palestinian students at Grade 8 participated in TIMSS in 2003 and 2007. The score for mathematics test was 390 in 2003 and 367 in 2007. The score for science test was 435 in 2003 and 404 in 2007.

2.3.2.4. Secondary Education

Secondary education consists of two years, and includes an academic and a vocational program. (MOEHE 2005b) Students are able to select either of these programs, but their right to entry is based on successful completion of Grade 10 based on the results of their final assessments. In secondary academic education in 2005/2006, a total 118,868 students were enrolled in schools. Among them, most students were enrolled in schools provided by the Palestinian Authority (114,790 students, 97 percent of total), and about 3 percent of the students were enrolled in private schools. UNRWA does not provide education at secondary level Gross enrollment ratios for empowerment stage were 97.5 percent for total, 95.7 for male,

and 99.5 for female students. In secondary vocational education during the 2005/2006 school year, a total of 5,999 students were enrolled in schools. Among them, most students were enrolled in schools operated by the Palestinian Authority (5,653 students, 94 percent of total), and about 6 percent of the students were enrolled in private schools Gross enrollment ratios for empowerment stage are 97.5 for total, 95.7 for male, and 99.5 for female students Gross enrollment ratios for secondary education were 75.2 for total, 69.2 for male, and 81.6 for female students. In the secondary education 2005/2006 school year, there were in total 3,734 classes, of which 185 classes (5 percent) were co-educational. While in the West Bank the share of co-educational classes was 7.4 percent, in The Gaza Strip only 0.1 percent of the total classes were co-educational, in fact only one school. Certificate of General Secondary Education Examination (Tawjihi) was issued for high school students in grade 12 to prepare them for admission to the universities.

2.4.General Principles of Palestinian Curricula

The Palestinian Curriculum is based on the general educational philosophy of the Palestinian Arab society. Its principles have been derived from our heritage and religion, our Declaration of Independence, our ambitions for the future of our people, and our understanding of the role of education in developing society. There are:

1-Palestine is a democratic state, ruled by a democratic parliamentary system.

2-Palestine is a peace-loving state, working towards international understanding and cooperation based on equality, liberty, dignity peace and human rights.

3-Palestinian national and cultural identity must be fostered and developed.

4-The Palestinian people are an integral part of the Arab nation, working toward unity, liberty, development and prosperity of the nation.

5-Social justice, equality and the provision of equal learning opportunities for all Palestinians, to the limits of their individual capacity must be ensured without discrimination on grounds of race, religion, color or sex.

6-Opportunities must be provided to develop all Palestinians intellectually, socially, physically, spiritually and emotionally, to become responsible citizens, able to participate in solving problems of their community, their country and the world.

7-Education is considered a vital role in social and economic development within the context of the Arab world and the world in general.

2.5. Indicators of Performing the Present Structure of Curriculum: comprehensive responsibility of the Ministry of Education is running and supervising the system of education. This gives the (PNA) a historical opportunity to produce a special well-developed curriculum of its own that fulfills the needs and aspirations of the Palestinian society. The indicators for reform or change can be stated as follows:

2.5.1. Unifying Curriculum Applied in all Schools in Palestine: Palestinian education should be unified to consolidate the education of students who were exposed to dual curricula, such as students I the West Bank studying the Jordanian Curriculum, and students in Gaza studying the Egyptian one in addition to the Palestinians in Diaspora who study different curricula; where each state has its own educational philosophy emerging from its goals. The task of the new curriculum is to realize national unity through education and overcome divergence.

2.5.2. Adapting the Curriculum to the Present Situation :The present curriculum is not suitable for the Palestinian reality, and does not coincide with its future and the fact of dispersion of the Palestinian people nor does it provide the students with proper learning and adaptation to his environment. Therefore the Palestinian curriculum should cope with the ever-increasing technological changes. This will lead to the coherence and prosperity of the society as well. A good curriculum should suit the Palestinian society and express its culture positively. It is commonly known that curricula never emerge from a void; on the contrary they are strongly related to the physical and spiritual pragmatic principles of the society. So, the ideal curriculum is the one that is suitable for the Palestinian society and expresses its culture well.

2.5.3. Consolidating Values in Palestinian Society :The national, economic, social cultural and political needs require the consolidation of a number of values and concepts that will help in building the State of Palestine with Jerusalem as its capital. This confirms that the curriculum should be responsible for :

1-Fostering within the coming generation certain national regional, religious and human values.

2-Endowing students with needed attitudes and skills.

3-Conveying essential knowledge.

2.5.4. Coping with Population Growth : The Ministry of Education has taken upon itself the responsibility to cope with the rate of population growth. Statistics show one fourth of population is between the ages of 5 and 14. This certainly confirms the need to produce a comprehensive integrated Palestinian Curriculum that is able to supply trained and well-qualified workforce.

2.5.5. Developing the Economy: Palestinians are well aware of the fact that education is the basic tool for economic development. Therefore, we should prepare a curriculum that will produce a skilled workforce bearing in mind the priorities of the PNA and its plan to rebuild the nation.

2.5.6.Providing Good Curriculum : Good education implies providing a number of conditions related to external systematic and administrative aspects, as well as internal ones that are concerned with the educational system through curriculum, teaching methods, and teacher's competence.

2.5.7.Development and Curriculum : The ability to create and employ science in technology and production methods is strongly related to the enhancement of the human effort and its quality to the procedure and the way we organize it in order to establish the true fortune…the human being…the individual who is the source and tool of progress. The development of society is also related to the employment of science in solving the problems of productivity.

2.6.Features of First Palestinian Curricula

Feature (1): It becomes a national necessity for Palestinians to produce a curriculum of their own, which meets the demands and aspirations of the Palestinian people for the first time in the history of education in Palestine: a curriculum that emphasizes the Palestinian identity and independence. The present curriculum is the responsibility of other states, primarily Jordan and Egypt. It represents the philosophy of education in these countries and does not meet the aspirations of Palestinians towards achieving independence. It is not directed to the national identity and the socio-economic needs of the Palestinian people The most prominent features of the Palestinian Curriculum Plan are to :

1-Concentrate on establishing the Palestinian identity of the people of Palestine.

2-Provide Palestinians with rules of leadership and productivity instead of dependency on others and dispersion.

3-Reform the national structure.

Feature (2): the curriculum aims to eliminate the traditional rigid educational system, by adding elective subjects starting from seventh grade, to provide students with more comprehensive information. This will encourage them to pursue their ambitions. Students will also acquire various scientific and technical skills.

Feature (3): the curriculum focuses on integration, balance and a variety of technical subjects. This kind of curriculum aims to establish continuous education in various stages of formal and non-formal education according to the ambition and ability of the student, it relates to real life.

Feature (4): the curriculum balances the strengths of different known curricula such as :

a-The curriculum of separate subjects.

b-The curriculum of activity.

c-Axial or pivotal focusing curriculum

d-The curriculum of technology. (MOEHE,1998)

2.7.Aims of (MoEHE) in Changing Curricula

Since the Palestinian National Authority took over the responsibility of education in Palestine in 1994, officials started thinking of changing the old curricula and replace them with new curricula and so they established the Curriculum Development Center in 1996 aiming at changing the old curriculum for the following reasons:

There were two curricula used in one state:: the first one in West Bank and the other one in Gaza strip. So, Ministry of Education and Higher Education decided to authorize a new unified curriculum that suite West Bank and Gaza Strip. Therefore, an authorization committee has been formed with its members from West Bank and Gaza Strip.

Fulfilling Students' needs: Ministry of Education and Higher Education decided to authorize new curricula to suit the needs, aspirations, and ambitions of Palestinian students.

Palestinian Curricula Designers: Curricula designers are Palestinians who know the Palestinian situation and context.

Developing an effective curriculum: An effective curriculum for students is essential to meet their needs. The unique characteristics of the students must serve as the basic decisions on how the curriculum should be modified.

Modifying content: Content consists of ideas, concepts, descriptive information, and facts. Content as well as learning experiences, can be modified and changed to qualify students with the necessary information needed for their life.

Modifying the Process: to modify process, activities must be restructured to be more intellectually demanding. For example, students need to be challenged by questions that require a higher level of response or by posing questions that stimulate inquiry, active exploration, and discovery. Although instructional strategies encourage students to think about subjects in more abstract and complex ways. activities selection must be based on students' interests, and activities should be used in ways that encourage self-direct learning.

Modifying environment: students learn best in a receptive, nonjudgmental, student-centered environment that encourage inquiry and independence which includes a wide variety of materials, provides some physical movement not generally complex, and connects the school experience with the greater world.

Modifying product expectation and students response: Teachers can encourage students to demonstrate what they have learned in a wide variety of ways to reflect both knowledge and the ability to manipulate ideas.

Dramatic demographic changes in the cultural and linguistic diversity of people: Demographic changes are occurring in many nations throughout the world. These changes have challenged higher education institutions to modify their curricula and instructional strategies to meet the needs of diverse learners and to prepare all graduates to have the awareness, knowledge, and skills to be effective in a diverse society.

Periodic evaluations of curriculum effectiveness: allow corrections to be made when needed, and they are essential for fulfilling students' needs and challenging opportunities.

Assessing Curriculum Effectiveness: in their synthesis of curriculum effectiveness studies and effective practices, VanTassel-Baska (1988) suggested that differentiated curriculum would respond to diverse characteristics of learners in the following three ways:

-Accelerating the mastery of basic skills through testing-out procedures and reorganizing the curriculum according to higher level of skills and concepts.

-Engaging students in active problem-finding and problem-solving activities.

-Providing students opportunities for making connections within and across systems, knowledge, by focusing on issues, themes, and ideas.

So, curriculum development is a dynamic, ongoing process. Special attention needs to be paid to scope, and sequence to avoid gaps and repetition through grade levels; ensure that the understanding and skills we expect children to develop fit together ; and assure that children are provided with knowledge and skills that will prepare them for the future .

2.8. Specifications of Good Curricula

The Curriculum Committee of the Leadership Training Institute (Passaow, 1982) developed seven specifications for good curricula:

-The content of curricula should focus on and be organized to include elaborate, complex, and in-depth study of major ideas, problems, and themes that make students acquire knowledge within and across systems of thought.

-Curricula should allow for development and application of produced thinking skills to enable students to reconceptualize existing knowledge.

-Curricula should enable them to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.

-Curricula should encourage exposure to, selection, and use of appropriate specialized resources.

-Curricula should provide for the development of self-understanding, understanding of one's relationship with other persons, societal institutions, nature, and culture.

-Curricula should promote self-initiated and self directed learning.

-Evaluation of curricula should be conducted in accordance with students' needs, stressing higher level thinking skills, creativity, and excellence.

2.9.Components of Good Curricula

According to Yaldin (1987), communicative syllabus should include all discourse components which are essential for helping learners acquire a foreign language .The components could be listed as follows:

1.The purpose for which the learners wished to acquire the target language

2. The setting in which the learners would use the target language

3. The role of the learners while using the target language.

4. The communicative events (i.e., everyday situations)S

5. The language functions.

6. The notions.

7. The skills involved in the "knitting together" of discourse.

8. The varieties of the target language.

9. The grammatical content

10. The lexical content.

2.10. Criteria of "English for Palestine" Curriculum

Ministry of Education and Higher Education in Palestine has changed all old curricula in Gaza and West Bank and introduced new Palestinian Curricula. (MOEHE) has prepared a new book series called "English for Palestine" that started from first grade till twelfth grade to replace the Jordanian series(PETRA) that started from fifth grade and ended with tenth based on changes that have occurred around the world concerning Teaching English as a foreign language in many countries, English for Palestine focuses on communicative approach .Moreover, English for Palestine takes into consideration the modern technological developments and so designers of this curricula have been very careful to make students acquire the new vocabulary, linguistic and communicative aspects .In addition to this, knowledge of English is vital for international communication and so English for Palestine has been designed to equip the pupils with "an acceptable level of competence " in using English language. Generally speaking, English for Palestine could be described as a functional –notional structural syllabus .Therefore, Syllabus designers stated that twelfth graders should be able to master and fulfill the following criteria:

1. Make use of the English sound system, understand simple English spoken at normal speed by native or non-native speakers, communicate in simple English intelligibly, etc.

2-Understand and communicate intelligibly a range of notions and linguistic functions based on everyday situations such as greetings, asking and answering, agreeing and disagreeing, apologizing, complaining, expressing hope, anger, anxiety, pleasure, surprise, disappointment, etc.

3-Read and understand English texts of a general nature within ability to use the new words in their communication.

4. Master the graphemes (letters) of English and write them correctly, legibly and neatly, use the English punctuation system fully, spell correctly the vocabulary of the compulsory stage and secondary stage.

2.11. Factors Influencing Curriculum Effectiveness

This section describes 4 factors influencing the effectiveness of curriculum changing and modification:

-Students' Needs: When teachers change or modify curriculum, they first need to analyze and assess educational contexts and to determine the method of modification based on individual students needs; this means that impetus of curriculum modification derives from individual needs identified in actual educational setting.

-Subject Specific Needs: Other contextual variables, such as the subject of learning, play important roles when determining the modified goals for students.

-Teacher's role and school support: Teacher involvement may play a key role for successful curriculum modification. Comfort (1990) acknowledged that practicing curriculum modification is a professional task and asserts that teachers should be encouraged to take part in curriculum and instructional decision-making regardless of the pressures of standardized testing movement built around the curriculum standard. Comfort suggests 4 factors fostering curriculum modification (a) a school system curriculum of appropriate breadth and specificity. (b)The curriculum development and implementation processes that include the integral role for teachers(c) the expectations for greater collaborative relationship,(d) the provision of orientations and encouragement of the practice of curriculum modification.

-Use of Technology:

Technology contributes to the effectiveness of curriculum modification when used appropriately.(Birnbaum, 2001). Birnbaum suggests that the selection and the practice of technology, such as software, computer games, the internet, multimedia, and hypermedia need to follow the students' relation with the curriculum.

2.12. Major Factors Influence Communicative and Linguistic Proficiencies

2.12.1.A qualified Teacher: One who has satisfactorily completed the Public Secondary Education Certificate (Tawjihi) and has attended two years in a post – secondary institute, professional education courses, general education courses, and a specialization (Harrison et al,(1975) p.45). In addition to these qualifications, the teacher's qualities and traits are of great importance and they affect the level of achievement of students. Highet (1977) summarized the qualities of a good teacher as follows: the necessary to know his subject and what he is teaching and he must like his subject. It is essential for him to know and like his students and enjoy their company in groups. The good teacher is an interesting man or woman and this will

make the work interesting for him/her and for his/her pupils. He/she has to have a sense of humor since the real purpose of humor in teaching is to link the pupils and the teacher through enjoyment.

2.12.2. Approach of Teaching

The approach to teaching is an important factor that influences the acquisition of English as a second language. Many approaches have been used for teaching English such as Grammar translation method, Audio-lingual method, structural method, communicative approach and many other. These approaches and methods have advantages and disadvantages. The approach of teaching quality is measured through its capacity to improve learners' capacity to use the language. Accordingly, educators have concluded that the communicative approach is suitable to improve students' capacity to use the language for communication.

2.12.3. A communicative Curriculum

The third factor that affects language communicative and linguistic proficiency is introducing a communicative curriculum. In attempting to convey the meaning of CLT to both pre-service and in-service teachers of English as a second or foreign language in a wide range of contexts, it is helpful to think of a communicative curriculum as potentially composed of several components. These components may be regarded as thematic clusters of activities or experiences related to language use, which provide a useful way of categorizing teaching strategies. The three components are:

2.12.3.1. Language for Purpose

Language for a purpose means to use English for real and immediate communicative goals. Not all learners are learning English for the same reasons. Attention to the specific communicative needs of the learners is important in the selection and sequencing of materials. Regardless of how distant or unspecific the communicative needs of the learners may be, every program with a goal of communicative competence should give attention to opportunities for meaningful English use, to opportunities to focus on meaning rather than on form. In an ESL setting, where

English is the language outside the classroom, there is an immediate and natural need for learners to use English. Where this happens, purposeful language use is a built-in feature of the learning environment

2.12.3.2. Personal English Language Use

Personal English language use relates learner's emerging identity in English. Learner attitude is, without a doubt, the single most important factor in learner success. Whether the motivations of a learner are integrative or instrumental, the development of communicative competence involves the whole learner. The most successful teaching programs are those that take into account the affective as well as the cognitive aspects of language learning. They seek to involve learners psychologically as well as intellectually. In planning for CLT, teachers should remember that not everyone is comfortable in the same role. The wider the variety of communicative, or meaning-based, activities, the greater the chance for involving all learners. Personal language use implies, above all, respect for learners as they use English for self-expression.

2.12.3.3. Beyond the Classroom

Beyond the Classroom is the third and final component of a communicative curriculum. Regardless of the variety of communicative activities in the ESL/EFL classroom, their purpose remains to prepare learners to use English in the world beyond. This is the world upon which learners will depend for the maintenance and development of their communicative competence once classes are over. The classroom is but a rehearsal. Development of opportunities for English language use beyond those offered in the classroom itself often begins with an identification of learner's interests and needs. As a child, I looked forward to receiving letters from my pen pals. Technology has brought the whole world so much closer. English language radio and television programs, videos, and feature-length films are readily available in many EFL settings, along with newspapers and magazines. English-speaking residents or visitors may be available to visit the classroom. The Internet now provides opportunities to interact with English-speaking peers on a variety of topics and to develop grammatical, discourse, sociocultural, and strategic competence.

2.13. Role of Culture in Communicative and Linguistic Proficiencies Educators should establish goals that emphasize cultural awareness. It is argued that students who don't understand the cultural context in which languages are used will never truly master the languages they study. Furthermore, studying other cultures has benefits beyond improved global communication and a mastery of languages. Learning about other cultures helps develop citizens who embrace diversity. Examining other cultures also help students better understand their own culture.

2.13.1. Incorporating Culture into Classroom Language

Foreign language learning is comprised of several components, including grammatical competence communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture. For scholars, cultural competence represented in the knowledge of conventions, customs, beliefs and systems of meanings of another country, is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. It could be maintained that the notion of communicative competence, which, was in the past decade or so, has played an important role in foreign language teaching emphasizing the role of context and the circumstances under which language can be used accurately and appropriately, the mark here is represented in equipping students with the cognitive skills they need in a second culture environment(Straub, 1999:2). So, we can not go about teaching a foreign language without at least offering some insights into its speakers' culture. At the same time, we can not go about fostering communicative competence without taking into account the different views and perspectives of peoples in different cultures which may enhance or may inhibit communication. After all communication requires understanding and understanding requires putting the target culture in relation with one's own (Kramch, 1993:205).Moreover, we should be cognizant of the fact that "if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning…"(Politzer, 1959:100-101).

2.13.2. Importance of culture for Learning and Teaching Language

Learning a language is much more than grammatical rules, vocabulary, pronunciation and phrases. In essence, it is the process of achieving the ability to communicate with

people of other cultures, and to do that, you must be able to understand the complexities which exist beyond language itself. It is this priceless knowledge which helps second language learners to understand native speakers and the proper way to express themselves in certain situations while avoiding the possibility of conveying the wrong messages. Linguists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken; this is why mere linguistic competency is not enough for learners to be competent in a particular language. Second language learners need to be aware of culturally appropriate ways to address people, make requests, agree or disagree and express gratitude, especially since their own customary behavior and intonation may be perceived differently by members of differing cultures. It is essential to understand that in order to become a successful communicator; the language being used must parallel culturally appropriate behavior. As noted by the National Standards in Foreign Language Education Project, through the study of language, students gain a knowledge and understanding of the cultures that use that language. In fact, students cannot truly master a language until they have also mastered the cultural context in which the language occurs.

Kitao (2000) giving reference to several authors lists some of the benefits of teaching culture as follows: Studying culture gives students a reason to study the target language as well as rendering the study of L2 meaningful (Stainer, 1971). From the perspective of learners, one of the major problems in language teaching is to conceive of the native speakers of target language as real person. Although grammar books give genuine examples from real life, without background knowledge those real situations may be considered fictive by the learners. In addition providing access into cultural aspect of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places (Chastain, 1971). The special affect of motivation in the study of L2 has been proved by experts like Gardner and Lambert (1959, 1965, 1972). In achieving high motivation, culture classes does have a great role because learners like culturally based activities such as singing, dancing, role playing, doing research on countries and peoples, etc. The study of culture increases learners' not only curiosity about and interest in target countries but also their motivation. For example, when some professors introduced the cultures of the L2s they taught, the learners' interests in those classes increased a lot and the

classes based on culture became to be preferred more highly than traditional classes. Besides these benefits, studying culture gives learners a liking for the native speakers of the target language. Studying culture also plays a useful role in general education; geography, history, etc. of the target culture (Cooke, 1970). McKay (2003) contends that culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. For example, while some textbooks provide examples from the target culture, some others use source culture materials.

To sum up, culture classes have a humanizing and a motivating effect on the language learner and the learning process. They help learners observe similarities and differences among various cultural groups. Today, most of L2 students around the world live in a monolingual and monocultural environment. Consequently, they become culture-bound individuals who tend to make premature and inappropriate value judgments about their as well as others' cultural characteristics. This can lead them to consider others whose language they may be trying to learn as very peculiar and even ill-mannered, which, in turn, plays a demotivating role in their language learning process. Some experts, however, approach the issue of teaching culture with some kind of reservation. Bada (2000) reminds us that awareness of cultural values and societal characteristics does not necessarily invite the learner to conform to such values, since they are there to "refine the self so that it can take a more universal and less egoistic form" (p.100). Besides, we are reminded of the fact that English language is the most studied language all over the world, whereby the language has gained a lingua franca status (Alptekin, 2002; Smith, 1976). Alptekin (2002) in his article, favoring an intercultural communicative competence rather than a native-like competence, asserts that since English is used by much of the world for instrumental reasons such as professional contacts, academic studies, and commercial pursuits, the conventions of the British politeness or American informality proves irrelevant. Quite in the same manner, Smith (1976) highlighting the international status of English language lists why culture is not needed in teaching of English language:

2.14. Technology in Communicative and Linguistic Proficiencies

Over the past quarter century, major developments in educational technology (audiovisual aids and electronic media) have given us computers, networks, and electronic mail; VCRs and CDs; and interactive multimedia. But there are still tape recorders and overhead projectors (OHP), chalkboards, and books. For some educators, much has changed; for many others, technology is something we read about but just do not have. Whatever our situation, as EFL practitioners, we are grappling with questions regarding the appropriate application of technology to the teaching of English. Teachers obligation with respect to technology is similar to other kinds of obligations they face. Curriculum designers and materials developers have a most difficult job: they must understand the potential of both old and new technologies, interpret that potential in the light of what they know of the profession's needs, and produce programs that can use those technologies appropriately and effectively. Technology instruction refers to the use of specialized materials and equipment to supplement the conventional process of instruction. The special material and equipment make it possible for learners to experience stimuli that facilitate their learning at school. The technology that teachers use depends on their knowledge, the teaching assignment, and the capability of equipment and its availability. Turning a movie or projector or computer is not quite as simple as opening a book; but guidelines governing their effective use are not unlike the steps recommended for all other instructional materials. It is important, however; to understand the influence media has on learning.

2.14.1. Technology and language Learning

There are two opposing views about the influence of technology on learning. First, there is the notion that technology is a vehicle for delivering instruction but has no influence on student learning. That is learning from any technical tool or media has little to do with medium itself. What counts are factors such as the teachers' instructional strategies or lesson plan design? Although technology influences the manner in which instruction is delivered, it is unlikely to modify the cognitive process involved in learning. Second view is that technological media presents images or information to the learner whereby he or she constructs new knowledge. Learning is viewed as an active constructive process whereby new information is extracted from the environment (media) and integrated with prior knowledge.

2.14.2. Technology Capacities

Technology has two instructional capabilities: It can deliver symbol systems such as words, picture components, graphs, etc.) where text narrative alone is insufficient. Symbols can be used to specify relationships in almost any subject or field of study, but certain symbol systems are better than others in representing certain tasks or describing information to certain learners. For example novice learners or slow learners often need visual aids to help describe complex linguistic information (e.g. the concept of the human Skelton) or tasks (e.g. repairing a faucet, or making a phone call from a pay phone. Moreover, Technology can provide processing operations to help learners perform difficult tasks or tasks that take amount of time to perform such as computing complex statistical data. In the field of TEFL, practitioners need to look for ways to capitalize on the fact that technology can enable rather than dominate the process of learning (Mursison-Bowie, 1994). The building and the use of databases that provide the learners with access to knowledge about the language or the worlds in which it is used enable learners to experience relevant language directly in addition to giving them the primary source of the language in use. This makes learners and teachers less dependent on secondary sources and half truths.

2.14.3. Rationale for Using Instructional Technology

Traditional methods of instruction rely on an oral discourse and verbal comprehension has proven ineffective for a large percentage of students. Not only is traditional instruction based on faulty assumption (e.g. students absorb and teacher talk read and enjoy textbooks, come to class prepared, learn best when placed in organized rows, and learn at the same rate and pace, the method no longer coincides with or meets the modern technological needs of the society in which we now live. Instructional technology is based on using electronic communication devices-such as audiotapes, VCRs, computers, compact discs—many of which rely on multisensory learning and in-depth ways of gaining knowledge. These represent a new source which may be more suitable for nonverbal learners. The assumptions that underlie the use of instructional technology include:

*Information in school can be independently learned from electronic, non-electronic media and data sources other than the teacher or text.

*Students are capable of assuming responsibility for their own learning , especially if the material presented is visually and auditory stimulating.

*Students learn best when they control their rate of learning

*Teachers can be trained in the delivery of technological – based instruction.

The latest pedagogical tools from technology permit teachers to customize instruction to the needs and pace of individual students-all the students do not have to be available or present at the same time in order for instruction to take place. In conclusion, technology now allows us to integrate information of different kinds and from different media. The whole multimedia explosion can if controlled and taught through in educational and methodological terms, add previously unimagined richness to learning. In the field of second-foreign language teaching and learning, it is obvious that the technological boom and the language teaching techniques that have arisen as a result have given creative impetus to the art of language teaching. Precisely how the media will influence language acquisition is not yet clear. Nonetheless, teachers seem to agree that the new technologies offer a yet unrivaled range of possibilities for student centered language study. However, as with any instructional technique, teachers must remember that the use of media will only serve teaching goals to the extent that teachers continue to be responsible for their thoughtful and meaningful implementation.

2.15. Teachers Training Programs and language learning

Due to the international nature of the English language and due to its importance for Palestinians, English language teacher (ELT) training programs are being implemented all over the year .Considerable attention has been given to the process of training English as a foreign language (EFL) teachers in Palestine. Accordingly, the purpose of this section is to highlight the process of training English language teachers in all stages particularly twelfth grade teachers in Palestinian governmental schools in terms of methodologies involved in EFL teacher-training programs. Generally speaking, most EFL teacher training programs in Palestine consist of several components .There is a methodological-pedagogical component, a linguistic component, and a literature component. There is no doubt that improvement of teachers' training affects positively on his or her performance inside classroom.

2.15.1. In-service Teacher Education Programs

Many actors work on the area of in-service teacher education, including the ministry of education and Higher Education (Directorate General for Supervision and Training

– including central educational supervisors and those of different directorates, some principals and teachers, the National Institute for Educational Training , and others) in addition to the higher education institutions(including the different colleges and the continuing education departments), UNRWA, some private schools, educational and non-educational civil society organizations and some private or commercial training centers. Developing human resources was one of the major tasks the MOEHE Set a priority since its establishment in 1994 including teachers, headmasters, educational supervisors and administrative personnel. The cascade model was used in the training programs, the "school as a training unit" was adopted as a training pattern within the school, and this offered the opportunity to train vast number of teachers.

2.15.2. Aims of Teachers Training Programs

The process of training teachers and supervisors aims at:

1-Developing teachers' capacities to keep up with educational process.

2-Reinforcing teachers experiences in the field of specialization and develop their capacities to deal with educational problems and find solutions.

3-Raising the level of performance of human staff through developing their professional skills, knowledge and develop their capacity on innovation and renewal.

4-Modifying teachers trends and behaviors and develop their knowledge toward their role and responsibilities within educational process.

5-Increasing the productive proficiency of teachers and supervisors and help them to manage their work in a better way with less efforts and time.

6-Dealing with programs presented before service to teachers.

7-Acquainting new staffs of teachers with the regulations and systems that make them face the new situations in work.

8-Opening opportunities for teachers to know the modern trends in methods of teaching and improving human relationships within work.

9-Improving teaching and learning quality so that this is reflected on students' behaviors.

10-Preparing teachers to acquire educational knowledge to raise educational level of those working in this domain.

2.15.3. Teachers Training Programs in MoEHE are Divided into Three Sections as Follows

2.15.3.1.Compulsory Programs

Table: 2.1. Showing Compulsory training Programs for teachers

No.	Program	Aims	Target group	Number of training hours
1	Preparing the new appointed teacher	1-Bridging the gap between university preparation for the new teacher and teaching profession. 2-Acquainting the new teachers with their duties and rights.	New appointed teachers	35 hours
2	Evaluation and measurement	-Developing teachers' abilities to build achievement tests.	Various subjects teachers from grades 4-12	30 hours
3	Palestinian curricula	1-Acquainting teachers with principles and philosophy of the new Palestinian curricula. 2-Developing teachers capacities on using adequate methods in teaching their subjects. 3-Acquainting teachers with the new topics in the curriculum. 4-Deepening teachers understanding for the contents of their	Various subjects teachers	15 hours for each subject

		specializations.		
4-	General teaching methods	Developing teachers capacities to employ methods of teaching in various teaching methods.	Subjects teachers	30 hours
5-	General education	1-developing teachers capacities to understand the general traits of learners. 2-deepening teachers understanding for educational concepts.	All teachers	30 hours
6-	Classroom management	1-developing teachers capacities to organize the educational process inside classroom.	All teachers	20 hours

2.15.3.2. Developmental Training Programs as Follows

Table: 2.2.Showing the developmental training programs for teachers

No.	Program	Aims	Target group	No. of hours
1	Let us think	Developing teachers' capacities on teaching thinking skills.	Teachers of basic stage(1-4)	20 hours
2	Computer in instruction ICT	Developing teachers' capacities to employ computer in instruction.	All teachers	60 hours
3	Stimulating mental thinking through teaching	1-developing teachers' capacities to develop learners' capacities to transfer from formal	All teachers	20 hours

No.	Program	Aims	Target group	
		processes of thinking. 2-deepening students' understanding for educational concepts.		
4	Using laboratory equipment	Developing teachers' capacities to use lab equipment.	All teachers	20 hours
5	Producing and using instructional aids	Developing teachers capacities to produce and use instructional aids.	All teachers	20 hours for each instructional stage
6	Misconceptions	Developing teachers' capacities to use strategies of conceptual change.	All teachers	20 hours
7	Advanced skills in training	Raising trainers' teachers efficiencies in training skills	Trainers' teachers	30 hours

2.15.3.3. Elective Training Programs Based on Desires as Follows

Table 2.3: Showing Elective Training programs for teachers

No.	Program	Aims	Target group	
1	Drama in education	Gathering between educational missions and feeling in pleasure, stimulating to learn, increasing their motivation, exceeding stereotyped relation between teacher and learner and transferring educational process	All teachers	30 hours

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		into learner-centered.		
2	Active learning	Developing teachers' capacities on training students to access knowledge and use it.	All teachers	20 hours
3	Citizenship	Developing teachers capacities on teaching democratic and solving problems concepts.	All teachers	20 hours
4	Using story in instruction	Developing teachers capacities to use story to clarify educational concepts.	Basic stage teachers	24 hours
5	Instructional technology	Developing teachers capacities to deal with various levels of students	All teachers	15 hours
6	Learning theories	Acquainting teachers in all learning theories and various educational perspectives.	All teachers	30 hours

Source: MOEHE, General Directorate of Supervision and training

2.15.4. Types of Training

2.15.4.1.Pre-Service Training

It is preparing teacher to take over his responsibilities. It is considered a pre-requisite for graduation in universities and colleges. It is very important as it enables a person to apply some concepts, facts and theories in field. It is also accompanying experienced people for a period of time for training on methods of application and correcting mistakes resulted from this application. So, field education for graduates of faculties of education is considered training before service.

2.15.4.2. In-service Training

It is training teachers to develop his or her mental capacities and educational skills. It includes experiences of individuals after practicing work and gaining education. In-service training raises teachers' professional growth. Training here means all study seminars, sessions and workshops in which a teacher participates to increase his or her information and productive capacities. In-service training for teachers is a deliberate activity aims at renewal of teacher's information, developing his skills continuously, and updating teacher's information in his field of study, increasing his or her capacities in field of technology and instructional methods which contribute in raising teacher's professional level. Accordingly, Ministry of Education and Higher Education represented in directorate of human resources development in preparing in-service teachers training programs to rehabilitate new teachers who have been newly appointed .Accordingly; a training program is developed for this purpose. Moreover, a training program can be developed as a response to developments in the field of knowledge or due to a change on curricula. It is worth mentioning that there are shortages in training programs related to new roles of teachers who have been living under conditions of technological and educational revolution. Therefore, it has been necessary to create new programs that concern with training teachers on self learning methods, research and trial and train them on modern trends in educational technology such as programmed learning, language laboratory, televised education and audiovisual aids.

2.16. Role of Language Proficiency Testing

To reach the ultimate goal of developing the learners' ability in all language skills and to achieve optimal support to each skill, assessment emerges as a vital technique. In our schools, instructors should assess their students' development regularly and suggest proper solution to help their student to overcome any learning difficulties they may face, and then enhance their progress in the English language. In the field of teaching and learning, assessment and evaluation are a big necessity and attract the writers' attention in terms of their significant role in the modification and improvement of educational inputs and outputs. Festus and Brown (1982:199) defined assessment and evaluation as "a process used to obtain information from testing, from direct observation of behavior, from essays and from other devices to assess student's overall progress toward some predetermined goals and objectives."

Valet (1976:16) pointed out three purposes for language testing:

1-To diagnose the individual's specific strengths and weaknesses;

2-To measure the extent of students' achievement of the instructional goals and

4-To evaluate the effectiveness of instruction.

Oller (1979) believed that tests are a device that attempt to assess how much has been learned in a foreign language course which makes it crucially necessary to look at language proficiency as divisible into components that may be assessed separately by different testing procedures. He examined evidence from many studies about language proficiency and came up with three hypotheses: the Divisible Hypothesis, the Partial Divisibility Hypothesis and the Unitary Factor Hypothesis .The Divisible Hypothesis comprises a number of distinct abilities such as knowledge of structure, vocabulary, speaking ability, and reading comprehension. The Partial Divisibility Hypothesis views language proficiency as divided into components consisting of subordinate constituents such as phonology, vocabulary, and syntax that might be interrelated with one another. According to the Unitary Factor Hypothesis, language proficiency cannot be divided into distinct traits but is rather considered as a unitary ability. Oller's final conclusion is that first or second language proficiency is indivisible.

2.17.Role of Increased Exposure to Authentic English

In spite of the fact that the recent trend in TEFL is to introduce authentic English to the students as early as possible, it is neither feasible nor practical to do so before the sixth or seventh year of an ELT course. The time during which the student is actually immersed in an English-speaking environment within the classroom is very limited, if we take into consideration productive skills (speech and writing) in which each student in a class of 30 to 35 can actually be involved. The medium of communication outside the classroom is, for all practical purposes, the mother tongue which is Arabic. Consequently, there is a real need to use English outside school either. This does not mean that there is no further exposure to English at all. There is of course, the TV, the video, the cinema which probably helps the receptive skills of listening and comprehension. Whether the fact that there are almost always Arabic sub-titles to the films, serials, etc helps or hampers the development of this skill is a controversial point that requires some research. Speaking with foreign, usually Indian, shop assistant is limited to a few places , and reading English – language labels etc. or merchandise is now not essential as Arabic is there too, by special demand of the importers. Tourism and summer schools provide another opportunity to practice (and

learn more) English, but this gain is limited to a relatively small number of the student population in any Arab country. Reading English novels,etc. outside school has decreased considerably under the influence of TV and the video in particular and does not now constitute an important helping factor. All in all , we would say that exposure to English outside school is still very limited and not always of very great help.

2.18.Situation of Grammar in Communicative Language Teaching

Discussions of CLT not infrequently lead to questions of grammatical or formal accuracy. The perceived shift in attention from morphosyntactic features to a focus on meaning has led in some cases to the impression that grammar is not important, or that proponents of CLT favor learner self-expression without regard to form. While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form. The contribution to language development of both form-focused and meaning-focused classroom activities remains a question in ongoing research. The optimum combination of these activities in any given instructional setting depends no doubt on learner age, nature and length of instructional sequence, opportunities for language contact outside the classroom, and teacher preparation, among other factors. However, for the development of communicative ability, research findings overwhelmingly support the integration of form-focused exercises with meaning- focused experience. Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. There is no doubt that there are several interrelated important factors are necessary for raising level of students and communicative proficiency. The most important as the researcher mentioned is to select qualified proficient teachers, communicative curriculum, adopting communicative approach for teaching, incorporating the target culture inside language classes, oral testing and teachers continuous training. So, any default in one will lead to shrink learners' communicative proficiency.

CHAPTER THREE

CHAPTER III-REVIEW OF RELATED LITERATURE

3.1. Introduction

The changes envisaged in English locally are myriad. Therefore, more importance is given to these studies in Palestine, Jordan, Egypt, Saudi Arabia…etc for the reason that the researcher believes that it may give a better content for the presentation of this study. However, the global approach has been considered to combine many studies in the Eastern countries; for example, India, China, Japan and Western Countries that are more resourceful and progressive in education. There were no studies conducted on twelfth grade curriculum "English for Palestine". This study is the first one conducted in this domain and entitled **Influence of English for Palestine Curricula on the Communicative and Linguistics Proficiency of Twelfth Grade Students in Governmental Schools. So, d**ue to the growing significance of communicative and linguistic proficiency and the influence of English language curriculum on these proficiencies which have been enhanced recently. This study has been selected due to the importance of English language Curriculum on students' communicative and linguistic proficiency .These related studies include local Palestinian studies, regional studies, Indian and international studies related to research problem. The literature review focuses on the following domains:

1-Importance of teachers' proficiency.

2-Importance of teachers training workshops and connecting teachers training programs with classroom activities.

3-Influence of cooperative learning on developing students' linguistic proficiency and fluency.

4-Necessity of involving teachers and supervisors upon selection of curriculum content.

3.2.Different Studies from Different Sources (Palestinian, Arab, Indian, European, American and Russian)

Abdallah's Study (1996) aimed at discovering the nature of the relationship between speech and writing as manifested in linguistic theory. The researcher analyzed and revised over-lapping, specialized functions and types of linguistic form of discourse. The results showed that both spoken and written language is a kind of communication, but speech is from face to face interaction. The researcher recommended other studies in the same field .

Abu-Zaghlan (1989) conducted a study to describe some English teachers' level of understanding of the main characteristics of PETRA syllabus. The population of the study consisted of 360 male and female teachers of English who taught English for the seventh and eighth grades in 206 public schools of the Greater Amman Directorate .The sample of the study consisted of (120) teachers, 60 males and 60 females who taught English in 80 schools in Amman, Jordan, in the school year (1988/1989). The researcher developed a special test for the purpose of the study. A t-test was computed to test the hypothesis that there was a difference in the mean scores of teachers' understanding of the main characteristics of the PETRA syllabus, according to the following independent variables: academic qualification, teaching experience after 1986, training relevant to PETRA and sex. This study found that there was no statistically significant difference in the mean scores of teachers' understanding of the main characteristics of PETRA syllabus regarding every one of the variables of teachers' academic qualifications, teaching experience after 1986, training relevant to PETRA and sex. On the basis of these findings, it was recommended that a study be conducted to investigate whether the teachers' level of understanding of PETRA characteristics varied with their attitudes toward PETRA , and that another be conducted using a standard observation checklist of the teaching/learning situations. It was also recommended that in-service training courses be developed to include materials related to the underlying assumptions of English learning in Jordan.

Abu-Aboud's Study (1987) This study examined the effect of an in- service teacher training course on the communicative competence of English language students in schools in Amman . The researcher prepared and administrated a test that was based on devices and techniques the teachers had to use to foster functional English and to achieve a communicative goal of the language. He used correlated t-test and the

results revealed that the course improved students' communicative ability in the target language skills. The findings of the study revealed the need to study the in-service teacher training course offered by the Ministry of Education and Jordanian universities and examined their direct connection with English language curriculum

Abu-Zeineh(1989) investigated the effect of the teaching approach of PETRA and the interaction between the later and the communicative abilities of students. The population of the study consisted of all male pupils enrolled in the first secondary classes in the public schools of Zerka Directorate of Education in the first semester of the academic year 1987/1988. The sample consisted of(151) pupils , divided into 76 for the experimental group and(75) for the control group . A pretest was administered to ensure the equivalence of two groups. The results of the study showed that there was a statistically significant difference between the two groups in favour of the experimental group. This difference was due to the communicative interaction of a structurally designed text. In addition, the study showed a significant difference between the two groups in favour of the experimental group due to the interaction between the ability of the pupils and the teaching approach. **Abd El-Razaq (1985)** conducted a study to investigate the relationship of teachers' knowledge of linguistic and pedagogy of English to the achievement of the first secondary grade pupils in English in Irbid District. The researcher used a sample of 25 teachers and their 451 pupils from the first secondary grade in 17 schools of Irbid General Directorate of Education, in 1982.His study led to the following findings:

1-There was no statistically significant positive correlation between teachers' knowledge of linguistics and their pupils' achievement in English.

2-There was no statically significant difference between the achievement of pupils whose teachers ' scores were high and that of those whose teachers' scores were low on the linguistics test.

3-There was no statistically significant positive correlation between teacher's knowledge of pedagogy of English and their pupils' achievement in English.

4-There was no statistically significant difference between the achievement of the pupils whose teachers scored high and that of those whose teachers scored low on the pedagogy test.

5-But there was a statistically significant difference between pupils' achievement in English and every one of their teachers ' variables teaching experience, academic qualification and sex.

Abdulhak (1986) analyzed the four language skills of a sample of fourth-year-Egyptian college students. She used the TOEFL to test whether language proficiency was a global factor that could not be broken down into separate skills or it was divisible into separate component skills that could be tested in isolation. The results showed that there were positive correlation coefficients among the subsets of the test. So, the test indicates that language proficiency is a global factor. **Abu Hamdeh (1998)** develops an English Communicative test composed of the reading comprehension, speaking, listening and writing at the basic stage. She applied the test to 40 tenth graders (20 males and 20 females).She found that the subjects' scores on the communicative test as a whole were very low and in all skills. She also found that the female subjects were ahead of the male ones in the structure test and a step further in vocabulary and listening comprehension tests.

Al-Goul (1989) conducted a study to find out problems of teaching composition in Arabic. The main objective of this study was to answer the following questions:

1) What is the difference in the estimation of the problems as perceived by teachers according to their sex and qualification?

2) Is there any in the estimation of the problems related to teachers, refers to sex and qualification?

For answering these questions the researcher developed a questionnaire of thirty items and distributed it to one hundred and fifty two Arabic teachers who teach in secondary schools in the year 1987-1988. After analyzing the data by the two-way analysis of variance, it was found that the most important problems were:

1) The grammatical mistakes that appear while writing composition.

2) Students had problem in spelling.

3) Weak ability to determining the main ideas and the steps of writing composition.

4) The students had a weak ability in combining sentences.

5) Teacher did not take students social background and psychological factors when choosing a subject.

Al-Ahaydib (1986) studies the reasons for low level of student achievement of Saudi students at intermediate and secondary schools. The researcher was trying to diagnose the English language program at both levels. This research attempted to: (1) Identify the strengths and weaknesses at both levels, concerning the following: (a) the English language teacher preparation program, (b) the English curriculum, (c) the teaching of English, (d) students' characteristics, (e) teaching aids availability and use, (f) teaching atmosphere, and (g) improving the program. (2) Determine the degree of concordance among the judgments of the third year students, teachers and supervisors concerning the strengths and weaknesses of the program. (3) Get some information about the interest, needs and complaints of students, teachers, and supervisors. The researcher developed three questionnaires that were distributed to a population sample of 836 students, 51 teachers and 5 supervisors. After analysis of the data, it was clear that English language program needed improvement in: the teachers' quality, English curriculum, methods of teaching, students' attitudes, teaching aids and teaching atmosphere.

Al-khuli's Study (2000) The main concern of this study was to investigate the effectiveness of using questioning strategy on developing the 1st secondary school students' speaking skill . The sample of the pilot study was randomly selected from some secondary schools located in northern Cairo Educational directorate. Two questionnaires were designed to identify and select most suitable questioning strategies for the students' needs and interests and to find out the view points of teachers and professional experts in the field. The results of study showed much higher significance differences in favour of the experimental group and raised many proposals which need to be explored.

Al-Dakel's Study (1998) This study aimed to evaluate speaking skills in English among third year secondary students for both literary and scientific section in Libya Jamahiriya . The researcher used the descriptive approach. He applied a questionnaire in this study . The sample was chosen from two secondary schools in Bani Waid city in Libya Jamahiriya. The researcher used another questionnaire for a sample of 25 teachers. The results of both questionnaires indicate the existence of the problem of the present study. There is poor standard of oral skill among the students. The preliminary result emphasized on the need to attempt to tackle this problem and suggest some measures to face and treat it.

Al – Okda's Study (1990) this study aimed at designing a measure for validating group work oral communication tasks in preparatory stage. A representative sample consisting of 30 tasks was used for this purpose. Each task was performed by two similar-ability group and one mixed ability group. This study concluded that there was a positive correlation between the degree of communicative orientation of task work plans and the frequency of negotiation and assistance routines in task discourse. There were no statistically significant differences found between task types in analyzed data. The mixed ability group task discourse was significantly more accurate and greater in quantity. It also included fewer code switches and more negotiations and assistance routines.

Al-Shirbini's Study (1988) this study aimed to analyze needs of teachers of English for communicative and interactive methodology. It designed methodology course to achieve communicative aim of English teachers programs. The researcher used the experimental approach . The results of this research reinforced the integration of methodology and language. The results showed that the achieved degree of progress refer to the techniques of teaching programs. They proved that the theoretical basic of designing is correct through application and experimentation. They indicated that students achieved high degree as a result of this teaching program.

Al-Koferi (1997) evaluated Petra textbook for tenth grade in Al-Mafraq Directorate of Education in Jordan from teachers' perspectives. The sample of the study consisted of 120 teachers 60 males; 60 females. Al-Koferi developed an evaluative tool which included 87 Likert – type items covering eleven major characteristics of a good English textbook. The findings indicated that the rationale of the textbook was suitable and matched students' needs and interests. The workbook exercises were varied and suitable to satisfy students' needs and there were harmony between the workbook and exercises and textbook material itself. The textbook did not provide enough contrastive analysis of English and Arabic in terms of sound system and of structural items, and the teacher's book did not suggest time schedule for covering the textbook's manual. Role cards as a part of teaching aids were not available. Techniques for reviewing learnt words were not sufficient. Finally, writing exercises and techniques were not enough.

Al-Jarah (1987) conducted a study on Petra one and two, used in fifth and sixth grades respectively. A sample of 80 teachers and 40 TEFL experts, including English school supervisors and university professors. A textbook evaluation scale was

developed on the basis of good quality textbooks .The questionnaire consisted of 70 questions beginning with always and ending with rarely. Al-Jarah found that PETRA textbooks were useful and strong concerning the following aspects: Rationale, objectives, language skills, vocabulary, grammar, content, and method of teaching, handwriting book and teacher's books.

Altaha (1982) conducted a study aimed at investigating the relationship between selected teachers' characteristics and teachers' knowledge of English applied linguistics, and the relationship between pupils' ratings of their teachers and the teachers' performance on the English applied linguistics test. The sample consisted of 52 Jordanian English teachers representing 23 schools from Amman and Ramtha areas and their 1040 pupils participated in rating them. The data of this study was collected by means of three instruments :a questionnaire, a test of English developed by the researcher and a pupil questionnaire developed by Kelly and Chapman and used by the pupils to evaluate their teachers. The findings of this study were that university degree and teaching experience were important variables in predicting teachers' knowledge in applied linguistics. **Almazloum (2007**) conducted a study aims at evaluating the content of English for Palestine, Grade Ten Textbook, which was described on for the tenth basic grade students in Palestinian Governmental Schools and has been taught since 2004-2005, in the light of the standards for foreign language learning. It was realized that the National Standards for Foreign Language Learning were the best to be considered as a base for implementing the study.The findings show a variance in the frequencies of the standards. The researcher points out that there should be more balance in the distribution of these standards among the units of the book. The findings show good employment for topics in the textbook. Various topics are introduced throughout the twelve units. The study recommends establishing a follow up research committee whose duty is to apply formative and summative evaluation researches to achieve more innovations and developments. Teachers are invited to attend workshops held by the Ministry of Education on new trends of curriculum and teaching and employ more effective methods such as group work, teamwork and cooperative learning methods. **Abu-Ghararah (1987)** conducted a study to investigate the English language curriculum and textbook instruction of public secondary schools in Madina, Saudi Arabia. The sample consisted of principals, teachers and students. Data was collected using two survey questionnaires, and were complemented by a review of textbooks in FLT. Four areas were taken into

account in the study: (1) knowledge of curriculum, (2) English textbooks, (3) teaching methods, and (4) classroom characteristics. A review of the schools and administrative interviews established the availability and use of schools and classroom-based equipment. Results of the study showed the presence of several problems to effective learning, as well as the inappropriateness of EFL textbooks, teaching methods and classroom environment. The study also showed that there was very little use of audio and visual media by teachers, primarily because of the unavailability of instructional equipment at their schools. The research recommended the use of instructional technique in classroom and the improvement of English textbooks and methods of teaching.

Ansari and Babai (2002) evaluated a corpus of 10 EFL-ESL textbook reviews. They used 10 EFL-ESL evaluation checklists. They attempted to explore whether or not a de facto consensus exists at all over what makes a good –standard EFL-ESL textbook to locate some theory-neutral, universal and broad characteristics of EFL-ESL textbooks and to draw up some guidelines for the generation and systematic evaluation of EFL-ESL textbook analysis as a reaction to subjective rule –of-thumb evaluation procedures. Specifically, a sample procedure is offered to demonstrate how such a framework can be applied or weighted to suit a particular EFL-ESL program. The major categories comprised approach, content presentation, and physical make-up and administration concerns. Each set of major features of EFL-ESL textbooks consisted of a number of subcategories. The elements that presented might lead to the development of universal textbook-evaluation schemes which can be used in EFL-ESL departments to record in-house textbook assessments or, on a more modest level of optimism, to a revamped standard format for EFL-ESL textbook review. **Aparaj (1999)** conducted a study on developing auditory abilities through language exercises in teaching English as a second language in secondary schools. The objectives were 1.to investigate learners micro listening abilities and skills 2.Devise listening exercises to achieve the above 3. To find out relationship between micro-listening abilities and listening exercises in teaching English as a second language in secondary schools 4.Prepare a listening test of English as a second language for testing the development of micro listening activities and 5. To compare the achievements in listening abilities of the control group and experimental group pupils studying English as a second language. The sample consisted of 76 boys and 24 girls of class VIII

learning English as a second language. The tools used included, tape recorder for recording the listening test, the Pure Listening Comprehension Group Test (PLGGT) prepared by the investigator using the eight language elements namely phonology, lexical items, functional grammar, syntax, semantics, short term memory, association of sound with symbols and listening comprehension and a questionnaire. Major findings were 1.The integrative listening skill of the experimental group developed greatly as compared to the control group 2. There was a significant positive relationship between the listening language exercises and integrative listening skills of the learner of English as a second language. 3. Each of the ten language elements separately led to the development of the listening skill 4. The listening skill of girls developed more quickly than that of boys.

Bacon and Finnemann (1990) indicated that speaking is problematic for very deep-seated reasons related to self-concept. A positive view of self can affect the progress of an individual learning. Baker and MacIntyre (2000) argue that "It is not the individual's actual skill that counts; rather it is how they perceive their communication competence that will determine WTC" (p.316). Both the willingness to communicate (WTC) and perceived competence have an impact on the frequency of communication. **Burton and Dimbleby (1999)** suggested that there were four general categories of communication skills: Intellectual, functional, interpersonal and group. Intellectual skills are considered the most important activities that students can learn to perform what happen in their heads. All communication starts and ends in the mind. Functional skills are referring to the ability to produce communication in written or graphic formats. Interpersonal skills (interpersonal-social skills, interpersonal perceptual skills, interpersonal listening skills and interpersonal presentation skills) we use them when noticing verbal and non verbal behaviors in others in order to evaluate their attitudes, personality and emotional state. Group skills are the ability involve effectively in group activities and being able to offer ideas, offering approval of others' ideas and summing up effectively. **Berry (1990)** discussed the dual functions of language improvement. He says that the first function is obvious,i.e., raising the teacher's level of proficiency. The second function is very subtle and consists of providing effective teaching models when changes are desired in teaching practices. **Blau (1993)** designed a practicum to develop an in-service training program for teachers. The researcher used questionnaires to measure teacher proficiency before and after the program. The findings indicated that there was an

increase in the level of academic achievement of no-English speaking students. **Buchmann (1984)** claims that knowledge gives the teacher both social and epistemic control of the classroom environment and help facilitate control of management problems. A foreign language teacher's lack of proficiency leads students to believe that learning a foreign language consists of the completion of textbook activities rather than learning the language for the purpose of communication.

Canale and Swain (1980) claim that it relies on "verbal and nonverbal communication strategies…to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (p. 30). Likewise, Yule and Tarone (1990) define it as "an ability to select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent" (p.181). In a later study, Canale (1983)modifies the definition to include both the "compensatory characteristics of communication strategies and the enhancement characteristics of production strategies" (cited in Nakatani, 2005, p.77). Bachman (1990) regards strategic competence as a capacity that put language competence into real communication contexts. Paribakht (1985) suggests that strategic competence is best understood as the skills of a learner to access various solutions to learning and communication problems. These include "both production strategies (oral and written) used to solve lexical, syntactic, and sociolinguistic problems in communicating a message, and reception strategies (aural and written) used to solve similar problems in receiving the message" (p. 142). In sum, strategic competence refers to language learner's ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication, which allows speakers to appear more adept than they actually are (Scarcella & Oxford, 1992, p.72). Thus, strategic competence is especially important for ESL/EFL learners with rather limited oral proficiency. **Chen(1990,p.174) Paribakht (1985)** pointed out that a learner's language proficiency is a potentially influential factor in the choice of CSs.It is found that "learners with different target language proficiency levels drew upon different sources of knowledge to solve their communication problems" reports that highly proficient language learners with richer linguistic knowledge of the target language tended to rely on linguistic approach, while those with low proficiency adopted a conceptual approach that does not require specific target language linguistic or cultural knowledge to compensate for their weak linguistic knowledge. Similar results are found in Chen's study (1990), which investigates the relationship between L2

learners' target language proficiency and their strategic competence. Findings reveal that high proficiency learners were prone to choose linguistic-based and low proficiency learners knowledge-based and repetition CSs. In addition, high proficiency learners employed their CSs more efficiently. **Chen (2009)** examined the oral communication strategies used by college English majors in Taiwan, maintains that although speaking proficiency is related to the use of oral communication strategies, no direct relationship exists between them. Speaking of the OCS use of students learning English in Taiwan, Li (2010) finds that the highly proficient students utilized CSs more often and relied more on *social*, *negotiation for meaning*, and *accuracy-oriented strategies* than those with mid or low English proficiency. Generally speaking, high language proficiency students are more likely to resort to linguistic knowledge to convey meaning and they are able to select appropriate and effective strategies for interaction. In comparison, low language proficiency students tend to rely on knowledge-based or conceptual-based strategies and to call on abandonment strategies. **Comfort** (1990) acknowledged that practicing curriculum modification is a professional task and asserts that teachers should be encouraged to take part in curriculum and instructional decision – making regardless of the pressures of standardized testing movement built around the curriculum standards., Comfort suggests 4 factors fostering curriculum modification: (a) the curriculum development and implementation processes that include the integral role for teachers,(b) a school system curriculum of appropriate breadth and specificity,(c) the expectations for greater collaborative relationship, and (d) the provision of orientations and encouragement of curriculum modification were in conflict with the national policy behind teaching English in Taiwan.

Canales (cited in Vecchio and Guerreo, 1995) offered an equally practical definition of English language proficiency. Her definition of language usage is predicated on a social-theoretical foundation, which means that language is more than just the sum of discrete parts (e.g. pronunciation, vocabulary and grammar).It develops within a culture of the purpose of convening the beliefs and customs of that culture. She claimed that anyone who has ever tried to translate an idiom from one language into another understands this premise. A "bump on a log" in English means someone who is lazy, but the non-English speaker has to assimilate the idiom rather than the meaning of each individual word in order to make sense of the phrase.

Canal and Swain (1980) and Canale (1983) proposed a classroom model of communicative competence, which comprises four components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. These types of competence should be included in the chosen materials and in teaching techniques. It is clear that language proficiency was defined differently by language specialists. However, they all agree that language proficiency is he learners' ability to express him/her freely and in accordance with the conventions of grammar and meaning of the foreign/second language.

Cheng (2007) revealed that the CSs used and the self-report of oral proficiency did not have a statistical relationship. She points out that "effective communication takes more than the ability to talk.It also involves the use of one's mental faculties in the choice of words, the ability to make other person understand what one is saying and vice versa" (Cheng, 2007, p.99). **Clement (1986),** pointed out that "seeking opportunities to communicate would greatly increase the chances for intercultural contact, L2 communication practice (Larsen-Freeman, 2007) and comprehensible input (Krashen,2003)" (cited in MacIntyre & Doucette, 2010, p.162). "The L2 learner's decision to initiate conversation has been linked to the notion of crossing the Rubicon, an irrevocable decision hat can lead to success or failure" (MacIntyre & Doucette, 2010, p.162). Thus, habitual exposure to English and interaction with native speakers leads to more successful communication. **Cullen(1994)** indicated that although in most parts of the world the main emphasis in ELT is on methodology, there have been situations in which emphasis was placed on raising the language level of the future teacher. Hundleby and Breet (1988) and Berry (1990) report that, in China, teacher-training programs virtually exclude the methodological aspect and concentrate on the improvement on the language level per se. In such a case, attention is given to linguistic knowledge of the language rather than the ability to use the language for real communication. Cullen (1994) states that only a few teacher – training courses are able to achieve the objective of improving the communicative command of the language rather than knowledge of it. Cullen; however, recognizes that in most regions of the world, especially where English is not a medium of instruction, the main interest of English teacher is: "the need to improve their own command of the language so that they can use it more fluently, and above all, more confidently, in the classroom. An in-service teacher training course which fails to take this into account is arguably failing to meet the needs or respond to the wishes of the

teachers themselves (p.164). "Language proficiency has indeed constituted the bedrock of the professional confidence of non-native English teachers. Language competence has been rated as the most essential characteristic of a good teacher (Lange,1990).Berry conducted a study of two groups of English teachers teaching at the secondary level in Poland. He wished to discern which of the three components (methodology, theory of language teaching, or language improvement) they needed most. Language improvement was ranked as the most important for both groups, and methodology was second, while the two groups ranked theory a poor third. The results did not surprise the researcher, who noted the limited contact with native speakers of English and their culture. The author points out that, for the most part, opportunities for travel are few and the only English heard is that of students in the classroom. This is the case not only in Poland but in many other countries with similar conditions. For instance, contact with native speakers was seen as one of the most pressing needs among 53 teachers of EFL in Russia and the Ukranie in a survey by Schotta (1973) of their perceived needs and concerns. The EFL teachers also indicated a desire to improve their teaching methodology and to increase contact with colleagues both locally and nationally.

De Bonenfant (2001) addressed the language barrier encountered by to get a group of 35 limited English proficient students. He assumed that the linguistic barrier exists because of the lack of specific curriculum materials for teachers in order to tailor approach of teaching materials for students and so there is a need for the development of linguistic materials that would response to the interests and cultural needs of students. **De Segovia's (2008**) study argue that the issues surrounding English teaching in Thailand have arisen in other Asian contexts which included issues such as the economic benefits of globalization as the apparent driving force behind English teaching, a concern for teachers' English proficiency and methodological training, and the disconnect between curriculum policy and classroom practice in terms of teaching principles, referred to as the gap between 'rhetoric and reality', this gap is a loss of coherence. 'Policy statements tend to be idealist and so it is not too surprising that the shift from a teacher-centered to a learner-centered approach did not evolve smoothly. It required an understanding of the language learning process in order to establish attainable goals and compatible methodology. This shift must be done in view of constraints on achievement including the lack of contact with the target language outside the classroom. Program implementation involved additional obstacles,

including the lack of sufficient teacher training, resources, mentoring support, and the cost of further education for in-service teachers. Although the teachers played a major role in the reform, they were an untapped resource in the decision-making process. The learners' lack of interest in learning English and perception of its lack of value were not conducive to building a coherent curriculum based on a learner-centered philosophy. Other problems such as teacher confidence and a radical timetable for change contributed to failure.

Doff(1987) pointed out that a teacher's confidence in the classroom is undermined by a poor command of the English language. Poor command of the language through lack of use can affect the self-esteem and professional status of the teacher and interfere with simple teacher procedures. Furthermore, it can keep the teacher from fulfilling the pedagogical requirements of a more communicative approach to language teaching.

El-Koumy (1997) conducted a study focused on the importance of cooperative learning techniques. Students should be involved in effective interaction, working in groups or involvement in the situation of learning a language. Cooperative learning supplies learners with real opportunities to participate in real word, negotiate for meaning and solve problems. Students who work through groups are better prepared for real life shocks than others, since students In EFL classes must be asked to do things that they are asked to do in real life. Groups should have students from different levels, which will help both high students level and low students level; (i.e. less able students can receive information from their partners and keep them for a long time s/he will receive also support from them. High able students on the other hand, can be involved in a social atmosphere with different useful experiences.).

EL-Matrawy's Study (1998) aimed at investigating the effect of using the cooperative learning techniques on developing oral language fluency of adult learners at National Center for Educational Research and Development in Egypt. The researcher used the oral English language fluency test. The results proved that using the cooperative learning techniques positively correlated with developing oral fluency in English. The results confirmed the validity of using the action research method. It is suggested to investigate the effect of using the cooperative learning techniques on developing fluency skills in writing. It recommends the use of the cooperative learning techniques with candidates with different qualifications and in different institutions. **El-Youssef (1986)** investigates the relative effectiveness of the

communicative method and the audio-lingual method in teaching English to the second preparatory class in Jordanian compulsory schools. He also determines the effectiveness of these methods on the learners' communicative and structural abilities. He randomly chose four sections of second preparatory students as his sample. Two sections (the experimental group) were taught through the communicative method. The other two sections (the control group) were taught through the audio-lingual method. He found statistically significant difference between the mean scores of students in their communicative ability due to he communicative method. However, he found no statistically significant difference between the students in their structural ability. **El-Mustafa** (1988) agreed with Al-Jarah (1987) in the sense that both of them stated that teachers and supervisors were not contacted by the Ministry of Education regarding the selection of the EFL objectives for the PETRA materials. Therefore, it was not surprising then that they felt the need for more training for the materials. The study showed that advanced learners judged fewer of their own sentences grammatical than the intermediate learners. The intermediate learners were better able to recognize more quickly their own grammatical sentences from the ungrammatical ones. **El-Mustafa (2001)** assessed the language proficiency of EFL secondary stage teachers at Ramallah Directorate of Education .She assessed whether or not they possess the language proficiency necessary for performing their jobs efficiently and effectively by using an adapted version of TOEFL .The results showed that English secondary stage teachers' overall level of proficiency is low .Furthermore, their level is medium I structure and low in both reading comprehension and vocabulary. It is helpful to mention that Mustafa's subjects were secondary stage teachers and some of them held Diplomas and MA in TEFL. **Ellis et al. (2001)** examine incidental and transitory focus on form in communicative ESL lessons. They investigate learner uptake in incidental focus-on-form episodes. They examine different teaching context from the immersion classes studied in much of the previous research. They aim to provide a comprehensive account of how focus on form was accomplished by investigating both preemptive and reactive episodes. They observed two classes in a private English language school (an intermediate class and a pre-intermediate class). Each class consists of 12 students and has a different teacher who instructs them in two parts: a form-focused and a communicative. The audio-recorded 14 hours of classroom talk from 10 ESL lessons including some focus on retargeted forms, 2 hours of data were excluded from the analysis. They coded the focus-on-form

episodes, their types, their characteristics and the uptake moves.They found a total of 448 focus-on-form episodes in the 12 hours of communicative teaching, with slightly more episodes in class 2(241) than in class 1 (207) .They also found that uptake was most frequent in student-initiated focus-on-form episodes but also high in responding focus-on-form episodes. However, the level of uptake was notably lower in teacher – initiated focus-on-form episodes. In addition, they found that the great majority of the focus-on-form episodes involved the negotiation of form as opposed to negotiation of meaning, explicitly of the focus-on-form episodes affect the level of uptake, directness was not found to be a significant factor in determining whether the uptake occurred or whether it was successful, and that the great majority of focus-on –form episodes addressed lexical or grammatical problems.

Flewelling and Cagne (1994) developed a communicative proficiency test to determine the competency levels of test takers in all language skills areas. They concerned themselves with the lack of proficiency of some students of French as a second language (FSL) . The test could be used to assist faculties of education, board of education administrators and others to establish the level of proficiency in any language possessed by applicants to courses, for teaching positions or in other areas where language competency is important.

Gandara, Maxwell-Jolly and Driscoll (2005) asked teachers about their greatest challenges with regard to educating English language learners, to analyze how these challenges vary (according to factors such as teacher experience, training, and student need), and to discover the kinds of support needed to enable teachers to do their teaching jobs effectively. A survey was administered to 5,300 educators from 22 small, medium, and large districts across California in either paper or online form. Although the survey sample was not randomly drawn, it was considered to be reflective of teachers generally. More than half of the K-6 teachers reported teaching their English learner students in mainstream settings, and more than half reported working in classrooms where their students received some sort of pull-out instruction. Nine major findings flew from the study: Teachers focused on what they could do to improve student learning and did not blame students or their families for low achievement. Communication with students and their families was of utmost importance to teachers. Teachers mostly mentioned communication, understanding, and contacting students and their parents as the major challenge. Having sufficient time to teach English language learners all of the required subject matter was the

second major challenge for elementary teachers. Secondary teachers expressed concern about students' ability to meet advancement and graduation demands within the four years allotted for high school. Teachers are frustrated by the broadness of English language as well as academic levels in their classrooms. Teachers noticed they lacked the tools needed to teach particularly appropriate assessment materials to come to terms with students' needs and measure their learning. The more preparation teachers had for working with such students, the more likely they were to spot serious challenges and weaknesses in instructional programs, resources and services for students. Teachers who were adequately prepared for working with students were more confident about working successfully with such students. Teachers had little in-service training on how to teach English language learners within the previous five years; those who had some training found the quality uneven. Reflecting on additional support they needed, the participants in this study focused on more paraprofessional assistance, extra time to teach students, more time for collaborating with colleagues and improving materials in order to teach English to the above category of learners..**Gi-Zen (2005)** indicated that the communicative language teaching approach was the most popular language teaching approach lately. He addressed the hybrid course approaches which seem to be a trend as well as an appropriate way for teaching English. Despite the popularity of CLT, the situation regarding implementation of CLT in Taiwanese higher education institutions is complex. The author discuses the background of Taiwanese EFL instructors, the contradictory findings about EFL learners' preferences and needs, and the existing English learning problems among college students in an effort to provide solution. **Glenn (2006)** reported the practical difficulties of implementing a communicative approach when teaching English in English-as-a-foreign language (EFL) settings. These settings were the environments in which students have little exposure to English outside the classroom. Some reports attribute the failure of the approach to inadequacies of the teachers themselves.

Harley et. al. (1990) said; The implicit conception of language proficiency as it has been operationalized in second language classroom has entailed viewing proficiency as little more than grammar and lexis. Recent movements toward communicative language teaching have been associated with a broader view of language that includes not only its grammatical aspects but also the ability to use language appropriately in different contexts and the ability to organize one's ideas and thoughts through

language. **Hargett (1998)** maintained that being proficient in a second language means to effectively communicate or understand thoughts or ideas through the language grammatical system and vocabulary. This consideration of language proficiency shows that effective communication happens with the command of language grammar and vocabulary and their spoken and written representations. English language learners may produce well-organized and interesting writing, but they will likely be penalized for the kinds of errors that stem from their incomplete command of English linguistic rules.**Harmer (1983)** argued that decisions about the course content are taken by higher authority and these can often tie the teacher to a certain style of teaching. Harmer also stated that teachers are under considerable pressure both because they are obliged to complete the syllabus and the teaching of a number of classes. He concluded by claiming that teachers are to worry about textbooks because they are not written for their classes. **Hatamleh and Jaradat (1984)** conducted a study in which TEFL textbook, and classroom teaching lessons in Jordanian elementary schools were evaluated. The study sample consisted of 94 elementary English teachers and TEFL experts. The procedure took tow criteria into account; the first was related to textbook content, audio-visual aids and general and technical aspects of texts, the second were related to analyzing classroom TEFL lessons. The study had the following drawbacks:1-Both the language of the textbook and the method to be used were above the student's level.2-The content of the textbooks was not related to the student background and environment. 3-Lack of the availability of visual aids or supplementary materials.4-Textbook failed to develop positive concepts and attitudes.

Huang and Van Naerssen's study (1987) found that Chinese EFL students who are successful communicators more often turned to functional practice approaches. These included speaking with native speakers, friends, or other students, and thinking or talking to themselves in the target language. In Bialystok's study (1981), functional practice is shown to be critical to students' language performance. **Hymes (1972)** proposed the term "communicative competence" in contradistinction to Chomsky's notion of linguistic competence. The latter emphasizes the abilities of Speakers to produce grammatically correct sentences, and the former includes linguistic Competence and socio-cultural dimensions. For Hymes, communicative competence enables learners to "convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown, 2000, p.246). Canale and Swain

(1980) further develop this notion, identifying four dimensions of communicative competence: grammatical competence (knowledge of what is grammatically correct in a language), sociolinguistic competence (knowledge of what is socially acceptable in a language), and discourse competence (knowledge of intersentential relationships), and strategic competence (the knowledge of verbal and nonverbal communication strategies). In a word, communicative competence includes both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct; it is relative and depends on the cooperation of all the involved participants (Savignon, 1983).

Jafapur (1990) explored whether foreign language proficiency is divisible or unitary .It was concluded that foreign language proficiency is not unitary but is rather made of a group of skills. He suggested that foreign language proficiency tests should be comprised of subtests measuring different types of skills.

Joshi (1984) studied the factors influencing English Language Abilities. The objectives of the study were to find out the factors which influenced the growth of English Language Abilities. The major findings of the study were the growth status of language ability was function of structural factors operating within intelligence, sex, and outside socio economic status, locality and type of school of the individual. There existed a significant relationship between intelligence and growth of various English language abilities. The growth of English language abilities was found to be the maximum among eight graders of missionary schools.

Karavas-Doukas (1996) highlights the role of teachers' attitudes in the existing discrepancy between prescribed theory and classroom practice of CLT. The study focuses on developing and using an attitudinal scale on a sample of Greek English language teachers. It also discusses the advantages and disadvantages of using attitudinal scales. She followed the Likert technique to construct an attitudinal scale After composing a series of statements, the researcher carried out an item analysis to determine the internal consistency of the scale. The split-half method was also used to determine its reliability. After that, she distributed the attitudinal scale to (101) Greek secondary school English teachers, observed and interviewed fourteen of them. It was found that the majority of the teachers hold mild favorable to favorable attitudes towards the communicative approach. However, when observed, the teachers' classroom practices deviated considerably from the principles of the communicative approach. Instead, the teachers followed an eclectic approach, combining both

traditional and communicative approaches. In addition, she suggests that the discrepancy between the teachers' expressed attitudes and their classroom practices could be due to an awareness of the contribution of different approaches to effective language learning. **Khalil and Kattan** (1994) in their evaluation of PETRA Materials used the eighth and ninth and tenth grades in the West Bank Government schools revealed the gap between the teachers' pedagogical competence and their real classroom performance and this goes in harmony with Hatamleh's and Jaradat's.(1986); thus teachers need more training in teaching the functional-notional syllabus. **Kumaravadivelu (1993)** proposes a framework of five macro strategies which offers a possible tool to make the communicative classroom genuinely communicative. **First**, creating learning opportunities in class. Participants in the classroom should create the conditions under which language will develop. **Second**, utilizing learning opportunities created by learners. This includes the cooperation of the teacher and the learners to generate such opportunities and the teacher's duty to make use of learning opportunities created by the learners. **Third**, facilitating negotiated interaction between participants. This includes meaningful learner-learner and learner-teacher interaction, learners' active involvement and learners' freedom to initiate interaction. **Fourth,** activating the intuitive heuristic of the learner. **Finally**, contextualizing linguistic input. This means presenting linguistic input to learners in units of discourse so that they can benefit from the interactive effects of various linguistic components. The study also presents a classroom observational analysis of two classroom episodes. He videotaped and transcribed the classroom activities. The researcher, then, analyzed the two classroom episodes and talked with the two teachers and a random group of the learners. It was found that one episode was more communicative than the other due to the use and non-use of the macro strategies framework.

Lambon (2009) reporting on the challenges facing EFL instruction in the Chadian Republic, asserted that the first challenge that confronts the learning and teaching is the weakness of most educators in teaching language skills, special among them is the speaking skill, listening and reading. The second challenge concerns the lack of a unified and contextual curriculum as far as Ministry's agenda is concerned. Therefore, teachers of English mostly refer to textbooks in English which are regarded as abstract and have little to do with the Chadian EFL context. The third challenge has to do with the state of anxiety resulting from conflicts and the state of insecurity and fear

from being harmed. Finally some governmental procedures governing immigration and the unfavorable living conditions represent further challenges. **Lababidi (1983)** presents the situation of English instruction prevailing at the compulsory cycle schools in Jordan. She also briefly surveys the main areas of research that have been influential in providing a principled basis for the communicative approach to language teaching. In addition, the researcher obtains information about several aspects related to English education at the compulsory cycle through a questionnaire distributed among the compulsory cycle teachers of English in the city of Irbid The researcher found that the teachers attribute the low achievement in English on the part of students to the lack of emphasis on the communicative functions of language in the school curriculum. It was also found that the teachers considered the structural approach to be no longer adequate and a need to shift from the grammatical to the communicative properties of the language. In addition, a content analysis of some randomly chose lessons from the *New Living English for Jordan* series indicated no communicative activities included in these lessons. **Lafayette (1993)** stated that even if a student has a bachelor degree with a major in the foreign language, it does not necessarily mean that the student has acquired the skills necessary to become a successful teacher."There is a vast amount of bad teaching going on nowadays right before our eyes; and those teachers are theoretically innocent because they comply with all requirements"(P.295).What is important is that Freeman's observations ,although made more than half a century ago, differ from those expressed by contemporary scholars in the field of foreign language teacher (FLT) education. Language proficiency is the most important component of content knowledge. The American Council on the Teaching of Foreign Languages' provisional program guidelines for FLT education, in the area of specialist development, state that the FLT education program should provide students with opportunities to develop competence in speaking, listening, reading and writing. The guidelines further attest that training programs should be examined progressively and continually, in terms of language proficiency development, in order to ensure that the following are included in their guidelines:

1-The presence of written goals for each level of language study and accurate placement instruments.

2-Opportunities to hear, speak, read and write authentic language in all foreign language courses.

3-The presence of language courses which focus on the totality of communication in addition to those which focus on culture, grammar, literature and pronunciation.

4-A clearly articulated sequence of courses that balances culture ,grammar, language use and literature throughout the major's course of study.

5-Opportunity for intensive language experiences in this country and-or through study or living abroad programs.

6-Use appropriate evaluative instruments to measure candidate performance. An example of such would be the Oral Proficiency Interview to measure the speaking component.

7-Effective use of available technology for providing authentic language models and efficient learning (p.225).

Lindsay and Deborah (2000) presented a paper concerning some aspects of student teachers' perceptions about the suitability and usability of communicative language teaching methods (CLTM) in the language classroom of Hong Kong. Teacher education around the world emphasizes a move towards more communicative teaching methods with interactive student-centered learning encouraged. But for student teachers who have grown up in cultures which often have teacher-centered classrooms, examination and curriculum constraints, and large classes, there is often a mismatch between theoretical methods and reality. The paper describes how a research initiative used to gain an understanding of some of the student teachers' perceptions of CLT activities became incorporated in an awareness raising exercise in the methodology course. This move was an attempt to make the course more relevant for the local student teachers involved and provide more support in training them for the classroom. Ultimately, it is hoped such initiatives will encourage student teachers to have more positive attitudes to communicative teaching methods.

MacIntyre and Charos (1996) indicated that if "foreign language learners lack the opportunity for constant interaction in the L2, they should be less likely to increase their perceived competence, willingness to communicate, and frequency of communication" (cited in Baker & MacIntyre, 2000, p.312). Constantly using English also increases one's linguistic outcomes. **Mangubhani et al (2005) and Thornbury (1997)** mentioned that the teachers probably used a mixture of CLT and non-CLT features in what they call CLT approaches. Researchers looking for a clear,

unambiguous expression of CLT approaches in either classroom practice or data on teacher knowledge and understanding of CLT would have seen evidence of CLT approaches along with much that was from general principles of teaching, such as those relating to motivation and classroom management, with the latter sometimes "drowning out" the former. It is easy to see how such data could lead to the researcher view that teacher understanding and practice of CLT approaches are wayward or deficient. However, from a purely practical point of view, it would be difficult for teachers to overlook or avoid the appropriate use, in CLT lessons, of non-CLT features emanating from the conventional wisdom about teaching. In fact , an integration of CLT and non-CLT approaches would appear eminently sensible and justifiable , where non-CLT features have been a successful part of their teaching and do not run counter to the general philosophy underlying CLT approaches. **Martani** (1996) revealed that motivation for learning English in Indonesia may be categorized into four variables: Language competence, employment opportunity, personal knowledge and cultural communication. Likewise, the researcher showed that Indonesian students were in need of more practice for using English in class. As this study revealed teachers should gear their approaches towards student-centered approach. These findings match with Khalil and Kattan (1994) mainly those related to language competence and personal knowledge. **Masr**i (2003) showed that teachers of English for the first graders in Palestine needed more training in the field of pedagogy and this goes on the line with Al- Momani (1998). The content of the mentioned textbook is Valid for the first graders provided that it should contain more Arabic names, more relevant pictures rather than animal pictures. Additionally the number of the weekly periods is not enough for covering the whole textbooks. **McAllister (2009)** reflected on the challenges of language teachers. He stressed that techniques, aims and materials that relate to language teaching need to be reformed. The first challenge, according to him, is the teaching of language in a truer and more complete form. The second challenge is the need for trustworthy and thoughtful people to clarify the relevant instructional aims. The final challenge is how to translate aims into real and concrete forms. According to this scholar, this necessitates sweeping changes in the attitudes of people interested in language teaching, having a revolution of classroom presentation, retraining of hundreds of teachers as well as the need for a comprehensive vision to help in the adjustment to the demands of the new world. **Mohammed (2006)** conducted a study aimed at evaluating English for Palestine,

grade five. The researcher used several evaluative criteria such as: a questionnaire that contains important items through which a person can judge the suitability of a good TEFL or ESL textbook. Additionally, the researcher used the characteristics of a good textbook in order to see whether the textbooks mentioned above are suitable or not. The characteristics of a good textbook and the questionnaire are adopted from Solicit,(1978); Al-Makhzoumi (1992) and Macmillan (1997).The questionnaire was given to 60 of the English teachers who teach the fourth graders from Jenin and Qabatia districts. After the thorough observation and analysis of the textbooks regarding the different evaluative measures, the researcher noticed that these textbooks are suitable and he strongly recommended using these textbooks in private as well as government schools after carrying out the suggested modifications mentioned in the researcher's suggestions and recommendations. **Mu'men** (1992) in his evaluative study for PETRA textbooks for the seventh and eighth grades showed that these textbooks need modifications concerning the long comprehension passages, the writing activities were of a limited type and the readers did not sufficiently meet the student' scientific and technological needs. **Moon and Callahan** (2001) researched the effectiveness of curriculum modification on general education student's learning achievement. In this 2-year longitudinal study, a mixed method, curriculum modification was one of interventions designed for a project called Support To Affirm Rising Talent (START) .The subjects were 273 elementary students with diverse backgrounds in terms of race, ethnicity and socio-economic status. The author summarized the results as follows .In combination with other interventions incorporated in the START project, such as family outreach program , curriculum modification positively affected the improvement of students' academic achievement , especially students identified as a risk for academic failure.

Nakatain's study (2006), students with high oral proficiency tended to use *social affective*, *fluency-oriented*, and *negotiation of meaning strategies*, which are effective for oral communication, since students employed them for keeping the conversation flowing and for maintaining their interaction through negotiation. The low proficiency students relied more on *message abandonment* and *less active listener strategies*, which are regarded as ineffective strategies. **Negem's Study (1995).** This study aimed at providing that speaking and writing are interdiscursive modes prolegomenon. The researcher compared between speech and written sentences to argue that speaking and writing are inter-discursive rather than completely different. He said that writing is

detected talking, and the unconscious problems that occur in written sentences . Also, the speaker can explain two ideas in one sentence, the same problem can occur in written form.

Nimmannit (2008) reported on the challenges that met the relevant reform in Chinese English comprised of class size and examination system pressures. The former had a negative effect on the innovative application of the communicative approach. On the other hand, and in a similar EFL context like that of Cameroon, Smyth (2008) provided a number of hurdles that meet English teaching there embodying the hurdle of teaching material to be available in the classroom, the shortage in qualified and highly motivated teachers and finally the filling of teacher shortage by non-certified people. So far, the challenges which EFL and ESL teachers faced in different world countries and areas have been presented and discussed.**Nunan (1987)** investigates the actual communicative language practices in classroom. He determines the extent to which genuine communication is evident in communicative language classes, and whether strategies can be developed to encourage such communication. He records, transcribes and analyzes five communicative language lessons. he observed classes contain mixed nationalities and language backgrounds and the teachers are highly qualified and experienced. He found that classroom interaction was traditional rather the genuine with the dominant pattern: teacher initiation, learner response and teacher follow up. Finally, he demonstrates the importance of conducting classroom-based research to determine the extent of realizing theory through classroom practice. **Nunan (1991)** reviews the influence of communicative tasks on curriculum development. He also summarizes the research base for task-based language teaching. He, then, sets out an agenda for future research. He begins with presenting the main features of communicative task-based language teaching. He, next, provides an account of the conceptual, curricular and empirical bases for task-based language teaching. He suggests the conceptualization of tasks in terms of the curricular goals, the input data, the activities (procedures) , the roles for teachers and learners and the settings and conditions under which the task takes place. He also suggests that tasks should be selected with reference both to target task rationale (what learners need to do with the target language) and the psycholinguistic rationale (what psycholinguistic mechanisms underlie second language acquisition and how they are achieved).In addition, he gives extracts from two tasks: the first is a closed task and the other is an open task. Finally, he suggests that future research needs to be developed

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substantively,i.e to incorporate greater range of linguistic and psycholinguistic models, and methodologically,i.e. to explore the relationship between contextual factors, interpersonal factors, learner proficiency levels and pedagogic tasks. **O'Malley and Chamot** (1990) have stressed that effective learners use a variety of different strategies and techniques in order to solve problems that they face while acquiring or producing the language. One focus of research in the area of EFL has been that of the identification of how learners process new information and what kinds of strategies they employ to understand, learn or remember the information. **Peyton (1997**) argue that foreign language teaching profession is faced with increasing enrollments and a shortage of qualified teachers. At the same time, a changing student population, national education reform, and the development of national standards for foreign language learning put a number of demands for foreign language teachers.

Pradhan (1990) conducted a study entitled "A comparative Study of the Effectiveness of the Direct Method and the Bilingual Method of Teaching English in Class X in the district of Cuttack". The objectives of the study were: to analyze inadequacies of different methods of Teaching adopted before; to develop in pupils four language skills; to measure the achievement of control groups and experimental groups taught by the direct method and bilingual method, respectively; and to measure the quantum of interaction in both groups. The researcher concluded that the bilingual method saved teacher's time in preparing lessons; it ensured accuracy and fluency in speech and writing; it utilized the established linguistic habits of students; the amount of learning and retention under the bilingual method was more. The researcher also stated that the use of mother tongue did not act as a barrier in learning English. **Radwan's Study (1999)**This study was designed to investigate the effects of using cooperative learning strategy for developing oral communication skills of the first year students in the Department of English at Port Said faculty of education. The purpose of this research is to develop both speaking and listening skills of the prospective teachers of English. This study was applied on all students of the first year in the Department of English at Port Said Faculty of Education. Thirty male and female students were selected randomly for experimental group and other ones for control group .The researcher used pre-and post tests. The statistical analysis of the results proved that the students of experimental group made progress and improvement during experimentation. **Rajendran (1992)** compared the effectiveness

of the activity centered approach over the structural method. The objective of the study was to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity centered approach to teaching English. The investigator found that there was no significant difference in the development level of students taught under the activity centered approach and the conventional approach. **Saleh** (1990) evaluated PETRA textbook II and recommended that teachers be trained on PETRA methodology in addition to evaluating the same textbook outside Irbid Directorate of Education. **Salim (2001)** who summarized the challenges of teaching English in Morocco. It was discussed that teachers were required to change and reconstruct their identities via strong pedagogical practice and effective leadership. Classroom libraries were formed in order to face challenges EFL teachers encountered in their reading instruction. **Surur's study (1990):** The study was conducted to determine the effectiveness of Textbook 1 which was in use at the time of the study in all intermediate schools for boys in Saudi Arabia. The textbook is part of a series written and published by Macmillan press limited for all levels of the public schools in the country. The study aimed at serving two primary purposes:1-to provide feedback to educators in general and teachers , teachers trainees and administrators in particular ,2-to increase the awareness and involvements of teachers, curriculum designers and whoever is concerned with school activities. The target analysis and criticism were the publisher's claim included in the introduction of the Teacher's Book and the content of Pupil's Book such as vocabulary, expressions and subject matter as a whole. The researcher adopted theoretical, empirical and practical findings set by many specialists in the field of TEFL as criteria for analysis. The study showed the importance of controlling the curriculum in general and FL content in particular by native Arab in order to avoid faults committed by foreign agents due to cultural differences. **Shmais** (2000) reports on the current English language learning strategies used by Arabic-speaking English-majors enrolled at An-Najah National University in Palestine. The subjects of the study were (99) male and female students still studying for their B.A. degree. The study also investigates the frequency of strategies use among these students according to gender and proficiency variables. Proficiency is reflected by students' learning level (i.e., sophomore, junior, senior), self-reported proficiency in English (i.e., the students' university average in English courses) and language self-efficacy (i.e.,. how good the students perceived themselves as English learners). The results of this study showed that An-Najah English majors

used learning strategies with high to medium frequency, and that the highest rank (79.6%) was for Meta-cognitive strategies while the lowest (63%) was for compensation strategies. In general, the results showed that gender and proficiency had no significant differences on the use of strategies. Based on these findings, the researcher recommends that more training should be given in using Cognitive, Memory and Compensation strategies by embedding them into regular classroom activities. One consequence of this shift was an increasing awareness and interest in resources for learning styles and language learning strategies in foreign and second language teaching and learning.

Syed (2003) reflected on the challenges facing English language teachers in this area. She reported that English language instruction is facilitated by a number of expatriates from other Arab counties such as Jordan, Palestine, Egypt and other counties. The problem with these expatriates was because they were contracted teachers who had little motivation to provide a critique of the existing educational systems and that they had little drive to create an instructional change in the schools where they taught. Another observation was that most of the educational institutes were ineffective as well as inefficient. Finally the author called upon policy makers, administrators, professional organizations and educators to enact real growth as well as structural change.

Thompson (1996) assessed the speaking, reading, listening and writing proficiency of students after 5 years of study using test based on the ACTEL proficiency scale. Results indicated that each additional year of study resulted in a decrease in the proportion of learners with low proficiency and an increase in her proportion of learners at higher levels, but the picture of proficiency that emerged from this study was one of overlapping ranges performances with no exact correspondence between levels of study and levels of proficiency in speaking, reading, listening and writing.

Thornbury (1996) reviews Celce-Murica, Dornyei and Thurrell's "direct Approaches in L2 instruction: A turning point in Communicative Language Teaching". He suggests that CLT is still weak for three reasons, novice teachers' need to learn how to teach and learners' expectations. In order to change this state of weakness, the writer suggests that communication should be both the goal and the process of instruction. He also suggests that teachers need to access the interpersonal communication skills rather than learning new pedagogic skills. **Tung (1996)** suggested two basic ideas for improving the teaching of English in Taiwan. These two methods were:

1-Improving the teaching methods used at the universities and colleges and

2-Changing students' attitudes positively towards learning English. In this analytical study, Tung showed that the students were more interested in gaining benefits from learning English more than having high grades.

Valdes and Figueroa (1994:34) indicated that:

What it means to know a language goes beyond simplistic views of good pronunciation," correct" grammar, and even mastery of rules of politeness. Knowing a language and knowing how to use a language involves a mastery and control of a large number of interdependent components and elements that with one another and that are affected by the nature of the situation in which communication takes place.

Vellenga's study (2004): The researcher stated that the textbook rarely provides enough information for learners to successfully acquire pragmatic competence though it is the center of the curriculum and syllabus in most classrooms. The paper reports on a qualitative and quantitative study of English as a second language (ESL) and English as a foreign language (EFFL) textbook. The purpose was to determine the amount and quality of pragmatic information in the textbooks. The researcher made detailed analysis that focused especially on the use of metalanguage explicit treatment of speech act, and metapragmatic information. The analysis included discussion of register illocutionary force, politeness, appropriacy and usage. The study findings showed that textbooks included a paucity of explicit metapragmatic information and a rarely adequate supplements of teachers' manuals. Teachers survey showed a seldom interest in bringing in outside materials relating to pragmatics. Therefore, the textbook is highly suitable for learning pragmatics. It was suggested that textbooks developers could include authentic examples of speech acts and sufficient metapragmatic explanations to facilitate acquisition of pragmatic competence. It was recommended carrying out more investigation into the use of textbook in the classroom needs for acquisition of pragmatic competence.

Wadden and McGovern (1991) defined negative class participation. They discussed some of the causes of negative participation in the classroom and presented human and effective ways of both preventing its occurrence and responding to it when it does occur. The researchers gave seven types of negative class participation, these are: (1) disruptive talking; (2) inaudible response; (3) sleeping in class; (4) tardiness and poor attendance; (5) failure to complete homework; (6) cheating on tests and quizzes; (7) unwillingness to speak in target language. The study concluded that teachers should

be taught how to deal with inappropriate classroom behavior. Besides, classroom management and interaction should be taken into account in the teacher preparation programs. Finally, such a problem should not be neglected, because its existence can hinder teachers best efforts to motivate and teach their students. **Wahbi (2000)** said that today's teachers face the challenges of irrelevant curriculum that had to be completed by the end of the year.

Xiachum (1992) attempted to answer the question of how to deal with uncooperative students in group activities? She claims that dealing with these is a challenging experience. She also suggested the following ways of dealing with this kind of students:

1. Careful preparation. She means that teachers should try to figure out the reasons behind such inactive behavior, and give passive student some simple problems.

2. Ask these students to do something that does not require speaking.

3. The teacher should try to participate in activities with the uncooperative students.

4. Give each student in the group different job.

5. Leave them alone; don't pay attention to them, pretend that you are unaware of their uncooperative behavior. As time passes, they might feel that they are left out and try to come back again.

Yarmohammadi (2002) evaluated senior high school textbooks in Iranian schools based on a revised version of Tucker's model. Yarmohammadi came to the conclusion that these textbooks suffer from a lot of shortcomings. They are not authentic, English and Persian names used intergangeably, and oral skills are ignored.**Yakhontova's study (2001):** The study discussed a recent pedagogical experience of using the US-based English for academic purposes textbook Academic Writing for Graduate Student. This textbook was written by Suales and Feak (1994) and used in Ukranian University classroom. The study showed that the experimental pedagogical experiences confirmed that the ways learners perceive new material are strongly influenced by the educational beliefs and values they had acquired in their native environment. Some certain factors of the local intellectual content had left

obvious imprints on the learners' responses to the textbook. The results also showed a clear indication that a textbook designed out of US classroom experience has some limitation when used in an Ukranian University setting. The study suggested that, an alternative version designed for non-native speakers, educated within different intellectual traditions and willing to master academic English for the purposes of international scientific communication is needed. There is a requirement for a strong language focus not only on particular lexis, expressions or separate grammar points. These alternative or modified materials should include some instances of comparison of English and language one genre exemplars in order to stimulate analytical contemplation of culture-specific differences in English and native academic discourse.

Zhenhui (2001) reported the views of 30 Chinese university students on the appropriateness and effectiveness of communicative and non-communicative activities in their English-as-a-Foreign –Language (EFL) courses in China. Using multi method, the researcher discovered that the perceptions of these students sometimes surprised their teachers, and that the students' perceived difficulties caused by Communicative language Teaching (CLT) had their sources in the differences between the underlying educational theories of China and those of Western countries. The results suggested that, to update English teaching methods, EFL countries like China need to modernize, not westernize, English teaching; that is to combine the "new" with the "old" to align the communicative approach with traditional teaching structures. It is apparent from the study that only by reconciling communicative activities with non-communicative activities in English classrooms can students I non-English speaking countries benefit from CLT. **Zabawa (2001)** suggested a checklist of criteria for the Cambridge First Certificate in English (FCE) textbooks in Poland. This checklist considered 10 categories: lay out and design, material organization, language proficiency, teaching reading comprehension, teaching writing, teaching grammar and vocabulary, teaching listening comprehension, teaching oral skills, content and exam practice. These categories included 4,5,4,3,4,5,5,5, 4 and 5 evaluative items respectively. Rating in this checklist is based on a 5-point scale: Unsatisfactory (1), poor (2), satisfactory (3), good (4) and very good (5) . The texts and the applied terms were comprehensible while Zabawa provided the short rationale explanations for the main criteria clarified the importance of each criterion and also helped users in a way they focused on main features. Avoiding the broad concepts,

Zababwa provided several detailed questions for each main evaluating item revealed the nature of the item and the features that should be weighted. This caused subjectivity in evaluation, while it could be a base of more objective evaluation type. Zababwa tried to provide a balance among the major criteria specifically those denoted the language items and skills; it seemed that some main points such as advice about teaching and learning were ignored.

3.3. Implications of the Above Mentioned Studies

All of the above mentioned studies have assured on the following issues about the curriculum, learners, teachers and teaching methods:

1-All studies have confirmed the need for further training for teachers to deal effectively and efficiently with the new curriculum.

2-There is an urgent need for teachers to change their traditional ways of teaching.

3-There is a need to give less stress on teachers and teaching for the favour of learners and learning.

4-Teachers should give more emphasis to communicative strategies as the aim of teaching is to give learners the opportunity to communicate and use the language.

5-There is a need to give teachers of English more training on methods and not only the content.

6-Curricula change or modification consists of potential benefits for not only the students who need special support but also other students who learn in the same learning environment at any age level. For instance, general education students' benefit from modified curriculum designed for the students with behavioral problems in general classroom settings. Through the increased positive behavior and learning productivity of those students, other students in the same classroom may receive more optimal learning environment and opportunities for mutual understandings and more interactions.

7-Integrating student's linguistic and cultural needs may provide other students with the opportunity to learn new language and culture which may increase their multicultural awareness and mutual respect. In short, when a particular group or individual students in a classroom benefit from curriculum modification, there is a great possibility that other students receive benefits as well. The mutual benefit can be planned as a shared goal like in the process of overlapping curricula. Or, such shared learning can mutually occur in our everyday teaching.

8-It is important for teachers to know that various factors affect the effectiveness of curriculum modification. Teacher's understandings of communicative approach, students' backgrounds, resources, materials, and school support are some of the important factors to consider.

9-Professional development opportunities are essentially necessary for teachers to improve their skills and knowledge in curriculum modification.

10- In addition, several pedagogical implications arise from these studies First, EFL teachers should create situations that encourage students to produce oral language. Mere exposure to target language may not be sufficient for fluency improvement. As Swain (2000) proposes, teachers should motivate learners to "process language more deeply, with more mental effort than … input" (p.99). In the process of producing output, a learner's knowledge of L2 is tested, and the process of verbalizing concrete meaning will gradually form a propensity toward using English for communication. Second, EFL teachers should introduce communication strategies to students and encourage their use. "By learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communication situations" (Faerch and Kasper,1983, p.56). Improved strategic competence would also benefit students' communication fluency and skills. Third, out of classroom learning for communication should be advocated. As Rubin (1975) states, "no course could ever teach all we need to know about a language and the teacher must find the means to help the student help himself, when the teacher is not around" (p.45). Teachers should encourage students to participate in communication-relevant campus activities, such as those held in English corner and Toastmasters International, or activities that are computer-mediated, such as online chat rooms or teleconferencing with native speakers. In sum, students should be equipped with the ability for self-directed learning beyond the classroom. Fourth, emphasis should be given to developing intrinsic motivation in English learning. Students who are internally motivated are more likely to become involved in the language and be interested in learning it for its own sake. They will seek out opportunities to speak it, whether in or outside of class or with learners or native speakers. They will try every means to get their message across, learn from communication, and strive to master the language.

CHAPTER IV

METHODOLOGY

4.0. Introduction

Curriculum is an important source and medium for teaching and learning. It is a helpful tool for mastering facts that lead to change behaviors, construct and achieve the required goals. So, as much as the curriculum is effective, it achieves it objectives. The study aims at studying the suitability and appropriateness of *English for Palestine, Twelve grade* content components, which was introduced for West Bank and Gaza Strip schools in 2006-2007. The main reason for conducting this study is the need to find out if this newly implemented curriculum 2006-2007 is suitable for improving communicative and linguistic proficiency of twelfth grade students. This curriculum was developed in cooperation between national teams formed by the Ministry of Education included MOEHE officials, education districts employees, supervisors of English, University professors from one side and Macmillan Press on the other side . The study purports to identify the extent to which the content of the textbook meets twelfth grade needs and aspirations. The researcher reviewed many books, previous studies, journals and related literature. It was realized that the best methods for conducting the study is through applying questionnaires, classroom observations and interviews as a base for implementing the study. The researcher designed tools of the study to collect data which involved making a survey for the textbook so as to analyze the activities, components and tasks and then decide the extent of its suitability to improve communicative proficiencies of students. The SPSS analysis was conducted; interviews and classrooms observations were analyzed.

4.1. Design of the Study

The study is descriptive in nature. It was conducted through developing questionnaires for twelfth grade students and teachers, interviews with Director of English Language Department in Palestinian MEHE and Director of teachers' training, students, teachers, supervisors of English, as well as conducting classroom observations. The study aims at understanding the influence of the new English for Palestine Curriculum on Students' Communicative and Linguistic Proficiency in

Palestinian Governmental Schools in five education districts through the information and data provided by all the above mentioned sides.

4.2. Population

The population of this study consists of all male and female twelfth grade teachers of English who hold a Diploma degree (from community college), a bachelor degree or an MA who have been teaching English for Palestine for twelfth grades in Palestinian governmental schools in five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah), twelfth grade students learning English for Palestine Curriculum in Palestinian governmental schools in five education districts; literary and scientific streams (Jenin, Qabatia, Nablus, Tulkarim and Ramallah).Twelfth grade teachers teaching "English for Palestine" who received training on Communicative Language teaching.

4.3. Sample

- The sample of this study constituted fifty percent of male and female twelfth grade teachers teaching English for Palestine syllabus from five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in Palestinian Governmental Schools. The sample was drawn using stratified random sampling method which included boys' and girls' schools.

- A sample of students five percent from twelfth grade male and female students from five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in Palestinian Governmental Schools. The sample was drawn using stratified random sampling technique.

- A sample of fifty percent of teachers received training by Palestinian Ministry of Education and Higher Education on communicative language teaching from the five education districts.

Table 4.1: Showing number of male and female twelfth grade students and male and female twelfth grade teachers in West Bank (Palestine) education districts for the academic year 2009-2010

Number	Education district	Male Students	Female students	Male teachers	Female teachers
1	Jenin	1431	1701	33	45
2	South Nablus	827	942	20	27

3	Nablus	2106	2495	36	40
4	Salfeet	643	746	18	23
5	Tulkarim	1520	1809	30	41
6	Qalqilia	931	1074	21	30
7	Ramallah	2000	2867	50	68
8	Jerusalem Suburbs	427	878	10	24
9	Jerusalem	227	746	6	12
10	Bethlehem	1351	1699	30	38
11	Jericho	235	333	7	8
12	North Hebron	1365	1645	20	25
13	Hebron	1520	2145	20	29
14	South Hebron	1897	2391	31	50
15	Qabatia	943	1243	23	30
16	Tubas	524	625	12	13
	Total	**17947**	**23339**	**400**	**470**

Source: **General Administration of Planning and Educational Development –
MoEHE**

Table **4.2. Showing the number of population of study of male and female
students and male and female teachers in West Bank education districts for the
academic year 2009-2010**

Number	Education district	Male Students	Female students	Male teachers	Female teachers
1	Jenin	1431	1701	33	45
2	Qabatia	943	1243	23	30
3	Nablus	2106	2495	36	40
4	Tulkarim	1520	1809	30	41
5	Ramallah	2000	2867	50	68
	Total	**8000**	**10115**	**172**	**224**

Source: **General Administration of Planning and Educational Development -
MOEHE**

Table **4. 3: Showing students sample distribution according to gender:**

	Student	Teacher

	Frequency	Percent	Frequency	Percent
Male	464	51.6	100	50.0
Female	436	48.4	100	50.0
Total	900	100.0	200	100.0

Table 4. 4: Students sample distribution according to place of residence:

Place of residence	Students	
	Frequency	Percent
City	464	51.6
Village	436	48.4
Total	900	100.0

Table 4.5: Students sample distribution according to stream:

Stream	Student	
	Frequency	Percent
Literary	464	51.6
Scientific	436	48.4
Total	900	100.0

Table 4.6: Students and teachers distribution according to education district:

	Student		Teacher	
	Frequency	Percent	Frequency	Percent
Jenin	180	20.0	40	20.0
Qabatia	180	20.0	40	20.0
Tulkarim	180	20.0	40	20.0
Nablus	180	20.0	40	20.0
Ramallah	180	20.0	40	20.0
Total	900	100.0	200	100.0

Students and teachers distribution according to education district: (study sample)

	Qabatia	Jenin	Tulkarim	Nablus	Ramallah	Total
Students Frequency	180	180	180	180	180	900
Students Percent	20.0	20.0	20.0	20.0	20.0	100.0
Teachers Frequency	40	40	40	40	40	200
Teachers Percent	20.0	20.0	20.0	20.0	20.0	100.0
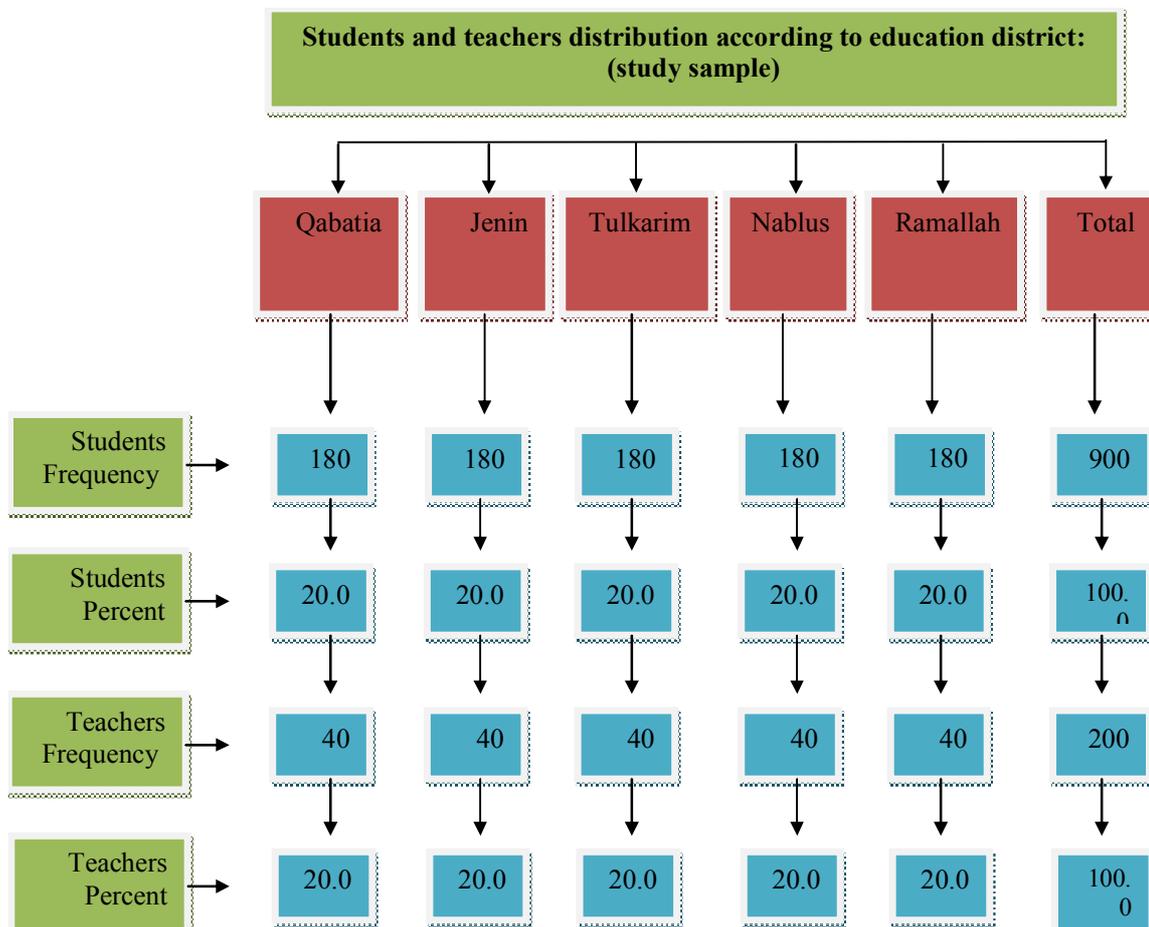
Chart 4.1: shows students and teachers study sample

Table 4.7: Twelfth grade teachers distribution according to age:

Teachers' Age Groups	Teacher	
	Frequency	Percent
22-30	50	25.0
31-43	50	25.0
44-50	50	25.0
50+	50	25.0
Total	200	100.0

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Table 4.8: Twelfth grade teachers according to academic qualifications:

Teachers' Qualifications	Teacher	
	Frequency	Percent
Teacher's College Diploma	67	33.5
B.A	67	33.5
M.A	66	33.0
Total	200	100.0

4.4. Tools for Data Collection

For the purposes of this study, the researcher used the following tools for data collection:

- A questionnaire was developed by the investigator for twelfth grade teachers and it consists of two parts: the first part contains personal information about the teachers' age, gender, academic qualifications, education district and training for teaching English for Palestine curriculum.. The second part included items that cover all the components of English for Palestine curriculum.

- A questionnaire for students was developed by the investigator to know their opinions towards the new curriculum.

- A questionnaire was developed by the investigator for English twelfth grade teachers trainees who took the Ministry of Education training on Communicative Approach for teaching English as a second language to know the effectiveness of the training programs on teaching twelfth grade syllabus

- An interview schedule was developed by the researcher for Director of English language department (Palestinian Curriculum Center).

- An interview schedule was developed by the researcher for Director of Training Department (General Directorate of Supervision and Teachers' Training).

- An interview schedule was developed by the researcher for ten male and female supervisors of English from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

- An interview schedule was developed by the researcher to interview twenty male and female twelfth grade teachers of English from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

- An interview schedule was developed by the researcher to interview thirty male and female twelfth grade students of English from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

- Classroom observations checklist schedule was developed by the researcher to observe ten male and female classrooms in different schools in the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

4.4.1.Questionnaires

Moore (2006) highlights that questionnaires are relatively easy to administer and are useful to gather a wealth of data. Therefore, to collect the quantitative data, two questionnaires were developed by the researcher. The questionnaires are composed of two parts to look into learners Perceptions and opinions toward the influence of twelfth grade curriculum on students' communicative and linguistic proficiency. The researcher used and developed students and teachers opinionnaires questionnaires which formerly used by Dr. Aziz Khalil and Dr. Jean Kattan (2004) who used them to evaluate PETRA curricula for eighth, ninth and tenth grades. Students' questionnaire consists of twelve domains with 118 items and teachers questionnaires composed of twelve domains with (104) items.

A. Description and Developing the Questionnaires

Teachers and students questionnaires were developed with reference to the relevant literature, the researcher's experience as a school teacher, university lecturer, and previous teacher trainer of English and through contact with teachers of English. They were also based on the intuitions of teachers' students who were taught by the researcher in previous semesters. The questionnaire was subdivided into two sections: two parts: the first one is related to demographic data, while the second subdivided into twelve domains, the first eleven domains focus on eliciting students perceptions and opinions toward the suitability and appropriateness of twelfth grade components to improve students' communicative and linguistic proficiencies while the twelfth domain focuses on students' perceptions toward the extent of applying communicative approach by their teachers. Accordingly, the main area in this study was studying the influence of twelfth grade curriculum components on students'

communicative and linguistic proficiency. Among the items which covered the communicative and linguistic components were (see Appendix: E) suitability of curriculum content in terms of speaking, listening, writing, reading, vocabulary…etc and their influence on classroom EFL students to improve students communicative and linguistic proficiency. Some teachers teach English away from its communicative contexts; the confusion of teaching either communication or grammar of the English language; the interference between Arabic and English and focus by some teachers on literal translation; absence of preparing those teachers who graduate from English department with the necessary educational preparation and the negative attitudes of some students towards the English language and its native speakers.

Further, the questionnaire covered items such as the need to apply the communicative approach to keep up with local and international developments in teaching English, the general weakness of students in English and the related blame directed to the teacher as a result of this; the insistence by some school teachers to use Arabic, their native language in the English lesson; scarcity of transferring what teachers receive in in-service training workshops to their classrooms; variation among classroom students' levels in learning English; subscription by some traditional teachers to traditional methods of teaching English; the necessity of using the language in real life situation.

B.Students and Teachers Questionnaires Rating Scales

The scale of students and teachers questionnaires are composed of four ratings (All=4, Most=3, Some=2 and very few =1). Four (4) means that students or teachers see that all items of twelfth grade curriculum fulfill the raised questions and four here equals one hundred percent. While three (3) means most items of twelfth grade curriculum fulfills the raised questions and three here equals seventy five percent. Two (2) means that some items of twelfth grade curriculum fulfills the raised questions and some here equals fifty percent. However, one (1) means that students and teachers see that very few items fulfill the raised questions and very few here equals twenty five percent. Students and teachers' questionnaires domains and items are similar except domain twelve of students' questionnaire and domain twelve in teachers' questionnaire as follow:

4.4.1.1. Twelfth Grade Teachers Questionnaire

The first part of the questionnaire contains personal information about the teachers' age, gender, academic qualifications and training for teaching English for Palestine.

The second part included items that cover all the components of English for Palestine syllabus.

4.4.1.2. Twelfth Grade Students Questionnaire

The first part of the questionnaire contains personal information about the students gender, place of residence, stream and the education district that he belongs to.The second part included items that cover all the components of English for Palestine syllabus to know their opinions towards the new curriculum.

4.4.1.3. In-service Teachers Trainees Questionnaire

It is for twelfth grade teachers who took the Ministry of Education training. It aims at knowing the effectiveness of the training programs on teaching twelfth grade syllabus. It consists of two parts: the first part contains personal information about the teachers' age, gender, academic qualifications and training for teaching English for Palestine. The second part included items about training teachers conducted by Ministry of Education and Higher Education. This questionnaire is based on Lickert scale 1, 2, 3, 4 and 5 with each number representing Strongly agree, agree, neutral, strongly disagree and disagree respectively utilized in the questionnaire. Each one equals twenty percent.

4.4.2. Interviews

Qualitative data of this study were collected by interviews also. The interview questions of this study were developed by the researcher to suite the objectives of the study. Interviews were conducted with director of English language department in Palestinian MOEHE Appendix H, director of training in MOEHE Appendix I, supervisors of English in the five education directorates Appendix J, teachers of twelfth grade curriculum Appendix K, trainees who received a training program on communicative teaching Appendix L and thirty twelfth grade students Appendix M. All the interviewees are selected purposefully to explore their views and perceptions on twelfth grade curriculum "English for Palestine" and trainings components. Please refer to Appendix B to view the interview questions for the interviewees. The interview data collected from the interviewees were used to answer the first research question of this study: Whether components of twelfth grade curriculum help learners to improve their communicative and linguistic proficiency based on perceptions of the interviewees. The data collected were important as they provided more in-depth information on the suitability and appropriateness of twelfth grade curriculum. Interviews were conducted with all of them as a medium to share their personal points

of view regarding suitability and appropriateness of twelfth grade curriculum components to improve students' communicative and linguistic proficiency. The researcher used open-ended questions so that the interviewees can express themselves freely and reflect their real perceptions.

In sum, the structured interviews conducted ensured comparability of responses across participants as the topic areas to be covered are pre-defined. In addition, the interviews which were carried out after the questionnaire survey and classroom observations also enriched the final findings as the interviewees were required to provide more in-depth explanation on the discovered patterns. In other words, the interviews done played an important role in validating the observation and questionnaire findings of this study.

4.4.3. Classroom Observations

To investigate the actual application of communicative approach to twelfth grade curriculum "English for Palestine" and the actual classroom interaction between learners and teachers of English, a total of ten observations were carried out by the researcher in classes of the selected education district. In this study, observation was applied, that is, the researcher observed interaction between the teachers and students. According to Dornyei (2007: 178), classroom observation provides direct information rather than self reported accounts. This is significant in learners' classroom participation for eliciting learners' feedback which will influence the learning atmosphere. Thus, besides analyzing the self-reported data collected via questionnaires, the observations done also enabled the researcher to gain an insight into the learners" actual participation in the classrooms and the interaction between the teachers and the learners. Consequently, the observations will enrich the findings of this research.

4.5. Procedures of Conducting the Study

4.5.1. Translating Students' Questionnaire Items: the researcher translated students' questionnaire items from English into Arabic so that students can understand the item before responding.

4.5.2. Distributing the Questionnaires: after getting the required permission from the Ministry of Education and Higher Education (MOEHE), the researcher distributed questionnaires to each directorate according to the number of sample of teachers and students in each one. The name of school was selected randomly. Questionnaires which were (900) for male and female students from the five education districts

(Jenin, Qabatia, Tulkarim, Nablus and Ramallah) was distributed such that each education district sample was (180) students 90 males and 90 females. Questionnaires for teachers were distributed in equal number to each district totally comprising 100 male and 100 female teachers. The teachers' trainees' questionnaire was distributed to 100 male and 100 female trainees' teachers. The distributed questionnaires for students were 1000 and the collected were 900. It is clear that this sample was valid for statistical analysis.

4.5.3. Summary of Procedures

-The researcher got a permission letter from Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara and (CASE) (Appendix A) headed to the Palestinian Ministry of Education and Higher Education (MOEHE) to facilitate the researcher's tasks in implementing the above mentioned study.

-The (MOEHE) headed a letter to the targeted education districts to facilitate the researcher's tasks in implementing the study (Appendix B).

-In cooperation with the researcher, the targeted education districts headed a letter to school principals to facilitate the task and distribute the questionnaires (Appendix C) who in turn distributed them on twelfth grade teachers. The teachers distributed the questionnaires on twelfth grade students. Twelfth grade teachers cooperated with the researcher in obtaining the proper form of students' responses to questionnaires.

-The researcher got the data related to teachers and students from the General Directorate of Planning and Educational Development –MOEHE.

-The researcher distributed the questionnaire in each education district according to students and teachers number.

-The collected questionnaires for students were 900 out of 1000 distributed questionnaires. While the collected questionnaires for teachers were 200 out of distributed 220 questionnaires and 220 questionnaires were distributed to the teachers' trainees out of them 200 were received.

4.5.4. Phases of Conduction the Study: this study includes several tools; the tools were administered according to the following phases:

Phase Number one: In the first phase, the questionnaires were distributed to twelfth grade teachers and twelfth grade students as well as the questionnaires were distributed to teachers who took training on twelfth grade English syllabus.

Phase Number two: Based on the feedback of the questionnaires, **a**n observation schedule was used for studying the performance of twelfth grade teachers and interaction of students.

Phase Number three: An interview schedule was prepared and conducted with Director of English language department, Director of training, supervisors of English, twelfth grade teachers, twelfth grade trainees and students.

4.6. Statistical Analysis

The collected data was analyzed with the help of Content analysis, Means, frequency, Percentages, standard Deviation, Correlation, One-Way Anova, t-test, and Chi square.

4.7. Variables of the Study

This descriptive study included (4) independent variables for students: gender, place of residence city or village, stream: scientific or literary and education district they belong to. While teachers' questionnaires composed of five variables: gender, academic qualifications, age, and education district and whether receiving a training course in communicative language teaching. Teachers' training questionnaire also composed of five variables: gender, academic qualifications, age, and education district and whether receiving a training course in communicative language teaching.

4.8. Piloting the Study

Before the researcher administered the questionnaires to the respondents, they were sent to ten male and female twelfth grade students and ten male and female EFL teachers to respond and fill it out and urged them to give feedback on any of the items in terms of clarity and relevance. In the light of the received copies, the researcher revised the questionnaire and then conducted the wide scale application of the study. The researcher felt that twelfth grade student did not understand the items of the questionnaire. Therefore, the researcher translated students' questionnaire into Arabic so that they can answer the items based on their real and honest perceptions and opinions.

4.9.Validity of tools

students' and teachers' opinionative questionnaires were adapted from Dr. Aziz Khalil and Dr. Jean Kattan who used it to evaluate eighth, ninth and tenth PETRA curricula applied in Palestinian governmental and UNRWA schools (2004) and developed by the researcher to suite the study objectives of twelfth grade curriculum. However, the research administered the questionnaires in its final form to a jury of highly qualified referees who approved its validity. Following the comment of

referees, the researcher modified the questionnaires as they appear in appendices D, E and F. The researcher thinks that the comments of the referees are adequate enough to suite study objectives. The questionnaires were validated by the following categories of specialists:

1- Six university specialists of all ranks assistants, associates and professors.

2- A teacher trainer in the field of teaching and training.

3- Five school supervisors of English.

All agreed that the questionnaires contained the necessary features intending to collect the relevant data. Some questions were revised and amended while few others were added based on suggestions of the validity jury of this study.

4.10. Reliability of Tools: to ensure that the tools are reliable, twenty EFL teachers out of the above sample of the study were given the questionnaire to achieve consistency of the instrument in researching the area under investigation. Using Cronbach Aplah reliability coefficient, the reliability was .87 which is high and so fits the purpose of this study.

CHAPTER FIVE

DATA ANALYSIS

CHAPTER V: DATA ANALYSIS

5.0. Introduction

The purpose of this study is to investigate and analyze the influence of twelfth grade curriculum components on students' communicative and linguistic proficiency based on perceptions and opinions of twelfth grade students and twelfth grade teachers. The study was conducted in five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah) to determine the effect of gender, stream, place of residence and education districts students belong to shown in students' questionnaire while gender, age, education district , academic qualifications and receiving training on twelfth grade curriculum shown in teachers questionnaire. In addition, it aims at identifying the influence of teachers training on their performance in classrooms. The first eleven domains and items in students and teachers questionnaires are identical as they aim to evaluate their responses toward the new curriculum. However, twelfth domain is different in the two questionnaires.

5.1. Variables of the Study

The descriptive study included four independent variables for students: gender, place of residence city or village, stream scientific or literary and education district they belong to. While teachers' questionnaires composed of five independent variables: gender, academic qualifications, age, education district and whether receiving a training course in communicative language teaching.
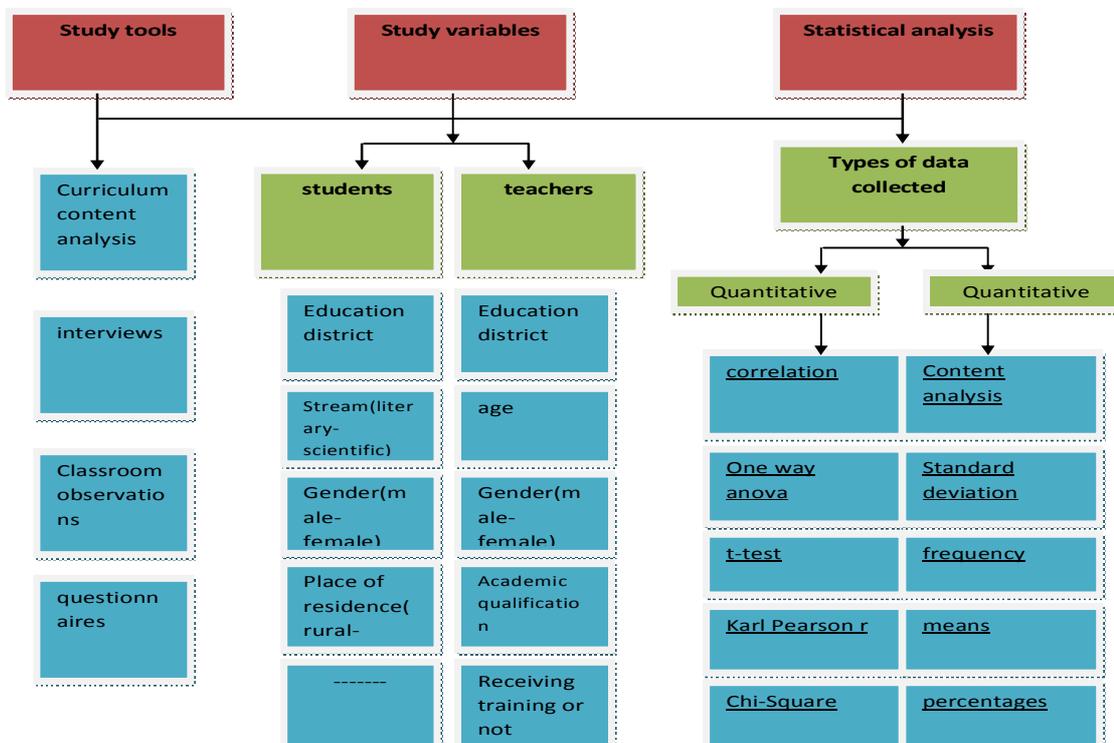
Chart 5.1: Showing study tools, variables and statistical analysis

5.2. Objectives of the Study

This study has the following objectives:

1-To study the opinions of students toward the influence of twelfth grade curriculum content "English for Palestine" curriculum on students' communicative and linguistic proficiency in governmental schools.

2- To study the opinions of teachers toward the influence of twelfth grade curriculum content "English for Palestine" curriculum on students' communicative and linguistic proficiency in governmental schools.

3-To study the opinions of twelfth grade teachers toward the appropriateness and usefulness of teachers' training programs to twelfth grade students studying English for Palestine curriculum.

4-To study the problems of students in developing linguistic and communicative proficiency.

5-To study the effects of variables: academic qualifications, education district, gender, age and training programs on effectiveness of teaching.

6-To study the difficulties of twelfth grade students they face in acquiring communicative and linguistic proficiency.

7-To study the difficulties of twelfth grade teachers they face in teaching "English for Palestine" curriculum.

5.3. Questions of the Study

1-Do components of English for Palestine for twelfth grade help students acquire communicative and linguistic proficiency?

2-To what extent do teachers of English of twelfth grade curriculum vary in their attitudes towards the influence of English for Palestine on communicative and linguistic Proficiencies of students?

3-To what extent do learners of English of twelfth grade curriculum vary in their attitudes towards the influence of English for Palestine on their communicative and linguistic Proficiency?

4-Do attitudes of twelfth grade teachers teaching English for Palestine vary with each of the following variables: age, gender, academic qualifications and TEFL training?

5-What is the relationship between teachers training programs presented to twelfth grade teachers of English and their effects on their performance in teaching – learning process?

6-Are there any differences between students and teachers opinions toward twelfth grade curriculum components?

5.4. Hypothesis of the Study

1. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on students' perspectives due to education district variable.

2. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to gender.

3. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to location of residence.

4. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to stream variable.

5. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to district variable.

6. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to age variable.

7. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to gender variable.

8. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to academic qualifications variable.

9. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to receiving training for teaching English variable.

5.5. Sequence of Analysis

5.5.1. Content Analysis: it will be used to reflect and give the reader a comprehensive and complete idea about the curriculum as a whole or as one unit.

5.5.2. Interview Schedule::it will reflect the different views as shown in different interviews. The interviewees' opinions on different matters will be cited and elaborated.

5.5.3. Classroom Observations: It will shed light on interaction of students and teachers with the new curriculum "English for Palestine "It will give the reader an idea about the performance of teachers and extent of applying communicative approach.

5.5.4. Questionnaires Analysis: questionnaires will provide the readers with numbers and percentages to get an elaborate idea about the curriculum components and items. These numbers will be changed into facts that reflect the curriculum reality and extent of responding to students' needs and aspirations which will help curriculum designers and decision makers to take the suitable decisions regarding curricula in future. Accordingly, three questionnaires have been prepared by the investigator and they are:

5.5.4.1. Students Questionnaire: nine hundred students (four hundred and fifty male students and four hundred fifty female students) have involved in this study from the five education districts.

5.5.4.2. Teachers Questionnaire: two hundred teachers (one hundred males teachers and one hundred female teachers) have involved in this study from the five education districts.

5.5.4.3. Teachers Trainees Questionnaire: two hundred teachers trainees (one hundred male teachers trainees and one hundred teachers trainees) have been involved in this study from the five education districts.

5.5.5.Sequence of Answering Questions and Objectives: In the beginning, the researcher focused the analysis on students objectives number 1, 4 and 6 where objective number one is related to students' opinions towards twelfth grade curriculum components, objectives number 4 related to studying the problems of students in developing the linguistic and communicative proficiencies and objectives number 6 related to difficulties of students in acquiring the communicative and linguistic proficiencies. After that, the researcher focused on objectives number 2, 3, 5 and 7 . The following variables for teachers are focused such as; gender, education district, age, academic qualifications and finally whether receiving a training course about communicative approach which is a pre-requisite for teaching the new curriculum "English for Palestine" introduced in 2006-2007.

5.5.6. Collected Data for the Study

The data collected to achieve the objectives of this study was visualized as qualitative data and quantitative data as follows:

First: Qualitative data composed of twelfth grade content analysis, data obtained through interviews schedules (Appendices H, I, J, K, L and M). Data was analyzed by computing percentages.

Second: Quantitative data represented by the data obtained through administering questionnaires to students (Appendix E) teachers questionnaire (Appendix D) and teachers trainees questionnaire (Appendix F) .This data was analyzed by computing Chi-square, Pearson correlation r and percentages.

After Conducting the Statistical Analysis, the Results Appeared as Follows

5.6. Results Related to Question one: "Do components of English for Palestine for twelfth grade help students acquire communicative and linguistic proficiency?"

Objective one:"To study the opinions of students toward the influence of twelfth grade curriculum content "English for Palestine" curriculum on students' communicative and linguistic proficiency in governmental schools".

To answer question number one and comment on objectives number one, the investigator has conducted content analysis, interviews with supervisors of English (five males and five females), twelfth grade students (fifteen males and fifteen females), twelfth grade teachers (ten males and ten females) and (ten males and ten female teachers' trainees). A questionnaire for two hundred males and females teachers who received training on communicative approach to teach the new curriculum "English for Palestine" which was introduced in 2006-2007, a questionnaire for twelfth grade students (four hundred and fifty male students and four hundred and fifty female students) and a questionnaire for twelfth grade teachers (one hundred male teachers and one hundred female teachers). The researcher computed means, standard deviations, and percentages for the data concerning students, teachers and teacher trainees. The Chi square was calculated for students and teachers data. The correlation coefficient Pearson r was computed in order to study the relationship between students and teachers opinions concerning the suitability of the curriculum for twelfth grade.

5.6.1. Content Analysis Based on Bloom's Taxonomy and the New Taxonomy

Content analysis of twelfth grade curriculum "English for Palestine" tries to fulfill objective number one. The following tables provide clear idea of the tasks and skills as well as their distribution with percentages and the level of representation in the textbook based on Bloom's Taxonomy (1956) and Anderson Taxonomy (2001).

Table 5.1: Showing skills and tasks included in twelfth grade curriculum:

No.	Skills and tasks	Number of tasks	Percentage of tasks	Blooms taxonomy	New taxonomy level(Anderson, et al,2001)	Operation
1.	*Speaking skill	110	17.6	Application	Level 1:retrieval	Recognizing
	* Writing skill					Recalling
	* Filling forms	100	16			Executing
		10	1.6			
2.	*Listening skill	90	14.2	Comprehension	Level 2:comprehension	Integrating
	*Reading skill	100	16			Symbolizing

	*Learning new vocabulary and use them in context	80	14.2			
3.	*Grammar activities * Thinking skills * Cultural awareness	30 20 20	4.7 3.1 3.1	Analysis	Level 3:analysis	Matching
						Classifying
						Analyzing errors
						Generalizing
						Specifying
4.	*Personal-social life skills *Leadership life skills	10 10	1.6 2	Synthesis	Level 4:knowledge utilizing	Decision making
						Problem solving
						Experimenting
						Investigating
5.	*Decision making – problem solving life skills *Critical thinking life skills	10 10	1.6 1.6	Knowledge	Level 5:metacognition	Specifying goals
						Processing monitoring
						Monitoring clarity
						Monitoring accuracy
6.	Language functions	20	3.1	Evaluation	Level 6:self-system thinking	Examining importance
						Examining efficacy
						Examining emotional response
						Examining motivation

Total	620	100			

5.6.1.1. Content Analysis and (MoEHE) List of ELT Objectives

The major purpose of conducting the content analysis of "Twelfth Grade English for Palestine Curriculum" materials was to examine the extent of appropriateness and usefulness of these materials to achieve the ELT objectives set by Palestinian Ministry of Education and Higher Education (Curricula Center) in 1999. The researcher analysis of twelfth grade material reveals that the curriculum covers all skills sufficiently but there is a shortage in communicative tasks and activities or they are not sufficient to improve learners' communicative and linguistic proficiency.

5.6.1.2. Extent of Curriculum Integration

The nature of second and foreign language learning involves not only an integration of syntactic, semantic and pragmatic components of language but also an integration
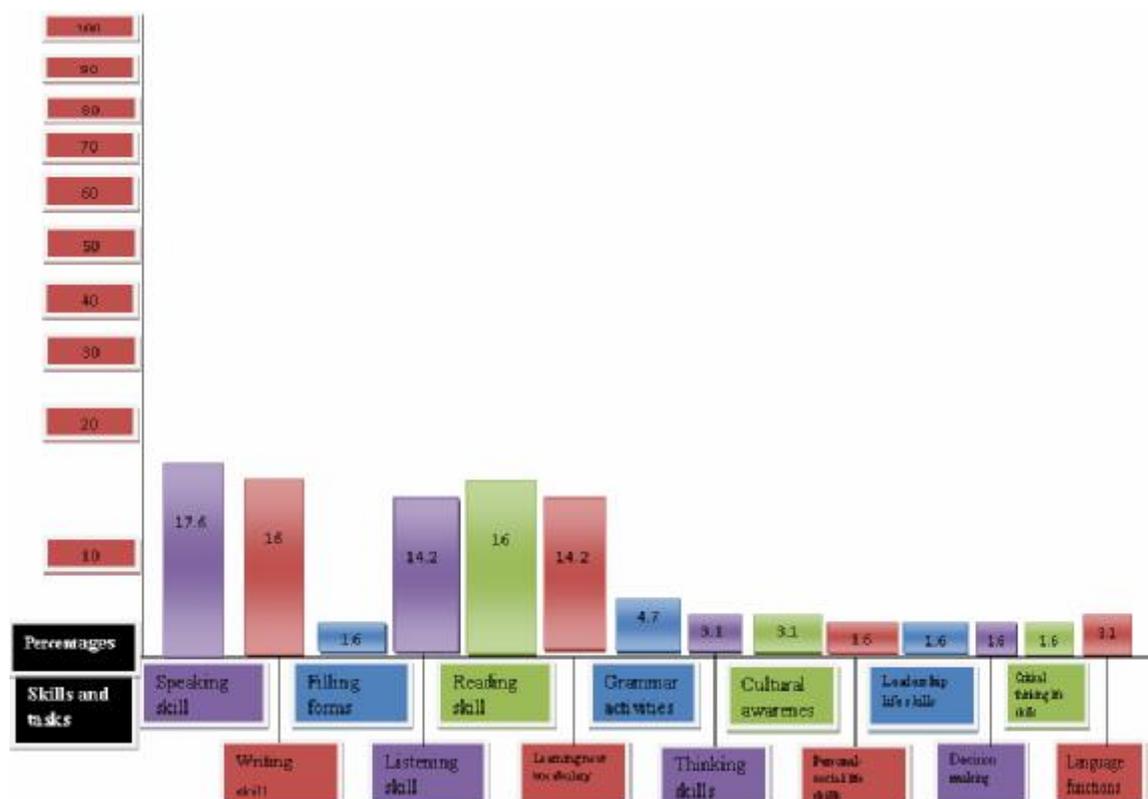
Diagram: 5.2: Skills and tasks included in twelfth grade curriculum

of language macro skills traditionally identified and sequenced as listening, speaking, reading and writing. Linguists and educators note that the four language skills are still

widely used in isolation as the fundamental organizing principle for curricular and material design. The rational for adopting skill integration as one of the guiding principles of the Palestinian EFL curriculum guidelines is both cognitive and functional in nature. It is argued that language skills are essentially interrelated and mutually reinforcing. Thus, fragmenting them into manageable items runs counter to the parallel and interactive nature of language and language behavior. From the perspective of both the functional and interactive nature of language, linking the four skills is done with the intent of emphasizing real and meaningful communication. Skill integration also involves integrating supportive skills such as grammar, pronunciation and vocabulary development as well as the general area of culture, which is an integral part of language. Classes in the suggested framework are organized around several different content themes in order to integrate instruction in and practice of the four language skills: listening, speaking, reading and writing. The reading component of each unit consists of several selections of varying lengths and types (e.g. for secondary level students, selections may include excerpts from articles and newspapers, encyclopedia and magazines, charts and graphs as appropriate, etc.). The majority of reading selections are authentic-simplified. Some of the readings are accompanied by intensive reading skill exercises; others should be covered primarily for content. Emphasis in all proficiency levels, especially intermediate-high school level is placed on higher order critical reading skills. The listening component of each unit utilizes a variety of listening tasks, ranging from prepared texts (on audio-tape or video-tape or presented alive) to video films and television documentaries to guest speakers and tours to international organizations (Red Cross, Save the Children, Amnesty International, UNDP, and other NGOs, etc). For example, in a unit on the topic the Palestinian family at work, the listening component might include a video culture on child care, and or a visit to a hospital, clinic, a child care center run by a charitable society. The reading component of each unit consists of various simple and elaborate speaking tasks related to the content theme. Tasks such as community contact assignments as outlined in the listening component, information gap activities, jigsaw activities, role plays, panel and individual student presentations and creation of weather forecast or news segments can center on the unit theme and utilize information from the related reading and listening tasks. The writing component of each thematic unit includes several writing tasks related to the content theme (functional writing is encouraged). For instance, students might be asked to write a

summary of one of the reading selections, a personal reaction or evaluation to another selection, write lists, memos, notes, fill out forms, record information, transfer information from modality to another, write and respond to journals, work on substitution tables and sentence builders, sentence combining, scrambled sentences, rewriting, paraphrasing, etc.

As table number 5.1 above shows that the activities and tasks are more distributed on the four skills (speaking, writing, reading and listening). The vocabulary is also given considerable importance. Please, refer to percentages for each of the four skills and components. All the four skills including vocabulary constitute 72 percent. This means that the four skills and vocabulary are essential for The importance is also given to grammar, language functions, thinking skills, cultural awareness, filling forms and personal social life skills, leadership life skills, decision making skills and critical thinking skills received the importance from 2 percent – 5 percent and the number of the skills ranged from 10-30 skills. The less emphasis of grammar does not mean that English language learning is undermined. On the other hand, the communicative and linguistic skills constitute the heart and essence of learning English language. Twelfth grade curriculum "English for Palestine" content analysis indicates that it is developed well as it focused on the four, supporting components, items and activities that qualify learners to improve their communicative and linguistic proficiency. The content as listed in table number 5.1 above highlights the four skills approximately in a balanced weight in addition to the supporting material that also help learners such as the new vocabulary and grammar. However, the curriculum does not include enough language functions that are necessary for communicative proficiency. Moreover, the curriculum designers should have added more items related to filling forms as it is helpful for learners in their practical life. Table 5.1 above also shows that the major focus of curriculum is on the four skills as items (1,2,3 and 4) show with a percentage 63 percent. It is a high percentage which shows the importance of the four skills for communicative and linguistic proficiency as well as high level of concentration on these skills in the curriculum.

5.6.1.3. Comprehensiveness of the New Curriculum to Bloom's Taxonomy, New Taxonomy and (MoEHE) Objectives

It is clear from the analysis that the content is in line with Bloom's taxonomy and MOEHE objectives. This confirms that the skills and components included in the curriculum are suitable and appropriate to improve students' communicative and

linguistic proficiency. The improvement of students' learning is conditioned not only in curriculum components but is related to teachers' application to communicative approach. The instructional materials in the English language arts program should align with the general philosophy of the school or district, the curriculum goals and objectives of the English language arts program, and the learning outcomes of the particular course or grade level. For instance, some materials may be included because they reflect the school's philosophy of encouraging critical thinking in relation to controversial situations and points of view. Other materials may be included because they meet the curriculum objective of presenting articulate voices from different eras or diverse cultures. Therefore, English language arts policies should seek to build a collection of instructional materials that as a whole create balance and emphasis in the curriculum. Clearly, no single textbook or small set of instructional materials will meet the curricular goals of presenting various points of view, situations, and styles; addressing diverse ability levels; and representing the contributions of people of diverse religions, ages, races, ethnicity, abilities, and cultures. Nonetheless, the collection of materials in the English language arts program as a whole should address all of these concerns and should emphasize those which teachers, as informed professionals working within the district's philosophical framework, find particularly important. Finally, materials must be selected with an eye toward coordinating instruction within and between grade levels, courses, and disciplines. Students who read or watch Bernard Malamud's The Natural in social studies, English, and health are getting too much of a good thing. So are the students who reported studying Frost's "Stopping by the Woods on a Snowy Evening" every year in grades 7-10. By contrast, teachers of junior English cannot draw on students' shared literary background if teachers at earlier levels have used a potpourri of unarticulated works. This is not an argument for a fixed, lock-step curriculum but for a collegial sharing of goals and ideas for instructional materials as teachers engage in the process of selecting materials. So, materials should be examined for level of difficulty. They must be readable if they are to be truly accessible to students. Because readability formulas tend to be simplistic measures, such formulas should be used cautiously, if at all. Teachers' judgments about the difficulty of a work are more soundly based on complexity of plot, organization, abstractness of the language, familiarity of vocabulary, and clarity of syntax. Also, because the average classroom includes children reading at several levels of proficiency, materials judged as

inappropriate for whole-class instruction might be suitable for small-group use or individual book reviews by the more capable readers. Reading materials which draw upon students' backgrounds are desirable. Both comprehension and motivation are often enhanced when students can activate relevant background knowledge as they read, connecting their personal experiences with vicarious experiences. This does not deny the value of reading about the unfamiliar and even the fantastic. But the relevance of a work to students' daily lives or to the lives of their imaginations is worthy of consideration in the selection process.

"Age-appropriateness" alone is never sufficient reason to include particular materials in the English language arts program; nevertheless, materials should be suited to the maturity level of the students for whom they are intended. Evaluating "age-appropriateness" can be problematic, but legal decisions have provided some guidance in this area. Generally, when courts evaluate the age-appropriateness of material, they do not consider it in isolation. They weigh the value of the material as a whole, particularly its relevance to educational objectives, against the likelihood of a negative impact on the students for whom it is intended. That likelihood is lessened by the exposure the typical student has had to the controversial subject or manner of presentation. A negative impact is also less likely if the typical student of that age is sufficiently mature to view the subject or manner of presentation within the context of the overall purpose of the work. When these mitigating factors exist and the material serves a legitimate pedagogical purpose, courts consider the material age-appropriate. For instance, one court found the overall merit of a particular magazine article to outweigh the potentially negative impact of the author's repeated use of a profane expression (Keefe v. Geankos, 1969). The court noted that seniors in high school were "not devoid of all discrimination or resistance" and doubted that students of that age had been or could be protected from exposure to such expression.

5.6.1.4. Connecting Curriculum with Linguistic and Communicative
 Proficiencies
It has been recognized that at present English is the most important foreign language in Palestine since the implementation of the reform and opening-up policy. Accordingly, developing the communicative and linguistic proficiency of the learners is one of the major goals for English teaching. There are even views that "the essence

of English teaching is communication" (Wang, 1996), and that "communicative competence is the initial and ultimate goal of English teaching" (Wang, 1996). It is clear that there is a great gap between the written examination performance of the students and their capability in appropriately using English. Therefore, the initial step of language teaching: is the English curriculum design in Palestine, considering that the curriculum reflects a viewpoint on the nature of language and an educational-cultural philosophy, and will take role in providing guidance for language teaching.(Palestinian National Authority, Ministry of Education and Higher Education, General Administration of Curricula, English Language Curriculum for Public Schools, Grades 1-12).

5.6.1.5. Implications of the New Taxonomy for Learning English Language

Learners of English should be aware of the following strategies that help them benefit from their learning of English as a second language .O'Malley and Chamot (in O'Malley and Chamot 1990) developed a system which differentiates between three major types of strategy which help second language learners: Meta-cognitive, cognitive, and social / affective. Twelfth grade curriculum "English for Palestine" content analysis indicates that it combined the four skills, supporting components, items and activities that qualify learners to improve their communicative and linguistic proficiency. The four skills are and other supporting items are distributed as follows:

1.Listening skill: Listening skill is the first receptive skill which is very important and essential to attain comprehensible input. Comprehensible input is necessary to improve students' communicative and linguistic proficiencies. The curriculum contains sufficient listening activities in different forms (90) items which equal 14.2 percent twenty percent of activities. They have different forms: 1.listening to comprehension passages 2.dialogues 3.new vocabulary pronunciation. Below are some examples for listening skill activities.

1.Listen and answer questions. **2.**Listen and tick the correct box. **3.**Listen and complete the second line of the table.**4.** Listen and write P or B to complete the car model names .**5.**Listen and repeat the car model names. **6.**Listen to parts 1-3. Tick and repeat the expressions you hear. **7.**Look at the map and listen to the planners. Tick places in town which need bus stop. **8.**Listen and tick the numbers you hear. **9.**Listen and repeat the numbers.

2. Reading Skill: It is the second receptive skills that help learners build their own communicative and linguistic proficiencies through acquiring more and more new vocabulary, acquire new communication strategies, and so having fluency in reading and communication. So, as much as learners practice reading skills, this affects positively their communicative and linguistic proficiencies through having new comprehensible input. Reading activities included in twelfth grade curriculum are (100) activities which equals 16 percent. Reading skills activities and components have different forms in twelfth grade curriculum such as:

Read the following passages and answer the questions that follow:

1-Oil and oil workers. 2-Cities in the sky. 3-Reduce, reuse, repair, and recycle. 4-The Aswan dam.5-You and your bank. 6-How organized are you? 7-San Francisco-a world city.

As we notice from the different topics above, they are varied, creative, authentic, and facilitative, reflect future, and include values, critical and helpful. Reading these topics by students help students to acquire new vocabulary which are helpful for him to use in real life communication. They promote students thinking

3.Speaking skill: Speaking skill is one of the two productive skill which is very important for learning language. Speaking skill is focused in twelfth grade curriculum "English for Palestine". It is presented in various forms and represents 110 tasks and activities which equals about 17.6 percent of curriculum tasks, below there are some examples as follow:

1-Making inquiries and dealing with them.2-Requesting and giving information.3-Say what do you think about … .4-Discussing travel program….5-Presenting information from graphics… 6-Say what you know about Dubai that you did not know before….

7-Say what kinds of recycling goes on in our area…. .8-Work with a partner and role play these situations….9-Describe your diary for tomorrow… 10-Discuss things that you or members of your family do not need and that you could sell online.

4.Writing skill: It is the second productive skill that received more attention and concentration in twelfth grade curriculum "English for Palestine" . Writing skill helps students to communicate their ideas, feelings, perceptions, insights and expressions in writings. This process helps them reflect what they know and strengthen it and their weak points and try to deal with. Accordingly, writing skill is very important to improve students' communicative and linguistic proficiency. Writing skill, tasks and

activities have received the second rank in number 100 tasks which equal 16 percent. These tasks and activities are represented as follow:

1.Report on and recommend certain vehicles…2.Make notes and write a summary…3-Write a letter to editor….4.Write an essay about the Aswan dam…5.Write life story….6.Write a topic sentence and a summary….7.Write on organizing oneself….8.Write about future….9.Describe a place…10.Write an essay: the world then and now…

5.Learning new vocabulary and use them in context: Learning new words is very important for communicative and linguistic proficiency. Therefore, it took the fifth weight 80 tasks which equal 14.2 percent. Students cannot communicate without having sufficient repertoire of vocabulary. They help learners to communicate their thoughts. They have been mentioned in different forms in twelfth grade curriculum "English for Palestine" as follow:

1.Word families.2.Synonyms.3.Antonyms.4.Word fields :banking.5.Word families: human rights.6. Fill in the blank spaces with the suitable word from the list

6.Grammar: Learning grammar is included in the curriculum with 30 tasks which equals 4.7 percent. Grammar is focused in previous years of basic grades. So, in twelfth grade it is reviewed. Grammar is important for communicative and linguistic proficiency as it helps learners to use their speech grammatically.

7.Language functions: It contains items related learning how to communicate in different situations using English language. There are about 20 tasks which equal 3.1 percent. These items are:

1. Effective verbal and non-verbal communication with others leads to ease in establishing relationships.2. Listening carefully to what others say.3. Expressing of feelings, ideas and opinions clearly.4. Giving and receiving feedback.5. Understanding other people's viewpoints.6. Organizing thoughts to reflect logical thinking and speaking.7.Influencing and persuading others.8.Expressing respect for others' contributions.

8.Personal/ social life skills: It includes items related to how to imply personal and social life skills in the learners' real life situations. This leads into how learners should behave and act as good members in their societies. The items are:

1. Developing of personal identity.2. Appreciating morals, values, rights and norms.3. Developing meaning of social life.4. Doing what is right for me when with a group.5. Showing understanding for others values.6. Acquiring of social responsibilities.7.

Contributing as a member of a team.8. Loyalty to social morals, values, rights and norms

9. Working cooperatively with others.10. Campaigning of human rights.

9.Leadership life skills: Leadership life skills enclose 10 items related to how to prepare learners to perform leadership in the real life situations. Learners are enhanced to think before making a decision and evaluate decisions in order to develop leadership. The items are:

1. Demonstrating responsibility for personal actions and contributions to group activities.

2. Organizing a group to reach its goal.3. Using different leadership styles.4. Getting others to share in leadership.5. Developing short and long-term goals.6. Working cooperatively with others.7. Building of self confidence and self esteem.8. Self controlling.9. Giving and receiving feedback.10. Self evaluation and assessment.

10. Decision making / problem solving life skills: This domain contains 10 items of the ways of making decisions in order to solve problems. They started from setting goals until into reaching a reasonable solution to the problem. The items are:

1. Setting goals.2. Determining alternative solutions to problems.3. Listing options before making a decision.4. Thinking about what might happen because of my decision.5. Evaluating decisions.6. Systemic planning using resources to accomplish a purpose.7. Time management.8. Conflict resolution.9. Working out problems that are presented to me.10. Listing all points of views when making decisions.

11.Critical thinking life skills: Critical thinking domain includes 10 items related to a mental process, how learners should think in order to be critical thinkers. The items:

1. Analyzing attitudes, values, social norms and beliefs.2. Identifying relevant information.3. Applying of technology.4. Organizing thoughts to reflect logical thinking.5. Having a deep understanding of more than one issue. 6. Relating solutions to a wide variety of issues.7. Finding answers to challenging questions.8. Confidence in reaching a reasonable conclusion.9. Searching for the truth even when it makes one uncomfortable.10. Thinking of different ways to answer a question.

12.Cultural awareness: Cultural awareness tasks help learners to perceive reality and the environment they live in. This helps them connect reality with language. Cultural awareness represents practical application for what learners take inside classroom. They represent 20 tasks which equal 3.1 percent of whole tasks. Cultural awareness tasks are represented in different forms as below:

1.Comprehension passage about oil and oil workers.**2.**Banking and money matters.**3.**Life stresses.**4.**Environment.**5.**Recycling.**6.**Palestinians around the world.**7.**President Yasser Arafat.**8.**Abdulhamid Shuman: Founder of Arab Bank

13. Filling forms: teaching students to fill forms is also an important skill which is focused on in twelfth grade curriculum. It helps students to practice before entering practical life. It represents 20 tasks 3.1 percent of total tasks.

5.6.2. Interviews with Teachers, Supervisors, and Director of English Language Department (MoEHE)

The majority of **students** think that English for Palestine curriculum is suitable for them and it is according to their level of competence. They also think that its components are adequate to improve their communicative and linguistic proficiency as its components and skills are varied. However, there are some difficult items perceived such as stress, intonation, listening, morphology and pronunciation.

As for **teachers** perceptions highlighted by them concerning the appropriateness and suitability of twelfth grade components to improve students' communicative and linguistic proficiency are presented as follows:

1-English for Palestine is focusing on all skills and it is better than the previous curriculum.

2-The teachers think that grammar items in the new curriculum are difficult for students

3-Teachers think that students do not have enough sound basis to and preparation for learning English communicative skills.

4-Teachers think that most of the students find difficult to master all skills in linguistic and communicative proficiency. In particular, students have difficulty in listening items, intonation and stress. However, the contents are suitable to students in terms of simplicity and level of comprehension. Teachers think that the curriculum has adequate communicative skills and activities that help students practice language in unstructured situations. Some of the items that the teachers have discovered as difficult for students such as comprehension passages, some grammar items and listening.

Supervisors think that the new curriculum components and skills are suitable for twelfth grade students. However, they think that listening activities are rather more difficult for students. Supervisors perceive that "students do not like learning English

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and they consider learning English a waste of time". Supervisors on visiting the site find that equipment needed for listening are less in number and they are not of very good quality. Supervisors have discovered that the students feel difficult to acquire stress, intonation, and word morphology. They also feel they need more practice. This situation is due to the characteristics of equipment for listening and practice. Supervisors have observed that teachers do not focus on stress and intonation as they are not required for the twelfth grade "general" exam. Teachers and students reported to supervisors that it is difficult for them to learn appropriate stress, intonation, morphology and listening needed for learning English for Palestine.

Furthermore, **director** of English language department in MOEHE indicated that changing the curriculum has become as a national need. The previous English language curricula did not fulfill our students' communicative needs. So, the new curricula series have been designed and developed to help our students improve their communicative and linguistic proficiency. So, the new curricula have been developed to achieve this goal. He thinks that "the new curriculum components are communicative and serve the purpose of teaching and learning English as a second language". As he indicated, "the new curriculum fulfills twelfth grade needs and aspirations".

5.6.3. Classroom Observations: the researcher conducted classroom observations; it showed that the new curriculum is suitable to achieve students' needs as its components are realistic, varied, communicative and interesting. Students' interaction with their teachers was acceptable. However, teachers do not deal appropriately with this curriculum as they still apply the stereotyped traditional approach which makes learners just passive listeners as teachers are engaged in completing the curriculum on time to prepare for the general exam. So, teachers neglect listening, speaking and writing skills and focus more on teaching grammar and vocabulary without contextualization.

Table 5.2: showing classroom observation checklist- practices related to EFL teachers and practices related to students inside the classroom.

Teacher practices inside classroom		
No	Items	Chi-Square value Significant at Level
1	The teacher gathers students in group or –and pair-work	0.05
2	Teacher uses language activities for carrying out meaningful tasks to promote communication.	0.05
3	The teacher uses language that is meaningful to support learners" to use language communicatively.	0.05
4	The teacher presents brief dialogues or several mini-dialogues.	0.01
5	The teacher usually questions students about dialogue content and situations.	0.05
6	The teacher raises questions related to students' personal experiences.	0.05
7	The teacher uses different techniques to clarify the meaning of the structure.	0.05
8	The teacher focuses on authentic and meaningful communication in classroom activities.	0.01
9	The teacher integrates all different language skills.	0.01
10	The teacher links classroom language learning with language activities outside the classroom.	0.05
11	The teacher focuses on meaning rather than grammar.	0.05
12	The teacher emphasizes mother tongue in teaching English.	0.05
13	The teacher gives feedback to students frequently using the target language.	0.05
14	The teacher uses technology such as :video, television,tape recorder, overhead projector…etc	0.05
15	The teacher postpones reading and writing until speech is mastered.	0.05
16	The teacher suffers from low proficiency in the spoken target	0.05

	language.	
17	The teacher teaches grammar by using mother tongue.	0.05
18	The teacher teaches grammar by using different exercises.	0.05
19	The teacher uses the traditional method for teaching English.	0.05
20	The teacher uses communicative technique inside the classroom.	0.01
21	The teacher uses problem solving techniques in the classroom.	0.05
22	The teacher uses interpersonal exchange.	0.01
23	The teacher gives students opportunity to use target language.	0.05
24	The teacher uses role play	0.05
25	The teacher corrects students' writing.	0.05

5.6.3.1. Classroom observations analysis:

Item number 1: Chi-square obtained for item number one shows significance at 0.05 level. It means that the frequencies of male and female teachers differ significantly in terms of "organizing students in group or pair work ".However, there seem to be no difference in the organization of students in group or pair work between male 50 percent and female teachers 50 percent .

Item number 2 and 3: Teachers use language activities for carrying out meaningful tasks to promote communication and support learners to use the language communicatively. Results of observations show significance at 0.05 level. It implies that teachers exert efforts to create communicative classrooms. This shows that teachers' efforts to create meaningful support and tasks do not differ in items number 2 and 3 for male and female teachers.

Item number 4: the observation concerning teachers' dialogues was that sometimes teachers use brief dialogues 60 percent and mini dialogues most of the time 20 percent. This observation is significant at 0.01 level. The female teachers seem to use mini and brief dialogues. However, there seem to be no difference between male and female teachers.

Item number 5: It was observed that sometimes teachers ask questions to students about dialogue content and situation 50 percent. Sometimes, teachers ask questions about dialogue content or situations. Sometimes, most of the teaching is focused on dialogue content and situations 30 percent. Both male and female sometimes teachers usually ask questions on dialogue content where male percent is 10 and female is 40

percent. However, most of the time male teachers seem to ask questions about dialogue content and situations 20 percent and female teachers 10 percent. Chi-square value is significant at 0.05 level.

Item number 6: Male teachers raise questions related to students personal experiences, sometimes 50 percent and female teachers 30 percent. The calculated Chi-square is significant at 0.05 level.

Item number 7: Male teachers were observed to use different techniques to clarify the meaning of the structure, sometimes 20 percent but they are engaged in clarifying the meaning of structure most of the time 30 percent whereas the female teachers use different techniques, sometimes 30 percent and rarely 20 percent. The Chi-square value is reported as 0.05 level.

Item number 8: Both male and female teachers seem to focus on authentic and meaningful communication in classroom activities. There is no much variation observed in the classroom observation. The Chi-square value is reported as significant at 0.01 level.

Item number 9: Male teachers seem to integrate different language skills little more than female teachers, sometimes 40 percent , most 10 percent than females. Female teachers are observed to integrate all different language skills in their classroom instruction. The Chi-square value is observed to be significant at 0.01 level. It implies that whether males or females exigency or incidentally tend to integrate all different language skills. For example, while teaching, teachers demonstrate reading and explain a paragraph and continue reading.

Item number 10: Male teachers have more tendencies to link language learning with language activities outside the classroom in comparison to the female teachers. The observed Chi-square shows that it is significant at 0.05 level , this may be due to the fact that male teachers relate their outside experiences with the classroom. For example, teachers use travel experiences in classroom for students to understand language in situation .

Item number 11: There seem to be no difference in terms of teaching strategies between male and female teachers when they teach grammar. Chi-square value is significant at 0.05 level.

Item number 12: The female teachers tend to use mother tongue while teaching English, sometimes 40 percent and most 10 percent .While male teachers are observed to use the mother tongue in the classroom for teaching English in almost all the

classrooms. The Chi-Square value is on significant at 0.05 level. This situation is alarming and it calls for improving the quality of teaching of English.

Item number 13: Male as well as female teachers tend to give feedback to students frequently using the target language. The Chi-Square value is significant at 0.05 level.

Item number 14: Female teachers use technology such as video, TV, tape recorders and overhead projector that is 50 percent in all. Please refer to table number 5.2. Whereas, male teachers rarely use technology in the classroom. Chi-square value is 0.05.

Item number 15: Both male and female teachers tend to postpone reading and writing until speech is mastered as indicated in the percentages. The Chi-Square value is significant at 0.05 level.

Item number 16: Male and female teachers are observed to have proficiency in the spoken target language as seen in percentages in table number 5.2 The Chi-Square value is significant at 0.05 level.

Item number 17: Male and female teachers use the mother tongue (Arabic) for teaching grammar as seen in the percentages and in Chi-Square value which is significant at 0.05 level.

Item number 18: It was observed that male and female teachers tend to give different exercises in grammar where Chi square value is significant at 0.05 level.

Item number 19: Both male and female teachers use traditional method for teaching English as indicated in table number 5.2 for percentages. Chi-square level is significant at 0.05 level.

Item number 20: Male and female teachers make attempts to use communicative techniques in the classroom. However, female teachers are slightly more communicative and frequent in using communicative activities inside the classroom. The Chi-square is found to be significant at 0.01 level.

Item number 21: Female teachers seem to use problems solving techniques in the classroom than male teachers as indicated by the percentages in table number 5.2 The Chi-square value is significant at 0.05 level.

Item number 22: Both male and female teachers have been using interpersonal exchange to contribute to classroom teaching. The Chi-square value is observed to be significant at 0.01 level.

Item number 23: Both male and female teachers provide opportunities for students to use the target language. However, female teachers are likely more liberal in giving

opportunities to use the target language as seem in table number 5.2. The Chi-square value is significant at 0.05 level.

Item number 24: Teachers use the role play quite frequently in the classroom. Female teachers are having slightly more tendency to use role play than male teachers. The Chi-Square value is significant at 0.05 level.

Item number 25: Both male and female teachers have shown significant interest in correcting students writing as seen in the percentages in table number 5.2 .The chi square value is found to be significant at 0.05 level.

5.6.3.2. Comments on Classroom Observation

Based on the analysis of classroom observations conducted by the researcher to five male and five female teachers, it is noticed that teachers' practices imply traditional approach of teaching. However, they tend to use communicative approach in some of their practices. Both male and female teachers are in agreement with the organization of the classroom activities such as group or pair work, presenting brief or mini dialogues, asking questions concerning personal experiences of students, use different techniques to clarify the meaning of structure. Moreover, teachers focus on authentic and meaningful communication in classroom activities and they trend to integrate all different language skills. Teachers have been focusing on using the mother tongue in teaching English grammar and provide feedback using target language. Teachers tend to use technology when they feel there is a need for it. Teachers postpone reading and writing until speech is mastered. However, teachers suffer from low proficiency in the spoken target language. Moreover, teachers use different exercises for teaching grammar and they are using traditional method for teaching English. However, teachers sometimes use communicative techniques, problem solving techniques and role play in the classroom in a courageous use of interpersonal exchange. It seems also that teachers sometimes give students opportunities to use language and collect students writing to provide feedback to students.

5.6.4. Questionnaires: Students and Teachers

Table 5.3: Showing percentages and standard deviation of Students and teachers responses to questionnaires domains

Number	Domains	Students		Teachers	
		Percentages	Standard deviation	Percentages	Standard deviation
1.	Language content	80.75	.241	79	0.25
2.	Reading and listening texts	77.5	.305	78	0.32
3.	Reading activities	80	.382	77.25	0.42
4.	Listening activities	80.75	.428	80.5	0.38
5.	Speaking activities	81	.371	79.75	0.30
6.	Writing activities	79.5	.237	79	0.25
7.	Grammar activities	80.75	.296	79.25	0.27
8.	Vocabulary items	80.25	.329	79	0.30
9.	Supporting materials	79.25	.325	78.25	0.28
10.	Subject matter	77.75	.315	77.75	0.34
11.	Language type and miscellaneous	81	.424	76	0.63
12 .A	Teachers' approach of teaching inside classroom	47.25	.141	----	-----
B.	Two weeks are enough to cover each unit	40.5	0.49	35.5	0.49
C.	One school year is enough to cover syllabus	49.5	0.13	40	0.49

Students and teachers percentages for the 12 domains

Reading and listening	Listening activities	Writing activities	Vocabulary items	Subject matter	A- Teachers' approach of teaching inside classroom -	C- One school year is enough to cover syllabus

Language content	Reading activities	Speaking activities	Grammar activities	Supporting materials	Language type and miscellaneous	B- Two weeks are enough to cover each unit

Students Percentage	80.75%	77.5%	80%	80.75%	81%	79.5%	80.75%	80.25%	79.25%	77.75%	81%	47.25%	40.5%	49.5%
Teachers Percentage	79%	78%	77.25%	80.5%	79.75%	79%	79.25%	79%	78.25%	77.75%	76%	----	35.5%	40%

Chart: 5.2: Students and teachers responses percentages on twelfth grade curriculum domains

As shown in the table 5.2 above, the means of domains related to twelfth grade "English for Palestine" components are high. Students mean in speaking activities number 5 is 81 percent which shows high satisfaction by students in speaking activities included in twelfth grade curriculum. While teachers' domain mean number 5 related to speaking activities is 79.75 percent which also shows high satisfaction in suitability and appropriateness of speaking activities by teachers. However, the domain number 12.A related to teachers approach of teaching received low mean by students' responses which is 47.25 percent, less than 50 percent which shows low satisfaction in teachers' approach of teaching. While domain number 12.B related to suitability of the time allotted to complete twelfth grade curriculum received a very low mean 40.5 percent, less than 50 percent which shows very low satisfaction in the time allotted to complete each unit in curriculum. This means that curriculum activities and tasks included in each unit needs more than two weeks to finish which means that the curriculum is lengthy and challenging. Accordingly, there seem to be close correspondence in terms of the percentage on the four skills; listening comprehension, reading, speaking and writing as observed in comparison of the table 5.1 and 5.2 concerning the students' opinions and curriculum components in "English for Palestine" curriculum.

5.6.5. Criteria of Responses

-Less than 50% very low degree of satisfaction in twelfth grade components.

-From 50-69% low degree of satisfaction in twelfth grade components.

-From 70-79% moderate degree of satisfaction in twelfth grade components.

- From 80-89% high degree of satisfaction in twelfth grade components.

-From 90% and more very high degree of satisfaction in twelfth grade components.

5.7. Objective Number Four: to study the problems of students in developing the linguistic and communicative proficiency, the investigator used students' interviews, teachers' interviews, supervisors' interviews, and classroom observation and students questionnaires. Studying this objective is very important within this study as it shed light and elaborates the problems that hinder progress of twelfth grade students to improve communicative and linguistic proficiency. To shed light, elaborate and fulfill this objective, the researcher used the following tools:

5.7.1. Students Interviews Schedule: The conducted interviews with students (Appendix M) showed the following problems:

1.The big size of the English classroom

2-The accumulated weakness of students' grade after grade

3-The negative attitude towards English

4-Lack of instructional media and facilities appropriate to teach English

5-Using traditional teaching methods based on direct presentation of information.

6-Emphasis is on teaching explicit grammar.

7-Using Arabic during the EFL classes whether by teachers or students.

8-The variation between what the class student received with former teachers as learning experiences and what he or she receives with other teachers in subsequent semesters and years in learning English

9-The absence of using English language in practical situations which hinders the learner to feel about the importance of this language in his or her life

10-Lack of knowledge of some English language teachers about the importance of reinforcing students' self learning.

11-The nature of the relationship between the EFL teacher and the supervisor as sometimes a top down relationship.

13-Incongruence between time and the content of the high school curriculum.

14-The overloaded teacher's schedule.

15-Absence of applying communicative activities inside classroom by teachers

15-Not giving students the chance to use the language sufficiently inside or outside the classroom.(creating a climate for learning English at home and school).

5.7.2.Teachers Interviews Schedule(objectives six and seven) : the conducted interviews with teachers (Appendix K) are very important axis in this regard. The conducted interviews showed the following problems that might hinder students improve their communicative and linguistic proficiency. They were:

1-Overloading teacher with duties and responsibilities.

2-The big size of the English classroom

3-The general low achievement of students in English.

4-The imposed English language curriculum which should be implemented on time.

5-The gap between what the teachers of English receives as knowledge and skills during university study and the reality of teaching at schools,

6-Scarcity of consulting EFL teachers pertaining to English curricula and their organization by the Ministry of Education.

7- The limited participation of local specialists in preparing and organizing Palestinian EFL curricula

8-Difficulty of attracting students to learn English as a foreign language

9-The absence of educational preparation of those who graduate from (non-educational departments) English department

10-The variation in the professional levels of the English language teachers within the school.

11-The negative attitudes of some class students towards English.

12-Lack of instructional media and facilities appropriate to teach English

13-Applying traditional teaching methods based on direct presentation of information

14-The emphasis on teaching explicit grammar in previous grades.

15-The variation between preparation in pedagogy and specialty area in English during EFL teacher preparation at the university

16-Limited consideration of the EFL curriculum for cultural aspects.

17-Teachers find difficulties in developing a profile for each student on oral skills.

18-The variation between what the class student received with former teachers as learning experiences and what he or she receives with other teachers in subsequent semesters in learning English

19-The absence of using English language in practical situations where the learner could feel the importance of this language in his or her life

20-The confusion regarding teaching grammar of the English language or teaching communication in English

21-Teaching grammar of English language far from its communicative context

22-lack of knowledge of some English language teachers about the importance of reinforcing students' self learning in learning English.

23. Lack of sufficient training for teachers on communicative approach.

24. Sticking to traditional approaches of teaching even though they have received training.

5.7.3. Supervisors interviews schedule: the interviews with supervisors (Appendix K) are an important axis in educational process which showed the following problems that might hinder students improve their communicative and linguistic proficiency.

To achieve and fulfill objective number four, the interviews with supervisors of English (Appendix J) was conducted as supervisors are an important axis in educational process. The interviews showed the following problems that might hinder students improve their communicative and linguistic proficiency:

1.Insufficient interaction between students and teachers.

2.Absence of communicative techniques and activities within class.

3.Using Arabic within English class whether by teachers or students.

4.Overloading the teacher with duties and responsibilities.

5.The big size of the English classroom.

6.The imposed English language curriculum which should be implemented in terms of time schedule.

7.The gap between what the teacher of English receives as knowledge and skills during university study and the reality of teaching at school.

8.Scarcity of consulting EFL teachers pertaining to English curricula and their organization by the Ministry of Education.

9. Difficulty of attracting students to learn English as a foreign language.

10. Absence of educational preparation of those who graduate from (non- educational departments) the English department.

11.The variation in the professional levels of the English language teachers in the one school.

12.The negative attitudes of some class students towards English and its native speakers.

13. Lack of instructional media and facilities appropriate to teach English and scarcity of using them even though they are available.

14. EFL teachers apply traditional teaching methods based on direct presentation of information and the emphasis on teaching explicit grammar.

15. Limited consideration of the EFL curriculum of the cultural, social and developmental traits of the Palestinian students.

16. Insistence of school students and teachers on using Arabic during the EFL class.

17. Lack of knowledge of some English language teachers about the importance of reinforcing students' self learning in learning English.

5.7.4. Classroom Observation Schedule: the classrooms observations schedule (Appendix K) conducted by the researcher showed the following problems that might hinder students improve their communicative and linguistic proficiency.

It is clear from the researcher's classrooms observations to ten teachers (five male teachers and five female teachers) that they focus most of their classes time on teaching grammar, do not make group work or pair work, do not give students enough time to use the language for communication and interaction, use Arabic and allow students to use Arabic. These practices do not reinforce students' progress to improve their communicative and linguistic proficiency. Moreover, schools do not have the necessary equipment to be used for teachers of English to improve students listening skill. Moreover, students' interaction is not satisfactory because they listen to teachers' explanation.

5.7.5. Students Questionnaire: Students responses on domains eleven and twelve of students questionnaire showed that the time allotted for completing the curriculum is not sufficient as it is crowded in 620 tasks, activities and items in addition to reading comprehension passages and, reader and workbook. This means that it is difficult to cover this heavy load within the available time in seven lessons a week. Students responses to this domain is as follows 40.5 percent of students pointed out that two weeks are enough to cover one unit and 49.5 percent indicated that one year is enough to cover the curriculum. Accordingly, this is a major problem for students. While, the domain related to "teachers approach of teaching", 47.25 percent of students agreed on their teacher approach of teaching and 52.75 percent indicated that their teachers' approach of teaching is not helpful to improve students communicative and linguistic proficiency of students.

5.8. Objective Number Six: "To study the difficulties of twelfth grade students they face in acquiring communicative and linguistic proficiency".

-Differences between Difficulties and Problems

A Lutheran pastor and family therapist Kenneth A. Halstead writes in his book about the important assessment of determining whether something is a problem to be solved or a difficulty to be lived with or managed. He draws from the Systemic thinking on family life.

- A **"difficulty"** is something we must accept and learn to live with or manage. It is a perpetual issue that never really evaporates, but needs to be addressed without looping and fighting.
- A **"problem"** is something that is solvable. Some people love Math because there are clear-cut solutions. Trying to treat your kids or partner like a Math equation usually does little for feeling connected.

The sixth objectives of this study related to difficulties of attaining communicative and linguistic proficiency is considered the core of this study. Therefore, it is necessary to focus on the difficulties that hinder achieving the above mentioned proficiencies to seek the best solutions to tackle these difficulties based on MOEHE plans. To comment on this objective, the researcher conducted content analysis, interviewed male and female students, male and female teachers, male and female supervisors. Their perceptions are as follows:

5.8.1.Twelfth Grade Curriculum Analysis : Content analysis which was conducted by the researcher showed that there is a need to increase communicative and linguistic activities to increase students' exposure to the target language. There is a shortage in communicative activities and language functions which reinforce communicative abilities. Moreover, listening activities have not received the required weight as they are necessary for comprehensible input which in turn strengthens students' communicative proficiency. Moreover, twelfth grade teachers should help students practice real life dialogues in order to motivate and stimulate them.

5.8.2. Students' Interviews: Students' interviews showed that there are several difficulties that hinder students' progress to improve their communicative and linguistic proficiencies. These difficulties are related to teachers following traditional approach of teaching, using Arabic in English classes more than English language by

students and teachers, lack of facilities that help improve students internalize sufficient comprehensible input to improve communicative and linguistic proficiencies for students such as tape recorders or not using them even though they are available and last but not least focusing on grammar more than communicative activities.

5.8.3. Teachers Interviews: Teachers interviews showed that students' accumulated weakness is one of the major difficulties to improve students' communicative and linguistic proficiencies. Teachers also indicated that they receive students who have low achievement in English resulted from previous grades. Moreover, teachers highlighted that students focus on passing twelfth grade "general" exam which qualify them for university enrollment and in addition students have negative attitudes and beliefs towards English as it is not practiced outside classrooms.

5.8.4. Supervisors Interviews: Supervisors interviews showed that the difficulty of attaining communicative and linguistic proficiency is shared by different sides. Students beliefs and attitudes toward learning and communicate using English. So, students believe that English is not necessary for their daily life because the means of communication is Arabic. Moreover, students are busy in curriculum items that are necessary for twelfth grade general exam. As for teachers traditional way of teaching does not help students to communicate either inside or outside classroom. Moreover, teachers have accumulated low achievement in communicative and linguistic proficiency. Students could not deliver their messages to their mates or teachers using the target language. As for **educational system,** based on this system, students are not required to communicate or use the language orally even though the MOEHE objectives of teaching English is to help students communicate using this language**. So, MoEHE is required to review its policy of teaching English** and the system of assessment. So, assessment should include that students master the minimum limit of communicative and linguistic proficiency such as possessing the ability to introduce himself or herself in English**.**

5.9. Results of Hypothesis Testing: the influence of variables have been studied to examine their influence on the degree of suitability and appropriateness of twelfth grade curriculum components and skills on students' communicative and linguistic proficiencies where t test (independent sample t-test and ANOVA) were used to examine statistical differences toward curriculum components. The results were as follows:

5.9.1. Results of Hypothesis one: t-test Students group statistics-education District:

There was no statistical significant difference at the level of significance (0.05) of influence of twelfth grade curriculum components on students communicative and linguistic proficiencies in governmental schools based on students perspectives due to **education district**. To test this hypothesis, the researcher used t-test for independent samples. The results are summarized in the following table.

Table 5. 4: Hypothesis one : t-test results of independent variable to examine level of differences in students perspectives toward twelfth grade components based on (education district)

No.	Domain	Gender	t	df	Sig. (2-tailed)
1	Language content	Male	0.27	898	0.789
		Female			
2	Reading and listening texts	Male	-0.08	898	0.937
		Female			
3	Reading Activities	Male	0.05	898	0.960
		Female			
4	Listening Activities	Male	0.01	898	0.991
		Female			
5	Speaking activities	Male	-0.05	898	0.961
		Female			
6	Writing Activities	Male	0.78	898	0.435
		Female			
7	Grammar Activities	Male	-0.01	898	0.992
		Female			
8	Vocabulary Activities	Male	0.32	898	0.752
		Female			
9	Supporting Materials	Male	-0.08	898	0.939
		Female			

10	Subject matter	Male	0.19	898	0.849
		Female			
11	Language type and miscellaneous	Male	0.20	898	0.844
		Female			
12	Teachers Approach of teaching inside classroom	Male	-0.16	898	0.875
		Female			

It is quite clear from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade students satisfaction in twelfth grade curriculum components and the independent variable education district at all domains and the level of ultimate degree, the mean value of significance test was (0.788) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. The researcher attributed this to suitability of curriculum components to learners' levels.

5.9.2. Results of hypothesis two: t-test results of independent variable to examine level of differences in students perspectives toward twelfth grade components based on (gender)

There was no statistical significant difference at (0.05) of influence of twelfth grade curriculum components and skills on students communicative and linguistic proficiencies in governmental schools based on students perspectives and degree of students satisfaction in components and skills included in twelfth grade curriculum due to gender variable as the significance is 0.788 as shown in table below. The table shows that males and females have high satisfaction in curriculum components. So, the hypothesis is not rejected (accepted).

Table 5. 5: Hypothesis two: t-test results of independent variable to examine level of differences in students perspectives toward twelfth grade components based on (age)

No.	Domain	Gender	T	df	Sig. (2-tailed)
1	Language content	Male	0.27	898	0.789
		Female			
2	Reading and listening texts	Male	-0.08	898	0.937
		Female			
3	Reading Activities	Male	0.05	898	0.960
		Female			
4	Listening Activities	Male	0.01	898	0.991
		Female			
5	Speaking activities	Male	-0.05	898	0.961
		Female			
6	Writing Activities	Male	0.78	898	0.435
		Female			
7	Grammar Activities	Male	-0.01	898	0.992
		Female			
8	Vocabulary Activities	Male	0.32	898	0.752
		Female			
9	Supporting Materials	Male	-0.08	898	0.939
		Female			
10	Subject matter	Male	0.19	898	0.849
		Female			
11	Language type and miscellaneous	Male	0.20	898	0.844
		Female			
12	Teachers Approach of teaching inside classroom	Male	-0.16	898	0.875
		Female			

It is quite clear from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade students satisfaction in twelfth grade curriculum components according to independent variable gender on the level of ultimate degree, as the mean value of significance test was (0.788) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. The researcher attributed this to suitability and variety of curriculum topics.

5.9.3. Hypothesis Number Three: t-test results of independent variable to examine level of differences in students perspectives toward twelfth grade components based on (place of residence)

There was no statistical significant difference at the level of significance (0.05) of influence of twelfth grade curriculum components and skills on students communicative and linguistic proficiencies in governmental schools based on students perspectives and degree of students satisfaction in components and skills included in twelfth grade curriculum due to place of residence variable as the significance is 0.679 as shown in table below. The table shows that city and village students have high satisfaction in curriculum components. So, the hypothesis is not rejected (accepted).

Table 5. 6: Hypothesis three: t-test results of independent variable to examine level of differences in students perspectives toward twelfth grade components based on (place of residence)

No.	Domain	Place of home/residence	T	df	Sig. (2-tailed)
1	Language content	City	-0.03	898	0.978
		Village			
2	Reading and listening texts	City	0.28	898	0.781
		Village			
3	Reading Activities	City	0.20	898	0.842
		Village			
4	Listening Activities	City	-0.14	898	0.885
		Village			

5	Speaking activities	City	0.23	898	0.819
		Village			
6	Writing Activities	City	0.29	898	0.769
		Village			
7	Grammar Activities	City	-0.11	898	0.910
		Village			
8	Vocabulary Activities	City	0.39	898	0.695
		Village			
9	Supporting Materials	City	0.31	898	0.758
		Village			
10	Subject matter	City	0.38	898	0.703
		Village			
11	Language type and miscellaneous	City	0.59	898	0.556
		Village			
12	Teachers approach of teaching inside classroom	City	-0.19	898	0.850
		Village			

It is quite clear from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade students satisfaction in twelfth grade curriculum components according to independent variable place of residence on the level of ultimate degree, as the mean value of significance test was (0.679) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis.

5.9.4. Hypothesis Number four: t-test results of independent variable to examine level of differences in students perspectives toward twelfth grade components based on (stream)

There was no statistical significant difference at the level of significance (0.05) of influence of twelfth grade curriculum components and skills on students communicative and linguistic proficiencies in governmental schools based on students perspectives and degree of students satisfaction in components and skills included in twelfth grade curriculum due to stream variable (literary-scientific) as the significance is 0.790 as shown in table below. The table shows that city and village students have high satisfaction in curriculum components. So, the hypothesis is not rejected (accepted).

Table 5. 7: showing results of hypothesis number four (stream of study: scientific and literary):

No.	Domain	Stream	T	df	Sig. (2-tailed)
1	Language content	Literary	-0.25	898	0.804
		Scientific			
2	Reading and listening	Literary	0.28	898	0.781
		Scientific			
3	Reading Activities	Literary	0.00	898	1.000
		Scientific			
4	Listening Activities	Literary	-0.28	898	0.781
		Scientific			
5	Speaking activities	Literary	0.03	898	0.974
		Scientific			
6	Writing Activities	Literary	-0.04	898	0.969
		Scientific			
7	Grammar Activities	Literary	-0.03	898	0.975
		Scientific			
8	Vocabulary Activities	Literary	0.27	898	0.791
		Scientific			
9	Supporting Materials	Literary	0.49	898	0.626
		Scientific			

10	Subject matter	Literary	0.44	898	0.657
		Scientific			
11	Language type and miscellaneous	Literary	0.90	898	0.366
		Scientific			
12	Teachers Approach of teaching inside classroom	Literary	-0.88	898	0.378
		Scientific			

It is quite clear from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade students satisfaction in twelfth grade curriculum components according to independent variable stream on the level of items and ultimate degrees, as the mean value of significance test was (0.790) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis.

5.9.5. ANOVA test was used to check differences in students responses and perceptions toward "English for Palestine" twelfth grade curriculum based on education district, stream, place of residence and gender. The results were shown in the following table.

Table 5.8: shows ANOVA results of independent variables for students (education district, stream, place of residence and gender) to examine level of differences in twelfth grade students responses toward suitability of "English for Palestine" Curriculum

ANOVA Student

Domains		Sum of Squares	Df	Mean square	F	Sg.
Language content	Between Groups	0.03	4	0.01	0.12	0.976
	Within Groups	52.25	895	0.06		
	Total	52.28	899			
Reading and listening texts	Between Groups	0.01	4	0.00	0.02	0.999
	Within Groups	83.79	895	0.09		
	Total	83.80	899			

Reading Activities	Between Groups	0.01	4	0.00	0.01	1.000
	Within Groups	131.43	895	0.15		
	Total	131.43	899			
Listening Activities	Between Groups	0.01	4	0.00	0.02	1.000
	Within Groups	164.85	895	0.18		
	Total	164.86	899			
Speaking activities	Between Groups	0.02	4	0.01	0.04	0.996
	Within Groups	123.52	895	0.14		
	Total	123.55	899			
Writing Activities	Between Groups	0.01	4	0.00	0.03	0.998
	Within Groups	50.38	895	0.06		
	Total	50.39	899			
Grammar Activities	Between Groups	0.02	4	0.01	0.06	0.994
	Within Groups	78.43	895	0.09		
	Total	78.45	899			
Vocabulary Activities	Between Groups	0.02	4	0.01	0.05	0.996
	Within Groups	97.51	895	0.11		
	Total	97.54	899			
Supporting Materials	Between Groups	0.01	4	0.00	0.02	0.999
	Within Groups	94.70	895	0.11		
	Total	94.71	899			
Subject matter	Between Groups	0.02	4	0.00	0.05	0.995
	Within Groups	88.93	895	0.10		
	Total	88.95	899			
Language type and miscellaneous	Between Groups	0.21	4	0.05	0.29	0.886
	Within	161.46	895	0.18		

			Sum of Squares	Df	Mean Square	F	Sig. ❖
		Groups					
		Total	161.67	899			
Teachers Approach of teaching inside classroom		Between Groups	0.01	4	0.00	0.18	0.950
		Within Groups	17.85	895	0.02		
		Total	17.87	899			

*Significance (a=0.05)

This table clearly stated that there was no statistically significant differences at (0.05) attributed to the four variables(education district, stream, place of residence and gender) in the level of whole domain and items as the value of significance was (0.982) which is more than (0.05).This led the researcher not rejecting the null hypothesis. The researcher attributed this to suitability and students satisfaction in "English for Palestine" twelfth grade curriculum.

5.9.6.Results Related to Examining Hypothesis Five ANOVA Analysis for Differences between Means of Domains of Curriculum Based on education district.

Table 5.9: results of ANOVA analysis for differences between   means of domains of twelfth grade curriculum based on teacher's education district.

No.	Domains		Sum of Squares	Df	Mean Square	F	Sig. ❖
1	Language content	Between Groups	0.03	4	0.01	0.14	0.968
		Within Groups	12.29	195	0.06		
		Total	12.33	199			
2	Reading and listening texts	Between Groups	0.24	4	0.06	0.59	0.667
		Within Groups	19.96	195	0.10		
		Total	20.21	199			
3	Reading Activities	Between Groups	0.11	4	0.03	0.16	0.959

		Within Groups	34.52	195	0.18		
		Total	34.64	199			
4	Listening Activities	Between Groups	0.09	4	0.02	0.15	0.964
		Within Groups	28.36	195	0.15		
		Total	28.45	199			
5	Speaking activities	Between Groups	0.02	4	0.01	0.06	0.993
		Within Groups	18.22	195	0.09		
		Total	18.24	199			
6	Writing Activities	Between Groups	0.02	4	0.01	0.10	0.983
		Within Groups	12.51	195	0.06		
		Total	12.53	199			
7	Grammar Activities	Between Groups	0.05	4	0.01	0.16	0.958
		Within Groups	14.21	195	0.07		
		Total	14.26	199			
8	Vocabulary Activities	Between Groups	0.03	4	0.01	0.07	0.990
		Within Groups	18.08	195	0.09		
		Total	18.11	199			
9	Supporting Material	Between Groups	0.13	4	0.03	0.42	0.798
		Within Groups	15.01	195	0.08		
		Total	15.14	199			

10	Subject matter	Between Groups	0.12	4	0.03	0.26	0.904
		Within Groups	22.63	195	0.12		
		Total	22.75	199			
11	Language type and miscellaneous	Between Groups	0.05	4	0.01	0.16	0.958
		Within Groups	14.21	195	0.07		
		Total	14.26	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade teachers satisfaction in twelfth grade curriculum components according to independent variable education district on the level of ultimate degree, as the mean value of significance of test was (0.922) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0,922) which is more than (0.05).

Note: total ANOVA of the eleven domains is 10.142 and the mean of the eleven domains is 0.922

Table 5.10: Results Related to Examining Hypothesis Six ANOVA for differences between means of domains of twelfth grade curriculum domains based on teachers' age

5.9.7. ANOVA Analysis for Differences between Means of Domains of Curriculum Based on Age of Teachers

No.	Domains		Sum of Squares	DF	Mean Square	F	Sig. ❖
1	Language content	Between Groups	0.38	3	0.13	2.07	0.106
		Within Groups	11.95	196	0.06		
		Total	12.33	199			
2	Reading and	Between Groups	0.05	3	0.02	0.18	0.911

			listening texts				
		Within Groups	20.15	196	0.10		
		Total	20.21	199			
3	Reading Activities	Between Groups	0.04	3	0.01	0.07	0.978
		Within Groups	34.60	196	0.18		
		Total	34.64	199			
4	Listening Activities	Between Groups	0.16	3	0.05	0.37	0.772
		Within Groups	28.28	196	0.14		
		Total	28.45	199			
5	Speaking activities	Between Groups	0.08	3	0.03	0.28	0.841
		Within Groups	18.17	196	0.09		
		Total	18.24	199			
6	Writing Activities	Between Groups	0.21	3	0.07	1.11	0.346
		Within Groups	12.32	196	0.06		
		Total	12.53	199			
7	Grammar Activities	Between Groups	0.06	3	0.02	0.26	0.854
		Within Groups	14.20	196	0.07		
		Total	14.26	199			
8	Vocabulary Activities	Between Groups	0.15	3	0.05	0.55	0.648
		Within Groups	17.96	196	0.09		
		Total	18.11	199			
9	Supporting	Between Groups	0.09	3	0.03	0.41	0.745

	Material						
		Within Groups	15.04	196	0.08		
		Total	15.14	199			
10	Subject matter	Between Groups	0.07	3	0.02	0.19	0.903
		Within Groups	22.68	196	0.12		
		Total	22.75	199			
11	Language type and miscellaneous	Between Groups	0.21	3	0.07	1.11	0.346
		Within Groups	12.32	196	0.06		
		Total	12.53	199			

 It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade teachers satisfaction in twelfth grade curriculum components according to independent variable age on the level of ultimate degree, as the mean value of significance of test was (0.677) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.677) which is more than (0.05).

Note: total ANOVA of the eleven domains is 7.45 and the mean of the eleven domains is 0.677.

5.9.8. Hypothesis Seven: t-test teachers group statistics-teachers gender:

 There was no statistical significant difference at the level of significance (0.05) of influence of twelfth grade curriculum components and skills on students communicative and linguistic proficiencies in governmental schools based on teachers perspectives and degree of their satisfaction in components and skills included in twelfth grade curriculum due to **gender as the significance is 0.474** as shown in table below. It shows that males and females teachers have high satisfaction in curriculum components. So, the hypothesis is not rejected (accepted).

Table number 5.11: showing results of hypothesis number five (teachers' gender):

No.	Domain	Gender	T	Df	Sig. (2-tailed)
1	Language content	Male	1.64	198	0.104
		Female			
2	Reading and listening texts	Male	0.50	198	0.615
		Female			
3	Reading Activities	Male	0.24	198	0.809
		Female			
4	Listening Activities	Male	0.96	198	0.337
		Female			
5	Speaking activities	Male	0.72	198	0.472
		Female			
6	Writing Activities	Male	1.49	198	0.138
		Female			
7	Grammar Activities	Male	0.84	198	0.402
		Female			
8	Vocabulary Activities	Male	0.73	198	0.465
		Female			
9	Supporting Materials	Male	0.80	198	0.424
		Female			
10	Subject matter	Male	0.65	198	0.518
		Female			
11	Language type and miscellaneous	Male	0.73	198	0.465
		Female			

It is quite clear from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade students satisfaction in twelfth grade curriculum components according to independent variable gender on the level of items and ultimate degree, as the mean value of significance test was (0.474) which approximately equals (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis.

Table 5.12: results of ANOVA analysis for differences between means of domains of twelfth grade curriculum based on academic qualification

5.9.9. Hypothesis Eight: ANOVA Analysis for Differences between Means of Curriculum Domains Based on Academic Qualifications

No.	Domains		Sum of Squares	df	Mean Square	F	Sig. ❖
1	Language content	Between Groups	0.03	2	0.01	0.24	0.790
		Within Groups	12.30	197	0.06		
		Total	12.33	199			
2	Reading and listening texts	Between Groups	0.09	2	0.04	0.44	0.647
		Within Groups	20.12	197	0.10		
		Total	20.21	199			
3	Reading Activities	Between Groups	0.21	2	0.11	0.61	0.546
		Within Groups	34.42	197	0.17		
		Total	34.64	199			
4	Listening Activities	Between Groups	0.08	2	0.04	0.27	0.762
		Within Groups	28.37	197	0.14		
		Total	28.45	199			
5	Speaking activities	Between Groups	0.08	2	0.04	0.45	0.638
		Within Groups	18.16	197	0.09		
		Total	18.24	199			
6	Writing Activities	Between Groups	0.08	2	0.04	0.65	0.524

		Within Groups	12.45	197	0.06		
		Total	12.53	199			
7	Grammar Activities	Between Groups	0.13	2	0.07	0.92	0.401
		Within Groups	14.13	197	0.07		
		Total	14.26	199			
8	Vocabulary Activities	Between Groups	0.02	2	0.01	0.09	0.913
		Within Groups	18.09	197	0.09		
		Total	18.11	199			
9	Supporting Material	Between Groups	0.11	2	0.05	0.72	0.489
		Within Groups	15.03	197	0.08		
		Total	15.14	199			
10	Subject matter	Between Groups	0.07	2	0.03	0.30	0.744
		Within Groups	22.68	197	0.12		
		Total	22.75	199			
11	Language type and miscellaneous	Between Groups	0.08	2	0.04	0.45	0.638
		Within Groups	18.16	197	0.09		
		Total	18.24	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade teachers satisfaction in twelfth grade curriculum components according to independent variable academic qualifications on the level of ultimate degree, as the mean value of significance of test was (0.644) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.644) which is more than (0.05).

Note: total ANOVA of the eleven domains is 7.029 and the mean of the eleven domains is 0.644.

5.9.10. Hypothesis Nine ANOVA- test was used to examine level of influence 0f Training on Communicative Approach on Twelfth Grade Teachers Performance Based on Gender

Table :5.13: Showing ANOVA Teachers Training - Gender

No.	Domain		Sum of Squares	Df	Mean Square	F	Sig.
1	Identification of training needs	Between Groups	5.46	3	1.82	12.75	0.911
		Within Groups	27.97	196	0.14		
		Total	33.43	199			
2	Expectations of training	Between Groups	1.14	3	0.38	5.78	0.978
		Within Groups	12.87	196	0.07		
		Total	14.01	199			
3	Outcomes of the training	Between Groups	4.77	3	1.59	38.74	0.772
		Within Groups	8.05	196	0.04		
		Total	12.82	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable gender on the level of ultimate degree, as the mean value of significance of test was (0.870) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.870) which is more than (0.05).

Note: total ANOVA of the three domains is 2.611 and the mean of the three domains is 0.870.

5.9.11.ANOVA Teachers' Training –Education District

Table 5.14: results of ANOVA analysis for differences between means of domains of teachers training based on education district

No.	Domain		Sum of Squares	Df	Mean Square	F	Sig.
1	Identification of training needs	Between Groups	0.22	4	0.06	0.32	0.861
		Within Groups	33.21	195	0.17		
		Total	33.43	199			
2	Expectations of training	Between Groups	0.05	4	0.01	0.18	0.950
		Within Groups	13.96	195	0.07		
		Total	14.01	199			
3	Outcomes of the training	Between Groups	0.04	4	0.01	0.17	0.953
		Within Groups	12.78	195	0.07		
		Total	12.82	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable education district on the level of ultimate degree, as the mean value of significance of test was (0.921) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.921) which is more than (0.05).

Note: total ANOVA of the three domains is 2.764 and the mean of the three domains is 0.921.

Table 5.15: results of ANOVA analysis for differences between means of domains of twelfth grade curriculum based on age

5.9.12. ANOVA Teachers Training – Age

No.	Domain		Sum of Squares	df	Mean Square	F	Sig.
1	Identification of training needs	Between Groups	5.46	3	1.82	12.75	0.911
		Within Groups	27.97	196	0.14		
		Total	33.43	199			
2	Expectations of training	Between Groups	1.14	3	0.38	5.78	0.978
		Within Groups	12.87	196	0.07		
		Total	14.01	199			
3	Outcomes of the training	Between Groups	4.77	3	1.59	38.74	0.772
		Within Groups	8.05	196	0.04		
		Total	12.82	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable age on the level of ultimate degree, as the mean value of significance of test was (0.887) which is more than (0.05). This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.887) which is more than (0.05).

Note: total ANOVA of the three domains is 2.661 and the mean of the three domains is 0.887.

Table 5.16: results of ANOVA analysis for differences between means of domains of twelfth grade curriculum based on academic qualifications

5.9.13.ANOVA Teachers Training -Academic Qualifications

No.	Domain		Sum of Squares	df	Mean Square	F	Sig.
1	Identification of training needs	Between Groups	0.43	2	0.21	1.28	0.280
		Within Groups	33.00	197	0.17		
		Total	33.43	199			
2	Expectations of training	Between Groups	2.72	2	1.36	23.71	0.000
		Within Groups	11.29	197	0.06		
		Total	14.01	199			
3	Outcomes of the training	Between Groups	1.31	2	0.65	11.18	0.000
		Within Groups	11.51	197	0.06		
		Total	12.82	199			

It is shown from the data in the previous table that there was statistically relationship at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable academic qualifications on the level of ultimate degree, as the mean value of significance of test was (0.093) which is less than (0.05).This means that there was relationship. Therefore, the researcher rejected the null hypothesis which says there was no relationship and accept the alternative hypothesis which says there is a relationship. Moreover, upon looking at f value, it is clear that there a relationship between the variables. This is confirmed by (0.093) which is less than (0.05).

Note: total ANOVA of the three domains is 0.280 and the mean of the three domains is 0.093.

5.10. Results Related to Question Number Two: "To what extent do students of twelfth grade learning "English for Palestine" curriculum vary in their attitudes towards the influence of English for Palestine components on students communicative and linguistic Proficiencies?"
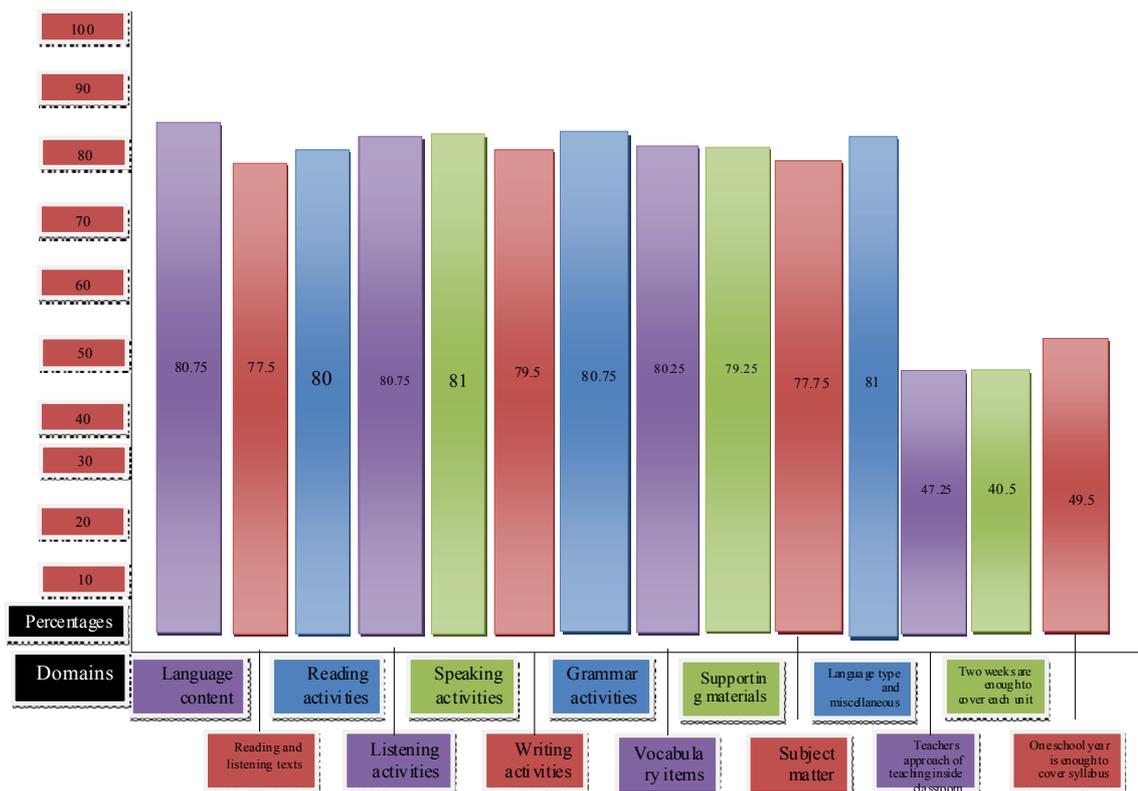
Figure 5.3: Showing students responses on questionnaire domains

5.10.1.Objective Number One: "To study the opinions of students toward the influence of twelfth grade curriculum content "English for Palestine" curriculum on students' communicative and linguistic proficiency in governmental schools".

In order to answer question number two and fulfill objective number one related to this question, the investigator conducted interviews with twenty male and female teachers of twelfth grade (Appendix K) from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah) and developed a questionnaire for teachers to elicit their perceptions towards the curriculum.

5.10.2. **Teachers' Interviews:** the problems highlighted by the teachers according to the interviews concerning the appropriateness and suitability of twelfth grade components to improve students communicative and linguistic proficiency are presented as follows:

1-English for Palestine is focusing on the four skills (listening, speaking, reading, writing), supporting materials and it is better than the previous curriculum.

2-The teachers think that grammar items in the new curriculum are difficult for students

3-Teachers think that students do not have enough sound bases for learning English communicative skills.

4-Teachers think that most of the students find difficult to master all skills in linguistic and communicative proficiency. In particular, students have difficulty in listening items, intonation and stress. However, the contents are suitable to students in terms of simplicity and level of comprehension. Teachers think that the curriculum has adequate communicative skills and activities that help students practice language in unstructured situations.

5.10.3. Students' Questionnaire: The questionnaire has covered all skills and components in the curriculum:

Table 5.17: showing percentages, standard deviations, overall mean and degree of students' responses on each item and the overall mean for the language content domain

5.10.3.1. Language Content

No.	1.language content	Students			
		Means	**S.D**	**percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus provides opportunities for learning sounds.	3.37	.702	84.25	High
2	Syllabus provides opportunities for learning stress.	3.09	.454	77.25	Moderate
3	Syllabus provides opportunities for learning rhythm.	2.68	.525	67	Low

4	Syllabus provides opportunities for learning intonation.	3.25	.536	81.25	High
5	Syllabus provides opportunities for learning morphology.	3.44	.613	86	High
6	Syllabus provide opportunities for learning syntax.	3.43	.639	85.7	High
7	Syllabus provide opportunities for learning vocabulary.	3.31	.680	82.75	High
8	Syllabus provide opportunities for learning discourse.	3.32	.669	83	High
9	Syllabus provides opportunities for learning listening.	3.32	.778	83	High
10	Syllabus provides opportunities for learning speaking.	3.18	.905	79.5	Moderate
11	Syllabus provide opportunities for learning reading.	3.19	.967	79.75	Moderate
12	Syllabus provide opportunities for learning writing.	2.96	1.035	74	Moderate
13	Syllabus provide opportunities for learning language structure.	3.40	.859	85	High
14	Syllabus provide opportunities for learning language functions.	3.16	.654	79	Moderate

15	Syllabus provide opportunities for students to communicate.	3.40	.674	85	High
	Language content	**3.23**	**.241**	**80.75**	**High**

Table 5.17 above shows students' means. It is clear from the table that both males and females students have high satisfaction in the curriculum. However, as the items means show that the highest items that received highest responses are items (7 and 8) while the lowest items that received lowest responses are (4 and 13). It is clear from the table above that male and female students have high satisfaction in the curriculum language as shown in the overall mean (80.75%). However, students have low perceptions toward the influence of rhythm on their proficiency as shown in item three. It indicates that the degree of their satisfaction equals 67 percent which is a low degree. In the same time, their satisfaction is moderate as shown in table above in items number (2, 10, 11, 12 and 14) as these items range between 70-79 percent. While they have high perception of items number (1, 4, 5, 6,7,8,9, 13 and 15). This shows that they have satisfaction about the influence of language on their communicative and linguistic proficiencies.

Syllabus as shown provide more opportunities for learning sounds, intonation, morphology, syntax, vocabulary, discourse, listening, language structure and facilitate students task to communicate as their satisfaction is high and ranges between (81-86 %).

Syllabus also provides moderate opportunities for learning speaking, stress, reading, writing, language functions as students' responses ranges between (74-79%) and provides low opportunities for learning rhythm (67%).

Syllabus provides more opportunities for learning sound, intonation, morphology, syntax, vocabulary, listening, and language structure and stimulate students' to communicate (81-86%). However, syllabus provides moderate opportunities for learning speaking, stress, reading, writing, language functions (74-79%) and low on learning rhythm (67%).Syllabus reading materials have mostly moderate difficulty where the percentage varied from 71-75% to 77.5%..Students have rated high (82.75% to 85%) on the syllabus listening material and that it was authentic and appropriate.

Table 5.18: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the reading and listening texts

5.10.3.2. Reading and Listening Activities

No.	2.Reading and listening texts:	Percentages			
		Means	**S.D**	**Percentage**	**Degree of item influence on comm. And ling. Proficiencies**
1	Syllabus reading material is at right level of difficulty.	3.02	.561	75.5	Moderate
2	Syllabus reading material is interesting for students.	2.87	.861	71.75	Moderate
3	Syllabus reading material is authentic.	3.02	.783	75.5	Moderate
4	Syllabus reading material is culturally appropriate.	3.08	.481	77	Moderate
5	Syllabus reading material is sufficiently varied.	3.01	.560	75.25	Moderate
6	Syllabus listening material is at right level of difficulty.	3.09	.612	77.25	Moderate
7	Syllabus listening material is interesting for learners .	3.38	.624	84.5	High
8	Syllabus listening material is authentic.	3.40	.818	85	High
9	Syllabus listening material is culturally appropriate.	3.31	.602	82.75	High
10	Syllabus listening material is sufficiently varied.	3.02	.781	75.5	Moderate
11	Syllabus listening material helps learners to communicate	2.86	.545	71.5	Moderate
	Reading and listening texts	**3.10**	**.305**	77.5	Moderate

It is shown from the above table that students have moderate satisfaction about the influence of reading and listening texts on their communicative and linguistic proficiencies as shown in items (1,2,3,4,5,6,10 and 11) as their percentage range from 70-79 percent. While they have high satisfaction of influence of items (7,8 and 9) as their percentage range from 80-89. The domain means percentage is 77.5 which show that students have moderate satisfaction on influence of reading and listening texts on their communicative and linguistic proficiencies. Reading activities in the syllabus is rated high (80%) and it shows high level of satisfaction.

Table 5.19: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the reading activities domain.

5.10.3.3.Reading Activities

No.	3.Reading activities	Students			
		Means	**S.D**	**percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus reading activities at right level of difficulty.	3.01	.956	75.25	Moderate
2	Syllabus reading activities are interesting for learners	2.93	.627	73.2	Moderate
3	Syllabus reading activities sufficiently varied.	3.09	.823	77.25%	Moderate
4	Syllabus reading materials are task oriented.	3.16	.763	79	Moderate
5	Syllabus reading activities have clear instructions.	3.38	.833	84.5	High
6	Syllabus reading activities have a variety of questions.	3.53	.506	88.25	High
7	Syllabus reading activities encourage the use of reading sub-skills.	3.31	.463	82.75	High
	Reading Activities	**3.20**	**.382**	80	High

As the above table shows that students have high satisfaction in reading activities as the percentage means of this domain is 80 percent. However, they have moderate satisfaction in items number (1, 2, 3 and 4) which ranges between 70-79 percent. While, they have high satisfaction in items (5, 6 and 7).

Table 5.20: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the listening activities domain.

5.10.3.4. Listening Activities

No.	4.listening activities	Students			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus listening activities at right level of difficulty.	3.31	.600	82.75	High
2	Syllabus listening activities are interesting for learners	3.23	.793	80.75	Moderate
3	Syllabus listening activities are sufficiently varied.	3.53	.635	88.25	High
4	Syllabus listening activities are task oriented.	3.38	.625	84.5	High
5	Syllabus listening activities have clear instructions.	2.93	.727	73.25	Moderate
6	Syllabus listening activities have a variety of questions.	3.16	.771	79	Moderate
7	Syllabus listening activities encourage the use of listening sub-skills.	3.08	.824	77	Moderate
8	**Listening Activities**	**3.23**	**.428**	80.75	High

It is clear from the table above that means percentage of this domain is high as it equals 80.75 percent. However, items number (2,5, 6, and 7) students have moderate satisfaction in these items of this domain. While students have high satisfaction in

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items number (3 and 4).Syllabus listening activities are task oriented and they are sufficiently varied.

Table 5.21: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the speaking activities domain.

5.10.3.5. Speaking Activities

No.	5.speaking activities	Students			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus speaking activities at right level of difficulty.	3.39	.493	84.75	High
2	Syllabus speaking activities are interesting for students.	3.16	.660	79	Moderate
3	Syllabus speaking activities are sufficiently varied.	3.08	.915	77	Moderate
4	Syllabus speaking activities are task oriented.	3.31	.603	82.75	High
5	Syllabus speaking activities have clear instructions.	3.25	.783	81.25	High
6	Syllabus speaking activities have a variety of questions.	3.24	.692	81	High
7	Syllabus speaking activities encourage the use of speaking sub-skills.	3.09	.820	77.25	Moderate
8	Syllabus speaking activities encourage a desire to communicate.	3.39	.624	84.75	High
9	Syllabus speaking activities focus on accuracy.	3.23	.695	80.75	High
10	Syllabus speaking activities focus on fluency.	3.24	.885	81	High
11	Syllabus speaking activities	3.23	.691	80.75	High

helps learners to communicate				
Speaking activities	**3.24**	**.371**	81	High

It is clear from the table above that students have high satisfaction in speaking activities as shown from the means and percentage which equals 81 percent. However, they have moderate satisfaction in some items (2, 3, and 7) where its percentages range from 70-79 percent. However, students have high satisfaction of influence of items (1,4.5. 6,8,9,10 and 11) where its percentages range from 80-89 percent. Syllabus speaking activities are at the right level of difficulty, task oriented,, accurate and emphasize on fluency and facilitate learners' to communicate (81%).

Table 5.22: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the writing activities domain

5.10.3.6.Writing Activities

No.	**6.writing activities**	Students			
		Means	**S.D**	**percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus writing activities at right level of difficulty.	3.16	.864	79	Moderate
2	Syllabus writing activities are interesting for students.	3.31	.899	82.75	High
3	Syllabus writing activities are sufficiently varied.	3.32	.715	83	High
4	Syllabus writing activities are task oriented.	3.15	.662	78.75	Moderate
5	Syllabus writing	2.95	.730	78.75	Moderate

	activities have clear instructions.				
6	Syllabus writing activities have a variety of questions.	3.42	.739	85.5	High
7	Syllabus writing activities encourage the use of speaking sub-skills.	3.47	.499	86.75	High
8	Syllabus writing activities encourage a desire to communicate.	3.08	.615	77	Moderate
9	Syllabus writing activities focus on accuracy.	2.93	.619	73.25	Moderate
10	Syllabus writing activities focus on fluency.	3.16	.658	79	Moderate
11	Syllabus writing activities helps learners to communicate	3.08	.622	77	Moderate
	Writing Activities	**3.18**	**.237**	79.5	Moderate

It is clear from the table that students have moderate satisfaction on influence of writing activities on students communicative and linguistic proficiency as the percentage of the above table is moderate which equals 79.5%. Students have moderate in items number (1,4,5,8,9,10,and 11) where its percentages range between 70-79 percent. However, students have high satisfaction of influence of items number (2,3,6 and 7) where the range of these items range between 80-89 percent. Syllabus writing activities are interesting, sufficiently varied, show variety of questions and encourage students to use the speaking skill (79.5%).

Table 5.23: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the grammar activities domain

5.10.3.7. Grammar Activities

No.	7.grammar activities	Students			
		Means	**S.D**	**percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus grammar activities at right level of difficulty.	2.93	.724	73.25	Moderate
2	Syllabus grammar activities are interesting for students.	3.09	.482	77.2	Moderate
3	Syllabus grammar activities are sufficiently varied.	3.17	.768	79.2	Moderate
4	Syllabus grammar activities are task oriented.	3.02	.682	75.5	Moderate
5	Syllabus grammar activities have clear instructions.	3.31	.601	82.75	High
6	Syllabus grammar activities have a variety of questions.	3.46	.632	81.5	High
7	Syllabus grammar activities encourage the use of speaking sub-skills.	3.68	.603	92	Very high

8	Syllabus grammar activities encourage a desire to communicate.	3.39	.828	84.75	High
9	Syllabus grammar activities focus on accuracy.	3.15	.766	78.75	Moderate
10	Syllabus grammar activities focus on fluency.	3.15	.936	78.75	Moderate
11	Syllabus grammar activities help learners to communicate	3.16	.663	79	Moderate
	Grammar Activities	**3.23**	**.296**	80.75	High

It is clear from the above table that the means percentage of the table is 80.75 percent which shows that students have high satisfaction of influence of grammar activities on their communicative and linguistic proficiency. However, students have moderate satisfaction of their influence on students communicative and linguistic proficiencies such as (1, 2, 3, 4,9,10 and 11) with their percentage range from 70-79 percent. While students have very high satisfactions in item numbers (7) with its percentage is 92 percent and have high satisfaction in items number (8) with its percentage equals 84.75 percent. Syllabus grammar activities have a moderate influence and have clear instructions, variety of questions and encourage learners' to communicate.

Table 5.24: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the vocabulary activities domain.

5.10.3.8. Vocabulary Activities

No.	**8.vocabulary activities**	Students			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus vocabulary activities are at right level of difficulty.	3.24	.882	81	High
2	Syllabus vocabulary activities are interesting for	3.23	.687	80.75	High

No.				82.75	High
	students.				
3	Syllabus vocabulary activities are sufficiently varied.	3.31	.613	82.75	High
4	Syllabus vocabulary activities are task oriented.	3.25	.781	81.25	High
5	Syllabus vocabulary activities have clear instructions.	3.08	.481	77	Moderate
6	Syllabus vocabulary activities have a variety of questions.	3.16	.860	79	Moderate
7	Syllabus vocabulary activities encourage the use of speaking sub-skills.	3.08	.723	77	Moderate
8	Syllabus vocabulary activities encourage a desire to communicate.	3.31	.718	82.75	High
	Vocabulary Activities	**3.21**	**.329**	80.25	High

As shown in the table above, means percentage is high which means that vocabulary items have high influence on students communicative and linguistic proficiency, it equals 80.25 percent. However, students have moderate satisfaction in items (5, 6 and 7) with its range from 70-79 percent and have high satisfaction on influence of items number (1,2,3, 4 and 8) with its ranges from 80-89 percent. Syllabus vocabulary activities are at the right level of difficulty, interesting, sufficiently varied, task oriented, and encourage students' desire to communicate (80.25%).

Table 5.25: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the supporting materials domain

5.10.3.9. Supporting Materials

No.	**9.supporting materials**	Students			
		Means	**S.d**	**percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	The material in Reading is	3.03	.781	75.25	Moderate

				interesting.		

No.		Means	S.D		
2	The material in Reader is authentic.	3.07	.675	76.75	Moderate
3	The material in Reader is culturally appropriate.	3.08	.479	77	Moderate
4	Cassettes present English produced by native speakers at normal speed.	3.08	.623	77	Moderate
5	Materials recorded on cassettes are authentic.	3.09	.824	77.25	Moderate
6	Materials recorded on cassettes are communicative.	3.61	.490	90.25	Very high
7	Reader Materials enrich my communicative abilities.	3.15	.535	78.75	Moderate
8	Poems provided in Reader material are interesting.	3.24	.792	81	High
	Supporting Materials	**3.17**	**.325**	79.25	Moderate

Note: For criteria of responses, please refer to item 5.6.5 page 170

As shown from the table above, means percentage equals 79.25 which means that students have moderate satisfaction on influence of supporting materials items number (1,2,3,4,5 and 7) on their communicative and linguistic proficiency percent. While students have high satisfaction on influence of recorded materials on their communicative and linguistic proficiency. The material in reading the supporting material is interesting, authentic, culturally appropriate and materials recorded in cassettes are authentic, communicative and interesting (79.25%).

Table 5.26: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the subject matter domain

5.10.3.10.Subject Matter

No.	**10.subject matter**	Students			
		Means	**S.D**	**percentage**	**Degree of item influence on communicative**

				and linguistic proficiencies	
1	Themes interesting for learners.	3.16	.945	79	Moderate
2	Themes sufficiently varied.	3.08	.623	77	Moderate
3	Topics interesting for learners.	3.00	.781	75	Moderate
4	Topics sufficiently varied	3.38	.491	84.5	High
5	Functions useful to learners.	3.47	.499	86.75	High
6	Functions sufficiently varied	3.31	.720	82.75	High
7	Notions useful to learners	2.93	.729	73.25	Moderate
8	Notions sufficiently varied	2.78	.795	69.5	Low
9	Subject matter help learners to communicate	3.02	.788	75.5	Moderate
10	Subject matter contains examples from Arab culture.	2.94	.731	73.5	Moderate
11	**Subject matter**	**3.11**	**.315**	77.75	Moderate

It is clear from the above table that the means percentage is moderate which equals 77.75 percent. Students have moderate satisfaction in items number (1,2,3,7,9 and 10) which ranges between 70-79 percent. However, they have low satisfaction in item number (8) which equals 69.5 percent. Furthermore, students have high satisfaction in items number (4,5 and 6) which ranges between 80-89 percent.

Table 5.27: showing means, standard deviations, overall mean and degree of influence of students of twelfth grade responses to each items and the overall mean for the language type and miscellaneous domain

5.10.3.11.Language Type and Miscellaneous

No.		Students			
	11.language type and miscellaneous	**Means**	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Language used in	3.16	.662	79	Moderate

	materials at right level of difficulty.				
2	Materials clearly written for students.	3.32	.467	83	High
	Language type & miscellaneous	**3.24**	**.424**	81	High

Note: For criteria of responses, please refer to item 5.6.5 page 170

As shown from the table above that the means percentage is high which equals 81 percent. However, item number (1) percentage is 79 and has moderate degree of satisfaction by students. While item number (2) received high degree of satisfaction.

Table 5.28: showing means, standard deviations, overall mean, degree of influence of students of twelfth grade responses to each items and the overall mean for curriculum coverage and the teacher approach of teaching domain.

5.10.3.12. Curriculum Coverage and Teachers' Approach of Teaching

No.	12.Teachers approach of teaching	Means	S.D	Percentage	Degree of item influence on communicative and linguistic proficiencies
1	Two weeks are enough to cover each unit.	1.62	.491	40.5	Very low
2	One school year is enough to cover syllabus.	1.98	.132	49.5	Very low
3	Our teacher focuses on teaching us grammar most of the time.	1.84	.496	46	Very low
4	Our teacher uses Arabic more than English inside classroom.	2.06	.493	51.25	Very low
5	Our teacher uses pair work and group work inside classroom.	1.93	.486	48.25	Very low

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6	Our teacher seeks to improve our communication skills.	1.67	.478	41.75	Very low
7	Our teacher allows students to speak Arabic in classroom.	1.63	.539	40.75	Very low
8	Our teacher gives us enough opportunity to talk in English.	1.92	.515	48	Very low
9	Our teacher gives us opportunity to listen to cassettes where native speakers talk.	1.61	.648	40.25	Very low
10	Our teacher gives us opportunity to read comprehension.	2.05	.660	51.25	Very low
11	Our teacher gives us opportunity to write compositions.	1.90	.757	47.5	Very low
12	Our teacher follows up our assignments.	2.05	.335	51.25	Very low
13	Our teacher focuses on using vocabulary in contextualization.	1.76	.592	44	Very low
14	Our teacher assesses our oral communicative and linguistic proficiency from time to time.	1.75	.596	43.75	Very low
15	Our teacher gives us opportunity to use language functions.	1.91	.507	47.75	Very low
16	Our teacher connects his teaching with real world outside classroom.	2.14	.564	53.5	Very low
17	Our teacher facilitates and organizes pair work and	2.06	.745	51.5	Very low

	group work				
	Teachers Approach of teaching inside classroom	**1.89**	**.141**	47.25	Very low

It is clear that students have a very low satisfaction in their teachers'' approach of teaching. The domain means percentage is 47.25 percent. All items from (1-15) percents range from 40-53.5 percent. This is a very low indicator of students' satisfaction in their teachers' approach of teaching. Students have a very low (47.25%) satisfaction in their teachers' approach of teaching.

5.10.3.13. Students Domains Correlation

Table 5.29: showing students' domains correlation

Domains		Language content	Reading and listening texts	Reading Activities	Listening Activities	Speaking activities	Writing Activities	Grammar Activities	Vocabulary Activities	Supporting Materials	Subject matter	Language type & miscellaneous	Teachers Approach of teaching inside classroom
Language content	Pearson Correlation	1	.390(**)	.475(**)	.423(**)	.168(**)	.143(**)	.430(**)	.483(**)	.229(**)	.386(**)	.261(**)	.437(**)
	Sig. (2-tailed)	.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	900	900	900	900	900	900	900	900	900	900	900	900
Reading and listening texts	Pearson Correlation	.390(**)	1	.287(**)	.360(**)	.349(**)	-.080(*)	.546(**)	.448(**)	.684(**)	.659(**)	.447(**)	.029
	Sig. (2-tailed)	.000	.	.000	.000	.000	.017	.000	.000	.000	.000	.000	.386
	N	900	900	900	900	900	900	900	900	900	900	900	900
Reading Activities	Pearson Correlation	.475(**)	.287(**)	1	-.021	.446(**)	.099(**)	.673(**)	.552(**)	.417(**)	.276(**)	.159(**)	.022
	Sig. (2-tailed)	.000	.000	.	.533	.000	.003	.000	.000	.000	.000	.000	.513
	N	900	900	900	900	900	900	900	900	900	900	900	900
Listening Activities	Pearson Correlation	.423(**)	.360(**)	-.021	1	-.284(**)	.102(**)	.455(**)	-.068(*)	.111(**)	.202(**)	.113(**)	.530(**)
	Sig. (2-tailed)	.000	.000	.533	.	.000	.002	.000	.041	.001	.000	.001	.000
	N	900	900	900	900	900	900	900	900	900	900	900	900
Speaking	Pearson	.168(**)	.349(**)	.446(**)	-.284(**)	1	-.415(**)	.290(**)	.588(**)	.113(**)	.339(**)	.252(**)	.081(*)

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activities	Correlation												
	Sig. (2-tailed)	.000	.000	.000	.000	.	.000	.000	.000	.001	.000	.000	.015
	N	900	900	900	900	900	900	900	900	900	900	900	900
Writing Activities	**Pearson Correlation**	.143(**)	-.080(*)	.099(**)	.102(**)	-.415(**)	1	.031	.015	.256(**)	-.144(**)	-.153(**)	-.094(**)
	Sig. (2-tailed)	.000	.017	.003	.002	.000	.	.346	.664	.000	.000	.000	.005
	N	900	900	900	900	900	900	900	900	900	900	900	900
Grammar Activities	**Pearson Correlation**	.430(**)	.546(**)	.673(**)	.455(**)	.290(**)	.031	1	.280(**)	.303(**)	.228(**)	.086(*)	.220(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.346	.	.000	.000	.000	.010	.000
	N	900	900	900	900	900	900	900	900	900	900	900	900
Vocabulary Activities	**Pearson Correlation**	.483(**)	.448(**)	.552(**)	-.068(*)	.588(**)	.015	.280(**)	1	.273(**)	.306(**)	.251(**)	.211(**)
	Sig. (2-tailed)	.000	.000	.000	.041	.000	.664	.000	.	.000	.000	.000	.000
	N	900	900	900	900	900	900	900	900	900	900	900	900
Supporting Materials	**Pearson Correlation**	.229(**)	.684(**)	.417(**)	.111(**)	.113(**)	.256(**)	.303(**)	.273(**)	1	.661(**)	.574(**)	-.396(**)
	Sig. (2-tailed)	.000	.000	.000	.001	.001	.000	.000	.000	.	.000	.000	.000
	N	900	900	900	900	900	900	900	900	900	900	900	900
Subject matter	**Pearson Correlation**	.386(**)	.659(**)	.276(**)	.202(**)	.339(**)	-.144(**)	.228(**)	.306(**)	.661(**)	1	.748(**)	-.151(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000
	N	900	900	900	900	900	900	900	900	900	900	900	900

Language type & miscellaneous	**Pearson Correlation**	.261(**)	.447(**)	.159(**)	.113(**)	.252(**)	-.153(**)	.086(*)	.251(**)	.574(**)	.748(**)	1	-.323(**)
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.010	.000	.000	.000	.	.000
	N	900	900	900	900	900	900	900	900	900	900	900	900
Teachers Approach of teaching inside classroom	**Pearson Correlation**	.437(**)	.029	.022	.530(**)	.081(*)	-.094(**)	.220(**)	.211(**)	-.396(**)	-.151(**)	-.323(**)	1
	Sig. (2-tailed)	.000	.386	.513	.000	.015	.005	.000	.000	.000	.000	.000	.
	N	900	900	900	900	900	900	900	900	900	900	900	900

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

	Language content			Reading and listening texts			Reading Activities			Listening Activities		
	Pearson Correlation	Sig. (2-	N	Pearson Correlation	Sig. (2-	N	Pearson Correlation	Sig. (2-	N	Pearson Correlation	Sig. (2-	N
Language content	1	.	900	.390(**)	.000	900	.475(**)	.000	900	.423(**)	.000	900
Reading and listening texts	.390(**)	.000	900	1	.	900	.287(**)	.000	900	.360(**)	.000	900
Reading Activities	.475(**)	.000	900	.287(**)	000	900	1	.	900	-.021	.533	900
Listening Activities	.423(**)	.000	900	.360(**)	.000	900	-.021	.533	900	1	.	900
Speaking activities	.168(**)	.000	900	.349(**)	000	900	.446(**)	.000	900	-.284(**)	.000	900
Writing Activities	.143(**)	.000	900	-.080(*)	.017	900	.099(**)	.003	900	.102(**)	..002	900
Grammar Activities	.430(**)	.000	900	.546(**)	.000	900	.673(**)	.000	900	.455(**)	.000	900
Vocabulary Activities	.483(**)	.000	900	.448(**)	.000	900	.552(**)	.000	900	-.068(*)	.041	900
Supporting Materials	.229(**)	.000	900	.684(**)	.000	900	.417(**)	.000	900	.111(**)	.001	900
Subject matter	.386(**)	.000	900	.659(**)	.000	900	.276(**)	.000	900	.202(**)	.000	900
Language type & miscellaneous	.261(**)	.000	900	.447(**)	000	900	.159(**)	.000	900	.113(**)	.001	900
Teachers Approach of teaching inside classroom	.437(**)	.000	900	.029	.386	900	.159(**)	.513	900	.530(**)	.000	900

	Speaking activities			Writing Activities			Grammar Activities			Vocabulary Activities		
	Pearson Correlation	Sig. (2-	N	Pearson Correlation	Sig. (2-	N	Pearson Correlation	Sig. (2-	N	Pearson Correlation	Sig. (2-	N
Language content	.168(**)	.000	900	.143(**)	.000	900	.430(**)	.000	900	.483(**)	.000	900
Reading and listening texts	.349(**)	.000	900	-.080(*)	.017	900	.546(**	.000	900	.448(**)	.000	900
Reading Activities	.446(**)	.000	900	.099(**)	.003	900	.673(**)	.000	900	.552(**)	.000	900
Listening Activities	-.284(**)	.000	900	.102(**)	.002	900	.455(**)	.000	900	-.068(*)	.041	900
Speaking activities	1	.	900	-.415(**)	000	900	.290(**)	.000	900	.588(**)	.000	900
Writing Activities	-.415(**)	.000	900	1	.	900	.031	.346	900	.015	.664	900
Grammar Activities	.290(**)	.000	900	.031	.346	900	1	.	900	.280(**)	.000	900
Vocabulary Activities	.588(**)	.000	900	.015	.664	900	.280(**)	.000	900	1	.	900
Supporting Materials	.113(**)	.001	900	.256(**)	.000	900	.303(**)	.000	900	.273(**)	.000	900
Subject matter	.339(**)	.000	900	-.144(**)	.000	900	.228(**)	.000	900	.306(**)	.000	900
Language type & miscellaneous	.252(**)	.000	900	-.153(**)	000	900	.086(*)	.010	900	.251(**)	.000	900
Teachers Approach of teaching inside classroom	.081(*)	.015	900	-.094(**)	.005	900	.220(**)	.000	900	.211(**)	.000	900

	Supporting Materials			Subject matter			Language type & miscellaneous			Teachers Approach of teaching inside classroom		
	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N
Language content	.229(**)	.000	900	.386(**)	.000	900	.261(**)	.000	900	.437(**)	.000	900
Reading and listening texts	.684(**)	.000	900	.659(**)	.000	900	.447(**)	.000	900	.029	.513	900
Reading Activities	.417(**)	.000	900	.276(**)	.000	900	.159(**)	.000	900	.022	.000	900
Listening Activities	.111(**)	.001	900	.202(**)	.000	900	.113(**)	.001	900	.530(**)	.015	900
Speaking activities	.113(**)	.001	900	.339(**)	000	900	.252(**)	.000	900	.081(*)	.005	900
Writing Activities	.256(**)	.000	900	-.144(**)	.000	900	-.153(**)	.000	900	-.094(**)	.000	900
Grammar Activities	.303(**)	.000	900	.228(**)	.000	900	.086(*)	.010	900	.220(**)	.000	900
Vocabulary Activities	.273(**)	.000	900	.306(**)	.000	900	.251(**)	.000	900	.211(**)	.000	900
Supporting Materials	1	.	900	.661(**)	.000	900	.574(**)	.000	900	-.396(**)	.000	900
Subject matter	.661(**)	.000	900	1	.000	900	.748(**)	.000	900	-.151(**)	.000	900
Language type & miscellaneous	.574(**)	.000	900	.748(**)	.	900	1	.	900	-.323(**)	.000	900
Teachers Approach of teaching inside classroom	-.396(**)	.000	900	-.151(**)	.000	900	-.323(**	.000	900	1	.	900

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Chart 5.3: showing students' questionnaire domains correlation

Students Domains Correlation:

The above correlation is related to students' domains.0.01 level means that out of 100 cases, 99 percent chances are true. There is only one case that it could be untrue. This means that the obtained results are true; this applies to double asterisks cases, up till speaking activities, there are double asterisks (1,2,3,4 and 5) for (language content, reading and listening texts, reading activities and speaking activities) which means that half of domains are significant at 0.01 . While writing and grammar domains are significant at 0.05 level. This means that students have high satisfaction in grammar and vocabulary activities, they find it difficult in case of grammar and vocabulary.

In case of grammar activities, Pearson correlation is significant in ten domains, there is only one case which is writing is significant at 0.05 level. They find it difficult to deal with grammar activities. The vocabulary activities domains is significant at 0.01 levels and only in writing activities, it is significant at 0.05. This means that in the case of vocabulary, they have moderate to high satisfaction in most activities, except writing Supporting materials and subject matter domains are significant at 0.01 levels. Students do not have difficulties concerning subject matter, supporting material, grammar, and vocabulary domains. In domains from 1-5, students have no difficulty

at all. They have difficulties in writing, grammar and vocabulary. Supporting materials, subject matter, language type and miscellaneous shows significant relationships in all the domains at (0.01) level.. This means that students have moderate to high satisfaction in supporting materials, subject matter and language type and miscellaneous.

Most of correlations are significantly high, it could be observed that most of students have high satisfaction in most of the domains namely language content, reading and listening texts, reading activities and speaking activities in the use of supporting materials, subject matter and language type and miscellaneous. Students find difficulties to some extent in writing activities domain, grammar activities and vocabulary domains. In terms of correlation of students' problems in different domains, although analysis of results shows negative correlation, the majority of the results in most domains shows significant correlation at 0.01 level concerning the oral significant results. Students' problems are at the minimum in case of most of activities except writing, grammar and vocabulary domains.

(-minus) Relationship means negative relationship means that they are relatively good but not very good.

5.11. Results Related to Question Number Three

"To what extent do teachers of English of twelfth grade curriculum vary in their attitudes towards the influence of English for Palestine on communicative and linguistic Proficiencies of students?"

5.11.1. Objective Number Two

"to study the opinions of teachers toward the influence of twelfth grade curriculum content "English for Palestine" curriculum on students' communicative and linguistic proficiency in governmental schools."

The chart shows the following values across domains:
- Language content: 79
- Reading activities: 78
- Reading and listening texts: 77.25
- Listening activities: 80.5
- Speaking activities: 79.75
- Writing activities: 79
- Grammar activities: 79.25
- Vocabulary items: 79
- Supporting materials: 78.25
- Subject matter: 77.75
- Language type and miscellaneous: 76
- Two weeks are enough to cover each unit: 35.5
- One school year is enough to cover syllabus: 10 (Teachers approach of teaching inside classroom)
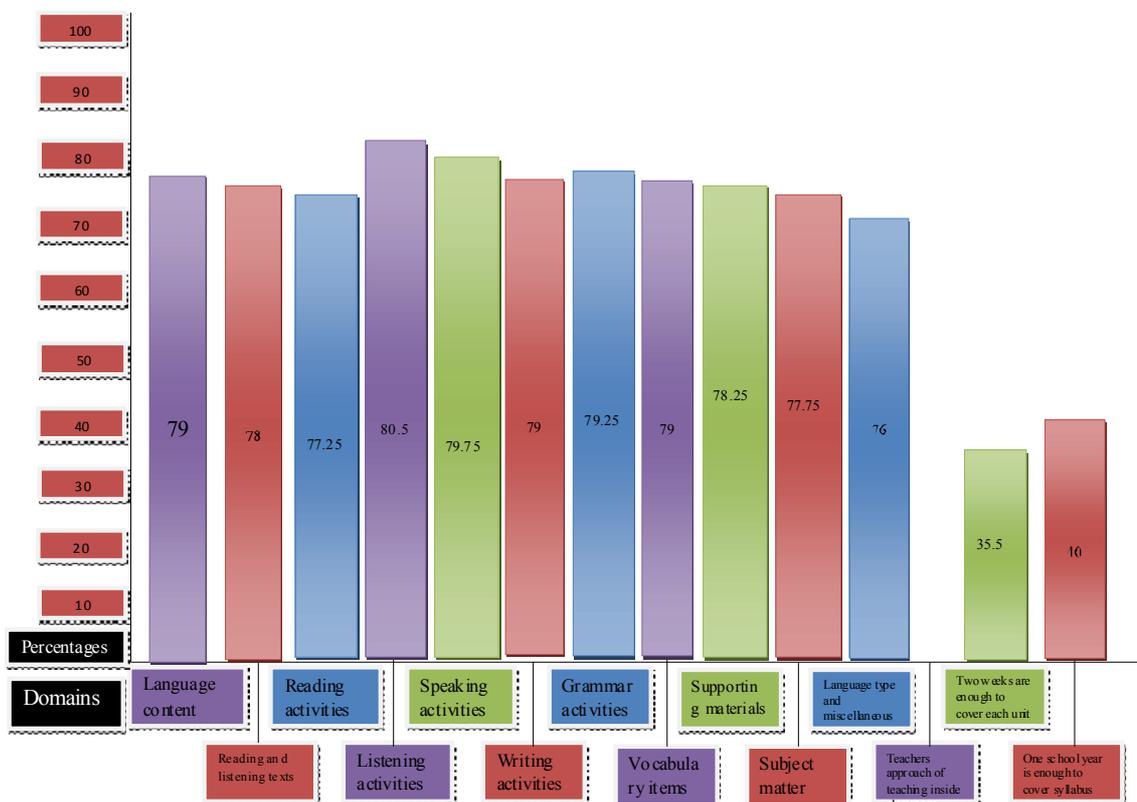
Diagram 5.4: showing teachers responses on questionnaire domains

Table 5.30: showing percentages, means, standard deviations, overall mean and degree of teachers of twelfth grade responses to each items and the overall mean for the language content domain.

5.11.2.Teachers' Questionnaire

5.11.2.1.Language Content

No.	1.language content	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus provides opportunities for learning sounds.	2.97	0.88	74.25	Moderate
2	Syllabus provides opportunities for learning stress.	3.18	0.77	79.5	Moderate
3	Syllabus provides opportunities for learning rhythm.	3.11	0.48	77.75	Moderate

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4	Syllabus provides opportunities for learning intonation.	2.71	0.57	67.75	Low
5	Syllabus provides opportunities for learning morphology.	3.25	0.56	81.25	High
6	Syllabus provides opportunities for learning syntax.	3.42	0.66	85.5	High
7	Syllabus provides opportunities for learning vocabulary.	3.38	0.69	84.5	High
8	Syllabus provides opportunities for learning discourse.	3.29	0.70	82.25	High
9	Syllabus provides opportunities for learning listening.	3.25	0.75	81.25	High
10	Syllabus provides opportunities for learning speaking.	3.22	0.83	80.5	High
11	Syllabus provides opportunities for learning reading.	3.10	0.94	77.5	Moderate
12	Syllabus provides opportunities for learning writing.	3.15	0.92	77.5	Moderate
13	Syllabus provides opportunities for learning language structure.	2.94	1.01	73.5	Moderate
14	Syllabus provides opportunities for learning language functions.	3.31	0.88	82.75	High
15	Syllabus provides opportunities for students to communicate.	3.16	0.67	79	Moderate
	Language content	**3.16**	**0.25**	**79**	**Moderate**

It is clear from the table that teachers have moderate satisfaction in language content domain as the means percentage is (79) percentage. Items (1,2,3,11,12,13 and 15) have moderate degree which ranges between 70-79 percent. While item number (4) has low degree which ranges between (50-69) percent. Items number (5,6,7,8,9,10,14) have high degree of satisfaction by teachers. Language content is moderate (79%) emphasizing learning morphology, syntax, vocabulary, discourse, listening and that the syllabus provide opportunities for learning speaking skill.

Table 5.31: showing percentages, means, standard deviations, overall mean and the degree of teachers' responses on each item and the overall mean of reading and listening texts domain

5.11.2.2. Reading and Listening Texts

No.	2.Reading and listening texts:	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus reading material is at right level of difficulty.	3.37	0.68	84.25	High
2	Syllabus reading material is interesting for students.	3.03	0.60	75.75	Moderate
3	Syllabus reading material is authentic.	2.90	0.85	75.5	Moderate
4	Syllabus reading material is culturally appropriate.	2.99	0.81	74.75	Moderate
5	Syllabus reading material is sufficiently varied.	3.05	0.58	76.25	Moderate
6	Syllabus listening material is at right level of difficulty.	2.98	0.63	74.5	High
7	Syllabus listening material is interesting for learners .	3.07	0.63	76.75	High
8	Syllabus listening material is authentic.	3.29	0.68	82.25	High
9	Syllabus listening material is culturally appropriate.	3.34	0.83	83.5	High
10	Syllabus listening material is sufficiently varied.	3.31	0.61	82.75	High
11	Syllabus listening material helps learners to communicate	3.01	0.83	75.25	Moderate
12	**Reading and listening texts**	**3.12**	**0.32**	78	Moderate

It is clear from the table that reading and listening texts have received moderate satisfaction from teachers, the means percentage is 78 percent. While items number (1,6,7,8,9,10) have received high satisfaction range from 80-89 percent, items number (2,3,4,5and 11) have received moderate degree which range between 70-79 percent. Syllabus reading material is interesting, with right level of difficulty and materials are culturally appropriate, syllabus is varied and help learners to communicate.

Table 5.32: showing means, standard deviations, mean, the degree of teachers responses on each item and the overall mean for the reading activities domain

5.11.2.3. Reading Activities

No.	3.Reading activities	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic Proficiencies**
1	Syllabus reading activities at right level of difficulty.	2.84	0.60	71	Moderate
2	Syllabus reading activities are interesting for learners	2.99	0.95	74.75	Moderate
3	Syllabus reading activities sufficiently varied.	2.93	0.71	73.25	Moderate
4	Syllabus reading materials are task oriented.	3.04	0.86	76	Moderate
5	Syllabus reading activities have clear instructions.	3.10	0.80	77.5	Moderate
6	Syllabus reading activities have a variety of questions.	3.28	0.89	82	High
7	Syllabus reading activities encourage the use of reading sub-skills.	3.46	0.59	86.5	High
	Reading Activities	**3.09**	**0.42**	77.25	Moderate

It is clear from the table above that the domain percentage is 77.25 which indicates moderate satisfaction in reading activities by teachers. Items number (1, 2, 3, 4, 5) have moderate degree of satisfaction by teachers while items (6 and 7) have high degree of satisfaction from teachers. Teachers have moderate level of satisfaction of the reading material (77.25%).

Table 5.33: showing percentages, means, standard deviations, and degree of teachers' responses on each item and the overall mean for the listening activities domain

5.11.2.4. Listening Activities

No.	**4.listening activities**	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus listening activities at right level of difficulty.	3.31	0.52	82.75	High
2	Syllabus listening activities are interesting for learners	3.29	0.64	82.25	High
3	Syllabus listening activities are sufficiently varied.	3.16	0.82	79	Moderate
4	Syllabus listening activities are task oriented.	3.43	0.73	85.75	High
5	Syllabus listening activities have clear instructions.	3.30	0.68	82.5	High
6	Syllabus listening activities have a variety of questions.	2.93	0.74	73.25	Moderate
7	Syllabus listening activities encourage the use of listening sub-skills.	3.13	0.80	78.25	Moderate
	Listening Activities	**3.22**	**0.38**	80.5	High

As shown in the table, listening activities have got high satisfaction from teachers as means percentage is (80.5%). Four items have got high degree of satisfaction from

teachers (1,2.4 and 5) while items (3,6 and 7) have got moderate satisfaction from teachers. The syllabus reading activities have high satisfaction from teachers (80.5%).

Table 5.34: showing percentages, means, standard deviations, the degree of teachers responses and the overall mean for the speaking skill domain

5.11.2.5.Speaking Activities

No.	5.speaking activities	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus speaking activities at right level of difficulty.	3.05	0.82	76.25	Moderate
2	Syllabus speaking activities are interesting for students.	3.31	0.61	82.75	High
3	Syllabus speaking activities are sufficiently varied.	3.16	0.70	79	Moderate
4	Syllabus speaking activities are task oriented.	3.07	0.92	76.75	Moderate
5	Syllabus speaking activities have clear instructions.	3.29	0.65	82.25	High
6	Syllabus speaking activities have a variety of questions.	3.24	0.78	81	High
7	Syllabus speaking activities encourage the use of speaking sub-skills.	3.20	0.72	80	High
8	Syllabus speaking activities encourage a desire to communicate.	3.06	0.85	76.5	Moderate
9	Syllabus speaking activities focus on accuracy.	3.34	0.70	83.5	High
10	Syllabus speaking activities focus on fluency.	3.18	0.74	79.5	Moderate
11	Syllabus speaking activities helps learners to communicate	3.18	0.92	79.5	Moderate
	Speaking activities	**3.19**	**0.30**	79.75	Moderate

As shown from the table above, the means percentage is 79.75 percent which shows moderate satisfaction in speaking activities. Seven items have got moderate degree of satisfaction from teachers (1,3,4,8,10 and 11) which equals range is 70-79 percent. However, six items have got high degree of satisfaction from teachers (2,5.6.7 and 9)

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which range between 80-89 percent. Teachers showed moderate degree of satisfaction in the speaking skill (79.75%).

Table 5.35: showing percentages, means, standard deviations, the degree of teachers responses and the overall mean for the writing activities domain

5.11.2.6. Writing Activities

No.	6.writing activities	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus writing activities at right level of difficulty.	3.19	0.72	79.75	Moderate
2	Syllabus writing activities are interesting for students.	3.12	0.89	78	Moderate
3	Syllabus writing activities are sufficiently varied.	3.29	0.89	82.25	High
4	Syllabus writing activities are task oriented.	3.28	0.74	82	High
5	Syllabus writing activities have clear instructions.	3.09	0.73	77.25	Moderate
6	Syllabus writing activities have a variety of questions.	2.92	0.78	73	Moderate
7	Syllabus writing activities encourage the use of speaking sub-skills.	3.36	0.80	84	High
8	Syllabus writing activities encourage a desire to communicate.	3.41	0.59	85.25	High
9	Syllabus writing activities focus on accuracy.	3.09	0.63	77.25	Moderate
10	Syllabus writing activities focus on fluency.	2.89	0.66	72.25	Moderate
11	Syllabus writing activities helps learners to communicate	3.10	0.68	77.5	Moderate
	Writing Activities	**3.16**	**0.25**	79	Moderate

As shown from the table above, the means percentage is 79 percent which shows moderate satisfaction in writing activities. Seven items have got moderate degree of satisfaction from teachers (1,2,5,6,10 and 11) which equals range is 70-79 percent. However, four items have got high degree of satisfaction from teachers (3,4,7, and 8)

which range between 80-89 percent. Teachers show moderate degree of satisfaction (79%) on writing activities.

Table 5.36: showing percentages, means, standard deviations, the degree of teachers' responses on each item and the overall mean for the grammar activities domain

5.11.2.7.Grammar Activities

No.	7.grammar activities	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus grammar activities at right level of difficulty.	3.04	0.66	76	Moderate
2	Syllabus grammar activities are interesting for students.	2.93	0.74	73.25	Moderate
3	Syllabus grammar activities are sufficiently varied.	3.00	0.62	75	Moderate
4	Syllabus grammar activities are task oriented.	3.09	0.80	77.25	Moderate
5	Syllabus grammar activities have clear instructions.	3.01	0.71	75.25	Moderate
6	Syllabus grammar activities have a variety of questions.	3.21	0.67	80.25	High
7	Syllabus grammar activities encourage the use of speaking sub-skills.	3.43	0.67	85.75	High
8	Syllabus grammar activities encourage a desire to communicate.	3.63	0.66	90.75	Very high
9	Syllabus grammar activities focus on accuracy.	3.34	0.84	83.5	High
10	Syllabus grammar activities focus on fluency.	3.09	0.79	77.25	Moderate
11	Syllabus grammar activities help learners to communicate	3.10	0.94	77.5	Moderate
	Grammar Activities	**3.17**	**0.27**	79.25	Moderate

As shown from the table above, the means percentage is 79 percent which shows moderate satisfaction in grammar activities. Seven items have got moderate degree of satisfaction from teachers (1,2,3,4,5,10 and 11) which equals range is 70-79 percent. However, three items have got high degree of satisfaction from teachers (6,7, and 9) which range between 80-89 percent. While item number (8) has got a very high

degree with a percentage 90.75%.There is moderate satisfaction in grammar activities (79.25%).

Table 5.37: showing percentages, means, standard deviations, the degree of teachers responses on each item and the overall mean for the vocabulary activities domain

5.11.2.8. Vocabulary Activities

No.	8.vocabulary activities	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Syllabus vocabulary activities are at right level of difficulty.	3.16	0.66	79	Moderate
2	Syllabus vocabulary activities are interesting for students.	3.20	0.92	80	High
3	Syllabus vocabulary activities are sufficiently varied.	3.15	0.76	78.75	Moderate
4	Syllabus vocabulary activities are task oriented.	3.23	0.68	80.75	High
5	Syllabus vocabulary activities have clear instructions.	3.24	0.76	81	High
6	Syllabus vocabulary activities have a variety of questions.	3.07	0.52	76.75	Moderate
7	Syllabus vocabulary activities encourage the use of speaking sub-skills.	3.16	0.87	79	Moderate
8	Syllabus vocabulary activities encourage a desire to communicate.	3.08	0.72	77	Moderate
9	**Vocabulary Activities**	**3.16**	**0.30**	79	Moderate

As shown from the table above, the means percentage is 79 percent which shows moderate satisfaction in vocabulary activities. Five items have got moderate degree of satisfaction from teachers (1,3,6,7 and 8) with a range between 70-79 percent. However, three items have got high degree of satisfaction from teachers (2,4 and 5)

which range between 80-89 percent. Teachers show moderate satisfaction in vocabulary activities.

Table 5.38: showing percentages, means, standard deviations, the degree of teachers responses on each item and the overall mean for the supporting materials domain

5.11.2.9. Supporting Materials

No.	9.supporting materials	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	The material in Reading is interesting.	3.24	0.76	81	High
2	The material in Reader is authentic.	3.02	0.81	75.5	Moderate
3	The material in Reader is culturally appropriate.	3.09	0.70	77.25	Moderate
4	Cassettes present English produced by native speakers at normal speed.	2.98	0.60	74.5	Moderate
5	Materials recorded on cassettes are authentic.	3.04	0.66	76	Moderate
6	Materials recorded on cassettes are communicative.	3.08	0.84	77	Moderate
7	Reader Materials enrich my communicative abilities.	3.52	0.62	88	High
8	Poems provided in Reader material are interesting.	3.09	0.58	77.25	Moderate
9	**Supporting Materials**	**3.13**	**0.28**	78.25	Moderate

As shown from the table above, the means percentage is 78.25 percent which shows moderate satisfaction in supporting activities. Six items have got moderate degree of satisfaction from teachers (2,3,4,5,6 and 8) which equals range is 70-79 percent. However, two items have got high degree of satisfaction from teachers (1 and 7) which range between 80-89 percent. Teachers have moderate satisfaction in supporting materials (78.25%).

Table 5.39: showing percentages, means, standard deviations, the degree of teachers responses and the overall mean for the subject matter domain

5.11.2.10. Subject Matter

No.	10.subject matter	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Themes interesting for learners.	3.19	0.85	79.75	Moderate
2	Themes sufficiently varied.	3.16	0.93	79	Moderate
3	Topics interesting for learners.	3.05	0.66	76.25	Moderate
4	Topics sufficiently varied	2.98	0.78	74.5	Moderate
5	Functions useful to learners.	3.38	0.52	84.5	High
6	Functions sufficiently varied	3.45	0.58	86.25	High
7	Notions useful to learners	3.31	0.75	82.75	High
8	Notions sufficiently varied	2.89	0.78	72.25	Moderate
9	Subject matter help learners to communicate	2.75	0.79	68.75	Low
10	Subject matter contains examples from Arab culture.	2.97	0.80	74.25	Moderate
	Subject matter	**3.11**	**0.34**	77.75	moderate

As shown from the table above, the means percentage is 77.75 percent which shows moderate satisfaction in subject matter. Six items have got moderate degree of satisfaction from teachers (1,2,3,4,8 and 10) which equals range is 70-79 percent. However, three items have got high degree of satisfaction from teachers (5,6 and 7) which range between 80-89 percent. However, (1) has got the lowest degree which ranges 68.75%.Teavhers show moderate satisfaction in subject matter (77.75%).

Table 5.40: showing percentages, means, standard deviations, the degree of teachers responses on each item and the overall mean for the language type and miscellaneous

5.11.2.11. Language Type and Miscellaneous

No.	11.language type and miscellaneous	Teachers			
		Means	**S.D**	**Percentage**	**Degree of item influence on communicative and linguistic proficiencies**
1	Language used in materials at right level of difficulty.	2.95	0.75	73.75	Moderate
2	Materials clearly written for students.	3.14	0.71	78.5	Moderate
	Language type & miscellaneous	**3.04**	**0.63**	76	Moderate

As shown from the table above, teachers pointed out that that curriculum **"language is in line with twelfth grade students' level"** item number (1) with means percentage is 73.75 percent with a moderate degree which is satisfactory for both students and teachers. However, item number (2) teachers pointed out that curriculum written material is written clearly to facilitate students learning as shown in item with means percentage is 76 percent which is satisfactory level for both students and teachers who think that language used for writing is moderate (76%).

Table 5.41: showing percentages, means, standard deviations, the degree of teachers responses on each item and the overall mean for the time allotted for completing curriculum domain

5.11.2.12.Time Allotted for Completing Curriculum

No.	12.Time allotted for completing curriculum	Teachers			
		Means	**S.D**	**Percent Age**	**Degree of item influence on communicative and linguistic proficiencies**
1	Two weeks are enough to cover each unit.	1.38	0.49	34.5	Very low
2	One school year is enough to cover syllabus.	1.60	0.49	40	Very low
	Time allotted for completing curriculum	1.9	0.49	47.5	Very low

As shown from the table, teachers pointed out that the time allotted for each unit is not suitable as each unit needs more than two weeks because the tasks and activities are lengthy. So, one year is not enough to cover the curriculum as shown in items number (1 and 2) where the percentage mean is 47.5 percent and the degree is very low. Teachers think it is difficult to complete the curriculum on time.

5.11.2.13. Receiving Training on Communicative Approach

Table 42: Teachers receiving Training on Communicative Approach

Have you had any training in teaching 12th grade using communicative approach			
		Teachers	
		Frequency	Percent
	Yes	100	50
	No	100	50
	Total	200	100

The table shows that 50 percent of the surveyed teachers received training on communicative approach due to several reasons such absence of motivation, family reasons, absence of feasibility of these training and long experience of teaching which means that training will not add more knowledge for them.

5.11.2.14. Teachers domains correlation

Table 5.43: showing teachers correlation domains

	Language content	Reading and listening texts	Reading Activities	Listening Activities	Speaking activities	Writing Activities	Grammar Activities	Vocabulary Activities	Supportin Materials
rson relation	1	.261(**)	.380(**)	.409(**)	.248(**)	.289(**)	.441(**)	.568(**)	.227(**)
(2- d)	.	.000	.000	.000	.000	.000	.000	.000	.001
	200	200	200	200	200	200	200	200	200
rson relation	.261(**)	1	.151(*)	.472(**)	.277(**)	.169(*)	.389(**)	.421(**)	.543(**)
(2- d)	.000	.	.033	.000	.000	.017	.000	.000	.000
	200	200	200	200	200	200	200	200	200

rson relation	.380(**)	.151(*)	1	.012	.478(**)	.206(**)	.689(**)	.531(**)	.452(**)
(2- d)	.000	.033	.	.867	.000	.003	.000	.000	.000
	200	200	200	200	200	200	200	200	200
rson relation	.409(**)	.472(**)	.012	1	-.087	.231(**)	.477(**)	.149(*)	.030
(2- d)	.000	.000	.867	.	.218	.001	.000	.036	.669
	200	200	200	200	200	200	200	200	200
Pearson relation	.248(**)	.277(**)	.478(**)	-.087	1	-.247(**)	.293(**)	.453(**)	.193(**)
Sig. (2- tailed)	.000	.000	.000	.218	.	.000	.000	.000	.006
N	200	200	200	200	200	200	200	200	200
Pearson relation	.289(**)	.169(*)	.206(**)	.231(**)	-.247(**)	1	.264(**)	.287(**)	.369(**)
Sig. (2- tailed)	.000	.017	.003	.001	.000	.	.000	.000	.000
N	200	200	200	200	200	200	200	200	200
Pearson relation	.441(**)	.389(**)	.689(**)	.477(**)	.293(**)	.264(**)	1	.431(**)	.323(**)
Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.	.000	.000
N	200	200	200	200	200	200	200	200	200
Pearson relation	.568(**)	.421(**)	.531(**)	.149(*)	.453(**)	.287(**)	.431(**)	1	.420(**)
Sig. (2- tailed)	.000	.000	.000	.036	.000	.000	.000	.	.000
N	200	200	200	200	200	200	200	200	200
Pearson relation	.227(**)	.543(**)	.452(**)	.030	.193(**)	.369(**)	.323(**)	.420(**)	1
Sig. (2- tailed)	.001	.000	.000	.669	.006	.000	.000	.000	.
N	200	200	200	200	200	200	200	200	200

Pearson relation	.201(**)	.655(**)	.297(**)	.302(**)	.293(**)	.059	.375(**)	.193(**)	.599(**)
Sig. (2-tailed)	.004	.000	.000	.000	.000	.405	.000	.006	.000
N	200	200	200	200	200	200	200	200	200
Pearson relation	.416(**)	.215(**)	.178(*)	.254(**)	.222(**)	-.081	.120	.385(**)	.268(**)
Sig. (2-tailed)	.000	.002	.012	.000	.002	.254	.089	.000	.000
N	200	200	200	200	200	200	200	200	200

nificant at the 0.01 level (2-tailed).

ificant at the 0.05 level (2-tailed).

Correlations
Teachers

	Language content			Reading and listening texts			Reading Activities			Listening Activities		
	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N
Language content	1	.	200	.261(**)	.000	200	.380(**)	.000	200	.409(**)	.000	200
Reading and listening texts	.261(**)	.000	200	1	.	200	.151(*)	.033	200	.472(**)	.000	200
Reading Activities	.380(**)	.000	200	.151(*)	.033	200	1	.	200	.012	.867	200
Listening Activities	.409(**)	.000	200	.472(**)	.000	200	.012	.867	200	1	.	200
Speaking activities	.248(**)	.000	200	.277(**)	.000	200	.478(**)	.000	200	-.087	.218	200
Writing Activities	.289(**)	.000	200	.169(*)	.017	200	.206(**)	.003	200	.231(**)	.001	200
Grammar Activities	.441(**)	.000	200	.389(**)	.000	200	.689(**)	.000	200	.477(**)	.000	200
Vocabulary Activities	.568(**)	.000	200	.421(**)	.000	200	.531(**)	.000	200	.149(*)	.036	200
Supporting Materials	.227(**)	.001	200	.543(**)	.000	200	.452(**)	.000	200	.030	.669	200
Subject matter	.201(**)	.004	200	.655(**)	.000	200	.297(**)	.000	200	.302(**	.000	200
Language type & miscellaneous	.416(**)	.000	200	.215(**	.002	200	.178(*)	.012	200	.254(**)	.000	200

Chart:…

	Speaking activities			Writing Activities			Grammar Activities			Vocabulary Activities		
	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N
Language content	.248(**)	.000	200	.289(**)	.000	200	.441(**)	.000	200	.568(**)	.000	200
Reading and listening texts	.277(**)	.000	200	.169(*)	.017	200	.389(**)	.000	200	.421(**)	.000	200
Reading Activities	.478(**)	.000	200	.206(**)	.003	200	.689(**)	.000	200	.531(**)	.000	200
Listening Activities	-.087	.218	200	.231(**)	.001	200	.477(**)	.000	200	.149(*)	.036	200
Speaking activities	1	.	200	-.247(**)	.000	200	.293(**)	.000	200	.453(**)	.000	200
Writing Activities	-.247(**)	.000	200	1	.	200	.264(**)	.000	200	.287(**)	.000	200
Grammar Activities	.293(**)	.000	200	.264(**)	.000	200	1	.	200	.431(**)	.000	200
Vocabulary Activities	.453(**)	.000	200	.287(**)	.000	200	.431(**)	.000	200	1	.	200
Supporting Materials	.193(**)	.006	200	.369(**)	.000	200	.323(**)	.000	200	.420(**)	.000	200
Subject matter	.293(**)	.000	200	.059	.405	200	.375(**)	.000	200	.193(**)	.006	200
Language type & miscellaneous	.222(**)	.002	200	-.081	.254	200	.120	.089	200	.385(**)	.000	200

	Supporting Materials			Subject matter			Language type & miscellaneous		
	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N	Pearson Correlatio	Sig. (2-	N
Language content	.227(**)	.000	200	.201(**)	.004	200	.416(**)	.000	200
Reading and listening texts	.543(**)	.000	200	.655(**)	000	200	.215(**)	.002	200
Reading Activities	.452(**)	.000	200	.297(**)	.000	200	.178(*)	.012	200
Listening Activities	.030	.036	200	.302(**)	.000	200	.254(**)	.000	200
Speaking activities	.193(**)	.000	200	.293(**)	.000	200	.222(**)	.002	200
Writing Activities	.369(**)	.000	200	.059	.405	200	-.081	.254	200
Grammar Activities	.323(**)	.000	200	.375(**)	.000	200	.120	.089	200
Vocabulary Activities	.420(**)	.	200	.193(**)	.006	200	.385(**)	.000	200
Supporting Materials	1	.000	200	.599(**)	.000	200	.268(**)	.000	200
Subject matter	.599(**)	.006	200	1	.	200	.322(**)	.000	200
Language type & miscellaneous	.268(**)	.000	200	.322(**)	000	200	1	.	200

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Chart 5.4: showing teachers questionnaire domains correlation

There seems to be significant correlation at 0.01 level in most of the domains .Some are significant at 0.01 level. Please, refer to table number 5.31 , it clearly shows that teachers are conscious of the importance of the four skills, grammar, vocabulary activities, subject matter and supporting materials . In comparison to the qualitative data, there seems to be discrepancy between the theoretical knowledge and the regular practice in terms of implementation of English language teaching.

5.12.Results related to Question Number Six:

 "Are there differences between students and teachers responses concerning suitability of twelfth grade curriculum to improve students' communicative and linguistic proficiencies?"

Table 5.44: showing percentages, means, standard deviations and percentage of differences between students and teachers responses

No.	Domains	Students		Teachers		Percentage of difference between students and teachers		
		Mean	S.D	Mean	S.D	For students	For teacher	Percentage of difference
1.	Language content	80.75%	.241	79	0.25	1.75	-	1.75
2.	Reading and listening texts	77.5%	.305	78	0.32	-	0.5	0.5
3.	Reading activities	80	.382	77.25	0.42	2.75	-	2.75
4.	Listening activities	80.75	.428	80.5	0.38	-	0.5	0.5
5.	Speaking activities	81	.371	79.75	0.30	1.25	-	1.25
6.	Writing activities	79.5	.237	79	0.25	0.5	-	0.5
7.	Grammar activities	80.75	.296	79.25	0.27	1.5	-	1.5
8.	Vocabulary items	80.25	.329	79	0.30	1.25	-	1.25
9.	Supporting materials	79.25	.325	78.25	0.28	1		1
10.	Subject matter	77.75	.315	77.75	0.34	-	-	-
11.	Language type and miscellaneous	81	.424	76	0.63	5%	-	5
12 .A	Teachers' approach of teaching inside classroom	47.25	.141	-	-	-	-	-
B.	Two weeks are enough to cover each unit	40.5	0.49	35.5	1.38	5	-	5
C.	One school year is enough to cover syllabus	49.5	0.13	40	1.60	9.5	------	9.5
Total difference between students and teachers is 31.75 for the favour of students								

As the table shows, there are differences between students and teachers domains except one domain where there is similarity. The difference percentage is 31.75 percent for students. It means that students are more satisfied in curriculum

components and skills more than their teachers. As for domain number 12.A, related to perceptions of students toward their teachers' approach of teaching, it is clear that students are not satisfied with their teachers approach of teaching as it does not help them or contribute in improving their communicative and linguistic proficiency in a satisfactory way as the domain percent is 47. 25 percent which is a very low degree of satisfaction. The above table also shows that students' satisfaction in curriculum is satisfactory in comparison with the previous curriculum. This satisfaction is attributed to several reasons; the first one is related to national dimension as it is the first national curriculum, students achievement is higher as indicated in their sheet marks, variety of its topics, taking into consideration the technological dimension as it focuses on modern technological dimension. So, it seems that students are slightly more satisfied in curriculum than their teachers.

5.13.Results Related to Question Number Five:"What is the relationship between teachers training programs presented to twelfth grade teachers of English and their effects on their performance in teaching – learning process?"
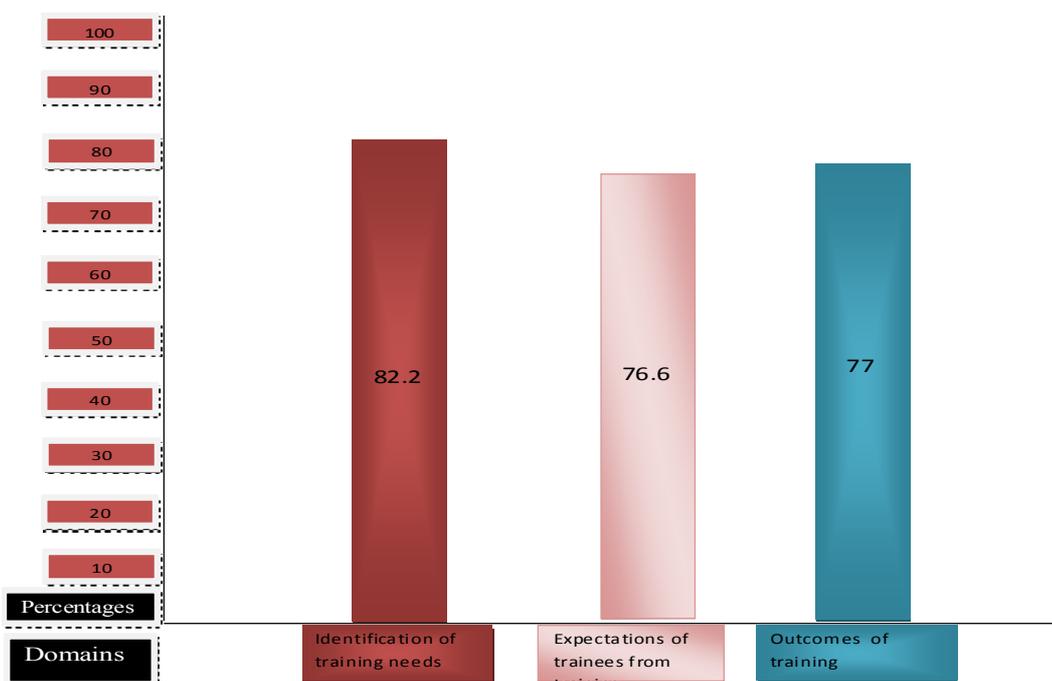
Teachers' Trainees' Questionnaires Results:

Diagram 5.5: showing teachers' trainees' responses on questionnaire

Table 45: showing percentages, means, standard deviations, overall mean and degree of twelfth grade teachers trainees responses and satisfaction in identification of the training needs

5.13.1 Identification of training needs

No.	1.Identification of training needs:	Mean	S.D	Percentage	Degree of trainees satisfaction
1	My training needs were identified before	3.88	0.96	77.6	Moderate
2	Training has been based on my needs	4.17	0.56	83.4	High
3	I have had sufficient opportunities to discuss my training needs	4.40	0.78	88	High
4	I was clear about the objectives of the training	4.27	0.73	85.4	High
5	My training needs almost based on communicative approach of teaching	3.83	1.06	76.6	Moderate
	Identification of training needs	**4.11**	**0.41**	**82.2**	**High**

As the table above shows, the mean is 82.2 percent which is high. It means that teachers' have had previous knowledge about their training needs either by their supervisors of English or through their school principals. These training needs are identified through cooperation between the teacher, supervisor and school principal. These training needs are usually based on teachers' needs, performance during the previous months or years, students' achievement, supervisor or school principal evaluation to teachers' performance.

Table 5.46: showing percentages, means, standard deviations, overall mean and degree of twelfth grade teachers trainees responses and satisfaction in the training programs

5.13.2. Expectations of teachers' trainees from training program

No.	2.Expectations of trainees from training	Mean	S.D	Percentage	Degree of trainees satisfaction
1	Provide me with new skills	3.86	0.89	77.2	Moderate
2	Improve my motivation	3.85	0.90	77	Moderate
3	Increase my confidence in my professional ability	4.16	0.77	83.2	High
4	Help me recognize my strengths and weaknesses	3.74	1.15	74.8	Moderate
5	Improve my chance of promotion	3.90	0.91	78	Moderate
6	Give me ideas to exchange with other teachers in my subject	3.93	0.90	78.6	Moderate
7	Improve my knowledge of my subject	3.79	1.25	75.8	Moderate
8	Improve my knowledge of how to teach my subject	3.41	1.38	68.2	Low
	Expectations of training	**3.83**	**0.27**	76.6	Moderate

As the table above shows, teachers have generally positive expectations from training. The overall mean of their responses is 76.6% which shows that they are satisfied with their expectations. As the table shows, teachers have high expectations about the influence of training on increasing confidence in teachers' professional abilities as shown in item number (3) which has 83.2 percent with high degree of satisfaction. However, teachers have low expectations that training will improve their knowledge of how to teach English.

Table 5.47: showing percentages, means, standard deviations, overall mean and degree of twelfth grade teachers trainees responses and satisfaction in outcomes of training programs

5.13.3.Outcomes of Training

No.	3.Outcomes of training	Mean	S. d	Percentage	Degree of trainees satisfaction
1	I gained useful skills to apply communicative and linguistic proficiency on my students	3.35	1.35	67	Low
2	I gained useful knowledge to help my students communicate using the target language	4.04	0.90	80.8	High
3	I have a better understanding of some methods of teaching	3.37	1.05	67.4	Low
4	I now use different methods to teach English for 12th grade	3.41	1.35	68.2	Low
5	I make use of the training materials in my lessons	3.50	0.97	70	Moderate
6	My lesson plans have improved as a result of the training	4.33	0.88	86.6	High
7	I feel my approach is more student-centered	4.21	0.60	84.2	High
8	Training helps me apply group work	4.13	0.84	82.6	High
9	I make a better diagnosis of the students learning needs	4.31	0.94	86.2	High
10	The attainment of my	4.32	0.64	86.4	High

	students in my classes has improved				
11	I feel better able to manage pupil behavior in the classroom	3.89	0.90	77.8	Moderate
12	I feel better able to motivate the students I work with	3.70	0.98	74	Moderate
13	The training increased my motivation to teach English to twelfth grade students	3.90	0.98	78	Moderate
14	The training helped me to have better relationships with my students	3.49	1.08	69.8	Low
15	I now work with other teachers in my school more than I did before	4.18	0.91	83.6	High
16	The training has helped me to recognize my strengths and weaknesses	4.05	0.93	81	High
17	I felt that this training met my own training needs	3.91	1.13	78.2	Moderate
18	a- I think training program improved my performance in Lesson plans	4.14	1.14	82.8	High
19	b- I think training program improved my performance in Classroom management	3.77	1.18	75.4	Moderate
20	c- I think training	3.77	1.27	75.4	Moderate

	program improved my performance in Apply communicative approach effectively				
	1-methods	3.26	1.26	64	Low
	2-Educational aids	3.96	1.11	79.2	Moderate
	3-assessement of students	3.71	0.92	74.2	Moderate
	Outcomes of the training	**3.85**	**0.25**	77	Moderate

Commentary on Outcomes of Training Based on the above Table

1.The majority of the teachers 77 percent stated that the training provided them with new skills while minority of students stated that training provided non-practical skills.

2.80 percent of teacher stated that training provided them with useful knowledge to help students communicate using the target language.

3. 86.6 percent of teachers stated that training has improved their lesson plans .

4.67.4 percent of teachers stated that training has provided them with better understanding of some methods of teaching.

5.68.2 percent of teachers stated that they now use different methods of teaching to teach their subject.

6.70% of trainees' teachers agreed that they use different training materials in their lessons.

7.86.6% of teachers stated that their lesson plans have improved as a result of the training.

8.84.2
   ercent stated that their approach of teaching has become more student-centered.

9.82.6
   ercent stated that training helped them apply group work.

10.78 percent of teachers' trainees stated that training increased their motivation to teach English to twelfth grade students.

11.75.4 percent of teacher trainees stated that the training program improved their performance in Classroom management.

12.74.2 percent of teachers' trainees stated that the training program improved their

performance in students' assessment.

13. The majority of the teachers 77% observed that training provided is satisfactory and useful in developing skills, methods and the approach to become learner – centered.

5.13.4. Extent to which Training has helped increase Teachers' Professional Development

As shown in the above table, the training program has helped teachers in strategic matter which is professional development necessary for all teachers to improve students communicative and linguistic proficiency particularly in lesson planning, classroom management, and instructional skills represented in acquiring new methods of teaching, using educational aids more effectively and new techniques for students' assessment.

Table 5.48: showing teachers trainees' domains correlation

5.13.5. Teachers Trainees Correlation

Domains		Identification of training needs	Expectations of training	Outcomes of the training
Identification of training needs	**Pearson Correlation**	1	-.185(**)	.261(**)
	Sig. (2-tailed)	.	.009	.000
	N	200	200	200
Expectations of training	**Pearson Correlation**	-.185(**)	1	.267(**)
	Sig. (2-tailed)	.009	.	.000
	N	200	200	200
Outcomes of the	**Pearson**	.261(**)	.267(**)	1

	Correlation			
training	**Sig. (2-tailed)**	.000	.000	.
	N	200	200	200

** Correlation is significant at the 0.01 level (2-tailed).
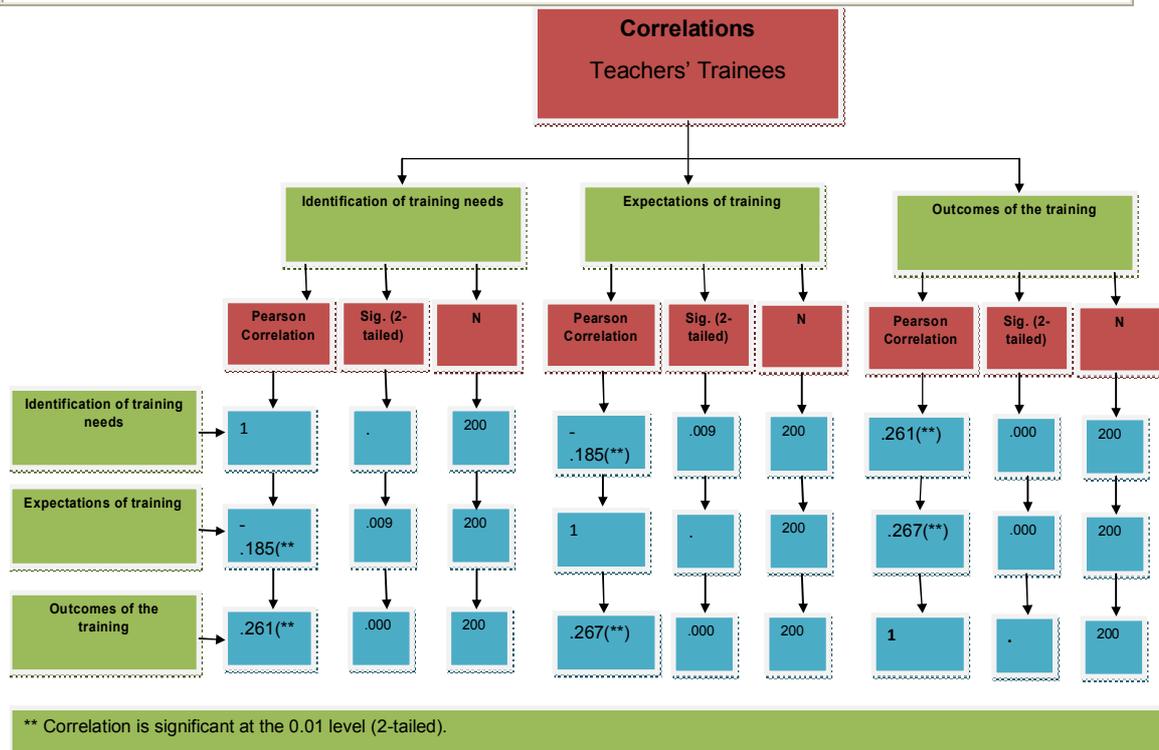
Chart 5.5: showing teachers' trainees correlation

The expectations from training and outcomes of teachers training show significant correlation at 0.01 level. It shows that the expectations from training are high and the outcomes of training as an experience is also valued high. However, it may be observed that fifty percent of the teachers have undergone training on English Language Teaching. The identification of training needs with reference to expectations of training and outcomes of training are well acknowledged. However, it could be perceived that all the training needs are not yet fulfilled. There seems to be more systematic and commitment attempts to identify the training needs in broader terms considering the national needs of Palestine.

5.14.Results Related to Question Number Four

"Do attitudes of twelfth grade teachers teaching English for Palestine vary with each of the following variables: age, gender, academic qualifications, and TEFL training?

Table 5.49: showing percentages, means, standard deviations, overall mean and degree of twelfth grade teachers' trainees responses and degree of satisfaction in training programs based on age.

5.14.1. Teachers' Training Age

No.	Domain	Age group	N	Mean	S.D	Percentages	degree of teachers satisfaction
1	Language content	22-30	50	3.18	0.23	79.5	Moderate
		31-43	50	3.15	0.24	78.75	Moderate
		44-50	50	3.19	0.25	79.75	Moderate
		50+	50	3.09	0.26	77.25	Moderate
		Total	200	3.16	0.25	79	Moderate
2	Reading and listening texts	22-30	50	3.11	0.32	77.75	Moderate
		31-43	50	3.13	0.34	78.25	Moderate
		44-50	50	3.14	0.31	78.5	Moderate
		50+	50	3.09	0.31	77.25	Moderate
		Total	200	3.12	0.32	78	Moderate
3	Reading Activities	22-30	50	3.10	0.40	77.5	Moderate
		31-43	50	3.08	0.45	77	Moderate
		44-50	50	3.06	0.38	76.5	Moderate
		50+	50	3.05	0.45	76.25	Moderate
		Total	200	3.07	0.42	76.8	Moderate
4	Listening Activities	22-30	50	3.24	0.38	81	High
		31-43	50	3.21	0.37	80.25	High
		44-50	50	3.25	0.37	81.25	High
		50+	50	3.18	0.40	79.5	Moderate
		Total	200	3.22	0.38	80.5	High
5	Speaking activities	22-30	50	3.19	0.31	79.75	Moderate

		31-43	50	3.18	0.30	79.5	Moderate
		44-50	50	3.20	0.29	80	High
		50+	50	3.17	0.31	79.25	Moderate
		Total	200	3.14	0.30	78.5	Moderate
6	Writing Activities	22-30	50	3.18	0.24	79.5	Moderate
		31-43	50	3.15	0.26	78.75	Moderate
		44-50	50	3.17	0.26	79.25	Moderate
		50+	50	3.11	0.24	77.75	Moderate
		Total	200	3.16	0.25	79	Moderate
7	Grammar Activities	22-30	50	3.19	0.26	79.75	Moderate
		31-43	50	3.16	0.27	79	Moderate
		44-50	50	3.18	0.24	79.5	Moderate
		50+	50	3.14	0.30	78.5	Moderate
		Total	200	3.13	0.27	78.25	Moderate
8	Vocabulary Activities	22-30	50	3.16	0.31	79	Moderate
		31-43	50	3.10	0.31	77.5	Moderate
		44-50	50	3.19	0.29	79.75	Moderate
		50+	50	3.09	0.31	77.25	Moderate
		Total	200	3.07	0.30	76.75	Moderate
9	Supporting Materials	22-30	50	3.14	0.24	78.5	Moderate
		31-43	50	3.12	0.31	78	Moderate
		44-50	50	3.15	0.28	78.75	Moderate
		50+	50	3.09	0.28	77.25	Moderate
		Total	200	3.13	0.28	78.25	Moderate
10	Subject matter	22-30	50	3.11	0.35	77.75	Moderate
		31-43	50	3.10	0.33	77.5	Moderate
		44-50	50	3.08	0.35	77	Moderate
		50+	50	3.09	0.32	77.25	Moderate
		Total	200	3.09	0.34	77.4	Moderate
11	Language Type and	22-30	50	3.11	0.32		

		Miscellaneous					77.75	Moderate
			31-43	50	3.13	0.34	78.25	Moderate
			44-50	50	3.14	0.31	78.5	Moderate
			50+	50	3.09	0.31	77.25	Moderate
			Total	200	3.12	0.32	78	Moderate

The table shows that there is a harmony and congruence among teachers from all targeted ages that twelfth grade curriculum components, tasks and activities. The respondents see that the curriculum is suitable and appropriate to improve students' communicative and linguistic proficiency. Accordingly, teachers' attitudes do not vary based on age. The table shows that the highest mean related listening activities which equals 81.25 percent for the age group 44-50 years and the age group 22-30 years with a mean percentage equals 81 percent with high degree of satisfaction. At the same time, speaking activities also got a high degree of satisfaction for the age group 44-50 years with a mean percentage equals 80 .However, the lowest degree of satisfaction is represented in reading activities for the age group 44-50 with a means percentage equals 76.5 and the age group 50+ with a means percentage equals 76.25.

Table 5.50: showing percentages, means, standard deviations, overall mean and degree of twelfth grade teachers' trainees responses and satisfaction in training programs based on gender.

5.14.2.Teachers' Trainees and Gender

No.	Domains	Gender	N	Mean	S.D	Percentages	degree of teachers satisfaction
1	Language content	Male	100	3.19	0.24	79.25	Moderate
		Female	100	3.13	0.26	78.25	Moderate
2	Reading and listening texts	Male	100	3.15	0.32	78.75	Moderate
		Female	100	3.11	0.32	77.75	Moderate
3	Reading Activities	Male	100	3.10	0.39	77.5	Moderate
		Female	100	3.08	0.45	77	Moderate

4	Listening Activities	Male	100	3.24	0.37	81	Moderate
		Female	100	3.19	0.38	79.75	Moderate
5	Speaking activities	Male	100	3.20	0.30	80	High
		Female	100	3.17	0.30	79.25	Moderate
6	Writing Activities	Male	100	3.18	0.25	79.5	Moderate
		Female	100	3.13	0.25	78.25	Moderate
7	Grammar Activities	Male	100	3.18	0.25	79.5	Moderate
		Female	100	3.15	0.28	78.75	Moderate
8	Vocabulary Activities	Male	100	3.17	0.30	79.25	Moderate
		Female	100	3.14	0.31	78.5	Moderate
9	Supporting Materials	Male	100	3.15	0.26	78.75	Moderate
		Female	100	3.11	0.29	77.75	Moderate
10	Subject matter	Male	100	3.13	0.35	78.25	Moderate
		Female	100	3.10	0.33	77.5	Moderate
11	Language type and miscellaneous	Male	100	3.20	0.30	80	High
		Female	100	3.17	0.30	79.25	Moderate

The table shows that there is a harmony and congruence between male and female teachers' responses. The domains show that there is moderate satisfaction in twelfth grade curriculum components, activities and tasks. The harmony in male and female responses is attributed to the fact that this is the first national curriculum; it has varied topics, reflects the Palestinian culture, clearness of its language and includes real life values such as life skills, leadership skills as well as focus on the four skills.

Table 5.51: showing means, standard deviations, means percentage, overall mean and degree of twelfth grade teachers trainees responses and satisfaction in training programs based on academic qualification

5.14.3. Teachers Trainees and Academic Qualifications

No.	Domain	Academic Qualification	N	Mean	S.D	percentage	Degree of teachers satisfaction
1	Language content	Teacher's College Diploma	67	3.15	0.24	**78.75**	**Moderate**
		B.A	67	3.18	0.23	**79.5**	**Moderate**
		M.A	66	3.15	0.28	**78.75**	**Moderate**
		Total	200	3.16	0.25	**79**	**Moderate**
2	Reading and listening texts	Teacher's College Diploma	67	3.11	0.32	**77.75**	**Moderate**
		B.A	67	3.15	0.31	**78.75**	**Moderate**
		M.A	66	3.10	0.33	**77.5**	**Moderate**
		Total	200	3.12	0.32	**78**	**Moderate**
3	Reading Activities	Teacher's College Diploma	67	3.08	0.40	**77**	**Moderate**
		B.A	67	3.13	0.39	**78.25**	**Moderate**
		M.A	66	3.05	0.46	**76.25**	**Moderate**
		Total	200	3.09	0.42	**77.25**	**Moderate**
4	Listening Activities	Teacher's College Diploma	67	3.22	0.40	**80.5**	**High**
		B.A	67	3.24	0.34	**81**	**High**
		M.A	66	3.19	0.40	**79.75**	**Moderate**
		Total	200	3.22	0.38	**80.5**	**High**
5	Speaking activities	Teacher's College Diploma	67	3.17	0.31	**79.25**	**Moderate**
		B.A	67	3.21	0.30	**80.25**	**High**
		M.A	66	3.18	0.30	**79.5**	**Moderate**
		Total	200	3.19	0.30	**79.75**	**Moderate**
6	Writing Activities	Teacher's College Diploma	67	3.15	0.25	**78.75**	**Moderate**
		B.A	67	3.18	0.23	**79.5**	**Moderate**
		M.A	66	3.13	0.27	**78.25**	**Moderate**
		Total	200	3.16	0.25	**79**	**Moderate**
7	Grammar Activities	Teacher's College	67	3.14	0.27	**78.5**	**Moderate**

		Diploma					
		B.A	67	3.20	0.25	**80**	**High**
		M.A	66	3.16	0.28	**79**	**Moderate**
		Total	200	3.17	0.27	**79.25**	**Moderate**
8	Vocabulary Activities	Teacher's College Diploma	67	3.15	0.30	**78.75**	**Moderate**
		B.A	67	3.16	0.30	**79**	**Moderate**
		M.A	66	3.17	0.31	**79.25**	**Moderate**
		Total	200	3.16	0.30	**79**	**Moderate**
9	Supporting Materials	Teacher's College Diploma	67	3.11	0.26	**77.75**	**Moderate**
		B.A	67	3.16	0.27	**79**	**Moderate**
		M.A	66	3.11	0.30	**77.75**	**Moderate**
		Total	200	3.13	0.28	**78.25**	**Moderate**
10	Subject matter	Teacher's College Diploma	67	3.09	0.34	**77.25**	**Moderate**
		B.A	67	3.13	0.34	**78.25**	**Moderate**
		M.A	66	3.11	0.33	**77.75**	**Moderate**
		Total	200	3.11	0.34	**77.75**	**Moderate**
11	Language type and miscellaneous	Teacher's College Diploma	67	3.15	0.30	**78.75**	**Moderate**
		B.A	67	3.16	0.30	**79**	**Moderate**
		M.A	66	3.17	0.31	**79.25**	**Moderate**
		Total	200	3.16	0.30	**79**	**Moderate**

The table also shows moderate satisfaction in twelfth grade curriculum components, tasks and activities based on academic qualifications. All domains have received moderate responses except listening skill which received high degree of satisfaction from bachelor degree respondents with 81 percent and speaking skill which also received high degree of satisfaction from bachelor degree respondents with 80.25 percent and grammar activities which received a high degree from bachelor degree respondents with 80 percent.

Table 5.52: showing means, standard deviations, means percentage, overall mean and degree of twelfth grade teachers trainees responses and satisfaction in training programs based on education district

5.14.4. Teachers' Trainees and Receiving Received training Program to Teach Twelfth Grade Curriculum based on education district

No.	Domain	Gender	N	Mean	S.D	Percentage	Degree of teachers satisfaction
1	Identification of training needs	Male	100	4.23	0.44	84.6	High
		Female	100	3.99	0.33	79.8	Moderate
2	Expectations of training	Male	100	3.83	0.15	76.6	Moderate
		Female	100	3.80	0.35	76	Moderate
3	Outcomes of the training	Male	100	4.00	0.21	80	High
		Female	100	3.70	0.20	74	Moderate

The table shows that domain number (1 and 3) has received high satisfaction from male teachers with means percentages 84.6 percent for "identification of training needs" and 80 percent for outcomes of the training. While received moderate satisfaction from female teachers with 79.8 percent for "identification of the training needs" and 74 percent for "outcomes of the training". However, expectation of training has received moderate degree of satisfaction from both males and females teachers with 76.6 percent and 76 percent respectively.

15. ANOVA Analysis: it was used to calculate the differences and relationships between the dependent variables of students, teachers and teachers' trainees' and the independent variables. It is assumed that null hypotheses say that there is no relationship between the independent variable and the dependent variable. Accordingly, the researcher examined the value of the level of significance, if it is more than 0.05; it means there is no relationship so we accept the null hypothesis. If it is less than or equal to 0.05, it means the existence of a relationship, and therefore we reject the null hypothesis, which says that there is no relationship and accept the alternative hypothesis, which says there is a relationship. It is possible that the value of the significance level of 0.000 to 0.999

Table 5.53: results of ANOVA analysis for differences between means of domains of twelfth grade curriculum according to education district, gender, place of residence and stream based on twelfth grade students' responses.

15.1.ANOVA- test was used to examine level of differences in Twelfth Grade Curriculum Components due to Education District, Gender, Place of Residence and Stream of Twelfth Grade Students.

No.	Domains		Sum of Squares	Df	Mean Square	F	Sig. ❖
1	Language content	Between Groups	0.03	4	0.01	0.12	0.976
		Within Groups	52.25	895	0.06		
		Total	52.28	899			
2	Reading and listening texts	Between Groups	0.01	4	0.00	0.02	0.999
		Within Groups	83.79	895	0.09		
		Total	83.80	899			
3	Reading Activities	Between Groups	0.01	4	0.00	0.01	1.000
		Within Groups	131.43	895	0.15		
		Total	131.43	899			
4	Listening Activities	Between Groups	0.01	4	0.00	0.02	1.000
		Within Groups	164.85	895	0.18		
		Total	164.86	899			
5	Speaking activities	Between Groups	0.02	4	0.01	0.04	0.996
		Within Groups	123.52	895	0.14		
		Total	123.55	899			
6	Writing Activities	Between Groups	0.01	4	0.00	0.03	0.998
		Within Groups	50.38	895	0.06		
		Total	50.39	899			
7	Grammar Activities	Between Groups	0.02	4	0.01	0.06	0.994
		Within Groups	78.43	895	0.09		
		Total	78.45	899			
8	Vocabulary	Between	0.02	4	0.01	0.05	0.996

#	Domain	Groups					
	Activities	Groups					
		Within Groups	97.51	895	0.11		
		Total	97.54	899			
9	Supporting Material	Between Groups	0.01	4	0.00	0.02	0.999
		Within Groups	94.70	895	0.11		
		Total	94.71	899			
10	Subject matter	Between Groups	0.02	4	0.00	0.05	0.995
		Within Groups	88.93	895	0.10		
		Total	88.95	899			
11	Language type & miscellaneous	Between Groups	0.21	4	0.05	0.29	0.886
		Within Groups	161.46	895	0.18		
		Total	161.67	899			
12	Teachers Approach of teaching inside classroom	Between Groups	0.01	4	0.00	0.18	0.950
		Within Groups	17.85	895	0.02		
		Total	17.87	899			

It is quite clear from the data in the previous table that there were no statistically differences at (0.05) between the dependent variable related to twelfth grade students satisfaction in twelfth grade curriculum components and the independent variables age, stream, education district and gender variables on the level of ultimate degree and items, as the mean value of significance of test was (0.982) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.982) which is more than (0.05).

Note: total ANOVA of the twelve domains is 11.789 and the mean of the twelve domains is 0.982.

Table 5.54: results of ANOVA analysis for differences and relationships between means of domains of twelfth grade curriculum based on teacher's education district.

15.2. ANOVA Analysis for Differences and Relationships between Means of

Domains of Curriculum Based on education district

No.	Domains		Sum of Squares	Df	Mean Square	f	Sig. ❖
1	Language content	Between Groups	0.03	4	0.01	0.14	0.968
		Within Groups	12.29	195	0.06		
		Total	12.33	199			
2	Reading and listening texts	Between Groups	0.24	4	0.06	0.59	0.667
		Within Groups	19.96	195	0.10		
		Total	20.21	199			
3	Reading Activities	Between Groups	0.11	4	0.03	0.16	0.959
		Within Groups	34.52	195	0.18		
		Total	34.64	199			
4	Listening Activities	Between Groups	0.09	4	0.02	0.15	0.964
		Within Groups	28.36	195	0.15		
		Total	28.45	199			
5	Speaking activities	Between Groups	0.02	4	0.01	0.06	0.993
		Within Groups	18.22	195	0.09		
		Total	18.24	199			
6	Writing Activities	Between Groups	0.02	4	0.01	0.10	0.983
		Within Groups	12.51	195	0.06		

		Total	12.53	199			
7	Grammar Activities	Between Groups	0.05	4	0.01	0.16	0.958
		Within Groups	14.21	195	0.07		
		Total	14.26	199			
8	Vocabulary Activities	Between Groups	0.03	4	0.01	0.07	0.990
		Within Groups	18.08	195	0.09		
		Total	18.11	199			
9	Supporting Material	Between Groups	0.13	4	0.03	0.42	0.798
		Within Groups	15.01	195	0.08		
		Total	15.14	199			
10	Subject matter	Between Groups	0.12	4	0.03	0.26	0.904
		Within Groups	22.63	195	0.12		
		Total	22.75	199			
11	Language type and miscellaneous	Between Groups	0.05	4	0.01	0.16	0.958
		Within Groups	14.21	195	0.07		
		Total	14.26	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade teachers satisfaction in twelfth grade curriculum components according to independent variable education district on the level of ultimate degree, as the mean value of significance of test was (0.922) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis.

Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0,922) which is more than (0.05).

Note: total ANOVA of the eleven domains is 10.142 and the mean of the eleven domains is 0.922

Table 5.55: Results of ANOVA analysis for differences between means of domains of twelfth grade curriculum domains based on age

15.3. ANOVA Analysis for Differences and Relationship between Means of Domains of Curriculum Based on Age of Teachers

No.	Domains		Sum of Squares	d.f	Mean Square	F	Sig. ❖
1	Language content	Between Groups	0.38	3	0.13	2.07	0.106
		Within Groups	11.95	196	0.06		
		Total	12.33	199			
2	Reading and listening texts	Between Groups	0.05	3	0.02	0.18	0.911
		Within Groups	20.15	196	0.10		
		Total	20.21	199			
3	Reading Activities	Between Groups	0.04	3	0.01	0.07	0.978
		Within Groups	34.60	196	0.18		
		Total	34.64	199			
4	Listening Activities	Between Groups	0.16	3	0.05	0.37	0.772
		Within Groups	28.28	196	0.14		
		Total	28.45	199			
5	Speaking activities	Between Groups	0.08	3	0.03	0.28	0.841
		Within Groups	18.17	196	0.09		
		Total	18.24	199			
6	Writing Activities	Between Groups	0.21	3	0.07	1.11	0.346
		Within Groups	12.32	196	0.06		
		Total	12.53	199			
7	Grammar	Between	0.06	3	0.02	0.26	0.854

No.			Sum of Squares	df	Mean Square	F	Sig.
	Activities	Groups					
		Within Groups	14.20	196	0.07		
		Total	14.26	199			
8	Vocabulary Activities	Between Groups	0.15	3	0.05	0.55	0.648
		Within Groups	17.96	196	0.09		
		Total	18.11	199			
9	Supporting Material	Between Groups	0.09	3	0.03	0.41	0.745
		Within Groups	15.04	196	0.08		
		Total	15.14	199			
10	Subject matter	Between Groups	0.07	3	0.02	0.19	0.903
		Within Groups	22.68	196	0.12		
		Total	22.75	199			
11	Language type and miscellaneous	Between Groups	0.21	3	0.07	1.11	0.346
		Within Groups	12.32	196	0.06		
		Total	12.53	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade teachers satisfaction in twelfth grade curriculum components according to independent variable age on the level of ultimate degree, as the mean value of significance of test was (0.677) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.677) which is more than (0.05).

Note: total ANOVA of the eleven domains is 7.45 and the mean of the eleven domains is 0.677.

Table 5.56: results of ANOVA analysis for differences between means of domains of twelfth grade curriculum based on academic qualification

15.4. ANOVA Analysis for Differences and Relationships between Means of Curriculum Domains Based on Academic Qualifications

No.	Domains		Sum of Squares	df	Mean Square	F	Sig. ❖
1	Language	Between Groups	0.03	2	0.01	0.24	0.790

	content						
		Within Groups	12.30	197	0.06		
		Total	12.33	199			
2	Reading and listening texts	Between Groups	0.09	2	0.04	0.44	0.647
		Within Groups	20.12	197	0.10		
		Total	20.21	199			
3	Reading Activities	Between Groups	0.21	2	0.11	0.61	0.546
		Within Groups	34.42	197	0.17		
		Total	34.64	199			
4	Listening Activities	Between Groups	0.08	2	0.04	0.27	0.762
		Within Groups	28.37	197	0.14		
		Total	28.45	199			
5	Speaking activities	Between Groups	0.08	2	0.04	0.45	0.638
		Within Groups	18.16	197	0.09		
		Total	18.24	199			
6	Writing Activities	Between Groups	0.08	2	0.04	0.65	0.524
		Within Groups	12.45	197	0.06		
		Total	12.53	199			
7	Grammar Activities	Between Groups	0.13	2	0.07	0.92	0.401
		Within Groups	14.13	197	0.07		
		Total	14.26	199			
8	Vocabulary Activities	Between Groups	0.02	2	0.01	0.09	0.913

No.	Domain		Sum of Squares	Df	Mean Square	F	Sig.
		Within Groups	18.09	197	0.09		
		Total	18.11	199			
9	Supporting Material	Between Groups	0.11	2	0.05	0.72	0.489
		Within Groups	15.03	197	0.08		
		Total	15.14	199			
10	Subject matter	Between Groups	0.07	2	0.03	0.30	0.744
		Within Groups	22.68	197	0.12		
		Total	22.75	199			
11	Language type and miscellaneous	Between Groups	0.08	2	0.04	0.45	0.638
		Within Groups	18.16	197	0.09		
		Total	18.24	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to twelfth grade teachers satisfaction in twelfth grade curriculum components according to independent variable academic qualifications on the level of ultimate degree, as the mean value of significance of test was (0.644) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.644) which is more than (0.05).

Note: total ANOVA of the eleven domains is 7.029 and the mean of the eleven domains is 0.644.

16.1.ANOVA- test was used to examine level of differences and Relationships of Training on Communicative Approach on Twelfth Grade Teachers Performance Based on Gender

Table :5.57: Showing ANOVA Teachers Training - Gender

No.	Domain		Sum of Squares	Df	Mean Square	F	Sig.

1	Identification of training needs	Between Groups	5.46	3	1.82	12.75	0.911
		Within Groups	27.97	196	0.14		
		Total	33.43	199			
2	Expectations of training	Between Groups	1.14	3	0.38	5.78	0.978
		Within Groups	12.87	196	0.07		
		Total	14.01	199			
3	Outcomes of the training	Between Groups	4.77	3	1.59	38.74	0.772
		Within Groups	8.05	196	0.04		
		Total	12.82	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable gender on the level of ultimate degree, as the mean value of significance of test was (0.870) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.870) which is more than (0.05).

Note: total ANOVA of the three domains is 2.611 and the mean of the three domains is 0.870.

16.2.Teachers' Training ANOVA –Education District

Table 5.58: results of ANOVA analysis for differences between means of domains of teachers training based on education district

No.	Domain		Sum of Squares	Df	Mean Square	F	Sig.
1	Identification of training needs	Between Groups	0.22	4	0.06	0.32	0.861
		Within Groups	33.21	195	0.17		
		Total	33.43	199			

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			Sum of Squares	df	Mean Square	F	Sig.
2	Expectations of training	Between Groups	0.05	4	0.01	0.18	0.950
		Within Groups	13.96	195	0.07		
		Total	14.01	199			
3	Outcomes of the training	Between Groups	0.04	4	0.01	0.17	0.953
		Within Groups	12.78	195	0.07		
		Total	12.82	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable education district on the level of ultimate degree, as the mean value of significance of test was (0.921) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.921) which is more than (0.05).

Note: total ANOVA of the three domains is 2.764 and the mean of the three domains is 0.921.

Table 5.59: results of ANOVA analysis for differences between means of domains of twelfth grade curriculum based on age

16.3. Teachers Training – Age

No.	**Domain**		Sum of Squares	df	Mean Square	F	Sig.
1	Identification of training needs	Between Groups	5.46	3	1.82	12.75	0.911
		Within Groups	27.97	196	0.14		
		Total	33.43	199			
2	Expectations of training	Between Groups	1.14	3	0.38	5.78	0.978

No.	Domain		Sum of Squares	df	Mean Square	F	Sig.
		Within Groups	12.87	196	0.07		
		Total	14.01	199			
3	Outcomes of the training	Between Groups	4.77	3	1.59	38.74	0.772
		Within Groups	8.05	196	0.04		
		Total	12.82	199			

It is shown from the data in the previous table that there were statistically no differences at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable age on the level of ultimate degree, as the mean value of significance of test was (0.887) which is more than (0.05).This means that there was no significant difference. Therefore, the researcher accepted the null hypothesis. Moreover, upon looking at f value, it is clear that there are no statistical differences between the variables. This is confirmed by (0.887) which is more than (0.05).

Note: total ANOVA of the three domains is 2.661 and the mean of the three domains is 0.887.

Table 5.60: results of ANOVA analysis for differences between means of domains of twelfth grade curriculum based on academic qualifications

16.4. Teachers Training ANOVA-Academic Qualifications

No.	Domain		Sum of Squares	df	Mean Square	F	Sig.
1	Identification of training needs	Between Groups	0.43	2	0.21	1.28	0.280
		Within Groups	33.00	197	0.17		
		Total	33.43	199			
2	Expectations of training	Between Groups	2.72	2	1.36	23.71	0.000
		Within Groups	11.29	197	0.06		

		Total	14.01	199			
3	Outcomes of the training	Between Groups	1.31	2	0.65	11.18	0.000
		Within Groups	11.51	197	0.06		
		Total	12.82	199			

It is shown from the data in the previous table that there was statistically relationship at (0.05) between the dependent variable related to teachers trainees training on communicative approach to teach twelfth grade program satisfaction dependent variable and the independent variable academic qualifications on the level of ultimate degree, as the mean value of significance of test was (0.093) which is less than (0.05).This means that there was relationship. Therefore, the researcher rejected the null hypothesis which says there was no relationship and accepts the alternative hypothesis which says there is a relationship. Moreover, upon looking at f value, it is clear that there a relationship between the variables. This is confirmed by (0.093) which is less than (0.05).

Note: total ANOVA of the three domains is 0.280 and the mean of the three domains is 0.093.

CHAPTER-SIX

SUMMARY, FINDINGS, DISCUSSION AND CONCLUSION

6.0. Introduction

Curriculum is an important source and medium for teaching and learning. It is a helpful tool for mastering facts that lead to change behaviors, construct and achieve the required goals. So, as much as the curriculum is effective, it achieves it objectives. The study aims at studying the suitability and appropriateness of *English for Palestine, Twelve grade* content components, which was decided on for the twelfth grade students in Gaza Strip and the West Bank and it has been taught since 2006-2007 in Palestinian governmental schools. The main reason for carrying out this study is the need to find out if this newly implemented curriculum 2006-2007 is suitable for improving communicative and linguistic proficiency of twelfth grade students. This curriculum was developed in cooperation between national teams formed by the Ministry of Education included MOEHE officials, education districts employees, supervisors of English, University professors from one side and Macmillan Press on the other side . The study purports to identify the extent to which the content of the textbook meets twelfth grade needs and aspirations. The researcher reviewed many books, previous studies, journals and related literature. It was realized that the best methods for conducting the study is through applying questionnaires, classroom observations and interviews as a base for implementing the study. The researcher

designed tools of the study to collect data. These data involved making a survey for the textbook so as to analyze the activities, components and tasks and then decide the extent of its suitability to improve communicative proficiencies of students. The SPSS analysis was conducted; interviews and classrooms observations were analyzed. The findings showed that students and teachers have moderate to high satisfaction in twelfth grade curriculum components and its suitability to improve students communicative and linguistic proficiency. The researcher points out that communicative activities and language functions should be increased and intensified and listening activities should be activated. The findings also show that the topics in the textbook are authentic and varied throughout the twelve units. These topics are repeated in the same unit that may reinforce students' motivation and learning. The researcher recommends to transfer from theoretical aspect of teaching language into practice through simulating real life communicative practice , establishing a follow-up research committee whose duty is to apply formative and summative evaluation to both twelfth grade students and teachers to achieve more innovations and developments in the field of focusing more on language practice than theoretical knowledge. Teachers are invited to attend workshops held by the Ministry of Education on new trends in area of curriculum, teaching and employ more effective methods such as group work, teamwork, and cooperative learning methods.

6.1.Rationale of Study

Palestinian Ministry of Education and Higher Education has introduced a new Twelfth Grade Curriculum in 2006-2007 instead of the Jordanian and Egyptian curricula used to be applied in West Bank and Gaza Strip. It is natural to evaluate the suitability and appropriateness of the new curriculum "English for Palestine" to see the extent of appropriateness of its components to improve the communicative and linguistic proficiency of twelfth grade students. Palestinian students find it difficult to communicate in English although they learn it for at least eight years at school, they cannot use English properly to communicate ideas and information with others. This disappointing result could be due to a number of different factors such as teachers' practices; approach of teaching and techniques, attitudes towards CLL, the curriculum applied at schools or suitability of training. Two studies were conducted in Palestine to evaluate fourth grade "English for Palestine" and tenth grade "English for Palestine" . Both studies have focused on suitability of curriculum components and

they were not connected to influence of components to improve twelfth grade communicative and linguistic proficiencies which distinguish the present study. There were no studies conducted on twelfth grade curriculum "English for Palestine" in Palestine. This study is the first one conducted in this domain and entitled Influence of English for Palestine Curricula on the Communicative and Linguistics Proficiency of Twelfth Grade Students in Governmental Schools.

6.2. Review of Related Literature

The changes envisaged in English Education locally are myriad. Therefore, more importance is given to studies in Palestine, Jordan, Egypt, Saudi Arabia…etc for the reason that the researcher believes that it may give a better content for the presentation of this study. However, the global approach has been considered to combine many studies in the Eastern countries; for example, India, China, Japan and Western Countries that are more resourceful and progressive in education. There were no studies conducted on twelfth grade curriculum "English for Palestine". This study is the first one conducted in this domain and entitled **Influence of English for Palestine Curricula on the Communicative and Linguistics Proficiency of Twelfth Grade Students in Governmental Schools.** Therefore, due to the growing significance of communicative and linguistic proficiency and the influence of English language curriculum on these proficiencies which have been enhanced recently, this study has been selected due to the importance of English language Curriculum on students' communicative and linguistic proficiency .These related studies include local Palestinian studies, regional studies, Indian and international studies related to research problem.

Abu-Zaghlan (1989) conducted a study to describe some English teachers' level of understanding of the main characteristics of PETRA syllabus. The population of the study consisted of 360 male and female teachers of English who taught English for the seventh and eighth grades in 206 public schools of the Greater Amman Directorate .The sample of the study consisted of (120) teachers, 60 males and 60 females who taught English in 80 schools in Amman, Jordan, in the school year (1988/1989). The researcher developed a special test for the purpose of the study. A t-test was computed to test the hypothesis that there was a difference in the mean scores of teachers' understanding of the main characteristics of the PETRA syllabus,

according to the following independent variables: academic qualification, teaching experience after 1986, training relevant to PETRA and sex (gender). This study found that there was no statistically significant difference in the mean scores of teachers' understanding of the main characteristics of PETRA syllabus regarding every one of the variables of teachers' academic qualifications, teaching experience after 1986, training relevant to PETRA and sex(gender). On the basis of these findings, it was recommended that a study be conducted to investigate whether the teachers' level of understanding of PETRA characteristics varied with their attitudes toward PETRA , and that another be conducted using a standard observation checklist of the teaching/learning situations. It was also recommended that in-service training courses be developed to include materials related to the underlying assumptions of English learning in Jordan.

Al- Athannases and De oliveira (2008) investigated the challenges ESL teachers encounter and how these teachers responded to such challenges is one conducted by Their study revealed that teachers had challenges in meeting the needs of diverse students, tailoring instruction according to their needs, searching for better texts and contact with parents. Another study was undertaken by Agee (1999) who mentioned that despite the strong support from administrators, school districts, and professional organizations, English teachers may face a challenge in their careers. Therefore, careful planning, knowledge about the community, and clear communication with parents were seen as factors that raise teachers' chances for support. **Aparaj (1999)** conducted a study on developing auditory abilities through language exercises in teaching English as a second language in secondary schools. The objectives were 1.To investigate learners micro listening abilities and skills 2. To devise listening exercises to achieve the above 3. To find out relationship between micro-listening abilities and listening exercises in teaching English as a second language in secondary schools 4. To prepare a listening test of English as a second language for testing the development of micro listening activities and 5. To compare the achievements in listening abilities of the control group and experimental group pupils studying English as a second language. The sample consisted of 76 boys and 24 girls of class VIII learning English as a second language. The tools used included, tape recorder for recording the listening test, the Pure Listening Comprehension Group Test (PLGGT) prepared by the investigator using the eight language elements namely phonology,

lexical items, functional grammar, syntax, semantics, short term memory, association of sound with symbols and listening comprehension and a questionnaire. The collected data were treated using mean, SD, coefficient of correlation and t test. Major findings were 1. The integrative listening skill of the experimental group developed greatly as compared to the control group 2. There was a significant positive relationship between the listening language exercises and integrative listening skills of the learner of English as a second language. 3. Each of the ten language elements separately led to the development of the listening skill 4. The listening skill of girls developed more quickly than that of boys.

Bacon & Finnemann (1990) indicated that speaking is problematic for very deep-seated reasons related to self-concept. A positive view of self can affect the progress of an individual learning. Baker and MacIntyre (2000) argue that "It is not the individual's actual skill that counts; rather it is how they perceive their communication competence that will determine WTC" (p.316). Both the willingness to communicate (WTC) and perceived competence have an impact on the frequency of communication. **Burton and Dimbleby (1999)** suggested that there were four general categories of communication skills: Intellectual, functional, interpersonal and group. Intellectual skills are considered the most important activities that students can learn to perform what happen in their heads. All communication starts and ends in the mind. Functional skills are referring to the ability to produce communication in written or graphic formats. Interpersonal skills (interpersonal-social skills, interpersonal perceptual skills, interpersonal listening skills and interpersonal presentation skills) we use them when noticing verbal and non verbal behaviors in others in order to evaluate their attitudes, personality and emotional state. Group skills are the ability to involve effectively in group activities and being able to offer ideas, offering approval of others' ideas and summing up effectively. **Buxton (1999);Fradd, Lee, Sutman & Saxton** (2001) conducted a conceptual study (Spark, 2000) and two empirical studies specific to students identified as English Language Learners (ELLs).The researchers focusing on curriculum modification for ELLs suggesting that integrating students' unique linguistic and cultural background into curriculum is a key to make modified curriculum function successfully.

Cheng (2007) revealed that the Communicative strategies used and the self-report of oral proficiency did not have a statistical relationship. It was pointed out that

"effective communication takes more than the ability to talk. It also involves the use of one's mental faculties in the choice of words, the ability to make other person understand what one is saying and vice versa" (Cheng, 2007, p.99). **Clement (1986),** pointed out that "seeking opportunities to communicate would greatly increase the chances for intercultural contact, L2 communication practice (Larsen-Freeman, 2007) and comprehensible input (Krashen,2003)" (cited in MacIntyre & Doucette, 2010, p.162). "The L2 learner's decision to initiate conversation has been linked to the notion of crossing the Rubicon, an irrevocable decision that can lead to success or failure" (MacIntyre & Doucette, 2010, p.162). Thus, habitual exposure to English and interaction with native speakers lead to more successful communication. **Cullen(1994)** indicated that although in most parts of the world the main emphasis in ELT is on methodology, there have been situations in which emphasis was placed on raising the language level of the future teacher. Hundleby and Breet (1988) and Berry (1990) report that, in China, teacher-training programs virtually exclude the methodological aspect and concentrate on the improvement on the language level per se. In such a case, attention is given to linguistic knowledge of the language rather than the ability to use the language for real communication. Cullen (1994) states that only a few teacher –training courses are able to achieve the objective of improving the communicative command of the language rather than knowledge of it. Cullen; however, recognizes that in most regions of the world, especially where English is not a medium of instruction, the main interest of English teacher is: "the need to improve their own command of the language so that they can use it more fluently, and above all, more confidently, in the classroom. An in-service teacher training course which fails to take this into account is arguably failing to meet the needs or respond to the wishes of the teachers themselves (p.164). "Language proficiency has indeed constituted the bedrock of the professional confidence of non-native English teachers. Language competence has been rated as the most essential characteristic of a good teacher (Lange, 1990).Berry conducted a study of two groups of English teachers teaching at the secondary level in Poland. He wished to discern which of the three components (methodology, theory of language teaching, or language improvement) they needed most. Language improvement was ranked as the most important for both groups, and methodology was second, while the two groups ranked theory a poor third. The results did not surprise the researcher, who noted the limited contact with native speakers of English and their culture. The author points out that, for the most

part, opportunities for travel are few and the only English heard is that of students in the classroom. This is the case not only in Poland but in many other countries with similar conditions. For instance, contact with native speakers was seen as one of the most pressing needs among 53 teachers of EFL in Russia and the Ukranie in a survey by Schotta (1973) of their perceived needs and concerns. The EFL teachers also indicated a desire to improve their teaching methodology and to increase contact with colleagues both locally and nationally. **De Bonenfant (2001)** addressed the language barrier encountered by to get a group of 35 limited English proficient students. He assumed that the linguistic barrier exists because of the lack of specific curriculum materials for teachers in order to tailor approach of teaching materials for students and so there is a need for the development of linguistic materials that would respond to the interests and cultural needs of students. **De Segovia's (2008**) study argue that the issues surrounding English teaching in Thailand have arisen in other Asian contexts which included issues such as the economic benefits of globalization as the apparent driving force behind English teaching, a concern for teachers' English proficiency and methodological training, and the disconnect between curriculum policy and classroom practice in terms of teaching principles, referred to as the gap between 'rhetoric and reality', this gap is a loss of coherence. 'Policy statements tend to be idealist and so it is not too surprising that the shift from a teacher-centered to a learner-centered approach did not evolve smoothly. It required an understanding of the language learning process in order to establish attainable goals and compatible methodology. This shift must be done in view of constraints on achievement including the lack of contact with the target language outside the classroom. Program implementation involved additional obstacles, including the lack of sufficient teacher training, resources, mentoring support, and the cost of further education for in-service teachers. Although the teachers played a major role in the reform, they were an untapped resource in the decision-making process. The learners' lack of interest in learning English and perception of its lack of value were not conducive to building a coherent curriculum based on a learner-centered philosophy. Other problems such as teacher confidence and a radical timetable for change contributed to failure. In surveying the last twenty-five years of teaching listening comprehension, **Brown (1987)** stated that in the past the problem of the listening was in how to make the students decode the sound of foreign language: the segments, the words stress, the intonation of sentences. If weaknesses appeared in the area, minimal pair work was required. But over the last

ten years, the problem became in how to provide students with authentic examples i.e from real life situations, and how to teach listening comprehension in context? Brown claims that teaching listening in context and making it authentic have equal importance. So they both should be considered in teaching foreign language. **El-Mustafa (2001)** assessed the language proficiency of EFL secondary stage teachers at Ramallah Directorate of Education .She assessed whether or not they possess the language proficiency necessary for performing their jobs efficiently and effectively by using an adapted version of TOEFL .The results showed that English secondary stage teachers' overall level of proficiency is low .Furthermore, their level is medium in structure and low in both reading comprehension and vocabulary. It is helpful to mention that Mustafa's subjects were secondary stage teachers and some of them held Diplomas and MA in TEFL it is very sound to say that the subjects of the present study,i.e.,senior English-Field teachers , are different from Mustafa's subjects. **Ellis et al. (2001)** examine incidental and transitory focus on form in communicative ESL lessons. They investigate learner uptake in incidental focus-on-form episodes. They examine different teaching context from the immersion classes studied in much of the previous research. They aim to provide a comprehensive account on how focus on form was accomplished by investigating both preemptive and reactive episodes. They observed two classes in a private English language school (an intermediate class and a pre-intermediate class). Each class consists of 12 students and it has a different teacher who instructs them in two parts: a form-focused and a communicative. The audio-recorded 14 hours of classroom talk from 10 ESL lessons including some focus on retargeted forms, 2 hours of data were excluded from the analysis. They coded the focus-on-form episodes, their types, their characteristics and the uptake moves. They used frequencies and the SPSS 9.0 to analyze the data. They found a total of 448 focus-on-form episodes in the 12 hours of communicative teaching, with slightly more episodes in class 2(241) than in class 1 (207) .They also found that uptake was most frequent in student-initiated focus-on-form episodes but also high in responding focus-on-form episodes. However, the level of uptake was notably lower in teacher – initiated focus-on-form episodes. In addition, they found that the great majority of the focus-on-form episodes involved the negotiation of form as opposed to negotiation of meaning, explicitly of the focus-on-form episodes affect the level of uptake, directness was not found to be a significant factor in determining whether the uptake

occurred or whether it was successful, and that the great majority of focus-on –form episodes addressed lexical or grammatical problems.

6.3.Implications of Reviewed Literature

All of the above mentioned studies have assured on the following issues about the curriculum, learners, teachers and teaching methods:

1-All studies have confirmed the need for further training for teachers to deal effectively and efficiently with the new curriculum for example "English for Palestine".

2-There is an urgent need for teachers to change their traditional ways of teaching.

3-There is a need to give less stress on teachers and teaching for the favor of learners and learning.

4-Teachers should give more emphasis to communicative strategies as the aim of teaching is to give learners the opportunity to communicate and use the language.

5-There is a need to give teachers of English more training on methods and the content.

6-Curricula change or modification consists of potential benefits for not only the students who need special support but also other students who learn in the same learning environment at any age level. For instance, general education students' benefit from modified curriculum designed for the students with behavioral problems in general classroom settings. Through the increased positive behavior and learning productivity of those students, other students in the same classroom may receive more optimal learning environment and opportunities for mutual understandings and more interactions.

7-Integrating student's linguistic and cultural needs may provide other students with the opportunity to learn new language and culture and it may increase their multicultural awareness and mutual respect. In short, when a particular group or individual students in a classroom benefit from curriculum modification, there is a great possibility that other students receive benefits as well. The mutual benefit can be planned as a shared goal like in the process of overlapping curricula. Or, such shared learning can mutually occur in our everyday teaching.

8-It is important for teachers to know that various factors affect the effectiveness of curriculum modification. Teacher's understandings of communicative approach,

students' backgrounds, resources, materials, and school support are some of the important factors to consider.

9-Professional development opportunities are essentially necessary for teachers to improve their skills and knowledge in curriculum modification.

10- In addition, several pedagogical implications arise from these studies First, EFL teachers should create situations that encourage students to produce oral language. Mere exposure to target language may not be sufficient for fluency improvement. As Swain (2000) proposes, teachers should motivate learners to "process language more deeply, with more mental effort than … input" (p.99). In the process of producing output, a learner's knowledge of L2 is tested, and the process of verbalizing concrete meaning will gradually form a propensity toward using English for communication. Second, EFL teachers should introduce communication strategies to students and encourage their use. "By learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communication situations"

6.4. Statement of the Problem

A study of the influence of English for Palestine Curriculum on the Communicative and Linguistic proficiency of twelfth grade students in Palestinian Governmental schools

6.5. Questions of the Study

1-Do components of English for Palestine for twelfth grade help students acquire communicative and linguistic proficiency?

2-To what extent do teachers of English of twelfth grade curriculum vary in their attitudes towards the influence of English for Palestine on communicative and linguistic Proficiencies of students?

3-To what extent do learners of English of twelfth grade curriculum vary in their attitudes towards the influence of English for Palestine on their communicative and linguistic Proficiency?

4-Do attitudes of twelfth grade teachers teaching English for Palestine vary with each of the following variables: age, gender, academic qualifications, education district and training on communicative approach?

5-What is the relationship between teachers training programs presented to twelfth grade teachers of English and their effects on their performance in teaching – learning process?

6-Are there any differences between students and teachers responses concerning components of twelfth grade curriculum?

6.6. Objective of the Study

This study has the following objectives:

1-To study the opinions of students toward the influence of twelfth grade curriculum content "English for Palestine" on students' communicative and linguistic proficiency in governmental schools.

2- To study the opinions of teachers toward the influence of twelfth grade curriculum content "English for Palestine" on students' communicative and linguistic proficiency in governmental schools.

3-To study the opinions of twelfth grade teachers toward the appropriateness and usefulness of teachers' training programs to twelfth grade students studying English for Palestine curriculum.

4-To study the problems of students in developing the linguistic and communicative proficiency.

5-To study the effects of variables such as qualifications, gender and taking training on communicative approach of teaching on effectiveness of teaching.

6-To study the difficulties of twelfth grade students they face in acquiring communicative and linguistic proficiency.

7-To study the difficulties of twelfth grade teachers they face in teaching "English for Palestine" curriculum.

6.7. Definition of Operational Terms : In order to facilitate understanding of the terms used in the study, the researcher has defined the terms as follows:

English for Palestine: It is a new designed syllabus that is designed by Palestinian curricula designers in Palestine after the Palestinian National Authority took the responsibility of Education in Palestine. This syllabus is taught at Palestinian public schools in West Bank and Gaza.

Teacher of English: A teacher who teaches English at the rate of five English lesson periods or more per week for twelfth grade students.

Communicative proficiency: It is to know when and when not to use the learned structures in real life situations and it is the ability to carry out linguistic interaction in the target language.

Linguistic proficiency: It is to know the phonology and structures of a language.

Communicative Approach: It is an approach which takes the communicative facts into account from the beginning without losing sight of grammatical and situational factors.

Proficiency: Proficiency consists of the learner's knowledge of the target language; it can be considered synonymous with competence. Proficiency can be viewed as linguistic competence or communicative competence. L2 proficiency is usually measured in relation to native speaker proficiency (Ellis, 1986). Proficiency is considered from the point of view of mastering the language skills and their effective use in the classroom and outside the classroom.

6.8.Delimitation of the Study

This study is limited to the population of twelfth grade male and female teachers of English teaching the new curriculum; English for Palestine in five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in governmental schools.

It is limited to population of twelfth grade male and female students learning English for Palestine in five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in governmental schools.

It is limited to the population of twelfth grade male and female teachers teaching the new curriculum English for Palestine in the five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in governmental schools and received teachers training programs.

6.9. Hypotheses of the Study

1. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on students' perspectives due to education district.

2. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to gender.

3. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to location of residence.

4. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools due to stream.

5. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to district.

6. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to age .

7. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to gender.

8. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to academic qualifications.

9. There is no significant difference of influence of twelfth grade curriculum on students' communicative and linguistic proficiency in governmental schools based on teachers' perspectives due to receiving training for teaching English based on communicative approach.

6.10.Design of the Study

The study is descriptive in nature. It was conducted through developing questionnaires for twelfth grade students and teachers, interviews with Director of English Language Department in Palestinian MEHE and Director of teachers' training, students, teachers, supervisors of English, as well as conducting classroom observations. The study aims at understanding the influence of the new English for Palestine Curriculum on Students' Communicative and Linguistic Proficiency in Palestinian Governmental Schools in five education districts through the information and data provided by all the above mentioned sides.

6.11. Variables of the Study

This descriptive study included (4) independent variables for students: gender, place of residence city or village, stream: scientific or literary and education district they belong to. While teachers' questionnaires composed of five variables: gender, academic qualifications, age, and education district and whether receiving a training course in communicative language teaching. Teachers' training questionnaire also composed of five variables: gender, academic qualifications, age, education district and whether receiving a training course in communicative language teaching.

6.12. Population

The population of this study consists of all male and female twelfth grade teachers of English who hold a Diploma degree (from community college), a bachelor degree or an MA who have been teaching English for Palestine for twelfth grades in Palestinian governmental schools in five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah), twelfth grade students learning English for Palestine Curriculum in Palestinian governmental schools in five education districts; literary and scientific streams (Jenin, Qabatia, Nablus, Tulkarim and Ramallah). Twelfth grade teachers teaching English for Palestine Curriculum who received training on Communicative Language teaching.

6.13. Sample

❖ The sample of this study constituted fifty percent of male and female twelfth grade teachers teaching English for Palestine syllabus from five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in Palestinian Governmental Schools. The sample was drawn using stratified random sampling method which included boys' and girls' schools. Each education district has approximately got equal number of students and teachers.

❖ A sample of students five percent from twelfth grade male and female students from five education districts (Jenin, Qabatia, Nablus, Tulkarim and Ramallah) in Palestinian Governmental Schools was drawn using stratified random sampling technique.

❖ A sample of fifty percent of teachers received training by Palestinian Ministry of Education and Higher Education on communicative language teaching from the five education districts.

6.14. Tools of Data Collection

For the purpose of this study, the researcher used the following tools for data collection:

❖ A questionnaire was prepared by the investigator for twelfth grade teachers and it consists of two parts: the first part contains personal information about the teachers' age, gender, academic qualifications, TEFL experience and training for teaching English for Palestine. The second part included items that cover all the components of English for Palestine syllabus.

❖ A questionnaire for students was prepared by the investigator to know their opinions towards the new curriculum.

❖ A questionnaire was prepared by the investigator for English twelfth grade teachers trainees who took the Ministry of Education training on Communicative Approach for teaching English as a second language to know the effectiveness of the training programs on teaching twelfth grade syllabus

❖ An interview schedule was prepared by the researcher for Director of English language department (Palestinian Curriculum Center) .

❖ An interview schedule was prepared by the researcher for Director of Training Department (General Directorate of Supervision and Teachers' Training).

❖ An interview schedule was prepared by the researcher for ten male and female supervisors of English from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

❖ An interview schedule was prepared by the researcher to interview twenty male and female twelfth grade teachers of English from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

❖ An interview schedule was prepared by the researcher to interview thirty male and female twelfth grade students of English from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

❖ Classroom observations checklist schedule was prepared by the researcher to observe ten male and female classrooms in different schools in the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah).

6.15. Procedure of Conducting the Study

6.15.1. Translating students' questionnaire items:

The researcher translated students' questionnaire items from English into Arabic so that students can understand the item before responding .

6.15.2. Distributing the questionnaires:

After getting the required permission from the Ministry of Education and Higher Education (MOEHE), the researcher distributed questionnaires to each directorate according to the number of sample of teachers and students in each one. The name of school was selected randomly. Questionnaires which were (900) for male and female students from the five education districts (Jenin, Qabatia, Tulkarim, Nablus and Ramallah) was distributed such that each education district sample was (180) students 90 males and 90 females. Questionnaires for teachers were distributed in equal number to each district totally comprising 100 male and 100 female teachers. The teachers' trainees questionnaire was distributed to 100 male and 100 female trainees teachers. The distributed questionnaires for students were 1000 and the collected were 900. It is clear that this sample was valid for statistical analysis.

6.15.3.Summary of Procedures

-The researcher got a permission letter from Faculty of Education and Psychology. The M. S. University of Baroda, Vadodara and (CASE) (Appendix A) headed to the Palestinian Ministry of Education and Higher Education (MOEHE) to facilitate the researcher's tasks in implementing the above mentioned study.

-The (MOEHE) headed a letter to the targeted education districts to facilitate the researcher's tasks in implementing the study (Appendix B).

-In cooperation with the researcher, the targeted education districts headed a letter to school principals to facilitate the task and distribute the questionnaires (Appendix C) who in turn distributed them on twelfth grade teachers. The teachers distributed the questionnaires on twelfth grade students. Twelfth grade teachers cooperated with the researcher in obtaining the proper form of students' responses to questionnaires.

-The researcher got the data related to teachers and students from the General Directorate of Planning and Educational Development –MOEHE.

-The researcher distributed the questionnaire in each education district according to students and teachers number.

-The collected questionnaires for students were 900 out of 1000 distributed questionnaires. While the collected questionnaires for teachers were 200 out of

distributed 220 questionnaires and 220 questionnaires were distributed to the teachers trainees out of them 200 hundred were received.

6.15.4. Phases of Conducting the Study

This study includes several tools; the tools were administered according to the following phases:

Phase number one : In the first phase, the questionnaires were distributed to twelfth grade teachers and twelfth grade students as well as the questionnaires was distributed to teachers who took training on twelfth grade English syllabus.

Phase number two: Based on the feedback of the questionnaires, **an** observation schedule was used for studying the performance of twelfth grade teachers and interaction of students.

Phase number three: An interview schedule was prepared and conducted with Director of English language department, Director of training, supervisors of English, twelfth grade teachers, twelfth grade trainees and students.

6.15.5. Procedure of Data Collection

Data collection was done by distributing the questionnaires by the investigator on the Directorates of education after getting the required approval from Ministry of Education and Higher Education (Appendix B) who in turn distributed them to the targeted teachers and students through school principals.

-The researcher personally collected the data by visiting the school principals; teachers helped in collecting the information from students.

The researcher distributed the questionnaires to the teachers of English who have been teaching in the governmental schools in the targeted education districts, all copies of the questionnaire were given to the principals of the schools through the Directorates of education.

-The researcher distributed the questionnaires on teachers who received training programs on teaching English to twelfth grade students.

6.15.6.Interviews

Qualitative data of this study were collected through interviews. The interview questions of this study were developed by the researcher to suite the objectives of the study. Interviews were conducted with Director of English language department in Palestinian MOEHE (Appendix H),Director of training in MOEHE(Appendix I), ten

male and female supervisors of English in the five education Directorates (Appendix J), twenty male and female teachers of twelfth grade curriculum (Appendix K), twenty male and female teachers trainees who received a training program on communicative teaching (Appendix L) and thirty twelfth grade male and female students (Appendix M). All the interviewees are selected purposefully to explore their views and perceptions on twelfth grade curriculum "English for Palestine" and training components. Please refer to (Appendix B) to view the interview questions for the interviewees. The interview data collected from the interviewees were used to answer the first research question of this study: Whether components of twelfth grade curriculum help learners to improve their communicative and linguistic proficiency based on perceptions of the interviewees. The data collected were important as they provided more in-depth information on the suitability and appropriateness of twelfth grade curriculum.

Interviews were conducted with all of them as a medium to share their personal points of view regarding suitability and appropriateness of twelfth grade curriculum components to improve students' communicative and linguistic proficiency. The researcher used open-ended questions so that the interviewees can express themselves freely and reflect their real perceptions.

In sum, the structured interviews conducted ensured comparability of responses across participants as the topic areas to be covered are pre-defined. In addition, the interviews which were carried out after the questionnaire survey and classroom observations also enriched the final findings as the interviewees were required to provide more in-depth explanation on the discovered patterns. In other words, the interviews done played an important role in validating the observation and questionnaire findings of this study.

6.15.7. Classroom Observations

To investigate the actual application of communicative approach to twelfth grade curriculum "English for Palestine" and the actual classroom interaction between learners and teachers of English, a total of ten observations were carried out by the researcher in classes of the selected education district. In this study, observation was applied, that is, the researcher observed interaction between the teachers and students based on the new curriculum.

6.16. Reliability of Tools

To ensure that the tools are reliable, twenty EFL teachers out of the above sample of the study were given the questionnaire to achieve consistency of the instrument in researching the area under investigation. Using Cronbach Aplah reliability coefficient, the reliability was .87 which is high and so fits the purpose of this study.

6.17. Piloting the Study

Before the researcher administered the questionnaires to the respondents, they were sent to ten male and female twelfth grade students and ten male and female EFL teachers to respond and fill it out and urged them to give feedback on any of the items in terms of clarity and relevance. In the light of the received copies, the researcher revised the questionnaire and then conducted the wide scale application of the study. The researcher felt that twelfth grade student did not understand the items of the questionnaire. Therefore, the researcher translated students questionnaire into Arabic so that they can answer the items based on their real and honest perceptions and opinions.

6.18. Validity of Tools

Students' and teachers' opinionative questionnaires were adapted from Dr. Aziz Khalil and Dr. Jean Kattan who used it to evaluate eighth, ninth and tenth PETRA curricula applied in Palestinian governmental and UNRWA schools (2004) and developed by the researcher to suite the study objectives of twelfth grade curriculum. However, the research administered the questionnaires in its final form to a jury of highly qualified referees who approved its validity. Following the comment of referees, the researcher modified the questionnaires as they appear in appendices D, E and F. The researcher thinks that the comments of the referees are adequate enough to suite study objectives. The questionnaires were validated by the following categories of specialists:

* 6 university specialists of all ranks assistants, associates and professors.

* A teacher trainer in the field of teaching and training.

* Five school supervisors of English.

All agreed that the questionnaires contained the necessary features intending to collect the relevant data. Some questions were revised and amended while few others were added based on suggestions of the validity jury of this study.

6.19. Data Analysis

The collected data was analyzed with the help of Content analysis, Means ,Frequency, Percentages, standard Deviation, Correlation, One-Way Anova, t-test, and Chi square.

6.20.Findings of the Study

6.20.1.Findings Related to Suitability of "English for Palestine"

1.There is a consensus found in satisfaction about the twelfth grade curriculum components among Director of English Language Department in Palestinian MOEHE, Director of teachers training in MOEHE, students, teachers, teachers trainees and English language supervisors.

2.Majority of students (81-86 %) opine that syllabus provides more opportunities for learning sounds, intonation, morphology, syntax, vocabulary, discourse, listening, language structure and the curriculum components in general has the potential to improve students communicative and linguistic proficiency.

3.Students (74-79 %) think that syllabus provides moderate opportunities for learning speaking, stress, reading, writing, language functions and low in learning rhythm.

4.The syllabus reading material was mostly of moderate difficulty (71-77.5 %) .

5.Students (83-85%) and teachers (80.5%) have high satisfaction on the syllabus listening activities.

6.Students have more satisfaction with curriculum components more than teachers.

7.Almost all male and female teachers and students belong to rural and urban areas with varied age groups, experience and qualifications have shown satisfaction toward curriculum of twelfth grade "English for Palestine" at 0.05 level.

8.Students and teachers think that syllabus is authentic, appropriate and in line with levels of students.

9.Syllabus reading material is found by students and teachers interesting, authentic, culturally appropriate, varied and facilitates students opportunities to communicate.

10.Teachers (77.25%) and students (72-77.5%) have observed that syllabus has moderate difficulty level.

11.Listening activities have high satisfaction by teachers (80.5%) and students (81%) and they have pointed out that curriculum is task oriented and varied in nature.

12.Reading activities is rated high by students (80%) and teachers level of satisfaction is moderate (77.25%).

13.Director of English language department and Director of teachers training in Palestinian MOEHE pointed out that "English for Palestine" curriculum is relevant, appropriate and in line with the level of learners.

14.Director of English language department and director of training in MOEHE think that the teacher approach of teaching English need to be more communicative.

15. Speaking activities are at the right level of difficulty, task oriented, accurate, emphasize fluency and facilitate learners to communicate (81%).

16. Writing activities are interesting, sufficiently varied, questions encourage students use of speaking skills (79.5%).

17. Teachers think that syllabus grammar activities are having moderate influence and they have clear instructions, variety of questions and encourage them to communicate (79.25%).

18. Syllabus vocabulary activities are at the right level of difficulty, interesting, sufficiently varied, task oriented and encourage desire to communicate (80.25%).

19. Teachers domains correlation seem to be significant on most of components of syllabus at 0.01 level.

20. The expectations of trainees on training in EFL and outcomes of training show significant correlation at 0.01 level.

21. Male and female teachers have positive perceptions towards curriculum components. However, both males and females do not apply the communicative approach as required from them.

22. Most of the teachers find it difficult to implement the improvements of MOEHE.

23. English is getting more recognition but teachers are not positively oriented toward the change.

24. Teachers have moderate level of satisfaction of reading material (77.25%) speaking skill (80%), grammar activities (79.25%), vocabulary activities (79%), supporting material (78.25%) and subject matter (78%).

25. There is a harmony in results between students and teachers toward the positive perceptions in regard to suitability of "English for Palestine Curriculum" to improve students communicative and linguistic proficiencies.

26. Teachers' approach of teaching need to be communicative far away from traditional away of teaching.

27. Students are more satisfied with the curriculum than their teachers.

6.20.2. Difficulties Faced by Teachers and Students

1. Teachers find it difficult to complete the curriculum on the allotted time.

2. Students (47.25%) have a very low satisfaction in their teachers' approach of teaching.

6.20.3. Influence of Training Programs

Majority (77%) of teachers' trainees observed that training provided them with satisfactory and useful opportunities for developing skills, methods, and students-centered approaches of teaching.

6.21. Interpretations of Results

6.21.1. Moderate to High Responses toward "English for Palestine" Components

The study tools showed that students and teachers have moderate to high responses and perceptions toward twelfth grade curriculum components, tasks and activities. This can be interpreted as the series of "English for Palestine" is the first national curriculum after the establishment of Palestinian National Authority (PNA) in 1994.Both students and teachers feel that this curriculum fulfills their ambitions and aspirations. It is clear also from content analysis, interviews with various authorities, students and teachers responses on the questionnaires that curriculum components are varied, cultural based, authentic, integrate the four skills promote students to use English for communication.

6.21.2.Students Low Responses Toward Teachers' Approach of Teaching

The study tools analysis showed that students have a very low satisfaction in their teachers' approach of teaching. This can be interpreted in the fact that teachers do not give real opportunities for learners to use the language effectively whether inside or outside the classroom. Moreover, teachers spend most of lesson explaining explicit grammar and vocabulary. They do not involve learners as required through making pair or group work. Less time is spent to prepare students for twelfth grade general exam by solving work sheets or expected questions for the coming exam.

6.21.3.Students and Teachers Low Responses Toward Time Allotted to Complete Curriculum

Study tools analysis showed that students have a very low satisfaction toward the time allotted to complete twelfth grade curriculum. The interpretation for this is that the number of twelfth grade curriculum components, tasks and activities are 630 in addition to anthology, workbook and reading passages. This size of load needs more than 7 lessons a week or reducing the load to help teachers and students complete each activity or task or component with the required time to benefit students.

6.21.4.Teachers' Moderate to High Responses toward the Training Programs

Study tools related to training analysis showed that teachers have moderate to high satisfaction in the training programs they received to teach twelfth grade curriculum. This can be interpreted in the fact that they have participated in identifying their

training needs, training components have met their expectations and they have benefited greatly from its components as their responses showed.

6.21.5.Teachers' Low Responses Toward Participating in the Training Programs

Analysis of training showed that teachers have a very low responses toward training programs to teach twelfth grade curriculum as half of the surveyed teachers said that they did not take training programs to teach twelfth grade curriculum. As "English for Palestine" is a new introduced curriculum, it is expected that all teachers teaching the curriculum should take the training program to help them raise their competencies to teach its components. Therefore, there is a need to make a survey to all teachers to identify their training needs and make sure that no teacher teaches twelfth grade curriculum without having the required training workshops. This does not mean that the problem is related to MOEHE but teachers sometimes apologize to participate for their special conditions although the MOEHE always welcome teachers participation in the training programs.

6.22.Discussion

It is clear from the results of the study that there is a consensus on suitability of twelfth grade curriculum components, activities and items to improve students communicative and linguistic proficiencies. However, teachers and students indicated that some components are difficult for students such as listening, stress, intonation, rhythm. As shown from results, it is clear that the twelfth grade curriculum contents do not suite the time allotted for teachers to cover the material. Teachers need more time to cover the material or reducing the number of units. As students indicated, teachers are required to change their approach of teaching from traditional to communicative one to help students improve their communicative and linguistic proficiency. From the study, it is clear that developing the four skills as a whole is necessary to improve students' proficiencies. Listening skills is not effective due to absence of necessary media, teachers ignore it, students lack the required proficiency to understand native speakers and interact with the listening activities. Accordingly, improving students communicative proficiencies require teachers to focus on the whole package of the four skills together, all curriculum components, exposing students to listen to language, giving students opportunities to use the language inside and outside classroom through assignments prepared well by teachers. The media such as radio, TV., computer network Press, and satellite are required to focus on the linguistic and communicative practices and usage for developing communicative

competence in students and teachers more purposefully and with better effectiveness. Teachers are under pressure to change their teaching practices, students are forced to take the matter seriously through paying attention to communicative goals and not to search only for marks. The MOEHE should provide intensive training workshops for teachers and provide English sections with necessary media to activate listening skill. Moreover, teachers from first till eleventh grade should focus on communicative tasks and not to focus only on teaching grammar and reading passages to get rid of the accumulative weakness that occur grade after grade. Supervisors also should change their methods of evaluating teachers of English through focusing on extent of applying communicative approach inside classroom and it should not be based on extent of teachers teaching grammar. Most important, teachers should include oral assessment beside written assessment as written assessment does not give teachers the real picture about students' progress in English. In addition, curriculum designers should increase communicative tasks particularly speaking skill that focus on role playing, language functions, authentic writings such as addressing managers, editors, replying to an advertisement.

The most important finding was the positive relationship between perceived level of language proficiency and developing the four skills. The higher the teachers' perceived proficiency in language skills, the higher their students will improve. Moreover, the higher the teachers' sense of self- efficacy the more tendencies to use communicative-based strategies in their classes and inclination to focus more on meaning rather than accuracy. This study adds to the previous literature by examining the relationships between curriculum components and students language proficiencies. However, this is a new contribution to the field of influence of curriculum items and learners communicative proficiencies for non-native learners. Furthermore, this study was conducted to fill in the gap in the literature and to study the relationship of language proficiency of EFL students with curriculum.

Further research is needed in order to determine the various factors that contribute to improve students' communicative and linguistic proficiency. More specifically, it would be useful to examine the role of such factors as teachers' English language enhancement, professional preparation, readiness to teach, and in-service training in maintaining and enhancing teachers' sense of efficacy and their role in improving

students proficiencies. Further studies should look at the personal and environmental factors that affect students communicative and linguistic proficiencies. The construct of teacher efficacy should be further developed to reflect the standards and competencies that EFL teachers in different settings are expected to perform. Longitudinal studies should follow teachers to determine if personal and environmental factors influence teacher efficacy at different points throughout the teacher development process. Finally, we need a comparative analysis of the effect of the previous twelfth grade curriculum with the new adopted one and hold comparisons between English curricula in different countries in terms of the influence of their items on students' communicative and linguistic proficiency.

6.23. Comparison between Results of this Study with Results of Dr. Aziz Khalil and Dr. Jean Kattan

Dr. Aziz Khalil and Jean Kattan conducted an evaluation study of PETRA materials used at the Eighth, Ninth and Tenth grades in Palestine governmental schools in 1994 . In their study, teachers gave positive responses on the items that deal with the extent to which the materials provide opportunities for the teaching of different linguistic aspects and skills. They indicated that the materials provide adequate opportunities for the teaching of sound, stress, rhythm, intonation and morphology. However, the researchers' survey revealed that there are very few opportunities for the teaching of sounds and morphology and that there are no opportunities at all for the teaching of stress, rhythm and intonation. A large proportion of teachers also reported that the materials provided them with ample opportunities for teaching the listening skill , while the researchers' survey estimated that these opportunities are inadequate. Both teachers and researchers agreed on the need for more writing activities. Moreover, a large number of teachers indicated that the materials are based on teaching of structures, while the researchers' survey showed that the materials are based on the teaching of functions as intended by the writers. Furthermore, a large percentage of teachers responded positively to the evaluative criteria that described the reading, listening, speaking and writing activities.

6.24. Suggestions

This study raised several issues about curriculum components and the relationship of these components to improve students communicative and linguistic proficiency of students, concerns about the necessity of changing the stereotyped traditional approach into communicative approach to bridge the gap between the communicative curriculum and the communicative approach of teaching to match with each other and the importance of paying attention more to professional needs of foreign language teachers in Palestine. This requires practical solutions to many of these issues and challenges and concerns. The following is a set of suggestions to help improve the situation of foreign language teaching in Palestine.

❖ Ministry of Education and Higher education is required to review its policy in method of teaching and learning English for twelfth graders by focusing more on providing students with the minimum level of communicative and linguistic proficiencies as a condition for passing English in twelfth grade.

❖ Focusing on oral assessments beside written as the goal of teaching English is to communicate and use the language.

❖ Teachers of English in general and twelfth grade teachers in particular are required to change their stereotyped traditional approach of teaching through focusing on communicative activities and techniques.

❖ Teachers are required to involve their students in learning process through giving students enough time to practice the language individually, pair work, role playing and group work.

❖ Intensifying teachers training workshops to focus on communicative and linguistic proficiency.

❖ Teachers are required to give their students assignments that reflect authentic activities such as field reports, summarizing short report from a magazine or newspaper, giving short speech…etc.

❖ Teachers are required to focus more on listening skill so that students have enough exposure to English through comprehensible input.

❖ Supervisors roles should be activated through evaluating teachers based on extent of applying communicative teaching, group work, role playing, students interaction with outside classroom activities…etc.

❖ The need to encourage EFL teachers to learn from each other's experiences where this can be better done by assisting less experienced teachers to attend lessons provided by experienced teachers and be open to critical evaluation of their teaching performance by such teachers.

❖ Constant and needs-based in-service training should be carried out for English language teachers to keep up with the most recent teaching methods and to raise their motivation to teach.

❖ Providing teachers of English with necessary teaching resources and training them on e-learning as well as providing them with teaching lab to let students to study English language in a natural environment free from stress and the dictatorship of the teacher.

❖ A harmony between teachers on basic grades and those on high grade instruction should be reached as the latter usually complain that low grade students suffer from weak foundation in English.

❖ The class size should be reduced to the level that enables the teacher to use modern teaching methods such as communicative activities, cooperative learning and autonomous learning.

❖ EFL curriculum should be based on the actual levels and needs of the students and their societal and cultural frames should also be considered.

❖ Linkage between pre-service teacher education and in-service teacher education should be guaranteed for that some teachers feel a gap between what they received at university and school teaching.

❖ Parents of school students should be contacted and their attitudes as well as those of their children towards learning English should be investigated.

❖ Teachers of English should use a wide variety of teaching methods that address the various needs of school students and match their multiple learning styles.

❖ Considering the different cultural and geographical areas in designing EFL curriculum for that not all students in Palestine can be expected to achieve the goals of the curriculum at the same time and with the same speed.

❖ The need to abandon traditional methods of teaching English and, alternatively, use recent methods that can appeal to the learner's needs in English language learning.

❖ There is a need to review teaching English process before twelfth grade from first till eleventh grade to make sure that teachers apply communicative approach.

❖ There is a need to adopt oral communicative proficiency assessment evaluation and assessment to reinforce communicative proficiency.

❖ There is a need to make a survey to all teachers to identify their training needs and make sure that no teacher teaches twelfth grade curriculum without having the required training workshops.

❖ Twelfth grade curriculum components are suitable and well developed to improve students' communicative and linguistic proficiency.

Based on the findings of this study and in the light of the problems teachers face in teaching speaking, the researcher offers some recommendations to the teachers of English, the curriculum-designers, and the Ministry of Education.

6.25.Suggestions for Further Research

❖ Doing other studies similar to this study using the communicative approach in teaching other skills.

❖ Studying the relationship between speaking skill and other skills.

❖ Applying this approach for other skills and for other stages.

❖ A suggested program for developing speaking skill for students in governmental schools.

6.26.Recommendations

6.26.1. Recommendations for Teachers of English

1.Teachers of English are advised to recognize the importance of the communicative approach and apply it in teaching speaking more, because it helps to improve the students' level.

2 .Teachers are advised to encourage students to speak freely and fluently in group or pair work.

3 .Teachers are recommended to use communicative approach, because it helps to solve the problem of the overcrowded students in classes and individual differences.

4. It is more useful if teachers use the tape recorder in teaching speaking, because it helps the students to improve their pronunciation.

5. It is more effective if they use communicative activities such as role play, dialogue and games in teaching speaking.

6.Teachers are required to use communicative oral assessment beside written assessment.

7.Teachers of English in grades below than twelfth grade are required to activate communicative approach in their teaching.

6.26.2.Recommendations for Curriculum Designers and Supervisors

There are some recommendations for supervisors and curriculum – designers

1.It is better if the curriculum-designers should consider continuity, sequence and integration in building learning materials.

2.It is more useful if the curriculum- designers should cooperate with teachers in preparing the curriculum, because teachers are supposed to be more aware of students' direct needs.

3.It is more useful if the supervisors hold more training courses, and workshop to help teachers to simplify the curriculum and to use this approach in teaching speaking.

4.Increasing communicative activities in curriculum.

6.26.3.Recommendations for Ministry of Education

There are some recommendations for the Ministry of Education:

1.It is useful if the Ministry of Education should involve teachers in selecting the curriculum tasks and let them participate in classifying the problems they face in teaching speaking to find appropriate solutions for these problems.

2.The Ministry of Education should provide teachers with new teaching aids, so that they can cope with modern technology and techniques in teaching speaking.

3.It should reduce number of lesson periods, the administrative works and number of students in classes for teachers to give them chance to communicate with students easily and intensively.

4 .It is more effective if the learning materials include real life situations and more interesting communicative activities.

6.27. Conclusion

It is clear from the study that twelfth grade "English for Palestine" components have received sufficient and enough satisfaction from all the surveyed sides in different degrees. It is clear that non-native speakers have accumulated weakness in English due to several factors the most of which related to absence of absence of real application for communicative approach as well as absence of suitable and adequate training on communicative approach. Accordingly, raising and upgrading students' communicative and linguistic proficiency require dealing with the above mentioned factors in sufficient seriousness; this is due to the fact that non-native speakers need English for several purposes in their life such as study and work. Therefore, to have effective communicative and fluent students, we should have effective communicative curriculum, proficient teachers who have good attitudes and beliefs toward their mission, and equip teachers with the best communicative training and apply this training on the ground with sufficient enthusiasm from teachers and students.

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