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

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