

**ILLUMINATING TEACHERS' VOICE AND PERSPECTIVES ON  
ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS IN  
NORTHERN CITY OF JORDAN**

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## Abstrak

Kajian kes kualitatif ini bertujuan untuk memberi gambaran terhadap persepsi dan pengalaman guru mengenai cabaran dan masalah yang mereka hadapi dalam pengajaran Bahasa Inggeris sebagai bahasa asing di Jordan. Responden kajian ini dipilih secara purposif untuk mendapatkan kefahaman yang lebih mendalam tentang proses pengajaran dan pembelajaran Bahasa Inggeris di Jordan. Responden primer terdiri daripada lima orang guru Bahasa Inggeris yang bertugas di dua buah sekolah menengah yang terletak di utara Jordan. Di samping itu, enam orang pelajar, seorang pengetua, dua orang penyelia Bahasa Inggeris, dua orang profesor Bahasa Inggeris, dua orang pereka bentuk kurikulum, tiga orang pegawai kementerian, dan dua orang ibu bapa turut mengambil bahagian dalam kajian ini bagi mendapatkan gambaran holistik mengenai kes yang sedang dikaji. Pengumpulan data dilakukan dengan menggunakan pelbagai kaedah terutamanya melalui temu bual, dilengkapi dengan pemerhatian kelas, dan analisis gambar dan dokumen. Dapatan kajian menunjukkan bahawa terdapat pelbagai masalah berkaitan dengan pengajaran Bahasa Inggeris di Jordan. Antaranya kecekapan dan kemahiran serta kelemahan umum guru dari segi penggunaan Bahasa Inggeris, ketidakberkesanan program latihan guru, motivasi rendah dalam kalangan guru serta ketidakpuasan kerja, persekitaran tempat kerja yang tidak kondusif, kelemahan dari segi interaksi antara guru dengan murid, guru dengan ibu bapa, guru dengan pengetua serta kerjasama sesama guru, masalah disiplin, beban kerja guru, sindrom *burntout* dalam kalangan guru, dan kekurangan bahan pembelajaran di sekolah-sekolah di Jordan. Penyelidikan ini diakhiri dengan mengemuka pelbagai cadangan khususnya kepada pemegang taruh yang penting di Jordan untuk mengoptimumkan proses pengajaran Bahasa Inggeris pada masa akan datang.

**Kata kunci:** Profesionalisme, Pedagogi, Latihan, Polisi pengajaran EFL.

## **Abstract**

The purpose of this qualitative case study was to shed light on teachers' perceptions and experiences on the challenges and problems that they encounter in teaching English as a foreign language in Jordan. The respondents of the study were purposefully selected to get an in-depth understanding on the process of teaching and learning English in Jordan. The primary respondents were five English teachers working in two secondary schools located at the north of Jordan. Besides teachers, six students, one school principal, two English supervisors, two English professors, two curriculum designers, three ministry officers, and two parents participated in the study to get a holistic picture on the case that was being investigated. Data collection was done using various methods primarily through interview, and complemented by class observation, photographs, and document analysis. The findings revealed that there are various problems with the teaching of English in Jordan. These include teachers' competency and proficiency and general weaknesses on using the English language, ineffectiveness of teachers' training programs, teachers' low motivation, and job satisfaction, poor working environment, poor interaction between teachers and students, teachers and parents, teachers and principals, and cooperation among teachers themselves, discipline problems, teachers' workloads, burnt-out syndromes among teachers, and shortage of learning materials in the Jordanian schools. The research ends by extending various recommendations particularly to the important stakeholders in Jordan to optimize the process of teaching English in the future.

**Keywords:** Professionalism, Pedagogy, Training, EFL teaching policy.

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## **List of Abbreviations**

EFL	English for Foreign Language
CD	Curriculum Designer
MOE	Ministry of Education
ICT	Information Communication Technology
CLT	Communicative Language Teaching
FL	Foreign Language
GTM	Grammar Translation Method
ALM	Audio Lingual Method
ESP	English for Specific Purposes
GCSE	General Certificate of Secondary Education

## **CHAPTER ONE**

### **INTRODUCTION**

The purpose of this study is to offer a contribution about the experiences and views of English language teachers in Jordan about the scenario of teaching and learning of English in Jordan secondary schools. The chapter follows a modified version of the outline suggested by Silverman (2000): why the topic was chosen, why it of interest to the researcher is, the methodological and theoretical framework, and finally the research questions or problems. Therefore, the chapter discusses the personal research discourse, study background, statement problem, research objectives, research questions, significance of the study, methodological and theoretical framework, and definitions of terms.

English has become an essential subject for every student to develop academically in most of the third world countries. There are 300 million people who use English as a second language and an additional 100 million people who use English as a foreign language (George, 2009). In Jordan, English is a lingua franca that needs to be mastered by all Jordanian students. Like many other developing nations, the English language is seen as an important vehicle or tool for future advancement. In many cases, English language is often seen as the language or medium of disseminating knowledge. As Jordan progresses into the borderless world, English language has become more important today than before. Jordanians are expected to have good proficiency upon completing their secondary education. Presently, due to the importance of English, the Jordanian government is particularly concerned about



improving the standards of English language proficiency among her citizens, particularly among the younger generation.

English is taught as a foreign language in Jordan. After many years of teaching English as a Foreign Language (EFL) in Jordan, the standards of English have not improved and may have deteriorated (Rababah, 2003). Jordanian students have major difficulties learning English (Abu Sirhan, 2003). Moreover, based on some studies (Rababa, 2003; Ministry of Education, 2004), students' performance in English language at the Jordanian schools is unsatisfactory. This view is highlighted by the low achievement level of the secondary schools' achievement of English language subject in "Al-Tawjihi" examination (Ministry of Education, 2004). Al-Tawjihi is a general public examination for all subjects taught in schools and it is compulsory for all students.

This study was conducted after realizing the importance of improving the proficiency among students who are learning English as a Foreign Language (EFL) in Jordanian schools. In fact, records and data from the Ministry show that students after being exposed to EFL still did not have sufficient language proficiency (Abu Sirhan, 2003). One might wonder why Jordanian students were not proficient despite being taught by certified English teachers.

### **1.1 Personal Research Discourse**

My curiosity about teaching English goes back to 2005 when there appeared to be a lot of discourse and discussions about English language teaching and standards of

English spoken by students. As a researcher, I have substantial experience in teaching English for more than 12 years in the Jordanian schools. I have always asked myself why my students were unable to speak the target language (English) fluently, read or write well in English and they found English to be the most difficult subject taught in the school. I still remember one student who said to me, “I hate English.” This statement has made me think of ways to make English less threatening and more enjoyable in EFL classrooms. Moreover, it really concerns me that even though my colleagues and I have been trained to become English teachers, the students we teach, do not have the confidence to communicate with their peers in English. Furthermore, a few years ago I discussed this matter with my colleagues and we thought we could find a solution if we researched about this. They shared with me that they were having the same problems as I was, in their classes. They often complained about their own performances. Some perceived themselves as inferior English language teachers. The complaints raised were about a few aspects: their motivation, students’ interests, students’ commitment and attitudes towards learning. I have always blamed the students for not putting in enough effort to practice the English language. But now, I realize that the teachers themselves and the teaching situations they are in could be impeding students’ learning of the English language.

Another important point to note is during discussions with parents, they always asked me and my colleagues, “Why aren’t our children good in English even after several years of learning English?”, “Why do our students fail in English in the second secondary schools? These concerns from parents also prompted my research.

I also realize that there are many kinds of EFL teachers in Jordan. Some are always seeking ways to improve English language skills among their students while others are teaching English without much concern for this at all. They use the same methods of teaching over and over again. There is not much variety in their teaching methods to enhance student-teacher interactions. Students could be victims of less competent and quality teachers. All these issues prompted me to get a holistic picture of the challenges and problems that teachers are facing that could be the reasons for students' low proficiency. I intended to obtain in-depth understanding of what works and what does not work in the Jordanian schools with respect to the teaching of English.

I was interested in getting the insiders' stories of present teachers and find out ways and means to improve the standards of English among teachers. In my understanding, once teachers have become competent in language teaching, students will become competent and proficient in English as well. If teachers are not proficient, they will fail to be good language models for students. This led me to think about what kinds of teaching are taking place in classrooms. I would like to investigate a few things such as "How do they learn to become EFL teachers? What have they learnt about effective language teachers? What are the challenges of teaching English in Jordan? How do they cope with these challenges? How do they improve their language skills after becoming teachers? How was the Continuing Professional Development (CPD) designed and developed by the ministry to help them become competent language teachers?"

The above questions, concerns and existing teaching scenarios have bothered me for years and when I embarked on my PhD studies in Malaysia, I took this opportunity to dedicate my research on discovering what is going on in our schools, and the problems and challenges that English teachers encounter in teaching English. I want to recommend ways to improve the English teaching and learning process in Jordan after I gained some insights from this study.

## **1.2 My Study Background**

Jordan is a developing country with a population of 5.8 million. Unlike other Arab Gulf countries, Jordan has little natural resources to develop its economy. To generate its revenues, Jordan depends on aid from developed nations, and other Arab gulf countries. The only precious resource in the country is the people. The human capital development is therefore an important area to focus in order to help transform the country. Annually, Jordanian government spends a fraction of its budgetary allocation to educate Jordanians to improve the nation. Moving forward towards a better future, Jordan realizes the importance of the English language. Consequently, the teaching of English as a foreign language has captured the interest of all educators and policy makers; it has become a basic subject taught to students throughout the successive educational stages (Ministry of Education, 2003).

English is a medium through which Jordan communicates with the world and therefore, it is an important tool for the cultural, social, and the economic development of the country (Ministry of Education, 2003). For these reasons, English has occupied a prominent place in all educational stages in Jordan. For the economic development in Jordan, King Abdullah the second, issued a royal decree to

teach English in all the public and private schools from the first Grade in 1999 (Ministry of Education, 1999). Since then, the government has designed and developed language policies that will support language development among students. According to the Ministry of Education (2003), there is a need to produce English language speakers who are proficient and are able to effectively conduct their commercial and non-commercial transactions in the language.

In Jordan, the English curriculum is designed to enable students to learn English as well as help them internalize the Islamic and Arabic culture which should be used as a springboard to understand, appreciate, and interact with people of different countries. Moreover, according to the Ministry of Education (2003), Jordanian school students need to acquire sufficient knowledge and skills of English to enable them to use the language and for other purposes such as research, tourism and so forth. In line with this, Al-Khatib (2000, p.122) stresses the significance of learning the English language in the Arab countries:

With the increase in the use of English as a lingua franca, most Arab governments began to recognize its importance by introducing the teaching of English into the school curriculum. At present, in most Arab countries, all students who finish the public secondary school education must have had at least eight years of instruction in English as a school subject. It is also worth noting that formal training was and is still compulsory in most elementary, preparatory, and secondary Arab private schooling. So, because the widespread use of English as a foreign or second language in particular, has become the focus of attention of most Arab researchers''.

In order to communicate effectively in the world, students must focus on listening, speaking, reading and writing and they must realize that English is an integral part of

community improvement (Ministry of Education, 2006). To express oneself in English, a student needs to show mastery over the four skills of language in addition to appreciation of literature. Mastery of English is necessary for Jordanians to acquire knowledge, pursue higher education, conduct research, use recent advances in technology, and possess an international outreach (The English Language National Team, 2002). For these reasons, English has occupied a prominent place in all educational stages in Jordan. According to King Abdullah Initiative 1999, English is taught as a compulsory subject from the first grade in both public and private schools. By the end of the first grade, children are required to read English, understand simple words, numbers, objects, and names through reading (The English Language National Team, 2002). It is assumed that after learning English at school, students will have deepened their values and heritage (Ministry of Education, 2003). Since the process of teaching English as a foreign language is attracting increasing attention in Jordan, therefore, it ought to be the subject of continuous development (in-service training) in meeting the needs of facilitating and enhancing the English teaching –learning process (Younes, 2002). In line with this view, the government has been steadily renewing policies to help increase the standards of English among teachers in public schools.

### **1.2.1 Jordan Education System**

The Education system in Jordan consists of two levels: Basic (or elementary) and Secondary education (see Table 1.1).

*Table 1.1: Educational system of Jordan*

<b>University level</b>	<b>19 - above</b>
Secondary Education	16 – 18 years old
Basic Education	6 – 15 years old

At the end of the secondary education, all students will sit for a national General Certificate of Secondary Education (GCSE) examination which is administered by the Jordan Ministry of Education. GCSE is intended to determine the students' performance in the subjects taught at this level which include general subjects such as Islam, Arabic, English, History, Geography as well as vocational subjects such as Nursing, Agriculture, Commerce and Hotel Services before pursuing their degree programs at Jordanian universities. The main objective of secondary education is to prepare students to continue their higher education, and to qualify them for work in the future. As such, the Ministry of Education amongst others helps to instill and monitor the quality of education in the country to ensure that the education and educational products are of high quality, and that the students undergo good and effective learning experiences. This is particularly important because today's young Jordanian students are tomorrow's future leaders of Jordan. They are seen as the agents of change for Jordan.

English is taught to all students in different areas of specializations (including literary studies, Science, and Nursing) within the two years of the secondary education. Teaching and learning materials and resources are from local and international publishers. The English language is generally taught 45 minutes per

lesson, five days a week. Ultimately, the students are expected to master the English language, communicate using the language and survive at university after they have completed their 18 years of EFL learning.

### **1.3 Problem Statement**

There are serious problems concerning the standard of English language in Jordan. Particularly, this has to do with the level of proficiency of the target language among Jordanians. This can be felt across Jordan, and in most sectors of the economy. Evidently, the mastery and competency of English among the people of Jordan is poor. They cannot use and talk confidently using the target language.

In fact, the results of GSCE in 2009 across Jordan revealed that majority of students failed in English language course in various disciplines (Jordan Times, 2009). For example, in the literary stream, thirteen thousands (13,000) out of twenty seven thousand (27,000) students failed in the exam. Those who passed the exam was 53% and these results are considered to be the lowest among other subjects offered. What is surprising was, in many schools there were more students who failed than passed the subject. The majority of parents complained that the English language level has deteriorated to an extent that their children did not know even the English alphabets, vocabulary, grammar, and sentences in the secondary stage although they were exposed to English instruction for more than ten years.

Other than that, despite the Jordanian MOE efforts in providing and improving facilities and resources (i.e. budgetary allocation, schools, trained teachers,



technology, etc.) with regards to the teaching and learning of English, there are still weaknesses in the students' proficiency of the English language. Many students are still unable to communicate and become functional users of the target language (Abdul Haq, 1982; Ministry of Education, 2004; Rababah, 2003). There are students across the country that are unable to utter one full sentence in English or even write one line correctly. Students who have received many years of formal English language lessons are deficient on their ability to use the language effectively. Students also lack the vital skills to communicate to others, or to transmit information to others using English. Their inability to master the language concerns many important stakeholders like the parents, teachers, educators and the public in general. I always asked myself about the reasons behind this. Furthermore, there are always more failures in English subject compared to the other subjects (Jordan Times, 2009). Therefore, one of the possible factors contributing to the above mentioned problems could be the teachers of English in schools.

In fact, studies have revealed that the Jordanian schools have failed to produce qualified graduates due to the low performance level of the EFL teachers (Al-Noman, 2002). In this respect, Moshira (2006) states that English teachers' level in Jordan is average in language structure, reading comprehension, and vocabulary. Therefore, it is important to examine what makes their teaching of English ineffective or problematic.

It is due to the pressing problem elaborated above and my personal desire to understand the current state of English language proficiency among Jordanian

students, I embark on this study. This study is intended to explore the challenges and problems the English language teachers are facing in Jordan at the secondary level. In the process of finding out factors that influence the English language teaching in my country, I would try to investigate issues pertaining to English language teaching policies, professionalism, pedagogy and in-service training programs.

#### **1.4 Theoretical Framework**

Teachers play a major role in implementation of any educational program in the educational organizations (Shulmann, 1987). Many activities and programs are developed within any FL teaching and learning. Overall, teachers are important components in the success or failure of any educational experiences as teachers are the closest to the students, and they know what can change and motivate them for better learning to take place. In this study about EFL teachers in the secondary schools in Jordan, a theoretical framework is used as an entry point for this research after extensive review of literature. The framework shows that there are four factors which may influence teachers' performance in the teaching and learning of EFL. The factors are: language education policies, pedagogy, professionalism and in-service training (as in Figures1.1). These factors are inter-related and not mutually exclusive as any changes in one factor can affect the other factors as well. This research explores the role of these factors and other possible factors (inductive data) in supporting or impeding the teaching performance of EFL teachers.

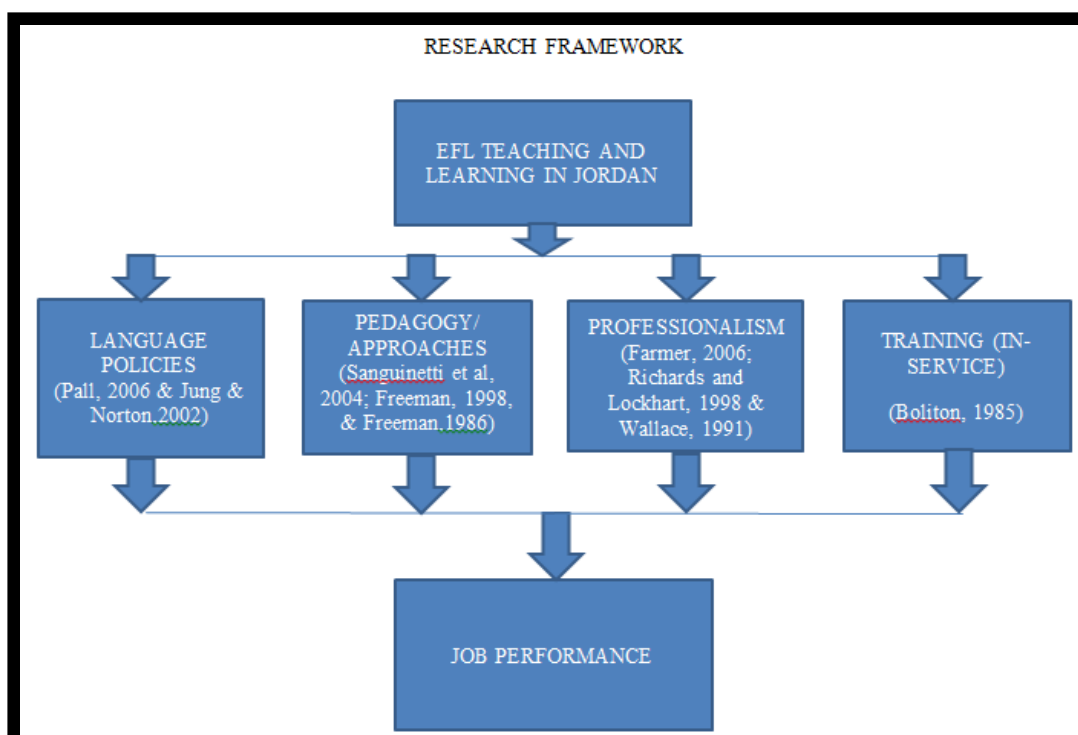


Figure1.1: Research Framework

Language policy is defined as the statements of goals, aims, objectives, and guidelines that pertain to what and how language should be taught and how students should be assessed (Pal, 2006), this includes policies at the national and school levels. The language teaching policy of a country will reflect the seriousness of the government in implementing EFL teaching and learning in the country. According to Jung & Norton (2002), language teaching policy has its great impact on the actual teaching practice. However, classroom teachers may not implement the teaching policy as intended due to many obstacles such as their beliefs, insufficient skills and knowledge, and lack of learning resources at local levels. Teaching policy shapes teachers' classroom practice through its execution, which may require teachers to change their teaching materials, methodological approaches, or pedagogical values (Markee, 1997). In line with this, Hope and Pigford (2001) pointed out the

importance of cooperation between policymakers and implementers (teachers) during both development of the policy and its implementation. They also stated that those who have responsibility for policy implementation such as middle managers must also be involved in the teaching policy development. Without such involvement, there is bound to be a lack of understanding of the policy by administrators. This in turn would demotivate them to implement any innovation or initiative in EFL teaching in the classrooms.

Another policy that will be highlighted here is about the recruitment of EFL teachers. Hiring EFL teachers is based on the policy that only teachers who are competent professionally should be hired in EFL context (Iqbal&Arif& 2011). However, this policy with regards to this matter is loosely implemented in the Jordan schools. Hence, many students are affected by the lack of consideration for teacher quality by policy makers. Many Jordanian EFL teachers who are incompetent and who cannot use English effectively have been hired to teach English in classrooms (Rababah, 2003). Having discussed the importance of language education policy in the teaching of EFL, the next factor that will be discussed is pedagogy.

Pedagogy is about the processes and dynamics of teaching and learning, including the purposes, management, underlying philosophy, relationships, curriculum, instructional methods, environment and social context of learning (Sanguinetti et al, 2004). Knowledge of teaching methods helps teachers expand their repertoire of techniques available for their language learners. Experience indicates that our methods are influenced by our understanding of the sociocultural and institutional

context we are in, our beliefs, knowledge, competence and level of experience (Freeman, 1986).

Freeman and Johnson (1998) suggested a new idea of the knowledge of language teaching which focuses on what teachers actually do in the classroom: “We argue that the core of the new knowledge-based must focus on the activity of teaching itself; it should center on the teacher who does it, the contexts in which it is done, and pedagogy by which it is done” (p.397). The teachers’ teaching methods will greatly affect students’ English language competence and their motivation in learning EFL in Jordan. Moreover, the competence of teachers in the skills of to use metacognitive strategies in teaching reading comprehension. This point is further explained by Alkhawaldeh (2005). He pointed out that there may be occasional hints in the teacher’s book; however, there are no specific strategies defined and there is no adequate guidance provided on how to use them in actual classroom discourse. reading, writing, speaking and listening, grammatical accuracy and vocabulary acquisition will be a vital factor as teachers who are incompetent or inadequately trained may not function effectively as language role models in EFL classrooms.

Recently, a mixture of audio-lingual method and grammar translation method has been officially adopted in the Jordanian schools. This, in turn, made learning English difficult and boring as stated by Al-Jamal (2007, p.35),

“English language classrooms in Jordan continue to be dominated by a blend of the audio-lingual method of instruction with its endless and based on repetitive drills and the traditional teacher-centered grammar translation method. During their twelve

years of English language instruction, pupils spend a large portion of their time listening to explanations of the structure of the language and engaging in dull and decontextualized pattern drills. English language becomes a tedious course to pass, not a tool for communication”.

Farmer (2006, p.12) defined professionalism for language teachers as “a set of institutions which permit the members of an occupation to make a living while controlling their own work”. Wallace (1991, p.5) describes professionalism as an occupation which can be practiced after rigorous academic study.

Richards and Lockhart (1998) stated that EL teachers’ competences included other competencies by the 1990s such as theories of language learning (i.e. discovery, didactic, and integrationist views), linguistic subject matter knowledge (i.e. phonology, phonetics, sociolinguistics, and syntax), communication skills (personality, general style, and presence), and high level of proficiency in the target language (questioning, requesting, warning, and giving advice) This new view of teacher knowledge – and consequently of what teacher education should look like – has perhaps been most forcefully and cogently argued by Freeman and Johnson (1998). On the other hand, Freeman and Johnson (1998, p.397) suggested a new idea of the knowledge of language teaching which focuses on what teachers actually do in the classroom: “We argue that the core of the new knowledge-based must focus on the activity of teaching itself; it should center on the teacher who does it, the contexts in which it is done, and pedagogy by which it is done”.

Professionalism in this study refers to EFL teacher’s competences in the theories of language learning, linguistic subject matter knowledge (i.e. phonology, phonetics,

sociolinguistics, and syntax), communication skills (personality, dealing with peers, students, school management, parents), and high level of proficiency in the target language (grammar, vocabulary, listening, speaking, reading and writing skills).

According to Boliton (1985), there are many factors suggesting the need for training or professional development for teachers. The first factor is the huge expansion of the language teaching industry which brings large number of teachers into the profession, and the lack of a career structure that offers opportunities for variety and promotion. The second factor is that many teachers experience a mid-life crisis after ten or more years teaching in the field. In most cases, these teachers lack the motivation to update their knowledge about their field of work. The final factor is the low pay and poor conditions of service in many institutions, with many teachers working on temporary or part-time contracts. This often leads to low morale, low self-esteem and a sense of frustration and isolation among teachers (Boliton, 1985).

According to Al-Momani (1998, p.13), “education in Jordan is at a crossroad for the last ten years. Studies have revealed that the Jordanian schools have failed to produce top quality graduates due to the low performance level of EFL teachers.” He attributes the failure to EFL teachers’ training courses that do not also focus on teaching techniques for the different text genres and that the overall level of proficiency for English teachers is low; average in language structure, and low in both reading comprehension and vocabulary.

In order to find out about factors (barriers and challenges) that influence the English language teaching in my country, and to obtain a holistic picture of the situation, I employed qualitative methods.

### **1.5 Methodological Framework**

The study employed qualitative research methods in understanding and exploring the lived experience of English teachers (problems and challenges) teaching in the EFL classrooms. I chose qualitative research because it is useful wherever a researcher is concerned with describing or discovering a phenomenon in its natural state and where there are no assumptions about what the activity consists of. Many sources of data collection methods were used, following Burns (1994) who writes about methodological eclecticism in qualitative research. I have used the three main forms of data collection in qualitative research mentioned by Patton (1990) which are interviews, observation and documents. I added photographs to portray what is happening in the actual classes while teaching is going on. My interpretations of the data I gathered are based on “the belief that our worlds are independent, messy, unique and therefore the qualitative researcher aims to uncover this complexity rather than to uncover a ‘knowable truth’” (Kervin et al. 2006, p.3).

The nature of the research context is complex in that it involves not only the teachers (as the main focus of the research), but also their peers, students, officers, their employers, and other stakeholders in the north of Jordan. Since the desired outcome was information that would help in identifying and implementing specific changes, then case data seemed the most promising which by large is lacking in Jordan.



Various research have been conducted to quantify findings on various issues on English language teaching in Jordan and many of the Middle East countries, but few (if any) has attempted to investigate qualitatively and present the Jordan English teachers' voice and personal experiences on what they do, problems they face, and practices.

### **1.6 Research Objectives**

The objectives of this research are as follow:

1. To discover the challenges and barriers (language policy, professionalism, pedagogy, training) faced by Jordan secondary school English teachers in their EFL classrooms;
2. To formulate guidelines that can help design effective EFL training programs at the secondary level.

### **1.7 Research Questions**

Based on the research objectives, the following research questions are formulated:

1. What are the challenges and barriers (language policy, pedagogy, professionalism, training) faced by Jordan secondary school English teachers in their EFL classrooms?;
2. What are the guidelines for designing effective EFL training programs at the secondary level?

### **1.8 Significance of the Study**

This study would provide valuable information on the challenges and problems English language teachers face in relation to student language proficiency in EFL secondary classrooms in Jordan. This qualitative study enables us to hear the teachers' voices about their daily teaching and learning processes in schools. It is also intended to gain an in-depth understanding of their views regarding strengths and weaknesses of English language teaching in Jordan secondary schools.

This study would potentially be able to provide insights to the Ministry of Education in Jordan and enable them to evaluate the current state of teachers, resources, support and so forth in order to improve the language proficiency of the teachers and students at large. The findings of the study will enable the Ministry of Education with the collaboration of the curriculum designers to develop more effective language training programs that caters to the needs of Jordanian teachers. The officers of the MOE can coordinate with heads of schools, teachers and English supervisors to execute programs effectively.

This study would also provide valuable information to teachers on how to raise their professionalism in the EFL classrooms. It would also assist teachers in adopting a more positive attitude towards their teaching profession. This investigation also aims to provide insights to policy makers, curriculum designers, and teachers about ways to improve the instruction in EFL classrooms. The information gathered could be used to design and develop better EFL training programs.

The findings of this study will also help parents to work closely with language teachers and to monitor students' progress from time to time. Teachers and parents will be able to guide their learners and students respectively to participate in language programs offered by the schools. With effective guidance from the MOE, teachers and parents can work collaboratively to increase the language proficiency of students.

### **1.9 Scope of the Study**

English language teachers play crucial roles in bringing reform and change to the teaching and learning of English. Thus, gaining insight into their lived experience as an EFL teacher is crucial in improving English language teaching and learning programs. Therefore, this case study is conducted to gain teachers' insight on English language instruction and their actual teaching. In order to get a holistic picture of the teaching scenario in the secondary EFL classroom under study, the views of other stakeholders such as students, English supervisors, English professors, curriculum designers, ministry officers, and parents were also sought.

### **1.10 Study Limitation**

This study at best is a case of the Jordan English language teachers in the northern part of the country. As such, similar to any other qualitative case study, the findings of this study are not generalizable to other studies. This study is intended to provide a holistic understanding of the teachers' point of view of their profession and practices in their respective classrooms. The findings cannot be generalized to all Jordan English teachers as the study dealt only with secondary school teachers in

First and Second Secondary School. Also, the study focused on Jordanian English teachers teaching in public secondary schools for boys. Private schools and schools for girls were not involved in this study.

## **1.11 Definitions of Key Words or Concepts**

### **1.11.1 Teachers' perceptions**

The word 'perceptions' means a specific response or output produced by input or a particular stimulus from the environment (Held & Richards, 1972). In this study, teachers' perceptions refer to teachers' attitudes, feelings, and values concerning the English language curriculum.

### **1.11.2 Communicative Competence**

Communicative competence is a linguistic term which refers to a learner's second language (L2) ability. It does not only refer to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and how to use these utterances appropriately. All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction (Brown, 2000).

### **1.11.3 Curriculum**

The word 'curriculum' is used to refer to all that is experienced and learned by students in a national system as identified by the country's Ministry of Education. It

also involves the specifications of the knowledge and skills learned for a particular subject (Rajaretnam&Nalliah, 1999).

#### **1.11.4 Language Policy**

A set of procedures, regulations, laws and decisions made by the empowered and powerful, aiming at affecting the status of a certain language and the linguistic behavior of the people who use that language. Such policy comes in different forms: official documents, constitutions, laws, administrative amendments, directives, etc... (Spolsky&Shohamy, 1999).

#### **1.11.5 Pedagogy**

Personal beliefs of teachers about the teaching and learning of English translated into classroom practices (Richards and Rogers, 2001).

#### **1.11.6 Professionalism**

A set of institutions which permit the members of an occupation to make a living while controlling their own work (Farmer, 2006).

### **1.12 Summary**

Doing a research is a challenge to all researchers regardless of the methodology that one chooses, and this study is no exception. A qualitative case study like this one does not undermine the strength of quantitative research design in any way. It is the research objectives and the research questions that determine the practical and feasible method to adopt. In adopting qualitative method, the common task of

qualitative researchers is to manage the subjectivity of their work. In this study, the following points were used as a guide:

1. Researchers of qualitative research design must have a strong understanding of the methodological perspectives underlying the research decisions made.
2. The methodological perspectives must show how the research has responded to the social setting in which it takes place.
3. The great variety of possible research procedures allows for greater scope in the type and size of the study.
4. The data collection and analyses stages are interwoven in a dynamic way throughout the whole research process.
5. Objective reality can never be captured.
6. Ethical considerations are important in conducting a qualitative research as the research itself is both more invasive and threatens a greater degree of exposure to the participant. The implementation of these guidelines realises the democratic mode of naturalistic enquiry, and at the same time protects the researcher.

Based on the above premise, this qualitative case study is pursued in trying to understand the Jordan English language teachers' perspectives and experiences about the teaching of English in Jordan. It is gaining the teachers' voice and stories that this study is motivated to achieve. In teaching EFL, there are many factors that may affect the performance of EFL teachers. The role of language policies, pedagogy,

professionalism of teachers, and training is crucial in improving the language competencies among teachers in Jordan.

## **CHAPTER TWO**

### **STUDY CONTEXT**

This chapter elicits the importance of establishing the research context when conducting a qualitative case study research. It is important that the research scenario has clear boundaries so that the readers of the research can be clear about what exactly is going on and in what sort of context is the research being conducted. As I conducted this research on Jordan English language teachers in my home country, Jordan, I had to be sure that readers were provided with sufficient background of the context of teaching the English language as a foreign language in the country which covers a wide range of language policies, pedagogy, historical background, educational practice and circumstance, professionalism, training (in-service) and other topics related to the professionalism of being an English teacher in Jordan.

This chapter provides the readers with the context within which the study was carried out, providing background information about the teaching of English as a foreign language and the livelihood of English teachers in the country. It begins with an introduction to the country and its educational system. This chapter then moves to examine developments and changes in the English language teaching and learning in Jordan due to rising demands that have led to the discussion on the overall issue of English language proficiency and competency.



## **2.1 Introduction**

In any part of the world, education, and educational development do not happen overnight. The relation between the past and present cannot be separated as the present is the consequence of the past. In order to prosper and grow, Jordan realises the significant role of education and its impact on development. Education is important in achieving stability and continuous sustainable progress. The focuses on the English language among other things have captured much interest from the government. They believe that mastering and upgrading the English language skills and abilities among the Jordanian people can propel the nation to a better level of achievements.

In order to understand the general current situation of education in Jordan and the development of English language teaching in particular, it is important to shed light on the past and present situation of the process of teaching and learning English in Jordan. These include language policies, pedagogy, professionalism and training programs. Of course, teachers are facing lots of challenges to fulfil the ministry or the government's objectives to improve the standards of EFL among teachers as well as students. The quality of teachers will greatly impact quality of students or learners.

## **2.2 Country Profile**

Early in the sixteenth century, the majority of Arab lands came under the sway of the Ottoman Turks ruling from Istanbul. For the following four centuries there existed no independent Arab states.

Jordan is located in the center of the Middle East. It is bordered by Syria on the north, Iraq on the east and Saudi Arabia, Saudi Arabia on the south. The Jordan River, The Dead Sea and the West Bank on the West (see Figure 2). The area of Jordan is 92.300 square kilometres. Jordan is an independent political entity. The Hashemite kingdom of Jordan is an independent sovereign Arab state, and the Jordanian people are part of the Arab nations governed by a parliamentary system and a constitutional hereditary monarchy. Islam is the state religion, Arabic is the official language, and the culture is Islamic Arab culture. Majority of people in Jordan are Muslims. Christian is the second biggest religion in Jordan. The constitution in Jordan acknowledges Islam as the official religion of the state and defends the freedom of worship of other religions. Thus, all the ethnic and religious groups live together peacefully (Ministry of Education, 2006 & Attamimi, 1991).

*Figure 2.1: Regional Map of the Hashemite Kingdom of Jordan*



<http://www.cia.gov/cia/publications/factbook/geos/jo.html>

The Jordanian people consist mostly of a young society. Jordan has more people whose age is between 14 to 17 and this comprises of almost 42% of its population. Statistics also shows a rise in the male population. The number of males exceeds that of females in all age groups. The reason for this may be due to the international migrations caused mainly by wars in the area, the flow of tens of thousands of expatriate workers, and the return of tens of thousands of Jordanians (mainly males) from abroad. Palestinian Arab constitutes more than 50% of Jordan's population. Caucasians and the Armenians are the only ethnic minorities in Jordan where each group constitute for less than 1% of the population (Ministry of Education, 2008 & The General Corporation for the Environmental Protection, 1998). On indicators of human development, life expectation for men and women increased to 68 and 70 years respectively due to the noticeable improvement of living and health conditions of the population (Ministry of Education, 1999, 2006).

The natural resources of this country are scarce. The scarcity of natural resources constitutes great challenges which necessitate developing human resources and this makes it inevitable for the successive development plans in the kingdom to achieve their goals so they may compensate what has been missed due to the inadequate manipulation of natural resources. Furthermore, the immigration from outside Jordan, resulted from the occupation of Palestine and the return of hundreds of thousands of Jordanians from abroad in 1990, made these challenges even more severe (Ministry of education, 1999 & 2006). Unemployment has been one of the major problems in Jordan because of the succeeding flow of Palestinian refugees (Kharoof, 2000). The government is still trying to resolve these problems. The

government has always perceived EFL as one of its means to improve the economy of its country.

### **2.3 Education in Jordan**

Ever since the creation of the Hashemite Kingdom of Jordan, its leadership has given continuous commitment to human resources development through the provision of quality education and training.

It was during the sixties and seventies when the government undertook a rapid expansion of the education system. The results were impressive. At the time when the World Declaration of Education for All echoed from Jomtien in 1990, education system in Jordan was already enrolling 98% of school- age children up to the age of 12, and 80% of the 12-18 years age group. Adult literacy was over 80% or more. Jordan had embarked upon a 10-year long comprehensive educational reform with its primary aim was to improve quality of education and to upgrade its output. In the Jometin conference, Jordan's Educational Reform Plan (ERP) was presented as one of the six-model plans, which were selected from various regions of the world (Ministry of Education, 1999).

Education system in Jordan witnessed changes and improvements making it one of the most developed and competitive systems within the Arab world and finally the Gulf war 1990). The education system in Jordan remained coherent and progressive and had lots of potential to grow. It has continued to receive lots of attention and support from all the important education stakeholders in Jordan. The first ultimate

support comes from the kings of the Hashemite family (king Abdullah, the first, King Hussein bin Talal, and king Abdullah the second). His Majesty King Abdullah the second for example has provided a vision for Jordan's development:

The Hashemite Kingdom of Jordan has the quality competitive human resource systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce (Ministry of Education, 2003).

To support this vision, the Ministry of Education puts the student at the center of the learning process, and focuses on each student's development as a responsible person and future citizen who can use information and communication technologies to further their learning and contribute to the King's vision of Jordan (Ministry of Education, 2006).

The focus on education in Jordan is justified because, firstly, education provides and produces qualified professionals to man the nation. Secondly, education produces educated society that will help the nation to grow and prosper, and thirdly, education is the most primary investment that could do a drastic impact on the people and nation (Araefeg, 2000).

The Jordan educational system aims to prepare the good citizen, who believes in God, likes his country, belongs to his Arab nation, knows his rights and tasks, able to produce, and interact seriously with his society to develop the nation. To be consistent with these efforts, King Abdullah the Second issued a decree to integrate

Information Communication Technology (ICT) in all the schools in Jordan in an attempt to make Jordan the "IT hub" of the Arab countries (Ministry of Education, 2003, p.1). It is still trying to equip schools with ICT from time to time.

Education in Jordan has enjoyed a great and a perpetual concern as recognition of the importance of education and its roles in developing Jordanian society socially and economically in the light of the scarcity of natural and economic resources. As a result of this large concern in education and in the political administration provided to it through successive centuries, Jordan has achieved great educational achievements as the ratio of enrollment reached new averages, the coefficients of competence reached standard degrees, the illiteracy ratios greatly decreased, and elementary and secondary education was provided nearly to all pupils.

Despite all these achievements which have been exerted through successive years since the beginning of the nineties (the commencement of implementation the educational development plan); providing the required allotments to elevate the quality of education through development of new curricula and textbooks; improving the physical environments of teaching/learning (building schools; getting rid of the two shift system and rented school buildings); elevating and promoting the male/ female teachers' qualification while in service; developing examination, planning an educational management systems that could guard and manage the indicators related to the quality of education, the levels of pupils' learning in particular, are still below the sought level as a result of difficulties arisen from the implementation of the Educational Development Plan (Ministry of Education, 2003).

The development of education in Jordan can be observed within three general landmarks that characterize its developments:

1. Interest in providing compulsory education. Ministry of Education became obliged to provide education wherever the minimum required number (ten children) whose age is at schooling (6-16) is available;
2. Continuing the quantitative expansion with the variation of different types of secondary education; the interest in improving infrastructures; and providing manpower and physical requirements necessary for educational services
3. Emphasizing the importance of developing and improving the quality of education, and exerting efforts to bring about harmony between the educational system with the requirements of economic and social development.

Islamic civilization and the values of the contemporary civilization compose two basic resources which the educational policies in Jordan are based on. The principles of the faith in God, the unity of and freedom of Arab Nation, Democracy, international cooperation, contribution to advancement of the mankind, respecting the dignity of the individuals and interests of the society constitute the resources of the philosophy of Education (Ministry of Education, 2006).

### **2.3.1 Educational Trends for the Development of Education: Historical Views**

Emirate of East Jordan before the year of 1918 was ruled by Ottoman Empire and it inherited a huge legacy since its foundation in 1921, represented in ignorance, illiteracy, and poverty. It also inherited rules and systems particularly for the

education field. The educational system resembles the teaching of the Quran, and as a result single gender schools become the norm in Jordan. During that time, Jordan has 21 schools, 19 for males and 2 for females until 1939 (Ministry of Education, 2004).

In 1923, the first administrative department was founded to organize the educational system at the emirate of east Jordan, which is the educational council which had the authority of choosing teachers, administrators, and supervising curricula (Obeidat & Al-Rashdan, 1993). The first secondary school was established in Alsalt in 1925 at the emirate of Jordan, and then subsequently many secondary schools were built in Irbid, Kerak, and Maan (Othman, 1995).

In 1926, a law of knowledge was issued where the educational council was cancelled and replaced by another council called Knowledge Advisory Council. 1939 was a starting point in Jordan where Knowledge Ministry emerged for the first time, and then knowledge system was issued in 1939 where all the educational services was then administered from Amman, the capital (Alamaerah, 1997). It was between the year of 1943 to 1944 that a decision was issued to hold the General Secondary Certificate Exam (GSCE) for the first time, and then another exam was decided at the end of the primary stage starting at 1944-1945.

Despite of the great efforts that King Abdullah the first has done to develop education and building school, providing opportunities for the Jordan people in



education, there were some barriers which prevented him from achieving all his intentions. These include:

1. The British control on all the departments of the government which resulted Jordan to adopt the British system;
2. Abuse of the British financial aids;
3. Abuse of natural resources which weaken the country's economy and made Jordan dependent on the British aids;
4. Lack of awareness of the Jordan people on the importance of education (Al-Tell, 1989).

During the 1960s, the education was marked by three distinct trends: First, the introduction of vocational education; Second, increase number of years of obligatory education; and third, the introduction of scientific-based curricula. The seventies witnessed linking education with development, and expanding in diversification of secondary vocational education where education was then expanded to nursing, postal and hotel education. Subsequently, educational institutions were built like comprehensive schools, technical colleges, and vocational training center (Jaradat et al, 1986).

Moving on, the eighties were characterized with lots of efforts to enhance education quality where the first point represented in the first conference was held in 1980. Another conference was held on education in 1987, and then the law of education was introduced in 1988. This law came as a result of the social changes in the Jordanian society (Jaradat et al, 1986).

Nineties were dedicated more on educational technology and its use in higher education. Transformational changes took place in many institutions. Adoption of various technologies have been integrated in university operation, enrollment can be seen and felt.

### **2.3.2 Supports of Political Leaderships in Education**

Education in Jordan has full support of the government as an embodiment of the philosophy that real investment is in human resources. Accordingly, the education development efforts enjoyed the blessing and perpetual follow-ups from the highest political leadership. This support appeared clearly and vividly through the aims which were put for “The Educational Reform Process” at the end of the eighties. This process has redefined the role of the Educational Reform in modernizing the society and renewing its culture; in the positive contribution in the universal advancement; in the careful openness on the world culture and in the safe entry to the Twenty First Century.

This support has also been felt in planning the readiness for change, in providing the required allotments to the educational reform plan even in the peak of the economic crisis, in overcoming obstacles encountering implementation, especially in regards of the relationship of the development programs with the requirements of the socio-economic development, and in encouraging and the persistent follow-up to maintain the momentum of the educational reform (Ministry of Education, 1999).

His majesty King Abdullah the 2nd focused on Education and explained the steps that have been taken to improve general education in Jordan:

We've made a major investment in education. Jordan has expanded access to quality education, raised curriculum standards, increased teacher training, put computers in classrooms across the country, and taught English language early. These steps help our youth compete on an international level. And that contributes to upward mobility and a growing middle class – key elements of political stability and economic progress) (1999, p. 20).

The 21 century witnessed important developments on ICT. The ICT skills became an important subject in schools. The ministry of education provided schools with computers.

### **2.3.3 Management of the Educational System**

The political and economic success of Jordan depends a lot on its educational system and policies. Alazza (2008), for example, inserted that education plays a main role in developing the society since it provides students with opportunities to understand the values of being good citizens). The government has given lots of emphasis on education in Jordan. Education is believed to become the engine of change for the people and country. Many Jordanian are encouraged to pursue tertiary education overseas. This is done with the hope that when they come back, they (the students) can become agent of change and help to propel change in Jordan (Ministry of Education, 1999).

The board of education is considered as the council of all policies related to general education in Jordan. It is in charge of policy making and determining the scholastic

curricula and textbooks. This council is chaired by the Minister of Education includes representatives from both the public and private sectors. The council is also responsible overseas activities pertaining to research, students' services, examinations, teachers' training, preparing and publishing textbooks, and supervising the teaching and learning processes at the public and private schools (Ministry of Education, 1999).

The Ministry of Education provides education for 73% of all students in Basic Education and to 85% of the secondary education students. Furthermore, there are other education authorities which provide and supervise education services such as the United Nations Relief and Work Agency (UNRWA) providing Basic Education for Palestinian refugees only in certain areas of the Kingdom. Private schools provide education for children in the kindergarten stage (approximately 100% of kindergarten in the Kingdom belong to the private sector) and in the basic and secondary stages (19 % of basic schools and 12 % of secondary schools or 14% of Basic Education's students and 8% of Secondary Education students). Furthermore, there are other governmental bodies (Schools of the Ministry of Defense and the Ministry of Social Development) whose schools constitute 0.7% of the total number of schools and contain 1.5% of the total number of the Basic and Secondary Education students in the Kingdom (Ministry of Education, 2004).

To sum up, this interest of the Ministry of Education represented firstly in providing the financial resources needed in the increasing expenditure on education from year to year; secondly, expenditure on education as part of the Gross National Product.

Furthermore, the government is endeavoring to manage an educational system which focuses on excellence and mastery, to invest on human resources who master the basic learning competencies which empower them to adapt flexibly to the requirements of the modern learning.

#### **2.3.4 The General Outcomes of the Jordan Education System**

Since independence, the policies of Education in Jordan have been characterized with a firm adherence to providing education to all individuals who are in the age of schooling in addition of taking care of universalizing and improving it. This has come as a result of commitment by a policy with the effect that the real investment is in the human being through preparing, training Jordanian citizens since they are considered the means and objective of development.

Among the outcomes of these policies is that the educational system expanded rapidly; and that Jordan achieved an advanced position compared with other Arab countries in the field of democratizing education; fighting illiteracy; and providing educational services to all children who are at the school age (Ministry of Education, 1999). According to the Ministry of Education (2003), the person who has completed schooling in the Jordanian school system would:

- demonstrate faith and commitment to Islamic values;
- demonstrate honesty and respect when dealing with others of his/her own and others' cultures and religions;
- exercise his/her rights and duties as a citizen and contribute to the improvement of the community and the country;

- apply an awareness of regional, national and international events and issues;
- demonstrate a commitment to lifelong learning;
- communicate effectively with others in a variety of ways;
- work collaboratively with others in groups and teams;
- use information and communication technologies to locate, manage, analyze and communicate information and to generate and apply knowledge;
- engage in reflective and creative thought about important topics and issues;
- use critical thinking, problem solving and decision–making skills in an effective way; and,
- apply the basic concepts, skills, and methods of inquiry of specific subject disciplines to various aspects of life.

### **2.3.5 General Objectives of Basic and Secondary Education in Jordan**

The Ministry of Education has posed the aims of basic education which focused on preparing students in the different aspect of their personalities: mental, spiritual, social, and emotional (Ministry of Education, 2003). Education in general and Basic Education in particular, met a great and perpetual interest from the successive Jordanian governments. These governments recognized with sharp insight, in front of the increasing social demand and in front of the scarcity of the natural and economic resources, that the investment in education at all levels is the issue to be counted on in modernizing the Jordanian society and developing it economically.

Therefore, they, in an early time, enacted educational legislations which prescribe elementary education in Jordan as compulsory for all.

The government has expanded the compulsory education to include the elementary and preparatory Education (the first nine grades in addition to the first year of the previous Secondary Education). Also, they endeavored to confront the problem of illiteracy and to the gradual expansion of the comprehensive secondary education and vocational education and above.

On the other hand, secondary education aims at providing vocational, mental, cultural, and scientific experiences (Ministry of Education, 2003). Education in Jordan is free and compulsory through the tenth grade. The Ministry of Education has made certain that teachers and schools are available for all children in the country.

The educational institutions in Jordan are categorized according to its stages to the following:

1. kindergarten (its period 2 years): In the beginning of each school year, children whose ages are three years and eight months are entitled to join the Kindergarten Stage which is not mandatory and aims to provide suitable atmosphere which prepares a balanced education for children including their personalities sides (physical, rationalism, spiritual and conscience) and help them to form the health habits, and developing their social relations. The responsibility of the Ministry of Education regarding the Kindergarten is

restricted to licensing the establishment of Kindergarten as well as to providing supervision.

**2. Basic education (its period 10 years):** The Basic Education Stage which extends from the First to the Tenth Grades is mandatory and free of charge. In the beginning of each scholastic year, children whose ages not less than five years and eight months join this stage. Basic education is considered to be a base for education and basic to build national and patriotic unity, developing abilities and self-tendencies. Moreover, this stage aims to achieve goals for education, and preparing citizens' personalities. Basic education is free at the public schools. Dependent on the academic results of the students in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades, they are allocated to one of the different streams in the next stage. However, if the students choose to finish their education at the end of this stage, then they would be given certificates for the work and would not be able to enter a college or the university.

**3. Secondary education stage (2 years):** After completing the Basic Education Stage, students join another two-year stage (Secondary Education Stage). This stage is free but not a compulsory where the students either join the comprehensive Secondary Education stream; where they, at the end of the second year, sit for General National Examination (The General Secondary School Certificate Examination) or they enroll in the Applied Education where they join the labor market upon graduation from their schools. Students are admitted to this stage according to their abilities and it presents cultural, scientific and vocational skills. This stage prepares students to work or continue their studies in the universities (Ministry of Education, 2004).



Providing equal educational opportunities all over the kingdom, regardless of sex, language, or religion, is a top priority of the wise Hashemite leadership. This trend has been promoted in the Constitution and educational legislation, in harmony with the philosophy of education, which is derived from the Constitution. The desired education vision is summarized as "an education system that embodies "Excellence" and offers every student the experience of mastery, relies on human potential, on the human capacity to learn and grow, and on the human desire to contribute to the larger society in a meaningful way (Ministry of Education, 2004).

### **2.3.6 Jordan Philosophy of Education**

The philosophy of education in Jordan focuses on the integration of Arab Islamic culture with the technological knowledge of western culture. The focus is on the idea of change, in the individual and in society (Ministry of Education, 1988). The educational system has developed and witnessed several changes through the past years to meet the needs of the Jordanian society. These changes can be explained in the educational reform plan (ERP) which focused on improving the quality of education and expanding the vocational education (Ministry of Education, 1988). Basic compulsory education has been expanded to ten years as a result of all the attempts to develop education whereas the secondary cycle comprises only two grades instead of three (Ministry of Education, 2004).

## **2.4 Teacher Education**

In the past, teacher education has not been given sufficient attention. Al- Tell (1989, p.64) asserted that:

Like most other educational programs in Jordan, teacher education programs have not been developed on adequate basis to meet the educational needs and problems of the country. Most of them are borrowed, of many occasions from places where different values and standards exist’.

The United States Agency of International Development (1965, p.22) reported the problem of teacher education as follows:

Of the varied efforts in the field of education in Jordan, the least satisfactory results have been obtained in the development of teacher training institutions. Continued efforts to upgrade these institutions to levels of academic respectability have not been successful. Although it is true that teachers are being trained and graduated every year, the fact their academic programs have no foundation in academic quality lays bare the most critical problem of all, qualitative versus quantitative education.

Harrison et al. (1975, p.177) were specific in stating that the English teacher training programs in Jordan were facing serious problems:

Thus it seems that the problem of preparing teachers of English in Jordan is getting more and more serious and that, unless an extensive training program is devised and carried out, the standards of our English teachers, and consequently the standards of our English in our schools, will continue to worsen...

The importance of effective teacher training programs was expressed by Coombs (1968, p.168) who claimed that:

Educational systems will not be modernized until the whole system of teacher training is drastically overhauled, stimulated by pedagogical research, made intellectually richer and more challenging, and extended far beyond pre-service training into a system for continuous professional renewal and career development for all teachers.

Recently, The Ministry of Education has spent a large amount of money in conducting workshops for teachers for the purpose of improving the process of teaching and learning in the Jordanian schools. According to the Ministry of Education ( 2006, 1999), the universities in Jordan undertake implementing and planning pre-service training programs which are designed for Class teachers, subject teachers, and field teachers. Regarding the in-service certification programs, the Ministry of Education allowed teachers to upgrade their qualifications as follows:

1. Community college diploma holders were upgraded to the Bachelor's degree.
2. Teachers of secondary education were provided with opportunities to upgrade their qualifications to Diploma of education.
3. Supervisors and leaders were provided with opportunities to upgrade their qualifications to the MA degree.

The General Directorate of training in the Ministry of Education in Jordan undertakes planning and implementing the in-service training programs with the contribution of the educational experts in the local and international organization. These training programs were prepared to upgrade teachers and staff of the ministry. Also, these training programs aim at designing and improving training materials. Despite the pre-service and in-service training programs which are run by the Ministry of Education and the universities in Jordan, most teachers regard methods of teaching and activities such as group work as not useful because of there are many difficulties teachers encounter such as shortage of learning materials, crowded

classes, and low teachers' salaries ( Massad, 1995). As a result, these difficulties inhibit teachers from implementing these strategies and methods in the classroom.

Foreign language teachers need group of abilities and background features. One of these competencies is the professional development, in-service training programs (Curtain & Pesola, 1994). On the other hand, Schrier (1994) states that the knowledge foundation in foreign language training program is crucial in these programs. Altman (1981) asserts that any teacher training program should include the development of attitudes, knowledge, skills, and the implementation of these needs in a real life situation. On the other hand, Elliot (1980) argues that training is needed to develop teachers' awareness and control the principles which underlie the management, organization, classroom instruction, and effective learning.

In reality, there are many English teachers in Jordan who are not competent and fluent language users. Yet, they are expected to teach EFL. As a matter of fact, teachers teach EFL using their first language (L1) since they want to facilitate communication between themselves and the students in the English classes (Rababah, 2003). Thus, the students are not able to become fluent language users as their teachers themselves are not fluent in EFL as well. Students will face problems as they have not been acquiring enough practice of the EFL.

However, development of English teachers' proficiency should be a crucial constituent of any program for training teachers. Researchers have stated that teachers who teach English lacked the sufficient level of language proficiency for

them to communicate effectively with their students. Hence, they are encountering enormous problems in their profession since the beginning of their career as teachers (Berry, 1990; Zughoul, 1987; Butler, 2004; Cullen, 1994).

#### **2.4.1 The Traditional Role of Teachers in Jordan**

Traditionally, a teacher held a position of authority and was seen as the transmitter of knowledge. The ideal teacher was one who inspired and motivated his students to learn. If one of his students was trouble-some, it was the teacher's responsibility to help him change his behavior, by showing concern toward that students. This description of the ideal holds true today. As in the past, the Arab teachers play the role of father, mother, and judge, and are often consulted about personal problems by his students.

The teacher's traditional role has been that of guardian of a sacred body of knowledge and he was seen as a scholar highly respected for his knowledge; he was treated with formality and students hesitate to overtly challenge his authority. The teachers exercised great authority and played a very directive role in determining and controlling what happened on in the classroom as they were considered the "transmitter" of knowledge. The methods of instruction were that they employ were to lecture and recite while the students take notes and copy. This trend caused passivity on the part of the students in the classroom. The students receive "knowledge" which the teachers dispense; therefore, participation in problem-solving activities may be very difficult. For students, education was seen as learning a tradition. Their roles were a seeker of knowledge. In Arab culture, a learned human

is one who was able to make an eloquent speech, and one who can support his or her ideas with references to the Quran, the prophet Muhammad, and poets. Arguing persuasively often depends on quoting a famous authority. This carries over to the classroom where students are expected to work toward these ideals.

Traditionally, teaching was an integrated activity shared by the teachers and the students. To allow the students to develop and grow, the teachers had to argue their points of views, and persuade their student rather than dictate to and instruct them. The teachers had to assess student's progress and decide the next step to be taken. Learning was sought for personal growth and a student was free to choose their subjects.

In a culture where both the teacher and learning are highly regarded and respected, the teacher can be an agent for improvement at all levels if he or he is well trained to handle their subject and their students.

## **2.5 The Development of English Language Teaching in Jordan**

The Jordanian schools have witnessed attempts to reform since 1921. In 1930, children living in Transjordan began studying English in grade three. In 1939, the study of English was moved to grade four in 1953 to grade five. Until 1953, the Jordanian schools provided only a total of 11 years of instruction; seven years of elementary school and four of secondary school. In 1961, six elementary and three preparatory grades in the compulsory cycle and three secondary grades for a total of 12 years of instruction. The class period was reduced from 45 to 40 minutes. In

1964, the number of weekly periods of English was reduced from eight to six in grades five and six, and from seven to six in grade seven, eight, and nine. The curriculum was also changed to meet the growing need for professionals and workers in the country. The number of schools, students and teachers have been increased for the last two decades (Harrison et al., 1975).

The Ministry of Education in Jordan has determined the objectives of teaching English at the secondary stage. One of these objectives is that students are supposed to write passages which are punctuated properly and corrected grammatically. Moreover, they are expected to interact and communicate in English effectively (Ministry of Education, 1971).

A general survey for the process of teaching English in Jordan proves the Ministry of Education's solicitude to adapt continuous changes in the field of education for the benefits of developing this process. In fact, these changes imposed themselves strongly since they came as a result of the communication technology evolution. Consequently, it becomes required for the Jordanian educationalist to respond and utilize these changes for the benefit of the Jordanian educational system as a whole. In spite of all the challenges encountered, it was hoped that this development process would improve the current educational situation in Jordan.

Considering the highly needed efforts and costs for this development process, there was no room for individual decision. Therefore, there was a consensus among many Jordanian language educators that this intended long-term development should be

done in planned gradual steps and to be rooted in a theoretical background. This background should stem from the current educational system in Jordan, and be shaped within the results and generalizations about the whole expected dimensions that may affect this situation positively or negatively (Younes, 2002). This background could then determine the general framework within which the intended development process should elaborate. This study is aimed at revealing the real situation (challenges and problems) of teaching EFL in Jordan.

Based on the recommendations of the English language national team (Ministry of Education, 2008), the number of English periods was decided as shown in Table 2.3 .

*Table 2.1: Number of the Periods of English in the Basic Stage Weekly*

Class	Number of periods	Class	Number of periods
First	4	Sixth	6
Second	4	Seventh	6
Third	4	Eighth	5
Fourth	4	Ninth	5
Fifth	5	Tenth	5

The scholastic plan for the secondary stage was modified in 2001 by increasing number of the periods in English language for the first and second secondary stage as shown in Table 2.3



*Table 2.2: Number of the Periods of English in the Secondary Stage Weekly*

Class	Number of Periods
First secondary	4
Second secondary	4

As shown in the table above, the number of periods of English is insufficient for learners whose native language is Arabic especially if we know that they do not have any opportunities to practice their English language outside the classrooms.

### **2.5.1 The Situation of EFL Teachers in Jordan**

Teaching without theories is not effectively as knowledge about theories will help guide teachers in their classrooms. EFL teachers in Jordan generally believe that learning is not possible without appropriate and updated EFL theoretical and methodological underpinnings (Al-Khawaldeh, 2005). This has resulted in the hasty introduction and adoption of new methodologies which has caused problems to English language teaching due to the introduction of inferior teaching materials and quality training programs. In addition, Al-Noman (2002) adds that EFL teachers' performance in Jordan has been affected by poor teaching pedagogy, professionalism and training specifically when instructional media was used (wall pictures, cassettes, and flashcards). English teachers in Jordan used to teach English through the grammar translation method and the direct method where they recently have adopted the communicative approach which was thought to be effective (Al-Khawaldeh, 2005).

There is a general agreement among educationalist that the English teacher is an important factor in the educational process provided that he/she is chosen according to standard criteria and competency. The selection of teachers is crucial in ensuring the effectiveness of teachers and their teaching. The shortcoming is usually attributed to teachers' deficiencies when the standard of students in the English language is less than expected (Al-Mutawa, 1997).

Crookes' (1997) states that there are many factors that influence language teachers performance such as teaching resources, administrative support, and physical facilities, training (in-service) in schools where teachers work. Moreover, extensive efforts have been made in recent years to improve English language teachers performance at the Jordanian schools. Therefore, more emphasis should be placed on the factors influencing the EFL teachers' performance at the Jordanian schools, and the reasons for this situation. I believe that identifying the teachers' challenges and problems in teaching the language would enable the policy makers and trainers in Jordan to tackle these problems and eliminate them as well as create better educational climate that can help promote the EFL in Jordan.

### **2.5.2 General Goals of Teaching English in Jordan**

According to the English Language National Team (2002, p. 10), after twelve years of learning English as a foreign language, students are expected to be able to:

1. Produce and comprehend the English sound system as realized in segments, syllables, words, phrases and sentences, communicate intelligibly and fluently in English with native and non-native speakers of the language.

2. Communicate using a variety of language structures and vocabulary to express notions and functions relevant to everyday life situations, such as greetings, asking and answering questions (about oneself, others, age, weight, price, distance, etc.). identification; requesting; asking for permission; agreeing and disagreeing; expressing likes, dislikes, wishes and preferences; making suggestions; apologizing and complaining, etc.
3. Read and identify the main ideas from newspapers, magazine articles, brochures, catalogues, and instruction manuals; acquire the skill of reading silently at a reasonable speed without sub-vocalization or translating; get specific information from reading passages and other sources of printed material (e.g. internet-mail, letters, etc).
4. Master the letters of English and shape them correctly; use the English punctuation system correctly; spell correctly the vocabulary contained in the curriculum; write properly structured sentences; write logical, well-structured sentences; write a logical, well-structured paragraph; retell a story in writing, write or complete a dialogue.

Regarding the English language teachers' training programs, the Ministry of Education arranges training programs for the new teachers at the beginning of every year. The duration of these programs is one year. The trainers are English supervisors. Although the Ministry of Education in Jordan had trained English

teachers, it is recognized that there is dissatisfaction with the slow progress of our students in learning English as a foreign language.

## **2.6 The Schools included in the Study**

After getting approval from Universiti Utara Malaysia for collecting data in Jordan (see Appendix A), I started to contact the Department of Research and Educational development in the Ministry of Education to give me the access to the secondary schools involved in the study, and then I also contacted the educational authorities in Al-Mafraq city to get permission to access the secondary schools. After that, I received permission from principals to help me conduct the study in their schools after sending them the official letter from the educational authorities. The principals were ready to offer me any help particularly the principal of First Secondary School as he knew me as an English teacher before coming to Malaysia to pursue my study. Also, what makes them enthusiastic is the apparent students' weakness at English. For example, the principal of First Secondary School stated "we need such research to develop our students' levels in the English language". The arrangements and preparations took one week to accomplish.

Like all Jordanian public schools, the two schools in this study starts the session in September and finishes in June (Five days a week), from Sunday through Thursday. In the beginning of the school day, students and teachers are required to assemble in a morning meeting (see picture 1). During the assembly, students normally will present some cultural shows. Then, students will march to their classes.

*Figure 2.2: A morning Meeting in a School Courtyard (26 October, 2008)*



Table 2.3 illustrates the standard basic and secondary school day schedule throughout Jordan. The school day runs from 7: 40 am to 2:45 p.m. All academic subjects have the same duration of time (45 minutes) in the basic and secondary cycles in Jordan.

*Figure 2.3: Daily Time Schedule for Jordanian Basic and Secondary Schools, 2008/2009*

Period	Beginning Time	Duration
Morning meeting	7:40 am	20 minutes
First period	8:00 am	45 minutes
Break	8:45 am	5 minutes
Second period	8:50 am	45 minutes
Break	9:35 am	5 minutes
Third period	9:40 am	45 minutes
Break	10:25am	15 minutes
Fourth period	10:40 am	45 minutes

Break	11:25 am	5 minutes
Fifth period	11:30 am	45 minutes
Break	12:15 pm	5 minutes
Sixth period	12:20 pm	45 minutes
Break	01:25 pm	5 minutes
Seventh period	01:30 pm	45 minutes

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### **2.6.1 School 1: First Secondary School for Boys**

This school is located in Al- Mafrq city, at the north of Jordan (see Picture 2.2). It was built in 1954. Like all Jordanian schools, it had a high brick wall to protect the students from any harm, and a courtyard surrounded by two levels of classrooms. The school has some drawings of trees on the walls and pillars inside the school. The name of the school was written above the gate. Classrooms of each grade were separated from classrooms of other grades. There was teachers' group office where teachers of all subjects shared the same office (Picture 2.3). At the time of the study, there were 695 students in the school, hence an average of 33 students per section/classroom. There were four English teachers, and they shared a group office with the teachers of the other subjects in the school. The classrooms in this school were rather simple, with no decorations. There were only a table and desks in every classroom. There were 26 teachers of other subjects.

*Figure 2.4: First Secondary School for Boys (September 15, 2008)*



*Figure 2.5: Teachers' Office in the First Secondary School (October 17, 2008)*



### **2.6.2 School 2: Second Secondary School for Boy**

This school is located in a town called Al-Baeg, at the north of Jordan. It was built in 1962. Like all Jordanian public schools, it has a high stone wall and an inner courtyard surrounded by one level of classrooms. The name of the school was written above the school. At time of the study, classrooms of each grade were not separated from classrooms of other grades. There was teachers' office in the school (see Picture 2.4). The classrooms are not furnished. Like the classrooms observed, the classrooms had no decorations (see Picture 2.5). There were 458 students in the school, hence an average of 26 students per section (class). There were four English language teachers, and they shared a group office with the teachers of other subjects in the school. There were 22 teachers of other subjects.

*Figure 2.6: Teachers' Office (October 17, 2008)*





*Figure 2.7: A classroom in Second Secondary School for Boys (October 19, 2008)*



## **2.7 Summary**

Chapter Two explores and explains ‘research context’ and how it can be presented in a qualitative research design. The context is crucial to any research project, from the smallest to the largest. However, as many novice and experienced researchers find out identifying what constitutes the ‘right’ context is never an easy task to accomplish. The choice of area or topic of a qualitative research can relate to a number of things as previous interest or concerns deep in the biography of the researcher. One important task lies in establishing the research setting – exactly where, when and with whom the research will take place.

Adding to that challenge, once they have got all the relevant information and background that constitute the research context, deciding what to do, and present it on paper can become crucial and problematic in qualitative research. This is so

because the context is a segment that is interconnected with other parts of the research, therefore having the right context does make a difference.

Researchers of qualitative research design must show clear boundaries so that the readers of the research can be clear about exactly what is going on and in what sort of context. It is my responsibility to provide sufficient information about the context so that readers are able to get a sense of understanding the context and make inferences and connections to the findings and themes that surfaced in the study. The context of the two schools involved in this study is research specific. It covers a whole range of information which introduces Jordan as a country, the culture, practices and variety of other information.

This information for most of the cases is ‘interconnected’ and influences many of the research decisions in qualitative research design. The context will guide this study and will help me as researcher (as an instrument) to get deeper into the respondents, their lives and meanings of being EFL teachers as well as how they are facing their daily (routines) teaching practices.

## **CHAPTER THREE**

### **LITERATURE REVIEW**

#### **3.1 Introduction**

This chapter is aimed at situating the current research in the context of existing knowledge in the field of EFL teaching, discovering the gap and providing rationale for the current study. The researcher will explore concepts and theories that are relevant to this area in relation to the theoretical framework proposed, and will explore the research methods that have been employed in studying the area.

#### **3.2 Importance of Learning English**

English is an international language and fundamental language to learning and communicating in many cultures. In Jordan, the English curriculum is intended for students to learn the target language as well as helping the learners to internalize the Islamic and Arabic culture which should be used as a springboard to understand, appreciate, and interact with people of different countries. School students need to acquire sufficient knowledge and skills of English that will enable them to use the language and for other purposes such as research, tourism and so forth. To express oneself in English, a student needs to show mastery over the four skills of language (i.e. listening, speaking, reading and writing) in addition to appreciation of literature. He /She can benefit from mass media such as newspapers, magazines, TV and Internet. It is assumed that after learning English at school, students will have

deepened their values and heritage. At the same time, they can cope with emerging issues analytically and critically (Ministry of Education, 2003).

Abdul Haq and Smadi (1996) assert that English is the language used for wider communication in the world. This spread of the English language is drawn from the fact that this language is used for teaching purposes, higher education, communication, and for understanding foreign cultures.

The demand for English has gained heightened currency as there is a need to produce English language speakers who are proficient and are able to conduct their commercial and non-commercial transactions in the language effectively. In order to communicate in the world effectively, students must focus on listening, speaking, reading and writing and they must realize that English is an integral part of community improvement (Ministry of Education, 2006).

Al-Khatib (2000, p.122) stresses the significance of learning the English language in the Arab countries:

With the increase in the use of English as a lingua franca, most Arab governments began to recognize its importance by introducing the teaching of English into the school curriculum. At present, in most Arab countries, all students who finish the public secondary school education must have had at least eight years of instruction in English as a school subject. It is also worth noting that formal training was and is still compulsory in most elementary, preparatory, and secondary Arab private schooling. So, because the widespread use of English as a foreign or second language in particular, has become the focus of attention of most Arab researchers’.

English is a medium through which Jordan communicates with the world. It is an important tool for the cultural, social and the economic development of the country (Ministry of Education, 2003). For these reasons, English has occupied a prominent place in all educational stages in Jordan. For the economic development in Jordan, King Abdullah the second issued a royal decree to teach English in all the public and private schools from the first Grade in 1999 (Ministry of Education, 1999). Since then, the government has designed and developed language policies that will support language development among students.

In Jordan, the process of teaching English as a foreign language attracts an increasing attention. This attention shows the need to renew the process through making it the subject of continuous development (in-service training). Such development is expected to respond to the needs of facilitating and enhancing the English teaching –learning process (Younes, 2002). Consequently, English has captured the interest of all educators, so it has become a basic subject taught to students throughout the successive educational stages (Ministry of Education, 2003).

Mastery of English is necessary for Jordanians to acquire knowledge, pursue higher education, do research, and use of technology. For these reasons, English has occupied a prominent place in all educational stages in Jordan. Also, it has captured the interest of all policy makers and educators (Ministry of Education, 2003).

According to King Abdullah Initiative 1999, English is taught as a compulsory subject from the first grade in both public and private schools. By the end of the first grade, children are required to read English, understand simple words, numbers, objects, and names through reading (The English Language National Team, 2002).

According to the English Language National Team (2002), the following assumptions constitute the rationale for the teaching of English in Jordan:

1. English is the lingua franca of the world at large and hence is a means of promoting relations, understanding and cooperation between Jordan and the other countries of the world. It is the major medium through which Jordan communicates, explains and proclaims itself to the world, and it is the medium through which most other countries communicate with Jordan.
2. English is a necessary tool for the economic, social, cultural and technological development in Jordan.
3. The experience of learning a foreign language is of great educational value, significantly enriching the learner's awareness and appreciation of his/her own language and culture as well as introducing him to other cultures and other way of life and thinking.
4. A high-level of mastery of English is important for the Jordanian students to acquire knowledge, pursue higher education, do research, utilize recent advances in technology, possess an international outreach and excel in language work.

The fundamental assumptions underlying the teaching of English in Jordan should be established on the general educational philosophy specified in the language by-laws and regulations of the Ministry of Education. This philosophy embodies the fundamental principles that lie under the formation of all curricula, highlighting the following four aspects relevant to the physical and mental growth of the student as well as to the development of his/her personality and character: 1. The psychological basis, 2. The social basis, 3. The cognitive basis and, 4. The aesthetic basis (The English Language National Team, 2002).

Being an international lingua franca, mainly in science, technology, business and diplomacy and in the light of the massive influx of information, the mastery of the English language offers access to information and knowledge advancement in the new open world of today pertaining to language competencies and performance. Over the last decades, through the fruits of the computer technology, information has been growing faster than the individual and institutional capacities required to make sense of the new diversity of signal and messages. Thus, the new English curriculum for schools in Jordan is developed to help the students and citizens of Jordan to embrace the important roles of EFL in everyday activities and livelihood to help propel progress to the nation (The English Language National Team, 2002).

### **3.3 Foreign Language Teaching: Challenges**

Teaching foreign languages is common in many countries. However, the way it is taught may vary depending on the role of foreign language in the society, traditions

of education, language teaching experience, and the expectations of the people concerning teaching and learning of the languages.

Success in learning a foreign language depends on the existence of the following factors: 1. motivated learners who recognize the need to learn the target language, 2. target language speakers who support the foreign language learners, and 3. frequent social contact between the target language speakers and learners (Wong-Fillmore, 1991). According to Wood (2001), there are many reasons which make foreign language teaching difficult and challenging:

1. Foreign language teachers are required to have language skills. Without these skills, teachers will not be able to be good language models for their learners,
2. Foreign language teachers are required to teach learners, who are different in their experiences in education and needs,
3. Students are different in their reasons for learning the foreign language; hence instruction in the classroom should meet students' objectives and learning styles,
4. Foreign language teachers should be facilitators and counselors in collaborative learning, not only experts in teaching the language,
5. The widespread of technology in the world requires foreign language teachers to have skills in using technology for teaching the language, and
6. Foreign language teachers are required to respond to students' needs and work in teams.



According to Diaz-Rico (2004), the first challenge which Faces EFL teachers is to teach English effectively, to motivate English learners to achieve the highest possible level of proficiency possible under the circumstances and to gain understanding of the target culture. Second language acquisition (SLA), as a domain of learning is difficult for it requires attaining linguistic and cultural proficiency, precise control of meaning, careful attunement to intonation and mastery of behavioral subtlety (Diaz-Rico, 2004).

Another challenge is the use of technologies. EFL teachers use technologies inside the classroom to prepare activities and materials for teaching pronunciation (Lee, 2008), reading (Akyel&Ercetin, 2009), communication skills (Lee, 2002), and grammar (Al-Jarf, 2005). In spite of the focus on the use of technologies in teaching, novice and experienced teachers still feel that they are not prepared well to integrate technology use in the classrooms .They feel that it is hard to search materials in the internet which motivate students to learn the language (Al-Mekhlafi, 2004). Thus, training teachers in this area would be beneficial in avoiding frustration among them. Also, principals ask teachers to integrate technologies without knowledge of their vision of integration (Perry &Aregaldo, 2001). All these issues can frustrate the teachers and demotivate them. Thus, the teachers should make it their responsibility to update their knowledge in the use of technologies (Khan, 2005).

EFL teachers are laden with heavier duties other than teaching which makes teaching one of the most stressful professions (Adams, 2001). Furthermore, as it is known that EFL teachers are not only considered as the transferors of knowledge, but as

ones who have to communicate with their students and to care for their inner worlds (Arnold, 1999). Consequently, the overload has been described as one of the most stressful experience for teachers (Austin et al; 2005).

One of the biggest problems facing teachers is often the lack of time to do all the work they need to do in the classroom. They often do not find the time for collaborative and individual instructional planning and professional development (Haager et al, 2010). Moreover, insufficient teaching materials, enough time to deal with students effectively, in addition to issues such as insufficient income, students' misbehavior, insufficiency of peer cooperation, and home life quality have also been considered as sources of stress for teachers (Kyriacou,2001; Adams,2001; Bress, 2006).

According to Kim (2004), EFL teachers do not have self- confidence in using English in interaction with their students even when they have knowledge of the subject matter. Thus, this lack of confidence impedes teachers from communicating with their students effectively in the classroom (Horwitz, 1996). Therefore, any questions asked by students constitute a major challenge to their language competence.

The working conditions of teachers are affected by their financial and cultural status. In this respect, Kennedy (1999) stated that teachers' status is unsatisfying in china.

He added that teachers suffered from the bad social view of the teachers and they are poorly paid. These conditions depressed teachers and impeded them from teaching students effectively. It can be included that identifying challenges that face

EFL teachers play a major role in the improvement of teaching and learning of the foreign language as a whole and this is the main objective of this study to identify problems and challenges that face English teachers in Jordan.

### **3.4 The EFL Policy on Teaching**

Many countries have made changes in their policies of teaching English language due to the importance of English in technology, communication, education and travel, For example, Japan has begun to introduce English language teaching at the elementary school level (Butler, 2004). The Ministry of Education in Jordan also introduced English at the first elementary level in 1999 due to its importance in education and research (Ministry of Education, 1999). However, implementation of these policies can be problematic at times. These could be teacher-related and implementers (administrators) related problems. Spillane et al. (2002) have stated hindrances to implementation of the English curricula and the factors that contributed to this failure in actual teaching classes.

In short, the teacher-related factors are: lack of knowledge and skills, shortage of learning materials, lack of motivation, experiences, beliefs, and different interpretations of the same policies. Studies stated that teachers resist changes in teaching the target language suggested by the policy makers (Cohen & Ball, 1990). Spillane et al. (2002) stated the reasons behind this situation are implementers often lack the capacity - the knowledge, skills, personnel, and learning resources.

In this respect, Jung and Norton (2002) investigated the influence of the English language policy on the actual teaching classes. The researchers used interviews with the policy makers and case studies of three elementary schools in Seoul, Korea. The researcher also used questionnaires and conducted interviews at the three schools to elicit their perceptions on how they perceived the English language policy and what problems they faced in implementing this teaching policy. The results reveal that 90% of teachers commented that it is crucial to teach English as a compulsory subject in the elementary classes. The problems they highlighted were large classes, their incompetence in English and their lack of time to prepare text and other materials. This problem is similar to that in Jordan where the most of the EFL teachers are incompetent in English and overloaded with duties where they do not have enough time to prepare their materials. Furthermore, large classes demotivated them. Hence, the policy makers should consider all these problems and find solutions in order to improve English teaching standards among the Jordanian teachers.

Another study reveals how policy changes can sometimes affect learning. Alfadly and Shuib (2003), for example, claim that after the unification of the two parts of Yemen in 1990, the Ministry of Education has issued a decision to teach English as a compulsory subject from Form 7 instead of Form 5 in the primary schools. As a result, English teaching has been reduced to six years and consequently students' exposure to English was shortened. This gave rise to deteriorating standards of English among the students. In addition, the English teaching materials were ineffective in EFL curriculum although they were developed and published by Oxford University Press. This was because they did not meet the learners' needs. It

can be concluded that the consequences of policy change regarding the status of teaching English in Yemen is similar to other Arab countries, particularly Jordan. When the policy changes, teaching time is reduced, thus reducing students' exposure to English. This, in turn, would produce young generations who have not been obtaining sufficient input in English language.

With relation to teaching resources, educational organizations vary in ways they do things. In some educational organizations, language teachers have to use the recommended textbooks. Bani Hani (1992) studied the general problems of teaching English as a foreign language in Jordanian secondary schools. Regarding the English textbooks, the researcher found out that the most serious problems were that exercises were presented with inappropriate visual aids and there was a lack of techniques for composition teaching. Also, structures were not selected with regard to differences between Arabic language and English language cultures.

Concerning classroom activities, the results revealed that the large number of students in the classroom constituted a big problem for students and teachers in implementing activities due to the insufficient materials in the FL classroom. The following section will include some studies on the roles of teaching materials and its impact on teaching English for the sake of providing insight to the policy makers to optimize teaching and learning English.

### **3.4.1 Teaching Materials**

Amuseghan (2007) in his findings stated that Nigerian students in the secondary schools are unable to communicate and interact in English. The reason behind this incompetence as stated by the researcher is the lack of enrichment materials like newspapers and other media resources which play important roles in achieving communicative competence among the students, inside and outside the classroom. Therefore, it is difficult to capture the students' interest in learning the language. Furthermore, it was also noted that in the Nigerian schools, the focus was on reading skill, not on communicative competence. Furthermore, the English teaching strategies need to be reexamined in terms of objectives, methods, goals, and learning materials. It must take into consideration students' interest and passion about the target language (English language) and consequently make decisions to improve it in the future. The teachers' knowledge on learning strategies will enable teachers to make professional decisions in teaching their learners.

The importance of teaching materials emanates from the significant role of these materials in enhancing teaching and learning English in the classroom. Furthermore, teaching materials play a significant role in that it offers teachers the flexibility in organizing activities conducted in the classroom such as practicing language skills and group work (Mugglestone, 1983). Teachers if enhances with knowledge on pedagogy would attempt to adopt or adapt materials based on their learners' needs.

### **3.4.2 Using Technology in EFL Classroom**

Technology, new digital electronic and computer based technology, is now commonly viewed as an important avenue to learn a second or a foreign language. Speaking, listening, reading and writing skills have become more controllable, variegated, and interactive (The English Language National Team, 2002).

Many studies found out the positive impact of computers on comprehension (Reinking, 1988; Reinking and Schreiner, 1985). Reinking and Schreiner (1985) found out that the comprehension of poor readers has improved by the use of help features in the computer. Mercer et al. (2003) claimed that computer software can be used as a resource for involvement of learners in group activities for children's literacy development. Paterson et al. (2003) argued that computer alone cannot promise best practices but the teachers who facilitated children's active involvement in the activities, produced an improvement in their reading and writing skills. Many FL researchers have proven that using the Internet in FL classroom enhances learning the foreign language. This is because it provides teachers and students with opportunities to access authentic FL materials and interact with native and nonnative speakers from all over the world (Warschauer, 2000; Stepp-Greany, 2002).

According to the English Language National Team in Jordan, (2002), the following are some of the specific beneficial roles of instructional technology and media in teaching English:

1. Minimizing the authoritarian role of the teacher by enhancing student-directed learning and emphasizing more active student (FL) acquisition.,

2. Facilitating effective management for teachers,
3. Giving the students a rich linguistic environment,
4. Assisting teachers in creating computer-delivered exercises,
5. Providing diversity in teaching methods,
6. Assisting teachers in creating computer-delivered exercise.

Al-Mekhlafi (2004) investigated EFL teachers' perceptions about using the internet in the EFL classrooms and to what extent the teachers are aware of the internet applications. The study was intended to elicit the status of using the internet in EFL teaching in United Arab of Emirates (UAE).The researcher sent questionnaires to 250 English language teachers in 42 schools (21 female schools and 21 male schools) in six main cities via the Department of information, Statistics and Instructional Research at the Ministry of Education and Youth in Abu Dhabi. Only 191 questionnaires were returned. The results show that the majority of the teachers were familiar with the internet applications.However, most of the teachers did not use the Internet in EFL teaching in spite of their knowledge that it was beneficial for students.Partly, this was because the teachers believed that the students might neglect 'real' learning of the English language, and be diverted to the fun aspect of the Internet. Nevertheless, the teachers indicated their willingness to integrate technology in the EFL curriculum. The study also reveals that a good number of schools did not have Internet or computers, and this may slow down the students' as well as the instructors' progress in mastery of the target language.



Investigating teachers' perceptions about using the internet in EFL is crucial since most of the Arab Ministries of Education have provided schools with the Internet facilities and services. Based on the findings of the study, it can be inferred that positive teaching and learning can only take place in non-threatening conditions where anxiety level is low. In fact, Al-Noman (2002) stated that the performance of EFL teachers' in Jordan is low in terms of the use of instructional media (i.e., wall pictures, cassettes, and flash cards).

Regarding the use of technology in the Jordanian curriculum, Kozma (2006) conducted a study to evaluate the impact of using technology on principals, teachers and students inside the classroom. The data collection techniques used includes observation and interviews techniques. The results of the study show that the use of Information and Communications Technology (ICT) had positive impacts on teachers where they integrated a variety of ICT skills such as Internet, email, and software applications in their teaching. Students expressed satisfaction towards using ICT inside the classroom. As a result, they worked collaboratively in writing their reports, oral presentations, and the use of technology has enhanced their teamwork skills. The findings also revealed that ICT helped the principals to understand the teaching and learning process. Nevertheless, Kozma (2006) also iterated that such finding is not universal across Jordan, and that many schools, especially in sub-urban and rural may not have the infrastructure for technology installation.

To have a successful language policy in Jordan, policy makers are required to consider attitudinal factors. Furthermore, they need to have detailed insights to

language planning in Jordan. This issue has not been studied enough it deserves, hence, this issue needs more research to enable decision makers to adopt a successful language policy towards EFL teaching in Jordan (Al-Abed Al-Haq & Al-Masaeid, 2009) . Hence, successful teaching policy needs cooperative efforts of different authorities: political, economic, educational, and linguistic ones (Cooper, 1989).

### **3.5 Studies on the Teaching and Learning of English**

The review of literature reveals that most of the research investigating EFL teaching and learning at the secondary school level is limited especially in the Arab countries like Jordan (Al-Khawaldeh, 2005; Al-Wreikat & Abdullah, 2010). In fact, studies on the teachers' voices in understanding the barriers and challenges they face in the teaching and learning of EFL is scarce. Most of the studies I read used questionnaires as the main data eliciting technique, though a limited number of interviews were used as well in a number of studies (Al-Jaradat, 1997; Haddad; 2001; Mahmoud, 1980).

#### **3.5.1 English Teachers' Perceptions on Teaching English**

Exley (2004) conducted a research to investigate teachers' perceptions on their experiences in providing English as a foreign language (EFL) in secondary schools in a regional area of central Java, Indonesia. The researcher utilized semi-structured interviews with four Australian teachers sent by the Australian State Department of Education. They did not have EFL teaching qualifications and experience. The teachers' voices revealed that there were differences between the Indonesian

National Language Curriculum and the content knowledge which the teacher brought with them into the curriculum. In other words, the Indonesian curriculum focused on specific topics such as languages of economics, science and technology. They (teachers) could not take part in this curriculum since they did not have knowledge of these specific subjects and consequently they failed in the implementation of the English curriculum although they were native speakers of English. This suggests that there is a need for English teachers to be familiar with the register (specialized language) used in specific subjects to be able to teach English for specific purposes. Another important aspect revealed by the study is that not all native speakers are qualified to teach English as teaching English requires professionalism on the part of teachers, and they need to be knowledgeable about language pedagogy.

Haddad (2001) investigated the EFL teachers' attitudes toward teaching English as a foreign language in the first four grades of the primary stage in Jordan. The sample of the study consisted of 89 EFL teachers in Irbid second directorate of education. To accomplish the aim of the study; an evaluative questionnaire was distributed among the respondents. The results revealed that teachers' attitudes toward teaching English in the first four grades were moderately positive. Furthermore, there were no statistically significant differences in the EFL teachers' attitudes toward teaching the target language. It can be said that eliciting teachers' perceptions is of great importance to get better understanding of the process of teaching and learning English.

On the other hand, Mahmoud (1980) investigated teachers' attitudes towards teaching English in Jordan. He found out that the teachers' attitudes were positive towards teaching English and the western culture. Concerning teachers' attitudes towards their schools, the researcher found out that their attitudes were less positive. The findings revealed that English teachers liked to change their jobs due to their low income, and the bad social view of the society on teachers. Thus, it is clear that teachers are not motivated to teach or try to develop themselves professionally which in turn affect students' achievement and their motivation to learn the English language. In other words, positive attitudes among teachers increase student motivation. On the contrary, negative attitudes decrease motivation. This seems to indicate that English teachers have major task of cultivating positive attitudes in themselves, so that students can be motivated to learn the foreign language and this would have major implications for the hiring of English teachers too.

To shed light on the problems which were manifested among Jordanian English teachers, Al-Jaradat (1997) conducted a study involving 152 male and female teachers in Irbid First and Second Ramtha Directorates of Education. The researcher utilized a questionnaire which was composed of two parts. The first part was descriptive and contained two sections of six items each, and the other one was divided into ten sections and consisted of 74 items. The results indicated that about half of the English language class period was lost without real teaching. Teachers did not always teach the target language, and the class was dominated by L1 interaction. As a result, no meaningful learning of English exist in the classroom and most of the students used their mother tongue (Arabic) in the English classroom due to their

weaknesses in English. Also, they had problems in understanding and reading English. The findings also indicated that English teachers were not professional and fluent in spoken English. Consequently, they used Arabic in instruction instead of English. The teachers also indicated that crowded classes impeded them from teaching English properly.

In summary, English teachers' attitude, competence and proficiency in the target language, knowledge about pedagogy, and their professionalism are vital factors in student motivation and English language proficiency. Furthermore, teachers' beliefs affect teachers' way of planning their lessons, teaching methods, and the decisions they take (Pajares, 1992). In addition, teachers' beliefs are considered to be powerful in deciding how every teacher prepares and explains their assignments and problems (William and Burden, 1997). As such, teachers who are not well trained, not competent and proficient in the target language may not be a functional and effective language instructor.

### **3.5.2 Students' Perceptions on Learning English**

Students' perceptions are considered to be significant in the process of learning. For example, foreign language learners may have strong beliefs regarding the nature of the foreign language they study, its acquisition, and their expectations. Recognition of these beliefs affects teaching and learning the language (Breen, 2001). Also, learners' beliefs have deep impact on learning behavior (Cotteral, 1995; Corno, 1986) and on the results of learning (Weinert and Kluwe, 1987).

Wen and Johnson (1997) argued that since 1970s research interest in EFL has shifted from teachers' teaching and started focusing on the language learners' characteristics. The researchers affirmed that the studies which were conducted focused on: learners' attitudes and motivation, and learners' perceptions about language learning. It can be interfered that there was a gradual shift in the field of education over the last few decades which resulted in less emphasis on teachers and teaching and greater focus on learners and learning.

Karahan (2007) investigated the relationship between language learning and attitudes of language learners. The sample of the study consisted of 190 students studying in a private school in Adana, Turkey, where students learn English intensively. Questionnaires were distributed among the participants. Concerning learning English at pre-school, the findings showed that students who learned English at pre-school had more positive attitudes than those who learned English at school. Most of the students did not support using English as a medium of instruction although they had positive views on the importance and the social status of English in Turkey. Furthermore, the respondents did not perceive using English as a threat to their identity. It seems that students realized the importance of learning English as a foreign language in Turkey.

The following studies dealt with other specific dimensions of FL language teaching in Jordan. Al-Khataybeh (1992) studied the syntactic errors in the compositions of Jordanian tenth-grade students. He concluded that teachers should present their lessons in a planned and sequential manner to ensure that the students are exposed to

the system they use in encoding English spelling and syntax. The researcher recommended that the Ministry of Education should instruct teachers to teach more lessons on composition writing. He added that teachers should teach grammatical rules in a variety of meaningful contexts that would enable students to apply the grammatical rules.

Al-shar'ah (1988) investigated the problems of discourse in the writing of English at Jordanian schools. He concluded that the irregularities and mistakes in the discourse of these students' writings are due to a number of factors. He attributed the students' weakness in the target language to their lack of motivation, limited exposure to authentic materials in the foreign language, and the differences between English and Arabic rhetoric which cause Arab students to transfer their native L1 patterns to the English language used.

There appears to be very limited in-depth studies which explore the plight of EFL teachers, particularly in Jordan and research attempts made in gathering data from other stakeholders who might impact or influence the EFL teaching and learning scenario. To fill the gap in the existing knowledge on EFL teachers' voices in relation to the teaching and learning of English, this current investigation is conducted.

### **3.5.3 Teachers and Students' Perceptions on Native and Nonnative Teachers of English**

Madrid and Canado (2004) elicited students and teachers' perceptions on their beliefs regarding native and non-native teachers of English. The sample of the study comprised of 459 students and 35 teachers from all educational levels (from primary education to university) in Alandalus. The researchers employed a questionnaire with both qualitative aspects (through open questions) and quantitative data (closed questions). The findings of the study depicted that students did not reveal superior status for native teachers. Teachers in this study are somewhat inclined towards native teachers due to their proficiencies in teaching language. Among the preferred characteristics of the non-native teachers of English as revealed in this study are they are better at explaining grammar and they are understood when they communicate in the foreign language. The reasons for this could be the students are familiar with the nonnative EFL teachers who share similar Arabic English accent with them. On the other hand, native teachers of English have more qualities in communication skills (Ustungluoglu, 2007). Thus, the nonnative EFL teachers should be well trained in teaching English and they should have knowledge of the four skills in English (writing, reading, speaking, and listening), and be able to use English at all levels of instruction in Jordan.

Phillipson (1992) argues that English teachers' fluency can be obtained through training. Furthermore, he claims that nonnative speakers of English have certain qualifications that would make them good EFL teachers. He points out that they have undergone a difficult process of acquiring English as a second language and they



have knowledge about their learners' cultural and linguistic needs. Therefore, with proper training and a good base of the target language, they can be potential candidates for good EFL teachers.

### **3.6 Motivation in English Language Teaching and Learning**

Motivation is important and plays a major role in mastering any target language (Dornyei, 2005, Celce-Murcia, 2001). Motivation is very difficult concept to define. Gardner (2006, p.242) states "motivation is a very complex phenomenon with many facets". Thus, it is not possible to give a simple definition. In this section, both teacher motivation and student motivation in relation to EFL teaching and learning will be discussed as they are interrelated. One affects the other.

Gardner (1985) proposes the socio-educational model of motivation. According to this model, there are two kinds of motivation, the integrative motivation and the instrumental motivation. Harmer (1991) also explains the importance of intrinsic and extrinsic motivation in language learning. The integrative motivation is related to learners' desire to incorporate or communicate with the people of the target language. Learners' attitudes towards the target language, the learning situation and speakers of the target language are all regarded components of the integrative motivation. The instrumental motivation, on the other hand, is related to learners' wishes to get better jobs or pass an examination. However, the integrative motivation was emphasized by Gardner. In spite of the progress of the socio-educational model in motivation research, it has been criticized (Clement & Kruidenier, 1983; Crookes & Schmidt, 1991; Dornyei, 1990; Oxford, 1996; Yashima, 2009).

The idea of integrative motivation has no similar term in motivation psychology (Dornyei, 2003). This model also describes how individual factors and characteristics of society interact in learning the second language (Gardner, 1985). However, researchers stated that Gardner's model should involve other factors such as situational characteristics connected to L2 learning context and social environment (Dornyei, 1994; Dornyei, 2003; Gardner and Tremblay, 1994; Oxford and Shearin, 1994). It can be concluded that integrative motivation and attitude rule the extent of motivation, and aptitude and motivation affect the extent of success in learning the language.

A number of studies have been conducted on elementary and secondary school students' motivation in language learning EFL in Asia (Carreira, 2006; Qashoa, 2006) using quantitative methods. Carreira (2006) conducted a study to investigate how Japanese elementary school students' motivation (intrinsic and extrinsic) for learning English changed with age. The sample of the study consisted of 345 (174 third and 171 sixth graders) Japanese students. Factor analysis recognized five factors: intrinsic motivation, instrumental motivation, anxiety, interest in foreign countries, and caregivers' encouragement. The findings of the ANOVA revealed that there were significant differences in intrinsic motivation, interest in foreign language countries, and instrumental motivation between the third and sixth graders. The study also found out that there was a decrease in intrinsic and extrinsic motivation for learning English. This may be, due to the undeveloped teaching methods used in the FL classroom by the teachers. Therefore, teachers need to be equipped with pedagogy (teaching methods) relevant to language learning and teaching.

In another study, Qashoa (2006) investigated the factors that motivated and demotivated secondary students toward learning English in the UAE state secondary schools. The researcher distributed questionnaires among 100 students (all males). Interviews were used with 20 students, 10 Arab English teachers, and three English supervisors. The results revealed that most of the students stated that they liked to study English for getting good jobs because English is required in the labor market particularly in the private sector. The respondents showed that their motivation to learn English was integrative motivation (being ready to integrate into community of the target language). It was found out that structures, spelling, and the load of vocabulary were the main de-motivating factors. It was also revealed that religious and social beliefs, textbooks, and friends' discouragement were the main de-motivating factors. It can be said that motivation among students is important for language learning.

### **3.6.1 EFL Teachers' Motivation**

Herzberg (1968) has stated that there are some motivational factors related to the work itself (such as recognition and achievement) which decide satisfaction. On the other hand, dissatisfaction is affected by factors which are related to the work itself when absent such as pay and security. Based on this theory, lack of security and low pay lead to dissatisfaction. Job satisfaction has been considered a main reason for the crisis in teaching in the UK (Crossman & Harris, 2006).

George et al. (2008) conducted a study to explore the role of intrinsic and extrinsic factors in determining job satisfaction among the Namibian secondary teachers. The

sample of the study consisted of 480 teachers from 17 secondary schools. A total of 337 teachers responded to the questionnaires distributed among them in Windhoek, Namibia. The results of the study indicated that most of the teachers were unsatisfied with the intrinsic factors of their work such as school resources and the changes of the educational system in Namibia. Furthermore, teachers' inability to comprehend in a multicultural learner setting was one of the factors related to teacher dissatisfaction. The teachers' expectation on the students' achievements is also related to teachers' dissatisfaction. Moreover, the findings revealed significant correlation between levels of burnout and job satisfaction where emotional exhaustion is related to a low level of job satisfaction. It seems that job satisfaction is crucial in teachers' jobs due to its impact on students' achievements and in developing their levels as well.

#### **3.6.1.1 Monetary Rewards and Motivation**

Monetary reward is considered to be the main motivation to stay on the job in some educational organizations. If teachers are not paid well, they may quit their job as their motivation will be low if they are unable to support themselves and their families. This may also affect how the society views the EFL teaching profession. The influence of the society or the community on the program of teaching the language is raised by Richards (2001). The people in the society comprise community of business; students; citizens; parents; decision makers; employees; politicians; and educational establishments. The views of any of these parties can affect the performance of teachers.

In Jordan, Mahmoud (1980) conducted a research to investigate the differences in the degree of job satisfaction among teachers with regard to their marital status, Gender, and teaching experience. The sample of the study consisted of 452 (UNRWA) elementary school male and female teachers. The questionnaire distributed among the respondents contained different job related subscales such as educational supervision, school administration, and parental co-operation and teacher-student relationships. The degree of satisfaction was defined at three levels: good, medium and low. The results revealed medium level of satisfaction among all the respondents regardless of their teaching experience, gender, and marital status. Regarding teachers' relationship with their colleagues and students, the respondents reported good level of professional satisfaction. On the other hand, teachers revealed their dissatisfaction regarding health insurance, class size, and compensation regulations about termination of service. The findings of the study revealed that the female teachers were more satisfied with their job than male teachers. Married teachers were more satisfied than unmarried ones, and those having more experience were satisfied more than inexperienced ones. Although this study was limited to UNRWA teachers in Jordan, it can be said that it shed light on the problems and challenges that encountered the Jordanian teachers.

In a nut shell, teachers who are motivated will work harder, put more effort in to trying to new activities and do more for their students, all of which contribute to smoother classes and more effective learning (Oga-Baldwin & Praver, 2008) whereas lack of motivation and job satisfaction among teachers would make teachers suffer than any other profession (DeJusus & Lens, 2005). Hence, steps should be taken by

the policy makers to make every effort in Jordan to satisfy teachers as they are the key implementers of teaching English process. Procedures should be taken to eliminate any problems which demotivate EFL teachers in English language classrooms.

### **3.6.1.2 Large English Classes and its Impact on Motivation**

Large classes have a negative impact on students and teachers in many Middle Eastern countries including Jordan. For example, Al-Jarf (2006) investigated the impact of large classes on learners' achievement, motivation, attitudes, instruction in the classroom, management, facilities and materials used in the FL instruction. Questionnaires were distributed among 100 female freshman students majoring in translation at the college of languages and translation at King Saud University, Riyadh, Saudi Arabia. In addition, 20 instructors, the department head, and two program coordinators were also interviewed by the researcher.

The results of the study revealed that students and instructors perceived learning in large classes negatively because students could not concentrate, and did not have sense of belonging. Also, the findings revealed that large classes prevent group activities and individualized instruction due to the lack of space and noise level in the classroom.

On the other hand, in small classes, they had more opportunities to participate in discussions, communicate, and were able to receive feedback from their instructors. Thus, it seems that large classes may have a negative impact on students' motivation

to acquire the language. Consequently, it has a negative impact on the overall process of teaching and learning English. In addition, when the majority of learners' have a low level of proficiency of the target language, many fall back on L1 to communicate. This reduces the opportunity to practice the target language (L2).

Having discussed the impact of EFL large classes on teaching the target language, the next section will explore the types of language learning activities carried out in EFL classrooms.

### **3.7 Activities for EFL Learning**

Celce-Murcia (1991) has identified the activities used in the FL classroom to help students develop their communication skills and classified them under four main headings:

1. **Linguistically Structured Activities:** These activities generally centered on the practice of certain linguistic structures. Teachers need to make their teaching approaches more diversified. She suggests that these activities have to be contextualized and meaningful in order to increase students' understanding of language learning.
2. **Performance Activities:** These are activities in which learners prepare something early and convey their message to the class followed by discussions in the classroom. Teachers need to have both knowledge about their students and also methods that can increase students' participation in EFL classrooms. Dramas and role plays can be described as examples of performance activities.

3. Participation Activities: learners participate in some communicative activities in natural settings. There should be more variety of approaches that can enhance students' learning of the language. Interviews, and oral dialogues best describe these activities. Here, authenticity motivates students and provides a natural need to fulfill what is expected by the activity.
4. Observation Activities: students are required to record and observe verbal and nonverbal interactions between two or more native speakers of the target language. This activity is useful for students in that they appreciate the target language since it is used in actual life. Such activities will trigger students to use senses in learning languages such as EFL.

Although the activities are authentic and stimulating for EFL learners, the context in which the activities are conducted will determine how successful they are in learning English. In Jordan where students rarely come in contact with native speakers, observation activities proposed above will not be feasible.

The position of group work activity in the classroom has been a matter of controversy. For example, Brown (1990) argued that group work has beneficial effects in that it provides a more relaxed environment that contributes to the lowering of the students' anxiety, effective because they do not perform for an audience. Thus, their learning is promoted when students' anxiety level is reduced. Teachers should try to create a variety of activities that encourage more collaborative work among students in using their language.



On the other hand, some English teachers sometimes complained about not being able to hear students well when they are involved in group or pair work activities. However, studies showed that students who were involved in collaborative groups appear more satisfied with their classes (Beckman, 1990; Kohn, 1986; Murphey&Asaoka, 2006). Teachers who are equipped with knowledge about language learning theories and pedagogical approaches (methods) would be able to adapt to their learners' needs and preferences.

### **3.7.1 Interactions in the EFL Classroom**

Interaction plays a major role in improving students' competence in the learning process of the foreign language (Ilola,Power,& Jacobs, 1989). Verbal and non-verbal interactions are important in any language learning (Celce-Murica , 1987). However, Cummins (1994) suggest that within the EFL classroom, teachers need to concentrate more on the verbal interaction. Interaction within the EFL classrooms could be between the teachers and the students and among the students themselves (Richards, 1994). Kissock and Iyortsuun (1982) and Davis (1993) supported the notion by Cummins, but further suggested that that communication and interaction between teachers and learners should encourage questions-answers opportunities between teachers with students and students with students.

Questions are essential tools of teaching and learning. Davis (1993) claimed that effective questions are questions which are asked by effective teachers and argued that effective teachers are those who have had the ability to ask questions in a clear

manner, avoid broad questions, wait silently after a question for an answer, and ask questions that need students to display their understanding. By questioning, teachers and students will be able to learn from each other, accept reasons and to progress further. One of the traits of a prominent teacher is the ability to interact with learners in personal human ways.

Another strategy which is group work. The strategy is useful for FL learners as it increases interaction in English classes not only for students who are articulate, but for those who feel shy to say something in English in front of the teacher or the class (Choudhury, 2005). However, the students in the English classes have to be reminded and motivated to interact in the target language they are striving to acquire (Choudhury, 2005).

Kumaravadivelu (1993) suggests a framework of strategies that provides a possible tool to make the communicative classrooms genuinely communicative. Firstly, by learning opportunities in the classroom, participants in the classroom would be able to make the conditions under which language learning would develop. Secondly, the students will get benefits from learning opportunities created by learners themselves.

This involves the cooperation between teachers and students to create such opportunities and responsibility-taking to make use of these opportunities created by the learners. Thirdly, teachers need to promote negotiated interaction between participants. These strategies would involve meaningful student-student and student-teacher interaction, students' active involvement and students' freedom to initiate interaction.

Abarca (2004) conducted a research to describe the interaction in EFL classes in one ninth graders at a high school in the province of Alajuela in Costa Rica. The researcher utilized four techniques to collect the data. The techniques were observation, interviews, questionnaire, and note taking. The first technique used was observation to describe the interaction between the teacher-students, and students-students. Also, the researcher utilized the note taking to describe the actual teaching during the class period. Questionnaire was distributed among six students to gather information regarding the interaction process. The teacher of the group was interviewed by the researcher in his work. The findings revealed that students realized the importance of learning English particularly speaking the language. They also realized the importance of participation in the FL class. It can be concluded that hearing students' voices is also crucial in improving FL instruction

#### **3.7.1.1 The Use of L1 in L2 Classroom**

Using the first language can facilitate teaching the second language (Brown, 2000). Therefore, it is not advisable to delete using the first language completely in learning the second language (Larsen-Freeman, 1986; Schweers, 1999) especially when students do not have sufficient opportunities outside the classroom. Nation (1978) suggested that there are some advantages for the use of L1 in learning the foreign language but one must be wary of its consequences. Firstly, the most important of these advantages is that translation technique shapes a part of the learning strategy of most learners. Secondly, it enables learners to say what they want to say, and then the teacher can encourage them to express the meaning in English. Furthermore, the

use of mother tongue can be effective in relation to the amount of time needed to carry out a specific aim.

Atkinson (1978) mentions some aspects in which L1 is useful: cooperation among learners, giving instructions by teachers in classroom, discussions of classroom methodology and in testing, but at the same time he warns of the over use of L1 in learning L2 which is identified in the following problems:

- a. The students and the teachers begin to feel that they have not understood an item of language until it has been translated;
- b. Students sometimes fail to realize that during many language activities in the classroom it is important that they use only the target language and not their L1.

Harris (1969) claimed that translation hinders the suitable learning of a foreign language and that one of the first objectives in modern foreign language instruction is to free the learner from native language influence and to teach him to react in the target language without recourse to his mother tongue. On the contrary, Tang (2002) found out in his study that the prudent use of the L1 in teaching the L2 (English) can help in the teaching and learning process and does not decrease learners' exposure to English. Also, the use of L1 in group work is explained by Brown (2001) who clearly stated that students are invited to use L1 when they feel that the tasks are hard to understand, or the directions are not clear. Another benefit is, it decreases obstacles to English acquisition (Auerbach, 1993). Excluding the students' L1 to expose students to the target language is not useful (Dujmovic, 2007). However,

English teachers have to show respect for the learners' mother tongue and assist them in developing their proficiencies in many activities through classroom management and controlling behavior as claimed by Nation (2003) who proposed the balanced approach which shows a positive role for L1 in learning L2.

In Jordan, as suggested by the literature and stakeholders in English language teaching, English teachers depend significantly on the first language (Arabic) in their instruction (Rababah, 2003). This situation hampers students from using English inside and outside the classroom, and the extensive use of L1 seems to create problems for students as they have little opportunities in using the English language outside the classroom.

### **3.7.2 Language Learning Strategy**

Language learning strategies in language learning and teaching are good indicators of how learners approach tasks or problems encountered during the process of language learning (Hismanoglu, 2002). These strategies provide language teachers valuable clues about how their students assess the situation, plan, select appropriate skills to learn new input presented in the language classroom. In short, successful language learning strategies play a significant role in helping them learn a foreign language.

Chamot (2004) describes learning strategies as thoughts and actions that individuals use to accomplish a learning goal. Cohen (1998, p.4) defines language learning strategies as:

“Those processes which are consciously selected by learners and which may result in action taken to enhance the learning or the use of a second or foreign language, through the storage, retention, recall, and application of information about the language.”

Kohonen (1992) suggests a more general and acceptable description of language learning strategies in which he thinks that strategies to learn or use a target language may become automatized and as a result, a target language is used without conscious application. Wenden (1985) stresses the importance of language learning strategies by emphasizing the how of language learning and not just the what. Rubin and Thomson (1994) suggested that in order to take charge of one's learning, one must be aware of the benefits of strategies which include how one learns.

Griffiths (2004) explains that if students are taught the strategies, they are empowered to manage their own learning. Therefore, it is vital for a language teacher to be knowledgeable about learning strategies to encourage students' discovery learning. By having plethora of strategies, teachers can enhance students' learning of their foreign language.

In teaching a second or a foreign language, teachers also need to understand the learners' personality. This will enable the teacher to deal successfully with the students and guide him/her toward the most appropriate type of learning strategy which facilitates his/her foreign language learning (Ehrman & Oxford, 1990).

The learning process is significantly accelerated by the goal for learning. Learners learn differently and teachers ought to be aware of this reality so that they can design appropriate tasks that fit their students' capabilities. It would be better for teachers if they transfer from teaching knowledge to students to teaching them how to learn (Al-Jabali, 2007). The importance of metacognition is deemed vital in enhancing language learning.

### **3.8 Training for English Language Teachers**

In the formal education system, the teacher is the main component in developing a nation's human capital. Therefore, serious attention has to be given to the choice and preparation of these teachers and there has to be planned efforts for attaining these objectives.

Regarding knowledge of teachers, Elbaz (1983) recognized components of knowledge which are related to teachers: Subject matter knowledge, curriculum knowledge, management of classroom, students' needs, self-knowledge (age, personality, goals, attitudes, values, beliefs), and knowledge of school context and community. On the other hand, teachers who are new in their profession usually feel unprepared, embarrassed, and incompetent as they are not adequately trained, and have not gathered years of teaching experiences. Therefore, training them could form a solid base for professional development (Heath-Camp and Camp, 1990).

Stevens (1974) recognized important skills in any training program of foreign language learning. These include: Observation of actual classes, macro-teaching,

group teaching, practice in lessons, observation of especially devised demonstrations both of specific teachings and of complete lessons, teaching actual lessons under supervision, discussion of the trainees' teaching, and acting as a teacher assistant in a genuine class.

Tercanlioglu (2004) conducted a study in Britain to elicit mentors, students, mentor trainers, and teacher educators' perceptions regarding the structure and philosophy of pre-service teacher education programs. The collaborators were five Postgraduate Certificate in Education (PGCE) students attending a 6-week course at PGCE on teaching modern foreign languages (English), five curriculum mentors, and one mentor trainer from Southampton schools in UK. In addition, there were five teacher educators working in different universities that adopt PGCE. The researcher used semi-structured interviews as a primary method for data collection with the collaborators, supplemented by observational visits to students on the actual teaching in Southampton schools. Also, the researcher observed sessions of training teachers at the university and mentors' training in modern languages. The results revealed that the mentors wanted their students to have good levels of the English language. Students stated that the university provided them with guidelines concerning lesson planning, classroom management, disciplining, and the theory side of teaching. Teachers' competence in English is very important in teaching English as a foreign language.

Tercanlioglu (2008) investigated perceptions of pre-service English teachers' experiences on a training program at Ataturk University, Turkey. The sample of the



study consisted of 25 students at the University. All the respondents were Turkish and spoke English as a foreign language and with different academic achievement. Focus group interviews were used to elicit students' views regarding Department of English (teacher education). Students expressed their dissatisfaction regarding testing system where students lacked knowledge of the testing system.

Concerning the class size, all the respondents agreed that the lecture in the large class was boring. In addition, the respondents revealed that they hadn't participated in the policies of the department which created a sense of dissatisfaction. Students complained that the general facilities such as food services, health services, and transit services provided for them were insufficient. On the other hand, students expressed their satisfaction towards their academic staff. It can be concluded that involvement of students in the policies of any educational institution has a positive impact on learning.

Yuen-Kwan (1998) conducted a study to investigate the efficacy of four in-service training courses at the Hong Kong Institute of Education in terms of their usefulness and relevance to the teachers' needs on return to school. The sample of the study consisted from 207 participants in the four courses. The researcher distributed questionnaires among the participants after the course to see if there were any significant differences in the participants' views on the effectiveness of the courses at two different time points. Interviews were also conducted with the tutors and the participants six months after the courses. The interviews were analyzed to find out which aspects were considered to be most useful to the teachers on their return to the

school, and why they were useful. The findings revealed that the participants felt that the courses were useful and relevant to them. They also considered the aims and objectives of these courses to be useful and relevant in their work on return to school as these courses provided them with a reflective teaching, teaching approach and techniques, classroom observation and improvement. The findings also showed that the courses components were considered useful and relevant by the participants. Furthermore, changes in the participants' teaching were notified as a result of the courses they had attended; these changes were showing more concern for students' needs, improving the teaching strategies, improving the management of the English department, improving the learners' oral skills, and sharing ideas or insights gained from these courses at meeting. It is concluded that such courses are beneficial to the teachers in improving their competence and knowledge on teaching the English language.

In another study, Kurihara and Samimy (2007) conducted a study to examine the influence of a teacher training program on teachers' beliefs and practices in teaching English. The program was designed for training Japanese English teachers in the US. The sample of the study consisted of eight (six men, two women) Japanese English teachers teaching at Junior and Senior high schools in Japan. The main purposes of the training program were to develop skills of communication in English, to obtain methodological skills of the English language teachers, and to improve the abilities of the Japanese English teachers in teaching. Besides document analysis, interviews and questionnaires have been conducted with the participants. The results of the study revealed that the training program raised the participants' awareness regarding

the important position of teaching English for communication and the need to develop communication skills. Furthermore, the study revealed that teachers perceived the benefits of the program in improving their abilities of teaching English communicatively. Despite the fact that teachers mentioned some problems in meeting different demands, the study showed that the training program developed teachers' sense of responsibility for improving teaching English at various levels. It can be said that such programs are advantageous and beneficial for developing skills in teaching the foreign language especially if they are conducted in English speaking countries.

Hu (2005) provides a critical overview of secondary EFL teacher education in China with the intent of offering useful lessons to foreign language teacher education in other parts of the world. She investigates secondary EFL teachers' continuing professional development in the workplace through formally organized in-service programs. Based on critical examination, Hu claims that the focus of teacher preparation should shift from getting student teachers to master prescribed knowledge and skills to helping them acquire awareness, dispositions, attitudes, values, qualities, and strategies that can form a solid ground for continuous development. She suggests it will be useful to incorporate into pre-service programs many of the collaborative practices that practicing teachers adopt in their day-to-day professional work. Also she suggests a framework to position formal in-service education strategically in relation to pre-service teacher education and on-the-job professional development and to integrate the three major means of professional growth to better serve the needs, priorities, and aspirations of teachers at different

points in their careers. She points out that the kind of coherent and articulate framework she calls for can only grow out of and draw strength from extensive and careful research into what quality education is. She maintains that sustainable professional development can empower teachers to make such education happen in their own classrooms.

Wati (2011) conducted a study to investigate the effectiveness of EFL training programs of elementary school English teachers in Riau province, Indonesia. In addition, the study aimed to identify the further needs of the EFL teachers in attending these programs. The researcher distributed questionnaires among fifty five English teachers attended the training programs. The results revealed that the training programs were effective in improving teachers' motivation and confidence as EFL teachers. On the contrary, the results revealed that these training programs did not improve EFL teachers' Basic English knowledge. This basic need motivated teachers to attend next training programs for the aim of improving their knowledge on English teaching. Thus, it can be said that improving EFL teachers' knowledge on teaching English should be a priority when designing any training programs for EFL teachers.

Othman (2005) investigated students' abilities and their training preferences at Sunway University College, Malaysia. 47 students taking an English course in the university took part in the study. Questionnaires were distributed among the participants. The findings of the study revealed that students' communication in English with their family members and writing letters are the least activities

performed by the participants. The participants used English with their friends. Also, surfing the internet for knowledge was the frequent activity for many students. Regarding the most frequent activities in the college, the students took part in were listening to lecturers and reading. Concerning students' training preferences, students perceived speaking and writing skills as important skills acquired for the academic purposes. This result requires educators to focus on these skills in the English curriculum.

Harrison et al. (1975) conducted a study in which they classified the needs of English language teachers at secondary schools in Jordan into categories: a. professional and b. linguistic. They found out that the English language teachers standard of English remain poor since their commands of English are insufficient. The researchers believed that if any plan seeks to optimize the effectiveness in teaching English has to take the two factors into consideration.

It can be said that the shortage of effective communication and interaction in teaching the foreign language is usually related to the techniques and methods of teaching the foreign language (Brosh, 1996). However, educational institutions are different in employing foreign teachers. In other words, some educational institutions may choose between native and nonnative speakers of English. Also there may be different in the employment of English teachers in terms of experience and qualification. On the other hand, Kremer and Perlberg (1979) criticized the in-service training programs in universities which consist of only lectures and discussions. They argued that workshops or laboratories were not very common and when

conducted were not directly related to the teacher's regular work, so they recommended that training programs should concentrate on using the workshop model in which teachers are encouraged to discuss their experiences and problems.

Teachers' deficiency in the English language may also be seen as one of the main factor for the low proficiency in English among students. Such reality may create frustration among students as they are unable to communicate in English well with the teachers, and not getting the 'correct' English language model. This fact is supported by Al-Mutawa (1997) who has clearly stated that students' poor command of English is because teachers lack English linguistic knowledge and proper training in teaching English. It was due to the above reasons that the Kuwait Ministry of Education hired teachers with good qualifications and trained them in the linguistic aspects at Kuwait University.

### **3.8.1 Investigation of Feedback Session on Teaching Practice**

Mann (2004) conducted a research to investigate a feedback session given by TESOL tutors after a practice of teaching session on a Trinity Certificate. The course was held at the University of the West of England (UWE), Bristol, UK. These courses were designed to train EFL teachers who had no experience as teachers and teaching. UWE usually conducted feedback sessions to trainees after their teaching practice. The researcher distributed questionnaires to ten trainees to get feedback about the feedback sessions, and interviews were conducted consequently in October/November 2001. The findings revealed that the trainees were satisfied with these feedback sessions. Trainees had a positive idea in terms of contributions from

the other trainees stating that such participation provided them with supportiveness and openness to discuss things in details. On the other hand, the tutors felt that learners might not have useful insights which might sabotage their self-confidence. Concerning the atmosphere in these feedback sessions, both the trainees and tutors claimed that the atmosphere had been positive, honest, and constructive. The training had a positive impact on the performance of teachers, thus creating conditions for training is necessary in any program of training. Also, it seems that training programs provide trainees with means on how to teach.

In Jordan, the current EFL teacher education does not meet English teachers' needs in order to be effective teachers (personal perspective) where EFL teachers are not motivated to attend the in-service training programs and practicing teachers need additional opportunities for continuous professional development to remain current in both language and pedagogy. Specifically, this study would also contribute to highlight the current challenges which face EFL teachers which might impede them from teaching effectively.

### **3.8.2 EFL Teachers' Motivation towards Training**

In the past two decades, a diversity of reforms to the traditional system of teacher reward has been attempted during the early 1980s; merit pay was reintroduced as a policy action. Typically, merit pay individuals reward teachers based on the performance of their duties. Some merit pay plans provide for an individual financial bonus on a yearly basis, while other plans call for an enduring progression on the salary plan (Darling-Hammond and Berry, 1988). Even if teachers possess the ability

to comprehend the content of a course, they may fail to benefit from training because of low motivation (Noe and Colquitt, 2002). Therefore, the motivation of the teachers play important role in the effectiveness of the training program. In a training program, motivation influences the willingness of a trainee to attend training in the first place (Noe&Wilk, 1993).

In this respect, Mann (2004) conducted a research to investigate a feedback session given by TESOL tutors after a practice of teaching session on a Trinity Certificate. The course was held at the University of the West of England (UWE), Bristol, UK. These courses were designed to train EFL teachers who had no experience as teachers and teaching. UWE usually conducted feedback sessions to trainees after their teaching practice. The researcher distributed questionnaires to ten trainees to get feedback about the feedback sessions, and interviews were conducted consequently in October/November 2001. The findings revealed that the trainees were satisfied with these feedback sessions. Trainees had a positive idea in terms of contributions from the other trainees stating that such participation provided them with supportiveness and openness to discuss things in details. On the other hand, the tutors felt that learners might not have useful insights which might sabotage their self-confidence. Concerning the atmosphere in these feedback sessions, both the trainees and tutors claimed that the atmosphere had been positive, honest, and constructive. The training had a positive impact on the performance of teachers, thus creating conditions and motivation for training is necessary in any program of training. Also, it seems that training programs provide trainees with means on how to teach.



Organizational policy and administration, technical supervision, salary, working conditions, status, job security, and interpersonal relations with superiors, peers and subordinate are in that group, and lack of motivation may cause teachers to be less successful in teaching a foreign language (Goitom, 2006). Motivation is probably the most frequently used catchall term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated (Brown, 2000).

### **3.9 EFL Teachers' Professionalism**

One of the theories which have been found to influence effectiveness of teachers is teachers' knowledge. Schempp (1993) proposes that understanding teachers' knowledge is very important for understanding teaching. Many researchers have suggested classification of teachers' knowledge (Schulman, 1987; Clandinin, 2000; Carter and Doyle, 1987). According to them, teachers' knowledge includes the following domains:

- a. Pedagogical knowledge: it is a general knowledge, not specific, which includes instructional instruction and management.
- b. subject matter knowledge: it is the teacher's knowledge about the content to be taught in the classroom.
- c. pedagogical content knowledge: Integration of subject matter knowledge and pedagogical knowledge.
- d. Canale and Swain (1980) have expanded on these criteria with respect to what it means to know a foreign language in the following way: a. Linguistic Knowledge; b. Sociolinguistic knowledge; c. Discourse knowledge.

Huang (2007) investigated the Taiwanese teachers' perceptions on the role of a study group in their professional development. The researcher used informal observations, focus group interviews, semi-structured interviews, and documents. The respondents in this study were five English teachers, one chemistry teacher, one music teacher, and one guidance counselor of the English teachers' club at the National Chia-Yi girls' senior high school in Chia-Yi city in Taiwan. Although the English club was used to improve teachers' competence at English, it was also used as a teacher study group. The findings revealed that teachers realized the goal of the study group in improving skills of English teachers in speaking, reading, listening, and writing. All the respondents expressed their positive views regarding the English language experiences. Furthermore, the study found out that the group contributed in sharing teaching experiences.

The five English teachers stated that they felt confident in English. This, in turn, improved their English instruction capabilities. It can be said that sharing of learning experiences among English teachers can be useful for English language teaching purposes. However, English teachers as a foreign language must have good abilities in the four skills (speaking, reading, listening, and writing) and abilities in using English with all learners' levels. The job of teaching English, today, encounters more problems than ever before since registrations enlarge and because of the shortage of Competent teachers. Hence, this study would try to identify the challenges and problems that face EFL teachers in Jordan.

### **3.9.1 EFL Teachers' proficiency**

Language is defined by Richards et al. (1992) as “a system of human communication which consists of the structured arrangement of sounds into larger units, e.g. morphemes, words, sentences, and utterances’ (p. 283)’. In contrast, Crystal (1994, p. 212) views language as an act of speaking or writing in a given situation. This spoken or written form of language is referred to as “parole or performance whereas the linguistic system underlying one’s use of speech or writing is referred to as competence”.

Traditionally language was viewed to consist of skills such as listening and speaking as oral mode, and reading and writing as written mode of language. From another view, language was divided into “receptive skills” (listening and reading) and productive skills (speaking and writing) (Chastin, 1976, p. 216). Canales (1994) declared that language use is dynamic and contextually based (varies depending on the status of the speakers the situation, and the topic), integrative in its use of skills to achieve communicative competence, and requires connected speech.

According to Johnson and Johnson (1999) language proficiency is, “the ability to use language for a given purpose, e.g. entry into university” (p. 264) or for more general purposes. The definition of language proficiency, as given by Richards et al. (1992) refers to “the degree of skill with which a person can read, write, speak, or understand language” (p. 292).

Stern (1991, p. 347) states that there is not one fixed definition for the concept of proficiency. He distinguishes four approaches to the phenomenon of language

proficiency which have characterized the past decade: Theoretical conceptions, rating scales, standardized tests, and interlanguage studies. According to him, these approaches form a continuum ranging theoretical to more empirical studies. As far as theoretical concept of proficiency is concerned, Stern (1991) lists three categorizations. One analysis of proficiency defines it as linguistic content, i.e. it comprises grammatical well-formedness speech act rules, language function, and language varieties (Richards, 1978). The second description covers an abstract concept: Proficiency as linguistic or communicative competence (Canale and Swain, 1980). Another description of proficiency combines both the linguistic and psychological content (Bachman, 1995).

Bachman and Palmer (1996) identified areas of language proficiency to develop a basis for the design and use of language. These include: organizational knowledge related to the way where texts are structured; grammatical knowledge which includes knowledge of vocabulary, syntax and phonology; textual knowledge, which includes knowledge of cohesion and knowledge of conversational organization; pragmatic knowledge which is related to the communicative goals of the language user and the context in which the language is being used; functional knowledge including an understanding of ideational, manipulative, heuristic and imaginative functions, as well as socio-linguistic knowledge .

Al-Mekhlafi (2007) conducted a study to investigate the prospective English teachers' perceptions regarding the vital specialist competencies they have got during their study in TEFL program at Ajman University of Science and Technology

Network (AUSTN) in the United Arab of Emirates (UAE). A questionnaire was distributed among 143 English prospective teachers in the TEFL program at AUSTN. The results revealed that the participants have the basic important language skills which made them good users of English. On the other hand, the participants did not respond to high level competencies which are competencies that require the teachers to use the language effectively. It can be said that teachers' high competence in the use of the language to improve students' oral skills is very essential and crucial.

Teachers' self-efficacy has been found out to influence learner achievement and motivation (Gibson & Dembo, 1984), teachers' commitment (Coladaric, 1992) and teachers' innovation (Ghaith & Yaghi, 1997). In this context, Eslami & Fatahi (2008) investigated the perceptions of the EFL Iranian teachers of their self-efficacy of their personal abilities to teach English as a foreign language and their English language proficiency. Questionnaires were distributed among 140 (21 female, 19 males) teachers teaching at different high schools in different school districts in Tehran, Iran. The findings revealed that the beginning EFL teachers implement instructional strategies more effectively than in managing EFL classes. Furthermore, they perceived the reading skill to be the most developed language skill and listening skill to be the least developed skill. In addition, the findings revealed that there was a positive relationship between the level of language proficiency and sense of self-efficacy. It was also found that the teachers' sense of self-efficacy and use of the communicative strategies in the EFL classes focus more on meaning than accuracy. Teachers who are good at the language may have self-confidence in teaching and

communicating with students more effectively than those who are weak at the language. Therefore, it seems that raising FL teachers' competence in English is an urgent need.

Chacon (2005) explored self-efficacy views among English secondary teachers in Venezuela. The sample of the study consisted of 100 EFL teachers. The researcher distributed a questionnaire among the respondents. Besides, interviews were also used with a purposeful sample to supplement the data. The main purpose of the research was to estimate teachers' self-efficacy for engagement, management, and for instructional strategies. The results of the study revealed that the respondents perceived themselves more effective for instructional strategies than engagement and management. The results also found out that the respondents were less masterful in comprehending the meaning of idiomatic expression used by native speakers. Furthermore, the respondents showed that they had problems with their strategic competence and cultural knowledge. On the contrary, the respondents stated their proficiency in reading and writing skills.

Teaching English curricula which are suitable for students and that are taught by poorly professionally teachers does not produce results which meet decision makers' expectations (Cochran, 1993). Well trained teachers play a crucial role in promoting, simplifying knowledge to students so as to meet students' levels and using activities to help them learn the target language (Bisher, 2005). On the other hand, studies have shown that students who had teachers who were effective achieved better result on

their tests than those who had ineffective teachers (Muijs& Reynolds, 2002; Gordon, 2001).

### **3.10 EFL Teachers' Pedagogy**

Richards and Rogers (2001) defined the term pedagogy as personal beliefs of teachers about the teaching and learning of English translated into classroom practices.

The major challenge in teaching EFL is developing FL teachers' knowledge in English instructions (Cradler et al, 2002) as teachers are required to facilitate learning and make it meaningful to the students rather than just provide skills and knowledge. This makes teaching profession as the most challenging profession where knowledge is expanding rapidly and teachers are required also to acquire new knowledge and skills (Robinson & Latchem, 2003).

#### **3.10.1 Teachers' knowledge of English Language**

Al-Issa (2005) investigated knowledge of English language of non-native speaker English teachers (NNSET) in the Sultanate of Oman. Different stakeholders were involved in the English language teaching system in Oman. Interviews were conducted with the stakeholders (principal, assistant director of English language department, trainers, and teachers) on the importance of knowledge in English language to NNEST. In addition, official texts and documents were used to obtain rich and deep understanding of the situation in this study. The results revealed some ideologies about the importance of knowledge in English to NNEST. It was found

that language proficiency is related to competent teaching, and self-confidence. The results also revealed that the competent language teacher was perceived as one who had good knowledge and competent in using all the four skills, speaking, writing, reading, and listening. Official papers were found to focus on teaching English communicatively. It can be concluded that teachers' knowledge of the foreign language is crucial in improving students' competence of the target language.

Huang (2007) investigated the Taiwanese teachers' perceptions on the role of a study group in their professional development. The researcher used informal observations, focus group interviews, semi-structured interviews, and documents. The respondents in this study were five English teachers, one chemistry teacher, one music teacher, and one guidance counselor of the English teachers' club at the National Chia-Yi girls' senior high school in Chia-Yi city in Taiwan. Although the English club was used to improve teachers' competence at English, it was also used as a teacher study group. The findings revealed that teachers realized the goal of the study group in improving skills of English teachers in speaking, reading, listening, and writing. All the respondents expressed their positive views regarding the English language experiences. Furthermore, the study found out that the group contributed in sharing teaching experiences. The five English teachers stated that they felt confident in English. This, in turn, improved their English instruction capabilities. It can be said that sharing of learning experiences among English teachers can be useful for English language teaching purposes.



However, English teachers as a foreign language must have good abilities in the four skills (speaking, reading, listening, and writing) and abilities in using English with all learners' levels. The job of teaching English, today, encounters more problems than ever before since registrations enlarge and because of the shortage of Competent teachers. Pedagogues and language masters have different views in the methods they follow in teaching English. Some of them state that teaching of English can be done if English is translated into the mother tongue.

On the other hand, other groups state that teaching should be done the way first language is taught so that the skills may be focused whereas some English teachers claim that English is taught by teaching aspects like meanings, words, grammar, structure etc. which are more important than the skills: speaking, listening, reading and writing (Khan, 2011).

However, EFL teachers can choose any teaching method which achieves the learning objectives as proposed by Khan (2011, p.1249):

“There are many teaching methods which are used by a language teacher within the class in order to achieve the learning objectives that are the most important aspect of a unit lesson plan. The relevance of grammar translation/ direct method/audio-lingual approach/bilingual approach/communicative approach to language teaching or computer assisted English teaching depends on the objectives and the situation. Sometimes one method/approach can yield result, but in a different situation, it may completely fail. Therefore, it is sole responsibility of the English language teacher to opt for the most appropriate one and if needed evolve a compatible strategy to teach effectively”

### **3.10.2 Teachers' knowledge of English Language**

In a study conducted in Korea, for example, Yoon (2004) investigated the employment of Communicative Language Teaching (CLT) in the sixth and seventh primary class curriculum. The problem investigated was on the communicative competence of the students at the English language. There was a lack of grammatical accuracy in the learners' speech and writing, thus the curriculum developers decided to include linguistic forms to complement the communicative competence. The expectation in the 6th and 7th curricula was to develop and achieve communicative competence, but the goal of implementation of CLT in the 6th and 7th curriculum was not achieved. The researcher analyzed the contents of the 6th and 7th curriculum, and found that the contents of the 7th curriculum seem to improve in that the contents were more relevant with the objectives than in the 6th curriculum. Furthermore, the exemplary sentences in the 6th curriculum were designed to represent communicative functions in a superficial way, but those in the 7th curriculum were relevant to the communicative competence. The findings also show that the linguistic forms were acknowledged in the 7th curriculum, but were excluded in the 6th curriculum. The study discussed attempts to implement CLT in the English curriculum which focuses on developing speaking skills.

Al-khawaldeh (2005) investigated English teachers' awareness of methods of teaching English and learning theories. The sample of the study consisted from 122 English teachers selected randomly from the Second Directorate of Education in Amman, Jordan. The researcher distributed questionnaires among the participants to probe their awareness regarding how English language should be performed. The

findings of the study revealed that learner autonomy is not important for the English teachers. This is may be due to the fact that English teachers still do not wish to see students learn on their own, or it might mean that teachers don't understand that students should be responsible for their learning.

Regarding the culture of the foreign language, most of the participants expressed concern on getting familiar with the culture of the native speakers of English and their habits. The findings also revealed that English teachers still have unclear idea regarding the various language teaching theories. This might mean that teachers are still unaware of the relation between teaching methods and learning theories. It seems that there is an urgent need for training in service teachers on the various learning theories and teaching methods of English. However, Jordanian students still struggle in their acquisition of English because EFL teachers fail to apply effective teaching methods in English instruction (Abdo & Breen, 2010). This problem results from teachers' unawareness of these methods. Thus, training EFL teachers on teaching methods would be very vital.

### **3.10.3 The Influence of Environment on Learning the Language**

Among scholars who studied the environmental impact on language learning is Shulman (1987). He studied the social and psychological variables that influence language learning. According to Shulman, these two variables may cut learners from access to the important linguistic input. Shulman (1987, p.48) states:

“those psychological and social distances usually have negative influences in allowing second language acquisition to occur, or they lead such process to the stage

of fossilization i.e. learners fail to achieve further progress while acquiring their second language’.

He also points to the importance of developing the necessary language means to conduct communicative functions. On the other hand, studies proved that teachers can teach effectively and students can learn in the positive classroom learning environment (Hansen and Childs, 1998). Furthermore, this positive learning environment increases students’ achievement and increase the productivity of the school (Goddard et al, 2000; Heck, 2000).It can be said that living in the second language is crucial for acquiring the second language. In Jordan, living in the environment of the English language is lacking which, in turn, affects the process of learning English.

Wu and Wu (2008) conducted a research to investigate the relationship between the learning environment and students’ motivation to learn the English language. The sample of the study consisted of 593 freshman students taking an English course at a private technical university, Taiwan. Out of the sampled participants, only 571 responded to the survey (questionnaire) in this study. The findings of the study indicated that the participants perceived learning environment as an obstacle which they faced in learning the language. Therefore improving the learning environment would improve learners’ motivation and their proficiency. It can be concluded that learning environment plays a major role in enhancing and motivating students to learn the language. Therefore, producing and sustaining a suitable learning environment for students to learn a second or foreign language is imperative to maximize learning.

### **3.11 Summary**

The literature review in this chapter on challenges and problems that face EFL teachers in Jordan focused on four aspects: professionalism, pedagogy, EFL teaching policy, and training. The study explored the major roles of these four concepts in implementing teaching English in FL classrooms. These aspects serve as a point of entry where factors that affect and impede teachers' teaching can be identified.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

This chapter presents the specific context within which the study took place, and discusses the methodological framework, strategies and application of qualitative research methods. Conducting qualitative research is not an easy task, and it has its own challenges and problems. Therefore, having a clear methodological framework and strategies in conducting the research is essential in the study. Most notably, as I experienced the research first hand, a clear framework has helped me make the right research decisions, and apply effective strategies to ensure that I meet with the research objectives. The latter part of this chapter encapsulates the importance of choosing the right research mechanics in a qualitative research.

#### **4.2 Research Design**

The study employs a qualitative case study to elicit Jordan's teacher's perspectives on the process of teaching and learning English in the classroom. Specifically this study engaged with English teachers from two different schools in the northern part of Jordan. The study employed various research tools to attain rich and in depth understanding of the teachers' perspective. Interviewing was used as the main or primary tool to gather data for the research and supplemented by observation, and photographs.

This study believes that interview would be able to provide the in -depthness in meaning of how the teachers' view the teaching and learning of English as a foreign language in Jordan. This fact is congruent with many scholars in qualitative research methodology (i.e. Kasim&Dzakiria, 2006; Dzakiria, 2008; Puvenesvary, 2008; Merriam, 1998; Maxwell, 2005; Elliot, 1990; Walker, 1980) who have clearly stated that interview techniques provide researchers with opportunities with greater insights and depths about a phenomenon compared to other data collection methods.

#### **4.3 Employment of a Case Study**

Case study research is meant to be specific and to allow the researcher to have a better understanding of the respective research question, gap or problems being studied. It has the power to provide the richness and in-depth understanding and meaning to the research. According to Kemmis (1980,p.101), case studies are “naturalistic process of truth seeking”. In other words, they are attempts to talk about human experiences which can be understood. Yin (1994) claims that "case studies are the preferred strategy when "how" and "why" questions are being used. He further added that not only in research that asks how and why questions, but also when the boundaries of phenomenon and context are not clearly defined.

Case studies have the advantage of being able to incorporate a range of methods or approaches. According to Denzin and Lincoln (2003, p.134), “Case studies have become one of the most common ways to do qualitative inquiry... we could study it analytically or holistically, entirely by repeated measures or hermeneutically, organically or culturally, and by mixed methods”.

In this study, as been iterated in the earlier chapters, I am using case study as a strategy to understand the teachers' views and perspective on the teaching and learning English in Jordan. It is my attempt to generate and comprehend the Jordan English teachers' voices on the EFL matters investigated.

The teachers' are the practitioner of the English language and they function to teach the language to students. They are the implementers of the national English curriculum; and theoretically they hold the responsibilities to ascertain and ensure an acceptable standard of English among the Jordan's students. However, as many research studies have shown, EFL proficiency and competency among Jordanians and the students are generally weak. The students' proficiency has not met with the expectations and objectives of Jordan Ministry of Education. Evidently, there are serious 'flaws' or areas that need to be improved in the teaching and learning of the English language. In particular, this study is intended to present the teachers' voice and perspectives on English. This study is an attempt to gather and sense what is happening, what works, and what do not work in FL classrooms in the country.

I strongly believe that this study can help to improve the overall well-being of the Jordan English language teaching. Amongst others, the study would be able to identify the 'push factors' and the 'pull factors' of teaching and learning English in Jordan's secondary classrooms. Consequently, this case study would be a useful strategy in looking into ways that I could gain some insights in improving teaching and learning of English with the hope that Jordan English teachers would become better EFL teachers in the future. In turn, better teachers would hopefully be produced future better learners of English and speakers of the language. I am also



interested in understanding the factors which may assist or deter teaching EFL use in classrooms in Jordan.

Following Stake (2006), Yin (1994) and Merriam (1998) the research design is conceived as a qualitative multi-site case study. In this study, the 'case' here is the teaching of EFL in Jordanian schools in Jordan. The language policies, pedagogy, professionalism, and language training would be set as parameters in this case study. Elements of the case study are drawn from multiple sites and different groups of participants at each site that together provide data illuminating EFL teaching in Jordan.

The case study like this one focuses to highlight the perspectives of the English teachers in Jordan. The teachers participated in this study were not just research participant, but they were the research collaborators and informants for the study. The teachers in this study contributed and shaped the content of the study.

#### **4.4 Participants of the study**

It should be noted that this study focused on information gathered, so it was not important to get information from every teacher, student, or an employee. In this study, meaningful data were collected through interviews conducted with a small number of teachers working at the two schools identified for this research. Consequently, this study also interviewed other stakeholders for triangulation purposes i.e. students, parents, one school principal, English language curriculum designers, English professors from Jordan universities, and officers of the

Jordan's Ministry of Education. A workable and manageable number of teachers were chosen to participate in the study.

The sampling was purposeful to ensure that the research was able to attain in depth understanding and perspectives on the English language teaching. Teachers who were willing to share their thoughts, comments, and views and participate and provide meaning to the research questions were chosen. Their participation and contribution did not stop until the data was saturated in meaning. In summary, these selected respondents were selected because this research believes that they could provide sufficient information concerning their English teaching perspectives and experiences in Jordan. Involvement of teachers in the study was of a great importance because they were considered as the key stakeholders who were responsible to teach the language inside the classroom.

As mentioned briefly above, besides the teachers as primary stakeholders, various other important stakeholders were involved for the purpose of triangulation and validation, and to provide a holistic picture of the current state of affair of the English language curriculum in Jordan. A school principal participated in the study as he had in depth information and was very knowledgeable about challenges and problems which Jordanian teachers encountered.

Some students were also chosen randomly to participate in the research to validate what the teachers said about the teaching and learning of the English language in the classrooms. In addition, some English professors also participated providing in depth understanding of the teaching process of English in Jordan universities as comparison with how English is taught at Jordan high schools. Few curriculum

designers were invited to engage in the research. They were deemed as important respondents because they were directly involved in designing the English curriculum in Jordan. Involvement of employees at the office of Ministry of Education was also crucial since they were relevant to the English language teaching process and knowledgeable regarding the issues raised.

The focus of this study was to get an in-depth understanding of the English language teaching and learning process in the secondary schools in Jordan. This study was vital to elicit the current state of affairs of the English language teaching, which would have the potential to suggest and make recommendation to strengthen and improve teaching English in the future. This in turn, could improve the educational experience of teaching and learning of English in Jordan.

#### **4.4.1 Participants**

The primary participants and collaborators in the study were English teachers, secondary students, parents, curriculum designers, ministry officers at the department of English curricula, English professors, a school principal and English supervisors. The teachers and the students participated voluntarily from two secondary schools at the north of Jordan. The two schools were first secondary school for boys and Second secondary school for boys at the north of Jordan.

#### **4.4.2 Setting**

The study took place in two secondary schools which were listed above. It should be mentioned that the public schools in Jordan are separated by gender into all-girl and all-boy schools.

## **4.5 Data Collection**

The data for the study were collected via standardized open-ended semi-structured interview. I used standardized open-ended semi-structured interview which focus on the meaning of the phenomenon to participate their individual perceptions and illustrate in depth the meaning of the meaning. Open ended questions allowed me to develop rapport with participants, seek opinion, and explore my research questions. (King and Keohane, 1994).

This study developed interview protocols (see appendix B) which function as a framework for this research when interviewing the respondents of the study. In addition, this study used observation guide (see appendix D) and photographs and document analysis to supplement the data collected using interview. Teachers were also observed at their natural working area -in class teaching, and everything that goes with the teaching and learning process in the respective school. Triangulations of data collection and methods are important in any qualitative research. In addition to the above main method of data collection, this research also analyzed any relevant documents i.e. curriculum; national language policies; textbooks; and teaching plans to better understand the research problems at hand.

### **4.5.1 The Interview**

The interview technique was employed in this study because it has the potential to provide this research with much information and insights on the teachers' and the views of other collaborators such as secondary school students, curriculum designers, ministry officers at the department of English curricula, English professors, a school principal, English supervisors and parents on the teaching of

English and learning in Jordan. According to Cooper and Schindler (1998), interviews can be used to shed light on the respondents' attitudes, intentions, expectations, and opinions. Nevertheless, like any other instruments or methods, conducting an interview also has many pertinent issues or problems that must be attended to in order to get as much meaning to the interview. In this study, I conducted face-to-face interviews since it provided deep, rather than broad set of knowledge about a particular phenomenon (Neumann, 1997). Interviews are described as an interactional process since there is sharing of feelings, beliefs, roles and information between the interviewer and the interviewee (Stewart and Cash, 2003).

Interviews were employed to elicit what teachers thought about their feelings, their activities. Moreover, interviews should not be formal (Eisner, 1991). I used one-on-one interviews with the collaborators as stated by Creswell (2003). The purpose for the one-on-one interviews with the collaborators is to capture information about their motivations, and their perceptions about their teaching of English, and understand the challenges that they encounter in teaching the target language in Jordan. For the purpose of this research, I used standardized open-ended semi-structured interview since the interviewer is left with little freedom to make any modifications. All collaborators were asked the same questions which would enable comparability of response across the collaborators (Lynch, 1996).

#### **4.5.2 Issues in Employing Interviews**

There are a number of concerns that I needed to consider in employing interviewing in my research. Particularly, in the view that the data collection is going to be in

Jordan with Jordan English language teachers, I had to work hard and ensure that the interview went well. Among the concern that I had are the following:

#### **4.5.2.1 Making the interviews as informal and casual as possible**

This was particularly important because informal and casual interviews helped to make the teachers more at ease in answering the questions that I had when I interviewed them. I chose an environment in which the respondents felt comfortable and relaxed. My former position as an English teacher before pursuing my higher studies at Universiti Utara Malaysia (UUM) helped me to interview the teachers. My past affiliation and experiences as an English teacher in Jordan also helped me to perform the research task with the respondents. I made many attempts to get closer to the respondents (teachers and students). In doing so, they spoke to me freely about their views about the English teaching and learning, shedding light on the problems which might have inhibited them from teaching and learning English inside the classroom.

In collecting the data, I worked hard and positioned myself as a PhD student wanting to understand and help to improve the standard of English among the Jordanian students, but not as a fellow teacher or as an officer from Jordan Ministry of Education which may have prevented them from expressing their sincere thoughts and views on the issue at hand.

#### **4.5.2.2 Breaking the gap and building trust and establishing harmony**

As a researcher, I wanted the respondents to trust me and be able to freely share with me their views about the English teaching perspectives and experiences in Jordan

and the problems they may encounter, that may or may not deter the teaching process of English, the target language. The interviews conducted were casual, open and accepting of any ideas and comments. As the researcher, I took the responsibility to introduce and explain the objectives of the study, how the teachers are going to be involved and that they would not be harmed in any way due to their participation in this study, and how the interview data will be used. The teachers were informed that they can withdraw from the research at any time they deem necessary. When agreement was reached between the teachers and myself, the teachers signed a research contract underlying all the terms and conditions of the research (A copy of the contract is attached as appendix E). I kept on ensuring them that their participation is strictly confidential and that the study will not reveal and harm their identity and reputation in any way.

The research contract was my first effort to build trust with each other; with sufficient trust, I think it would be much easier to attain harmony in the study. From time to time, I changed the 'cap' (role) I was wearing as dictated by the situation. There were various times and situation, when I found myself more of a researcher, a friend, a collaborator, friend in need, etc. all of which had the potential to help me attain information and valuable meaning for the research. My ability to play the role of a friend to the teachers and all my other research collaborators has helped me to get closer to them. We needed to establish harmony between us. Furthermore, being respectful to the respondents was an important step that helped them feel at ease in sharing many different issues about the teaching and learning of English in their context.

## **4.6 Data collection procedures**

This study followed a set of procedures or processes. After selection of the collaborators was completed, there were various research processes that this research followed. Namely they were as follows:

### **4.6.1 Pre- interview**

I went back to Jordan in September 2007 to tap on different issues on the teaching and learning of the English language in the country. This trip was intended to scoop out issues pertaining to teaching of English in Jordan. During my 3 months stay there, I was able to meet and to talk to many different stakeholders just to confirm and establish the research questions for the study. The trip also helped me to develop, and pilot the interview questions with the different groups of collaborators (teachers, students, parents) who had similar characteristics to my study informants but who were not involved in the study. Necessary modifications were made to the questions that were found to be ambiguous. Subsequently, I went back to Jordan again in September 2008 for my fieldwork to collect the research data for the study. In order to conduct a successful fieldwork and interview, I made attempts to go to the two schools and educated the gatekeeper of the schools and the teachers there about my study. This was done as a group meeting in both the schools. Consequently, I had to explain the requirement and the processes involved. The consent of the participants was taken before conducting the interviews.



#### 4.6.2 During the interview

A conducive environment was chosen so that the research collaborators feel comfortable to ensure that they can speak freely and casually of their perspectives and thoughts on the English language teaching in Jordan. Before conducting the interview, the interviewees were informed that they can withdraw at any time they like. Again, here I ensured them that their information would be confidential and their participation was valuable for the study. In addition, informing the interviewee about the objectives of the research was also imperative and must be attended to at this point.

To ensure richness of the data gathered, and to avoid any misunderstandings between the interviewer and the interviewees and also to avoid any loss of data, the interviews were conducted in Arabic, the native language of the interviewees. This generated a more lively, open and meaningful discussion. To enable me to be more attentive to the interviewees, avoid any loss of data and to increase the accuracy of the data collected, I taped the interviews with the permission of the interviewees. I also took note of the non-verbal signals such as gestures, facial expressions and posture and sought clarification on what I observed by posing further questions as the interview was progressing. Only when the transcripts were transcribed, and analyses were carried out that meaningful data were translated into English. The same procedure was followed in the interview sessions for the other groups of collaborators in the study. I also compared my research journal, memos or notes with the data gathered. In doing so, I as the researcher contacted the respondents with further relevant questions in order to get clarification.

#### **4.7 Technique of Data Analysis**

Bodgan and Biklen (1982,p145) introduce a general definition of qualitative data analysis "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other material that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". In addition, Erickson (1986) defines data analysis as a process of generating assertions about the research findings.

There are many techniques available for conducting data analysis. Some are general while others are more specific in the terms used to describe the different phases involved in data analysis. Altrichter et al. (1993), for instance, assert that there are two ways of coding data: the deductive method where categories will be chosen according to the theoretical knowledge of the researcher, then the data is searched; and the inductive method where categories are selected during after scrutinizing the data.

Other scholars for example Strauss and Corbin (1990), affirm that data analysis comprises three coding procedure: open coding (categorizing data); axial coding (making connections between categories); and selective coding (selecting a main category and assembling sub-categories around the main category. For my data analysis, I followed the advice and guidelines provided by Bodgan and Biklen (1982), Erickson (1986) and the categories for my analysis were inductively derived, meaning the categories and themes emerged from the data.

In fact, as a novice qualitative researcher, it was advisable for me to start analyzing data after data collection as Bogdan and Biklen (1982, p .160) state, "In our

judgment, the beginning researcher should borrow strategies from the analysis in the field mode, but leave the more formal analysis and interpretation until most of data are in".

The classified data were fitted together under meaningful categories. Recurring regularities of patterns in the data were sought, linkages were found and new themes emerged among the categories. The themes were interpreted in a way that contributed to new knowledge.

#### **4.7.1 Observation**

Creswell (2002) defined observation as collecting first-hand information process by observing places and people at a research site. Observation helped me as a researcher to understand the case (Stake, 1995). In this study, I was able to play the role of non-participant observer. Observations of teaching English language in the first secondary classes were carried out so as to get more understanding of what happened in these actual classes of English language.

These observations were very important to observe the process of teaching and learning English, to expand my understanding of how these English classes were conducted, and to grasp any challenges or problems which was encountered by the English teachers. The observations were also aimed to depict the activities and interactions in the English language teaching classes.

Tilstone (1998) states that observation refers to making judgments about what is seen, or observed. In qualitative research, researchers have to use their judgments as iterated by Esterberg (2002, p.61): "In qualitative research, you have to use your

judgments to figure out what to focus on. You have to decide what is important in the setting and what you should focus on".

Observation like any other research instruments or tools is not an easy technique to perform. It needs careful planning and practice to get the most out of this technique (Dzakiria, 2008). One of the major advantages of observation is its directness as one just listens and watches to what the collaborators do and say (Robson, 1993).

I agree that establishing trust and rapport with the participants should be developed during the data collection process as suggested by Bryman (2001, 284) "...the qualitative researcher seeks close involvement with the people being investigated, so that he or she can genuinely understand the world through their eyes". I feel that closeness and trust developed with the participating teachers were very important as they had to be continuously reminded that the purpose of the study was not to find mistakes in their teaching and that it was different than the way the school supervisors used to observe them. I noticed that after explaining my purpose of observing them, spending considerable hours with them sitting at the staff room, eating breakfast at the school canteen, participating in the school celebrations, and ensuring that their names would not be mentioned, that class observation was easier for them. However I have to admit that, they become more natural when a better rapport has been established.

In this study, I observed English lessons to gain further understanding and insights on what happens in the English classes in Jordan and observe the teaching and learning process that took place. Among other things, I also observed the environment, the class, the actual teaching, learning and the interaction that occurred

between the teachers and the learners. As a researcher, I was in most cases a silent observer, and took notes on what I think was important or relevant to the task of doing my research.

According to Berg (2004), the first step in analyzing observation is reading the field notes to identify any plausible themes that may arise and extract any issues in the written record. Like interviewing, I need to explain why I was observing, and what I was observing. In doing so, I must make the teacher and students feel comfortable with my being in the classrooms. The second step was coding the data in a systematic pattern.

#### **4.7.2 Document Analysis**

Document analysis is another research instrument that I used to supplement my research data. This was administered in the study with the intention of gaining meaningful insights into the process of the English language teaching and learning. Weber (1990) claims that qualitative document analysis examines language rigorously to classify large amounts of text into a certain number of categories that represent similar meaning. The goal of document analysis is to understand and provide knowledge of the phenomenon under study (Downe-Wamboldt, 1992). In my triangulation efforts to gain a holistic and an in-depth understanding of the teaching and learning of English in the Jordan secondary schools, I conducted a brief document analysis of the following documents: Policies, Curriculum, Course synopsis, Course syllabus, Teaching Plans, and Textbooks.

### **4.7.3 Photographs**

In this study, photographs were aimed to provide an opportunity of reality of teaching and learning English in Jordan. In other words, photography was used to grasp a reality.

According to Sontag (1977), photos are not just seen as documents, but they are seen as an evaluation of the world. Photographs are used to make visible the invisible (Schratz & Walker, 1995). In this study, photos were used to bring collaborators into a discussion about their personal relation to the location depicted on the picture. Photos are used to supplement the printed text. According to Wolcott (2001), photos attract those who consider data that are presented in non-textual form.

### **4.8 How English Teachers Viewed me in the Research Site**

I was respectful when I met the manager of educational research at the ministry of education in Jordan as he was the main gate keeper who provided me with the approval letter to conduct my study (A copy of the approval letter is attached as appendix F), and then I had to meet the director of education department in AL-Mafraq city to allow me to have access to the schools being studied. Actually, when I met the director of education, the first question he asked me was whether I have brought the permission letter allowing me to pursue the research from the ministry. I showed him the official letter and explained the objectives of my study. Fortunately, he was enthusiastic for my study reminding me of the apparent weakness of our teachers and students in using the English language in Jordan.

Prior to the school principals' meetings, I sent a letter to each principal with copies of letter of the approvals from the ministry. When I knew that the two principals received the copies from the ministry, I decided to meet them respectively to explain the objectives and sample of my study. I persuaded them that my presence in the schools would not be disruptive or hamper their teaching in the schools. Fortunately, the first principal knew me as I worked in his school before pursuing my higher studies in Malaysia. The two principals received me and granted me access to the English teachers and students. Furthermore, they helped me to observe teachers in their actual teaching classes.

When wearing both caps as an outsider and an insider researcher, I had to deal with the worries of teachers in the two schools in that they might be worried of my presence. Actually what helped me in conducting interviews with teachers particularly in Second Secondary school was my previous situation as a teacher who worked with them, and most of them knew me as a PhD student currently in Malaysia. Nevertheless, I ensured them of their rights of withdrawal at any time and I was respectful to them. Nevertheless, I was not that lucky at the First Secondary School. I encountered some problems in First Secondary School. Some teachers were worried and viewed me as a supervisor coming from the ministry wanting to evaluate them. I remembered one teacher whom I observed who asked me in the class if he was teaching well as he felt that I was an outsider coming for the first time from the ministry. I assured him and the other teachers of my role as a researcher who wanted to know their individual perspectives and experiences as English language teachers. I constantly reminded them of the objectives of my research showing them the consent letters from my university and the ministry. As time

progressed, I made many attempts to be closer to them in their free time, paid visits to them in their houses to drink coffee with them. Subsequently, they felt secure and were able to talk about their problems and challenges that they faced in teaching English freely and openly.

#### **4.9 Validity and ethical considerations**

In this section, I will discuss how I attempted to ensure that the data I gathered for this study were trustworthy and how I dealt with the different ethical issues in relation to the different data collection methods I used.

In qualitative research, validity means that the references are meaningful, appropriate, and useful (Fraenkel&Wallen, 2000). Validity is considered very important in any research (Patton, 1990). Creswell (2002) argues that qualitative research uses techniques to ensure validity such as member checking or triangulation. Triangulation is defined as using several data resources and data collection methods to ensure the validity of data (Patton, 1990). Krathwohl (1993) states that method triangulation was defined as using more than one technique to evaluate similar data.

In this study, I sought to ensure validity by corroborating evidence from different collaborators (teachers, students, English supervisors, parents, English professors, curriculum designers, school principal, and ministry officers) and data collection methods (individual interviews, observation, document analysis, and photographs). The themes which were found represented several sources of collaborators to ensure more accuracy than data obtained from single sources (Creswell, 2002).



Furthermore, I sought to collect data which were complete and accurate. The following measures were taken in each of the data collection methods and data analysis stages in order to ensure the trustworthiness of the results obtained in the study. The four criteria of trustworthiness that would be highlighted are credibility, dependability, conformability, and transferability.

#### **4.9.1 Interviews**

To ensure the trustworthiness of my interview data, I took several measures. Each interview lasted 50 to 70 minutes with every interviewee in Arabic as I attempted to discover as much as possible about each of the stakeholders' viewpoints for a deep understanding of the situation under study. In order to get the information I needed, firstly, I met with all the gatekeepers of the different groups of collaborators in my study in order to gain approval from them prior to embarking on the interviews to ensure that my research was uninterrupted. I followed the formal procedure of getting approval letters from the officials in the Education Ministry in Jordan to access my research informants and research sites.

In the interviews I conducted with my collaborators, I tried to minimize any form of bias by avoiding leading questions in my interview. Therefore, before I began the interview process, all the interview questions that were carefully formulated based on extensive literature review were piloted and modified for clarity prior to administration. In addition, the respondents for the study were carefully selected based on certain selection criteria which met the research objectives.

The English teachers who participated in the study were those from the two schools I based my study on and they had to have at least three years of teaching experience and at least a diploma level qualification in English. This indicated that they had experience in the teaching of English and that they were qualified teachers. Their availability for participation and willingness to participate in the study were the other criteria for selecting them.

As for the school principal, the principal was available and was willing and eager to participate in the project. He also has many years of experience in the area of learning and teaching of English. Therefore, I was confident of obtaining valuable first-hand information from him.

The professors in their early forties and fifties from the Jordanian universities who participated in the study had about 15 years of experience in the area of teaching and learning of English in university settings. Their eagerness to participate in the study, their qualification and extensive experience in the field made them key informants for providing rich and valid data for my research.

The parents who participated in the study were those whose children were weak in English and these parents were also aware of the challenges faced by the English teachers and they were keen to participate in my study. Their concern for their children's English education and their knowledge about the English language teaching scenario in the schools made them the right respondents for my study.

The secondary school students from the two schools that I interviewed willingly participated in the study and they were happy to share their views on the issues that I

raised with them. Similarly, the curriculum designers at the Department of English Curriculum, the officers at the Ministry of Education, and the English supervisors who took part in the research had expert knowledge about the English curricula of schools in Jordan and the professionalism of the teachers. This careful selection of the research participants for the interview session enabled me to gather valuable, rich, and trustworthy data for my study.

With all my interviewees, I created rapport and trust with them in the initial stage of the interview to ensure that they communicated freely with me. Moreover, I conducted the interviews in the locations that they were most comfortable with such as in the houses of the parents, at the offices of the curriculum designers, professors, teachers and I met some teachers and students at the cafe.

The use of Arabic, the mother tongue of the respondents, in the interview sessions enabled the interviewees to express themselves freely and this also ensured the collection of rich and valid data. When the interview transcripts were reviewed and areas of ambiguity or uncertainty found, I contacted the respondents again and sought clarification from them in follow-up sessions. This further enhanced the quality of my data.

In addition, I spent substantial amount of time in analyzing my data. During the data analysis, the transcripts were read through thoroughly several times, line by line, and between the lines. All views were given equal attention. The key ideas and all important quotes were noted down. The coding process was systematically carried out, leading to categories and themes generation.

I also made conscious efforts to reflect of my own biases throughout the study and in addition to that, an audit trail (an expert outsider) was conducted by my supervisor as he tracked the analytical decisions that I made throughout the study and also checked any possible biases from me.

Throughout the study, I accurately documented what was done and my reasons for doing so, kept records of the research process to ensure that the research outcomes can be trusted and to enable the transferability of the findings to other settings or with other target groups if desired. In other words, to ensure the trustworthiness, dependability and possible transferability of my results, I attempted methodological transparency at all stages of my research.

Member validation was carried out with some groups of my research collaborators where I fed back to them my draft impressions and findings to make sure they were congruent with their views. Peer-group validation of the findings were also pursued among those who were not participating in this research in order to ensure the trustworthiness of the results obtained and claims made. This is also to ensure the dependability of my findings.

Regarding ethical issues, I followed rigor ethical procedures from the beginning of the research to the end. Approval was gained from gatekeepers and then Informed consent was obtained from all study collaborators before they participated in the study. Assurance of confidentiality of the collaborators' identities were maintained where only pseudonyms (fictitious names) were used for collaborators and places in all the transcripts and any information that revealed the real identity of collaborators was removed from the published data.

To further increase the validity and reliability of data, I used back-translation where I asked English lecturers in Yarmouk University to help me in translating the interviewed work, and then I utilized back-translation to ensure the accuracy of the translations.

#### **4.9.2 Non-participant Observation**

My role as a non-participant observer enabled me to observe the actual behaviors as they took place in the process of teaching and learning of English in the classroom and it enhanced my understanding of how the classes were actually conducted. Classroom observations with the five EFL teachers lasted from September 7th to December 15th, 2008, and the lessons observed with each teacher included ten teaching periods of 45 minutes each. My observation was focused on the teaching methodology used by the teacher, the interactions that were taking place between the teacher and the students, language activities and materials used, the relationship between the teacher and the students, the physical environment of the classroom and whether the teaching plan was adhered to by the teacher. I was also observing the challenges faced by the teachers. I did not attempt to control or manipulate the phenomena that I was observing.

I had to carefully plan my observation sessions and practice my observation and taking notes skills prior to entering the classroom. Because I had already spent a lot of time establishing rapport with the teachers and students that I was observing, and assured them that they would not be harmed in any way by my research, they did not see me as a threat or stranger in the classroom. So 'reactivity' (tendency to alter behavior when observed) was not an issue in the data I collected via observation,

thus ensuring the validity of the data. However, I am aware of my selective perception tendency as an observer which may distort my data. This is counteracted by the multi-method strategy of this study.

I took observational notes on what was happening in the classroom. I also took note of my evaluative thoughts, feelings and impressions on classroom events as they occurred during the observation. During the observation, I kept my research focus in mind and at the same time maintained a fairly open mind for other elements emerging in the situation. The field notes were written up fully as soon as I completed the observation session.

The observation was done ethically as the teachers and students knew that I was going to observe them and permission was sought for doing so. The observation technique was used as a complement to the interviews, and the use of documents and photographs to enhance the validity of the data gathered.

#### **4.9.3 Photographs**

I took photographs of my research site with specific research intent to enable me to glean more data for my research and to illustrate the claims I was making, thus enhancing the validity of the results obtained. With the permission of the collaborators, I took snapshot of the two secondary schools including the classrooms while the teacher was teaching in order to capture glimpses of the physical environment that may impact on the teaching and learning of English, and to gather more primary evidence (making the invisible visible) of the actual challenges that teachers faced in the class and also the discipline problems of the students as

mentioned in the interviews. Moreover, as I was seen as a friend, both teachers and the students were not affected by my photo shoots and they just went about their lessons as usual. The problem of reactivity did not arise, so the validity of the data gathered from the photographs was maintained to some extent. However, I understand that my choice of images might reflect my biases which are my own beliefs, values, and prior assumptions and as an interpretive researcher, I acknowledge that these will be reflected to a certain extent in my analysis. These effects have been counteracted by my multiple sources of evidence (triangulation) such as observation, documents and interviews. By doing so, I am establishing conformability which is one of the criteria of trustworthiness, according to Guba and Lincoln (1994).

With relation to ethical considerations, I sought permission from the collaborators prior to publishing their images and gave them the assurance that they would not be harmed by the display of the photographs. In fact, the images would be a means of expressing their voices. However, I understand that images are multifocal in that they can convey different meanings to different people in different contexts (Flick, 2007). Therefore, I only took photographs that would add further evidence to my findings, thus enhancing its validity.

#### **4.9.4 Document analysis**

Some useful sources of information from existing documents from the Ministry, schools and teachers were used in the study to gather factual information to supplement the evidence obtained from the interviews. After consultation with the collaborators and with their permission, I had an opportunity to glance through the

content of their official restricted documents such as the policies to understand how English language education is perceived by the Ministry of Education and the teachers' teaching plans to see how they planned their lessons. In addition, I briefly reviewed the English course synopsis, course syllabus, and English textbooks used in the classrooms. By reading these authentic and credible factual documents, I managed to summarize the essential points that helped me get a better and more holistic picture of the actual situation of the teaching and learning of English in the secondary school setting in Jordan.

#### **4.10 Summary**

This qualitative case study which used the main data gathering method of interviews, and complementary methods such as observation, use of documents and photographs provided a rich and in-depth knowledge about the Jordanian English language teaching scenario in secondary schools in Jordan. The measures taken by the researcher throughout the research process from the beginning to the end also ensured the trustworthiness of the findings obtained despite some limitations of the methods used. After dealing with the multiple ethical issues of the study, the researcher managed to get the cooperation of all the different groups of collaborators in contributing to a holistic picture of the phenomenon under study.



## **CHAPTER FIVE**

### **FINDINGS**

#### **5.1 Introduction**

This research as iterated earlier focused on five Jordanian first secondary English teachers at the north of Jordan in two schools, two from Second Secondary School for boys, and three from First Secondary School for boys. The nature of this study involved not only English teachers (as the main focus of this research), but also students, one school principal, English supervisors, employees at the ministry of education, curriculum designers, English professors, and parents. The aim was to get in-depth understanding of the teaching and learning process of English at the Jordanian schools.

In sharing the opinions of the collaborators, I was able to get into their minds in a personal way. In this study, not all teachers were alike in sharing the same opinions and concerns. Employing interviews and observations were aimed to enable readers to get insight in the challenges, joys, and dilemmas pertinent with English language teaching and learning in Jordan. The data was collected after the Ministry of Education in Jordan approved the researcher's application for permission to conduct this study.

#### **5.2 The Field Work**

Research fieldwork particularly in qualitative methodology has developed its own set of principles and procedures and these formed the guidelines used for this study on

Jordan English language teachers' perspectives and voice on the teaching of English in Jordan.

As far as was possible, the conduct of any qualitative research has to have these qualities: reciprocity and equality of status, openness, non-coercion, independence, impartiality, negotiation, confidentiality and accountability. This chapter represents the actual 'workings' of a qualitative design by illuminating the actual processes involved before-during-and after the fieldwork. The second half of this chapter describes the systematic procedures used for data analysis. The fieldwork of the research was divided into two phases: Phase 1: Discovering problems, issues, and concerns and Phase 2: Fieldwork in Action.

### **5.2.1 Phase 1: Discovering Problems, Issues, and Concerns**

Phase 1 was used to gather problems, challenges, and issues in teaching English as a foreign language in Jordan. Furthermore, this phase was pursued to practice asking the interview questions with teachers and students. In doing so, I aimed to ensure that the questions were clear in the actual fieldwork phase. I also aimed to build a relationship with English language teachers and practitioners at the two secondary schools at the north of Jordan and other different stakeholders who participated in this study. Building this relationship was very important to get closer to the English teachers so as to validate the research questions. Actually, I tried to position my presence as someone who wanted to learn and get better understanding of the process of teaching and learning, not an evaluator.

Nevertheless, some teachers viewed me as an outsider who came to evaluate their work, particularly those from First Secondary School as they did not know me. I spent a lot of time convincing and making them feel comfortable to my presence. I paid some visits to the teachers in their houses to ensure them that I was only a researcher who wanted to learn from them, not an evaluator coming from the ministry to evaluate them.

### **5.2.2 Phase 2: The Actual Fieldwork (Data Collection)**

I intended to gather the primary data for the study, so I engaged in collecting the data by conducting individual interviews as a primary instrument with different stakeholders, supplemented by non- participant observations, document analysis and photographs. Observations were aimed to feel or get a sense of the actual teaching and learning of English in the classrooms.

Time period of the data collection extended from early September 2008 till end of December 2009. The primary collaborators were teachers from two secondary schools at the north of Jordan. Other different stakeholders also participated in this study. The intention was to get better understanding of what happened in teaching English.

## **5.3 Profile of Teachers at each School**

### **School 1**

T 1

T 1 had three years' experience in teaching English. At first, He was nervous regarding my visit to the school where he asked me whether he was teaching well or

not. He had higher diploma from Alyarmouk University. He said that he was very weak in English and cannot interact with his students effectively due to teachers and students' weaknesses at English. He mentioned that he didn't practice English where there were no available opportunities to do so. T1 mentioned that parents cannot assist their children in learning English as they are uneducated and deficient at the language.

To T 1, he had no any role in promoting teaching English in the school as he was not motivated to teach and perform his job well where he mentioned that his salary was not enough for him and his family. He lives in Irbid where he spent his salary on transportation from his city to the school. What frustrated T1 were also the discipline problems created by students particularly low achievers which in turn disturbed him as he was required to deal with these problems. Furthermore, overcrowded classes affected him negatively and prevented him from conducting communicative activities in the classroom.

My comments: As observed by me, I observed that overcrowded classes were contributing factors for teachers to manage the class and also prevented them from interacting effectively with their students. It is also mentioned by T1 that the unconducive physical environment of the classroom tired both teachers and students where there were many broken windows and doors and no heating services available in the classes. T1 mentioned that the learning materials like technologies were not available in his school although he realized the role of technology in enhancing learning the English language.

T2

T2 had three years' experience in teaching English and held bachelor's degree from the Jordan University. He lives in a far place from his school where he paid a large amount of his salary for transportation. He was not confident in teaching students where he repeated an old lesson to show me his abilities in teaching English. Honestly, he mentioned that he could not speak English with his students as he was himself weak in the language. He usually focused on Grammar in teaching and ignored speaking skill as his students requested him to do so. T2 was overloaded with other duties besides teaching where he complained from this point. Also, the discipline problems made by students affected his emotions and wasted his time as he was required to deal with such problems. As observed by me as a researcher, I noticed that many students disturbed him by creating verbal and nonverbal noise.

To T2, the physical environment of the classroom in his school was unacceptable in that there were no heating services and the doors were broken. All these problems affected him negatively and prevented him from teaching properly. He realized the role of technology in attracting students' attention towards learning the language, but in his school, the computers' accessories were not available. T2 was not happy with cooperation with parents as they rarely visited the teachers in the school. To improve students' commands at English, he suggested teaching other subjects such as Maths and science in English.

T3

This teacher had ten years of teaching experiences and held Bachelor's in English language and literature from Al-albayt University. He lived in Al Mafraq city. He told me that he wanted to show me his abilities in teaching the language. To him, English teachers' levels who graduated from public universities were much better than those graduated from private universities as students had high marks in the General Secondary Certificate Exam (GSCE). This teacher did not like his job as a teacher due to the bad social view of the society on teachers and the insufficient salary where he had two wives and seven children. Ibrahim talked about the crowded classes and overloads of teachers and described them as contributing factors in frustrations of teachers. Ibrahim's sense of belonging to working in the school decreased because of the bad working environment of the school "Look at our classes, you can see our broken windows, so what can be learned in such classes? ". This teacher did not use cassettes in the classroom as he felt that they were not useful for students and computers were not available in his school as mentioned by him. He supported establishing good relationship with his students where he always urged his students to come to his room and discuss their problems with him. Ibrahim mentioned that there was no cooperation with parents as they (parents) rarely ask about their children's progress in learning English.

To T3, teaching English was not accepted in his school as teachers were only obliged to follow the teacher's book, so there was no innovation in his school and most of the instruction was in Arabic as teachers and students were themselves weak at English. He tried to interact completely in English but his policy failed as his

students complained to the headmaster regarding this point, then he changed his policy and used Arabic in most of the instruction in teaching English. Furthermore, Ibrahim was not satisfied with the training programs as teachers were not motivated to attend these programs and the trainers themselves had mistakes in pronunciation and couldn't interact with the trainees effectively in English.

## School 2

### T4

T4 had three years teaching experience and a Bachelor's in translation from Al-albayet University. He was a bit confident in teaching and mentioned that students' weaknesses and shyness are the big problems which faced him in teaching. This fact was supported by ministry officers, parents, and English supervisors. He mentioned that he was not an effective teacher because he was not motivated enough to teach English. T4 was not satisfied with cooperation of parents as they hardly visit the school. The bad view of the society and the insufficient resources frustrated T4 and made him unwilling to teach.

To him, teaching English is tiring due to the discipline problems and the bad physical environment of the school. T4 mentioned that there was no cooperation between the English teachers as they didn't have time to discuss any issues on teaching and learning English. On the other hand, he said to me that English teachers depended on translation from English to Arabic in instruction because nobody cares for their worries. Regarding the in-service training programs, he was

completely unhappy with these programs as the trainers were Arab and don't assist them in improving their English.

T5

This teacher had four years' experience of teaching English and held diploma in teaching English. He lived in Al-Mafraq city where he used transportation to reach the school. T5 was single. He realized the importance of practicing the language but there were no opportunities for students and teachers to practice English at least in his region. Also, he mentioned that students are not motivated and weak at English. He suffered from the bad social view and the insufficient salary which frustrated him in teaching in the school. T5 realized the role of technology in enhancing learning of the language. Regarding using cassettes, he didn't think that they were beneficial as the speakers in the cassettes were native and speak very fast. T5 faced problems when building good relationship with his students where he lost control on them.

To him, depending on Arabic in instruction is due to students and teachers' weaknesses at English, so he was forced to use Arabic in most of the instruction in the classroom. T5 was not interested in the training programs in that he just attended these programs and signed his name because the trainers were Arab and talked mostly in Arabic. He mentioned that the policy of teaching is bad in Jordan where English teachers are weak and speak mostly in Arabic.



#### **5.4 Emerging Themes in the Study**

In Jordan, there exists a general feeling that there are barriers to teaching English effectively. Many of the collaborators seemed to interpret the teaching and learning English based on their personal experiences. The meanings they attached reflected their worked and lived experiences. It is crucial to understand how teaching English takes place, the problems that surfaced, the reasons underlying the problems and how the teachers cope with the task and problems on a daily basis.

Based on the analysis of the data gathered from the interviews, observations, document analysis, and photographs from various stakeholders such as teachers, students, English supervisors, English professors, ministry officers, curriculum designers, and parents. The themes that emerged were: language education policy, pedagogy, teachers' professionalism, and training.

#### **5.5 The Researcher's Influence on the Process of Teaching English in the Observed Classroom**

The biggest challenge which I had to deal with was to convince the English teachers of my role as a researcher, not as an evaluator. One English teacher asked me questions during the classroom observation such as “Am I teaching well?” and “Am I okay in teaching English?”. I confronted these questions with one answer “I am here to learn from you, not to evaluate you”.

As an outsider observer, I observed most of the English teachers repeating teaching previous taught lessons particularly in First Secondary school. I asked them about

the reasons for that. T1 stated that he felt confident in teaching an old lesson more than a new one. T3 mentioned that he wanted to show me his way of teaching the lesson in the classroom. T2 stated that he repeated teaching an old lesson to show me his potentials as a good English teacher.

I witnessed that two English teachers were absent on the date of classroom observation. When asked about that, Supervisor 1 stated that “New teachers, in general, cannot teach effectively when observers are present and therefore they do feel comfortable”.

As an English teacher who has taught for many years in Jordan, I noticed that most of English teachers performed well in the classroom when being observed. The English teachers prepared their lessons properly and organized their preparations of lessons. In this study, I asked the school principal about the reasons for that, he stated

“Well...not very common in everyday teaching. Perhaps, the word observation itself scared them that they prepare well enough to show you their teaching abilities, but unfortunately such occurrence is not normally taking place on everyday class. Yes, some teachers don't teach effectively. In other words, they don't like to teach and not motivated to do so. This is a big problem which I faced in my work as a principal for this school. I feel that teachers just go to class and waste time in the class without any intention to perform their work effectively”.

T2/1.10.08/Interview

## **5.6 Professionalism**

Professionalism in this study refers to EFL teacher's competences in the theories of language learning, linguistic subject matter knowledge (i.e. phonology, phonetics, sociolinguistics, and syntax), communication skills (personality, dealing with peers, students, school management, parents), and high level of proficiency in the target language (grammar, vocabulary, listening, speaking, reading and writing skills). When discussing professionalism of EFL teachers, aspects such as teachers' proficiencies, teachers' knowledge of language learning theories, and linguistic subject matter knowledge are equally important.

### **5.6.1 Teachers' Perceptions on what is Effective English Teacher**

Most of the English language teachers have similar views regarding what constitute effective English teacher. They defined the effective teacher as the one who can use English in the classroom with his students, encourage students to learn the language, and interact in this language as mentioned by the following:

The effective teacher is the teacher who speaks English fluently. Furthermore, the effective teacher is the teacher who encourages students to learn the language, attracts students' attention to his instruction well.

T1/02.12.08/Interview

The effective English teacher is the teacher who can interact with students in the classroom in English.

T4/08.12.08/Interview

Using English effectively and fluently is another good trait of an effective English teacher as perceived:

In addition, the effective teacher is the teacher who uses English effectively and fluently.

T4/08.12.08/Interview

One Ministry officer added:

The effective teacher is the teacher who uses English effectively.

MO3/09.10.08/Interview

The effective teacher is the teacher who can speak and interact in English effectively

CD2/09.10.08/Interview

Using more than one method in teaching English is very important and seen as a good trait by an effective English teacher:

The effective teacher is the teacher who speaks English fluently as a native speaker, varies in the methods of teaching English.

T2/02.12.08/Interview

Also, the teachers have to have job satisfaction and like their jobs as added by T2:

The effective English teacher is the teacher who is passionate about teaching, likes his job and believes in his ability as a teacher.

T2/02.12.08/Interview

Using suitable teaching and learning methods in teaching English is perceived by English teachers as a good trait of the effective teacher. In addition, reading research about English language learning:

The effective teacher is the teacher who uses the suitable methods in teaching English and who can develop himself by reading any new research about learning English.

T5/15.12.08/Interview

The effective English teachers are teachers who can implement the suitable theories of teaching in teaching.

MO2/09.10.08/Interview

Attending conferences and publishing papers in the field of teaching English are perceived as good traits of effective English teachers:

The effective English teacher is the teacher who reads research on teaching English and can publish papers in the field, attending conferences on teaching English.

CD1/09.10.08/Interview

From the students' perspectives, it was gathered that effective English teachers should be professional in using the language, speaking fluently and being able to use more than one method in teaching English and just the usual translation method:

The English teacher whom I like is able to speak English fluently and use more than one method which is always translation from English to Arabic.

ST5/05.10.08/Interview

To be professional and competent in the English skills (Listening, reading, writing, and speaking). Moreover, our teachers should not depend on translation in the instruction. I think these are the good characteristics that we like our teacher to have.

ST1/15.09.08/Interview

The good English teacher must have new methods in teaching English and ignore using Arabic in teaching English. Trust me, we always feel bored from the same method in teaching English. It is always translation.

ST3/05.10.08/Interview

Most of the English language teachers stated they were not effective teachers in Jordan because they (teachers) are weak in the target language and thus they do not speak English fluently due to this weakness:

No, I am not an effective teacher because I don't use English well and fluently. This is a truth.

T1/02.12.08/Interview

I am not an effective teacher because I am weak in the English skills

T2/02.12.08/Interview

English language teachers are not effective in teaching because students do not cooperate with their teachers:

I am not an effective teacher because students don't cooperate with us in teaching English.

T4/08.12.08/Interview

On the other hand, one experienced teacher who has a long experience in teaching English stated that he was and is still an effective teacher:

I am an effective teacher because I am doing the best with my students to learn the language.

T3/05.12.08/Interview

What do these statements mean? Do they hold any truth? It seems that most of the teachers are still not teaching effectively for the reasons mentioned above in addition to teachers' lack of proficiency. This is a truth echoed by most of the English teachers.

### **5.6.2 Teachers' Weakness at English**

Language competence is considered to be the most important characteristic of a good teacher (Lange, 1990). Similarly, Butler (2004) stated that EFL teachers have to be proficient in the target language and well prepared in using technologies. In this study, as expected by me as an English teacher who has worked for many years in Jordan, many English language teachers expressed their weaknesses at English, unable to communicate and interact due to their weaknesses in the language. So much so they do not perform well in classrooms and promote English teaching:

Honestly, I cannot teach my students effectively because I don't have competence in English. Thus, I can't speak English with my students.

T2/1.10.08/Interview

The challenge or problem that faces the English language teachers is that they cannot pronounce the English words properly as mentioned by T1:

There are many problems and challenges which encounter the English teachers today. One of these problems is that teachers and students do not pronounce the words well.

T1/1.10.08/Interview

This weakness is also shown in that teachers' inability to read English texts as mentioned in the following:

One of my colleges (teachers) told me that he asked his students to read the English text in the class before him to learn how to read the text. Some teachers find it a difficult task to model the right or correct pronunciation for the students to follow

T1/2.10.08/Interview

Teachers face many problems due to their weaknesses at English; they feel embarrassed when they are asked by students about the meaning of an English word. I think that this situation frustrates students and make them lose the confidence in their teachers as stated by one of the students:

The teacher is weak in conversation. We feel that he cannot communicate in English completely. Also, he hasn't a good storage of vocabulary. One day my friend asked him about the meaning of a word in Arabic. He didn't know. Really, he was embarrassed.

ST5/07.11.08/Interview

Another parent attributed his children's weaknesses to their English teachers:

My children's proficiency is very weak. I can attribute this weakness to their English teachers.



PAR2/28.11.08/Interview

Weakness of teachers is also shown as a challenge and a big problem for the ministry of Education as expressed by one of the ministry officers:

There are no teachers who are professionals in English in our schools.  
This is a big problem we face in teaching English. How can we improve the situation?

MO1/27.11.08/Interview

Evidently, it was also noticed that many English teachers made mistakes in grammar and pronunciation. When I wanted to interview the teachers, they asked me about the language of the interview if it was in Arabic or English. Two English teachers requested me to interview them in Arabic since they cannot speak English in interviews where they feel embarrassed because of their incompetence in the target language.

Another English teacher believed that teachers' levels vary in that teachers who graduated from public universities have good levels more than those who graduated from private universities. The reason behind this, according to him, is that students in public universities have high marks in the general secondary certificate exam:

I think that English teachers who graduated from public universities are much better than those who graduated from private universities because students in public universities have high marks in the general secondary certificate exam.

T3/01.12.08/Interview

### **5.6.2.1 Attitude and Motivation to Enhance Teachers' professionalism**

It seems that this weakness of teachers has many reasons. One of these reasons is that teachers are unwilling to develop themselves with the English language. They do not read or use other resources to develop their abilities. This fact is explained by one professor:

There are many reasons, I think, for their weaknesses. English teachers do not develop themselves in English. They don't read or listen to English channels like CNN.

PROF1/01.12.08/Interview

Another professor commented:

Actually English teachers don't develop themselves in the language, so their weaknesses remain a big problem.

PROF2/01.12.08/Interview

In addition, two English supervisors also commented:

The major problem which can be observed in our schools that our English teachers are not willing to develop themselves at the English language. For example, if you ask them how many books do they usually read a year? I am sure you will not find many teachers do so. This is a problem since teachers are not motivated to develop themselves at English.

SUP1/02.11.08/Interview

Through reading English materials, teachers can develop their proficiencies at English. It is not surprising when you find no teachers focus on this point in our schools.

SUP2/02.11.08/Interview

#### **5.6.2.2 No Opportunity to Practice English**

Despite, the teachers' state of competency and proficiency in the target language, this is apparent through the interviews which I conducted with the collaborators that they realized the importance of practicing English to develop their proficiencies in language teaching:

By practicing English, we can develop our proficiencies. I can give you an example where many people went to English speaking countries and they didn't know how to read and write. After few months, they came back with very good competences in using the language.

T1/19.09.08/Interview

I can increase my skills by practicing the language

T2/20.09.08/Interview

Practicing the English language among the teachers is of great importance. This will encourage students to practice the language with each other as well, as iterated by the following quotation:

Practicing the English language is so important in improving our English and in this way, we encourage our students to communicate with each other in English as they will follow using the language among themselves.

T5/04.10.08/Interview

One supervisor attributed one of the reasons for teachers' deficiencies to insufficient practice of the language where the teachers just practice English in the classroom:

English teachers are weak since they only practice English in the classes.

SUP1/03.11.08/Interview

There is no practice of the language'' use it, or lose it''

PROF1/01.12.08/Interview

Teachers' fluency is very important in English language teaching where teachers can communicate and interact with their students freely. Most of the teachers attributed teachers' lack of proficiency to other reasons. One of these reasons is that teachers don't practice English. This, in turn, creates problems for them as commented by the following:

Teachers don't practice English well.

T1/02.10.08/Interview

Another teacher mentioned:

No practice in English. I mean that teachers have no opportunities to use the language outside the classroom. This, in turn, would create their weakness and deficiencies at the language.

T2/01.10.08/Interview

English teachers don't practice English. In other words, they don't speak English with their colleagues.

T5/15.10.08/Interview

Thus, it seems that both English teachers and students have very little opportunities to practice English. As a consequence, they felt that their English would not

improve. In Jordan, when foreigners from English speaking countries come to visit Jordan, they just go to selected places of interest. Also, students have very little opportunities in using the language; they just learn English through instruction in the classroom. It is still very minimal as L1 is vastly used in many schools in the Arab nations worldwide (Rababah, 2003). An opportunity to speak and practice the language is vastly lacking and not much effort is made by all parties (Teachers and students).

All the students stated that they can increase their proficiency in English by speaking the language with people who have abilities in speaking fluently and with foreigners from English speaking countries, but this rarely happens:

Unfortunately, we don't practice the language. This is the main reason of our weakness in the language.

ST2/16.09.08/Interview

It seems that teacher's belief that interacting and communicating with people who have good levels at the language and listening to them while speaking will contribute in improving students' proficiencies:

We can increase our ability in using English by talking to the people who speak the language fluently. Listening to people who speak the language effectively.

ST5/07.11.08/Interview

In my opinion, I can master the English language by speaking with the foreigners from foreign countries and listening to them while speaking the language.

S3/06.11.08/Interview

### **5.6.3 Students' Weakness at English Language**

It is not surprising to find students also suffer from using the language and cannot understand their teachers, so some teachers are forced to use Arabic because of their weaknesses:

For me, I don't use English with my students and when I tried to talk with them in English, they didn't understand me.

T1/02.10.08/Interview

Teachers' weakness is perceived as cumulative. They had not received good teaching throughout their student life career, and this is manifested in their everyday ability as the target language teacher:

In my opinion, this weakness is accumulative. In other words, students are weak and in universities also the same situation.

T5/15.10.08/Interview

#### **5.6.3.1 Home Environment**

Parents play a major role in enhancing their children's levels of English by providing them with books, and other learning support, etc. Most important of all, if the parents are able to be bilingual and actually use the target language for communication purpose in the house would be beneficial for mastering the target language. However, the problem faces many parents are that they, themselves, are unable to use English or interact with anyone in this language. Accordingly, they cannot assist their children in learning the language since many of them do not master the English language and are not competent user of the target language. In the rural areas, due to economic constraints and activities i.e. being a farmer, they are uneducated and don't have any knowledge on English. This is explained by one parent:

Their levels (children) are weak because, I think, we as parents don't speak English and never practice the language.

PAR1/28.11.08/Interview

This findings concurs with (Aduwa-Ogiegbaen&Iyamu, 2006) who found out that parents' illiteracy at English play a major role in Nigerian students' weakness at English where parents were unable to communicate with their children in English.

Two teachers mentioned that parents are important in enhancing their children's progress at English, but because most of the parents are unable to use English with their children, the students a parent in most cases within these two schools seems to not able to use English within the family circle:

We have in our schools children where their parents are unable to speak English. This, in turn, would affect their children's progress at the language negatively.

T4/15.10.08/Interview

As you know, parents are very important in the educational process and they can assist their children in their learning of the language, but those who lose something cannot give anything. This means that parents cannot do anything to help their children as they are deficient at English.

T1/02.10.08/Interview

The task becomes complicated as illiteracy is also high in some parts of Jordan. The two cities of Mafraq and Al-Baeg are not exempted; some parents are uneducated and cannot assist their children in their English assignments, so they are not

interested in English and never visit the school because of their illiteracy in English or any other subject:

In one sentence, they rarely visit the school. If they come, they come individually, just asking about their children. They are not interested in English or any other subject because they are uneducated and cannot contribute in their children's learning.

T4/18.09.08/Intervi

ew

### **5.6.3.2 Students' Weakness at English Speaking**

It is apparent that students are also weak and unable to communicate and interact in English as revealed by four students:

I am really weak, not only me. You can see the other students and interview them, and then you will know the extent of our weakness. Try to ask my classmates questions in English, and then you will be surprised i.e. you will find out our weakness especially in speaking the language.

ST/3.10.08/Interview

I am weak at English. For example, if you ask me to talk with you in English. I may answer your questions like how are you, or how old are you? But no more.

ST/4.10.08/Interview

We cannot speak English fluently. We are really weak and unable to interact and communicate in English or any other Language except Arabic.

ST/5.10.08/Interview



My ability is not good. I mean if I am given a task in English, I cannot do it. If you want me to talk about myself in English, I won't be able to do that.

ST/5.10.08/Interview

The major problem which faced the English teachers is students' general weakness with the target language as explained by teacher 3:

One of the problems is weaknesses of our students in English.

T3/1.12.08/Interview

Another teacher commented:

The problems which encounter the FL teachers is weaknesses of students in English

T4/15.10.08/Interview

Facing such challenge is a daily routine face by many English teachers in the north part of Jordan. Dealing with it is never an easy task as iterated by the following:

Weaknesses of students at English are the main problem which I encounter. We tried as teachers to solve this problem. We couldn't solve it

T4/15.10.08/Interview

The Ministry of Education has strived to improve students' proficiency like training English teachers, providing schools with many facilities, but until now, we still have weak students who cannot even produce one meaningful sentence as explained by a ministry officer:

Students are very weak at English. They cannot even produce any meaningful Sentences in English. For many years, the Ministry did much effort to overcome students' weaknesses, but until now, we have weak students at English.

MO1/27.11.08/Interview

The Ministry of Education in Jordan issued a decision in 1996 to teach English from the first elementary due to the importance of this language (Ministry of Education, 1999). Those who were exposed to English from the first elementary may have better levels at English than the other students. This weakness appears in speaking and writing skill as iterated by a ministry officer:

The English level varies where students who learned English from the first elementary are better than those who learned English from the fifth grade. In general, students are weak at English particularly in speaking and writing skills.

MO2/28.11.08/Interview

The situation has got from bad to worst and students are weaker in the English language

MO3/28.11.08/Interview

#### **5.6.3.3 Students' Shyness in Speaking the Language**

Three English teachers stated that one of the problems which they encountered in teaching the English language is students' shyness in communication and interacting with their teachers to the extent that some of them were not able to talk about themselves in English as stated by T1:

Students are shy to communicate or interact with us in English. I still remember when I asked one of my students to talk about himself in English, he could not do that. After the class, he came to my room and apologized for not answering my question because he felt shy to speak in English in front of the class.

T1/02.10.08/Interview

The problem of shyness which faces some students is because they rarely use English outside the classroom as mentioned by the following teacher:

The main problem we face as English teachers is students' shyness in the classroom. You know that English is a foreign language in Jordan and rarely used outside the classroom, so many students usually feel shy to speak the language.

T2/02.10.08/Interview

Another teacher mentioned the reason of shyness in English for students' being afraid to be laughed at:

According to my experience in teaching English, I encountered students who were shy to speak English although they are good at English. When asked about the reason of their shyness, students revealed that they felt shy to speak English as they were always afraid to be laughed at them when they tried to communicate in English.

T4/15.10.08/Interview

Speaking English is the aim of many learners. Shy students may take a long time to speak confidently, but when they speak, their English often contains fewer mistakes and they feel proud of their English ability. However, if the goal of speaking the language is communication and that does not need perfect English, then it makes

sense to encourage the use of the language in the classroom, break the silence and get students communicating with whatever English they use, and selectively address mistakes that deter communication (Chaney and Burk, 1998). Apprehension has been clearly established as a primary reason for communication avoidance and communication disruption in the first language (L1). It may be even so in preventing people from communicating in a second language and disrupting their communication.

Apprehension towards English or any languages for that matter can become a stumbling block or barrier in the learning of a second language because the apprehensive individual may be unwilling to engage in the practice in the language necessary to its mastery. Evidently this is supported by Lucas (1984, p. 594) who said that "...if international students are apprehensive about speaking their own language, their fear of communicating in English must be magnified tenfold. In addition, even those international students who are not apprehensive about speaking in their own language can become apprehensive about speaking in English. As a matter of fact, although foreign students often claim that one of their main goals is to get to know and establish friendships with native speakers, in actuality, they secure emotional stability and find support by associating with their own countrymen."

### **5.7 English Teachers' Lack of Motivation**

Teachers anywhere in the world are main components of education. Teachers need to be motivated to teach, innovate, and facilitate learning. In addition, it is imperative that teachers provide sufficient learning support and motivation to students in order

to sustain learning and helping them to be better. Nevertheless, it is disturbing to find that English teachers interviewed in this research are not motivated to teach:

My colleagues don't have any roles in promoting teaching English. They are like me. We just enter the classes and write the lesson plan. Really, we are not motivated to teach. When I and my friends came to this school, we were motivated to do our best, but then we failed to do so.

T1/16.09.08/Interview

It is apparent from the above discourse that English teachers in the northern part of Jordan do not have sufficient motivation to become a functional teacher. This expresses the sense of frustration among our English teachers:

I am not an effective teacher because we are not motivated and encouraged to teach English .we have feelings of frustration in our schools. I myself feel that sometimes we are useless. In other words, we cannot introduce anything to our students.

T4/18.09.08/Interview

There is no motivation from students to learn the language

T5/18.09.08/Interview

One ministry officers commented:

We face English teachers who are not motivated to work.

MO1/05.10.08/Interview

Three students stated that English teachers just come to the classroom with no strong intend to teach. This means that they are not motivated, with no desire to instruct

which in turn make the teaching process and the student learning process very difficult for the students:

If I want to talk honestly about our English teachers, I can say that some of our English teachers are unwilling to teach. I mean they come and sit on the desk. We really feel that they are forced to enter the classroom. This situation makes learning the English language very difficult for us.

ST3/15.10.08/Interview

Actually, since a long time, we faced English teachers who were not motivated and unwilling to teach. How can we learn English if the situation is like this? I don't say that all of them are like this. One day I asked my classmates to discuss this matter with our teacher, but no answer came from him.

ST4/15.10.08/Interview

I regret to say that we encountered in the previous classes English teachers who cheated us. In other words, they just came to our class and asked us to open our English textbooks. We feel that they didn't do much effort in the classroom.

ST6/15.10.08/Interview

As expressed by teachers and students, this sense of frustration creates problems for teachers and students. Students were affected by teachers' frustration, and this was a serious problem as noted by the following school principal:

Students are the main victims of teachers' frustration. The problem of students' weakness at English, I think, emanates from teachers' sense of frustration. In fact, teachers are not motivated to teach. I can give you an example; some teachers usually come to me every day asking me to

take permissions to leave for reasons, but I am sure they just wanted to leave the school and not work

PRI/16.10.08/Interview

It is widely acknowledged that teachers who are happy are better teachers (Hean& Garrett, 2001). The findings revealed that English teachers are not motivated and dissatisfied with their work; hence the following sections will summarize the factors which demotivated teachers and impeded them from working properly in EFL classrooms.

#### **5.7.1 Low Image of Teaching Profession**

Many teachers in this study expressed their dissatisfaction with their jobs because the professional image was not inviting. In fact in some quarters of the society, they (the society) have a very bad social view on them. Over times, teachers feel frustrated and unwilling to work professionally, systematically and satisfactorily as depicted by the following discourse:

If you want me to be honest with you, I don't like my job and unsatisfied with my position. You know that our society doesn't respect us and have a very bad view on us. What do you think our feelings then? Actually we are completely frustrated with our situation and unwilling to teach because the society disregards us.

T4/15.10.08/Interview

I think English language will be deteriorating because most of the English teachers are unsatisfied with their jobs. You were an English teacher in Jordan and you know the situation. The society has very bad social view on us. I am single man, if I want to get married, no parent accepts to marry me his daughter. This is our life and this is our situation.

T5/15.10.08/Interview

We, as English teachers, don't like our jobs because of the bad social view of the society on teachers. I am really thinking to quit my work.

T3/15.10.08/Interview

On an extreme case, one principal stated an example of bad social view where parents come to school with no respect to the teachers in general:

I agree with teachers that the society doesn't show respect to them. They are completely frustrated regarding this point. When they feel that they are not appreciated in their work, they cannot perform their work properly.

PRI/15.10.08/Interview

In Malaysia and other developing countries, the educational sector is well respected. The schooling system is of great quality, and the teaching profession (at least from my observation and reading) is well respected. Teachers have great status-quo in the society. Jordan is lacking of that. The bad social view on teachers demotivated them (the teachers) and inhibited them from working properly and effectively in teaching. This is true for all subject matters, and especially so for the English language teachers here. Naturally, when the society does not value and respect the English teachers, both the teaching and learning process are affected. This created problems for our students in learning the language as depicted by one ministry officer:

The bad social view on teachers created problems for the process of learning English in Jordan. I mean English teachers are not motivated because the society does not respect them nowadays. In the past, they (teachers) were respected by the society. But now, as you know, teaching job is considered to be the worst job.



### **5.7.2 Low Monetary Rewards**

The opinions of scientists and researchers are varied in deciding on the concept of incentives. According to Yaghi (1986,p.21), “...incentives are the possible conveniences in the man’s local environment which can be obtained and manipulated to move him towards a specific behavior or performing an activity or activities to accomplish his needs, aims and expectations’’. The importance of employee incentives is driven by the need to improve their performance and competence in order to accomplish the organization’s aims and objectives. It is a fact that enhancement of job performance has become a main factor in achieving the objectives of both private and public organizations. This can only be achieved by the availability of an outstanding moral and monetary incentive system (Al -Harithi, 1999).

In this study, all the English teachers stated that their salaries are not sufficient if they are compared to other employees or other professions in other sectors within the government. This, in turn, affects their performance in of the as English language teachers. It is well known that when a teacher is deprived of the financial incentives, the consequences will be negative. The failure in satisfying the teachers’ needs will lead to disappointment that will push the teachers to behave negatively towards the required teaching and learning goals. This affects job productivity and contributes to their disloyalty, as iterated by the following discourse:

Teachers are not satisfied with their salaries. In other words, their salaries are not enough if you compare them with the others' in the government. Actually, teachers in general suffer from this point. This, in turn, will negatively affect their performance in teaching.

T1/02.10.08/Interview

Another teacher commented that he paid a large amount of his salary for his transportation to his school and his salary is not enough to cope with the increasing demand of life here in the northern Jordan:

We feel that our financial situation is very bad. For me, I come from a far place from here. I need to pay a large amount of money for transportation every day. What will remain from the salary?

T2/02.10.08/Interview

Such frustrations collectively has forced many of Jordan English teachers and other subject matters to quit their teaching jobs in Jordan and move or even migrated to other Gulf countries for better pay schemes as depicted by T3:

Our salaries are not enough. This is why many teachers quit the work and preferred to work in the Arab Gulf countries. The remaining teachers are still suffering. This situation demotivated them. I have 7 children, and two wives...our salary are comical and do not reflect today's life demand.

T3/15.10.08/Interview

Another two teachers English language teachers mentioned that they teach private tuition because their salaries are insufficient:

Actually, I teach private tuition as my salary is not enough, but not all the English teachers teach private tuition

T4/15.10.08/Interview

I teach private tuition as my salary is not enough

T5/15.10.08/Interview

English teachers are not offered any extra financial incentives to perform their work properly. This situation frustrates teachers and makes them de-motivated to work as echoed by the following English supervisors:

I don't think there are any financial incentives offered to the English teachers by the Ministry of Education. Really, English teachers are suffering from their low salaries which impede them from innovation.

SUP1/02.11.08/Interview

In general, there are no financial incentives offered by the Ministry of Education to encourage English teachers to teach properly.

SUP2/02.11.08/Interview

This situation is also revealed by one parent where he mentioned that teachers are weak because their salaries are low:

I think our English teachers are not motivated to teach properly because they are not paid enough salaries. I feel that they are always suffering because of this. How can we ask them to perform their work appropriately if they are in need of good income? This seems to me something challenging.

PAR1/20.10.08/Interview

It is very clear from the teachers' voice that the low salary is not motivating them to perform. They are dissatisfied with their plight, and become even more frustrated

when compared with other government positions with require lower qualification yet offer better pay schemes. This was echoed by one teacher:

Actually, you can see some employees' situation in the other sectors, for instance, a guardian, with no qualification, in Al-beit University has more monthly income than teachers....truly embarrassing to admit this, but somebody, somewhere need to hear our voice. God...we are teachers, teaching the younger generation to become future leaders, professionals, etc., yet. Look at us, our pay scheme. I think there is no country like ours.....you are lucky to be in Malaysia, if you can work and teach there after your studies, please teach there. I have heard a lot about Malaysia and Malaysia schools and education. I wish I could follow you back to Malaysia soon.

T1/02.10.08/Interview

### **5.7.3 The English Teachers' Work Loads**

All the English teachers had heavy workload in their schools. On average, teachers teach between 20 to 22 hours weekly. In addition to their teaching tasks, they are also required to take part in the administrative tasks, examinations, and maintaining discipline in the schools (see picture 1). Such monumental tasks prevent them from preparing good English lessons for their students as iterated in the following:

The problem which we encounter is that we have more than 20 hours a week. I think this situation would prevent us from teaching because we don't have time to prepare our lessons.

T1/01.10.08/Interview

Another English teacher perceived the duties required by him are not related or relevant to teaching English for the students as explained by him:

Not only have we heavy hours a week. Also, we are required to be involved in the administrative duties. These tasks are not relevant to teaching English in our school such as maintaining discipline in the school and examinations.etc. Look at our classrooms; they are big classes, some 50, 60, 80 students. The school is big. The students come from a farming communities, disciplines are everyday issues....I have only two hands to work at any one time.....how can I manage everything. I think my actual teaching and students sometimes only get 20 to 30% of my attention.

T2/01.10.08/Interview

*Figure 5.1: English Teachers are Maintaining Discipline in the School (November 5, 2008).*



If this major problem is not solved, it will cause many English teachers to quit and resign from their job:

How do you expect our English teachers to teach English if they have more than 20 hours a week? Actually, we are still suffering from this point. Trust me; if this situation continues like this, all the English teachers will quit their work

T3/01.12.08/Interview

It seems that the workload have negative impact on the English teachers. Time is short, and if the schooling system does not rectify such issues, then it would have a negative impact on the English language classes as depicted by T4:

As English teachers, we do not have time to discuss important issues on teaching English with our colleges because we are laden with heavy hours weekly.

T4/05.12.08/Interview

T5 attributed this heavy work to shortage of English teachers in the Jordanian schools:

I think heavy work is a major problem encounters me, but what can we do? May be we have shortage of English teachers in Jordan.

T5/08.12.08/Interview

Although English teachers have heavy workloads, they are also engaged in administrative duties, examinations. This, in turn, would impede teachers from participating in communicative activities or discussing important issues on teaching and learning of the English language. Also, the heavy workload of teachers would negatively affect their performance in teaching. Consequently, this would demotivate them to teach properly in the classroom as depicted by the following teacher:

I am really tired in this school. Besides my job as a teacher, I have other tasks which demotivate me to teach as I plan.

T4/05.12.08/Interview

Evidently, the English supervisors interviewed concur with the above findings. They mentioned that the English teachers have heavy workloads besides teaching students which in turn inhibited them from teaching and conducting activities in the classroom as they are tired and laden with such tasks like examinations and administrative duties:

I agree with teachers that they have heavy workloads besides their jobs as English teachers. These duties like examinations and administrative tasks would affect our teachers negatively. Also, we can't forget that such tasks would demotivate teachers to not properly teach students.

SUP1/02.11.08/Interview

#### **5.7.4 Discipline Problems as Perceived by English Teachers**

Most of the teachers mentioned that they faced discipline problems in the classroom. These problems have bad impact on the flow of the lessons and disturb both the teachers and students in the classroom. Misbehaviors types are represented in students talking loudly with each other and non-verbal noise like moving desks deliberately (see picture 2), student fighting with each other, ignorance, etc. as mentioned by T1:

The major challenge we encounter is that students (particularly low achievers) interrupt us in teaching English. In other words, they make verbal and non-verbal noise like moving desks deliberately. This, in turn, disturbs teachers and students.

*Figure 5.2: Making Verbal and Nonverbal Noise in the Classroom by Students (December 9, 2008)*



Another teacher commented:

Talking in the classroom loudly is kind of misbehavior which we face in teaching English. I think those who have got low marks are behaving in this way.

T2/01.10.08/Interview

Another English teacher stated that some students are constantly trying to make unsuitable banter and jokes because they (students) like to attract their classmates' attention. This misbehavior would affect the teachers' performance, disturb, and interrupt them as they have to deal with these problems. Such interruptions would shorten the period time for the English class which excitingly is not long anyway. Interestingly, as iterated by the following teacher discourse, such negative behavior could be due to feelings of boredom:



Actually, unsuitable banter in the English classroom is a big problem which we face as English teachers. Some students are always making this misbehavior to attract other students' attention. This misbehavior, I think, would lessen the duration of the English period because we have to deal with these problems.

T4/05.12.08/Interview

The teacher is aware that boredom is a common characteristic of his English class, but why isn't it dealt with?

Misbehaviors from the students are evident in most of the classes that I visited and observed. For example, some students did not bring their textbooks. When their teacher asked them about the reason, they did not answer him. On the contrary, one student was shouting loudly showing his anger. Also, I noticed that there were some students talking loudly in Arabic while the teacher was explaining the meanings of some words, disturbing and interrupting the teacher and their classmates. I also noticed some students' simply exit the class without prior or official release by the teacher. There are a lot of disrespects. All these behaviors affected the teachers' performance. The teacher was completely confused with all these misbehaviors and was not be able to deal with such groups of students. The teacher when confronted says:

Teaching with these type of students, I feel frustrated, embarrass to you to see all these, but perhaps you can help us in the future....the teaching profession is going from bad to worst....we the teachers are having a burnout syndrome and want change.

T3/05.12.08/interview

Discipline problems have different effects on the management of the classroom. These problems affect teachers' emotions and their personal control. The learning process is the first victim resulting from students' misbehavior where teachers spend most of the time dealing with these discipline problems (Baker, 1985).

#### **5.7.5 Overcrowded Classes**

As revealed earlier, the English classes parallel to other subject matters compose of big classes. It seems that teaching large classes is problematic especially for language classes like the English language. This situation also creates many challenges and problems for the English teachers in our schools. The English language teachers stated that overcrowded classes cause problems for them (see picture 3). One of these problems is that English language teachers cannot conduct oral activities in the overcrowded classes as mentioned by one teacher:

I think our classes are relatively crowded. As you see, some classes have more than 25 students. This, in turn, would prevent me from conducting communicative activities with my students.

T1/01.10.08/Interview

*Figure 5.3: Overcrowded Class (December 9, 2008)*



Another teacher perceived that the overcrowded classes make it difficult to maintain the discipline; hence this situation would prevent him from teaching effectively and appropriately as depicted by the following discourse:

Overcrowded classes are not suitable for learning English. We have in some secondary classes more than 30 students. It is difficult for me to maintain discipline in such classes; hence, this situation impedes me from teaching effectively and appropriately.

T2/01.10.08/Interview

Overcrowded classes require English language teachers to work much more and to put in more effort in teaching English because students could be homogeneous or heterogeneous in their skills, abilities, preferences, and styles, so English language teachers have to take this into consideration as stated by one teacher:

You were an English teacher, weren't you? You know, we have overcrowded classes. This frustrates me because I have to do much effort in teaching since the students are varied and different in their skills, abilities, preferences, and styles.

T3/02.10.08/Interview

Many of the English teachers find it difficult to manage their lesson effectively in the 45 minutes session for any one class:

How do you juggle a 45 minutes with lesson, discipline problem, and everything things ales and all the demand made on us the English teachers.....some people only know to complain, but try and be like us. Feel our feeling and duties....I really have many problems in teaching the overcrowded classes. One of these problems is that how to distribute the time in the class. You know the period is only 45 minutes and we have more than 20 students, then dealing with this situation is difficult.

T1/01.10.08/Interview

Due to the large number of students in the English class, another teacher finds problems in distributing the time and giving all the students equal opportunities to communicate and interact in English:

The problem we encounter as English teachers is that overcrowded classes prevent us from giving students equal opportunities to communicate and interact in English due to the lack of time and the huge number of students in the classroom.

T2/01.10.08/Interview

We, as English teachers, have main problems in teaching the overcrowded classes. The big one is the time. How can we teach classes

with more than 25 students? English language class requires teachers to distribute the time particularly if we know that classes are overcrowded.

T3/02.10.08/Interview

In most of the classes I observed, the number of total students varied. Some 35, some 65 students. When the class is big, I noticed that the teachers faced difficulties particularly in making the class interact in English. Based on various observations, I think it is a fair conclusion here supported by all the discourse received that the huge number of students per class could be a contributing factor that makes English teaching and class difficult to manage. In some cases, it demotivates the teachers and students. On an extreme case, ineffective management has contributed to boredom as revealed earlier in this thesis. This situation impedes the teachers from interacting with their students sufficiently as mentioned by T3:

The overcrowded classes confuse us in our work and in distributing time in the class.

T3/02.10.08/Interview

It can be concluded that teaching overcrowded classes is challenging for the English teachers since it makes it difficult for implementing and maintaining activities and discipline in these classes. This fact is supported by Al-Jarf (2006) who has clearly stated that crowded classes deter teachers from conducting activities and maintaining discipline in the classroom.

### **5.7.6 English Teacher-Principal Relationship**

Principals play a major role in supporting teachers' commitment to teaching English in schools (Sarros and Sarros, 1992; Ma and Macmillan, 1999). In this study, most of the English language teachers perceived the cooperation with the school management satisfactorily where the school principals cooperate with English language teachers and offer them support when needed:

The cooperation is very good. The headmaster is always ready to offer any help we need.

T2/17.09.08/Interview

We have excellent cooperation with the school management.

T3/18.09.08/Interview

Actually our cooperation is excellent with the school management and always ready to offer any help we may need.

T4/18.09.08/Interview

Another English teacher mentioned that there is cooperation between the school management and teachers in that the headmaster helps teachers solve their problems that the teachers encountered:

We, as teachers, have cooperation with the school management. Our headmaster is ready to help teachers to solve their problems

T5/18..09.08/Interview

On the other hand, one teacher seems unhappy in his school where he mentioned that all parents and the principals are against teachers:

The cooperation between the school management and the teachers like “enemies relation”.

T1/19.09.08/Interview

He then inserted:

You feel that the teacher is an enemy to the headmaster and the parents.  
All are against teachers.

T1/19.09.08/Interview

### **5.7.7 English Teachers-Parents Relationship**

Building relationship between English teachers and parents is very crucial since it provides them with opportunities to discuss any issues about their children’s learning of the English language. This in turn would enhance children’s learning. In this study, English teachers expressed their dissatisfaction regarding parents’ cooperation with them in that they rarely visit their school. Thus it seems there is no communication between the English language teachers and the students’ parents and this made it difficult for the students to gain support when they need one:

There is no cooperation with parents at all, and parents seldom visit the school.

T2/17.09.08/Interview

Parents are not cooperating with us. They don’t visit us in the school or ask about their children’s English. We wish if there is cooperation from parents.

T5/25.09.08/Interview

There is no cooperation between us and the parents. Few parents visit the school individually to ask about their children.

T3/05.10.08/Interview

Nevertheless, such attitude is not generalizable to all parents. There are also those who are supportive and do ask teachers about their children progress:

Some parents support teachers in teaching their children, but on the other hand, there are parents who never cooperated with the teachers and they rarely visit the school.

T1/19.09.08/Interview

Effective teachers build relationship with parents. They provide frequent information to parents about the instructional program in which their children are enrolled in and about the individual student's progress toward learning outcomes. They can do this through adding useful comments on the reports they send home or through arranging more frequent meetings with the parents. They can also use electronic communication to keep parents up-to -date with their children's progress. Teachers also seek feedback about the type of learning strategies that work effectively for the students and give the parents advice to help their children at home. The students, parents and teachers work together to improve students' achievement. Effective teachers invite input from parents to identify ideas and local issues to be used for individual and group projects. On the contrary, ineffective and demotivated teachers, and teachers who are not well trained would not see this as beneficial:

Why involve the parents...at the moment I have so much to deal with, pressure, discipline, workloads....I do not need more to talk to the parents.

T2/09.10.08/ Interview



## **5.8 EFL Pedagogy**

Knowledge of teaching methods plays a major role in expanding teachers' techniques used for language teaching (Freeman, 1986). The focus is in this study on the activities used by teachers to enhance learning of the language as the teachers' teaching methods will affect students' competence and motivation in learning the target language in Jordan. Furthermore, teachers' competence and knowledge of the four skills (speaking, reading, writing, and listening), grammar, and vocabulary will affect students' performance at English.

### **5.8.1 Effective English Classroom**

Using English in the classroom where students and their teachers interact and communicate in this language is given a priority in describing the effectiveness of the English classes as explained by the following:

The effective English classroom should depend on using English, interact and communicate completely in English. If this happens, then we can say that we have effective English classrooms.

T2/25.09.08/Interview

The effective class is the class where students can speak English fluently.

T4/03.12.08/Interview

The purpose of learning the language is mastering the four skills (reading, writing, speaking, and listening). This is a goal set by the Ministry of Education in Jordan,

and then if the students master these skills, we can say that we have effective English classrooms as mentioned by T3:

The effective English classroom should be able to master the four skills (reading, writing, speaking, and listening.

T3/02.12.08/Interview

The learning materials should be plentiful in our English classes, and they must not just have the textbooks, but other fun learning materials. It is well-known that the learning materials enhance the learning of the target language. Our English classes are not effective enough because the focus is always on the textbook as described by the following:

Our classes are not effective enough and suitable for EFL teaching. The focus is just on the English textbooks. There should be other facilities to promote teaching the language in our classes such as labs...etc.

T1/25.09.08/Interview

It is well-known that teachers who teach large classes encounter many challenges where students' abilities are varied. In addition, students who sit at the back usually make noises more than students who are sitting at the front of the class as depicted by the following:

The effective class is the class where the number of students is suitable where the teacher can roam in the class, and students can learn easily and effectively without disturbance from some students.

T5/15.12.08/Interview

The problem of large classes in conducting lessons is also highlighted by Al-Jarf (2006) who stated that crowded classes would impede EFL teachers from

implementing communicative activities and disturbing time as students are varied in their preferences and styles for learning.

### **5.8.2 Interaction in the FL Classroom**

All the English teachers interviewed realize the role of interaction between the teachers and students, and among students in learning the language as it increases students' proficiency in the language and students' storage of vocabulary, but how is this possible? One teacher stated because of students' weaknesses in English, there is no real interaction:

There should be interaction in English in the effective FL classroom because in interaction, we increase students' proficiency where students will learn from each other, memorize new words. We have to encourage students to interact and communicate, but how? To interact in English, students must have good levels in this language.

T2/02.12.08/Interview

Not only students who are weak at English, but the English language teachers themselves are weak as revealed by T1:

There should be interaction between teachers and students to help them to speak the language, but the problem is that we don't have interaction in the classroom in English due to students and teachers' weaknesses in the language.

T1/02.12.08/Interview

Other teachers stated that interaction facilitates learning the language by providing students with opportunities to speak:

The interaction is very essential and important in learning the language. It provides students with more opportunities to speak the language.

T3/02.12.08/Interview

Interaction is very important in learning the English. It is essential to acquire the language through talking to the teacher and students interacting themselves.

T4/03.12.08/Interview

Interaction is very important in learning English and it should be there in our classes.

T5/05.12.08/Interview

In all the classes observed by me, I did not see any real interaction using the English language. On the contrary, the use of Arabic between teachers and their students was dominant in the classrooms. When asked about that, one English supervisor mentioned:

Interaction requires students and teachers to master at least skills required for that, but in our schools, I never observe real interaction between students and their teachers in English. This, may be, due to teachers' incompetence in the language

SUP1/02.11.08/Interview

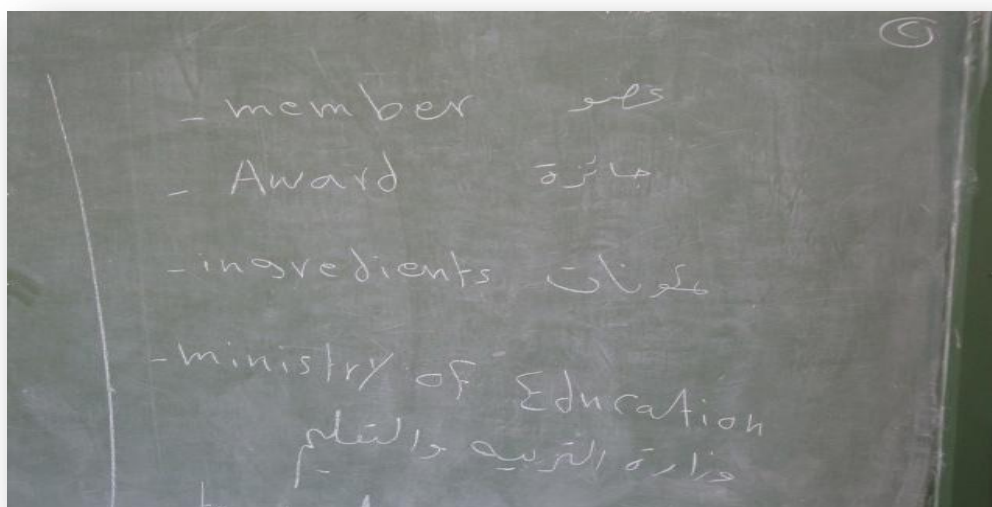
### **5.8.3 Using Arabic Translation**

All the teachers stated that they use Arabic (the mother tongue) in instruction to facilitate the process of learning the language (see picture 4). English teachers attributed this over use of Arabic to many reasons. One teacher stated that he used Arabic due to his students' weakness with English:

I really want to use the suitable instruction where students can understand English well and appropriately, but the thing we face as teachers is the weakness of our students in English, thus we find ourselves forced to use Arabic more than 70% in the class.

T1/21.09.08/Interview

*Figure 5.4: Using Arabic for Translation of English Words (October 6, 2008)*



In many instances, the teachers' self-esteem is low due to his level of proficiency in the target language as mentioned by T1:

On the other hand, there are some teachers who cannot use English fluently.

T1/21.09.08/Interview

Due to such situation, there is no communication or interaction between students and their teachers, thus they (the teachers and students) resorted to using Arabic in their instruction:

First, if teachers use English completely in the class, there will be no interaction between teachers and students because teachers themselves are weak in using English, so they are forced to use Arabic language.

T2/25.09.08/Interview

Also, because of this weakness at the language, translation from English to Arabic (L2 to L1) became a preferred strategy in teaching:

Actually I use translation from English to Arabic completely due to my weakness in the language. This is my preferred strategy which I used since many years of my appointment.

T2/25.09.08/Interview

In addition to students' weaknesses, it seems that the English language teachers used Arabic since they do not want to be embarrassed when they use English in the classroom due to their weaknesses as mentioned by T5:

Weaknesses of teachers and students force them to use and depend on Arabic. This is what happens in FL classrooms. Teachers are sometimes embarrassed when they use English because they might have a lot of mistakes in terms of pronunciation and grammar.

T5/07.10.08/Interview

Which instruction do you mean? I see that we are teaching Arabic not English. I had many attempts to use English in the classroom, but my policy failed. Do you know why? My students before 10 years complained to the headmaster, and then I changed what I have used to do.

T3/07.10.08/Interview

What does this imply? It implies that the teaching of the English language at least in the case I am investigating in this research is bad. The proficiency and competency

of the teachers in questions need to be attended to. The teachers on a different occasion knows that dominating an English class with a lot of L1 translation (or interferences) is not good although translation may be useful when used effectively. I think at this point, the synthesis of the data is strongly suggesting that English language teachers training is insufficient and that the level or standard of teaching the target language is not systematically monitored. Subsequently, resorting to using 70 to 80% of L1 is common here in Jordan.

Triangulating such findings with many years of teaching English in Jordan, I find similar experiences. My enthusiasm in teaching English and using all English language in my teaching was shattered once by a directive of a headmaster who wants me to mix more Arabic to my teaching because students were complaining that they do not understand my lessons. After that, I decided to use more Arabic in teaching English as directed.

Teacher 4 commented that some of the English teachers' English languages teachers intend to change this way of teaching, but they don't get any help:

Most of teachers, in fact, are using translation from English to Arabic.  
It is something crucial and basic in our school. This is what we intend  
to change, but who cares for our worries about students.

T4/26.09.08/Interview

In all the classes I observed, I noticed all the English teachers used and depended on Arabic in their instruction (over use of Arabic). For example, T1 asked the students about the meanings of words. The questions were in Arabic and students answered

the questions in Arabic too. Even in teaching grammar, teacher 2 used Arabic to explain the meaning of the conjunction 'however'. T3 wrote some words which were irregular adjectives such as good, better than. I also noticed that students were discussing and interacting with their teacher 4 (T4) but in Arabic which was the dominant language in the FL class.

Using L1 in learning L2 has been opposed since it deprives students of input in the L2 (Ellis, 1984). Krashen (1985) supported the maximum exposure and use of the target language. As a result, all lessons should be taught in the target language and should only use L1 sparingly or when needed. However, it has been suggested that using L1 in L2 learning reduces students' anxiety (Hawks, 2001).

Because of teachers' weakness at the language, they use and depend on Arabic. As a result, they do not develop themselves in the language, thus they are forced to use Arabic in the English language classroom. This fact is also supported by professors at the English department in Al-Bayet University:

Actually English teachers are weak in English, so they use Arabic.

PROF1/01.12.08/Interview

Using Arabic is sometimes crucial in interpreting the English words, but not to depend on Arabic translation completely. This was what Professor 1 added:

I don't think there is a problem in using Arabic in the classroom, but not to depend on it completely. I am with using Arabic to explain the untranslated words. Arabic should not be used as a method in teaching English.

PROF1/01.12.08/Interview



The English language teachers do not develop themselves in the language, so their weaknesses in the target language remain a major problem and consequently they use the mother tongue (Arabic) to teach:

Actually English language teachers don't develop themselves in the language, so their weaknesses remain a big problem, thus they are forced to use Arabic language and depend on it in instruction

PROF2/05.12.08/Interview

#### **5.8.4 Communicative Activities Conducted in the English Class**

Communicative activities are activities which relate learners to real communication situations (Stern, 1992). For example, when an English teacher asks one student to close the window, this activity is communicative if the teacher makes a request from the student. The teacher's main task should be to create situations in the classroom in which learners have opportunities for communication and interaction. These would be interactive activities which entail speaking and listening from all the participants such as discussions, games, and talks. Teachers are required to create their materials for students they are teaching.

In this study, there were not many activities which promote communication in the English classes which were visited. The exercises which have been performed in the English classes were not communicative, and solely reliant on the textbooks. The way of instruction was very boring and it was the same in the classes observed by me. In other words, classes were just photocopies of each other. It was repetition after repetition. The lessons were conducted as a one way communication, plain and may not be inviting as iterated by the following students:

English class is boring, the worst class ever. Not colorful and we do not learn much English. Every day is the same. Open text book, close text book. Teachers are like robots....no feelings

ST2/03.11.08/Interview

Students and teachers were passive in carrying out activities in the classroom. This truth was supported and mentioned by the following two English supervisors:

Our English teachers rarely carry out activities which promote communication and interaction in English although the curriculum requires teachers to perform and conduct such activities. Teachers are unwilling to invent or create activities in the English classes.

SUP1/02.11.08/Interview

Actually, the worst thing that our English teachers always ignore is that communicative activities have never been conducted or performed such as talks, discussion, or solving problems in real situation. The involvement of speaking the language and student-centered activities has never been carried out. In all the classes I visited during my work, I never noticed teachers conducting communicative activities in their classes.

SUP2/02.11.08/Interview

Students felt boring from the same way of instruction where they expressed that there were no any activities conducted by their teachers in the classroom as mentioned by two students:

In actuality, we face teachers who didn't do any activities in the classroom such as dialogues. Only the same way of instruction and it is not changed all over the year

ST3/5.10.08/Interview

You visited us in our class many times, have you seen our teacher conducting any activity in the classroom. Really, we are always boring from our teachers' instruction

ST6/5.10.08/Interview

#### **5.8.5 English Teachers do not Plan and organize their Lessons**

Making plans before doing something is very important. For example, when we like to drive somewhere, it is better to check the map to estimate the distance and energy needed, thus we can use the energy, time, and money effectively. Planning is crucial to reach our destination. Similarly, English teachers should have clear idea of their goals and how to achieve these goals. Planning the lesson is very important as a framework for the English teachers to plan their activities to be performed in the classroom. Furthermore, planning helps them to evaluate their performance after the class in order to evaluate what was and wasn't suitable for the students.

In this study, English supervisors stated that in many cases the English language teachers just write the plan of the lesson and they do not follow what is written in the plan. In other words, what is written is different from the performance in the class as mentioned by the English supervisors:

Teachers' performance in the classroom is different from the written plan.

SUP1/02.11.08/Interview

English teachers just focus on writing the plan but they don't implement anything in the class. I think that organizing the lessons in our schools is very bad.

I observed in all the classes which I visited that all the English teachers did not plan their lessons carefully and systematically. They presented their written plans of their lessons when asked to, but when they started teaching, it does not resemble the plans made for the class. For example, it was written in the plan of the lessons that the teacher would review the past material before going through the new material, but I noticed that two of the English teachers delivered the new material without reviewing the previous one. The lesson plan is very superficial and has no merits on what goes into the classrooms as iterated by the following teacher:

I do not do lesson plan to teach in my classroom...I do it for show only.....it has no purpose, I teach what I think is good for the children.  
Or things that they can understand

T4/14.09.08/Interview

### **5.8.6 English as a Language of Instruction**

English is vital for international communication and as a means to explain scientific concepts clearly (Rollnick, 2000). In this study, most of the English language teachers stated that improving students' potentials in the English language entails that English should be used in teaching other subjects such as Mathematics and Sciences. This, in turn, would optimize students' proficiencies since Arabic is used in teaching all the subjects except English as depicted by the following:

As you see in our schools, English is only used in English classes. We hope that some subjects such as Math and Science are taught in English as well.

T1/01.10.08/Interview

As an English teacher in Jordan, I suggest that other subjects should be taught in English to improve students' proficiencies at the language.

T2/01.10.08/Interview

For me, if we want to solve students' weaknesses at English, there should be more focus on this language. In other words, the medium of instruction should be English in the other subjects like Geography and Science.

T3/01.12.08/Interview

Wellington and Osborne (2001, p.139) argued that "knowledge and understanding the language of science is an essential component of scientific literacy". They stated that understanding the language is important to understand the ideas and concepts of science. Thus, teachers are required to develop their language proficiency to present the ideas in science as teachers who are good at the language would be models for their learners in using English if we want to implement this strategy in Jordan. Furthermore, science and math teachers and teachers of other subjects must have linguistic structures if we want to implement using English in teaching these subjects, but the problem is that teachers of these subjects, themselves, do not have much competency in the English language as mentioned by another two teachers:

Using English in teaching subjects like Math and Science is very important to improve students' potentials at the English language, but the major problem we may face is that teachers of these subjects are weak and don't have any linguistic structure at English.

T4/05.12.08/Interview

We can use English in teaching Science and other subjects, but do you think that those teachers are good at the English language. If English teachers are weak, themselves, so what do you expect from other teachers?

T5/08.12.08/Interview

If the situation is like this, then training teachers of other subjects would be of great importance for acquiring the fundamental and basic knowledge in English as mentioned by two ministry officers:

I know that if we want to improve students' proficiency at English, and then it is advisable to use English in other subjects such as Math and Science, but the problem which encounters us is the teachers' competencies at English, hence training these teachers on the basic knowledge at the language would be great.

MO1/05.10.08/Interview

Teachers of math and science are unable to teach the subjects in English, so training and providing them with good structures at English is very important.

MO2/05.10.08/Interview

Inculcating English language skills should not be left only to the English language teachers. In other words, there should be cooperation between subject-matter and language teachers to learn the target language as teachers of other subjects will encounter many problems in teaching the subjects in English. They should find strategies to deal with these problems because if they fail to use English confidently, then students will lose confidence in their teachers. Therefore, teachers need to be trained in order to perform well in science teaching (Mohammad, 2006). To train

other teachers seems very crucial and significant if the ministry intends to implement the use of English in teaching other subjects such as Math and Science.

#### **5.8.7 English Language Teacher –Student Relationship**

Building good relationship between the English language teachers and their students is crucial and important to break the barriers where students can discuss their problems with their teachers. Building positive relationship between teachers and students would decrease the problems of disruption in the classroom (Phelan et al, 1992) and increases learners' academic achievement (Murray, 2002). Moreover, it increases students' opportunities to participate in the activities in the classroom. In other words, this participation would surely break the barrier of shyness, inferiority complex, and others. Also, mutual respect between teachers and students enhance learning the foreign language as expressed by T1:

I always encourage my students to discuss with me any problem they face. Also, mutual respect between students and teachers is very important to get students involved in the participation of activities in the classroom.

T1/19.09.08/Interview

Another teacher commented:

Friendship is very essential between students and teachers. Really, our relation is not formal. They (students) always come to my room and get me involved in solving their problems. I always urge my students to participate in the class as well.

T3/18.09.08/Interview

On the contrary, there are teachers that oppose such view. In fact, two English teachers in this study were afraid to develop and build a good rapport and relation with their students. They see themselves as serious and very rigid with their students because their jobs were only teaching the lesson and delivering the material. When probed with questions on this, they say that they are afraid of losing control on the students as expressed by the following:

Actually I don't like to build any relation with my students. My job is just delivering the materials. This is my own idea. If I build a good relation with them, they (students) won't show any respect for me.

T2/17.09.08/Interview

Another teacher stated that he had an experience of building relationship with his students, but he then lost his control on them:

Actually I tried to build good relation with the students, but then faced many problems. One of these problems is that I lost control on my students and consequently they didn't pay attention to my instruction.

T5/20.09.08/Interview

T4 varies in his attitudes in dealing with his students. He is sometimes serious, and at other times not. He inserts jokes and others to break laughter when he sees that his students are feeling bored. It is through these various such experimental approaches, that the teacher now concluded that fun and fun component in language teaching has a major role in facilitating learning the language if used properly:

To tell the truth, this depends on the situation, sometimes I am serious with my students to ensure that they learn well and get the concepts



properly. On the other hand, I make fun when I feel that my students getting bored.

T4/18.09.08/Interview

The excitement and enthusiasm that a teacher is able to create in the classroom play a main role in helping students in learning the subject not only with more positive energy, but also assists them to be interested in topics that they would normally not be interested in. Also, the good relationship between teachers and students are crucial to the success of the learning process. Teachers cannot regard themselves good at what they do if they are not able to deliver the material in the classroom in a way that attracts students' attention and interest and assist them to learn about different subjects and life outside the classroom. Teachers also should not present themselves as unapproachable. A smile and an invitation from the teacher would make students feel comfortable and encourage them to ask questions without fear. Establishing good relationship between teachers and their students is very important in order to eliminate any barriers between teachers and students. Consequently, this good relationship would increase students' competences and performance (Murray, 2002).

#### **5.8.8 Collaboration among English Teachers**

Collaboration among the English language teachers is limited to discussing about keeping pace with each other in delivering the lessons in the textbook. It seems that they rarely talked about the objectives of teaching in the classes as mentioned by many of them:

I like to discuss about the objectives of teaching English in our classes, but we rarely discuss these things with each other. I really wish and hope to discuss about important things related to the process of teaching English in our school.

T1/19.09.08/Interview

We have many important things to talk about in our school, but this doesn't happen.

T1/19.09.08/Interview

We never talk about the process of teaching English in our school.

T5/25.09.08/Interview

It seems that the English language teachers rarely discuss any issues in teaching English in Jordan because they just follow the Jordan Ministry of Education Teacher's book or manual and strictly adhered to it. Consequently, they do not have opportunities to talk or discuss any issue in teaching and learning English in their schools. This, in turn, impedes them from innovating teaching process as depicted by the following:

We have nothing to talk about. Our English teachers are only committed to the textbook and follow the teacher's book. I think we are obliged to follow the teachers' book in order to satisfy our English supervisors. Consequently, we are not able to innovate in teaching English in our schools.

T3/05.10.08/Interview

From the analysis of the discourse of meeting minutes, it is apparent that the meetings in the Jordanian schools are only held between the headmaster and his teachers. Teachers do not have opportunities to talk and discuss any important issues in teaching the English language:

We rarely meet to discuss any issues in teaching the English language. To be honest with you, there are no meetings between the English teachers. We just meet our headmaster.

T4/18.09.08/Interview

In addition, the teachers' room is not well structured. Also, most of the English teachers stated that they shared their room with other subjects' teachers in the school (see picture 5); hence this situation did not assist them to discuss any issue regarding the English language teaching process as they did not have sufficient opportunities to do so and are always interrupted by other teachers while discussing these issues:

As you see, all teachers shared one room in this school which makes the collaboration very difficult to occur among us as there is no opportunity to discuss any issue regarding teaching English in our school.

T1/19.09.08/Interview

*Figure 5.5: All Teachers of Different Subjects Sharing One Room (December 9, 2008).*



Another teacher mentioned that sharing one room with other teachers of other subjects creates problems in that English teachers do not have time or opportunities to discuss any issue in teaching English in their school:

We have teachers here from all subjects. We don't have time or opportunities to discuss or collaborate with each other as English teachers as we are always interrupted by other teachers in our discussion.

T4/18.09.08/Interview

He continued the discourse:

Not only this problem in our school, but in all the schools in Jordan as I worked in many schools before being transferred to this school.

#### **5.8.9 Teachers' Unawareness of Teaching Methods**

English language teachers have been trained, but their knowledge of English as a Second or foreign language and their classroom performance are not satisfactory. However, asking teachers to do a good job without training them to do so is unrealistic. “Those who have nothing can give nothing” is an old Arabic proverb applicable to many graduates of today's foreign language teacher training program in Jordan.

One teacher commented that the trainers' lack the knowledge about methods of teaching English:

After my appointment in the Ministry of Education, we took courses on methods of teaching English, but we were not trained well. The course was like 'ink on paper'. The trainers were not good at training us on the methods of teaching English.

T1/02.12.08/Interview

This disappointment is also revealed by T2 who did not gain any knowledge about methods of teaching English. The benefit is very little as he only knew how to prepare the lessons as depicted by him:

We have taken courses but I feel that I got nothing from these courses because we didn't implement what we have learned from these courses and didn't know anything about methods of teachings English. We just knew about how to prepare the lessons.

T2/02.12.08/Interview

The English teachers are unaware of the teaching methods and learning theories. Most of the English language teachers mentioned that they do not have knowledge about these methods even though they majored in the English language as they were not coached and taught effectively even by their university lecturers:

I really don't have any knowledge about methods of teaching English. We hadn't taken any information regarding these methods in our majors.

T2/02.12.08/Interview

Actually I don't have any knowledge about the methods of teaching English from the university.

T3/02.12.08/Interview

Upon graduation, Jordan English language teachers are appointed by the Ministry of Education without any knowledge about how the teachers teach English. They are rarely supervised on site, and may not know 'everything' about teaching. As such,

some performed well and become functional teachers; others may not be so lucky and had to experiment their way through at the expense of students' learning as mentioned by T4:

The problem we face is that English teachers are appointed without any knowledge or information on how to teach English. This frustrates us as teachers when we teach because we don't know which method we should follow in our instruction.

T4/03.12.08/Interview

One experienced teacher, who has taught for more than 25 years, has some knowledge about Communicative Language Teaching (CLT), but because this approach ignores using the first language (Arabic) in instruction, the approach was not welcomed by students and by the school administrative. Eventually, he also had to depend on Arabic in the classroom, as he was forced to use L1 in the classroom:

I have some knowledge about CLT, but in fact, I don't use it in teaching English because it focuses on using English completely in the classroom and ignores using our first language (Arabic).

T5/05.12.08/Interview

The universities in Jordan do not include any course about teaching methods in English language majors since the philosophy of teaching English do not warrant such learning component. As such, it is timely, for the Ministry and universities to review the curricula in the Universities as mentioned by one professor:

Philosophy of teaching English is still not clear. What is the goal of English language graduates? I agree with English teachers in this point.

We have to review our curricula to include courses on methods of teaching English in our universities.

PROF1/01.12.08/Interview

Another professor attributed this problem to the policy of the Ministry of Education because not all the graduates would work as English teachers since English is required in Jordan in many jobs other than the teaching profession:

This depends on every university and its program. Not all students graduating from English language departments work as teachers. This matter is attributed to the ministry of education and its policy.

PROF2/05.12.08/Interview

## **5.9 EFL Teaching Policy**

In this study, it is found out that the current teaching language policy has its great impact on EFL teachers' performance inside the Jordanian English classrooms where teachers have to strive of many obstacles and challenges due to this policy (Al-Noman, 2002). These obstacles include the continuous changes of English curricula, lack of learning resources (Jung & Norton, 2002), the uncondusive physical environment of the EFL classrooms (Earthman, 2004).

### **5.9.1 The Current Policy on EFL Teaching**

It is widely acknowledged that lack of support services offered by the educational authorities constitutes an inhibiting factor to teaching (IssaMeyes, 1994). In this study, most of the English teachers are unsatisfied with the current policy of English

for Foreign language teaching in the Jordanian schools. It is public knowledge that the Ministry of Education appoints teachers without any screening procedures like interviews or tests. Teachers are commonly appointed based on their paper qualification. This, in turn, provided Jordan with both good and highly motivated in-service teachers, and with those who are not highly motivated:

I think weaknesses of students in English are coming from the current policy of the Ministry of Education in that it appoints unqualified teachers where there are no procedures taken such as tests or interviews before appointment.

T1/02.12.08/Interview

The current policy of the Ministry of Education failed in promoting teaching English in the Jordanian schools for all the reasons which I have mentioned such as appointment of unqualified teachers. Holders of BA certificates are appointed without any procedures performed with them like interviews or tests.

T2/02.12.08/Interview

Another teacher stated that there are always changes in curriculum. This makes the current policy of the Ministry of Education is always confusing and unclear as mentioned by him:

The current policy is not clear. In other words, there are always unclear changes in the curriculum.

T3/05.12.08/Interview

T5 attributed shortage of the teaching aids and the use of Arabic in English class instruction by teachers to the bad policy of the Ministry of Education:



The policy is bad because we don't have the suitable teaching aids in teaching English. Furthermore, our teachers are using Arabic more than English in the class.

T5/05.12.08/Interview

Again, all this is a matter of perception. There are teachers who feel that the Ministry of Education in Jordan has been doing a fantastic job as described:

The policy of the Ministry of Education is good in promoting teaching English. I think, we are on the right track to change and reform. It will take some time. All we need to do is to change and learn from the weaknesses that we have among our teachers and the conditions in the classrooms.

T4/07.12.08/Interview

Nevertheless, in the case study pursued here, overwhelmingly, it is sensed that there is much to work on at the Ministry. The Ministry has to come out with better policies that help practitioners to deliver. The professors at the universities were also unsatisfied with the current policy of the Ministry of Education in that there are always changes in the English curricula. Change is good, but too many changes at a given time may not be good. In addition, these curricula are prepared by foreigners, not by the local Jordanian educators. Many oppose to this and feel Jordanian scholars know what fits the Jordanian society and their culture better:

Unfortunately, there is no clear policy concerning English in Jordan and the other Arab countries. For example, there are always changes in the curricula that confuse teachers in preparing the materials and they are prepared by foreigners. These curricula should be prepared by the

Jordanian educators because they know what fits the Jordan culture and people.

PROF1/10.12.08/Interview

Another professor criticized the current policy of the Ministry of Education because there are always changes in the English curricula which confuses the English language teachers:

The policy is not clear. There are always changes in the decisions regarding the English curricula. Also, these curricula are prepared by foreigners. This makes English teachers confused and don't know how to prepare the materials in teaching the language.

PROF2/10.12.08/Interview

The Ministry officers have different perceptions regarding the current policy of the Ministry of Education. They affirmed that the Ministry of Education succeeded in promoting teaching English in the Jordanian schools:

The policy is successful and the Ministry is always doing its efforts to promote teaching English in the schools

MO3/06.10.08/Interview

They affirmed that they are doing well to help improve the standard of English language among the Jordanian students as mentioned by MO2:

The current policy is based on global criteria on teaching English from the first elementary.

MO2/09.10.08/Interview

The unique thing is teaching English from the first elementary

CD2/05.10.08/Interview

Another ministry officer mentioned that the current policy of the Ministry of Education is to improve teaching English in Jordan by providing schools with all the facilities and support to teach English:

The current policy focuses on teaching English effectively in Jordan.  
We provided schools with all facilities to improve teaching English.  
The ministry's policy is useful.

MO1/09.10.08/Interview

It seems that all the employees at the ministry supported the current policy of the Ministry of Education in promoting teaching English in Jordan. Thus, this current policy is considered to be successful from the employees' views.

### **5.9.2 Teachers' Perceptions on the Current English as a Foreign Language Curriculum**

Most of the English language teachers expressed their positive opinions regarding the present English curriculum. Two English language teachers stated that the four skills (reading, writing, speaking, and listening) have been included in the present curriculum:

English curriculum is accepted and the four skills are included in the curriculum.

T3/05.12.08/Interview

The English curriculum is very good. The four skills have been included in the curriculum.

T1/02.12.08/Interview

Another teacher mentioned that the English curriculum is suitable for the students and teachers:

The English curriculum is good and suitable for the students and teachers

T2/02.12.08/Interview

Commitment to the English curriculum is seen by T5 as something crucial:

The curriculum is good. It is very good if English teachers be committed to it.

T5/05.12.08/Interview

The Ministry of Education is always making changes in the English curricula in Jordan which confuses English language teachers and inhibits them from implementing the methods of teaching English as mentioned by T4:

There are always changes in the English language curriculum. This situation inhibits teachers from implementing the suitable method in teaching.

T4/08.12.08/Interview

These changes in the curricula are considered to be important for the benefits of teachers and students as an attempt from the Ministry of Education:

The English curriculum is excellent. It is always revised and modified to ensure that it is beneficial to the teachers and students.

MO1/09.10/08/Interview

Another MO stated that this current English curriculum is suitable for the students in Jordan, so there is no need to change it as expressed by MO2:

The current curriculum is suitable for the Jordanian students. There is no need to change it since it focuses on the four skills (listening, reading, speaking, and writing).

MO2/09.10.08/Interview

Most of the English language teachers expressed their views regarding the improvement in the current English curriculum. Three English language teachers mentioned that they will not change the English curriculum because it is good and suitable for the students:

I will not change or modify in the curriculum because it is good and suitable.

T2/25.12.08/Interview

I don't like to add anything in the English curriculum because it is a good curriculum and suitable for students.

T4/27.12.08/Interview

I will not change anything in the English curriculum because it is a good one.

T5/27.12.08/Interview

One of the teachers liked that phonetic transcription to be included in the English curriculum for the purpose of learning pronunciation:

If I am given a chance to review the English curriculum, I can just add transcription of the English sounds to learn how to pronounce the words well.

T1/25.12.08/Interview

Another stated that the improvement of the English curriculum can be performed in changing the texts to make it more suitable for the Jordanian society:

I will change in the texts to be suitable for the society.

T3/25.12.08/Interview

Most of the ministry officers and curriculum designers' interviewed stated that the current English curriculum is excellent and needs no changes:

I don't think that the English curriculum needs any changes. Teachers didn't complain about the curriculum. The four skills are included in the curriculum. Phonetic transcription is difficult to be included in the curriculum.

MO2/09.10.08/Interview

The English curriculum is excellent. I don't think there are new things need to be included in the current English curriculum.

CD2/05.10.08/Interview

It is also public knowledge that not all stakeholders are involved in designing the English curriculum and selecting the material. Quite often, the most important view from the teachers and the students are not incorporated or consulted. One curriculum designer stated that participation of students in designing the English curriculum is necessary and important:

The current English curriculum is excellent, but the participation of students in designing the curriculum could be vital and necessary.

CD1/05.10.08/Interview

One ministry officer mentioned that including English for specific purposes seems to be important in the secondary classes to expand students' knowledge on the language as explained by him:

English for specific purposes should exist in our secondary classes.

MO3/09.10.08/Interview

### **5.9.3 The Focus on Grammar in Teaching**

English teachers focus on grammar and neglect the other skills such as the speaking skill, which is considered to be an important skill to improve English. In this study, two English supervisors stated that English teachers often focus on grammar in teaching and ignore the other skills like writing and listening:

In fact, English teachers ignore the four skills while instructing. They just focus on grammar. The writing and listening skills are neglected by the teachers.

SUP1/02.11.08/Interview

English teachers focus on grammar and neglect the speaking skill which, I think, is very important to develop students' proficiency.

SUP2/02.11.08/Interview

Through all the observations I conducted in the English classes, I also noticed that all the English teachers focused on grammar in teaching. English teachers only instruct students how to combine sentences grammatically whereas the speaking skill is absolutely neglected as iterated by the following teacher:

Yes, we usually focus on Grammar, not speaking skill as students ask us to focus on Grammar. I, myself, know this is wrong, but what can we do as teachers? We have to satisfy our students in the classroom.

T2/16.10.08/Interview

This clearly indicates that in spite of the fact that the English curriculum in Jordan is communicative oriented as recommended by the Ministry of Education, English teachers still use Grammar Translation Method. One of the reasons for this is the lack of learning materials and media in Jordanian schools (Al-Khawaldeh, 2005).

Another two teachers mentioned that grammar is required in the final exam of the second secondary class (Altawjihi), so they find themselves forced to focus more on grammar and ignore other English language skills as mentioned by them:

Students always ask us to focus on teaching grammar because it is required in Altawjihi (final exam of the second secondary exam), thus we are forced to focus on grammar.

T1/16.10.08/Interview

Most of the questions in Altawjihi require students to have good knowledge in grammar

T5/20.10.08/Interview

The curriculum and examination seem to dominate how the English language in Jordan is being taught and learned. The rigid curriculum forces the teachers to teach based on what is prescribed and this allow little room to be creative. On the students' perspectives, they have to learn and know the English grammar because it will be tested on them. Three students stated that they always ask their teachers to focus on



grammar because most of the questions in (Altawjihi) included in the exam are on grammar. This requires them to have good knowledge on grammatical sentences and how to combine sentences grammatically. This means that they study English to pass Altawjihi exam, but not so much to improve their English:

As you know, next year we will be in Altawjihi Exam. Most of the questions will be on grammatical aspects. We have to be strong in grammar otherwise we will fail. We always ask our English teachers to focus more on grammar because we want to pass the exam. There are no questions included on speaking as we know

ST6/5.10.08/Interview

This seems to imply that the language education policy determines what the English teachers need to focus on; in this case, they focus on grammar to assist students to pass the final exam of the secondary stage (Altawjihi), not to improve their communicative competence in the language. This policy was officially adopted by the policy makers which in turn made learning English difficult and boring (Al-Jamal, 2007).

#### **5.9.4 The physical Environment of the Classroom**

There are studies that examined the effect of the physical environment of the classroom (windowless classroom, noise, air quality, heating, and temperature) on students' achievement, attendance and wellbeing (Earthman, 2004; Higgins et al, 2005). On the other hand, the physical environment has an effect on teachers work (Savage, 1999).

Physical environment of classrooms has a major impact on the behavior of teachers and students (Savage, 1999; Stewart and Evans, 1997). It has been acknowledged that well-arranged classes are advantageous in that they assist in improving academic and behavioral outcomes of students (Walker and Walker, 1991; MacAulay, 1990). Thus, it is crucial to organize and arrange classrooms appropriately for teachers and learners (Bettenhausen, 1998).

In this study, most of the English teachers depicted the bad physical environment in their schools as a problem which they had to endure in teaching the English language in Jordan. These include poor maintenance, broken windows and doors, broken chairs, teachers' lounge and rest areas, broken computers, insufficient supplies of chalks, etc. (See picture 6) as mentioned by the following:

Look at our classes well; you will see many broken windows and doors. Furthermore, we are in winter season now. Students feel very cold in this season where there are no heating services, how can you imagine students learn English in this situation.

T1/17.12.08/Interview

Figure 5.6: Broken windows of First Secondary Class (September 16, 2008)



If we need to make learning of the English language easy and manageable. Some things should be taken into account; one of these things is that the physical environment in the classroom should be improved where we encounter some difficult conditions in winter. For example, no heating services available, some windows are broken. All these problems affect us as teachers in teaching and prevent us from teaching properly:

Our secondary schools' situation is very bad. Really, we think that the environment in the classroom doesn't encourage us to teach. Look at our classes, you can see our broken windows, so what can be learned in such classes?

T3/02.10.08/Interview

In all the classes observed, I noticed that the English teachers faced many problems in terms of the climate inside the classroom. Such situation is even worse in winter. The cold weather is always a push factor for students to attend classes and school

because the heating services were not available and consequently students didn't pay attention to their teachers. In most of the classes observed, the classes were poorly furnished. In other words, there were only desks and most of them were broken. Evidently, all these evident contradict with what officials from the Ministry says about schools and classes in Jordan. A great deal of effort is needed to improve and transform our schools, classes and the educational climate around. So far, it was nice on papers and reports, but the qualitative reality as depicted by evidence in the two schools in this case study showed the reality of English language classes and how the teachers are coping with it.

Some classrooms don't have doors or windows and noise was easily heard from the playground, tiring teachers and students and distracting students. This affected them negatively. These problems of cold, heaters not working, extreme weather, distraction, etc. all contributed negatively on the learners' achievement and teachers' performances. It is well-known that all these conditions are due to the insensitivity of certain quarters of decision makers or perhaps educational leaders (Stevens, 1974). This situation, may also due to insufficient money or policy of the ministry of education in Jordan.

#### **5.9.5 Shortage of Learning Materials**

Learning materials and resources are important in language teaching (Al-Noman, 2002). In this study, most of the English language teachers mentioned that they are not sufficiently provided with the materials used in teaching English except some

language cassettes because the ministry of education did not provide them with such materials:

Nothing is available except some cassettes in some classes. We encounter this problem in our school. We hope that the ministry of education provides us with these materials.

T1/02.12.08/Interview

The question is important. We don't have any materials that we can use in teaching English except some cassettes. The ministry of education doesn't provide us with such materials.

T2/02.12.08/Interview

Again, here there is a huge contrast between what was said by the Ministry with the reality and experiences of the teachers. One teacher stated that he has only some cassettes but he usually doesn't use them in teaching because, according to him, they are not useful in learning the English language:

The school provided us with cassettes, not more, but I, myself, don't use them in my teaching as I feel they are not useful for learning English.

T3/05.12.08/Interview

Another teacher thinks that students are not interested in the cassettes and unwilling to listen to them, so their use is useless as depicted by him:

We have cassettes where we use them in FL classes. The problem we face is that students usually don't listen to these cassettes carefully, so their use is not beneficial to the process of teaching and learning English. Come to think of it....some of these cassettes use native speakers pronunciation and they speak too fast....I do not think with

the level of proficiency of our students, these resources are valuable.....it is a turn off.

T5/15.12.08/Interview

Some materials are available like cassettes. To tell the truth, we don't know how to attract students' attention towards the cassettes.

T4/08.12.08/Interview

English teachers are not interested in using teaching aids or learning materials as mentioned by an English supervisor:

Actually the teaching aids are available in the schools but teachers are not interested in using these aids in teaching.

SUP2/03.11.08/Interview

Another English supervisor attributes not using the teaching aids by the English language teachers is because secretaries in schools do not bring these teaching aids from the departments of education. This is also perceived as a big problem in the schools:

I think the Ministry of Education provides schools with these teaching aids, but secretaries in the schools don't bring these teaching aids to schools which I think a big problem inhibits teachers from teaching.

SUP1/03.11.08/Interview

In all the classes I observed, and looking at my observation notes, I realize that none of the English teachers used learning materials like cassettes or anything else (see picture 7). Students learnt English in the classroom with minimal learning materials and resources.

*Figure 5.7: No Materials in the English Classroom except the Blackboard (November 7, 2008).*



In this study, all the English teachers who were interviewed realized the importance of using technologies in enhancing the language, attracting students' attention, making students focus on the meaning of the words. It is a new way to learning English language, but the problem which the teachers encountered is the computer accessories like CDs are not available in their schools. Also, some teachers claimed that they do not have sufficient computers (see picture 8) and computers training, let alone knowledge and the know how to operate some language software. This, in turn, impedes them from using technologies as depicted by the following:

Using technology, actually, facilitates learning English and it attracts students because students got bored from the traditional methods in learning English, but the problem that we face is the shortage of technology in terms of CDs and other accessories.

T1/17.09.08/Interview

*Figure 5.8: The lab in the First Secondary School (December 10th 2008).*



I think that using technology is very important in learning English because technology attracts students' attention, but in our school, there are only computers and computer accessories are not available. This impedes us from using computers.

T2/17.09.08/Interview

Technology is very important in learning the language since it attracts students to focus on the meaning of the words, but computers are not available in schools.

T3/18.09.08/Interview

Technology is very important in enhancing the language. In Jordan, the Ministry of Education focuses on using technology like computers in learning the language.

T4/18.09.08/Interview



Technology plays a major role in learning the language because it is a new way to learning the English language.

T5/18.09.08/Interview

It is apparent that the English language teachers have information and knowledge about using technologies since the ministry of education started training all teachers on using computers in teaching. In all the classes, I did not see the English language teachers use technologies like computers and internet. In the two schools, there were labs but they were not used by teachers due to the insufficient number of computers and its accessories. The ratio is one computer to 30 teachers, and is almost one computer to 80 students.

### **5.10 Teachers' Perceptions on Training Programs**

Much have been shared and discussed about the overall teaching experiences of the English language instructors here in the north of Jordan. Evidently, the analysis seems to suggest that the English language teachers training needs attention and must be monitored. The fact that, the teachers teach based on what they think is pragmatic and not so much using the lesson plan to guide and frame the teaching and learning activities suggest that perhaps the Ministry of Education needs to evaluate how English teachers in Jordan are trained.

#### **5.10.1 Teachers' Lack of Interests in Training Programs**

Training and induction of English language teachers has gained attention all over the world. Malaysia for example, has had many policy changes on the teaching and

learning of English in the country, and yet the media and English professionals in Malaysia are reporting the standard of English among Malaysia students are deteriorating. As such, the Malaysia Ministry of Education is examining every aspect of the teaching and learning of English. Training, and retraining, in-service learning, professional development of teachers are constantly pursued.

The main focus of English language training programs is to enhance the level of competency and proficiency of the teachers (De Lima, 2001). It is evident from the data gathered in this study, that many of the English teachers were disappointed with the training programs. They felt that they got nothing from these programs because teachers, themselves, were not interested in these programs and in many cases their attendance was superficial; they just attend and sign their names:

Most of the teachers were not interested in these courses. They just wanted to attend and sign their names. In other words, they were unwilling to get any benefits from these courses.

T3/02.12.08/Interview

I have taken courses on teaching English, but to be honest, we got nothing from these courses. English teachers were not interested in these courses. They just wanted to attend and sign their names.

T5/05.12.08/Interview

This lack of interests is also stated by the English supervisors whom I interviewed. Both of them stated that the English teachers are not motivated and interested in these training programs:

English teachers are not interested in these programs. Believe me; teachers don't bring with them any book or pens. They just wanted to attend in order not to be penalized.

SUP1/03.11.08/Interview

The training programs are being held every year, but the problem which faces us is that teachers are not motivated and interested in these courses. This, in turn, creates many problems in doing our job.

SUP2/03.11.08/Interview

It can be concluded that motivation is very crucial in designing any training programs where it influences the trainee willingness to attend the training program (Noe&Wilk, 1993). On the other hand, lack of motivation would cause teachers unwilling to attend training programs. Consequently, they would be less successful in teaching the target language. As revealed in the study, EFL teachers in Jordan lack this motivation. Hence, this will certainly lead to their low performance in EFL instruction (Goitom, 2006).

#### **5.10.2 Teachers' Perceptions on the Trainers**

Another teacher mentioned that the trainers were Arab, so they didn't get anything from these courses:

Actually we have been trained, but to tell the truth, we got nothing from these courses because the trainers were Arab. It was supposed they were from English speaking countries. It is training on English; we want to be trained by native speakers...than there are values there. You gave us a fellow Jordanian who does things that we do in classes. Using

Arabic to train us....how do we learn? It is purely a waste of time, money and resources.....don't you think so?

T4/03.12.08/Interview

All the five English teachers stated that their trainers were not professionals, not proficient in the language and had not spoken accurately where they pronounced English words incorrectly:

You and I know about the importance of input...so important there is 'Input Theory to language learning right? What input do you think we have during the training we had with the Ministry....nothing. Actually, these training programs were not beneficial to the teachers where the trainers, themselves, are not professional at English. They always commit mistakes in pronunciation. We learn these mistakes and imitate them. This is a major problem we face in the training programs held for the English teachers.

T1/13.09.08/Interview

To be honest, the trainers were not professional and always make errors in pronunciation. We want to learn from them, but what? Errors. I think all the English teachers just learn these errors of pronunciation. Consequently, they implement them in teaching the language.

T2/13.09.08/Interview

How can we learn from these trainers? Most of them are weak in English and have errors in speaking the language. We rarely learn from them, and when we learn, we learn incorrectly. This is the situation of our training programs.

T3/02.12.08/Interview

Also, most of the teachers expressed their dissatisfaction with the use of Arabic in the training programs which would impede them from developing their proficiency in the English language:

Trainers always use Arabic in the training programs which put us at a disadvantage in that we don't feel that our English is developed. On the contrary, we become unable to master the language.

T4/03.12.08/Interview

Trainers speak Arabic in training, and then what is the benefit from these programs? English is rarely used by the trainers.

T2/13.09.08/Interview

Arabic is spoken most of the time by the trainers. This frustrates us as English teachers. We feel that most of the instruction is in Arabic. English is not used most of the time.

T5/05.12.08/Interview

### **5.10.3 Learning by Interaction**

Three of the English language teachers interviewed stated that the training programs lacked interaction between trainers and teacher trainees where the trainers usually dominated the training session. It is commonly a one way communication. The trainer talks and the trainees listen:

Actually, we also face problems in these training programs in that there is no interaction with the trainers in these programs. I mean we lack the interaction with the trainers.

T1/02.12.08/Interview

I think we as English teachers don't take part in these programs. I mean we lack the interaction with the trainers.

T2/02.12.08/Interview

Really, the trainers were the dominant in these programs of training as we just receive knowledge from them. The interaction is lacking there.

T3/03.12.08/Interview

What does this imply? The teachers expressed their dissatisfaction regarding interaction in these programs where the trainers were dominant. It was always trainer-centered and not trainees-centered. Their task is only to receive the instructions given by their trainers. It was so disturbing to know that these training programs did not satisfy teachers' needs in getting much knowledge on how to teach the English language effectively.

#### **5.10.4 Lack of Awareness on the Culture of English Speaking Countries**

It is crucial to manifest cultural characteristics of a nation because language is not just used for communication (Halliday, 1973). Studying culture of a nation has impact on teaching the language linguistically and pedagogically (McKay, 2003). Studying culture also makes students like the target language. Furthermore, studying culture provides learners with knowledge about history and geography of the target language (Cooke, 1970).

In this study, three of English language teachers expressed their views regarding their lack of awareness on the culture of English speaking countries. They attributed the reason behind this to their in-service training courses where they were not trained

and did not learn about the culture of the target language (English) and other cultural similarities and differences:

Actually, we haven't any knowledge regarding the English culture as we haven't been trained on the culture of speaking countries. We cannot provide our students with any information about that as Arab saying "those who have nothing can give nothing".

T1/23.12.08/Interview

The problem we face is the lack of knowledge on the culture of English speaking countries. It is a big problem because we cannot teach our students about English culture in the classroom. I think the trainers haven't taught us anything about culture.

T2/23.12.08/Interview

Knowing English culture is advantageous for us as English teachers because we know the importance of learning the culture for the students. The challenge we encounter is our lack of knowledge on English speaking countries' culture. I think knowledge of culture must be included in the training courses due to its importance as I just mentioned now.

T3/23.12.08/Interview

### **5.11Summary**

This chapter summarizes the main themes that emerged in the study, which included interviews, classroom observation, document analysis, and photographs. The major themes that emerged were related to (English teaching policy, professionalism, pedagogy, and training). All these problems and challenges seem to have demotivated teachers and led to their low performance in the Jordanian EFL classes which in turn affected students' achievement and performance at English language.

The qualitative approaches explored and identified the challenges and problems that encountered EFL teachers in Jordan. The next chapter, Chapter six, will discuss the research findings.



## **CHAPTER SIX**

### **DISCUSSIONS**

The previous chapters explained the objectives of the research objectives, questions, statements of problems and research framework that guide my research, context of the research, literature review, research methodology and findings of the research. This chapter explains in details the discussion pertaining to the research. In facilitating the discussions below, the research objectives of the study have been restated here:

The objectives of this research are as follow:

1. To discover the challenges and barriers (language policy, professionalism, pedagogy, and training) faced by Jordan secondary school English teachers in their EFL classrooms;
2. To formulate guidelines that can help design effective EFL training programs at the secondary level.

As much as been shown in preceding chapters, this chapter represents the researcher's voice. More specifically, it represents the researchers' understanding and comprehension of the phenomenon being investigated. It represents the researcher's interpretation, and it test the researcher's ability to write that in the most comprehensible and convincing manner.

This chapter will present the pedagogical perspective of this study, and is intended to extend the teachers' perspectives and experiences on teaching English language and

to negotiate changes and improvements to the standard of English proficiency among Jordanian students on the basis of the knowledge generated from this study. But most important of all, in this chapter, I as the researcher will try to make reflection, analysis, creativity and patience to highlight challenges and problems faced by EFL teachers in Jordan. This is a chapter that requires me to make sense of the data and analysis, and bind it with other aspects of the study. This is where the ‘interconnectivity’ of the research will surface. By engaging certain qualitative methodologies, certain themes connected to language policies, pedagogy, professionalism and training (CPD) have emerged and through the analysis of data, certain recommendations have been developed to help the MOE of Jordan to ensure quality of teachers hired in ensuring quality teaching and learning at secondary schools.

## **6.1 Introduction**

The purpose of this study was to investigate the Jordan English teachers’ perceptions and experiences on teaching EFL in northern Jordan. Besides the English teachers being the main collaborators in this study, other collaborators were involved. These include the English language supervisors, students, parents, Ministry officers, curriculum designers, and English professors who participated in the study to get an in-depth understanding on the case investigated in this study. This study served as a platform for the teachers to present their voice and the point of views on the teaching of EFL. Their voices towards teaching of EFL are crucial and it is hoped that by projecting this crucial voices of perceptions could help the country and the government to change and improve the standards of EFL competencies and performance among Jordanians.

As stated earlier in Chapter four, the respondents in the study were five Jordanian EFL teachers in two secondary schools located at the north of Jordan: First Secondary Class and Second Secondary School. Besides, one school principal, six students of First Secondary in the two schools participated in the study, three ministry officers, two curriculum designers, two parents, two English supervisors, and two English professors were also interviewed to get deep understanding of what weresome challenges and problems faced by teachers in Jordanian schools concerning EFL teaching and learning.

The English supervisors were interviewed because they are the authorities who were always there to evaluate teachers' performance of MOE. Observations had been conducted to get more understandings on what happened in the actual EFL process. Also, photographs and document analyses were used to supplement the main method (interviews) of collecting data related to EFL.

## **6.2 Teachers' Perceptions on Teaching of English Language in Jordan**

The English teachers I interviewed and observed believed that they were not able to teach English effectively. In other words, teaching English is challenging and they encounter many difficulties. The major problem presented was the dominating use of L1 in the English classroom. Because of the poor proficiency level of students and teachers with the English language, teachers find themselves forced to use more Arabic (over use) than English.

Through my observations in all the classes, I noticed there was a dependency and reliance on Arabic to the extent that one of the teachers described the instruction in

our English classes as “English, but not English” which indicates that yes, it is an English class or lesson, but no, the language of instruction was dominated by L1. Most of instruction was in Arabic language. This is the common problem which was viewed by English professors in the Jordanian universities as well.

Furthermore, as revealed in the study, all the teachers were unsatisfied with their jobs as English teachers due to many reasons. Generally, one of the reasons is that teachers in general are not paid enough salaries compared to other employees in the government (public and private sectors). This, in turn, makes English teachers wanting and thinking to quit their jobs and search for other jobs. The principal of the second school shared with me this point when he said “my son just graduated with a major in education from the university, I advised him to work in any sector. How much will he get? His salary would not be enough for transportation”. The bad social view about teachers is seen as a factor which affects teachers’ performance negatively. Through my interviews and data collected and analysed, all the teachers were unhappy in their positions in the Jordanian society as revealed in the study. They would go and work in other sectors if given opportunities or they would rather be working in Gulf countries. In another situation, one of the teachers mentioned to me when he asked to marry a woman, he was rejected by the woman’s parent just because he was a teacher.

Regarding instruction in the English classrooms, the majority of English teachers focused on grammar in EFL teaching, not on speaking skill as most examination questions included in Altawjihi exam focused on only grammar. The speaking skill

and other skills are ignored in the classroom. Most of the teachers stated that students usually ask them to concentrate on grammar. Consequently, this strategy would impede students from communicating at English (Sawir, 2005). On the other hand, students also revealed that most of the questions in Altawjihi exam focused on grammar. These views were also resonant to the teachers' views. Through observations conducted, it was found that English teachers concentrated on grammar where there was no focus on speaking or interactions in English. It seems that the purpose of instruction in the classroom was only to master the linguistics structures and neglect students' proficiency at the foreign language.

Most of the English teachers are not motivated to teach. One English teacher stated that he was motivated to teach when he was appointed as a teacher of English but then, he was completely demotivated to work. This truth was stated by three students where they mentioned that English teachers had no desire to teach when they came to the classes and sat at their desks. Students were also unmotivated to learn English as stated by some teachers. This in turn would have a negative impact on the process of teaching and learning English (Brown, 2008; Kelbawi, 2005; Spillane et al., 2002).

Regarding the current policy of the Ministry of Education in Jordan, it is revealed that most of the English teachers were unsatisfied with this policy as it (MOE) appointed EFL teachers without any procedures such as interviews and tests. This, in turn, affects students' competence at English (Iqbal and Arif, 2011). In other words, the MOE appoints teachers with only qualification papers and no proper screening.

They should learn and benchmark professional practices of hiring EFL teachers, perhaps from countries like Malaysia, Singapore, Hong Kong and other western countries where the screening of teacher trainees is quite rigid and rigorous.

In addition, the MOE always makes changes in the English curricula prepared by foreigners which are deemed by teachers and practitioners as unsuitable for the Jordanian students. Involvement of teachers and training them in the process of change would be crucial if a clear rationale of change is stated (Iemjinda, 2007). In other words, the policy of the ministry is sometimes confusing and vague. This statement was also supported by two English professors in the Jordanian universities. Regarding the training programs conducted for the Jordanian English teachers in Jordan, all the English teachers were unhappy and dissatisfied with these in-service training programs. They stated that the teachers themselves had no interest in these programs. However, they chose to just attend in order not to be penalized as it is required for them to attend the training. This means that they were forced to attend with no desire to learn or interact. This would certainly affect the teachers' motivation in learning FL. The trainers were not proficient, competent, and professional with the English language and made many mistakes in pronunciation as revealed in the study.

Moreover, the trainers were Arab and most of the time talking in Arabic which constitutes an inhibiting factor for mastering the language as stated by most of the teachers. Therefore, the English language practice by teachers was minimised due to the use of Arabic language in EFL training. Another disappointment was stated by

the English teachers in that trainers that it did not provide them with any knowledge concerning new methods and theories of EFL teaching and learning. Quite often, the Return of Investment (ROI) attending training is not met sufficiently. Consequently, the teachers complete these programs without any knowledge about pedagogy. This, in turn, confuses teachers and makes them ignorant of such knowledge (Ten Dam & Blom, 2006) as mentioned by the English teachers in this study. This fact was also stated by one professor who depicted that English teachers were unaware of the EFL teaching methods and learning theories because they did not take any course about methods of teaching English during their in-service training and induction programs.

Lack of interactions between the trainers and the trainees constitutes a major problem in these training programs where the trainers are the dominant ones and teachers would only receive information from the trainers. Subsequently, the teachers feel that the training was futile and they gained nothing from the training (Sowa, 2009). Furthermore, English teachers were unaware about the culture of the English speaking countries where they did not learn anything about the people of these countries which putting teachers at the disadvantageous position as EFL teacher' awareness of culture increases tolerance (Tomlinson, 2001) and achieve cultural sensitivity and empathy (Tomlinson & Masuhara, 2004). Consequently, they could not teach their students effectively about the foreigners and their cultures. EFL teaching would be effective if language learning is combined with culture (Kumaravadivelu, 2006).

In Jordan, students are not exposed to sufficient English language outside the classrooms where they do not have opportunities to practise English as mentioned by most of the students in the study. English teachers also suffer from this lack of opportunity. As a result, they could not develop their proficiency with the language as language teaching is not only mastery of structures but it also needs to focus on communicative proficiency (Li, 1997). It seems that this is a major difficulty faced by teachers and students as well.

Most of the English teachers perceived the effective teachers as teachers who speak English fluently where students can learn from the language spoken by them. Effective teachers are defined as those who use suitable methods of teaching in the classroom. Nevertheless, almost all the teachers in this study revealed that they were not effective language teachers since they were weak in the language and could not teach effectively. Teachers' competency at the English language is crucial to develop teachers' knowledge and students' as well (Al-Mekhlafi, 2007).

### **6.3 Problems and Challenges That Deter the Teaching of English in Jordan**

The major problem which deters the teaching of English is that most of the English teachers were dissatisfied with their jobs for many reasons: Some of them mentioned the social view of the society towards the teachers. In other words, they (the society, parents, students, communities) do not show respect for teachers. Furthermore, the low income of teachers is shown as an inhibiting factor for teaching English effectively as well (Mahmoud, 1980). The English teachers were found not to be motivated to teach effectively and efficiently. This de-motivation was revealed in the study in that teachers were not interested in teaching; they just come to the classroom



and sit on their desks showing no interest as triangulated by the discourse made by the students.

As revealed in the study, Arabic language is the dominant language in the English classes where English teachers depend on Arabic in instruction. The over use of Arabic constitutes an inhibiting factor for the mastery of the language. In all the observations conducted in the English classes, I noticed the reliance on Arabic in instruction, not only by the students, but also by the teachers. Most of the teachers stated that they were forced to use Arabic due to teachers and students' weaknesses at the English language. It seems that Arabic is also used in the universities where it is used in English majors. Similarly, the Arabic language is used in the training programs conducted for the in-service teachers as mentioned by most of the teachers. The limited use of L1 is a sign of positive attitudes held by the students about learning L2 as stated by Storch and Wigglesworth (2003). Thus, it can be said that the over use of Arabic has a negative impact on acquiring the foreign language. English teachers' incompetence was perceived as a major problem which encounters the process of teaching and learning of English as a whole Eslami and Fatahi (2008). Most of the English teachers described this by saying "we are weak at English". They stated that they were ineffective teachers due to their language weaknesses. This weakness was also shown in the classes where I observed that many teachers did many grammatical mistakes or mispronunciation. In addition, there was no interaction between teachers and students in English as a consequence for students and teachers' language weaknesses. Teachers attributed these weaknesses to themselves where they did not develop their English language by reading language

materials in English. On the other hand, students also stated that they were weak in English. Therefore, they could not speak the language effectively and confidently. The MOE has also realized this problem as stated by the ministry officers, curriculum designers, and English supervisors. Moreover, teachers' unawareness of teaching methods and learning theories has somewhat deterred English language instruction in Jordanian schools. Teachers felt that they could not teach because they did not take any courses about pedagogy and approaches when they were undergoing studies at their universities. Consequently, they found the same lacking in their in service training.

Most of the English teachers encountered the problem of students' shyness in speaking the language. Speaking English is a main problem. English is not used outside the classroom; another teacher stated that some students were afraid of being ridiculed by other students in the classrooms.

English teachers described the effective teacher as the teacher who speaks and interact in English fluently. This definition is also supported by one Ministry officer and a curriculum designer. Also, most of the students echoed that effective teacher is the teacher who could use and speak English effectively and vary in their teaching methods. As revealed in the study, it is clear that the English teachers were ineffective in teaching the English language due to their own lack of proficiency in the target language. This fact is also supported by a study conducted by Rababah (2003) who clearly stated that EFL teachers were incompetent and could not teach English effectively in Jordan.

In this study, students realized the role of speaking skills in developing their proficiency in EFL. But, the big problem which they encountered was that they did not have enough opportunities to practice the target language (EFL) as they were exposed to minimum exposure to English inside and outside EFL classrooms. They did not have the opportunities to meet people from English speaking countries or native speakers of English as stated by one student “where can we find these people?”. Jordan English teachers too have the similar problem where they could not find people where they could practice English with them. In Jordan, students have no opportunities to practice English (Rababah, 2003). It seems that this is a major problem encountered by the learners and teachers as well.

Generally, it was also found that there was lack of teacher-parent cooperation. Most of the English teachers expressed their dissatisfaction about the lack of cooperation between teachers and parents. They mentioned that parents were not caring about their children’s language progress. They reported that parents rarely visited the school and asked about their children’s progress in the English language. Also, some parents could assist in enhancing their children’s learning of the language or help them in doing their assignments due to their illiteracy as echoed by one parent “we are uneducated, we know no English...how can we help our children”. It seems that some parents didnot realize the importance of learning English and didnot try to discuss any learning issues with their children teachers. Teachers felt that their efforts in teaching students were not appreciated by parents of the local community.

Teachers of EFL rarely practice their target language among themselves as they were teachers of other subjects who would rather use Arabic to speak among themselves. The EFL teachers were sometimes interrupted by the teachers of other subjects. This situation would prevent teachers from discussing any issues on teaching the English language because they were often interrupted by other teachers. The only thing they used to discuss was how to keep pace with each other in delivering the English textbooks. They did not have the opportunities to discuss vital matters such as objectives and pedagogy related to EFL. Also, the meetings held with the principal of the school often held with other teachers of different subjects. Thus, they did not have many opportunities to discuss any crucial issues pertaining to teaching of the English language.

Concerning the physical environment of the English language classes, the EFL classes were poorly furnished and there were no heating services in winter where students and teachers were affected negatively due to the cold weather. It is well-known that the weather is very cold in winter in Jordan. In some classes, I also noticed some windows and doors were broken. As a consequence, students' motivation towards learning English was very much affected by these problems inside their classes (Earthman, 2004). It is clearly stated that the environment affects the process of teaching and learning English negatively. The majority of the teachers mentioned that the classrooms were poorly furnished in their schools.

The use of media in language teaching was lacking in Jordanian EFL classes I observed. In all the English classes, I did not observe any English teacher using any

learning materials such as cassettes, recorder, and a projector. When asked about the reason for not using learning tools and materials, most of the English teachers claimed that they were not provided with such learning tools and materials except some cassettes which were 'useless' for students because students themselves were not interested in listening to these cassettes. One English supervisor stated that teachers themselves were not interested and unwilling to use learning tools or materials or teaching aids. This was mentioned by one of the supervisors:

If you want to know the reason for not using the teaching materials, let us visit one of our secondary schools where there are a lot of learning materials. English teachers always complain that the ministry of education does not provide them with these materials. This is not right.

SUP2 /16.08.09/Interview

This indicates that the English teachers themselves were not motivated in using the language teaching tools and materials. This was supported by the principal of the First Secondary School for boys who stated:

We have here in our school learning materials such as wall charts, flashcards, and a library which contains English books and stories. I never see an English teacher fetched his students to the library to encourage them to read these books. I think reading books would develop students' proficiencies at the English language. I am really disappointed from my English teachers in this point. PRI /19.10.09/Interview

In Jordan, there are many students in a language classroom. Some English classes have more than 40 students in all the classes. The overcrowded classes were perceived as a major and an inhibiting factor for mastery of the English language as

such classes deter implementing activities, maintaining discipline, distributing time as students are different in their preferences and styles for learning the language (Al-Jarf, 2006) as depicted by most of the English teachers. In addition, the overcrowded classes impede teachers from roaming in the classroom and controlling students as expressed by one English teacher "how can I move freely in this class where there are more than twenty students and the classroom is small?" I observed in most of the English classes which had more than 40 students in each class where teachers did much more efforts in teaching especially if we know that these students' levels were varied and that of course, required teachers to deal with this difficult teaching situation.

Concerning the discipline problems in the English classes, most of the English teachers faced students' particularly low achievers who disturbed them verbally and non-verbally. Many students were undisciplined where they always talked loudly with each other or made unsuitable jokes in the classroom to attract the other students. Some students deliberately disturbed their teachers by moving their desks. All these misbehaviours affect teachers emotionally and lessen the duration of the English periods as they have to deal with such kinds of misbehaviours as supported by Bress (2006). I also noticed that such misbehaviours produced disturbances with language teacher 1. He questioned, "How can we expect our Jordan students to learn the language if the situation is like this?"

The workload of the English teachers in Jordan has a negative impact on the process of learning English as most of the English teachers have not enough time to prepare

their lessons or even discuss with their colleagues about issues on teaching and learning English (Adams,2001). It should be commented that the current situation under which the English teachers taught was imperfect. They had large workloads not related to teaching as stated by the teachers. In addition to the several numbers of periods which exceeds 20-22 periods for most of the teachers, the workloads are also represented in the administrative duties such as managing examinations and maintaining the discipline in the schools as revealed in the study. All teachers of different subjects shared the same room in the schools. This, in turn, have had a negative impact on English teachers' discussion of issues on learning English where they did not have time for professional discussions so as mentioned by most of the teachers in the study. It shows that the cooperation among English teachers was very limited due to the reasons mentioned above.

As shown in the study, all the English teachers did not plan or organize their lessons where these plans should be reflected in FL teachers' knowledge of pedagogy, subject matter, and objectives of learning (AL-khawldeh, 2008). In some cases, the teaching plan was simply done to meet the planning requirement, but was not being implemented. They just focused on writing the plans and did not follow the plans carefully. For example, in all the classes I observed, I noticed that what was written in the lesson plans were different from the actual teaching. This problem was encountered by the English supervisors when visiting the teachers in the schools.

To improve students' competence in English language, most of the English teachers suggested using English in teaching other subjects such as Maths, Science, and

Geography. This, according to the teachers, would raise the potentials of students in mastering the language but the major problem would be teachers of other subjects do not have any linguistic structures or the English language competency themselves that can help them teach these subjects effectively in English. It is well known that English is only used in English classes where all the other subjects were taught in Arabic language. Thus, exposure to English only occurs in English classes where students have very little opportunities to practice the English language outside their respective classrooms.

It is clearly revealed that the English teachers realized the role of technologies in enhancing learning the English language where all the teachers stated that computers assist them in attracting students' attention towards learning, but the main difficulty which faces the teachers was the shortage of computers and their accessories in schools as stated by most of the English teachers. Since the MOE focuses on teaching English by using media and technology, the ministry would try to provide schools with technologies and train teachers with computer skills that could enhance language teaching (MOE, 2006).

#### **6.4 Teachers' Perceptions on the Challenges They Encountered in Teaching**

As revealed in the study, the English teachers encountered many problems and challenges in teaching English such as teachers were not motivated to teach as they were not paid enough salaries, the heavy workloads, the bad social view of society towards teachers and their jobs, the shortage of learning materials like computers and other materials and there were only some cassettes in the schools and recorders were



not available for language teaching and learning. This fact was revealed by Al-Noman (2002) who stated that FL teachers have insufficient learning materials used in teaching. In addition, the discipline problem adds on which disturbed teachers and affected them psychologically and emotionally (Bress, 2006).

Teachers' weaknesses constituted a disruptive factor in impeding any progress for developing teaching and learning English in Jordan. Furthermore, the training programs designed to teachers were not effective in providing teachers with skills, knowledge on teaching methods or learning theories. The effective training programs could certainly empower teachers to make learning happens in the classrooms (Hu, 2005). Of all these challenges, teachers in Jordan were always trying to adapt with these problems and challenges which inhibited them from performing their jobs effectively.

As revealed by teachers, they were completely frustrated with the current situation of teaching English in their schools. They were completely de-motivated to teach as revealed by the data collected in the study. The challenges and problems were immense to the extent that many English teachers were seriously thinking to quit their jobs and seek for other jobs. This fact is also supported by Oga-Baldwin and Praver (2008) who clearly stated that teachers who were not motivated and satisfied would not work harder and consequently the learning would be affected negatively.

The question pertaining to language teaching is "What does this imply?" The current situation of teaching English has very much frustrated teachers and made them only delivering instruction in the classes and did not focus on teaching effectively in

classes. They would not be innovative as the schools were not equipped with language media and tools that could facilitate language learning. The teachers have lost their motivation due to the current situation of EFL teaching in Jordan. The language learning will have to be reflected in language policy, pedagogy, professionalism and training.

### **6.5 English Teachers' Perceptions on the Current English Curriculum**

In this study, most of the English teachers expressed their views positively regarding the present English curriculum and stated that it did not need any changes. They mentioned that the four skills have already been included in the present curriculum and suitable for teachers and students as mentioned by one of the English teachers. On the other hand, the English curricula have been criticized for the continuous changes which often confused the English teachers in preparing the learning materials. In addition, the English curricula are prepared by the foreigners as they did not know what was suitable for the Jordanian society and students. Some English teachers and ministry officers suggested the participation of students in the process of preparing the English curricula may be of great value and an important strategy.

### **6.6 Summary**

This chapter has provided us with some discussions pertaining to the findings of the study. It first discussed English teachers' perceptions on teaching of English in Jordan. Then, it discussed factors that facilitate or deter teaching of English in Jordan. The challenges that encountered the English teachers were explored and highlighted deeply. It is important to realise the importance of EFL supported situation in Jordan as well as the language media and tools in improving the EFL

teaching and learning. Besides, the importance of having focused interactions and location (meeting places) among language users especially in increasing the language use among teachers and in helping boost teachers' competence and performance in EFL teaching and learning. The language teaching requires not just an aspect but it involves a variety of factors that can improve teaching and learning of EFL in Jordanian schools.

## **CHAPTER SEVEN**

### **RECOMMENDATIONS AND CONCLUSION**

#### **7.1 Introduction**

Based on this study, improvements and recommendations will be discussed in the following areas: ((language policy, professionalism, pedagogy, and training). The study revealed the complexity of the problems and barriers faced by EFL secondary school teachers in Jordan. Their ineffective teaching is due to their incompetence in the English language, the pedagogy employed their lack of motivation, the English language education policies and their implementation, and training issues.

The recommendations are useful for (1) MOE, (2) teachers and (3) parents in order to design and develop training programs that can improve efforts by the MOE and schools. The Ministry of Education, teachers, and parents play a vital role in ensuring the successful teaching of EFL in the secondary schools in Jordan. Efforts at each level are important in improving the overall standard of the English language in Jordan.

#### **7.2 Measures To Be Taken By the Ministry of Education**

It seems that motivation of teachers plays an important role in the success of the process of teaching English in Jordan. In other words, if teachers are motivated to teach, then the students will go through learning the English language successfully. As revealed in the study, there are many reasons which de-motivated teachers and inhibited them from teaching effectively and efficiently. Job satisfaction was the major reason which constituted a major factor in impeding teaching in the English

classes. English teachers are completely frustrated in doing their jobs to the extent that many of them liked to change their jobs as mentioned by one of the English teachers "if you want to know the truth, I am really looking for a better job with better pay in other public or private sectors". It seems that students realize the effectiveness of those teachers who are satisfied with their jobs as stated by some students " we feel that our teachers are not satisfied in teaching. I can give you an example. We have some teachers who just come to the classroom with no motivation to teach. They just sit on their chairs and ask students to read the lesson silently or loudly". This view is supported by Rothmans, (1981) who stated that students recognize the relation of teachers' effectiveness and their job satisfaction. However, it is often assumed that teachers who are happy are better teachers (Hean& Garrett, 2001); thus the main objective of the decision makers in the Ministry of Education in Jordan is to maximize teacher satisfaction and minimize dissatisfaction not only for the benefit of teachers themselves but for the sake of students as well.

The findings indicated that teachers' motivation is affected by the society's image of their profession. The society looked down on the teaching profession, including the English language teachers. One teacher mentioned that he felt shy whenever he was asked about his job. One of the ways the image of the teachers can be enhanced is by educating the public about the role of teachers in developing the future leaders of the country. The education can be imparted via television (dramas, documentary, talk show, cartoons, and advertisement). By doing so, the teachers will gain respect from the community including the parents of their students. Regulations and procedure regarding appropriate parent and teacher communication should be

formulated and implemented for all schools so that the teachers are protected from criticizing in their schools.

In the previous years, the teacher was highly respected and had the authority, but what happened? As an English teacher, I suggest that the ministry should do something in that it should include programs that urge people to respect teachers in media such as television, newspapers etc. The ministry of education should take some rules and procedures to protect the teachers in their schools if we want to improve the process of teaching and learning English in our schools. This procedure would protect teachers in general and English teachers in particular from being insulted. Another way is to revise teachers' salary scheme. This helps to upgrade the status of the teachers in the society.

The low income of teachers de-motivated our English teachers to perform their jobs effectively " we are paid less if you compare us to the other employees in the government". The financial incentives play a key role in improving students' performance positively (Lazear, 2003). On the other hand, low pay has been considered a main reason for leaving the teaching profession (Oga-Baldwin &Praver, 2008). Hence, The Ministry of Education should recognize the deteriorating status of the English teachers in Jordan and take the necessary measures to improve the financial status of English teachers by increasing their salaries to meet their needs as suggested by most of the English teachers" our financial status is deteriorated. What do you think that our teachers can do? I think that the ministry of education should

take immediate procedures to increase our salaries otherwise we will not find English teachers in our schools one day".

The EFL teachers in Jordan are overloaded with teaching hours (more than 20 hours weekly). Besides teaching, teachers are required to undertake other duties such as maintaining the discipline at schools and examinations administration. Most of the English teachers proposed the same solution for tackling this problem which is to minimize and exempt them from selected duties as their work should be just teaching the language effectively.

...we are overloaded with classes. Really, this situation is very difficult for us as English teachers. Furthermore, we have a lot of duties as I mentioned for you just now like other administrative duties. If the ministry wants to improve teaching and learning English, the principals there should do something for this purpose. We have other teachers who don't teach important materials such as sport teachers or Arts. Why don't they undertake such duties?". In doing so, the teachers would have only one duty which is only teaching the language. Thus, they can perform their job properly.

T4/12.12.08/Interview

The Ministry of Education should try to eliminate heavy workloads of teachers (Pennington, 1995). By reducing teachers' workloads (Oga-Baldwin &Praver, 2008). It can be said that improving teachers' working lives is not an optional extra, but an important component of effective policy-making (Hargreaves, 1994; Pollard et al., 1994).

Regarding appointment of English teachers in Jordan, there is a lack of certification tests or interviews designed to decide if those applying for teaching jobs in the schools are competent enough to carry out their duties as language teachers. However, tests used in other countries such as the proficiency test proposed by Douglas (2002) will be able to provide the Ministry of Education a tool to assess the quality of teachers who will be hired to teach English.

The Ministry of Education should strongly support efforts of teachers and schools to improve teachers' proficiencies in the English language by conducting workshops, seminars, and more in-service training programs which, in turn, would raise teachers' knowledge of the English language. This suggestion was supported by most of the English teachers and English supervisors as revealed by one supervisor, " English teachers are not offered sufficient seminars or workshops, and even the in-service training programs are conducted one time before teachers' being appointed".

The Ministry of Education should emphasize mastery of the English pronunciation, grammar, and fluency for the teachers by using internet and language software. This might be done by encouraging teachers to do research, attending conferences on teaching and learning English, and providing English teachers with opportunities to practice the language with native speakers of English. The conversation practice can take place when English teachers and their students visit places where people can practice the language such as the British council in Amman or tours to places where there are many foreign tourists from English speaking countries, as mentioned by one English professor:



...in Jordan, English teachers are provided with little opportunities to use the language, use it or lose it. Doing research and attending conferences are very important for the teachers to improve their levels at the foreign language. Moreover, we have the British council in Amman where most of the people working there are from Britain'.

PROF/23.11.09/Interview

Moreover, the ministry should provide schools with materials such as English language learning and teaching CD, software, and audio tapes that can assist English teachers to improve their English, especially during vacation periods.

Regarding the use of technologies in the Jordanian schools, most of the teachers recognized the major role of technologies in enhancing the learning of English. However, the problem is the shortage of computers and their accessories which impeded them from implementing the use of computers in teaching and learning. The English teachers suggested that the Ministry of Education should make every effort to provide schools with such things as mentioned by all the teachers" as you see, we have computers and the ministry of education trained teachers in using these technologies inside the classroom, but the major problem which faced us is that the ministry didn't provide us with accessories such as CDs, thus the ministry should make its efforts to provide us with these accessories and computers to assist us in teaching". Therefore, it is necessary for the administrators or policy makers to ensure constant deliveries of learning materials to schools so that teachers can make use of them as planned. This process should be monitored as well.

The study revealed that when teachers lack professionalism in terms of proficiency, their teaching becomes ineffective and as a result students' learning is affected. Therefore, teacher development is essential to successful change (Fullan&Hagreaves, 1992) of the problematic situation and one of the ways of doing this is through in-service training. The in-service training programs of teachers should be conducted by qualified professional trainers, preferably native speakers of English. The focus should be on building teachers' competence in the English language( listening, speaking, reading, and writing), keeping them updated about any issues raised about teaching English (Al-Saleem , 2011), and helping them to implement innovations in teaching the language with the aim of improving students' competence in learning English (Darling-Hammond, 1990). The Jordanian English teachers need to be constantly exposed to English inputs so that they can hear, observe and practice. These training programs should also concentrate on English culture as language and culture cannot be separated (Mitchell and Miles, 2004; Papademetre and Scarino, 2006). Teachers can improve their language proficiency and cultural awareness of EFL by participating in studies, travel programs to English speaking countries, summer institutes, workshops, and informal local opportunities such as attending weekly dinners where current events and other issues related to teaching English are discussed (Phillips , 1991). In this respect, I would like to mention the existing weekly dinners that take place for teachers in the Saudi schools where the teachers meet every week to discuss any issues related to EFL teaching and any other educational issues. Hence, as a key EFL teaching reform, the Ministry of Education should invest more in EFL school education.

Whether English, Arabic or any other language, the teacher must not only be trained to teach, he/she must also be trained to have a sound knowledge of the subject area. It is one thing to be able to speak a language, but another thing to teach it. Thus, native or near native proficiency should not be the only requirement for teachers in the EFL classroom, but such teachers also need to be knowledgeable in foreign language acquisition, different teaching methodologies, strategies and practices, classroom management as well as in material development. Teaching is an art, and only those trained in the art of teaching should be allowed to practice it (Oladejo, 2001).

However, there is a shortage of in-service training programs designed for English teachers in Jordan that improve English language teachers' proficiency and language teaching skills such as pronunciation which is an important element in the learning of oral skills in a FL context (Patchara, 2007). The Ministry of Education does not provide sufficient programs to meet the teachers' needs and even when it provides such courses, there are always complaints as to the efficiency and effectiveness of such courses as stated by the English teachers in the study. Also, the trainers of these training programs are Arabs or Jordanians and are not proficient in the English language. In other words, the trainers do not meet the teachers' needs where they use Arabic most of the time in these training programs and these programs do not include any knowledge on methods of teaching English.

Most of the EFL teachers' English language incompetence can be resolved in several ways. Firstly, the MOE has to review the English language training programs offered

throughout the country. The programs should include the training on language competence, language learning theories, and methods of teaching English. Partnerships with educational institutions in English speaking countries should be forged so that English language experts can become visiting academics, and offer a few courses to the trainees. This is especially important for the teaching of speaking skills and pronunciation so that the trainees are exposed to good role models. Another recommendation is the EFL teachers can be sponsored overseas to an English speaking country for about 10 to 14 months to study in the English programs. By doing so, they will be immersed in the culture of the country and this would enhance their knowledge in the area which could be imparted to students. Moreover, their English language mastery which is considered one of the most significant competencies for EFL teachers who are not native speakers of English will improve. Wall (2008) states that confidence in English is also considered as an important factor in self-image of EFL teachers. A further measure to ensure the high quality of education, the policy makers should hire teachers based on their professional competency and professional responsibility (Iqbal and Arif, 2011). Prior to recruitment into the teaching profession, EFL teachers need to undergo a screening test of the English competence, an attitude and a personality test. This is to ensure only the qualified and professional teachers are hired.

Teacher trainers should be qualified in training teachers and they should be able to interact with the trainees effectively. Furthermore, incentives should be offered to the English teachers to attend these programs because the main problem faced the teachers was they were not interested to attend such programs. Quite often, they

were compelled to attend such programs by their principals in their schools. It can be said that if the Ministry of Education wants to move successfully towards developing teachers, there should be main changes in their beliefs and knowledge in addition to their instructional practices (Puntam and Borko, 1997) and the teachers ought to be given some monetary rewards. On the other hand, Heath and Camp (1990) argues that teaching is a difficult job and so teacher training would help them to enhance the teachers performance, hence if the ministry of education wants to provide students with opportunities to learn, the Ministry should provide teachers with opportunities to become professional teachers equipped with the theoretical and practical knowledge they need.

Concerning the overcrowded classes; it was revealed in the study that this problem was a disruptive factor which impeded the English teachers from teaching effectively. This concurs with Smith and Glass (1980) who claimed that the overcrowded classes affect teachers and students. In those classes, students are not interested in learning the language whereas students in smaller classes have little distraction. On the other hand, small classes affect teachers where their morale is better and they like their students to have time to plan. Accordingly, the Ministry of Education in Jordan should provide English teachers with special training programs on the management of over- crowded classes as mentioned by most of the English teachers in the study:

"...to be honest with you and you can ask my colleagues about this important topic, the overcrowded classes inhibited us from delivering the materials. I herein suggest that the training programs offered to the

teachers should include some courses on how to manage such classes.  
This seems very important for us as teachers"

T2/15.12.08/Interview

However, other procedures may be taken to tackle this problem such as reduction of class size, increasing funds for recruitment of teachers, and providing education resources as stated by Al-Jarf (2006,p.27) “efforts to reduce class size should be taken seriously. A class size reduction fund should be established. Such a fund will help to recruit more instructors, provide professional development for new and veteran teachers and purchase education resources”. Class -size reduction funds will help create more manageable classrooms so that teachers could focus on teaching and spend less time on discipline. On the other hand, teachers also suggested that class size should be reduced as the overcrowded classes affected them psychologically and mentally. Furthermore, these classes created big problems in conducting activities in the classes and dealing with low achievers who frequently disturb their teachers.

Another measure to be taken is the teaching of other subjects in English to improve students' proficiencies in the language. This policy would be of a great importance if it is implemented in Jordan as the students will be exposed to learning new concepts in English. Consequently, they would have a good storage of vocabulary which encourages them to communicate and interact in English as stated by most of the teachers "if the policy is implemented, then we have students who can communicate and use the language effectively due to the good storage of vocabulary that they are

exposed in learning mathematics and science in English". In doing so, students would have more opportunities to use English in the classroom. Herein, the Malaysian policy of implementing the teaching of mathematics and science in English in 2003 (Lan& Tan, 2008) should be implemented in Jordan as well. At least, this would provide an additional hour or two for students to learn the subject matter and English. Nevertheless, training teachers of both subjects would be crucial and support should be available to teachers (Chan & Tan, 2003).

As revealed in the study, the non-conducive physical environment in the classroom has negative effects on students' learning the English language in Jordan (Earthman, 2004). Thus, the Ministry of Education should provide schools with furniture, heating services in winter, repair or carry out maintenance work on broken windows and doors to improve the learning environment. This suggestion was supported by most of the English teachers.

Regarding the respondents' perceptions on the current English curriculum, most of the teachers were satisfied with the current English curriculum where the four skills (speaking, reading, writing, and listening) are included in the curriculum as mentioned by two English teachers. On the other hand, one English teacher criticized the continuous changes in the curriculum as they inhibit teachers from using suitable teaching methods. Also, the English supervisors criticized the continuous changes in the English curriculum because they inhibit teachers from preparing the materials for learning the language. Furthermore, these curricula are prepared by foreigners that are not suitable for the Jordan culture.

The Ministry of Education should get Jordanian educators to be involved in preparing the English curriculum since they know what fits the Jordanian society as echoed by the two English professors:

I suggest involving the local educators in preparing these curricula as they have sufficient knowledge regarding what fits the Jordanian society. Concerning the continuous changes in the English curricula, I propose that if the English curriculum is prepared and suitable for the students and teachers, then the ministry should continue in using these curricula" .

PROF2/01.12.08/Interview

To sum up, the Ministry of Education should try to eliminate the demotivating factors in the teaching environment such as heavy workloads, lack of job stability of teachers (Pennington, 1995) and language incompetence among teachers. By removing these unsatisfactory elements from the work environment, teacher motivation and classroom effectiveness should increase. (Oga-Baldwin &Praver, 2008). English teachers need strong support from the policy makers, administration within the schools to meet their needs and professional development. Healthy teaching environment, sufficient teaching materials, and encouragement from administration are crucial components which help FL teachers to focus on their jobs.

### **7.3 Efforts by English Teachers**

Regarding weaknesses in the English language, teachers are responsible for trying to improve their English proficiency through radio, movies, magazines, books, TV, and using new technologies such as internet (Andrews, 2005).



On a daily basis, Jordan English teachers come across many students who are not able to speak the language. Throughout the observations which I conducted, I noticed that most of the students felt shy when asked any questions by their teachers. Students' shyness is a big problem as it inhibits students from communicating with their teachers or with their classmates (Elkhafaifi, 2005).

Many reasons were mentioned for this shyness, among these reasons is that some students are afraid when they try to speak as they do not have self-confidence in their abilities and are ridiculed by some students or they do not have opportunities to practice the language inside or outside the classroom. Hence, it is very important to break the silence and the barriers between students and communication by teachers themselves. For examples, teachers should establish good relationship to make students feel comfortable as proposed by (Elkhafaifi ,2005; Freeman & Freeman,1998). Also, teachers should plan the oral exercises carefully to give students time to prepare for these exercises so that they do not feel lost. Teachers should try to encourage students to speak the language. Even when they speak with mistakes, they should be encouraged to use the language continuously. Furthermore, doing presentation in front of the class seems to be very crucial to encourage them to speak and communicate in English (Abdo& Breen, 2010). In doing so, students will be able to break the barriers of shyness between them and communication in the English language as mentioned by the two English supervisors" the big problem which encounters our teachers in teaching the subject is that students' shyness to use or communicate in English''. This barrier seems normal for me as they are not provided with sufficient opportunities to speak English inside or outside the

classroom, but I think that teachers should do something to tackle and overcome this dilemma. For example, they should try to encourage students to speak in front of the class and do presentations about any topic related to the subject. Unfortunately, I never observe our teachers do such things with their students". For tackling this problem of shyness, another student suggested that teachers should prepare visits to places where people are able to communicate and speak the language. As a result, they would break this barrier between them and those people speaking English outside the classroom.

Due to students and teachers' weaknesses at the English language, it was clearly revealed that teachers depend on the first language (Arabic) in instruction as mentioned by one English professor" the problem we still encounter in our schools is that teachers rely on Arabic. I mean over use of Arabic in English instruction due to teachers and students' weaknesses at the language". To solve this problem, the English professor suggested that teachers should not depend on Arabic completely in giving classroom instruction. Conversely, they are permitted to use Arabic in interpreting some words which can be difficult for students to understand. The first language is used for students who have little proficiency in English (Maxom, 2009). The first language seems to be effective to provide access to content area development (Lucas & Katz, 1994). To illustrate abstract ideas, the first language is permitted to be used (Reineman, 2001). Therefore, it is recommended that English teachers should use their discretion in when to use the first language (Arabic) or not. In other words, usage of the first language where it is useful to be used is recommended (Stapa&Majid, 2012).

The focus on grammar and ignoring the other skills such as speaking and listening in instruction seems to be a disruptive factor in acquiring and mastering English. The English teachers focused on grammar as they were always asked by students to do so since most of the questions included in Al tawjihi exam contained grammatical questions. It can be said then, that the Jordan English teachers teach the target language not to improve students' ability to speak and communicate in English, but to assist them to pass the exam. Through speaking the language, one tends to be getting something done, explore ideas (Jones, 1996). Hence, the focus should be placed on language use not only usage, to fluency not just accuracy (Brown, 2000). Teachers should focus on speaking the language and the other language skills. This seems very important in the Jordanian schools as suggested by one English supervisor" the focus should be placed on speaking and other skills such as listening, reading, and writing not only grammar”’.

Concerning English teacher- parent relationship, English teachers should find ways to notify parents about what is happening in the classroom and what their children are learning. For example, those students who deliberately disturb their teachers in the classroom should not continue their misbehavior. In this case, administrators have to deal with this problem and notify students to bring their parents to the school in order to discuss the solutions as expressed by two ministry officers:

I agree that there are some students who deliberately disturb their teachers in teaching inside the classroom. This is a big problem which encounters many teachers in our country especially in secondary schools, but the problem is that some teachers don't usually inform their parents or try to communicate with them in this field. I suggest

that teachers and administrators should do their duties to keep in contact with parents for finding solutions for such problems".

MO/29.10.09/Interview

There is a need to foster a more positive communication among parents and teachers. Teachers need to be effective and go the extra mile to bridge the gap with parents. Phone calls to parents create a personal touch in the relationship between them. This is almost not practiced in Jordan. Conversations with parents would show that the teacher is serious about the welfare of the students. A cycle of trust begins to build and soon both the parents and teachers would be more involved in student education. Then, parent-teacher meetings and conferences would be a platform where smooth flow of ideas would generate and feedbacks discussed. Home visits would further strengthen the bond that was created through telephone conversations and conferences. Then may be, the teacher would understand why certain students behave the way they do (Pandian, 2003).

On the other hand, EFL teachers should update their knowledge and provide themselves with the development of the use of technology (Khan, 2005). In order to be qualified as teachers, English teachers should attend training programs which are deemed to be crucial in this fast changing society. Thus, in order to be sophisticated, teachers should attend these in-service training programs or professional development programs. It can be said that professional development is important for all EF teachers even if they are highly knowledgeable, experienced and trained. Furthermore, English teachers need support and assistance during training programs

from supervisors or colleagues to enhance their development in which they can raise their awareness through reflecting on their own situation. This fact is supported by Bailey et.al. (2001) who state that working in isolation holds teachers back and subjective experience can't enhance their development.

It is claimed that teachers, like educational institutions, play a major role in creating a learning climate through interactions with learners formally and informally (Biggs, 1999; Ogla-Baldwin &Praver, 2008). English teachers have to establish good interpersonal relationship as this relationship would enhance students' learning of the English language. Once students-teachers relationship is established, then we can say that we have an enjoyable learning environment as mentioned by one of the students in this study" I really like Teacher 3 because he always respect and urge us to work hard to improve our English. We are really lucky to have such teacher. With his smile and encouragement, we think we can develop our language". Through interpersonal relationship, it is easy to create one's personal identity, involve in collaborative activities with other people, and it is also easy to express feelings and thoughts (Haslett, 1987). Thus, having a good relationship with students is extremely essential in creating a conducive learning atmosphere in the classroom. One way of achieving this is to involve students in discussions about their feelings concerning language learning. McCoy (1979) has referred to such discussions as "cognitive restructuring" (p. 187), which involves getting students to discuss their feelings and rationalize their anxieties about language learning. This process creates trust between students and the teacher. On the other hand, successful teachers are those who monitor students' behavior in the classroom and they make each student responsible

for some work during the learning activity and then monitor what is actually achieved, then we can say that we have students who are motivated to learn the language (Wood, 2001). Thus, it can be said that English teachers play a major role in making the classroom environment suitable for learning. They are the agents who modify students' behavior and monitor students' performance.

Concerning English teachers' collaboration, teachers would feel more confident and their teaching would also be effective if they share concerns, ideas, and professional questions regularly with each other as proposed by the English supervisors "the problem which we always observe in the schools we visit is that teachers rarely cooperate with each other or try discuss about issues that they may encounter, I see that teachers should meet each other and try to use English in their discussions of these issues. In other words, cooperation among teachers would improve their instruction at the language. Moreover, they would have opportunities to share their ideas and learn from each other".

The nature of relationships among the teachers has a positive impact on the students and teacher accomplishment and consequently on the character and quality of that school teacher (Barth, 2006; Brunetti et al, 2005). Principals at the schools also have major roles in developing cooperation with the school English language teachers to promote learning the language and make all efforts to provide teachers with resources that would facilitate learning the language. In this regard, English teachers should be provided with their own rooms or a communal room for English language instructors where they can discuss any issues and can practice English without being

interrupted by the other teachers of other subjects. In this way, they have enough opportunities to use English and discuss any issue in teaching the language where they might find solutions for any problem they may encounter. On the other hand, continuous meetings with their principals are important to solve teachers' problems as expressed by one teacher "In our school, we have only meetings with our principal with teachers of other subjects where we don't have enough opportunities to keep our principal informed about any issue in the process of teaching English, so I suggest that meetings should be held between English teachers and the principal together".

On the other hand, English teachers should carefully organize their lesson plans and make the goal of the lesson clear (Saricaban&Barsikan, 2005). In doing so, teachers would be able to organize the lessons and follow certain schedule in teaching. Also, the aim of the lessons will be clear to students and teachers as suggested by one English supervisor " when teachers plan and organize their plans and the most important thing is to follow these plans, then we can say that we have English teachers who can teach effectively and efficiently".

#### **7.4 Efforts That Parents Should Make**

It was revealed that some parents rarely cooperate with the teachers or try to visit schools which mean that communication between teachers and parents does not exist. Furthermore, some parents suffer from illiteracy problems, therefore they cannot offer any help to their children in doing assignments or practice English with them. This, in turn, would affect students' mastery of the English language. Most of the teachers suggested that parents should try cooperating with teachers and visit

them continuously for the purpose of getting information about their children's progress in acquiring the language. In this regard, it seems that conducting continuous meetings between parents and English teachers is important to lay out teachers' plans to improve the process of teaching and learning English in Jordan. Furthermore, parents should make every effort to educate themselves at least in acquiring basic English in order to be able to guide their children in doing their assignments and motivate them to use the language effectively as echoed by two ministry officers" it seems that illiterate parents should try to acquire at least the basic knowledge at the language in cultural centers or everywhere. This would assist them to offer their help to their children which they may need in doing their assignments and practice English with them in their houses".

### **7.5 Summary**

Teaching the English language in Jordan to be specific, in the northern part of Jordan is demanding. Efforts need to be made to ensure that teaching is made more meaningful for the Jordan English teachers by ensuring that all important stakeholders collaborate in the process of teaching and learning of English language in Jordan, sharing responsibilities for developing learning goals and objectives and achieving them; actively interacting with students, fellow teachers, parents; promoting reflection on experience; and evaluating what is being learned. This is the challenge and the opportunity that the Jordan teachers must pursue.

‘English, but Not English ...’ is a fair conclusion to represent the teachers’ frustrations in teaching the target language in Jordan. The lack of intimacy in learning interactions surfaced as a reality, a concern that in both the teachers’ and



learners' views, strongly affected the teaching and learning process. Can the Jordan English teachers eradicate or minimise the feelings of isolation that they have? – This, to me, is the fundamental question that needs attention to enable the EFL teachers to become competent professional teachers again, learn and master the target language at ease with better results.

One of the best lessons that teachers can take from this study is that learning can take place anywhere, and at any time. In order to help teachers teach successfully bearing in mind the characteristics and the heterogeneity of the teachers, and the constraints they are facing, inculcating and developing self-directed learning and independence will give them the basic lifeline in their teaching career. They need to be given the empowerment to shy away from being overly dependent on the teaching guide or module. The teachers need to re-learn the teaching and learning skills, be creative in their teaching. The teachers need to facilitate learning and be more attentive to the needs of the students in constructing and planning an English class. Thinking outside of the box or moving from a teacher centred to a learner centred approach for teachers, and from dependence to independence, is difficult at first, but it will provide both parties with new methods to teach and learn and a greater sense of enjoyment and fun.

## **7.6 Future Research**

Continued research on the teaching English in Jordan is clearly essential. While many avenues might be fruitfully explored in this study, several areas offer particular promise for research in teaching the target language. Two of the areas that need the most attention are: Teaching policy and the role of interactions in English teaching

and learning in Jordan. The literature on research into the complex phenomenon of learning support and interactivity, and interactions, is rather limited in scope due to the lack of theory to guide research projects.

The research challenge in Jordan is to ensure that the image of the EFL teaching profession is raised in the eyes of the public, and teaching support is sufficiently addressed in striving towards a better teaching experience. Educational providers and institutions in Jordan need to understand that its educational products and services are to serve the learner and provide an encouraging educational experience. We must consciously and actively develop and maintain research approaches, which enable the teachers to have their voices heard, and for teachers and institutions, schools, and Ministry itself to be able to listen and understand the practical implications of what is being said. The teachers of English in Jordan should not be perceived as the problem or trouble makers, but their voices should be integrated as part of the English language teaching and learning solution. Such an approach and attitude, I think, will benefit all stakeholders in the teaching and learning of English in Jordan. I personally think that we need to conduct more qualitative research to understand the teaching as well as the learning issues pertaining to English language at all levels of education and concerns in the Jordanian context to move forward in offering a better educational experience to all learners of English in Jordan.

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**Appendix A**  
**CONSENT FORM FROM UUM TO CONDUCT THE STUDY IN JORDAN**





**UNIVERSITI UTARA MALAYSIA**  
06010 UUM Sintok, Kedah Darul Aman, Malaysia. Tel: 604 - 928 4000



8<sup>th</sup> September, 2008

To Whom It May Concern:

**PhD FIELDWORK FOR SALM FANKHOUR ALWAN ALSHIRA'H**

It is my greatest pleasure to inform that **Mr. Salm Fankhour Alwan Alshira'h** is my graduate student from Jordan pursuing his PhD in Applied Linguistics at Universiti Utara Malaysia, Kedah, Malaysia. His study looks at the **Teaching and Learning of English Language in Secondary Schools** in Jordan which I am sure will be beneficial for Jordan particularly in providing continuous improvement on the standard of teaching English in Jordan.

Mr.Salm will be going back to Jordan from the 9<sup>th</sup> September to January, 2009 for his fieldwork to collect the data he needs to conduct his study. His study requires him to visit various professionals and stakeholders that are relevant to his study for data collection. I ask for your utmost cooperation and assistance to facilitate Mr.Salm to conduct his fieldwork successfully.

Please contact me if you have any inquiries at [hisham@uum.edu.my](mailto:hisham@uum.edu.my) or 06017-5772924.

Your cooperation and attention on the above matter is appreciated. Thank you.

Yours sincerely,

  
**DR. HISHAM BIN DZAKIRIA**  
Senior Lecturer (Mr. Salm Fankhour's Supervisor)  
College of Arts and Sciences  
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           College of Arts & Sciences  
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## **Appendix B**

### **INTERVIEW PROTOCOL**

#### **Students**

1. What do you think of the English language?
2. What do you think of your English teacher?
3. What are some of the characteristics of a good language teacher would you like to have?
4. What do you think of your ability in using the language?
5. How do you increase your proficiency in the language?
6. Of all the skills (speaking, listening, reading and writing), what is the most important skill to learn?
7. If you were asked to make changes in language teaching, what would You change?
8. How do you increase your skills in English language?
9. What are the problems that you face in learning English?
10. How do you perceive the activities performed in the classroom to master the language?
11. Does your English teacher often bring any teaching aids to your classroom?

#### **Teachers**

1. What are the challenges (or problems) faced by EFL teachers in Jordan today?
2. What are the challenges (or problems) faced by you as an English teacher?
3. What is your role in promoting English language teaching?
4. What are the roles of your colleagues in promoting EFL teaching in schools?
5. Do you consider yourself as an effective English teacher?
6. What are your opinions of the current policy on EFL teaching?
7. What are your opinions of the current national (Jordanian) EFL curriculum?

8. If given a task to review the current curriculum, what would you like to change in the present curriculum?
9. How do you increase your skills in language teaching (ways of developing professionalism in language teaching)?
10. What do you think of the role of interactions in language teaching?
11. Describe the types of instruction you utilize in the class to facilitate the process of learning?
12. What is your main purpose in English classroom instruction?
13. What is the role of technology in learning English?
14. Do you use technology in teaching English?
15. How do you describe the extent of knowledge you have about methods of English?
16. What materials are available in your school for use in teaching of English?
17. How often do you use or speak students' first language (Arabic) in classroom instruction? Why?
18. How long have you been teaching English?
19. How long have you been teaching in this school?
20. Why are English teachers weak in English?
21. Have you taken courses on teaching English?
22. Why do English teachers use Arabic in their classes?
23. How do you perceive the cooperation between you and the school management?
24. How do you perceive the relation between you and the parents?
25. What is your relation with your students?
26. What are your perceptions of an effective English language classroom?
27. Are the teaching aids available in your school?
28. How do you perceive the evaluation system?

### **Ministry officers**

1. What do you think of the current English proficiency level among our students?
2. What do you think of the current English proficiency level among our teachers?
3. What do you think of the current policy on English language teaching?

4. What do you think of the current English language curriculum?
5. What do you think of the current EFL teaching in schools?
6. What do you think of the current EFL teachers in schools?
7. What is the new skill teachers need to acquire in promoting English language in national schools?
8. What changes can be made in our current curriculum to ensure effective command of the English language?
9. What are your perceptions of effective English language teachers?
10. What are your perceptions of effective English language classrooms?

### **Curriculum designers**

1. What is unique about our national English policy?
2. What is unique about our national English curriculum?
3. What are your perceptions of effective English language teaching and learning?
4. What are your perceptions of effective English language teachers?
5. What are your perceptions of effective English language classrooms?
6. What changes can be made in our current curriculum to ensure effective command of the English language?
7. How do you ensure that our current curriculum stay current to keep abreast of the new language development?

### **Parents**

1. What do you think of the English language?
2. What do you think about your children's proficiency in English?
3. What do you think of the current English teachers in schools?
4. If you were asked to make changes in language teaching, what would you change?

### **English Supervisors**

1. How long have you been working as a supervisor?

2. What are the incentives that the Ministry of Education offers to encourage English teachers to perform their work properly?

How appropriate is the organization of teachers' lessons?

3. To what degree is the teacher able to attract student interest for the duration of the class?

4. Are the teaching aids available in the schools?

5. Do you think that English teachers are able to explain the difficult concepts to the students?

6. What do you think of English teachers today?

7. Are the four skills covered in the class properly?

8. What do you think of the training courses which are held to the English teachers?

### **English Professors**

1. What do you think of English language teaching in Jordan?

2. Why do you think that English language lecturers in universities use Arabic in instruction?

3. In your opinion, why do English teachers use Arabic in the classroom?

Why are English teachers weak in schools?

4. Why are English language teachers unaware of learning theories and teaching methods?

5. What do you think of the policy of education regarding teaching English in our schools?

6. What do you think of English teachers today?

7. What do you think of the training course for the English teachers?

### **School principal**

1. What are the problems that English teachers encounter in your schools?

2. What do you think of English teachers today?

3. How do you perceive the current policy of the Ministry of Education?



## Appendix C

### SAMPLE OF AN INTEVIEW WITH A PARTICIPANT (FULL TRANSCRIPT)

<b>Q 1.</b>	<p><b>Teacher 1</b></p> <p>What are the challenges (or problems) faced by EFL teachers today?</p>
<b>ANS.</b>	<p>There are many problems and challenges which encounter the English teachers today. One of these problems is that there is no practice of this language. Teachers and students don't pronounce the words well.</p>
<b>Q .2</b>	<p>What are the challenges (or problems) faced by you as an English teacher?</p>
<b>ANS.</b>	<p>For me, I don't use English with my students and when I tried to talk with them in English, they didn't understand me. Furthermore, my colleges (teachers) don't understand me when I try to speak with them in English. I think our classes are relatively crowded. As you see, some classes have more than 25 students. This, in turn, would prevent me from conducting communicative activities with my students. The problem which we encounter us is that we have more than 20 hours a week. I think this situation would prevent us from teaching because we don't have time to prepare for our lessons. We are unsatisfied with our jobs as teachers because our salaries are very low if you compare them to other sectors in the government. The major challenge we encounter is that students (particularly low achievers) interrupt us in teaching English. In other words, they make verbal and non- verbal noise like moving desks deliberately. This, in turn, disturbs teachers and students.</p>
<b>Q 3.</b>	<p>What is your role in promoting English language teaching?</p>
<b>ANS.</b>	<p>After I graduated from the university, I had a major role in promoting teaching English in schools, but after that, my role had been vanished</p>

	because the Ministry of Education didn't encourage me to continue this role.
<b>Q4.</b>	What are the roles of your colleagues in promoting EFL teaching in schools?
<b>ANS.</b>	My colleges don't have any roles in promoting teaching English. They are like me. We just enter the classes and write the lesson plan. Really, they are not motivated to teach. When I and my friends came to this school, we were motivated to do our best, but then we failed to do so.
<b>Q 5.</b>	Do you consider yourself as an effective English teacher?
<b>ANS.</b>	No, I am not an affective teacher because I don't use English well and fluently. This is a fact and if you ask my colleagues, they will inform you the same thing.
<b>Q 6.</b>	What are your opinions of the current policy on EFL teaching?
<b>ANS.</b>	I think weaknesses of students and teachers in English are coming from the current policy of the Ministry of Education in that it appoints unqualified teachers. One of my colleges told me that he asked his students to read the English text in the class before him to learn from him on how to read the text.
<b>Q 7.</b>	What are your opinions of the current national (Jordanian) EFL curriculum?
<b>ANS.</b>	The English curriculum is very good. The four skills have been included in the curriculum.
<b>Q8.</b>	If given a task to review the current curriculum, what would you like to change in the present curriculum?
<b>ANS.</b>	If I am given a chance to review the curriculum, I can just add transcription of the English sounds to learn how to pronounce the words well. This is enough.
<b>Q 9.</b>	How do you increase your skills in language teaching (ways of developing professionalism in language teaching)?
<b>ANS.</b>	By practicing English. I can give you evidence where many people went

	to English speaking countries and they didn't know how to read and write. After few months, they came back with very good competence in using the language.
<b>Q 10.</b>	What do you think of the role of interactions in language teaching?
<b>ANS.</b>	There should be interaction between teachers and students to help them to speak the language. But the problem is that we don't have interaction in the classroom in English due to students and teachers' weaknesses in the language.
<b>Q 11.</b>	Describe the types of instruction you utilize in the class to facilitate the process of learning?
<b>ANS.</b>	I really want to use the suitable instruction where students can understand English well and appropriately, but the thing we face as teachers is the weakness of our students in English, thus we find ourselves forced to use Arabic more than 70 percent in order to convey the concepts.
<b>Q 12.</b>	What is your main purpose in English classroom instruction?
<b>ANS.</b>	My main purpose is to convey concepts and knowledge to be used in the daily life where English became the most important language in the world. Also, mastering the language appropriately and well by students is our aim from instruction.
<b>Q 13.</b>	What is the role of technology in learning English?
<b>ANS.</b>	Using technology, actually, facilitates learning English and it attracts students because students got bored from the traditional methods in learning English, but the problem that we face is the shortage of technology in terms of CDs and the other accessories.
<b>Q 14.</b>	How do you describe the extent of knowledge you have about methods of teaching English?
<b>ANS.</b>	I have some knowledge about communicative language teaching where we have to ignore using Arabic in teaching English.
<b>Q 15.</b>	What materials are available in your school for use in teaching of

	English?
<b>ANS.</b>	Nothing is available except some cassettes in some classes. We encounter this problem in our school. We hope that the Ministry of Education provides us with these materials.
<b>Q 16.</b>	How often do you use or speak students' first language (Arabic) in classroom instruction? Why?
<b>ANS.</b>	I always use and depend on Arabic in my instruction because students are weak, so we have to use Arabic in our instruction to avoid misunderstanding from students.
<b>Q 17.</b>	How long have you been teaching English?
<b>ANS.</b>	I have been teaching English since 2005.
<b>Q 18.</b>	How long have you been teaching English in this school?
<b>ANS.</b>	I have been teaching English in 2008
<b>Q 19.</b>	.Why are English teachers weak in English?
<b>ANS.</b>	Teachers don't practice English well. Teachers don't develop themselves in the language. There are some universities where English is taught in Arabic like schools.
<b>Q 20.</b>	Have you taken courses on teaching English?
<b>ANS.</b>	After my appointment in the Ministry of Education, we took courses on methods of teaching English, but we were not trained well. The course was like ink on paper. The trainers were not good at training us on the methods of teaching English.
<b>Q 21.</b>	Why do English teachers use Arabic in their classes?
<b>ANS.</b>	The students are very weak. They don't understand anything in English. Some teachers are good but they use Arabic to convey the concepts and words. On the other hand, there are some teachers who cannot use English fluently.
<b>Q 22.</b>	How do you perceive the evaluation system?

<b>ANS.</b>	I am completely against this evaluation. The students got bored from this system.
<b>Q 23.</b>	How do you perceive the cooperation between you and the school management?
<b>ANS.</b>	The cooperation between the school management and the teachers like "enemies relation". You feel that the teacher is an enemy to the headmaster and the parents. All are against teachers.
<b>Q 24.</b>	How do you perceive the relation between you and the parents?
<b>ANS.</b>	Some parents support teachers in teaching their children, but on the other hand, there are parents who never cooperate with the teachers and they rarely visit the school.
<b>Q 25.</b>	Are the teaching aids available in your school?
<b>ANS.</b>	Which teaching aids you mean. We don't have any. We just have one cassette recorder and it is out of order.
<b>Q 26.</b>	What is your relation with your students?
<b>ANS.</b>	I always encourage my students to discuss with me any problem they face. Also, mutual respect between students and teachers is very important to get students involved in the participation.
<b>Q 27.</b>	Do you use technology in teaching English?
<b>ANS.</b>	Technology plays a major role in attracting students' attention to the material, but we don't use it effectively in our school because computers' accessories are not available, we have computers just to show the people that we are working effectively.
<b>Q 28.</b>	What are your perceptions of an effective English language classroom?
<b>ANS.</b>	Our classes are not effective enough and suitable for EFL teaching. The focus is just on the English textbook. There should be other facilities to promote teaching the language in our classes such as labs.....etc.

**Appendix D**  
**OBSERVATION GUIDE**

General Information:

Teacher: \_\_\_\_\_

Observer:

\_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Classroom:

\_\_\_\_\_

**Focus of the Observation:**

1. Who is conducting most of the talking in the classroom?
2. What methods does the teacher use in teaching?
3. Is there any interaction between the teacher and students? To what degree does the teacher and students use Arabic in the classroom?
4. How does the teacher ask and respond to the students' questions in class?
5. Are there any language activities used by the teacher in the classroom?
6. Are there any learning materials in the classroom?
7. How is the relation between students and their teacher?
8. Is the physical environment conducive for learning English?
9. Does the teacher follow the lesson plan in teaching?

**Appendix E**  
**RESEARCH CONTRACT:**  
**CONSENT TO PARTICIPATE IN RESEARCH ON TEACHING AND**  
**LEARNING OF ENGLISH IN JORDAN**

I have been informed about the objectives of this study and **agree/ do not agree** to participate in the study entitled *"It is English, but not English" Jordan English Teachers' Voice on Teaching and Learning of English in Jordan*, and therefore, **give/do not** give my consent to the researcher to use the information I have provided on the condition that it is treated with confidence.

Name:

Date:

Signature:

**Appendix F**  
**APPROVAL LETTER FROM MINISTRY OF EDUCATION IN**  
**JORDAN TO CONDUCT THE STUDY IN THE JORDANIAN**  
**SCHOOLS**



مديري ومديرات المدارس

الموضوع :- البحث التربوي

السلام عليكم ورحمة الله وبركاته ،،،،،،

يقوم الباحث سالم فنخور الشريعة بإجراء دراسة بعنوان " تعليم وتعلم اللغة الانجليزية في مدارس الثانوية في الأردن " وذلك استكمالاً للحصول على درجة الدكتوراه في تخصص اللغويات وبحسباً إلى إجراء مقابلات عينة من معلمي اللغة الانجليزية وطلاب الصف الأول الثانوي وحضور الحصص الصفية . يرجى تسهيل مهمة الطالب المذكور وتقديم المساعدة الممكنة له .

واقبلوا الاحترام

مدير التربية والتعليم

د. محمد علي الحناي

نسخة الى :

مدير الشؤون التعليمية والفنية  
ر. ق. الاشراف

ص.ب: (٥٢)

فاكس: (٦٢٣٣١٦٨)

تلفون: (٦٢٣١١١٨) (٦٢٣١٣٧٣)

قرار رقم ٢٠٠٧/١٢