



Have the Secondary Stage English Language Curricula Achieved Their Goals From the Perspectives of Teachers and Supervisors of English Language in Jordan?

By

Mohammad Ahmad Bani Amer
Mu'tah University

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Abstrac:

This study aimed at investigating whether the goals of the secondary stage English language curricula from the perspectives of teachers and supervisors of English language in Jordan. The sample of the study consisted of all EFL teachers of the secondary stage in Al_Qaser Directorate of Education and supervisors in (Al_Karak, Al- Mazar, Ghawer Al-Safi, and Al-Qaser) educational directorates of Education during the second semester 2017/2018.

This study attempted to answer the following questions:

1. Have the Secondary stage English Language curricula achieved their goals from the perspectives of teachers of English language in Jordan?
2. Have the Secondary stage English Language curricula achieved their goals from the perspectives of supervisors of English language in Jordan?

To achieve the purpose of the study, a questionnaire of 59 items was designed and it consisted of four domains respectively: listening skills, speaking skills, reading skills and writing skills.

The reliability of the questionnaire was ensured using Test-Retest method. The reliability coefficient was (.87) based upon Cronbach alpha. The validity of the questionnaire was also ensured by submitting it to a jury of specialists.

The results of the study indicated that teachers and supervisors of English language were generally satisfied with the goals of the secondary English language curricula stage. In particular, the means for all the domains according to teachers of English language was (3.31) whereas the means for all the domains according to supervisors of English language was (3.27) This

implies that teachers of English language and supervisors of English language were satisfied with the secondary stage English language curricula.

In light of the results of the study, a set of recommendations were stated to the concerns of implementing the secondary stage English language curricula and to teachers and supervisors of English language, to improve the efficiency of the secondary stage English language curricula.

1.1 Introduction

At the beginning of the twenty-first century, English is without question the major language in the world. English is now solidly entrenched in Jordan as the first foreign language. English is the customary language for international communication and for overcoming barriers to the flow of information, goods and people across national boundaries. English is the most language generally associated with international trade and tourism, with higher education and research (Nunan, 1988).

The goal of new curricula is to set standards for four domains of English language learning: - social interaction, access to information, presentation, and appreciation of literature and culture and language.

The aim of new English language curricula is to graduate a literate person who is competent and confident in using language for both functional and aesthetic purposes.

All secondary stage English curricula are centered on the philosophy of language as the base for communicating, learning and thinking.

Secondary school students need continued instruction and extended guided practice in the skills of oral language for formal and informal speaking situations, including public, small group and personal setting. They should identify and use effective

strategies to articulate ideas clearly, precisely, accurately and appropriately.

The secondary school English language curricula also strive to involve themselves as deeply as possible in the world beyond the classroom. They provide a solid foundation for effective communication in diverse contexts for multiple purposes and roles in life-as a life- long learner, a responsible citizen, a concerned parent and a productive worker.

In Jordan, English is learnt as a foreign language, and Jordan English is essentially a performance vanity. To gain better understanding of what this means, one might refer to Kachru's (1985)concept of three concentric circles, which represents ;the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages ,the inner circle is comprised of such countries as the UK, the USA, Canada, Australia and Newzeland, where English is primary language. In the outer circle, English is used quite widely for internal (international) purposes, examples are India and Singapore. As an EFL country, Jordan belongs to the third circle, the expending circle where English is used as tool for communication, trade, business, diplomacy, travel and as a medium in higher education (Kachru,1985).

The educational system in Jordan has three stages: kindergarten for children (two years) Basic (ten years) and secondary (two years)(Ministry of Education(M.O.E,2002 a).

Consequently, the government of Jordan realized the need for teaching English quite early and introduced the English language courses as compulsory subject from the kindergarten stage to secondary stage. The secondary stage is the final plan of general education in Jordan. It is a two years period, following on from the Basic stage. Normally students join secondary stage education between the ages of (16-18) years. This stage is considered the most important period in the general education

ladder because students who successfully completed this stage are eligible to join any higher educational institution (Ministry of Education (M.O.E,2004).

Ministry of Education (2002 b) defines evaluation as an activity which takes place through the teaching-learning process. Evaluation process is informed by the curriculum, in turn; it informed the method, techniques and strategies of teaching and learning. Ministry of Education recommends that writing down the educational objectives is the first step in the evaluation process and following the general guidelines is an important step in this process. These guidelines are: content must include the four language skills, the weight given to each skill must reflect the weight stated in the curriculum, the techniques used in evaluation must be in harmony with the objectives and the recommended techniques and procedures.

Evaluation studies have played many roles in education. These roles include providing basis for decision makers, assessing students' achievement, evaluation curricula, accrediting schools, monitoring expenditure of public funds, and improving educational materials and programs (Worthen and Sanders,1987).

Materials evaluation is an educational necessity because it shows how a textbook can be improved or justified. Teaching materials have a direct influence on the process of learning and teaching. Nunan (1988) states that: materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfill a teacher development role (Nunan, 1988, p. 98).

Weir and Roberts (1994) state two main reasons for evaluating teaching materials. First, it provides evidence “which can inform theoretical disputes about directions to be followed in language teaching or in teacher education” (p.11). Second, it is a

tool to indicate the suitability of particular approaches or techniques under given conditions and whether they meet the claims made for them.

Hedges (2000) suggests a two-stage process for evaluating the relevance of a book to a particular group of students. "The first stage is to assess the content of a book in relation to its professed aims. The second is to assess the book against the needs and context of the intended learners "(p. 357). She also lists some of key categories for evaluation. Each category includes a number of questions that vary according to learner factors, institutional setting, and sociocultural context. Her suggested checklist is divided into five main categories. These are: the view of language, the view of language learning, learner, the view of education and the environment of learning.

Consequently, evaluation is very important for two reasons:

1. It enables one to determine the extent to which objectives have been achieved by the learners.
2. It provides one with feedback for the purpose of improvement.

The Jordanian Ministry of Education sees teaching English an important component of the educational system for the following reasons:

1. English is the means of promoting relations between Jordan and other countries of the world.
2. The experience of learning a foreign language enriches the learners' awareness and appreciation of his/her own language and culture as well as introduces him/her to other cultures.
3. English is a necessary tool for economic, social, cultural and technological development in Jordan (Ministry of Education ,2002 b).

This study aims to determine the extent to which the objectives of the secondary stage English Language curricula are achieved. The curricula under investigation are the curricula of secondary

stage that have been adopted in the Jordanian public and private school for the secondary stage.

1.2 Statement of the problem

The ministry of education MOE in Jordan has recently introduced a new textbook series (Action Pack) to be taught to the secondary stage students. By the end of secondary stage, students are expected to have achieved the objectives of teaching English as a foreign language listed by the English National Team of the MOE (2006).

One of the main reasons for materials investigating according to Cunningsworth(1995) is to identify particular strengths and weaknesses in course books already in use, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adoption or by substituting materials from other books .

The main reasons of embarking on this type of study lies in the fact that the goals of the secondary stage English language curricula in general have a significant association with the learning of the students.

There is no doubt that achieving the goals of secondary stage English language curricula in Jordan is a task of great importance to the future success of English language learning in Jordan, it will definitely open up new opportunities for them in future.

The decision of which secondary language curricula to use is a decision that will affect an entire generation of Jordan. It is possible to make sure that educational needs of the students are being met appropriately (Ministry of Education ,M.O.E,2002 a)

Many teachers and supervisors who teach in secondary schools, claim that the secondary English language curricula stage have not achieved their goals.

Therefore, the researcher found it important to investigate whether or not the secondary stage English language curricula have achieved their goals from the perspectives of teachers and supervisors of English language in Jordan.

1.3 Purpose of the study

The main purpose of this study is to investigate whether or not the secondary stage English language curricula have achieved their goals from the perspectives of teachers and supervisors of English language in Jordan.

1.4 Questions of the study

The study attempted to answer the following questions:

1. Have the Secondary stage English Language curricula achieved their goals from the perspectives of teachers of English language in Jordan?
2. Have the Secondary stage English Language curricula achieved their goals from the perspectives of supervisors of English language in Jordan?

1.5 The significance of the study

This study is important because it attempts to investigate whether or not the secondary stage English language curricula have achieved their goals from the perspectives of teachers and supervisors of English language; investigating the secondary stage English language curricula is an educational necessity because it shows how the secondary stage English language curricula can be improved or justified.

English curricula designers and teachers may find in this study practical and pedagogical implications for stressing main strengths and avoiding the points of weakness in secondary stage English language curricula.

The study will not benefit only teachers and supervisors, which is always in the forefront of decision makers, the study will be considered a source of feedback about English curricula and how they can be developed, and how to achieve their goals.

The ministry of Education may benefit from its findings through its attempt to:

- 1.determine the extent to which students have achieved the goals of the curricula.
- 2.provide the Jordanian Ministry of Education, curricula designers and EFL teachers with recommendations to improve the curricula.

1.6 Operational definition of terms

Evaluation

Brown & Rogers (2002) define the term evaluation as the process of seeking to establish the value of something for some purpose. In this study it was checked through the designed questionnaire.

English language curricula

In this study, it is the curricula designed for the secondary stage by the Ministry of Education in Jordan, according to the Ministry of Education decision No.2/2010 dated 03/05/2010 for second secondary grade and No.1/2009 dated 22/01/2010 for first secondary grade.

Goals

In this study, it is the goals prescribed in the general guides of the Ministry of Education of the secondary stage students after completing the stage.

English language teachers

Teachers who teach the English language to students in the secondary stage. Most of them have Bachelor degree in English Language.

English language supervisors

Supervisors who manage instructional programs and educational standards, responsible for the hiring, training and oversight of teachers and assistants, assist with the testing of students and oversee the conferencing of parents, classroom teachers, principals and students. Supervisory positions require masters degree in TEFL, linguistics, applied linguistics or literature.

The secondary stage

The secondary stage is the final plan of general education in Jordan; it is a two years period, following on from the Basic stage. Normally students follow secondary stage education between the ages of (16-18) years.

1.7 Limitations of the study

The following limitations should be kept in mind before generalizing the findings of the study:

- 1.the stated goals are not all measured because some are difficult to measure, and some are beyond the scope of this study.
- 2.the generalization of the findings of the study is limited to the population of the study during the second semester 201^٧/201^٨.

Chapter Two

Review of related literature

This chapter is allocated to review the literature related to this study.

Javad and Zare(2010) conducted a study evaluating New Interchange Series, which is widely used in language classrooms in Iran. The purpose of this research project is to determine the overall pedagogical value and suitability of the series. Thirty-five Iranian EFL teachers comprising males and females participated in this study. The instrument employed in the study was a textbook evaluation questionnaire developed by Litz

(2000). Descriptive statistics were carried out to interpret the data. The findings showed that most teachers have similar opinions with regard to the effectiveness and suitability of the series. Results also demonstrated that the series suffer from a number of weak points that require teachers' awareness and consideration.

Sterling (2010) conducted a study analyzing the alignment of standards in the 2010 English curriculum with the overall goal of the reform and to analyze the authenticity of the assessment tasks. In addition, this research also asked English language teachers to choose what proficiency standards to include in a new English curriculum for Filipino high school students. Policy documents were analyzed and focus-group discussion was used to collect data from selected English teachers. The results showed that most of the standards targeted literature rather than language use. In addition, only few performance tasks were related to authentic use of language. Finally, the teachers chose standards that integrate language for academic, for social, and for literary response.

Riazi and Mosallanejad (2010) studied the types of learning objectives in four textbooks taught in Iran. In terms of level of difficulty and text length, a logical sequence of difficulty was noticed in the textbooks. Moreover, the researchers conclude that the most prevalent learning objectives in the textbooks were lower-order cognitive skills, that is, knowledge, comprehension, and application.

The study was an attempt to evaluate the suitability of New Interchange Series from the Iranian EFL teachers' perception. Results demonstrated the strong points and weak points of the series. One strong point that the teachers mentioned is the practical consideration of the series, which include the reasonable price, its accessibility, and the existence of teacher's guide as well as audio tape. Another good point is the layout and

design of the series, which is appropriate and clear, and appropriately organized. Moreover, there is a balance of activities and four skills in the series as well as adequate communicative practices. On the contrary, the series suffers from a number of limitations that need to be taken into account by the language teachers who intend to use the series in their teaching. However, as discussed above, no single textbook can meet the needs of a large and different group of language learners. As a result, the burden lies on the teacher to take appropriate measures to compensate for the deficiencies of a certain textbook in order to bring about effective learning outcomes.

Hidayet (2010) conducted a study to examine the advantages and disadvantages of one type of TEFL materials, English language textbook “Spot On” , used in state primary schools in Turkey. Sample of the research consisted of 46 English teachers chosen randomly from state primary schools in Malatya and Adıyaman city centres. A five-likert type scale was used for evaluation. In this research, the course book was evaluated in term of ‘layout and design, activities and tasks, language type, subject, content and skills and whole aspect’. The research revealed that ‘Spot On’ textbook actually did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far out-weighed the positive characteristics.

Nemati(2009) conducted a study evaluating English Pre-University text book of Karnataka state in India with respect to general criterion as well as vocabulary teaching. To this end two types of evaluation were performed. First ,a questionnaire was made with reference to some critical features extracted from different material evaluation checklists in addition to, a part related to different strategies of vocabulary teaching. The prepared questionnaire was completed by 26 Pre-University teachers from 12 randomly selected governmental and non governmental schools. Then ,merits and demerits of course book

were discussed in detail. In the second phase, to analyze vocabulary of the book systematically some texts of the book were randomly selected, submitted to vocabulary profile to see if they are sequenced from the most frequently used words to the less used ones which according to Nation (1990) is an important factor in vocabulary teaching.

Aqel(2009) conducted a study evaluating the Palestinian 11th grade textbook from teachers' perspective. The study examined the role of the district, gender, qualification and years of experience variables among teachers on the degree of the evaluation of the New Palestinian English textbook for the eleventh grade in Southern Nablus and Salfit districts. To achieve this goal, an evaluation scale was developed on the basis of language teaching and learning criteria that determine the specifications of good quality textbook. The sample of the study consisted of 60 male and female teachers who teach English for the 11th Grade in Southern Nablus and Salfit districts in the year 2008/2009. The researcher developed a 47-item questionnaire to evaluate the textbook. The validity of the instrument was calculated by a group of experts in education. Alpha formula was used in order to determine the reliability of the questionnaire. The researcher used different techniques to analyse the data statistically. The questionnaire included four main domains: book general shape, book objectives, book content and teaching aids. The book content domains were reading, writing, structure and vocabulary, listening and speaking, and literature successively

The findings of the study showed that the degree of evaluation of English for Palestine-11th grade textbook in Southern Nablus and Salfit districts was moderate. There were significant differences in book general shape domain between Salfit and Southern Nablus districts in favour of Salfit. There were also differences in teaching aids between male and female teachers in

favour of females. However, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables.

In the light of the results of the study, the researcher recommended that the 11th-English textbooks be revised frequently. In addition, they should be provided with a variety of literary forms, such as poems , essays , etc..... . The units of the textbook should be reduced so that teachers can cover the material efficiently and in time.

The researcher also suggested conducting more evaluative studies for the upper stages textbooks, the 10th and 12th grades.

Alamri (2008) conducted a study evaluating the quality of the sixth grade English language textbook for Saudi boys' schools which were introduced at the elementary stage by the Ministry of Education in 2004. This research project evaluated a new textbook that is considered to be the foundation stone in the English language program in Saudi Arabia. The sample of the study consisted of 93 English language teachers and 11 supervisors in Riyadh Educational Directorate. A questionnaire consisted of 64 items of 12 domains was used : The general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, teachability, flexibility, teaching methods, and practice and testing.

The findings were generally in favour of the textbook except the for the teaching methods and some other sub-items. Where the category that had the highest mean was the one on learning components, while the category that had the lowest mean was the one on teaching methods. The findings also revealed that there were no significant differences between the means of the two populations of the study (teachers and supervisors) except on the flexibility of the textbook and the different natures of their jobs might be the reason behind this difference.

Udenwa and Ikonta(2008) conducted a study to establish the readability, comprehensibility, availability and the level of integration of English language and literature in English in the English language textbooks in use in Lagos State junior secondary schools. Three hundred students and 60 teachers were selected from 20 schools in Lagos State. The stratified random sampling technique was used to ensure a representative sample of all the sub-sets. The instruments for data collection were cloze tests, questionnaires, observation schedule, interview questions, three English texts used at JSS level and Flesch reading ease formular.

The chi square statistical tool, mean, media, mode and simple percentage were used to analyze the data collected in order to answer the five research questions and test the two hypotheses posited for the study. The findings show that:

1. The English language textbooks in use in the junior secondary schools in Lagos State are difficult for the intended readers.
2. There is imbalance in the integration of English language and Literature in English in the textbooks, among others.

Based on the findings, some recommendations were made on how to improve the situation.

Wang (2007) used eight criteria to evaluate three series of textbooks for young learners, Power up English, Darbie, Teach me and English (43). These eight criteria are: appearance, durability and organization, language content, text-types and genres, cultural content, tasks and activities, quality and relevance of illustrations, interest level, and quality and quantity of supplementary resources. She concludes that the design of these books has not fulfilled the national English curriculum guidelines.

Badawi, (2007) conducted a study evaluating the content of English for Palestinian Grade 10 textbook, which was designed on for the tenth basic grade students in the West Bank and Gaza

Strip and has been taught since 2004-2005. He used the descriptive analytical method of research to carry out the study. He designed an analysis card that sought to collect data relevant to process the study. These data involved making a survey for the textbook so as to analyze the activities that match the standards set by the study. The analysis card was shown to 12 experts for benefiting from their comments in regard to any potential modifications, deletions and additions to achieve validity. Reliability was examined through the help of three researchers. The findings of the study showed a variance in presenting the standards of the foreign language learning. Communications standards were highly dominant in contrast with communities, connections and cultures standards. He pointed out that there should be more balance in the distribution of the standards among the units of the textbook. The findings also showed good employment for topics in the textbook. Various topics were introduced throughout the twelve units. The study recommended establishing a follow up research committee in order to apply formative and summative evaluation researches to achieve more innovations and developments. Teachers were invited to attend workshops held by the Ministry of Education on new trends in area of curriculum and teaching, and employ more effective methods such as group work, team work and cooperative learning methods.

Jahangard (2007) evaluated four EFL textbooks that have been taught in Iran high schools. He used several criteria to analyze the textbooks. One strong point that the researcher finds was that the tasks and topics introduced in each lesson were interesting and hence attractive to learners in EFL classes. However, in terms of vocabulary explanation, the writer concluded that the new words were not contextualized, which made it difficult for the learners to understand the meanings. Another shortcoming that the researcher has noticed in these textbooks was that the

listening skill was neglected. In fact, there was no specific section devoted to the practice of listening skill in the learners. The researcher finally suggested that EFL materials taught in high schools need to be examined more attentively by a group of experts in the field.

Bany Hamad (2006) conducted a study evaluating Jordan Opportunities textbooks for the tenth grade in all public schools of Ma'an, Tafila and Aqaba Directorates of Education. The textbooks were evaluated through the following domains: Rationale, Objectives, Listening, and Speaking Skills, Reading and Writing skills, grammar and structural functions, vocabulary methods of teaching, activity book, teacher's book, teaching aids, general aspects). The results of the study showed that the respondents generally agreed on the suitability of Jordan Opportunities textbook over all the domains.

Mahmoud(2006) evaluated ' English for Palestine 1V '. He used a similar instrument in order to judge the suitability of a good TEFL or ESL text book. The sample of the study consisted of 60 teachers who teach the fourth grade from Jenin and Qabatia districts. In both studies he found out that the textbooks he analyzed were suitable but lacked few items that characterize a good textbook. He noticed that:

1. Teachers, supervisors and parents as well as the local society did not participate in selecting the materials or in choosing the objectives of the curriculum.
2. Designers should consider the country's environment in the materials included in the books activities.
3. The textbooks should be revised carefully to make sure they are free of mistakes.
4. The number of the periods per week is not sufficient to cover the selected material of the fifth grade.

5. There should be a balance between the aims, the materials and the number of periods designed to render the whole message to the students.

6. The students' book should have a glossary, proper pronunciation and phonetic transcription of each word and an index listing the key words with their meanings and page number.

Thein (2006) conducted a study to evaluate the suitability and effectiveness of the textbooks used for teaching English to religious studies students at Myanmar Institute of Technology. Questionnaires, interviews, and classroom observations were used to collect data from both teachers and learners. The study aimed at investigating the extent to which teachers and learners expectations match the objectives of the program in developing the students' communicative skills and critical thinking. The findings revealed that the textbooks used in the program were not suitable for the following reasons:

1. The textbooks did not contribute to achieve the needs and wants of both teachers and learners
2. They were not effective to promote students' critical thinking
3. They were not effective in improving the students' communicative skills for everyday life situations.

He also suggested that the textbooks must be localized to meet the teachers' and learners' needs. He also emphasized the importance of adapting activities that encourage collaborative learning, natural and experiential interactions to help young people think critically.

Nitta and Gardner (2005) conducted an evaluative study to investigate the occurrence of conscious-raising (C-R) and practice tasks in nine contemporary ELT textbooks. They developed a framework of conscious-raising and practice task types, applied it to the aforementioned textbooks and then

identified a number of current trends. All the nine intermediate-level, multi-course textbooks are available in bookshops in Britain and were published by major international publishing houses. The research focused on three grammatical items, namely present perfect, second conditional and reported speech. Five types of form-focused task types were identified. These are: grammar-conscious tasks, interpretation tasks, focused communication tasks, grammar exercises and grammar practice activities. The first three types of tasks were categorized as conscious-raising tasks (C-R tasks) and the last two types were categorized as practice tasks. After examining the textbooks, the researchers came up with the following observations:

1. In the overall structure of the grammar section, every coursebook examined basically follows a Presentation - Practice approach.
2. Both inductive and deductive approaches to grammar presentation are identified in the materials but more preference for inductive 39 presentation is observed.
3. Both C-R and practice tasks are employed in the most materials. Only focused communication tasks do not recurrently appear.
4. Shifting from interpretation-based C-R tasks to production-based practicing tasks is a typical procedure in all the materials examined.
5. Contemporary ELT textbooks usually juxtapose C-R tasks with practice tasks.

Crandall and Basturkmen (2004) propose that L2 material be evaluated according to more pragmatic concerns. As the researchers contend, empirical and experiential evidence suggests that even upon the attainment of a high degree of L2 competency, L2 students do not acquire conversational fluency and often misuse words, leading to their interpretation as “rude”. In response to this particular concern, Crandall and Basturkmen

(2004) assert that L2 teaching material should be evaluated according to their practical value and their worth assessed on the basis of whether or not they embrace the imperatives of teaching conversational/practical linguistic skills.

Khafaji (2004) evaluated the materials used to teach English to the secondary level in Saudi public high schools. He discussed the general educational policy of the Kingdom and the specific policy for teaching English. Then, he discussed the influence of English in Saudi society within the cultural, social, and economic boundaries. He also

Presented an overview of the English language curricula and of teacher training in Saudi Arabia. Furthermore, he reviewed different methods and frameworks for material evaluation and previous work in evaluating the learning/teaching context in Saudi schools.

Masri(2003) evaluated the first grader's new English textbook English for Palestine from teachers' perspective in the Northern District of Palestine. The study sought to determine the role of the gender, educational level, and years of experience variables on the degree of evaluation. A questionnaire was developed for the purpose of this study. The size of the proposed population was 350 teachers. The sample was chosen randomly and it consisted of 208 teachers. The results showed that the degrees of evaluation of the book shape domain, the book content domain, the structure of the language and the grammar, and the methods and aids were high with total score. Significant differences were found in the degree of evaluation between male and female teachers in favour of males, and there were significant differences due to experience.

Masri recommended that teachers should:

1. keep up with modern trends in teaching English as a foreign language; they ought to create new methods and techniques in teaching English for Palestine Grade 1.

2. concentrate on using tapes and cards.
3. vary their techniques so as to deal with the individual differences among their students.
4. organize school workshops so that they can exchange experience and discuss recent educational trends, such as developing students' cognitive skills, promotion of self-learning, and life-long educational skills.

Al-Omari (2002) evaluated Action pack textbooks which were used for the first four primary grades. The sample of his study consisted of 10 EFL supervisors and 275 TEFL teachers. Al_Omari developed two evaluative instruments : a questionnaire and an observational form. The results revealed that the respondents agreed on the suitability of Action pack textbooks in terms of their rational, objectives, listening and speaking skills, reading and writing skills, grammar and structural functions, vocabulary items, methods of teaching , activity books, teacher's books, teaching aids and general aspects. Moreover, the findings showed that the rational of Action pack textbook is reasonable, listening and speaking skills are properly integrated and reading material and writing activities are relevant to the learners' need and age. Concerning objectives, he found that objectives are suitable, properly stated and specific and general objectives are clear . Furthermore, the findings showed that objectives are convincingly graded according to their levels. On the other hand, the teachers were not fully satisfied with the content of Action pack while the supervisors considered it suitably relevant to the Jordanian society .

Duff, Wong and Early (2002) concur, adding that the Canadian L2 experience supports the imperatives of both designing and evaluating English language teaching textbooks and material which immediately address the cultural-linguistic

context of application. Studies carried out on two groups of fourth-grade French-speaking L2 learners over the span of one academic semester, validated this assertion. The group which was taught through a standard commercial English language instruction textbook attained a discernibly lower level of linguistic competency than the group which was given the alternate, cultural-linguistic sensitive, textbook. The findings of the study indicated the importance of designing English language instruction material according to the stated criteria.

Ansary and Babaii (2002) conducted a study evaluating ten EFL/ESL textbooks and came up with a list of some characteristics of a suitable textbook, as follows:

1. Dissemination of a vision (theory or approach) about the nature of language,
2. The nature of learning and how the theory can be put to applied use;
3. Stating purpose(s) and objective(s) for the total course and for individual units;
4. Selection and its rationale for coverage, grading, organization and sequencing;
5. Teacher's satisfaction with the syllabus for providing a guide book, advice on the methodology and explaining theoretical orientations, and keys to the exercises and supplementary materials;
6. Learner satisfaction with the syllabus for giving piecemeal, unit-by-unit instruction and clear instructions for exercises.

Al-Khataybeh(2002) conducted a study evaluating Action Pack in-service training programs for qualifying teachers for teaching Action Pack as viewed by EFL teachers. The sample of the study consisted of 94 EFL teachers of public schools who attended the in-service training program for teaching Action Pack for the basic grade in Jordan. The researcher developed the study instrument using a questionnaire consisted of 59 items covering

10 domains to be evaluated. The results of the study revealed that:

1. The design of the program was suitable.
2. The objectives were so clear, logically organized and reflected the teachers' expectations.
3. The content of the course was so clear.
4. The time allotted to cover the content was not enough and fairly suitable.

Tomlinson (2001) used a list of 133 course evaluation criteria to evaluate eight current adult courses published by four leading publishers in the UK. The textbooks evaluated were *Language in Use* and *True to Life* by Cambridge University Press, *Cutting Edge* and *Wavelength* by Pearson Longman, *Inside Out* and *Reward* by Macmillan Heinemann Press.

The checklist used was divided under two main headings, overall criteria and coursebook specific criteria. The overall-course criteria consisted of eight categories, namely publisher's claims, flexibility, syllabus, pedagogic approach, topic contents, voice, instructions and teachability. The coursebook-specific criteria included four categories: appearance, design, illustration and reading texts. In addition, specific criteria for cassettes and CD ROM, teacher's book, workbook and video were used in this evaluative study.

The study provided an evaluation for every individual coursebook and one list of positive trends and another of negative trends in current courses. The positive list included seven trends and the negative one included sixteen trends. Some of these trends are as follows:

1. Positive trends
 1. The move towards stimulating more personal responses from the learner.
 2. The attempts of many of the courses to encourage humour and fun.

3. The realism of many of the audio components of the courses.
2. Negative trends
 1. Focusing on speaking and listening and consequently neglecting reading and writing activities
 2. The absence of controversial issues to stimulate thought, to provide opportunities for exchanges of views and to make the topic content meaningful to adult learners.
 3. The neglect of activities which could make full use of resources of the mind by simulating multi-dimensional mental responses which are at the same time sensory, cognitive and affective.

Al-Hijailan (1999) investigated the quality of the third-grade secondary school textbook in Saudi Arabian schools. Both quantitative and qualitative techniques were employed in this study. He used a questionnaire to collect the teachers' and supervisors' opinions about the textbook. Qualitative data were also collected from document analysis, content analysis, and interviews. One hundred twenty-eight teachers and supervisors responded to the study's questionnaire and thirteen teachers, five supervisors, and two administrators were interviewed.

The results of the study revealed that the book's appearance, accompanying materials, academic content, cultural content, and evaluation techniques were satisfied in the textbook while the fulfillment of the national goals and the teaching methods were not. The results uncovered the areas of strengths, and weaknesses of the textbook. The areas of strengths included utilizing colors and teaching aids, having an informative teacher's book, a good organization, a good introduction, and employing the learners' culture in a way that made learning English easier, faster, and interesting. The areas of weaknesses included having several books, goals were not known to teachers, the book's cover was not attractive, sequence of lessons

was not appropriate, reading passages did not have questions and were not recorded in cassettes, some grammar items were repeated, and composition was guided.

Al-Momani (1998) evaluated AMRA textbooks for the first and second secondary classes. He developed four evaluation instruments: two questionnaires, an interview and an observation form. Concerning the objective, the result revealed that objectives of AMRA textbook were based on teaching English for communication and they were relevant to the students' future. Also, the results revealed that objectives were suitably graded. On the other hand, he found that general and specific objective were not clear enough and the teachers and supervisors of English were not consulted regarding the selection of objectives of AMRA textbooks.

Al-Jaser (198^٩) conducted a comparative study evaluating the English language textbook taught at the first grade boy's secondary schools and the textbook taught at the same grade in girl's secondary schools in Saudi Arabia. The sample of the study consisted of English language teachers and supervisors. She used a questionnaire of 73 items. The questionnaire was built around the following categories:

1. The introduction of the textbook: the target audience, the grounded theory of the textbook, the objectives of the course, teacher's guidelines.
2. The textbook's content: the subject matter and concepts of the textbook, the textbook's language and style aids. The findings of this study can be summarized as follows: the textbooks that were evaluated did not adhere to all the criteria of a good Textbook, the degree of adherence to some criteria of a good textbook is not as strong as it should be; the boys' book and the girls' book are similar to a large extent.

None of the aforementioned studies investigated the secondary stage English language curricula. The researcher

claims that this is the first study investigating the secondary English language curricula stage.

The present study differs from the above studies in several aspects:

the population, the sample, and the instrument. some of the previous studies evaluated English textbooks as one of the educational inputs in the learning process. Textbooks were evaluated depending on certain characteristics of good English textbooks from supervisors' and teachers' perspectives; other evaluated the achievement of objectives using standardized proficiency tests. The present study attempts exclusively to determine the extent to which objectives of secondary stage English language were achieved as one of the educational outputs in the learning process. The researcher believes it essential to conduct this study to inform the Jordanian Ministry of Education, decision makers, and EFL teachers about the areas of strength and weaknesses in students' ability.

Chapter Three

Design and Methodology

This chapter describes the population, the sample, the instrument, the validity and reliability of this instrument, the procedures of the study and the statistical analyses.

3.1. Population of the Study

The population of the study consisted of all EFL teachers who teach English language to students in the secondary stage and all supervisors in Al-Karak during the academic year 201^v/201[^].

3.2. Sample of the study

The sample of the study consisted of all teachers in Al_Qaser Directorate of Education and supervisors in (Al_Karak, Al-Mazar, Ghawer Al_Safi, and Al-Qaser) directorates of education

.The total number of the study sample was 60 teachers and 8 supervisors. Questionnaires were sent to all the teachers and supervisors, but only 49 questionnaires returned,41 from teachers and 8 from supervisors.

Table(1)presents the sample distribution.

Table 1
The sample distribution.
Teachers

Gender	Years of teaching					Total
	1-5	6-10	11-15	16-20	20 and above	
Male	7	3	2	1	0	13
Female	6	7	7	3	-	23
Total	13	10	9	4	0	36

Supervisors

Gender	Years of teaching			Total
	6-10	10-11	16-20	
Male	1	4	1	6
Female	-	2	-	2
Total	1	6	1	8

3.3. Research instrument

After analyzing the goals of the Secondary stage English Language curricula, listed by the English National Team of the MOE (2006), and after reviewing the related literature; a questionnaire was designed by the researcher to gather the

information needed, the questionnaire directed for both teachers and supervisors of English language.

The researcher designed a questionnaire of five-Likert type scale items: strongly agree , agree ,undecided , disagree , strongly disagree .This was done depending on the following procedures:

3.4. procedures of the study

1.Reviewing the related literature.

2.Analyzing the goals of the Secondary stage English Language curricula

3.Taking some notes from the instructors at the faculty of Educational Sciences , and ask them to make amendments : adding, changing, omitting or correcting any items.

The researcher designed an initial draft of the questionnaire of (95)items(appendix 1). The questionnaire was submitted to a group of instructors at Mu'tah University , Jadara Private University and Al-Hussien University and English teachers and supervisors at the Ministry of Education .They were asked to make amendments: adding , changing ,omitting or correcting any items. It was amended in light of their comments where some of the items were omitted while the other items were modified.

Finally, the researcher got his final draft which consisted of (59) items(appendix 2).These items were arranged under four domains entitled:(listening, speaking ,reading and writing).The listening domain consisted of (15)items while the speaking domain consisted of (15)items whereas the reading domain consisted of (14)items and writing domain consisted of (15)items.

The questionnaire which was distributed to the study population consisted of two parts:

The first part : this part is only one page which contained some personal information such as gender and years of teaching.

The second part : this part consisted of (4) pages which include (59) items on the five-Likert type scale :

- 1.(strongly agree) has 5 points.
- 2.(agree) has 4 points.
- 3.(undecided) has 3 points.
- 4.(disagree) has 2 points.
- 5.(strongly disagree) has 1 point.

3.9.Validity of the instrument

Content validity

Content validity is an approach which measures the degree to which the

questionnaire items represent the universe of interest. In order for content validity to be established in the questionnaire, the researcher must identify the overall content to be represented. To do this, questionnaire items must be chosen carefully from the goals of the secondary stage English language curricula .These items are expected to be a good representative of all the information in each of the areas of the survey instrument. To identify the universe of content, it is usually suggested that a panel of experts in the field to be studied were asked to identify a specific content area (Key, 1997).To guarantee the content validity of the instrument, it was judged by a jury of experts. The jury formed as follows:-

1. Three experienced university professors in teaching English as a foreign language(TEFL).
- 2.Two English language supervisors
3. Three English language teachers.

Construct validity

It was calculated using the correlation between the item score and the test score the correlation coefficient between item score

and the test score was around between (0.406** - 0.789**).This means that the questionnaire was valid.

3.٧. Piloting the study

Before the implementation of the present study, it was piloted to a (15) secondary stage English language teachers and (2) English language supervisors. In the presence of the researcher, the items were read to the respondents who were required to respond to and give their opinions to such items .When a need for clarification arose by the respondents, the researcher was available for explanation and clarification.

Finally, the questionnaire forms were collected and the researcher responded to the notes and comments suggested by the respondents to modify a few items in the questionnaire.

3.٧.Reliability of the instrument

To find out if the study was reliable the questionnaire was forwarded to a number of participants (15) from the population of teachers and supervisors in the current study. Obtained data were calculated and compared with those first got by the questionnaire in the study. Using SPSS programme and the Cronbach alpha was computed as(.87).The reliability equal (0.87) and its significant at ($\alpha=0.01$).

Table 2

Alpha formula of instrument reliability

Number of Cases	Number of Items	Alpha
41.0	59	.87

3.٨.Data collection

The researcher himself distributed the copies of the questionnaire to teachers and supervisors hand-to-hand. In order to obtain more valid and credible results, teachers and supervisors were given

the freedom to complete the questionnaire either immediately. In addition, the completion was voluntary.

3.4. Data analysis methods

In analyzing the survey data, the rating took the form of Likert Scales. Rating scales were numerically coded as 1-(strongly agree) has 5 points. 2-(agree) has 4 points. 3-(undecided) has 3 points. 4-(disagree) has 2 points. 5-(strongly disagree) has 1 point.

This greatly facilitated the statistical analysis. The Statistical Package for the Social Sciences (SPSS) release 11 was used to analyze the survey data. The data was subjected to analysis through descriptive statistics.

The mean and standard deviation of each question were calculated. The means and the standard deviation of each statement were computed .

3.5. Statistical analyses

Descriptive statistics which include the mean scores and standard deviations were computed by using The Statistical Package for the Social Sciences (SPSS) to answer the questions of the study.

Depending on the jury's suggestion, The researcher adopted the following criterion to decide whether the teachers' and supervisors' responses to the questionnaire in general were considered to be :(low , medium , high)on the five –Likert type scale.

maximum degree(5) - minimum degree(1) =The Period Length
three suggested estimations (3)

$$5-1/3=4/3=1.33 \text{ (The Period Length)}$$

*(1_2.33) is considered low

*(Over 2.33_3.67) is considered medium

*(Over 3.67_5) is considered high

CHAPTER FOUR

Findings , Discussion, Summary and Recommendations

This chapter presents the analyses and results of the data collected and their interpretations. The data used in this study was primarily collected through the distribution of close ended questionnaires amongst Jordanian English language teachers and supervisors, drawn from the available pool of Secondary English Language teachers and school supervisors. While the researcher distributed a total of 60 questionnaires, only 49 were returned.

Accordingly, the final survey population totaled 41 teachers and 8 supervisors. The results were statistically treated to identify the mean scores and standard deviations on each of the statements of the questionnaire. Also, the total means and standard deviations of each of the main parts of the questionnaire were computed. In addition, the researcher interpreted the results of the study.

4.1 Results related to the first question: "Have the Secondary stage English Language curricula achieved their goals from the perspectives of teachers of English language in Jordan?"

Table 3
Means and stander deviation for all the domain according to English language teachers

Domain	Means	Std. Deviation
Listening skills	3.29	.520
Speaking skills	3.16	.750
Reading skills	3.49	.647
Writing skills	3.27	.675
Total	3.307	.584

Table (3) shows that all the domains were considered to be suitable by the teachers, where their means were statistically medium.

The highest rating was given to the reading domain 3.49 , where the lowest rating was given to the speaking domain 3.16 .

1- Listening skills

The listening skills domain included 15 items. The means and standard deviation of each item is shown in table (4).

Table 4
Means and standard deviation for the listening skills domain according to English language teachers

Listening skills	Means	Std. Deviation
١	3.44	.923
٢	٣.٥٩	.706
٣	٣.٤١	.836
٤	٣.٤١	.865
٥	2.90	١.٠٢٠
٦	٢.٨٥	١.٠٦٢

٧	٣.٢٤	.916
٨	٣.٤١	.921
٩	٣.٥٩	٩٤٨.
١٠	٣.١٢	١.٠٥٣
١١	٣.١٠	١.٠٢٠
١٢	٣.١٥	.963
١٣	٣.٥٤	.778
١٤	٣.٦١	.703
١٥	٣.٠٢	١.٠٣٧
Total	٣.٢٩٢	.52087

Table (4) shows that the evaluation of the listening domain was medium. The highest mean was (3.61) for item L14. The lowest mean was (2.85) for item L6. Teachers expressed their satisfaction about the listening goals of Secondary stage English Language curricula .

The results indicated a complete consensus on the statement that the listening goals of Secondary stage English Language curricula have been achieved. The mean reached 3.3 and the standard deviation is 5.2.

2-Speaking skills

The speaking skills domain included 15 items. The means and standard deviation of each item is shown in table (5)

Table 5
Means and standard deviation for the speaking skills domain according to English language teachers

Speaking skills	Means	Std. Deviation
١	3.56	1.141
٢	٣.٣٧	.968
٣	٣.١٥	1.062
٤	٣.٠٢	1.084
٥	3.17	١.٠٩٣
٦	٢.٧٨	٩٦٢.
٧	٣.٢٠	.954
٨	٣.٠٧	1.104
٩	٣.١٢	١.٠٥٣
١٠	٣.٢٤	١.٠٥٣
١١	٢.٩٥	.943
١٢	٣.١٧	1.024
١٣	٣.٢٢	1.116
١٤	٣.٢٤	.988
١٥	٣.١٥	١.١٥٢
Total	٣.١٦١٠	.75011

Table (5) shows that the evaluation of the speaking skill domain was medium. The highest mean was (3.56) for item S1. The lowest mean was (2.78) for item S6. Teachers expressed their satisfaction about the speaking goals of Secondary stage English Language curricula.

The results indicated a complete consensus on the statement that the speaking goals of Secondary stage English Language curricula have been achieved. The mean reached 3.2 and the standard deviation is .75

3-Reading skills

The reading skills domain included 14 items. The mean and standard deviation of each item is shown in table (6).

Table 6

Means and standard deviation for the reading skills domain according to English language teachers

Reading skills	Means	Std. Deviation
١	3.78	.822
٢	٣.٦٦	.762
٣	٣.٦١	١.٠٢٢
٤	٣.٦٦	.882
٥	3.46	.869
٦	3.41	.741
٧	٣.٣٧	.915
٨	٣.٤٤	.896
٩	٣.٤٦	1.051
١٠	٣.٢٩	.873
١١	٣.٤٤	.976
١٢	٣.٣٩	.919
١٣	٣.٥٦	.976
١٤	٣.٣٩	.945
Total	٣.٤٩٤٨	.64728

Table (6) shows that the evaluation of the reading domain was medium. The highest mean was (3.78) for item R1. The lowest mean was (3.29) for item R10. Teachers expressed their satisfaction about the reading goals of Secondary stage English Language curricula.

The results indicated a complete consensus on the statement that the reading goals of Secondary stage English Language curricula

have been achieved. The mean reached 3.4 and the standard deviation is .65

4-Writing skills

The writing skills domain included 14 items. The means and standard deviation of each item is shown in table (7)

Table 7
Means and standard deviation for the writing skills domain according to English language teachers

Writing skills	Means	Std. Deviation
١	٣.٧٨	1.037
٢	٣.٢٢	.988
٣	٣.٢٠	1.054
٤	٣.١٢	1.077
٥	٣.٢٤	١.٠١٩
٦	٣.٢٩	.814
٧	٣.١٠	.917
٨	٣.٣٤	.938
٩	٣.٢٩	.981
١٠	٣.٤٩	.978
١١	٣.٣٤	.965
١٢	٣.٢٧	1.073
١٣	٣.١٧	.919
١٤	٣.٢٧	١.١١٩
١٥	٣.٠٧	١.٢١٢
Tot	٣.٢٧٩٧	.67548

Table (7) shows that the evaluation of the writing skill domain was medium. The highest mean was (3.78) for item W1. The lowest mean was (3.07) for item W15. Teachers expressed their

satisfaction about the reading goals of Secondary stage English Language curricula.

The results indicated a complete consensus on the statement that the writing goals of Secondary stage English Language curricula have been achieved. The mean reached 3.3 and the standard deviation was .68

4.2 Results related to the second question: "Have the Secondary stage English Language curricula achieved their goals from the perspectives of supervisors of English language in Jordan?"

Table 8

Means and standard deviation for all the domain according to English language supervisors

Domain	Means	Std. Deviation
Listening skills	٣.٣٦	.201
Speaking skills	٣.٢٤	.308
Reading skills	٣.١٦	.441
Writing skills	٣.٣١	.259
Total		.215
	٣.٢٧	

Table (8) shows that all the Domain were considered to be suitable by the supervisors, where their means were statistically medium.

The highest rating was given to the Listening Domain, where the lowest rating was given to the Reading Domain.

1- Listening skills

The listening skills domain included 15 items. The means and standard deviation of each item is shown in table (9)

Table 9
Means and standard deviation for the listening skills domain
according to English language supervisors

Listening skills	Means	Std. Deviation
١	٣.٨٠	.422
٢	٣.٦٠	.516
٣	٣.٦٠	.516
٤	٣.٣٠	.483
٥	٣.٢٠	.422
٦	٣.٢٠	.422
٧	٣.٣٠	.483
٨	٣.١٠	.738
٩	٣.٣٠	.675
١٠	٣.٦٠	.699
١١	٣.٤٠	.516
١٢	٣.٥٠	.527
١٣	٣.٥٠	.٤٨٣
١٤	٣.٢٠	.632
١٥	٣.٠٠	.667
Total	٣.٣٦	.2017

Table (9) shows that the evaluation of the listening skill was medium. The highest mean was (3.80) for item L1. The lowest mean was (3.0) for item L15. Supervisors expressed their satisfaction about the listening goals of Secondary stage English Language curricula.

The results indicated a complete consensus on the statement that the listening goals of Secondary stage English Language curricula have been achieved. The mean reached 3.4 and the standard deviation was .20

2-Speaking skills

The speaking skills domain included 15 items. The means and standard deviation of each item is shown in table (10).

Table 10

Means and standard deviation for the speaking skills domain according to English language supervisors

Speaking skills	Means	Std. Deviation
1	3.70	.699
2	3.30	.675
3	3.10	.738
4	2.90	.568
5	3.10	.568
6	3.00	.667
7	3.40	.699
8	3.50	.707
9	3.50	.707
10	3.30	.483
11	3.10	.568
12	3.20	.422
13	3.10	.568
14	3.30	.675
15	3.30	.832
Total	3.2467	.3080

Table (10) shows that the evaluation of the speaking skill domain was medium. The highest mean was (3.90) for item S1. The lowest mean was (2.90) for item S4. Supervisors expressed their satisfaction about the speaking goals of Secondary stage English Language curricula.

The results indicated a complete consensus on the statement that the speaking goals of Secondary stage English Language

curricula have been achieved. The mean reached 3.2 and the standard deviation was .30

3-Reading skills

The reading skills domain included 14 items. The mean and standard deviation of each item is shown in table (11)

Table 11

Means and standard deviation for the reading skills domain according to English language supervisors

Reading skills	Means	Std. Deviation
1	3.30	.823
2	3.30	.675
3	3.30	.483
4	3.50	.707
5	3.10	.568
6	3.20	.789
7	2.90	.568
8	3.30	.483
9	3.20	.632
10	3.20	.632
11	2.90	.738
12	2.90	.568
13	3.10	.738
14	3.10	.876
Total	3.164	.4416

Table (11) shows that the evaluation of the reading skill domain was medium. The highest mean was (3.50) for item R4. The lowest mean was (2.90) for item R7, R11, R12. Teachers expressed their satisfaction about the reading goals of Secondary stage English Language curricula.

The results indicated a complete consensus on the statement that the reading goals of Secondary stage English Language curricula

have been achieved. The mean reached 3.2 and the standard deviation was .44

4-Writing skills

The writing skills domain included 14 items. The means and standard deviation of each item is shown in table (12)

Table 12
Means and standard deviation for the writing skills domain according to English language supervisors

Writing skills	Means	Std. Deviation
١	٣.٢٠	.632
٢	٣.٤٠	.699
٣	٣.٢٠	.632
٤	٣.١٠	.876
٥	٣.١٠	.568
٦	٣.٤٠	.516
٧	٣.٣٠	.483
٨	٣.٢٠	.789
٩	٣.٤٠	.699
١٠	٣.٤٠	.699
١١	٣.٥٠	.707
١٢	٣.٣٠	.823
١٣	٣.٥٠	.707
١٤	٣.٣٠	.483
١٥	٣.٤٠	.516
Total	٣.٣١٣	.2592

Table (11) shows that the evaluation of the writing skill domain was medium. The highest mean was (3.50) for item W11 and W13. The lowest mean was (3.10) for item W4 and W5

.Supervisors expressed their satisfaction about the reading goals of Secondary stage English Language curricula.

The results indicate a complete consensus on the statement that the writing goals of Secondary stage English Language curricula have been achieved. The mean reached 3.3 and the standard deviation was .26

4.3. Discussion of the findings related to the first question

The findings of question one show that the means scores for the teachers' investigation (listening skill, speaking, reading skill, and writing skill) were medium. The total mean of the evaluated domains was (3.31).The highest mean was (3.5) for the reading skill domain, while the lowest was (3.16) for the speaking skill domain.

The results of the study concerning the main strengths of the Secondary stage English Language curricula indicated that teachers were completely convinced of the achieving of reading skills .They considered that the Secondary stage English Language curricula contain meaningful, authentic, and suitable texts.

Curricula provide a variety of meaningful and mechanical exercises and activities to practice language items and skills, they provide communicative exercises and activities that help students carry out their communicative tasks in real life situation.

The findings of the study revealed that the teachers agreed on the clarity of the objectives and their gradual level of difficulty, presenting interesting texts, relevance of grammar to the students' needs and interests, selecting and presenting the new vocabularies, provision of cassettes,CDs and utility of teaching aids.

The researcher attributes this to many factors:

1.The time allotted for listening and speaking activities is not sufficient

This could be attributed to the following:

2.there is still a gap between theory and practice.

3.most of students use mother tongue.

4.teachers are always giving less chance for language practice, and exams usually depend on memorization and are usually based on grammar.

5. This can be attributed to the fact that the teachers and students do not

participate in selecting the textbook objectives.

6. The reading texts are meaningful and authentic. However, some

writings are difficult for most of the students. This is because students are required to write long paragraphs, essays or letters; they have also to deal with tables, figures and make comparisons.

7. listening and speaking are appropriate and helpful for the teachers; the exercises are relatively designed properly to suit the students' levels and interests.

4.4.Discussion of the findings related to the second question

The findings of question two show that the means scores for the supervisors' investigation (listening skill, speaking, reading skill, and writing skill) were medium. The total mean of the evaluated domains was (3.27).The highest mean was (3.36) for the listening skill domain, while the lowest was (3.16) for the reading skill domain. It is quit clear that the supervisors agreed on the achieving of the Secondary stage English Language curricula goals in terms of the four skills domains, Such medium evaluative scores may be ascribed the wide awareness of all aspects of the new curricula and to the role they play as trainees

when being enrolled in training programs held by the Ministry of education on how to teach the newly developed curricula ,and as trainers who took the rest of responsibility to train the teachers in the field on how to precisely deal with the new curricula.

The results of the study concerning the main strengths of the Secondary stage English Language curricula indicated that teachers were completely convinced of the achieving of the four skills.

4.5. Summary

The purpose of this study was to investigate whether or not the secondary stage English language curricula have achieved their goals from the perspectives of teachers and supervisors of English language in Jordan. A survey questionnaire was used in this study to elicit the perspectives of 41 English language teachers in Al_Qaser Directorate of Educational about and 8 supervisors in (Al_Karak, Al- Mazar, Gahwer Al_Safi, and Al-Qaser) directorates education of about the secondary stage English language curricula . The questionnaire consisted of 59 items grouped under 4 main categories: listening domain, speaking domain, reading domain, and writing domain.

The listening domain was measured by 15 items. The speaking domain was measured by 15 items. The reading domain was measured by 14 items. The writing domain was measured by 15 items.

Validity and reliability were ensured. Moreover, Cronbach's alpha and descriptive statistics which included the mean scores and standard deviations were computed by using the SPSS program to answer the questions of the study. To guarantee accurate discussion results, the researcher adopted a specific criterion to decide whether the teachers' and supervisors' response to the questionnaire in general were considered (low, medium, high) on the Likert scale.

The results of the study indicated that the secondary English language teachers and supervisor were generally satisfied with the goals of the secondary English language. In particular, the means of the teachers' perspectives was (3.3) whereas the means of the supervisors' perspectives was (3.3). This implied that the teachers and supervisors were completely satisfied with all domains.

The findings of the study revealed the following:

1. from the teachers' perspectives the goals of the secondary stage English language curricula were achieved.

2. from the supervisors' perspectives the goals of the secondary stage English language curricula were achieved.

In light of results of the study, the following recommendations were stated to the curricula. These recommendations should be taken into consideration in order to improve the efficiency of such curricula offered to the secondary stage classes

1. The secondary stage English language curricula satisfy teachers' expectations regarding their objectives.

2. The secondary stage English language curricula satisfy supervisors' expectations regarding their objectives.

3. Teachers were not well- trained enough to time their lessons properly and efficiently.

4.6. Recommendations

In light of the review of the literature regarding good quality of curricula, the researcher recommends the following criteria to be taken into account when selecting and evaluating an English curricula:

1. Replacing the listening material with a better one that is well recorded, more authentic, and accompanied with background information, questions, and activities.

2. Allowing some flexibility by providing opportunity to practice language formally and informally so that students can practice various degrees of language such as simple greetings, short telephone exchanges, polite requests and formal invitations.

3. Adding communicative exercises and activities such as group and pair work, games, puzzles and role play as these can help students carry out their communicative tasks in real life.

4. Curricula should be revised from time to time to make sure they are free from unrealistic goals.

5. Teachers should be consulted when selecting the curricula material, and they should participate in making any modifications or improvements concerning the curricula.

6. Conducting evaluative studies on other English language curricula for other stages.

7. A content analysis study for the same curricula evaluated in this study is needed as it may uncover more valuable results.

8. A further study might be conducted to investigate the whole program for teaching English as foreign language in Jordan.

9. Authors of the textbooks should be nominated out of those school teachers who have teaching experience of at least ten years at school stages.

10. While teaching, teachers should always think about the timing of the lessons so that they can carry out the desired tasks, aims and activities effectively, and make a balance among the skills being taught.

11. Teachers ought to provide students with additional writing texts so that they can express themselves through writing freely about their desires, needs, feelings,..etc.

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