

AN EVALUATIVE CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE IN JORDAN: IMPLICATIONS FOR LANGUAGE PLANNING ON A COUNTRY - WIDE BASIS

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ABSTRACT

This is a comprehensive evaluative survey of English as a foreign language in Jordan, conducted with a view to drawing practical implications for second/foreign language teaching on a country-wide bases in the Arab countries in particular and in developing countries in general. It draws heavily on published research conducted by the Jordanian Ministry of Education or for the Ministry by national and international agencies. Beside a brief discussion of the English language teaching policy in Jordan, the writer examines the following dimensions of English language teaching:

1. The Jordanian learner of English. His attitudes and motivation, optimal age for second language learning, duration of the program, and the status of English as a school subject, optional vs obligatory.
2. The teacher of English. His training and preparation, attitudes and motivation, effectiveness.
3. Curriculum and related issues. Objectives, curriculum, syllabus, textbooks, methods of teaching and teaching resources.

It is concluded that the Jordanian learner of English is instrumentally (as opposed to integratively) motivated to learn English. He starts learning English at the right age (10-11). This age is judged to be optimal because of cultural considerations as well as considerations related to first language acquisition. The program lasts long enough to give the student a chance to master the target language.

The English teacher receives most of the blame for the low level of achievement on the part of the Jordanian learner. The programs at the Teacher Training Institutes, Inservice Teacher Training Centers and the national Universities' programs fall short of achieving the objectives of turning efficient teachers to the schools. The teachers' attitudes towards the profession tend to be negative. However, one main weakness of the Jordanian English teacher is found to be his lack of proficiency in the language he teaches. Suggestions related to all these aspects of teacher training are offered.

The objectives are judged to be ambitious, vague and general. There are no specific bases for the choice of content in the syllabus. The textbooks are severely criticized, and guidelines for writing new series are included. In methodology, a more eclectic kind of approach is advocated. In teaching resources and the use of the new technology in teaching English, problems are pointed at. The value of the new technology is questioned in the light of its soaring costs and questionable gains.

Finally, the writer concludes with specific recommendations suggested by a group of specialists that directly relate to the dimensions discussed in the paper.

Introduction: English Language Teaching Policy in Jordan

Generally speaking, English has been acquiring increasing importance not only as a language of international communication, but also as the language of science and technology, higher education, international trade and industry world wide. Jordan is no exception. Knowledge of English remains a strong, sometimes an indispensable asset, for individuals seeking employment particularly in the private sector or seeking better wages, for students pursuing a university degree especially in the schools of Science, Engineering or Medicine, and for ambitious business entrepreneurs and industrialists. In spite of the sincere concern of a number of educators and academicians for Arabicization - Maximizing the use of Arabic (the native language), English still dominates the aforementioned areas in Jordan.

English is formally introduced to the Jordanian learner in the fifth elementary grade (at the age of 10-11) and it is taught over the rest of the school years up to the third secondary class (age of 18-20) on the average of 5-6 contact class periods (45 minutes each) a week. But despite eight continuous years of English instruction, the Jordanian students' level of achievement remains terribly unsatisfactory. The Jordanian student, to the chagrin of his teachers and supervisors lags much behind the aspired level of competence in the language and remains limited in his ability to comprehend, speak, read or write.

The Jordanian Ministry of Education has been seriously concerned about the deteriorating level of achievement of the Jordanian EFL learner and has been seriously seeking the advice of specialists in the field of linguistics and language teaching to improve the situation. In the course of this action, the Ministry of Education called on the expertise of R. Nasr, a TEFL Specialist, with a team from the American University of Beirut's Office of Tests and Measurements (Nasr, 1967) to assess the English language teaching situation and suggest remedies. Nasr's work focussed on the evaluation of the proficiency of the Jordanian English teacher and running in-service training for teachers. In 1972, the Ministry of Education invited another team of specialists: Russel Campbell from UCLA, Yehia El-Ezaby from the American University of Cairo and William Harrison from the Ford Foundation to examine the English language teaching situations. In their final report (Campbell et al, 1972), they focused on in-service and pre-service EFL teacher training programs, described a curriculum development project for the secondary schools and proposed a General English Language Policy Survey in Jordan. The Ministry of Education formally requested Ford Foundation to sponsor the survey and in June 1972, a new team of specialists: William Harrison from Ford Foundation, Clifford Prator from UCLA and Richard Tucker from the Center for Applied Linguistics began conducting the survey. In their final report (Harrison et al, 1975), they tried to assess critically the different aspects of the English teaching situation in Jordan. This kind of assessment included the objectives of EFL teaching, the dimensions of English instruction, the curricula and instructional materials, teacher training, the responses of 4804 random sample of the public and private sector employees to a 40 item questionnaire investigating English language use, study and proficiency, and the recommendations of the survey. In 1979, the Curriculum and Textbook Division in collaboration with S. Jayyusi from the University of Jordan and R. Nasr as a consultant (Jayyusi et al, 1979) re-examined the situation with major emphasis laid on the curriculum and submitted a report to the Ministry delineating the bases for a long range English language teaching program for Jordan.

The following year, and in response to a request from the Minister of Education, R. Nasr (1980 a) prepared a five year plan aimed at raising the Standards of English language teaching and learning in Jordan. The plan called for changes in the objectives, the curriculum and the training of teachers. It included a detailed program of action for five consecutive years. Later in the same year, R. Nasr (1980 b) submitted another report to the Ministry of Education proposing a theoretical plan for a series of new textbooks for the Jordanian schools.

Most recently and in 1980, the Ministry of Education called for a meeting to which Jordanian specialists were invited to assess the English language teaching situation in the country and to put forward recommendations for improvement. The proceedings have not been published, but copies of the papers presented were circulated. Practically, all aspects of the situation were examined.

In addition to these formal efforts, the English language teaching situation has been the subject of a growing number of M.A theses and Ph.D dissertations as those of Hassan (1971), Hatamleh (1974), Jayyusi (1977), Shakir (1980), Amer (1981), and Mugallalo (1981).

Objectives, Methodology, and Significance

In this paper I will critically evaluate and survey the various dimensions of the English language teaching situation, identify the factors that contribute to lower standards of achievement and offer suggestions for improvement. To achieve these objectives, the following dimensions of the situation will be freshly re-examined, evidence being provided from published and unpublished research, particularly from the papers presented in the 1980 conference:

1. The Jordanian EFL learner: His attitudes and motivation, the age at which he starts to learn English, the period over which English instruction is distributed and its effect on his achievement, the status of English as a compulsory school subject, and other socio-psychological factors that interfere in second language learning.

2. The EFL teacher: Several aspects of EFL teacher training in Jordan will be re-examined. These include the competence of the teacher in English, his training, his attitudes and motivation, and his professional growth.

3. The Curriculum: This area includes the objectives of EFL teaching, the syllabus, textbooks, teaching methodology, and evaluation.

4. Teaching resources with emphasis on the use of the new media (radio and TV.) in English language teaching.

In addition to the practical value of this study for the Jordanian situation, it should have worthwhile implications to the areas of language planning, linguistic problems of developing nations, and EFL/ESL instruction in its entirety, especially in the Arab World.

1. Jordanian Students' Attitudes and Motivation

In this part of this paper, I will address the following issues concerning the Jordanian EFL learner:

1. The attitudes of Jordanian students towards English and the English speaking culture, their motivation for learning EFL, and some of the socio-psychological factors affecting EFL learning in Jordan.
2. The Optimum age for EFL introduction within the Jordanian context.
3. The time allotted for EFL instruction in the Jordanian school in relation to students' achievement in English.
4. The status of English as a school subject: optional vs obligatory, in relation to achievement.

1.1. Attitudes and Motivation

The pioneering work of Lambert and his associates (Gardener and Lambert, 1959; Lambert 1963; Gardener and Lambert 1972... etc,) on various research projects conducted mainly in Canada and the U.S. has led to a widely accepted conclusion which maintains that success in learning a foreign language is dependent on two variables: the first of which is linguistic aptitude and intelligence, and the second is the attitudinal variable. Aside from those variables, method and age have been proposed as significant factors in second language acquisition, but the attitudinal factor has been attracting a growing number of research projects.

The attitudinal component includes the attitudes of the learner, the teacher, the parent, the peer group and the speakers of the language. Each relationship, according to Bernard Spolsky (1969: 273), can be a factor controlling the learner's motivation to acquire the language. However, the attitude of the learner to the language and to its speakers has been claimed as the most important attitudinal factor. The major claim has been that positive attitudes towards the target language and its speakers result in the presence of a certain kind of motivation for learning that language. The motivation is said to be instrumental if it reflects the pragmatic or utilitarian values of foreign language learning, and it is said to be integrative if the learner desires to integrate himself in the second language community to the extent that he might be accepted as a member of that community.

In Gardener and Lambert's terms (1972:3).

... the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes towards the members of the other group are believed to determine how successful he will be, relatively, in learning the new language. His motivation to learn is thought to be determined by his attitudes to the other group in particular and toward foreign people in general and by his orientation toward the learning task itself. The orientation is said to be instrumental in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's profession. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in an open-minded way, to the point of eventually being accepted as a member of that other group.

Now let us ask two basic questions: How does the Jordanian student **view** English and the English speaking culture? What are his incentives **for** learning English?

Western writers have often viewed the Arabs in general as hostile in **their** attitudes to Western languages and culture. They are often **described** as suspicious of the West and the claim has been made **that** **Arabs** perceive Western culture and Western language in the same **negative** way. Lewis (1964:299) maintains that:

Only when the conviction of being possessed of the one true religion is coupled with knowledge of past cultural and military superiority does this combination result in a mutual reinforcement of the anti-western feeling as found among the Arabs.

Fellman (1973:246-7) describes the negative attitudes of the Arabs in general to Western languages and culture.

As they view Western culture, so do they view Western languages, as products of imperialism fit only for scientific and technological writing ... These countries thus see and use the international languages only as aids to strengthen themselves and their technologies, to ultimately be able to overpower the West, in the meantime expanding neo-classical Arabic to make it the equal of the cultural international languages of the modern life they are constantly reading and learning about.

An examination of certain aspects of life in Jordan together with

evidence drawn from systematic attitudinal research will indicate that the Jordanian EFL learner views English positively because of its utilitarian value in present day Jordan. He might not view Western culture as positively because of the difficulty of separating Western culture from Western governmental policies in the area which can account for suspicion and sometimes hostility on the part of the EFL learner.

The use of and need for English in Jordan explains the Jordanian student's logically expected instrumental motivation towards EFL. A cursory glance at newspaper job adds in Jordan and a look into the job market will show how important knowledge of English is for getting a decent job. I can generalize without any qualification that it is hard if not impossible to get a leading job in the private sector without some knowledge of English. Advancement on the job is partially dependent on proficiency in English.

Proficiency in English facilitates study and contributes considerably to success in higher education. The two national universities have English language requirements and use English as a medium of instruction especially in the colleges of science, engineering and medicine. Scholarships as well as training abroad for government employees depends partly on proficiency in English.

The investigation of the use of English on the national level in Jordan is beyond the scope of this paper. But it is worth mentioning that over three hundred borrowed English lexical items are in daily use by a large sector of the population. For various reasons, a large number of shops, restaurants, and hotels have their signs and price lists in English. The culture of the "Young" which is basically American as manifested in music and the forms of dress and fads is popular among Jordanian Youth. The Jordanian tv., in addition to its daily foreign program, includes English speaking shows, films and documentaries. Whether those manifestations of Westernization are negative or positive as far as the Arab culture is concerned, they form natural incentives for learning English.

Evidence from a number of research studies on the attitudes of Jordanian students has shown that the Jordanian student is instrumentally motivated to learn EFL. One of the earliest of such studies is Harrison, et al. (1975) in which they found that "the consensus of the respondents was that the most important reason for studying English is because a person who masters English has a much better chance of studying abroad or obtaining a job abroad". They also found that there is a positive relationship between the level of

proficiency and the type of occupation as well as the monthly salary. There was also a positive relationship between proficiency in English and occupational mobility. On another item in their questionnaire, respondents were almost unanimous in wanting their children to be able to communicate effectively in English. The finding regarding the instrumentality of the motivation of Jordanian students was supported by two other studies conducted on Arab students in the United States (Zughoul et al, 1979; Maple, 1979).

In a recently completed study conducted on 100 randomly selected high school students in Amman, Salih (1980:54-8) concluded that the Jordanian students' overall attitudes towards learning EFL are favourable. Although the Jordanian students were found to be integratively oriented towards EFL learning, they were not integratively oriented toward the culture of the community whose language they were learning. Jordanian students viewed Jordanians higher than their English speaking counterparts on 10 out of 15 bipolar attributes.

However, the students' instrumental motivation has been shown in a number of studies to be effective in foreign language learning. In the Phillipine study, Gardner and Lambert (1972:130) found that instrumentally motivated students encouraged by their parents were more successful in foreign language learning than those with integrative motivation. This finding led them to conclude that "when there is a vital need to master a second language, the instrumental approach is very effective, perhaps more effective than the integrative approach". This finding was supported by Luckmani's (1972) study of students in India and by the studies of Teitelkaum, Edwards, and Hadson (1975) and Oller Baca and Vigil (1977).

If our students are instrumentally motivated, can we teach them the language without the culture? It seems unlikely that we can teach English, aiming at proficiency in the four skills, without the teaching of culture. Tucker and Lambert (1978:246) maintain that:

The development of "communicative competence" in a foreign language (PL) involves much more than mastery of a surface linguistic code. It also involves the development of an awareness of and sensitivity toward the values and traditions of the people whose languages is being studied.

They conclude that:

Paradoxically it is these sociocultural aspects of the target

language that attract the interest of the foreign language student more than purely linguistic aspect.

In fact, much of the recent disenchantment with foreign language study may derive from the mindless and seemingly unending flood repetition and pattern practice drills with which both beginning and intermediate students are confronted.

However, the fine distinction between the teaching of culture and acculturation should be made clear for the language teacher as well as the curriculum specialist. By the teaching of culture it is meant that the students be introduced systematically to the foreign culture in the context of contrasts, showing similarities and differences, and in the context of knowing more about aspects of the target culture rather than adopting more of the target culture. Readings or other instructional materials which present American or British institutions, values, and life styles as ideals to be emulated are definitely inappropriate and aim at acculturation rather than the teaching of culture. This also applies to controversial material content bases and offensive stereotypes.

1.2. Optimum age for EFL introduction in Jordan

Inferences drawn from research in the fields of physiology, psychology and linguistics have shown that children are superior to adults in foreign language learning, and children's ability to learn a foreign language diminishes with age. Age 12 has been designated to mark the end of the critical period for language learning. These findings have been substantiated by the research of Asher and Gracia (1969), Penfield (1965), Lenneberg (1970), Piaget (1955), Chomsky (1965), and others.

To give some examples of these inferences, Lenneberg argues that language development is a genetically determined maturational process and he talked about a critical period for language learning which he set between infancy and adolescence. Penfield argues that only a young child can establish a complete new center in the brain for the second language system. He also found that children but not adults can regain speech functions following injury to the speech area in the left or dominant cerebral hemisphere. Asher and Gracia suggest that the young child's brain has a cellular receptivity to language acquisition due to lack of cortical specialization. As the cerebral cortex becomes more specialised with maturation, the individual's capacity to learn a second language tends to decrease. Piaget argues that children become maximally ready to learn languages in the second

stage of their cognitive development (intuitive age 2-7). Chomsky argues for an innate capacity in children for language learning which is triggered after the child's birth when he is exposed to language. This device has the capacity to formulate hypotheses about the structure of the language to which the child is exposed.

Though these inferences have been contradicted by a number of second language acquisition studies as those of Olson and Samuel (1973), Justman and Nass (1956) and Stern (1967), the evidence to the contrary as Troike (1973:29) points out "cannot be taken very seriously".

In a recently completed study on Jordanian students, Mizher (1980) found that there were no substantial gains in achievement in English made by the students who started English in the first grade at private schools over those who started in grade V at state schools. This finding held true at the three grade levels 6th, 9th, and 12th. This conclusion can best be understood in terms of the quality of instruction rather than in terms of comparison of the age at which foreign language instruction was started.

It is worth mentioning here that Jordanian parents favor an earlier start of English instruction as reported by Harrison, et al (1975). Jordanian students also expressed their preference for an earlier start of English instruction in Jordanian schools as reported by Salih (1980).

Despite the evidence mentioned earlier and despite the preference of parents and students for an earlier start in English instruction, there are other important considerations which make the start of EFL instruction at a later stage - age 10-11 as in the Jordanian schools at present - much more appropriate for the Jordanian situation than the earlier start. The first of these considerations is the child's first language development and in the case of the Jordanian child the development of Classical Arabic in addition to the native variety of Arabic. Research evidence has shown that children experience more interference between language systems if the second language is added before the first is completely developed - at about the age of 10.

Another important consideration is the child's self concept. According to Saville-Troike (1973:30) some researchers hypothesize that a child may not see himself as a stable whole if he has two cultural identities before one is accepted, and that he will grow up between two languages and two cultures, a condition known as anomie. Troike further maintains that there are many instances of bilingual children

refusing to understand or use one of their languages for a period of time, essentially choosing one identity and rejecting the other.

The age of 10 for a start of EFL instruction was advocated by Lambert and Kelinger (1967:17-19) after their research on children's views on foreign people. They suggest that at this stage foreigners are most likely to appear "different but interesting" while later they will be perceived as "different and bad". At this age also cultural contrasts become meaningful.

1.3 Duration of the program and time allotment

The time devoted to English in the present curriculum averages about six hours a week throughout eight years. This means that the Jordanian high school student by the end of his third secondary class will have received over 1700 hours of English instruction that is roughly equivalent to six semesters (3 years) of full time study at an intensive English program in the States or England. Yet, people concerned are unanimous in their dissatisfaction with the proficiency of Jordanian high school graduates. But with that number of hours devoted to English instruction, the blame cannot be put on time consideration nor on the distribution of English hours in the curriculum.

As long as our students are learning English as a foreign language not as a second language compared to the situation in India or Pakistan and as long as we are advocating a more significant role for the national language specially in higher education, we find out that English has taken a sizeable share from other subjects in the school curriculum. It is the quality of instruction that need be reconsidered rather than the duration of the program or the allotment of hours.

1.4 The Status of English

It seems unlikely that the dependence on English for various communication purposes in Jordan as specified earlier in this paper will be any less in the near future. As long as the proficiency in English remains a prerequisite for employment and higher education, it is just logical to advocate the maintenance of English as an obligatory school subject. Making it an optional course in the Jordanian schools will result in a loss of interest on the part of the student, specially when we consider the lack or absence of guidance and counselling in the Jordanian school. The cultural consideration also supports this conclusion.

To sum up, the Jordanian student seems to be instrumentally

motivated to learn English, his parents are anxious to see him master the language and the society press for a better level of achievement. He also learns English at the right age and for a long period of time - longer than what he would need. Still, his level of achievement is unsatisfactory.

2. The Jordanian EFL Teacher

In this part of the paper, the training and preparation; attitudes and motivation; and the qualifications and competence of the English teacher will be examined.

Teachers receive their pre-service training in two major EFL teacher training sources: The teachers' Training Institutes (TTIs) whose name was changed last year (1980-81) to Community Colleges and the English Departments of the two national universities. TTIs graduates still form the majority of EFL teachers in Jordan. Usually, they are assigned to teach in the Compulsory Cycle while university graduates are assigned to teach in the Secondary Cycle. Because of a acute shortage of trained teachers, the Ministry of Education had to hire untrained teachers to cope with high student enrollment in Jordanian schools after the 1967 war. By 1970-71, the Ministry had employed 6500 unqualified teachers. Funded by the United Nations Children Fund (UNICEF) and the Ford Foundation, the Ministry established the Certificate and Inservice Teacher Training Institute (CITTI) to provide the needed training for the unqualified teacher while maintaining full time employment.

TTIs accept students who successfully pass the General Secondary School Certificate where they receive a variety of courses including training in teaching a school subject. The training period extends over two academic years, after which the trainee is recruited to teach for the Ministry. A student majoring in English at the TTIs takes 28 credit hours of EFL over three semesters, beginning with the second semester of the first year. These are distributed as follows: eleven credit hours in the second semester - reading, writing, study skills and general methodology; eleven credit hours in the third semester; and six credit hours in the fourth semester - see appendix. In evaluating this program, A. Shakir (1980) concludes that:

"New Concept English" series stresses intensively grammar, vocabulary, reading and writing activities. But this series does not tackle phonology, segmental and suprasegmental sounds of English. The time allotted to this series falls short of making the best of it since student teachers hardly cover more than one third

of the series, while **Fluency in English** alone requires “one or two years work” (Alexander, 1974, P.X), and **Developing Skills** requires “one academic year’s work” (Alexander, 1974, P. VIII).

Writing skill is tackled through Alexander’s **Essay and Letter Writing** - a graded course that provides ample opportunities for student-teachers to practice different stages of writing. Time factor limits the benefit that student-teachers might get from such a text since it was allotted one hour per week in the third semester, while it “requires at least two academic years” (Alexander, 1975, P. 1).

Methodology courses have been allotted one hour per week in the second and third semesters to cover areas stressed in the syllabus. The methodology courses should have received a lot more emphasis, especially in time allotment, than provided by the syllabus.

This time factor has a bearing on the coverage of the curriculum, even if the instructor were elective in his work. This practice does not meet one of the basic requirements for foreign language learning: “ample amount of contact time with the foreign language” (Chastain, 1971, P. 225).

Absence of courses on linguistics, phonology, contrastive analysis falls short of eliciting objectives stressed in the syllabus such as:

- recognition and discrimination of phonemes of English (segmental and suprasegmental)
- clear and intelligible enunciation.
- differences and similarities between L₁ and L₂ (English Language syllabus, English specialists, 1974, pp. 2 and 8).

In addition to those two sources, the Ministry of Education started a massive in-service teacher training program in 1971. According to the program, the trainee who is usually a high school graduate takes 23 credit hours distributed over four semesters and two summers. The curriculum was designed along the same lines of the TTIs with minor modifications to meet the needs of the teachers in service. The course components are as follows:

1. Language	14	credit	hours
2. Phonetics	2	"	"
3. Applied Linguistics	3	"	"
4. Methodology	4	"	"
5. Teaching Practice	6	"	"

The training period extends over four semesters and two summer sessions. During the four semesters, the work takes the form of self study carried out at home and supplemented by a weekly seminar led by the subject specialist to ensure the mastery of the material through explanation, discussion and testing. In the summer sessions, the trainee has to attend the institute for six hours per day for six days a week where instruction adheres closely to traditional academic format, with lectures, demonstration classes, discussions and laboratory sessions (Campbell et al, 1975:26).

However, CITTI graduates according to the assessment of Duwaik (1980) and Abdul Fattah (1980) suffer from poor command of English, though they might have had minimal training in EFL theory.

The other source of English teachers is the English departments of the two national universities. Students admitted to the two universities are generally of higher scores in the Tawjihi than those admitted to the T.T.Is. The graduates of these departments receive traditional university education in English with emphasis on the literature component. Some take a teaching diploma along with their B.A. in English Literature. Beside taking about 18 credit hours in general education, they take six credit hours in the methodology of teaching English.

The Jordanian EFL teacher has received most of the blame for the deteriorating level of English instruction in the country. One particular aspect has been the subject of overflowing criticism on the part of the teacher, which is his competence in the target language - English.

Systematic research that has been conducted on the Jordanian EFL teacher has consistently shown that his competence in English lags considerably behind what is expected from a teacher of English. This fact has always been proposed to account for the low level of achievement on the part of the Jordanian student.

Systematic research evidence include the findings of Nasr (1967), Mukattash (1978), Shakir (1980), and Awwad (1980). In his 1966 study with the American University of Beirut team from the Office of Tests and Measurements, Nasr administered the AUB Entrance examination to 1575 elementary, preparatory and secondary school teachers of English and to 149 TTIs teacher trainees in their final year. The Jordanian teachers' poor command of English was reflected on their scores on the test. The mean score for the elementary, preparatory and secondary teachers was 380, and 369 for the trainees. Both mean scores are significantly lower than the minimum score of 500 required

for entrance to Freshman at AUB. This range of mean scores is lower than what AUB expects from Orientation Program-Pre-Freshman entrance examination entrants.

Lewis Mukattash (1978:175) concluded "the trainees" do not have a reasonable command of English grammar". In his tests of grammar administered to 194 trainees, he found the average facility index of the eleven grammatical areas tested was 0.57, while it was 0.77 for students of Foreign Private Schools.

More recently, A. Shakir (1980) administered the Michigan Test of English Proficiency to a sample of 119 teacher trainees at the end of the fourth semester. The mean scores for the sample were as follows:

Center	I Huwarah	44.55
	II Amman	40.63
	III Irbid	40.00
	IV Alia	40.05

The Michigan Test of English Proficiency is intended for foreign learners of English. The test covers grammar, vocabulary and reading comprehension. It is normally given to foreign students intending to pursue academic degrees in American Universities and the minimum score of 82 is required in order for the foreign student to take a regular academic load in the Freshman class. The mean scores of the trainees clearly indicate that the EFL program at TTIs falls short of realizing the objectives of teacher training.

Graduates of the two national universities have proved not to be superior to the graduates of the TTIs when it comes to Proficiency in the target language. In a recent study, Awwad (1980) administered the MTELP to 68 prospective Yarmouk University graduates (English Majors). Surprisingly enough, their mean score on the test was 49.35 compared to 41.42 the mean score of the TTIs graduates. Some groups in the science departments scored higher than those majoring in English. For example, biology students' mean score was 55.77 while that of chemistry students was 41.19.

The importance of having a proficient teacher of the language can not be overstressed. It is just reasonable to conclude that we can not have a competent student if the teacher himself is not competent in the language.

Why do the programs at TTIs and the two national universities fail to train the prospective English teachers efficiently in the target language? What are the possible solutions that can be proposed? In this part, I will try to answer those two questions.

As for the TTIs, there are many variables that can account for the low level of the achievement of the trainees in English, most important of which are the curriculum, the admission policies, and the attitudes and motivation of the trainees. In their survey, Harrison, Prator and tucker (1973:113) concluded that "an inherent weakness in the program is the lack of time devoted to English Language". Shakir (1980:59) supported this conclusion and pointed out the syllabus was lacking not only in English language courses but also in some interdisciplinary courses which are considered to be an integral part of any sound EFL teacher training program such as language acquisition, general linguistics and contrastive linguistics. Shakir (1980:59) also pointed out that practice teaching procedures at TTIs are lacking in that the trainees are not frequently visited by their trainers and in that the teaching practice is unvaried. Because of recent economic and social changes in the country, TTIs have not been attracting the bright as they used to do. Entrants to TTIs, particularly males, have been those who failed for one reason or another to secure admission to universities since 1973. Mostly, they are those who achieved a passing grade in the General Secondary School Certificate but were not qualified to be admitted to the university. However, this does not apply to females who for social and religious reasons would opt for joining a TTI in order to avoid coeducation at the university. As expected, the results of the attitudinal study made by Shakir (1980:53) indicated that male subjects were dissatisfied with their future career and showed negative attitude towards the teaching profession.

Several suggestions can be presented here; some of these were proposed to the Ministry of Education earlier.

1. Extending the training period for three years instead of two to cover the proposed changes in the curriculum.
2. Giving an intensive English program for the prospective specialists as early in their program as possible.
3. Taking strict screening measures to ensure that the entrants are not only interested in becoming teachers of English, but are also academically capable.
4. Designing a proficiency test to be given to the graduates at the end of the program and to allow only those graduates who scored above a certain limit to get into the classrooms. Trainees unable to score above the limit should be asked to reenroll in intensive English programs in the summer to improve their mastery of the language. In this case, the Ministry has to arrange for these intensive English courses in the summer.

One of the most ingenious proposals to upgrade the level of English achievement on the part of the Jordanian teacher trainee was introduced by S. Jayyusi in the Aqaba conference 1975 and endorsed by Harrison et al (1975) as well as by a number of specialists. Jayyusi called for pooling all the English trainees into one TTI where the medium of instruction for all the subjects is English. This idea has not been tried, but it is definitely worth looking into.

Regarding inservice training, there is an urgent need for improving the proficiency of about three thousand English teachers in service at present (Duwaik 1980).

The two national universities can significantly contribute in the area of offering training courses for those teachers throughout the academic year and in the summers.

The Ministry has to arrange for summer intensive English courses in or outside the country for those teachers. Of help to those teachers would be consistent classroom visits by supervisors and specialists.

A positive step which might have its impact on upgrading the quality of teacher training in Jordan was recently taken by the Ministry of Education. Effective as of this academic year 1980-81, each TTI prospective graduate has to pass a comprehensive exam before he can be granted a teaching diploma. Preliminary discussions with faculty members at the Institute indicate that this recent requirement can add some challenge to the program. However, the first comprehensive round of exams will be held within a few weeks and the results of this exam will be investigated at a later date.

3. The Curriculum and its Related Issues

In this part of the paper, I will critically examine the rest of interrelated issues of EFL in Jordan. These include;

1. The objectives of EFL.
2. The syllabus, the curriculum and textbooks
3. Evaluation
4. Methods of teaching
5. Teaching resources.

3.1. Objectives

The objectives of teaching English in Jordan are explicitly stated in two Ministry of Education publications: The English Curriculum for the Compulsory Stage (1965) and The English Curriculum for the Secondary Stage (1971). To give an idea about the objectives as

perceived by the Ministry, I will quote the general and specific objectives with the four assumptions on which the objectives are based as they appear in The Curriculum for the Compulsory Stage (1965) and the objectives for the Secondary Stages (1971).

A. Assumptions (for both Compulsory and Secondary)

1. Like any other major living language, English is a means of acquiring culture. Although certainly not alone in this it nevertheless adequately represents primary and secondary experience, that enriches one's appreciation of art, music, literature, philosophy and life.
2. Proficiency in English facilitates the arduous task of keeping up with the rapid expansion of knowledge, regardless of whether one's pursuits are scholarly or amateurish.
3. A collective knowledge of English by a sizeable sector of the Jordanian community is an invaluable aid to the development of the country at large. Socially, economically, and industrially, Jordan stands to benefit from the results of research and experimentation available in English.
4. English is a means of promoting understanding between Jordan and other countries. Stated conversely, it is a means of averting misunderstanding due to ignorance of the motives and methods of other societies. It is also a means of advertising Jordan's progress in various fields.

B. General Aim

In accordance with this outline, the general aim of teaching English in Jordan boils down to a systematic embodiment of the principles embedded in these four assumptions. Thus the English course aims at producing a cultured, informed, useful and perceptive citizen, through his ability to understand, speak, read and write, in this case English, with a measure of ease, finesse and discrimination.

C. Specific Objectives

After five years of learning English, the pupil is expected to be able to do the following:

1. Understand simple English spoken at a normal speed.
2. Communicate sensibly with an English-speaking person, within certain reasonable areas.
3. Read simple English with ease, fluency and understanding.

4. Write a paragraph in English, using the basic structures of the language.

The Secondary Cycle

1. General Aims

The present curriculum is a continuation of the curriculum for the Compulsory Stage. It aims at “producing a cultured, informed, useful and perceptive citizen, through his ability to understand, speak, read and write, in this case English, with a measure of ease, finesse and discrimination.

At this level, the curriculum also aims at developing the student’s ability to express his culture in English both rationally and objectively.

2. Specific Objectives

After three years of English at the secondary level, the student is expected to:

1. Understand English spoken in different contexts and situations.
2. Speak English with accuracy from the point of view of: phonology, morphology, syntax and meaning.
3. Read and comprehend English in different contexts with ease and accuracy.
4. Write English passages that are grammatically correct, properly punctuated and effectively organized.
5. Acquire the linguistic skills and techniques needed for advanced work at post-secondary levels.

These levels of achievement apply to students in both the Arts and the Science streams. In addition, the curriculum aims at helping the Arts students to develop a sense of appreciation for literature.

The objectives of EFL instruction have been described by various studies as “general”, “typify the conventional goals so often cited for language study” (Harrison, et al, 1975:2), “worded in flowery language” (Nasr, 1980), “unrealistically demanding” and “very ambitious indeed” because “they suggest that secondary school graduates in Jordan should develop native-like facility in English which will enable them to communicate spontaneously, effectively and confidently using each of the four skills” (Harrison et al, 1975:3).

As for these objectives lack in specificity, specialists can’t help but concur with this view. But as for being demanding and ambitious, they are not so if we consider the time allotted to English in the compulsory

and secondary stages, the attitudes motivation of the students, and the role of English on the national and international levels.

It has always been suggested that the objectives be divided into specific operationally defined behavioral ones. But how specific the breakdown of these objectives should be? S. jayyusi (1980:6) maintains that

“In my opinion, breaking those general aims and goals into very specific and measurable objectives is not going to be a worthwhile endeavor. It has been my experience and that of several other teachers of English here and elsewhere, that a detailed pre-specification of a learner's performances may be quite redundant and a daunting exercise”.

What Miss. Jayyusi claims could be true if detailing these objectives concerned itself with lesson-by-lesson, week-by-week kind of planning. But, it seems just practical to suggest that these objectives be re-written not only in operational terms but also in clear terms for each class from the fifth elementary up to the third secondary. This kind of specification definitely helps the teacher, the curriculum specialist, the textbook writer and the evaluator. However, Jayysi (1980:6) raised an extremely significant point in relation to objectives. She maintains that the crux of the problem lies outside the issue of objectives. It lies, according to her, in the type of transactions that take place between the parties involved in the teaching-learning process. What goes on in the classroom, behind the classroom doors, is much more important than dealing with aims and goals because of Goodlad's supposition (Goodlad 1974) that teachers are activity-oriented rather than goal-oriented. She also quotes Sarson who talks about the “culture” of the school as being a most important factor in shaping the type and quality of learning that takes place. These factors can be elusive but indeed they are worth looking into.

3.2. The Curriculum

According to S. Jayyusi (1980:2), the compulsory and secondary school curricula make use of Tayler's cyclical and interrelated ACME (Aims Content, Methods, Evaluation) approach. Aims, according to this approach are broken into behavioral objectives, learning experiences are selected to match the objectives and then comes evaluation where the learner's performances and feed back into the aims and objectives are measured. This model has come under severe criticism because “the whole concept of Education on which this model of curriculum design rests has been challenged and shaken to the roots”.

Recent developments in curriculum theory suggest alternative models for curriculum development. These models include two major alternatives: the first is curriculum design through content with the innovative approach of the "notional syllabus", (Wilkins 1976), Hornby's situational approach, and Dobson's communication approach, and the second curriculum design through procedure which is based on the cognitive theory and the new trend of emphasizing meaningful learning (Ausubel 1968). Chastain (1976) developed a cognitive approach to language teaching and learning based on cognitive psychology and transformational - generative linguistics. It is implied here that the misconception of the presence of only one grand model of curriculum development should be replaced with the view of having or considering different, equally viable models of curriculum development, (Jayyusi, 1980:7).

3.3. The Syllabus

What is the criteria used for selecting and grading the linguistic component in the Jordanian EFL syllabus? before answering this question, let us look briefly at the different criteria for syllabus design in EFL. Accompanying behaviorism and Descriptive Linguistics, Structural syllabuses were in fashion. Following the line of Bloomfield in structural Linguistics, Fries proposed and wrote what can be termed as the early structural syllabuses. According to the proponents of this trend, language learning is viewed to be the process of learning the discrete linguistic forms which constitute the target language, the assumption being that form and function are in one to one relationship. With the development of cognitive psychology and the new emphasis on meaningful learning, a new trend - situational - syllabuses were proposed. The basic assumption of the situational syllabuses is that language is context-bound and whatever is taught should be used meaningfully in close association with people, objects and actions to which it refers. What the speaker says is largely determined by the features of the situation he finds himself in.

In a later development, Wilkins (1976) came up with what has been called the "notional syllabus" in which the focus is shifted from the form and the grammatical paradigms to the communicative properties of the language. The major emphasis is on the semantic component of language and a notional syllabus should embody three main components: The semantico-grammatical categories, model meaning, and categories of communicative functions.

L. Taminian (1980) examined the EFL syllabus for the compulsory cycle in the light of these criteria. She concluded that the criteria

followed in syllabus design can be said to be structuralist where simplicity, regularity and frequency are supposed to be the bases for selecting the forms. But these criteria conflict with one another. For example, the present continuous tense is simpler to teach (through illustration) than the simple present tense but the simple present is more frequent. Thus present continuous appears in lesson 11 (book 1) and the simple present appears in lesson 21 of the same book.

In her study, L. Taminian (1980:6) concludes that "the greatest deficiency of the syllabus is its failure to prepare the learner to use his language for communication". Experienced language teachers know that there are learners who can perform beautifully on substitution drills but with whom communication is virtually impossible. She maintains that "Even in case there are presentations of some communicative acts in the syllabus, they are always centered around the classroom environment and this explains why the Jordanian student seems unable to conduct a conversation of reasonable length on any topic outside the classroom situation in English".

In conclusion, I tend to concur with Taminian's (1980:6) three major recommendations which call for reviewing the learner's needs to determine the objectives, focussing on the communicative rather than the structural properties of the target language and adopting a consistent criteria based on a thorough understanding of how language works for selecting and grading the instructional materials.

3.4. Textbooks

The Jordanian Ministry of Education has long felt the need for a "Jordanianized" series of textbooks that would incorporate the latest developments in EFL in addition to meeting the particular needs of the Jordanian learner. The first book of such a series, S. Allen's and R. Cooke's **Living English for Jordan** (teacher's and pupils) Book I appeared in 1960 and the series was completed to cover the 5 year compulsory cycle (5th grade-9th grade) in 1964. The same series was revised few years later to be more sensitive to the immediate needs of the Jordanian learner and re-written by S. Allen, one of the two original authors of the series and two Jordanian authors (Anani & Salah). In 1970, the first teacher's and pupil's books of **The New Living English for Jordan** were published. The series was completed in 1974. **The New Living English for Jordan** teacher's and pupil's books, in addition to supplementary readers for each of the five compulsory cycle grades is still in use. In 1974, workbooks were published for the fifth & sixth grades. The supplementary readers for the compulsory cycle are

selected from **Longmans Structural Readers** and **Oxford Graded Readers**. These readers in use at present are: **The Prisoners, On the Road, Down The River, Adventures in London, Looking at Life, Treasure Island, Robinson Crusoe and Jane Eyre**.

Once the task was completed for the compulsory cycle, a new series was introduced for the secondary cycle (grades 10, 11, 12). **The Oxford Secondary English Course for Jordan: Basic Reader and Anthology**, and a **Teacher book** were the first books in a new series to be published in 1974. The series was completed in 1976. A Jordanian shared the authorship of the series with two Britishers.

The compulsory cycle textbooks have been criticized for several inherent drawbacks. R. Nasr (1980:b.s) reiterated the earlier criticism, expressed in the report of the consultation committee (1979) which was raised to the Ministry of Education for which he served as a consultant, Maintaining that:

1. They are somewhat old fashioned in approach - generally oriented.
2. There is very little material that is itself interesting.
3. There is very little material that may be functional or communicative.
4. There is very little material that would justify calling the series a Jordanianized series.

Consequently, Nasr (1980 b.s.) proposed that a new series of better quality be prepared for the compulsory cycle. In the same paper, Nasr strongly attacked the secondary cycle texts maintaining that the present series is equally wanting, "especially is the case with the present set of books in use, which are no more than literary selections with a few comprehension questions. The style of the books and the approach used are rather old fashioned". Nasr (1980 b.6) concludes that a new set of secondary school English books is "desperately needed".

It should not go without mentioning in this respect that Raja Nasr attended the conference in his capacity as a consultant for Longmans. Another publishing company, Mcmillan, was well represented by two people, John Field and Terence Creed who attended the 1980 Amman conference and heard the severe criticism directed to the textbooks of the two cycles. Right after the conference and without explicit commitments from the Jordanian Ministry of Education, John Field took the initiative and conducted a "subjective" survey of EFL teaching in Jordan. Field's survey was submitted as a report to the Jordanian Ministry of Education (Field 1981). Fields' evaluation of the textbooks in use at both the compulsory cycle and the secondary cycle is

revealing. In "apportioning" the blame for the inadequacy of English achieved by the Jordanian learner, Field (1981:3) excluded the time factor, the entry date, the advisors and the pupils from the blame. He was left with the teachers and the course books. In conclusion Field asserts that though often poor, the competence of the compulsory teacher is not the obstacle to teaching that it has been taken to be. Expectedly, the blame is mainly placed on the "very unsatisfactory course" **New Living English for Jordan** which:

1. Has no communication element. The activities included in it are simple, routine and linguistically unproductive. As a result the teacher is rarely required to speak freely.
2. Is very lightly graded. The elementary teacher (the weakest linguistically) never has to bother with the more complex structures of English.
3. Provides the teacher with a limited range of classroom discourse. Most teachers overuse this but it does give them confidence."

Field adds that the methodology of the course relies on recitation and repetition where the exercises are mechanical and the presentations are "oddly assorted language items". Field (1981:5) supports his evaluation of the texts by further listing of poor methodology which "derive from the coursework" and reflect the kind of activities proposed in the **Teacher's Book** such as:

- "Working through the book page by page
- Lack of correction technique
- Excessive and often meaningless use of chorus
- Routine presentation, with little heed to what was presented
- Inability to present new structures in a meaningful context
- Inability to teach vocabulary meaningfully
- Use of stereotyped sentences
- Programming of class to respond automatically
- Overload of material: lack of pace."

The secondary course was also criticized by Field (1981:6) for taking a rather abstract view of language teaching by explanations and manipulative exercises, failing to give exposure to everyday spoken English, and failing to provide suggestions on teaching technique in the Teacher's Book. The carefully, and rather vaguely stated final conclusion of John Field (1981:7) reads as follows:

"Poor teaching at compulsory level seems to result less from the teacher's poor knowledge of English (and) the teacher's lack of technique than from the inadequacy of the coursebook. Poor

teaching at secondary level seems to result in about equal proportion from the teacher's lack of technique and the inadequacy of the coursebook".

How do those who have been severely critical of the present textbooks view the "ideal" text for the Jordanian schools? In what follows is a major guideline for textbook construction. The ideas are those of the evaluators for the Jordanian situation, but what is proposed can still be of considerable value for a number of situations world-wide.

In response to a request from the Jordanian Ministry of Education, Nasr (1980 a) prepared a five year plan aimed at raising the standard of English teaching and learning in the kingdom. Nasr's plan focussed on the need for a new series for the compulsory cycle and this proposal was further stressed and detailed in another paper to the conference (Nasr: 1980 b). It will be clear that Nasr had difficulties in getting away from the basic tenets of structuralism.

The proposed series (Nasr: 1980 b) should be constructed in steps after a brief and realistic study of the need for English, attitudes of students and teachers, approaches to English teaching adopted by teacher, teaching resources, and the cultural framework of the country. The next stage is the preparation of the syllabus and teaching materials which are based on the previous studies, then follows the systematic trialling of these materials. Teacher orientation programs come as the next step and finally periodical revision and updating of materials.

Nasr (1980 b) views the proposed textbooks to have six features: 1) Jordanianized, 2) integrated, 3) graded, 4) interesting and motivating, 5) teachable and 6) incorporate continuity. The content is proposed to be selected on the bases of communication, progress from familiar to unfamiliar, motivation, age, and balance between variety and continuity.

Field's (1981:7) proposals for new series for the Compulsory and Secondary Cycles were more concretely specified. Whether these proposals can be materialized in a prospective text is worth reflecting on. His criteria shifts away from jargon where he delineates the realities of the Jordanian situation which typified that of the third world. The criteria taken into consideration includes crowded classes that necessitate a methodology that allows for individualization, cramped class conditions where the possibilities of moving around the room are limited, teachers whose competence in the target language is

limited, instrumentally motivated students, teachers unable to devote much time to lesson planning, availability of t.v. and radio services, some students who tend to give up on improvement and resume their activities after a break, availability of qualified English advisors, and need to limit teacher re-training.

The methodology in Feild's (1981:7) proposal rightfully arises from a number of needs that include the need to have straight forward activities which the teachers can handle without too much difficulty, avoid working through the book page by page, center the content around the teaching topic, provide for variety of activity, teach function as well as form, emphasize the communicative element, recycle vocabulary as well as other teaching points, incorporate informal activities (games, songs, puzzles), develop the four skills adequately, integrate the course element, and Jordanianize the teaching materials. The proposed texts are to be accompanied with teacher's books, workbooks, handwriting books, wall charts, flash cards, cassettes, readers, batteries of remedial exercises and t.v. programs.

For the Secondary course, Field (1981:13) emphasises integration of content, adequate texting, avoidance of the present gap between the compulsory and the secondary cycles, and the introduction of role-play cards, readers and remedial exercises.

For the vocational schools (Industrial, Commercial, Agricultural, Postal and Nursing) Field opts for shifting from "academic" texts to more technical oriented ESP approach. He suggests that these texts include diagrams, simple instruction manuals, and simple unedited articles.

3.5. Methodology

The Jordanian Ministry of Education in its **Curriculum for the Compulsory Cycle** (1971:6) explicitly states that teachers should use the Oral Direct Method and lists the main features of the method as proposed by Charles Fries in his **Teaching and Learning English as a Foreign Language** (1945). Though teachers are strongly required to use the Direct Method, in a large number of classrooms the Grammar Translation Method with a version based on the common sense of the teacher is still widely used. The emphasis on using one method is no doubt helpful for the poorly trained teacher but terribly limiting to the competent English teacher. From a number of observations for university students doing practice teaching in the compulsory and secondary schools, it can be concluded that the following practices in

the classroom can be attributed to methodology: (overemphasis on using the Direct Method)

- 1) Needless repetition work of aimless presentations.
- 2) Emphasis on manipulative exercises that students can do efficiently in the classroom but fail to transfer into communicative acts or real meaningful communication. A student, for example, can change the verb from the past to the present and to the present perfect, but when asked to use these tenses properly, he cannot use them. This applies particularly to direct-reported speech, active-passive voice, and tenses transformations. Context is generally lacking.
- 3) Lack of variety in presentations - which results in monotony. This practice contributes to boredom in language classes which are supposed to be lively and motivating.

I do not think that a change in the method of teaching is going to produce any better results as long as it is the “only” method. What could make a change is adopting various methods depending on how successful they are in the Jordanian setting. But in that case, we will get to be demanding on the teachers unless it becomes part of their training to study about and see in action the various methods of EFL teaching and build up an approach very much close to “eclecticism” based on the criteria of applicability, practicability, communicability and contribution to deepening the understanding of how language works.

The recent developments in EFL methodology are thought provoking and, potentially, they can provide deep insights into the psychology of language teaching and learning. Particular reference is to be made here to methods like Gattengo’s Silent Way, Lazzarone’s Suggestopaedia and Curran’s Community Language Learning Method. It is the duty of English supervisors to keep up with the research and developments in methodology and disseminate relevant and practical information to the teachers in the field.

3.6 Evaluation:

There are two kinds of English tests that students have to take in their school years: the first is the traditional teacher made tests upon which the evaluation of achievement of the student is based throughout the regular academic year, and the second is the general English test that is prepared by the Ministry of Education to be given to measure achievement in English as a school subject in the General Secondary School Examination (GSSE) or “Tawjihi”. In this part of the paper the two kinds will be discussed separately.

In his paper to the Amman Conference, T. Duwaik (1980:9) maintains that prior to 1967 the essay type test was the only used type of teacher made tests. These tests depend literally on the common sense of teachers who generally had not had training in testing.

In late 1967, the Ministry hosted an expert in testing who, assisted by a central body of specialists, gave workshops and seminars in testing to which English supervisors and secondary school teachers were invited. Since then, the Ministry incorporated a testing course in summer training sessions in the curriculum of the TTIs and CITTI. In spite of these efforts of the Ministry, and those of the two national universities, Duwaik (1980:10) points out three major weaknesses of teacher made tests at all levels of instruction in the Jordanian schools:

1. They do not correspond with the objectives they are supposed to test.
2. They stick to testing one level of objectives - that is recognition and neglect other levels such as synthesis, analysis and evaluation.
3. They are generally confined to the testing of the reading and writing skills to the neglect of the two other main skills, listening and speaking.

Indeed the testing of oral production, speaking and oral comprehension is generally neglected in both teacher made tests and in tests that are included in textbooks and specially the Oxford Secondary English Course, (OSEC). However, structure and vocabulary are the two components often tested and their tests are generally based on the book exercises. One of the factors that can account for the poor testing procedures of the teacher made tests is that they tend to imitate the General Secondary School Examination (GSSE). The GSSE is strictly an achievement test where it is supposed to be a proficiency exam. It is usually given in two parts, at mid school year. The test consists of four parts: 1) Composition, 2) Reading Comprehension, 3) Vocabulary and structure, and 4) anthology. Aside from the composition part, the test is in objective multiple choice format. It definitely does not correspond to the objectives of English teaching in Jordan as stated in the English Curriculum: Secondary Stage which are:

1. Understanding English spoken in different contexts and situations.
2. Speak English with accuracy from the point of view of phonology, morphology, syntax and meaning.
3. Read and comprehend English in different contexts with ease and accuracy.
4. Write English passages that are grammatically correct, properly punctuated and effectively organized.

5. Acquire the linguistic skills and techniques needed for advanced work at post secondary level.

In addition to that, listening comprehension is not tested in the GSSE and neither is the fifth objective. The test is based on the textbook material and this is justified if the English test in the GSSE is meant to be an achievement test. Another major drawback of the evaluation procedures in the English program of the Jordanian schools is the absence of badly needed diagnostic tests. It is characteristically true that a considerable number of students in the Jordanian schools give up on any improvement in the language and sometimes at an early stage of language learning. Diagnostic tests can be of value in preparing remedial programs for such students as well as other students who need remedial work.

Proficiency tests to tap the students' transitional competence through the different stages (classes) of learning the language are also needed. Such tests can be designed for every grade or cycle i.e. at the end of the elementary cycle-6th grade, and at the end of the preparatory cycle-9th grade. In addition to their value in evaluation, these tests can be used for comparing the quality of instruction in the different parts of the country.

The recent developments in language testing have provided the classroom teachers with effective testing procedures that need little time, training and effort to prepare, administer and correct. In mind is the integrative approach (as opposed to discrete point testing) delineated and supported by Oller 1973). It is not a costly endeavor on the part of the Jordanian Ministry of Education to provide the teachers with basic training and even sometimes with guidelines distributed through English supervisors in the preparation of such integrative tests as close and dictation.

4. Teaching Resources:

In this part of the paper, I will discuss the use of media in English languages teaching in Jordan including that of the "new media" (Radio and Television).

From a number of visits to English classes in Jordanian schools, the writer noticed that rarely did teachers make use of audio-visual aids. Other than verbal explanation and writing on the chalkboard, sometimes even needlessly, teachers do not attempt to bring into class any audio or visual stimuli which should contribute significantly to variation in activities, better motivation and consequently a better learning environment. The preparation of "cheap media" is a course

that every English teacher should take or a workshop in which he should participate.

The "new media" radio and T.V. has been promising in a number of areas including foreign language teaching and in a number of countries world-wide. In her paper "An Evaluation of the Role of Teaching English by Radio and Television" in Jordan, Farkouh (1981:1) gave examples of the use of the new media in countries like Algeria where it is used to compensate for shortage of qualified teachers, in Italy to make up for the shortage of secondary schools, in Japan to provide education for young people working full time, in Nigeria, Samoa, Thailand and Sweden for teacher training. In foreign language teaching, the new media has been used to teach French, Spanish, German and Russian in the States, Latin in France, French and Russian in England, English in India, English in Poland and English in Japan.

The first English program by radio in Jordan was broadcast in 1971. It was directed to the 9th grade. Another program was directed to teachers for training purposes. in 1974-75 a program for the 6th grade was added. In 1976-77, the previous series were revised and re-recorded. The series for the 7th grade was completed in 1978-79 and work is now going on to produce programs for the 8th grade. The new series will be ready in 1981-82. The following table summarises English by Radio in Jordan.

	6th Grade	7th Grade	8th Grade	9th Grade	Teacher Training
1971-1972	-	-	-	X	X
1974-75	X	-	-	X	-
1978-79	X	X	-	X	-
1981-82	X	X	X	X	-

As for Educational Television (ETV), the first English by T.V. program went on air in 1968. In cooperation with a British Council television officer, a team of seven Jordanian teachers trained at CETO (Center for Educational Television Overseas) in London as producer-director worked on the production and development of twelve lessons for the 11th Grade. The series for the 11th Grade was completed in 1971-72. In 1974-5 the Ministry of Education introduced the new series of textbooks **The Oxford Secondary English Course for Jordan** and that meant writing new programs for the grades 10, 11 and 12. The programs for the series were completed in 1980 according to the following table (Farkouh 1980:9):

Class/years 10th Grade 11th Grade 12th Grade

1968-69	-	X	-
71-72	X	X	-
75-76	X	-	-
76-77	X	X	-
79-80	X	X	X

English is among seven school subjects covered in the tv. programs.

According to Farkouh (1980:7), Jordan radio and tv. programs provide direct teaching lessons in which the content of the program is selected from the prescribed curriculum for a given grade. This does not mean, however, that the program is a replica of the classroom lesson, but a source of bringing into the classroom rare illustrations, constructed models, animated diagrams and new procedures and techniques. In fact, the objectives of such programs as set by the Ministry of Education aim at upgrading the quality of instruction by providing the classroom teacher with examples of good teaching, reducing teacher deficiencies, reinforcing the content of the curriculum, filling critical gaps and shortages in subject areas and introducing the student to famous personalities in the fields of Science, Literature and Art.

There are problems involved in the use of t.v. in classroom English teaching, some of which are inherent in the use of technology in the classroom in general and some are peculiar to the Jordanian situation. Farkouh (1980:10-15) classified these problems into four categories related to human factors, transmission, reception and utilization. The human problem concerns the shortage of well trained manpower in production direction which limits the range and density of the English programs. Problems related to transmission include failure to adhere to schedules and failure to adhere to the proper length of the program in relation to the class time. In reception, the most serious problem besides the shortage of sets and the improper viewing conditions is the lack of teacher orientation in handling tv. sets. Problems facing utilization include improper maintenance, negative teacher attitudes and failure to send program schedules far in advance to the teachers.

The use of the new media is a costly endeavor and I wonder if the cost is worth the student gains in achievement if there any any. The effectiveness of ETV in English language teaching in Jordan has not been studied yet. The Ministry should have initiated such a study before taking this financial risk as the money involved could be channelled into other badly needed necessities.

Conclusions and Recommendations:

The English language teaching situation in Jordan, though it compares favorably with that in most Arab countries, still begs improvement on various sides central to which is the level of competence to the Jordanian learner in the language. No matter how much is spent on English teaching and no matter how much is channelled into training, textbooks, media or evaluation, our primary concern will remain the level of proficiency our students achieve. So far, specialists, supervisors and teachers have been unanimous in their judgement of the average Jordanian students' achievement as poor, as falling short of the objectives of English teaching in Jordan. However, the Ministry of Education has not given up on the issue and has been showing serious concern coupled with serious steps towards better standards.

The Jordanian EFL learner is instrumentally motivated to learn the language. He starts learning English at the right age and spends long enough time to master it. The Jordanian teacher, in spite of the training he receives, suffers from a serious problem that reflects directly on his students; namely, his poor command of English. The syllabus, curriculum and textbooks have been shown to suffer from a number of drawbacks, most important of which is the lack of emphasis on the communicative functions of the language. In methodology, the Ministry insists that teachers follow the Direct Method of teaching, an approach which might not be as effective as a more eclectic kind of approach. The new media, radio and t.v., have been employed to service English language teaching but there have been inherent as well as peculiar-to-Jordan problems facing the efficient exploration of the media. Moreover, how effective in light of the cost this media has been awaits the judgements of systematic research studies.

Given the realities of such a situation, what can be done to upgrade the level of English instruction in Jordan? Following are recommendations that can be offered to the Jordanian Ministry of Education, the bulk of which was advanced right after the ELT Amman 1980 conference. Most of the recommendations were written by a group of specialists including three university professors, two English supervisors, an English curriculum specialist and a number of teachers in three long sessions after the conference.

1. The Learner

1. Research on the attitudes of Jordanian EFL learners seems to

indicate that the Jordanian learner is instrumentally motivated to learn the language. The teacher as well as the curriculum specialist should be made aware of the interests and needs of the learner in order to provide for these interests and needs of the learner as implied by his instrumental motivation.

2. The motivation of the Jordanian EFL learner should be reinforced. It is recommended that the Jordanian Ministry of Education arrange for the training of teacher in motivation, and specifically in practical techniques to motivate the learner in and outside the classroom.
3. Instructional materials that present Western value systems, life styles and institutions as ideals to be emulated should be avoided. This also applies to controversial content.
4. Because of the nature of our students' motivation, it is recommended that the Ministry of Education provide the high school student with ESP training, fit for his present choice of major area towards the end of high school.
5. Though research evidence seems to favor the maintenance of the present policy of starting English instruction at the age of 10-11, it is recommended that further research be conducted on the optimum age for starting EFL instruction in Jordan. Further research on the interference of L2 in L1 learning in the elementary cycle is needed.
6. Since some students give up early on further improvement in their proficiency, it is recommended that EFL remedial programs be introduced, especially towards the end of elementary and preparatory stages.

2. The Teacher

2.1. Pre-service Training

1. The English program of the TTIs need to be reconsidered with more emphasis on language skills.
2. Prospective TTIs as well as Universities graduating English majors must sit for an English proficiency test before they are certified as English teachers. Failures should be required to take intensive remedial English to help them pass such a test.
3. The possibility of introducing intensive summer courses should be seriously considered.
4. The English departments of the two national universities are required to shift the emphasis from the teaching of literature to the teaching of language. An immediate measure that need to be

taken is starting a language track beside the present literature track.

5. The Ministry of Education is called upon to look into the possibility of establishing a special college/institute where the medium of instruction is English for the preparation of prospective English teachers.
6. The Ministry of Education should work in close cooperation with English departments in the two national universities to keep upgrading the English teachers' level of proficiency in the target language.

2.2. In-Service Training

1. The Ministry of Education should investigate the possibility of initiating an in-service training program to retrain the compulsory cycle English teachers. Such a re-training program is to focus on the teachers command of English.
2. To achieve this goal, it is imperative that the Ministry provide for motivating teachers to enroll in the program.
3. The option of attending intensive English summer courses should remain available to English teachers, especially those teaching in the Compulsory cycle.

3. The Curriculum and its Related Issues.

3.1. The Objectives

1. The objectives of teaching English in Jordan should be re-written to be made clear and specific, preferably for each grade.
2. These objectives should be realistic and attainable, and should reflect the needs of the learner.

3.2. The Curriculum and the Syllabus

1. In designing the new curriculum, various alternative models should be examined.
2. The new curriculum should serve as a guide to textbook writers, teachers and supervisors.
3. The new curriculum should stress the four skills in the first two years with a shift towards reading and writing in the following years.
4. The new curriculum as well as the syllabus should reflect the communicative rather than the structural properties of English.
5. The criteria for selecting and grading the components of the

syllabus should be consistent and based on a thorough understanding of how language works.

3.3. Textbooks

1. Compulsory Stage Textbooks

1. A new series of books and workbooks for the compulsory cycle is needed.
2. The new books should be based on a realistic study of the needs of the Jordanian learner, the teaching learning situation and the socioeconomic and cultural framework in the country.
3. The content should be closely geared to Arab culture and Jordanian environment. Aspects of international culture should be introduced gradually.
4. The content and learning activities should be stimulating and provide for independent study.
5. The material should be teachable in large classes.

2. Secondary Stage Textbooks

1. The present series should be complemented by further instructional materials, i.e manuals and workbooks.
2. Listening comprehension passages and oral drills should be recorded and made available to students.

3.4. Methodology

1. There should be a shift towards eclecticism in methodology.
2. Secondary teachers and supervisors should keep up with new developments in methodology and convey to the teacher in the field whatever is practical and effective in the Jordanian setting.

3.5. Evaluation

1. The General Secondary Certificate Examination (GSCE)

1. The GSCE should be more of a proficiency rather than an achievement test.
2. It should not be exclusively in multiple choice format. Questions which need active language production instead of passive recognition should be included.
3. It should be content-validated.
4. The items should not be stereotyped.

2. School Tests

1. English teachers should be given further training in test construction, especially in tests of integrative skills.
2. Tests for each class/stages should be made available for the use of teachers in the classroom.
3. Reading comprehension should be given special emphasis in all school tests.
4. Diagnostic tests should be made available for the English teacher.
5. A committee of specialists should be formed to start a bank of English test items.

3. Teaching Resources

1. English teachers should be given training in the preparation and use of cheap media.
2. The effectiveness of Educational television should be studied. If it proves to be ineffective in the Jordanian setting, it should be discontinued for economic reasons.
3. School libraries should be provided with a variety of English books compatible with the learner's interests and level.
4. Schools should be encouraged to establish English clubs to provide opportunities for students to practice their English.

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