Chapter One
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Introduction

“Education is that process of development which consists of the developmental process of humans from infancy to maturity. It is a process by which an individual adapts himself gradually in various ways to his physical and social environment. Education is not only communication of information by the teacher or the acquisition of knowledge by the child. In this sense, education consists of all those experiences which affect the individual from birth till death”.

The purpose of education is to develop in each individual the knowledge, interest, ideals, habits and powers whereby he will find his place to shape both himself and society towards nobler ends”. (Report-Commission on the Reorganization of Secondary Schools, U.S.A.).

Some countries, like people, thrive on challenges and setting goals for themselves. Often they extend their vision beyond ordinary limits. Determined in spirit, they believe that by applying the full force of their capabilities and trusting in God, all things are possible. There is no doubt that education is the most important aspect in the development of any
country. Therefore, any change in the system that can lead to a nation's development should start from the educational system of that country.

**History:**

Jordan, a kingdom in the north western corner of the Arabian Peninsula, is bounded by Syria in the north, Saudi Arabia on the south, Iraq on the east, and the Occupied west Bank and Israel in the west.

The Nabateans, an Arab people, were among the first to settle in Jordan with their base in PETRA. The southern city was situated on one of the main trade routes between eastern and western Asia. Caravans carrying gums, spices, and silks brought by sea to the Gulf of Aqaba went through PETRA on their way to the land of the eastern Mediterranean.

The Nabatean kingdom lasted until 106 A.D, when it was conquered by the Romans. After the division of the Roman empire in the late 4th century A.D, all of what is now Jordan came under the rule of the Byzantine, or eastern Roman empire in the 7th century A.D, the Byzantines were expelled by invading Muslim armies. In later centuries, the region was overrun by tribes from central Asia, including, Turks, Mongols, and Tatars. In 1516 it was made part of the Ottoman Empire incorporated into the Turkish province of Syria.
During the Ottoman rule, Jordan was the subject of discrimination. An inevitable uprising took place as the consequence of Turki... The late King Hussein's great-grandfather, Al-Hussein bin Ali, Sharif of Mecca and king of the Arabs (later he also became known as king of the Hijaz), led the liberation of Arab lands from their domination by the Ottoman Turks in the great Arab Revolt of 1916.

Countries of the Arab east were united into one Arab state embracing Iraq, Jordan and Palestine. One the basil, Prince Faisal I announced the establishment of the first government in Damascus on October 5, 1918, but on October 22, Britain issued a statement dividing Greater Syria into three regions. This was not only pursuant to the 1916 Sykes-Picot agreement, but also to enable Britain to fulfill its promise to the Zionist movement to establish a national homeland for the Jews in Palestine. The November 2, 1917 Balfour Declaration called for the establishment of a national homeland for the Jews in Palestine.

In March 1920, the division of the Arab territory was rejected and the Arab's people's representatives meeting in Damascus declared the unity and independence of Syria proclaiming Sharif Hussein's son Faisal I as king. King Faisal I later assumed the throne in Iraq.

But Britain and France agreed at the San Remo conference on April 25, 1920 to impose a French mandate on Syria and Lebanon, and a
British mandate on Iraq, Palestine and Jordan. Several battles took place following the mandates’ imposition, the last of which was at Maysalun on July 27, 1920.

After freeing the lands of Jordan, Lebanon, Palestine, Iraq, Syria and the Hijaz, Sharif Hussein's son Abdullah assumed the throne of Trans Jordan. The emirate of Trans Jordan was founded on April 11, 1921, and became the Hashemite Kingdom of Jordan upon formal independence from Britain on May 25, 1946.

The name Hashemite kingdom of Jordan is derived from Hashem, which was the name of the great grandfather of the Prophet MOHAMMAD. The Royal family of Jordan is called Hashemite, which means descended from Hashem.

King Abdullah successfully defended Arab East Jerusalem and the “west bank” during the 1948 Arab- Israeli war when the Israeli state was created on three quarters of Palestine. The Jordanian Arab legion, fighting alongside other Arab armies succeeded in holding on to those Palestine territories, which later became known as the west bank of the Kingdom.

On July 20, 1951, a lone gunman assassinated king Abdullah 1 while attending Friday prayers at Al- Aqsa Mosque in Jerusalem with his
grandson Hussein, who was saved from a bullet by a medal his grandfather, had recently awarded him.

After king Abdullah martyrdom, king Talal, his eldest son, ruled for a brief period. Due to king Talal illness, his eldest son, Hussein, was proclaimed king of the Hashemite kingdom of Jordan on August 11, 1952. He is assumed his constitutional powers on May 2, 1953, after reaching the age of eighteen according to the Muslim calendar.

His Majesty king Hussein's reign continued until February 7, 1999 when he lost his long battle with cancer at the age of 63. The late king Hussein will be remembered for many achievements, most of all as a “king of Peace” due to his vigorous efforts in bringing about peace in the Middle east.

Shortly before his demise, King Hussein appointed his eldest son, prince Abdullah as crown prince who was sworn in as regent and proclaimed king of Jordan.

Jordanians look with optimism and pride to a future under the reign of king Abdullah, current bearer of the Hashemite torch.

Located in the heart of the Middle East, strategically situated at the junction of Europe, Asia and Africa, Jordan has an amazingly historic,
cultural and archaeological patrimony, and many natural wonders that are known worldwide.

Due to its diverse geological nature, visitors can climb the proud mountains of Ajloun, hike at the Rose city “PETRA”, ride Arabian horses in wadi Rum, and sunbathe in the lowest point on earth – the Dead Sea.

The major source of attraction lies in the hospitality of Jordan’s people. Visitors to Jordan are constantly greeted with a warm smile and a genuine welcome.

Jordan has a sound foundation and some critical challenges. The country ranks high internationally in terms of access to education for all, providing a solid base from which to gradually shift its human resource skills toward the knowledge economy. For instance, Jordan's illiteracy rate has declined considerably over the last five decades and is now among the lowest in the region. Jordan's students have also shown significant progress in the trends in international mathematics and science study (TIMSS) ranking results over the year. In the 2005, Jordan's 8th grade students ranked first among all Arab countries in science and second in mathematics.

The Jordanian English Language curriculum has seen several changes and improvement due to the pressures to account for the actual
needs of English Language learners. The frequent conferences and reform endeavors have called for the continuing improvement of these curricula (ERP Plan. 1987).

Curriculum is the first concept to begin our discussion. Ullmann (1982: 255-256) (Cited in El-Mustafa, 1988: 2) states that the word “curriculum” refers to the entire/whole organization of the teaching plan of a subject that includes the following key components: objective, content, teaching strategies, and evaluation. However, the “textbook” attempts to implement certain parts of the curriculum relying on other educational activities for the right and full implementation of the rest of objectives.

Festus and Desmond (1982: 24) say that “in every country throughout the world the school has a role to play in training and educating the young. The complete plan of action, whether written down or simply in the minds of those involved in the instructional process, is curriculum. “Oliver (1960) (cited in Festus and Desmond, 1982: 24) considers that the term curriculum has to describe:

a- All the experience the learner has under the guidance of school.

b- All the courses or subjects that the school offers.
c- The systematic arrangement of subject matter and activities within a course offered by a school (integrated science or social studies, for example). According to them, the most acceptable definition is under (a) above, because it has such a comprehensive meaning that includes all the experiences and activities whether they are academic or non-academic, vocational, emotional and recreational under he guidance and direction of the school.

The development of strategies for English curriculum in Jordan and Evaluating an English textbook used by Jordanian (grade 1-5) students required a background concerning teaching English in Jordan, especially in the compulsory stage. The Ministry of Education in Jordan is now concerned with the development and improvement of the basic education quality presented to its pupils. The Ministry of education called this decade (i.e. the twentieth) “The decade of improving the quality of education “. This is due to the fact that the Ministry has achieved its objectives in making education compulsory and free in the first nine years of schooling (Culture and Education Law No.6). The law of Education No 16.of 1964 stressed the value of knowledge of a foreign language to Jordanian students. One of the objectives in this law is to equip the pupil at this stage with knowledge of “one foreign language, which will assist
him/her in later stage of education, or in the practice of his/her profession in future, or in his/her life generally”

There are many essential elements included in the curriculum, which might require systematic evaluation. The question of whether and how to use textbooks in teaching English as a foreign language (EFL) have long been asked and discussed by professionals in the field. A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, and as a text for study. Researchers have advocated a variety of approaches to textbook selection but in practice the process is often based on personal preference and may be affected by factors unrelated to pedagogy. These approaches are fed by the awareness of available texts and scarcity of some textbooks (Cunningosworth, 1984; Sheldon, 1988; Skierso, 1991)

To improve the new English curriculum in Jordan, The Ministry of Education has introduced a new textbook series (first, second, third, fourth and fifth grade text books) in 2000 called Action pack textbook series for the basic stage (grade 1-5) in the Hashemite Kingdom of Jordan. From the researcher informal meetings with the teacher of English language, he found that many English teachers at Jordanian schools misunderstand the meaning of “Curriculum” and “Textbook”
Action pack is a six -level series that is intended to cover the six basic grades in the Jordan public schools. Since Action Pack is a new foreign textbook introduced to the basic stage (grade 1-5), it is important to evaluate it to find out its strengths and weaknesses strategies and its suitability to the first five basic grades. Action Pack textbook include (student's book, Activity book and the teacher's book, besides other teaching aids such as the tape-recorder, wall-picture and flash cards).

It can be pointed out that the introduction of Action Pack was a necessary step towards facilitating the achievement of the stated goals. Action Pack is based on the communicative approach. It is mainly concerned with making learning as a learner-centered to achieve the stated aims in Action Pack textbooks which adopted `can do` approach, i.e. the children are given activities that they will be able to complete without any difficulty. Students will find it a bit easy to use English in their lives. This can be seen through the techniques proposed by Action Pack author as by the notions and situations in which language is to be used.

The Ministry of Education in Jordan constantly attempts to improve its educational programmes. It is also concerned with development and improving the educational quality offered to Jordanian people. To achieve this improvement, it has introduced a new series for the basic stage (grade

For the basic stage (grade 1-5) in Jordan, the researcher used two research instruments, the questionnaire and the interviews with both the teachers and students. In addition, this study attempts to find out whether Action Pack English textbooks (grade 1-5) in Jordan achieve the objectives stated in Action Pack Curriculum in Jordan or not.

**Statement of the problem:**

Through informal meeting with Action Pack teachers, the researcher noticed that Action Pack textbooks have not been evaluated to come to terms with the strengths and weaknesses of such a series; these textbooks need to be evaluated from the perspective of the supervisors, teacher and students. Students usually complain that English is a difficult and an undesirable subject. They usually feel that nothing is learnt because they cannot use the English language in their daily lives. The only thing that they can do is to memorize rules and structures, which do not help them to use the language in real life like situations. This study is an attempt to investigate such important issue, for development and improvement of curriculum. It may help the ministry of education and
ministry of planning. Also department of statistics in Jordan. Therefore, this study attempts to weigh up the value of such a curriculum and the extent to which it fulfils the needs of Jordanian English Language learners in the basic (1-5) stage. Precisely the problem of the present research is: “The Development of Transactional Strategies for English Curriculum in Jordan”.

**Objective of the study:**

This study aims to evaluate Action Pack textbook for the basic stage (grade 1-5) to development of English curriculum in Jordan. It attempts to conduct a comprehensive evaluation for the Action Pack textbooks (grade 1-5) in Jordan. In addition to derive the implications of whether Action Pack English textbooks in Jordan achieve the objectives stated in Action Pack curriculum in Jordan or not and whether they are suitable to the English foreign language learner's needs, interests and abilities and to find out the strengths and weaknesses of the textbooks and to make suggestions for improving these textbooks for English curriculum in Jordan.

More specifically, this study aims to answer the following questions:

1- How do EFL supervisors, teachers and students evaluate Action Pack textbooks?
2- Are there any significant differences in the evaluation of Action Pack (1-5) that can be attributed to the teachers' qualifications?

3- Are there any significant differences in the evaluation of Action Pack (1-5) that can be attributed to the teachers' experiences?

4- What suggestions do supervisors and teachers of English improving Action Pack textbooks for English curriculum in Jordan?

• What is the present scenario of the English Curriculum in Jordan?

**Significance of the study:**

This study is expected to be useful to the ministry of education and ministry of planning. Hopefully; it would help the ministry of education to fulfill its responsibilities of hiring strong leaders. Since Action Pack textbooks represent a new fad in Jordan, the evaluation of such textbooks to come to terms with their strengths and weaknesses is significant to those English language curriculum designers to identify the problems existing in them and finally how to improve them. Such an evaluation may enable teachers to identify the areas of strength and weakness available in syllabuses they teach. This would also help syllabus designers to revise, modify or amend the existing syllabuses to make them more addressing the actual needs of foreign language learners.
Researchers also could benefit from the findings of such an evaluation in becoming more familiar with the nature of the EFL syllabuses used in the public schools in Jordan. If all the segments mentioned in this study are considered, it seems apparent that more effective curriculum would be created and would contribute to building a better education system.

**Limitation of the study:**

(1) This study was limited to Action Pack textbooks (1-5) in the basic stage in Jordan. (2) Its results were also limited to the evaluations criteria adopted which were derived from the relevant literature. (3) The sample was limited to just one governorate out of the twelve governorates in Jordan. Each governorate has the same culture and uses the same curriculum.

**Action Pack and its Components:**

- **Action Pack:** An EFL curriculum, which is prescribed by the Ministry of Education to be used in the governmental schools for the basic stage (1-5) and is expected to be used up to higher grades of the compulsory stage.

- Activity book: a component of the Action Pack series, which includes activities, aimed to support the content of the student's book.
- **Student's book**: A main component in the Action Pack series which includes units that go along with topics and situations for a particular grade.

- **Teacher's book**: A guide book that explains to Action Pack teachers how to teach the relevant textbooks.

- **Evaluation criteria**: A set of standards upon which a decision can be made concerning the effectiveness of the relevant Action Pack textbooks.

- **General objectives**: They are the four main objectives stated in English language curriculum for the basic stage (1990: 5, 6) each objective is related to the listening skill, the second to the speaking skill, the third to the reading skill and the fourth to the writing skill.

- **Curriculum**: “it is the complete plan of action, whether written down or simply in the minds of those involved in the instructional process”. Oliver (1960) (cited in Festus and Desmond, 1982: 24).
Curriculum:

The term curriculum is derived from the Latin word Currere that means, “run” and it signifies “a runway” or “a course which one runs to reach a goal: In education it is generally identified with a course of studies or list of subjects prescribed for a programme. Infect a list of subject’s forms only a part of the curriculum and it does not constitute the whole of it. A curriculum means the total situation selected and organized by the institution, and made available to the teachers to operate on and to translate the ultimate aim of education into reality.

“Curriculum is not simply the stream of events and activities or lessons that occur in a classroom or in school. Rather curriculum is an interrelated set of plans and activities that are intended to result in identifiable outcomes that almost always pertains to student learning”

Curriculum is at the center of any educational reform, yet surprisingly little agreement exists among educators about the exact meaning of curriculum. For example, over 1,100 curriculum books were written during the 20th century and each offered its own variation on the meaning of the term (Cuban, 1992), traditionally curriculum has been referred to any educational program lasting for several years, such as the courses taught in school.
The Curriculum is at the center of the educational system since it expresses what is to be learned by students, and curriculum renewal is a core element of Jordan's educational change strategy. All other educational and management processes are directly linked to and supportive of curriculum reform.

The curriculum embodies the core values and beliefs of Jordanians as well as the vision for the future of the society. Therefore, changes in curriculum, assessment, and resources will be reflective of national and cultural goals.

That are translated into knowledge skills, and attitudes a learner must acquire at the school level. New curriculum will also be supported by appropriate teacher practice in instruction and assessment, and supported by the best and most appropriate resources for learning. The essential impact of Jordan's attempt to improve education systems will be the impact on student achievement and the correlation between that achievement in schools and subsequent achievement in post-secondary education and the work place.

The General framework for curriculum and assessment (2005) organizes the essential learning outcomes and provides guidance in the development of the core curriculum, aids integration across curriculum
areas, assists in ensuring overall comprehensiveness and congruency of the curriculum, and informs assessment approaches.

Effective curriculum planning and development, quality improvements in curriculum, teaching and learning, targeted resource allocation, teacher training, and personnel policies are all dependent on accurate and reliable knowledge of student learning. The data that are required for all these important activities can best be obtained through a well-structured and reliable learning assessment system that is reflective of national needs and suitable for international comparison.

**Key principles**

- The aim of education as expressed throughout the curriculum is to produce well-rounded individuals capable of reaching their potential intellectually, physically, and emotionally.

- The curriculum prepares student for life after school and includes life, employability, and citizenship skill, also preparation for post-secondary education.

- The curriculum is integrated horizontally across subject / skill areas and is vertically seamless.
- The curriculum supported the acquisition of knowledge economy skills in communication, management of information, use of numbers, critical thinking, creativity and innovation, problem solving, personal management, and teamwork.

**Definition of the key terms:**

Curriculum: remains a mystifying word in the education systems. For general teachers, parents and students, it is deemed to be the contents given in a set of subject which children should master in order to score high marks at the end of the school year.

Basically the curriculum is what happens to children in school as a result of what teachers do. It includes all the experiences of children for which the school accept responsibility.

"Curriculum includes objectives, content (syllabus), instructional materials like textbooks and work books, teaching, learning strategies and evaluation. While the statement of objectives is the intended curriculum, the syllabi, instruction materials and teaching learning strategist make an attempt to translate intention into action". (Self- learning material for teacher education, 1988 NCERT, pg .62)

"The curriculum is now generally considered to be all of the experience that learners have under the auspices of the school."
“The curriculum is all of the learning of students which is planned by and directed by the school to attain its education goals.”

**Curriculum is dynamic:**

The world of today is witnessing developments and changes coming too fast and demanding our immediate attention. Every learner society has to be familiar with all areas of knowledge in various disciplines of learning in the global context. No single curriculum is suitable for all the time. Curriculum has to change in accordance with the change in socio-culture context. Industrial growth, scientific progress and social advancement. In order, therefore, to keep the learner's knowledge up to date, curriculum should be revised frequently from time to time.

**Curriculum development:**

Any curriculum development programme includes different stages viz. Formations of objectives collecting and organizing learning experiences and evaluating their effectiveness with respect to planned objectives. Every time relevant facts and data are collected, hypothesis is formed and verified and certain inferences are drawn to make suitable changes in the curriculum.
**Curriculum Evaluation:**

Evaluation is the vehicle that connects the review of curriculum objectives with the suitable change necessary to achieve the goals of curriculum. With a view to provide feedback for further improvement, some kind of evaluation becomes essential. The references, reliability and validity of the evaluation procedures determine the quality of the feedback, which has to be derived for ensuring qualitative improvements among learners. While evaluation needs to be as realistic as possible, it has to be done in co-operative spirit. Participatory and transparent evaluation can encourage learners to learn more and more and they may ultimately turn into life-long learners.

**Curriculum Areas of Concern:**

Curriculum development thus is a total process in which different components such as formulation of a curriculum policy, curriculum research, curriculum planning, its implementation and then its evaluation play important roles...Any curriculum programme is based on four fundamental questions:

- What educational purpose should the school seek to attain?
- What educational experiences can be provided those are likely to attain these purposes?
• How can these education experiences be effectively organized?

• How can we determine whether and to what extent these purposes are being attained?

The levels of Jordan Education System:

“The Ministry of Education started phasing in kindergartens in 2002. Total enrolment in the 2000/2001 school year was 83,777 (Ministry and private providers). Enrolment rates were 20% level and 47% for the second level in the 1999/2000 school year”.

Basic Education:

Total enrolment for the 1999/2000 was 1,173,314 students with an enrolment rate of 91%. The enrolment rate breaks down to 96% for grade 1-5 and 85% for grade 6-10 (1999).

Secondary Education:

Total enrolment at the secondary level for 2000/2002 was 173,755 of which 43,861 students in the vocational stream. The enrolment rate for the secondary level is 80%.
“Curriculum theory is a way of describing the philosophy of certain approaches related to the development and enactment of curriculum. Within the broad field of curriculum studies, it is both a historical analysis curriculum and a way of viewing current educational curriculum and policy decisions (Larry Cuban, 1992). As it is known, curriculum is referred to any educational programs utilized for several years in the educational institutions, such as the courses taught in school.

The researcher used the academic curriculum theory throughout this thesis in order to explain all the events occur in schools environments. Therefore, the current research involved both groups of teachers and students in order to find out their points of view in terms of the curriculum evaluation.

During the past several years a large number of researchers have designed a various theories and models to evaluate schools curriculum. In the current research the researcher has used the objective model for the purpose of answering the research questions. In the point of fact, the main purpose of selecting the objective model is to find out the significant relationship between the curriculum which has been implemented and the goals sets by the Ministry of Education (MOE) in Jordan.

Definition of evaluation is the process of delineating, obtaining and providing useful information for judging decision alternative
(Stufflebeam, 1977) it is the systematic application of scientific methods to assess the design, implementation, improvement or outcomes of a program (Rossi & Freeman, 1993) it is the relationship between ends and means the purpose of education school intended to accomplish the goals. Evaluation is a function in its own right but it also related directly to education ends and educational means.

Definition of transactional means a sequence of information exchange and related work that is treated as a unit for the purpose of satisfying a request and for ensuring database integrity. For a transaction to be completed and database changes to make permanent, a transaction has to be completed in its entirety. Any changes to the database must be keep track of so that they can be undone.

Education strategies are the expression of the reformed education system gathered through extensive input from all aspects of the education system and society. The education strategies is also the culmination of an intensive period of debate on the importance of human resource development to the future of Jordan, the strategies of the Jordanian education act of 1994 are suitable to the philosophy, objective, and policies.

The conceptual framework serves as the guiding document to the educational programs, philosophy, and the standards of programs.
Directly linked to Jordanian curriculum, the conceptual framework also provides a basis for assessment, analysis, and improvement of curriculum outcomes. It is determined that an overarching conceptual framework document can best describe and define the process of preparing both teachers and other school stakeholders at initial and advanced preparation levels.