Chapter Two
Since the development of strategies and evaluation is an important process for developing any educational programs, as well as, for English curriculum in Jordan, many studies have been conducted to provide feedback for both students and teachers in the process of teaching and learning as well as for improvement and modification of textbooks. In this chapter, the researcher deals with the review of the researches conducted till yet about curriculum.

- **Nathan (1980)** emphasized the importance of demonstrating what students have learned in his article “Functional competency based EFL curriculum”. He pointed out the educational EFL curriculum should be defined and made public in advance of implementation so that both the student and the teacher know what is expected of them. Another advantage of defining is that the teacher becomes able to concentrate on each lesson on the identified critical needs of the students. The definition also helps the students focus attention and study more efficiently.

On the other hand, Nathan adds that the utilization of performance objectives is a guide to teaching and training. When it is accompanied by immediate assessment, it assists the teacher in
focusing on central rules of communication that may have been overlooked in the teaching prior to the initial assessment. The teacher and student both learn from learner failure to meet a criterion in an objective. The teacher has a better idea of what rules and strategies the student did not acquire and can therefore provide follow up teaching which is truly appropriate.

- **Aitken (1982)** illustrated the language aims as stated by the committee which consisted of the "New Zealand Post-Primary Teachers Association and the Professional Organization of Secondary School Teachers". The committee stated the following four aims about language learning as basis for which language learning curricula could be developed.

1. Language is a fundamental form of human behavior occurring in a wide range of personal and social situations. Like all forms of behavior, language is developed principally by use.

2. Language is the means to convey the thinking to others. It reflects the speakers’ thought.

3. Human experience can be exchanged and shared via language. It is clear that there is an evident link between the ability to use language and intellectual and social development.
4. The four language skills (listening, speaking, reading and writing) are inter-dependent and considered to be the major goals of any EFL curriculum.

Evaluation was regarded by the committee as an essential aspect of language teaching and learning, and the methods of evaluating student effort and achievement in the classroom were related by the committee to the educational and language aims. Evaluation of the objectives, as viewed by the committee, is an important aid of increasing the student's ability to understand language and use it effectively (Aitken, 1982:81).

- **Chamot (1983)** proposed the features of a good EFL curriculum. He argued, "A good EFL curriculum, like any good curriculum, should allow for individualized instruction. Even children who are in the same grade and know no English at all will have different previous experiences, will have developed a somewhat different set of concepts, and will be more or less predisposed to acquire English.

  By diagnosing what children need to learn both in concepts and in English, it becomes possible to prepare individual learning plans and to organize homogeneous groups for different types of EFL learning activities. He added, a curriculum is a master plan,
which means the ability of teachers of planning for a specific group of children by stating instructional objectives.

- **Nunan (1988)** defined curriculum as a set of goals established by, "experts". These goals were often translated into communicative tasks; the tasks then were placed in contexts with topics and settings determined by different goals of different groups of learners. The tasks in their contexts might be sequenced according to difficulty or arranged in order of importance to the students. He added the goals were often implemented by sets of prescribed materials and activities. The role of the teacher, then, was to carry out the prescribed activities using the prescribed materials, and to use prescribed tests for evaluation of both teachers and students.

- **Boynto (1988)** conducted a study on current foreign language teaching in the elementary school programs in the state of Michigan. The purpose of the study was to identify, the languages taught, the number of the students participating and how they were chosen, format, methods and materials in use, the goals and the objectives of the program, evaluation, and perceptions of strengths and weaknesses.
A total of twenty nine questionnaires were sent to the identified FLES programs of foreign language related to elementary school head teachers identified in an earlier study. The letter of transmittal accompanying the survey requested that one questionnaire should be completed for each foreign language offered at each elementary school within a given school district. The following conclusions were based upon the data gathered through the study. They provided the answers to the original research questions of the investigation, FLES programs had the same emphasized goals and objectives suggested by the current literature, goals and objectives in the majority of cases are perceived as being met, there is diversity in FLES curricula present in the state. Michigan FLES programs are generally well accepted by fellow teachers, administrators, and parents and community.

- **Chin Wang and Lu Hui (1996)** in their study, Evaluation of the English language Program in Shin Senior high School in Taiwan, mentioned that English as a foreign language (EFL) is a required course throughout the secondary education curriculum in Taiwan. It is governed under the nationally authorized curriculum standards and included in the joint college entrance examination. ‘Stakes 1967’ model was employed to find the disagreements
among nationally authorized curriculum goals, classroom communications and arrangement between what has been taught and what has been tested in the school. The purpose of this study was to investigate the extent to which the nationally authorized curriculum goals of the senior high school English language program had been achieved in Shin school of Taiwan.

The possibilities among background conditions, classroom activities, and outcomes of the English language program were described and analyzed. In this study, relevant data were collected around each research question by teacher and student interviews, videotaped classroom observations, translating the curriculum guidelines, and retrieving test scores from school management information system. The research questions were defined and categorized using Stake's model as descriptive and judgmental. The results were that teaching activities were dominated by grammar translation techniques to train students with reading skills and small amounts of student centered writing activities, and that Chinese was the main instructional medium. These phenomena were in conflict with the nationally mandated senior high school EFL curriculum standards that expected students to be trained with listening, speaking, reading, and writing skills equally. Analysis on
test scores revealed a relatively high correlation between school tests and the joint college entrance examination. Both kinds of testing only tested students on reading and writing skills.

**Yuen Kwan (1998)** conducted an evaluation of the four in-service teacher training courses at the Hong Kong Institute of Education in terms of their usefulness and relevance to the teachers' need on return to school. Six months after the courses, an end-of-course evaluation questionnaire and a follow-up questionnaire were sent out to find if there were any significant differences between the participants' views on the effectiveness of the courses at two different time points. Qualitative data, which were collected from interviews between tutors and participants six months after the course, were also analyzed to find out which aspects were considered to be most useful to the teachers on their return to school and why were they useful.

Yuen Kwan used a sample consisting of 207 participants in four courses to fill in at the time point on an end of course evaluation questionnaire. The research questions were defined and categorized using objective model the results of the study showed that the participants felt that the courses were useful and relevant to
them. Six months after the course ended, teachers were asked to fill
in a different post course questionnaire for follow up evaluation.

The results of the study showed that the participants felt that
the courses were useful and relevant to them. The aims and
objectives of those courses were also considered to be useful and
relevant in their work on return to school because those courses
provided the participants with a reflective teaching approach and
techniques, classroom observation and improvement, and
department management. The results also showed that the changes
in the participants’ teaching were noted as a result of the courses
they had attended.

Those changes showed more concern for students’ needs,
improving the teaching strategies, improving the management of
the English department, improving the students’ oral skills,
including discussion skills, adopting more communicative teaching
skills, becoming a reflective teacher, sharing ideas or insights
gained from these courses at meetings, helping students to become
more confident, and finally improving the teaching of grammar.

- Chenoweth (1999) conducted an assessment of a freshman
English course taught at Carnegie Mellon University. The
assessment team worked with professors to identify course goals
and to design tasks that professors felt would fairly assess the extent to which students achieved those goals. Students who took the course and those who did not take it were both pre-tested and post-tested on five central goals: critical reading, argument identification, differentiation of summary paraphrase, understanding of key terms used in the English course and practical strategies for writing academic papers.

The results revealed that student’s ability to need and interpret academic prose did not improve significantly as a result of taking this course. The results also revealed that the students showed little or no improvement from pretest to post-test. Therefore, the course clearly did not have expected the effect of improving student's ability to identify argument within the text of the course.

**Studies conducted locally**

Locally in Jordan, some studies were more interested in Petra series and Amra while the concern attention was paid on Action Pack series.

- **Lababidi (1983)** conducted a study in which she analyzed ten randomly selected lessons from the series, new living English for
Jordanian (N.L.E.J) (Books 1-5) for their communicative content, using criteria for communicativeness derived from the literature. The result of the analysis showed that the objectives of the (N.L.E.J) books were not realized, that the content of (N.L.E.J) books did not reflect student needs, that visual aids were not used, that the number of weekly periods allotted for teaching English was not sufficient, and that imitation and repetition without understanding were considered the core of language teaching in the series called New Living English for Jordan.

*Hatamleh and Jaradat (1984)* conducted a study in which they evaluated elementary TEFL textbook, and the classroom teaching lessons in Jordanian elementary schools. The sample of the study consisted of 94 elementary English class teacher, and TEFL experts, TEFL English textbooks and Active English. The procedures used in the study included two evaluative criteria, one related to textbook, content, audiovisual aids, and general technical aspects of the texts, and the other related to analyzing classroom TEFL lessons. Analysis of data based on the developed evaluative criteria indicated that TEFL English textbooks had more relevant letters, printing, paper, durability, and related to the content of the
textbooks and the students' needs. The TEFL manual was very good in terms of providing visual aids, pictures, and appendices.

Hatamleh and Jaradat maintained the following drawbacks of Active English Textbooks: The language of the textbooks and the ways of teaching them were difficult, the content of the textbooks was not related to the backgrounds of the student, and their environment. The active English textbooks lacked the availability of visual aids or supplementary materials; the Active English textbooks did not develop positive concepts and attitudes of elementary students.

- **AL-Jarrah, (1987)** evaluated the new TEFL textbooks (PETRA) that were used by the fifth and sixth elementary graders. The sample of the study consisted of 120 individuals including 40 TEFL experts (supervisor, TEFL graduate students, and professors) and 80 elementary class teachers were chosen randomly from the elementary schools in the city of Irbid. The procedures used in the study included a developed EFL textbook and evaluation scale related to the textbook rationale, objectives, language skills (listening, reading, speaking and writing) vocabulary, grammar, content, methodology, technical factors of PETRA textbooks, hand
writing books, teachers' book and general aspects of PETRA series.

The results of the study revealed main strengths of the new TEFL textbook. It showed that the rationale and objectives of PETRA textbooks were stated specifically and graded step-by-step and skill-by-skill. Oral and literal skills were given equal emphasis. Relative emphasis was also given to each language area (vocabulary and grammar). The content of lessons and units of PETRA textbooks was logically organized and reviewed regularly. Yet all these advantages mentioned indicated the following shortcomings of PETRA textbooks:

The Ministry of Education concerning the selection of EFL for PETRA series did not contact Jordanian teachers.

- **EL-Mostafa (1988)** conducted a study which evaluated the first preparatory PETRA textbooks. Two evaluative tools were used: one for the teachers, another for the pupils. The teacher's tool consisted of eighty-seven items covering the strengths and weaknesses of eleven major characteristics of good textbooks. The pupils scale consisted of twenty-two items tapping pupils' perceptions about the textbooks. The teacher's tool covered the following areas: rationale, objectives, language skills, grammar,
vocabulary, content, methods of teaching, teaching aids, workbook, teacher's book and general aspects of PETRA textbooks. The sample of the study consisted of twenty-nine first-preparatory TEFL teachers, and six hundred and sixty-six preparatory pupils.

The results of the study showed that PETRA textbooks were rated quite adequate regarding rationale, objectives, language skills, teaching aids, grammar, vocabulary, and content, methods of teaching, workbook, teacher's book and general aspects. The results revealed that the clarity and length of utterances in the cassette were inadequate. The suitability of the size of the textbooks was clearly inadequate.

- **Saleh (1990)** conducted a study that aimed at evaluating the second preparatory class (PETRA, book 4) in Jordanian preparatory schools. Two evaluative scales were used: one for teachers and another for pupils. The sample of the study consisted of forty-five teachers, ten trainers and three supervisors. Twenty-six sections of male and female students from the city of Irbid and another of areas were also included in the sample.

The results revealed that the rationale and objectives of the textbooks were suitable and clear for both teachers and students. The introduction of PETRA textbooks was not found to be clear-
cut by both the teachers and students. The teachers were not given any chance to participate in selecting objectives.

- **AL-Kofeiri’s (1997)** Study was limited to Al-Mafraq Governorate. The population of the study consisted of all teachers of English who teach tenth grades in the Directorates of Education in Mafraq Governorate. All members of the population were included. The sample of the study consisted of one hundred and twenty teachers, sixty male teachers and sixty female teachers. The researcher adopted and developed an evaluative tool, which included eighty-seven likert-type items covering eleven major characteristics of a good English textbook.

The findings of this study indicated that the rationale of the textbook was satisfactorily suitable and matched students’ needs and interest. In other words, it was relevant to the contemporary Jordanian society, because the textbook helped students to communicate. The workbook exercises were varied and suitable to satisfy students’ needs and there was a harmony between the workbook and the exercises and the textbook material it self.

In spite of the textbook advantages that have been mentioned, the findings indicated the following shortcomings. First of all, teachers did not participate in selecting the objectives. The
textbook did not also provide enough contrastive analysis of English and Arabic in terms of sound system and the selection of structural items. Finally, the teacher’s book did not suggest time schedule for covering the textbooks manual.

- **Haddad (2001)** described EFL teacher’s attitudes towards teaching English as a foreign language in the first four grades of the primary stage in Jordan. The sample of the study consisted of eighty-nine EFL teachers at the primary stage in Irbid second Directorate of Education. The researcher developed an evaluation questionnaire to achieve the purpose of the study. The findings of the study showed that the teacher’s attitudes towards teaching English in the first four grades were positive.

  There were no statistically significant differences in EFL teacher’s attitudes towards teaching English.

- **Jaradat, Akrabawi and Kharoof (2002)** evaluated and developed Action Pack textbook(1) and (2) which were used for the first and second primary grades in the public schools in Jordan. Their sample consisted of two hundred and three male and female EFL teachers and fifty-seven male and female supervisors. The
researchers developed two evaluation questionnaires one for the teachers and the other for all the supervisors.

The findings of the study revealed that there were no significant differences between teacher’s perspectives and supervisor’s perspectives with regard to the strengths and weaknesses of the textbooks. The content of the textbooks suited the pupil’s needs, age and interests from the respondent’s point of view. The teaching aids were properly utilized.

The training sessions held by the Ministry of Education to train teachers of Action Pack were effective. The findings also showed that teaching English at this early age did not affect the learner’s mother tongue (The Arabic Language) negatively and it did not also affect the learners’ learning performance in other subjects. Moreover, learners performed very well in learning the basic skills (reading, writing, listening and speaking). Generally, the textbooks were suitable.

There was a good cooperation among the schools principals, the educational guides, supervisors, parents and the teachers of English, which contributed to the success of teaching Action Pack. Contrary to that, the findings of the study showed that the number of classes per week was not enough and that some of the teaching
aids were not utilized in a proper way such as computer programs, real objects, flash cards and wall-pictures. Pupils were confused between the way they write in Arabic and the way they write in English.

- **Shatnawi, (2003)** conducted a study to evaluate "Enterprise" textbooks for seventh and eighth grade at private schools in Jordan. The evaluation covered eight domains, objectives, and rationale, listening and speaking skills, reading and writing skills and grammar and structural functions. The researcher used three evaluative instruments to achieve this purpose. The first was for the teachers teaching this series, the second for the parents whose children study this series, and the third for the pupils who study this series.

  The teacher's questionnaire included eighty-six items; the parent's questionnaire comprised twenty-one items, while the pupil's questionnaire had seventy-four items. These items covered the main points of strengths and weaknesses of eleven main characteristics of standard textbooks. The second evaluative instrument was the interview form, which consisted of twenty-two questions related to the evaluated textbooks. The third evaluative instrument was the observational form, which included actual
observations about the implementation of “Enterprise” textbooks and its use in the classrooms.

The sample of the above study consisted of fifty-one teachers as a purposive sample from Irbid and Amman Private Schools. It also consisted of one hundred parents whose children study Enterprise textbooks and one hundred and fifty pupils who study this series. The parents’ sample and the pupils’ one were chosen randomly by applying the stratified sample method.

The results of the study showed that the respondents agreed on the suitability of Enterprise textbooks. There were significant differences between teacher's perspectives and both parents and pupil's perspectives in favor of the teachers regarding the strengths and weaknesses of Enterprise textbooks. Others were not fully satisfied with the content of Enterprise since it was not relevant to the student’s culture and background. Some teachers also criticized the lack of phonetic transcription for new vocabulary items.

There is a dearth of studies conducted on the Action Pack textbook series and thus the researcher felt an urge to investigate their effectiveness. The present study is a comprehensive evaluation (grade1-5) for these text book series to find out whether they meet the stated aims and goals in Action Pack curricula and
how to develop it, the needs and interest of the first, second, third, fourth and fifth grade classes for English curriculum in Jordan or not.

The following paragraphs discuss the “Literature that dealt with language testing, specifically, testing of language skills: Listening, speaking, reading and writing”.

To demonstrate what students have acquired is a necessity, which must be undertaken and mandated by the establishment of testing systems to ensure that necessary numbers have acquired certain skills. Teaching and testing go hand in hand in good language classes. *We teach what we test and test what we teach.* There are inter-relationships between testing and teaching in the most recent trends of TEST. “If we are going to use integrative and communicative approaches in our teaching, we must find ways to test English language ability through the use of the same types of integrative and communicative tasks” (Oller, 1979, pp xx, 429).

The researcher tried to review the studies relevant to language testing in general and testing of each of the language skills particularly. The rationale behind reviewing these studies was to find the best sorts of tests employed in measuring the communicative language tasks as this study is based on evaluation
of English curriculum for the basic stage and development it in Jordan, which is based on communicative approach of teaching English in Jordan.

- **Sharon (1988)** conducted a research on pupils for whom English was a second language in Vancouver Schools. The purposes of study were to measure the subject’s ability to understand spoken and written English, to speak and write in English, and to identify their need for language assistance. The sample was representing 46% of the districts total enrollment. About one-third spoke Cantonese as their native language and Chinese, East Indian, and Vietnams accounted for over two-thirds of all native languages.

  The research results showed that the percentage of students needing language assistance had risen noticeably since 1982. About 7% of elementary and 2% of secondary subjects did not understand spoken English. About half of the elementary ESL students were behind their peers in English language facility. Approximately one-third of secondary ESL students are behind their peers in understanding and speaking English, and two-fifths in reading and one-half in writing ability.

  The most important thing in language tests construction is the outlining principals considerations involved in establishing testing
programs applicable to classes in the target language. Nathan (1980) proposed that when testing and assessing the student's progress, teachers did not look at what or how much they could communicate but whether or not the student possessed knowledge of certain number of grammatical forms. According to him, availability of structure tests have determined the achievement of the instructional goals in systems where teachers have been required for accountability purposes.

Nathan's point of view was supported by Duncan (1987) who said students in the foreign language classroom today are, for the most part, no longer satisfied with learning how to conjugate verbs. Even when their principal motivation for taking the class is to fulfill a graduation requirement, they want to feel that they are acquiring skills, which will be useful to them in “real life”. They, also, expect to be able to communicate in that language during the time they devote to studying it.

- **Matthews (1990)** said, “In the first place, where oral skills are being, the burden upon the assessor is too great. This is specially the case where the assessor plays a dual or even treble role, acting as a plausible, sympathetic, interlocutor, and an efficient
administrator, as well as assessor.” This is the first problem, which is related to the assessor.

Matthews proposed other problems related to the test validity. She claimed that the selected criteria were at times arbitrary and inconsistent. For example, within the same test, the criteria for writing skills were accuracy and communication of meaning. She added that there were other problems in relation to the individual category. The band descriptions for this category were as follows: (1) cannot usually respond to spoken stimulus, (2) may pause to prepare next utterance, (3) makes good use of limited skills. Responses generally show awareness of context, and (4) respond actively and show evidence of ability to cope in-group situations.

Matthews never proposed new test designs based on these problems, but she concluded that the current tests of productive skills could be improved by greater attention to the selection and description of categories.

“The next section deals with studies concerned with the development of new English language tests that could be employed by instructional institutions”.

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Matter, (1991) conducted a study whose general interest was the development of language examinations that serve both achievement and proficiency functions. The study sought to fulfill the following important purposes: (1) to identify an optional combination of sub-tests for the prediction of general English language proficiency at the end of the third year secondary stage in Egypt, (2) to indicate appropriate weighting for each of the selected subtests, (3) to identify possible indirect for writing and listening comprehension skills, and (4) to propose a method for the identification of appropriate items for use within each subscale desired.

The sample of the study consisted of 184 girls at the third year secondary stage at Imbibe School in Giza Governorate, Egypt. The subjects were selected by random stratification on specialization of science and arts majors.

The researcher found that (1) the reformed examination represented in four sub-tests out of seven (Reading Comprehension, Grammar Accuracy, Composition and Vocabulary) was more efficient than the traditional examination, (2) the reformed examination did not include redundant sub-tests, (3) composition writing in the reformed examination followed a
guided format, (4) the reformed examination gave greatest emphasis to objective of grammar accuracy and (5) the reformed examination reading comprehension only in objective multiple-choice format.

“The Present Scenario of English Curriculum in Jordan”

The new English curriculum will be written by teams of educators from across the country. Teachers and supervisors from school districts who understand classroom realities will join other specialists. Teachers across the country will be consulted as curriculum is being written. Participation leads to understanding and support, and when the curriculum is being implemented, this new level of professional commitment will be very valuable. As a matter of fact the Ministry of education concerning selection of EFL for Petra series (1992-1999) never did contact Jordanian teachers for the corrections, improvements and developments.

The new curriculum will provide new definitions of what students need to know, be able to do, and understand. The new curriculum will be based on the concepts of “core curriculum” and “outcomes”.

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• "core curriculum" specifies what every student should know and be able to do, but leaves room for teachers to use a variety of effective methods and introduce supplementary topics and resources beyond the textbook to follow student interests.

• "outcomes" focuses on what the student learns. Teachers are encouraged to vary their methods so that if the student is unsuccessful learning in one way, the teacher will attempt a different approach.

These new "curriculum outcomes" will lead to improved learning for Jordanian students. Schools will use the new curriculum as the foundation for teaching and learning programs, which meet the needs of their students. The new curriculum is designed to educate Jordanians to be innovative thinkers who can locate and analyze communicative information, and who can work with one another to create a prosperous knowledge for all.

In our world, computers are indispensable in almost every field of study. The present English curriculum will encourage teachers to use this tool to develop and support curriculum. Students learn how to innovate by setting goals and using their talents and creativity to follow their interests. The new curriculum will provide more opportunities for students to define their own learning. Teachers must demonstrate the
qualities of innovation that they want their students to develop. The new "outcomes" curriculum will make teachers more responsible for demonstrating creativity and variety in their teaching.

It will provide developers with an understanding of the common elements that curriculum must reflect, including the outcomes. Also, ICT strategies that teachers will be expected to use and developers of curriculum will need to incorporate; to support the next stage of curriculum development as it contains much material of interest to people other than curriculum specialists. The methods of instruction and assessment and the use of ICT that will be recommended in the new curricula.

Teachers using the new curriculum will take on new roles. Just as students are being asked to be more innovative and independent-minded, teachers are being asked to take a more active role in planning instruction. Since this is a results-based model, teachers will begin by thinking what students must know and be able to do, rather than beginning with objectives described from the teachers' point of view. They will be encouraged to use more initiative than previously in selecting from a wide range of resources, including ICT materials.
Strategies

The Strategies of the Jordanian Education Act of 1994 are suitable to the philosophy, objective, and policies. The philosophy of the Jordanian education system is grounded in the primacy of divine faith and on a strong belief in human values, rights, and freedoms. Several key influences have contributed to ward this philosophy, foremost of which are the Great Arab Revolution, Arab-Islamic Civilization, and the Jordanian Constitution. The general goals of education highlight the preparation of citizens who believe in God and who are loyal to their country and to their King.

The Education Strategies is the culmination of an intensive period of debate on the importance of human resource development to the future of Jordan.

Strategies

In order to use the curriculum to its maximum effect, the Ministry will

- Conduct broad-based, regular, and ongoing consultation with key stakeholders on curriculum reform efforts, proposed essential learning outcomes, and curriculum and learning assessment frameworks.
• Ensure that the learning outcomes and core curriculum are derived from the General Frameworks for Curriculum and Assessment with the national goals of the educational system.

• Enable students, teachers, and other individuals of content and learning approaches in achieving essential and desired learning outcomes.

• Reform curriculum to balance traditional subject matter with learning process outcomes that make effective use of ICT.

Education Strategies is the expression of the reformed education system gathered through extensive input from all aspects of the education system and society. The Ministry of Education will actively use the strategy to develop policies, plans, and budgets for education.

The Ministry will also work with its partners to keep the Strategy under constant review to ensure that it continues to improve the quality of education in producing graduates with the orientation and skills necessary to be successful.

There is a wide variety of teaching strategies, which teachers must learn and use to help the students achieve. Teachers need to develop assessment strategies whose main focus is improvement of learning. Students need more information about how they are doing on a broad
range of outcomes, not just how much they score in the final exam. In addition to teacher assessment, students need to assess their own learning. Teachers will use assessment to improve their teaching strategies, as they work hard to help their students improve learning.

Teachers need to think about the results they want to achieve for student understanding and learning. They must have a range of “strategies” to choose from to achieve the desired learning. They need a variety of teaching and learning strategies with which they are comfortable.

Evaluation is judgment of a student's performance that produces a mark and is usually referenced to a standard. It should also produce helpful feedback for teacher and student. Evaluation through exams or tests may have little learning value if there is no follow up. In addition, evaluation may focus on lower level skills like memorization and recall. Teachers need to make sure that they have sufficient growth-oriented assessment that provides information about higher level skills identified in the outcomes. Teachers will need to develop new skills and habits if they are to implement the new curriculum, because teachers need to set goals for themselves, they need to think about the steps to take as they develop new skills. They need to make clear plans for their own improvement.
No doubt, that for curriculum improvement, it is essential to study major trends, more direct curriculum improvement can take place if research procedures are used by classroom teachers. It will help the teachers to answer two basic questions “what do your students need to learn?” and “How can they learn most effectively”?

It is important to note how individual teachers will use curriculum. The present curriculum in Jordan provides teachers with detailed “units” which outline objectives and teaching methods in a very structured way. The new curriculum will ask teachers to model the qualities they need to develop in their students. They will need to show greater innovation and creativity in their lesson activities.

English is an international language and fundamental to learning and communicating in all culture. For Jordanian students, the curriculum should help 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, as well as maintain Jordanian identity. With the increasing use of ICT, (Information and Communicative Technology), our students need to cope with different means of technology that emerge as a result. In addition, students may need to learn English if they seek to secure a good future. Through
learning English, they will be able to develop confidence, competence and self-reliance to meet the demands of school and further education.

EIO (English Interactive Online), is the program developed between October 2004 and September 2007. The English Interactive Online program integrates the experiences of the organizations already providing English – language training and learning application development in Jordan. As a result, it takes advantage of the ongoing working relationship with the Ministry of education (MOE) Curricula Department. The EIO program will help the EFL program in developing curriculum for grade 5-10.