AN EVALUATION OF JORDANIAN IN-SERVICE EFL TEACHERS' TRAINING PROGRAMS

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By

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LIST OF ABBREVIATIONS

EFL.....English as a Foreign Language

ESL.....English as a Second Language

ELT.....English Language Teaching

LL.....Language Learning

LT.....Language Teaching

NS.....Native Speakers

NNS.....Non-native Speakers

NTL.....Non-target Language

SLA.....Second Language Acquisition

CLT.....Communicative Language Teaching

C-bA.....Context Based Approach

L1.....First Language

L2.....Second Language

CA.....Communicative Approach

SPSS.....Statistical Package for Social Sciences

ESOL.....English to Speakers of Other Languages

TESOL.....Teaching English to Speakers of Other Languages

TNA.....Training Needs Analysis

JMOE.....Jordanian Ministry of Education

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SATU PENILAIAN TENTANG PROGRAM LATIHAN DALAM PERKHIDMATAN GURU EFL JORDAN

ABSTRAK

Tujuan penyelidikan ini untuk menilai keberkesanan dan pengaruh kursus latihan perkhidmatan-dalaman guru-guru EFL terhadap kebolehan dan prestasi guru-guru EFL di sekolah-sekolah di sekitar Jordan. Skop penyelidikan ini adalah tertumpu kepada guru-guru EFL yang pernah menyertai atau yang sedang menjalani kursus latihan perkhidmatan-dalaman di Jordan. Dalam percubaan untuk menyelesaikan masalah ini, kajian ini menilai dan membincangkan prestasi guru-guru EFL terhadap kursus latihan perkhidmatan-dalaman dari segi organisasi kursus (pendekatan terhadap pembinaan bahan-bahan dan teknik, kandungan kursus (perancangan arahan, kemahiran berbahasa, bahasa am, pengurusan bilik darjah dan rekabentuk sukatan), tempoh , motivasi pelatih, dan keperluan pelatih. Berdasarkan literasi-literasi sebelum ini, terdapat satu kepercayaaan yang kuat bahawa program kualifikasi guru yang digunakan sekarang tidak memberi keputusan yang memuaskan (contoh :Alruba`e,1999; Ibrahim,1975; Makhzoomy,1990; Al-Noman, 2002; Abu Sirhan, 2003) yang mana penyelidik-penyelidik ini telah menawarkan interpretasi semula bagi nilai-nilai mengenai program menyediakan guru EFL. Tiada kajian yang terperinci yang boleh didapati dalam fokus menilai kursus latihan perkhidmatan-dalaman guru EFL dalam mempertingkatkan kemampuan (organisasi, kandungan, tempoh masa) dan prestasi guru dengan mengkaji pandangan pelatih guru-guru EFL di Jordan. Kajian ini bertujuan untuk menilai dan memeriksa keberkesanan dan sejauh mana kursus latihan perkhidmatan-dalaman ini

mempengaruhi kebolehan dan prestasi guru EFL dan juga untuk mengenalpasti keperluan guru EFL dalam kursus ini. Jumlah guru-guru yang terpilih sebagai contoh kajian ini adalah sebanyak 798 guru (331 lelaki, 467 perempuan) daripada beberapa bahagian pendidikan yang berbeza di sekitar Jordan. Teknik pengumpulan data secara kuantitatif dan kualitatif digunakan dalam kajian ini (borang soal-jawab guru EFL dan menemubual secara berdepan). Guru-guru yang menghadiri temubual secara berdepan ini adalah terdiri daripada 32 guru-guru EFL. Temubual berdepan ini digunakan untuk mengkaji dan memastikan hasil yang diterima daripada borang soal jawab adalah benar. Soalan temubual adalah soalan pandangan terbuka yang membenarkan pihak yang ditemubual memberi sebarang jenis jawapan yang boleh dianggap sebagai munasabah. Hasil daripada kajian ini menyatakan bahawa guru EFL yang menjalani kursus latihan perkhidmatan-dalaman tidak didedahkan dengan cara yang berkesan dari segi organisasi kursus, kandungan kursus dan tempoh. Sebagai tambahan, guru-guru tidak bermotivasi untuk menghadiri kursus latihan perkhidmatan dalaman ini. Hasil kajian ini juga menunjukkan bahawa tidak terdapat perubahan statistik yang ketara dalam pandangan guru-guru dari segi pemboleh ubah bebas (pengalaman). Kajian ini juga mencadangkan jika pihak-pihak yang prihatin dalam persedian guru-guru ini,mestilah mengambil kira cadangan-cadangan kerana ia bakal mendatangkan banyak faedah dalam memperbaiki kebolehan dan prestasi guru-guru dan tahap pencapaian pelajar di sekolah-sekolah yang terdapat di Jordan.

AN EVALUATION OF JORDANIAN IN-SERVICE EFL TEACHERS' TRAINING PROGRAMS

ABSTRACT

The purpose of conducting this study was to evaluate the effectiveness of EFL teachers' in-service training courses based on the perceptions of teachers towards these courses and to examine the extent to which these courses influence EFL teachers' performance. The study also purports to examine the impact of motivation on the effectiveness of these in-service training courses. The study also aims to the actual needs of EFL teachers' vis-à-vis the needs as perceived by the course planners. The research is focused upon EFL teachers who attend or are currently attending in-service training courses in Jordan. The data of the study were gathered by using both evaluative quantitative and qualitative techniques manifested in the form of EFL teachers' questionnaires and interviews. Based on the reviewed literature, it is evident that current teachers' training programs are not achieving their desired objectives and outcomes (e.g. Alruba'e, 1999; Ibrahim, 1975; Makhzoomy, 1990; AL-Noman, 2002; Abu Sirhan, 2003). Although these researchers have conducted extensive reviews of the EFL teacher preparation programs, no specific study have focused on the evaluation of in-service training courses in terms of organization, content and duration as well as investigating the influence of teachers' motivation on the effectiveness of these courses. This study addresses the need for a concrete understanding of the role of the EFL teachers' in-service training courses in upgrading EFL teachers' performance through its

investigation of the Jordanian EFL teachers' own perspectives regarding course organization (approach, material construction and techniques), course content (instructional planning, language skills, general linguistics, classroom management, and syllabus design), duration, teachers' motivation, and teachers needs. The sample of the study consisted of 798 EFL teachers (331 males, 467 females) from the different educational districts in Jordan. The interviews comprised questions which were designed to elicit a wide range of responses which the respondents deemed appropriate to express. Basically, the face-to-face interviews were conducted in order to investigate and to cross validate the data compiled from the questionnaire completed earlier. The findings of the study indicated that the EFL teachers in-service training courses were not conducted systematically in terms of course organization, content and duration. In addition, the study found that the EFL teachers were not motivated to attend in-service training courses. The findings also indicated that there exists a miss-match between the actual needs of the teachers and the perceived needs of the course. The study concludes by recommending that the relevant agencies related to teacher training adopt and implement the findings of this study in order to improve the performance of EFL teachers and the achievement levels of students in Jordanian schools.

CHAPTER ONE
BACKGROUND OF THE STUDY

1.0 Introduction

English language teaching and learning in Jordanian schools face an urgent need for an innovative reformation. The Jordanian Ministry of Education changed the English language curricula and established new departments related to English language learning and teaching. These changes appear to be heading in the same direction: towards a more efficient teaching of practical English. However, as the Jordanian Ministry of Education still seems hesitant on the proper way to meet the need for reform at this juncture, it is crucial to specifically identify the problems that these teachers are facing. Through the identification of teachers' problems, the reform would become appropriate and lead to a more successful English language teaching and learning environment (Kailani, 2004; Alkhawaldeh, 2005 and Bader, 1992).

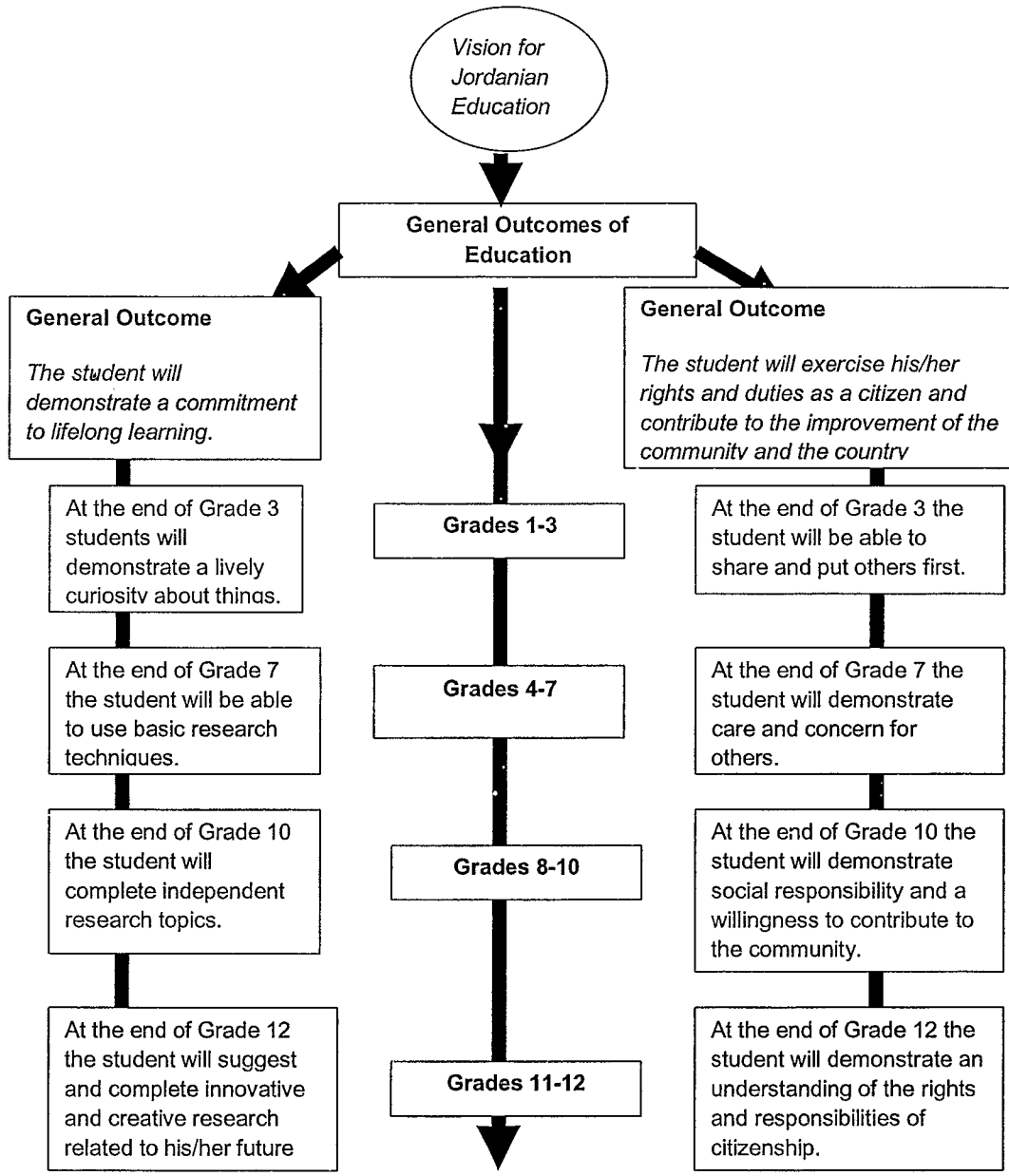
Many educationists have asserted the need for a comprehensive policy reform which takes into account the different dimensions of effectual reform (Karsou, 2005). In other words, "Comprehensive policy reform of the educational system should be geared in improving quality, standards, relevance, efficiency and access. In this regard, any mechanisms and terms of reference built into the policy framework should include identifying of regional needs and priorities; mobilizing human and financial resources

within the region according to those needs and priorities; setting up a collaborative mechanism that allow countries to share and exchange information, experiences and expertise in the planning and implementation of the needed reforms" (Billeh, 2002:31). In the Middle East, plentiful international initiatives, such as the United Nations Development Program, have sought to help Arab countries embrace modernization by effecting reforms in their educational systems (Samak, 2006). This is because education in the Arab countries has become a serious issue the wake of neglect in many Arab countries. Generally Arab countries experience short comings in developing an integrated vision of educational and how to implement its objectives (Yamani, 2006). In fact, until 1963 there was very little of what could be called educational planning in Jordan. Then, the Jordanian authorities started to realize that educational development could support economic development, and commenced educational planning on an organized basis (Salman, 1986). The late 1980s saw the adoption of a nation-wide reform plan called FOE which is targeted at reforming the teaching methodology of the English language. Basically, the EFL context in Jordan has been influenced by the international developments in the methodology of teaching a foreign language. Before 1962, EFL teaching in Jordan was marked by the use of a mixture of traditional methods and the concomitant lack of a systematic approach in the classroom. By 1971, the EFL field used a modified structural approach. It was not until 1984 when the communicative approach was officially adopted in the country (Kailani, 2004).

The Jordanian Ministry of Education is responsible for planning, implementing, upgrading, and evaluating all educational components of public education for students, teachers, and staff, including curricula, facilities, literacy centers, and the like. Generally, the acquisition of English by Jordanian students is seen by the Jordanian Ministry of Education to be integral to educational and economic development. For this reason, in 1999 the teaching of English was mandated by royal decree in all Jordanian public and private schools (JMOE, 1999). His Majesty, King Abdullah, II has provided a vision for Jordan's development.

"The Hashemite Kingdom of Jordan has 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, 2002:6).

The vision of his Majesty King Abdullah II draws the lines for the vision of Jordanian education which is encapsulated in Figure 1.1 below:



(Source: Ministry of Education, 2002:12)

Figure 1.1: The Vision of Jordanian Education (Ministry of Education, 2002).

Currently the Ministry of Education in Jordan is concerned with the improvement of the quality of basic education provided to its pupils. In line with this objective, it has been proclaimed that this decade 20th Century is devoted to improving the quality of education (Karsou, 2005). As such, teacher education and training have been given due emphasis in the national plan for education reform. The plan was launched in two phases: the first (1989-1995) during the rule of King Hussein, was aimed at developing "teacher training, general examinations, new curricula, educational technology, school buildings, restructuring the educational system and vocational education and training" (Ministry of Education, 1996:6). The second phase of the plan (1996 - 2000), implemented after King Abdullah II succeeded his father, was designed to accomplish educational reform in the areas of staff development, assessment, school-based innovations, technical and vocational training, pre-school education, and non-formal education (JMOE, 1996). Accordingly, the Jordanian Ministry of Education considers teachers to be the "most important" element in the educational process (Ministry of Education, 1999: 20) and has thus conferred extra attention on developing quality teacher training programs to upgrade teachers' performance so as to achieve its aspired goals (Zughoul, 2003).

There has been a worldwide focus on teacher education programs in term of its role in furnishing teachers' with the necessary wherewithal in a particular content through the different courses to fully optimize their performance (Jacobson, 2005). In this regard, teachers of English as a foreign language development have been given much attention due to the significance of English as the international language of

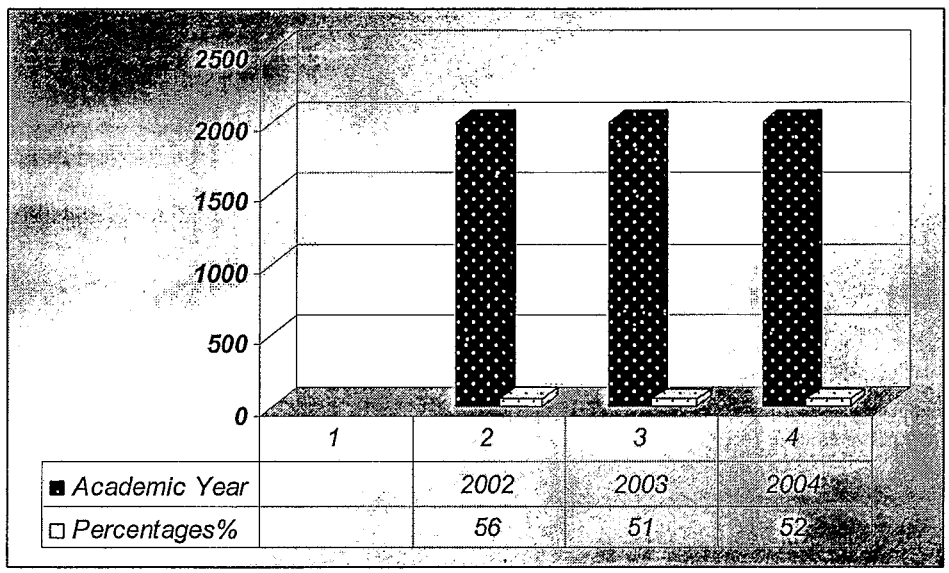
commerce and diplomacy all over the world (Hu, 2005). This effort is in line with the Jordanian Ministry of Education's constant efforts to improve its educational programmes on the one hand and the quality of education it provides to the populace on the other hand (Ministry of Education, 2002). Generally, the in-service training programs for teachers are under the sole purview of the Jordanian Ministry of Education. In 1996, the Ministry of Education national report outlined the goals of such programs as:

- "Enhancing the qualification of basic education teachers by upgrading their level of education from a two-year community college diploma to a B.A or B.C., (a university degree).
- Qualifying secondary education teachers by upgrading their level of education from a first university degree to a Diploma of Education (one year after B.A / B. S c.).
- Qualifying educational leaders such as supervisors and school principals by upgrading their levels of education to that of a M. A. degree" (p. 22).

The Jordanian Ministry of Education has focused assiduously on teachers training programs as it considered the teacher to be the most important component of the learning process as the teachers have multiple roles to perform. For example, he/she models the input; extracts responses; mediates contact between students and between

students, materials and activities. Also, the teacher analyzes students' needs; sets the atmosphere of a classroom; provides feedback, and so on (Jaradat, 2006). Furthermore, Jordan's educational system provides only limited access to early childhood education (ECE) and the current system of pre-service and in-service training is necessary for improving and standardizing teaching methods and sector-specific expertise (National Center for Human Resources Development, 2005).

The starting point of this study is the commonly accepted view in Jordan that students' performance in English language is unsatisfactory. This view is highlighted by the low achievement level of secondary school students in the "AL-Tawjihi" examination as exemplified in Figure 1.2 below.



(Source: Statistics Department, 2004)

Figure 1.2: Degrees of the Secondary School Students in English Language at AL-Tawjihi Examination (Ministry of Education, 2004)

Students in Jordan face a major problem in dealing with English as a foreign language. In this regard, the teacher is considered the most important factor in ensuring successful acquisition of English. Therefore, teachers require support and assistance in helping their students in achieving this goal (Ibrahim, 1975).

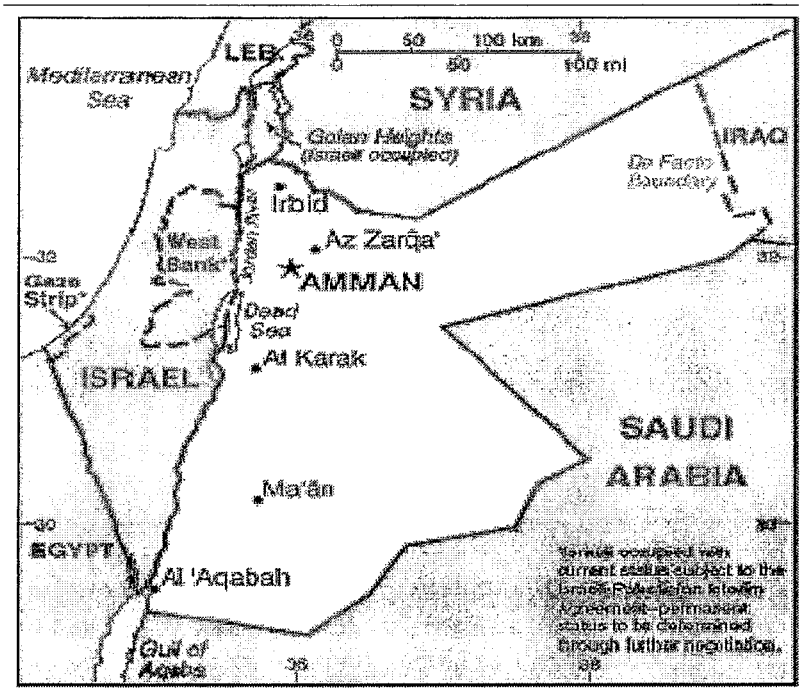
Due to several ill-conceived initiatives undertaken by the Jordanian Ministry of Education regarding the types of programs to develop the effectiveness of English teachers, Jordanian teacher training programs are not achieving the desired outcomes (Alruba'e, 1999). Such a view is attested by the teachers themselves as they perceived that the preparation stage is insufficient and that they require an extra learning phase to keep abreast with the tasks of their work (Gonza'lez, 2003).

The purpose of the study is to evaluate the effectiveness of EFL teachers' in-service training courses and the part they play in influencing EFL teachers' performance in Jordan. The researcher has embarked on this study, in the hope that the findings will contribute to the elimination of obstacles impeding the development of the EFL teachers' in-service training courses, and thus improve EFL teachers' performance in the Jordanian schools. In Jordan, the distribution of evaluation questionnaires to EFL teachers during or after the end of a course is relatively uncommon and consequently there are few opportunities for EFL teachers to voice their perceptions regarding EFL teachers training. Therefore, examining EFL teachers' perception towards their in-service training programs is an imperative task for the relevant organizers and decision makers at the Jordanian Ministry of Education who intent on initiating reform in English language education.

This chapter describes the background of the study as well as provides an overview of Jordan. It also gives a concise sketch of the education system in Jordan, the importance of the English language in Jordan and the EFL teachers' situation in Jordan. The current situation regarding EFL teachers' training courses as well as a description of the EFL teacher's in-service materials and a description of the newly introduced English course (Action Pack) will be presented as well. Besides this, the chapter includes the statement of the problem, research questions, aims and objectives, significance, limitations of the study, as well as a summary of the thesis organization.

1.1 Jordan - An Overview

The Hashemite Kingdom of Jordan is a small country situated in the Middle East, sharing borders of worldwide strategic importance with Saudi Arabia, Iraq, Syria, and the Palestinian Authority (Israel). As 60.5% of its 5.5 million populations are between 15-64 years old, it can be considered to be a young country (Ministry of Education, 2002). It covers an area of approximately 35,000 square miles and is approximately the size of Indiana (USA).



(Source: Ministry of Education, 2002:3)

Figure 1.3: Map of the Hashemite Kingdom of Jordan

1.1.1 The Educational System in Jordan

Jordan has a student population of 1.4 million enrolled in 5,000 schools. Of the 5,000 schools in the Kingdom, approximately 60% are from the public schools (Samak, 2006). The educational system in Jordan is divided into the following stages:

- Pre-school Stage: This stage is exclusively controlled by the private sector and is a non-compulsory stage. Children at the age of 3 years and above are allowed to enroll into kindergartens of their parents' choice.

- Basic Education Stage: At the age of 5 years 8 months, all children have to attend the basic education stage, which consists of 10 scholastic years. As this cycle is compulsory, the syllabus of study is standard and pupils are assessed yearly by their own teachers. Based on their academic achievement in the 8th, 9^{th} and 10^{th} grades, students are classified into various streams of comprehensive and applied secondary education.

- Secondary Education Stage: A two-year stage that culminates with the general certificate examination, or Tawjihi. Based on the student achievement in the AL-Tawjihi examination, he or she may meet the requirements of being accepted into a college or a university. All students who pass the AL-Tawjihi will receive a transcript and certificate issued by the Ministry of Education, and they will be categorized as being adept in the scientific, literary, or vocational fields (Ministry of Education, 1996).

Table 1.1 below shows the distribution of the Education Ladder in Jordan, according to Stage, Grade, and Age.

Table 1. 1: Education Ladder in Jordan (Ministry of Education, 2002/2003)

Age	Grade	
17	12	Comprehensive Secondary Education (Academic, Vocational) / Applied Secondary (Training Centers-Apprenticeship)
16	11	
15	10	
14	9	
13	8	
12	7	Basic Education
11	6	
10	5	
9	4	
8	3	
7	2	
6	1	
5	2	Preschool Education
4	1	

The secondary final examination or AL-Tawjihi is conducted at the end of the twelfth grade. In addition, the required percentage to enter government universities is over (75%), and for private universities over (60%). Those who obtain below (60%) can enroll in community colleges (Ministry of Education Jordan, 1996).

1.1.2 The Importance of English Language in Jordan

English is the world's first language and it is difficult to refute its primacy importance in the international area. Its importance comes from its wide usage in academia, industry, trade, etc. English has emerged as the first international language as it is the common language for business, technology and politics. Therefore, Jordan's economic future depends on all Jordanians in escalating their English capabilities (Ministry of Education, 2002). English is the most widespread language in the world and it is difficult to estimate specifically how many speakers of English language there are. Despite this fact and due to political considerations, Arabic is considered as the national language, while English is the foreign language most widely spoken in Jordan (Khuwaileh, 2000).

Despite the preeminence of Arabic, the role of English has gained increasing prominence in Jordanian society underpinning the significance of the language of commerce, technology and diplomacy. The demand for English has gained heightened currency as there is a dire need to produce English language speakers who are proficient and are able to conduct their commercial and non commercial transactions in the language effectively. Thus, the ability to access and understand foreign language information should be seen as important to all executives and not just those with international responsibilities. 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, 2002).

The Arab world needs English to communicate with the world and it needs English for the country's development in its widest sense. Teaching this language for these purposes and in these situations necessitates some changes in the approach, perceptions, methodology and curriculum at large. These changes stress the consolidation of the mother tongue teaching, stressing localizing the content and making it relevant to the learner, keeping the status of English as foreign language and making the best of what other countries proposed in their foreign language teaching policies (Zughoul, 2003).

1.1.3 The Situation of EFL Teachers in Jordan

EFL teachers in Jordan generally believe learning is not possible without the appropriate EFL theoretical and methodological underpinnings (Alkhawaldeh, 2005). This has resulted in the hasty introduction and adoption of new methodologies which has caused great detriment to English language teaching due to the introduction of inferior teaching materials. In addition, (Ibrahim, 1983:26) estimated that, "we seem to be facing the following major problems: the inadequacy of the language components, the usefulness of much of linguistics components, and the insufficiency on the inappropriateness of the literature components". Moreover, AL-Noman (2002) added that EFL teachers' performance in Jordan is low specifically while using the instructional media (wall pictures, cassettes, and flash cards).

The majority of Arab countries including Jordan used to teach through the grammar translation method and the direct method where they recently adopted the communicative approach. This might mean that practitioners in the field of EFL might not be aware of the linkage between language learning theories and language teaching methods. This might also suggest that EFL teachers are less aware of the language learning theories underpinning the EFL curriculum in Jordan (Alkhawaldeh, 2005).

Determining the extent to which pre-service teachers achieve state benchmarks and readiness for effective teaching in the public schools, however, is no simple matter. Most states require some form of examination for entering the teaching profession. Other states are designing their own tests to raise the standards for teachers. A few years ago, some southern states set higher cut-off scores on the National Teachers' Examination NTE in an attempt to raise standards for teachers (Bader, 1989).

"There is general agreement among educationalists that the foreign language teacher is an important factor in the educational process, provided that she/he is chosen according to standard criteria and competency in foreign language teaching when the standard of pupils in the foreign language is less than expected, the shortcoming is usually attributed to teachers' deficiencies. Teachers are presumed to be competent and well-trained with good command of the basic language skills. Thus, their inability to meet the required standards leads to incomplete teaching" (Al-Mutawa, 1997:38). Crooke's (1997) emphasized that there are many factors that influence the success of

language teachers such as teaching resources, administrative support, and physical facilities in schools where teachers work. Moreover, extensive efforts have been underway in recent years to improve English language teachers performance at the Jordanian schools. Therefore, more emphasis should be embarked on the factors influencing the EFL teachers' performance at the Jordanian schools and the reasons for this situation (Bader 1994; Zughoul, 1985; Ibrahim 1983; Bader, 1989 and 1992). There are many reasons for EFL teachers' low performance and EFL students' low achievement level. The researcher believes that pivotal elements in this respect are the English language teachers' in-service training programs in Jordan. In addition, this study examines the various factors that have impact on the teachers' in-service training courses and the ingredients that might affect positively or negatively the teaching of English as a foreign language in Jordan. Identifying the teachers' problems in these in-service training courses would enable the concerned parties in Jordan to tackle these problems and eliminate them and create better educational climate that would realize the aspired standards and promote the English language learning and teaching process in Jordan.

1.1.4 The Situation of EFL Teachers' Training Courses in Jordan

Those who graduated from a university or community college in Jordan and became English language teachers should attend training courses organized by the Ministry of Education. The objectives of these courses are as follows:

To familiarize teachers with the "**Action Pack**" course books. These books are now in use at the basic and secondary stages in all government schools in Jordan. By the end of the training courses teachers should be able to:

- satisfactorily use the techniques recommended in the "**Action Pack**", "**Petra**", and "**Amra**" teacher book. These include procedures for teaching the four language skills and their related activities.
- thoroughly understand the methodological approach underlying these techniques.
- confidently use supplementary materials based on a similar approach and in some case produce their own supplementary materials.

A significant aim of the courses is to provide a suitable environment for the practice of the four language skills: listening, speaking, reading, and writing so that the teachers' own ability in the English language can be improved. (Ministry of Education, 2002-2003).

The objectives of the training courses prepared by the Ministry of Education are as follows:

- The promotion of pupil-centered learning.
- The teaching of problem-solving and creative thinking.
- The recognition of individual differences.
- The linking for education with real life situation for both the present and future of the students.

- The training materials consist of two components:

1- Teachers' **Work Book**: this contains all activities and information necessary for the satisfactory completion of the core course.

2- Trainers' **Hand Book** for all units, it contains the following:

- A list of objectives
- A list of essential aids.
- Comprehensive instruction for presenting the unit with answers to the exercises. On each left-hand page of the hand book there is a reduced version of one page of the Work Book and on the opposite right-hand page with full instructions as how to present the material.

The in-service training courses participants are male and female teachers. In addition, the trainers in these training courses are supervisors and pre-eminent secondary stage teachers who had attended the training courses before and they are selected by the supervisors, as they are considered to be qualified for this task. The training course last for one year and are held every Saturday (Ministry of Education, 2002-2003).

1.1.5 Description of the newly introduced English Course Syllabus (Action Pack-1)

In an attempt to improve the quality of education particularly English language, the Jordanian Ministry of Education introduced a new textbook series (first, second, third, fourth and fifth grade textbooks) called Action Pack textbook which was first introduced in the year 2000 (Alkhawaldeh, 2005).

Action pack is a **6**- level English course for young learners beginning at age 5 or 6.

Action pack **1** is designed for complete beginners and for children who have been introduced to English in kindergarten.

Topics are carefully chosen to appeal to young learners. Topics in level **1** include animals, colors, food, clothes, family, friends and play. Activities include songs, rhymes and games as well as a variety of practice exercises and tasks that develop the skills of speaking, listening, reading and writing.

No knowledge of written English is required

Reading and writing are taught from the foundation level.

Action pack **1** resource material includes:

- Student's book
- Activity book
- Teacher's book
- Course cassette

- Song cassette, shared with level **2**
- Flash cards; pictures, letters, words and number cards, shared with 2
- Wall charts, shared with level **2**

The student book contains all the presentations materials for speaking, listening and reading tasks. There are 28 units; 24 teaching units and 4 practice units.

Every teaching unit contains:

- A picture story following the adventures of the characters in book 1
- Vocabulary practice
- Speaking activities
- A listening task
- A song, rhyme or game
    - The activity book is divided into two sections.
    - The first section contains:

- Guided writing practice
- Coloring task
- Reading activities
- Puzzles and games

The second section concentrates on hand writing practice. It contains:

- Tracing and coping exercises to develop left-to-right writing fluency
- Alphabet writing exercises
- Word, phrase and sentence-writing practice

The teacher's book gives the teacher help with all aspects of course planning and teaching. It contains:

- A scope and sequence chart of the course
- A detailed introduction to methodology
- Detailed and flexible teaching notes for every unit
- A checklist of all the materials needed for each lesson
- An integrated tape script and answer key
- Suggestions for further activities
- 4 progress tests

Photocopiable sheets to help teachers chart their students' progress.

The cassettes contain all the recorded exercises in the student's book.

These exercises are marked in the student's book.

The songs and rhymes are recorded on a separate cassette. They are marked ** in the teaching notes.

A single set of flash cards accompanies levels **1** and **2**.

Wall charts are available for use with levels **1** and **2**.

After completing Action Pack **1**, children should be able to:

- Read, write and say the alphabets
- Trace and copy familiar words, phrases and simple sentences-read familiar words, phrases and sentences

- Follow simple spoken instructions
- Greet other people and respond to greetings
- Give basic information about themselves, their friends and their families
- Ask and answer simple basic questions
- State their likes
- Say how they feel
- Say what they can and cannot do
- Say please and thank you
- Make and respond to simple suggestions
- Make and accept simple offers

They should also be able to:

- Count to 20
- Name colors, animals, food, clothes, parts of the body, vehicles, and objects in the classroom
- Describe basic shapes and sizes
- Say the time (12 o'clock, 2 o'clock, etc.)
- Say where people, animals and things are
- Sing songs
- Say rhymes
- Play language games.

The aims

The main aims of **Action Pack 1** are to:

- Enable the children to enjoy learning another language
- Make English relevant to the children's interest
- Develop the children interest in using English for communication
- Encourage co-operative learning
- Lay firm foundations for later language study.

(Ministry of Education, 1999-2000).

1.2 Statement of the Problem

English has become an essential language for every student to develop academically in most of the third world countries. All Jordanian students have to learn English as a foreign language at schools. In Jordan, learning English is one of the most difficulties students face in their learning (Abu Sirhan, 2003). Moreover, students' performance in English language at the Jordanian schools is unsatisfactory. This view is highlighted by the low achievement level of the secondary schools' students of English language at "AL-Tawjihi" examination (Ministry of Education, 2004). One of the major causes for this situation is the EFL teachers' low performance, in which the teacher is the most important factor in making his students succeed or fail in learning a foreign language (Ibrahim, 1975).

AL-Momani (1998:13) estimated that "Education in Jordan is at 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 the EFL teachers". The main source in improving the EFL teachers' performance is the educational programs which are held for this purpose. Education programs need to prepare their teachers to understand and support students' development. This includes a study of language acquisition and language usage which gives prospective teachers comprehensively in a particular content through the different courses to develop their performance (Jacobson, 2005). Due to the hasty decision taken by the Ministry of Education in Jordan regarding the types of programs to develop the English teachers'