

**Deanship of Graduate studies  
Al-Quds University**



**The Effectiveness of the New English Language  
Curriculum for the Primary Stage from Teachers'  
Perspective in Bethlehem Government Schools**

**Prepared by: Hiyam Daoud Omyah**

Master Thesis

Jerusalem, Palestine

1435 - 2014

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Perspective in Bethlehem Government Schools**

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Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master in Teaching English Methods, Faculty of Graduated  
Studies, at Al-Quds University, Jerusalem - Palestine

1435 - 2014

**Al-Quds University  
Deanship of Graduate studies  
Teaching method**



**Thesis Approval**

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**Signature**

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**Jerusalem – Palestine**

**1435 - 2014**

## **Dedication**

I dedicate this work to my husband for his patience, encouragement and support during my work and to my dear children. I also dedicate this work to my parents, brothers and sisters for their help, support and encouragement especially my little sister. Finally, I dedicate this thesis to my friends for their endless and support, encouragement and advice.

**Hiyam Daoud Mohammad Omyah**

## Declaration

I certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed: Hiyam.....

**Hiyam Daoud Mohammad Omyah**

Date: 31-5-2014.....

## **Acknowledgment**

Foremost, I would like to express my sincere gratitude to my thesis supervisor Dr. Samir Rammal, for his patience, motivation, support and profound knowledge. His guidance helped me all the time of research and during the writing process of this thesis.

Also I would like to thank Dr. Mohsen Addas, Dr. Ziad Kabbajah, and Dr. Dheifallah Othman for their encouragement, support and valuable advice to complete this study.

My personal thanks are also due to all English teachers in Bethlehem government schools for helping me in distributing the questionnaire and collecting data for completing this study.

My thanks also go to Al-Quds University, Bir-Zeit University, An- Najah University and the Ministry of Education (curriculum center) in Ramallah for helping me collect the necessary information to accomplish this study.

## **Abstract**

The purpose of this study was investigating the effectiveness the new English language curriculum for the primary stage from teachers' perspective in Bethlehem government schools. The study examined the role of teachers' variables (gender, qualification, years of experience and level he/she currently teaching) in the degree of the effectiveness of the new English curriculum for the primary stage.

To achieve the purpose of the study, the researcher chooses a sample, which was the whole population of the study, using the descriptive statistical method. It consisted of 69 male and female teachers of English language for the primary stage (1-4) grades in Bethlehem government schools.

The researcher also interviewed 5 English teachers from the population of the study to obtain more data for this study. The researcher developed and administered a 40-item, six-domain questionnaire to the sample of the study. The six domains were general objectives, listening and speaking skills, reading and writing skills, teaching aids, individual differences and teaching development.

The results of the study showed that the degree of the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government schools was high in the six domains. Furthermore, the result revealed that the first rank was for the teaching aids; the second rank was for the general objectives. The third rank was for the listening and speaking skills. The fourth rank was for the individual differences. The fifth rank was for the reading and writing skills and the sixth rank was for teaching development.

The results also showed that there were standard deviations in teachers' perspective in the effectiveness of the new English language curriculum for the primary stage in Bethlehem government schools due to gender variables in favor of male in (general objectives, listening and speaking skills) while favor of female in reading and writing skills, teaching aids, individual differences, teaching development and total score.

And there were standard deviation in teachers' perspective in the effectiveness of the new English language curriculum for the primary stage in Bethlehem government schools due to qualification variables in favor of diploma.

Also the findings of the study showed that there were standard deviations in teachers' perspective in the effectiveness of the new English language curriculum for the primary stage in Bethlehem government schools due to experience variables in favor of teachers who had 11 years of experience and more.

Lastly, there were standards deviations in teachers' perspective in the effectiveness of the new English language curriculum for the primary stage in Bethlehem government schools due to level you are currently teaching variable in favor of teachers who teach all grades.

In the light of the finding of the study, the researcher recommended that: the Ministry of Education should constantly hold training courses for the new English language curriculum, especially for new teachers for the primary stage because it is the most important stage in the student's language acquisition. And for the Teachers, they must develop new teaching methods to suit the individual differences among students and at the same time, application the curriculum more effectively and they must develop themselves using modern technology such as computers and CD to be used in the application of the curriculum.

## استقصاء فاعلية منهاج اللغة الإنجليزية الجديد للمرحلة الأساسية

من وجهة نظر المعلمين في مدارس بيت لحم الحكومية

إعداد: هيام داود محمد عمية

إشراف: د. سمير محمد الرمال

### الملخص

هدفت هذه الدراسة إلى استقصاء فاعلية منهاج اللغة الإنجليزية الجديد للمرحلة الأساسية من وجهة نظر المعلمين في مدارس بيت لحم الحكومية. هدفت الدراسة أيضاً إلى تحديد دور متغيرات كل من الجنس، والمؤهل، وسنوات الخبرة، ومستوى الصف الذي يعلمه من وجهة نظر المعلمين. ولتحقيق ذلك أجريت الدراسة على العينة المتمثلة لكل مجتمع الدراسة والتي قوامها (69) معلم ومعلمة لغة إنجليزية في مدارس بيت لحم الحكومية للمرحلة الأساسية. حيث قامت الباحثة بتوزيع استبانة مكونة من (40) فقرة مقسمة إلى ستة مجالات وهذه المجالات هي: (الأهداف العامة للمنهاج، مهارتي الاستماع والمحادثة، مهارتي القراءة والكتابة، الوسائل المساعدة المرافقة للمنهاج، الفروق الفردية وتطوير عملية التدريس). كما تم اختيار عينة من (5) معلمين من معلمي اللغة الإنجليزية لنفس المرحلة ومن مجتمع الدراسة نفسه لإجراء مقابلات معهم حول فاعلية منهاج اللغة الإنجليزية الجديدة للمرحلة الأساسية. وقد أظهرت النتائج أن المرتبة الأولى للمجالات من وجهة نظر المعلمين كانت للوسائل المساعدة، ثم الأهداف العامة للمنهاج في المرتبة الثانية، أما المرتبة الثالثة فقد كانت لمهارتي الاستماع والمحادثة، ثم الفروق الفردية، ثم مهارتي القراءة والكتاب، وأخيراً المرتبة السادسة كانت لتطوير عملية التدريس.

وقد أظهرت النتائج أيضاً أنه توجد فروق في وجهة نظر معلمي اللغة الإنجليزية لصالح الذكور في كل من الأهداف العامة ومهارتي الاستماع والمحادثة، بينما كانت هنالك فروق لصالح الإناث في

الأربع مجالات الباقية، وهي: مهاتي القراءة والكتابة، الوسائل المساعدة، الفروق الفردية، وتطوير عملية التدريس.

أما بالنسبة لمتغير المؤهل العلمي، فقد أظهرت النتائج أن أعلى متوسط كان للدبلوم ثم البكالوريوس ثم الماجستير.

أما متغير سنوات الخبرة، فقد أوضحت النتائج أن أعلى متوسط كان لأحد عشرة سنة فأكثر، ثم من (6-10) سنوات، وأخيراً (5) سنوات فأقل.

أما بالنسبة لمتغير الصف الذي يدرسه، فقد أوضحت النتائج أن أعلى متوسط كان لمن يعلمون جميع الصفوف، ثم من يعلمون الصف الرابع فقد، وأخيراً لمن يعلمون الصف الثالث.

أما بالنسبة لنتائج المقابلات فقد كانت متوافقة مع نتائج الاستبانة باستثناء بعض الملاحظات على المنهاج، منها: تركيز المنهاج الجديد على مهاتي الاستماع والمحادثة أكثر من مهاتي القراءة والكتابة، تقديم الحروف للصف الأول بطريقة مكثفة بواقع ثلاث حروف في الحصة الواحدة مما يولد ارتباكاً خصوصاً عند الطلبة ذوي المستوى المتدني.

وقد قدمت الباحثة عدداً من التوصيات لكل من الوزارة والمعلمين، وقد كان أهمها: عقد دورات تدريبية وورش عمل لمعلمي اللغة الإنجليزية للمرحلة الأساسية خصوصاً للمعلمين الجدد للتدريب على تطبيق المنهاج الجديد، وتزويد المعلمين بوثيقة الأهداف العامة للمنهاج.

أما بالنسبة للمعلمين: ضرورة استخدام وتوظيف التكنولوجيا في الغرفة الصفية لتحسين عملية التعليم وتطوير المعلمين لأساليب تعليمية تتناسب مع حاجات الطلبة، وفي نفس الوقت يتم فيها تطبيق المنهاج بسلاسة.

# **Chapter One**

- 1.1 Introduction.
- 1.2 Statement of the Problem.
- 1.3 Purpose of the Study.
- 1.4 Questions of the Study.
- 1.5 Significance of the Study.
- 1.6 Definitions of Terms.
- 1.7 Limitations of the Study.

## **1.1 Introduction:**

Learning English is important because it is the medium of national and global communication. It is the language of international communication and is widely used in different fields, such as economics, politics, international relation and education. English is used all over the world; “English has been chosen as a required language for Palestinian students since it is the dominant international language. English language is the language of air traffic control, international aid organization, telecommunications, international tourism, international diplomacy, science and technology, including computers and the internet”. (Abu-Lughed, 1996: p175). Bringing global English into the classroom is essential if the purposes of English language teaching are to improve students’ knowledge to encounter the English speaking world with confidence (Crystal 2010).

The Ministry of Education in Palestine has realized the importance of learning English from the first grade and its integration in peoples’ everyday life. The Ministry aimed at evaluating the educational system and developing the curriculum and the quality of education so as to keep up with the modern developments all over the world and thus, respond to students’ needs and meet their requirements and desires (Aqel, 2010).

According to the Ministry of Education younger learners enjoy their first experience of a foreign language. One of the best ways to do this is by adopting a teaching approach and learning materials which take into account the special nature of this age group and which allow them to experience success by doing things in English. This level should be based around songs, rhymes, stories and activities carefully matched to the interests of young pupils. It should provide an ideal introduction to learning English.

The curriculum is the means used by the community in order to achieve its goals and educational plans for a better future. It is the practical application of educational theories and philosophical, educational and social context. Not only the curriculum contains a set of facts, concepts, knowledge and expertise but displays the skills and values. And there must be a match and compatibility between the components of the curriculum and instructional methods, teaching aids and evaluation. These components must be derived from the surrounding environment, society and culture. There should be a strong consensus between what it teaches and it also should develop the curriculum and its goals.

By language skills, we mean, the way language is used (Richards, Platt & Platt, 1992), and are traditionally conceived as consisting of reading, writing, listening and speaking. Skills

are the building blocks and effective elements of language teaching and learning process. For effective communication in any language, we need these four skills. The natural way of learning our first language begins with listening, then speaking, after that reading, and finally writing and the English curriculum is based on several elements, including the general objectives of the curriculum because of its great importance in the design and development of the curriculum.

Another important aspect is the teaching aids, such as: posters, CD and flashcards which increase the effectiveness of the English language and increased students' motivation toward learning English language. Teaching method and teaching development they also very important in English language curriculum and curriculum development so we should focus on teaching methods which taking into account individual differences among students in application the curriculum in classroom. So, the teachers who teach this new curriculum should be able to investigate the effectiveness of the new curriculum on the stage that covers the First to the Fourth grade as an essential stage in six domains: general objectives, four skills: listening and speaking, reading and writing, teaching aids, individual differences and teaching development.

## **1.2 Statement of the Problem:**

The process of curriculum development in general and English language in particular needs plenty of time and extra effort. Two years ago the Ministry of education approved the new English language curriculum from First to Fourth grade as a step to improve the English language curriculum in Palestine. As a teacher-participant in this curriculum, the researcher needs to know how effective this curriculum is from the point of view of teachers to identify the most important difficulties teachers face in the implementation process of this curriculum, suggest workable and pragmatic updated solutions.

## **1.3 Purpose of the Study:**

The purpose of this study is to investigate the effectiveness of the new curriculum of English language for the primary stage from teachers' perspective in Bethlehem government schools in six fields: general objectives, four language skills (listening, speaking, reading and writing), teaching aids, individual differences and teaching development.

## **1.4 Questions of the Study:**

This study aims to answer the following research questions:

1. To what extent the effectiveness of the new English language curriculum for the primary stage from point of view of teachers in six fields: general objectives, four language skills (listening, speaking, reading and writing), teaching aids, individual differences and teaching development?
2. Are that extent of the effectiveness of new English language curriculum for primary stage from teachers' perspectives, in Bethlehem government schools differ due to the variables of the study (gender, qualification, years of experience and to the level he/she is currently teaching)?
3. Are the English language teachers aware of the general objectives of the new English language curriculum of the primary stage?
4. To what extent the four skills are employed in the new English curriculum for the primary stage?
5. To what extent the new English curriculum taking into account the individual differences of students in the primary stage?
6. Does the new English language curriculum for the primary stage make the teachers more creative in teaching?

## **1.5 Significance of the Study:**

The importance of this study arises from the importance of curriculum development process in general, and the English language curriculum in particular. The curriculum development process is necessary especially in the primary stage, for being an important stage in English language acquisition as a second language that must be related in pupils need, interests and abilities. At the same time keep up with global developments. Teachers who are working in the field should have a lot about the effectiveness of this curriculum. In this study I hope to point out the strengths and weaknesses in the application of this curriculum to help writers and curricula designers especially in the primary stage. May be this study leads the researchers to investigate more studies in this field for different population and variables.

## **1.6 Definitions of Terms:**

**Effectiveness:** the degrees to which objectives are achieved and the extent to which targeted problems are solving. In contrast to efficiency, effectiveness is determined without references to costs and, whereas efficiency means “doing the thing right” effectiveness means “doing right thing”.

**Curriculum:** is an organized program of learning, usually segregated by subject area, composed of four main categories, content, instruction, assessment and context.

**Curricular Effectiveness:** is defined as the extent to which a curricular program and implementation produce positive and curricular valid outcomes for students, in relation to multiple measure students (The National Academies Press, 2004).

**First to fourth grade (primary stage):** the essential stage in schools of Palestine in which education at this stage is compulsory.

## **1.7 Limitations of the Study:**

The study will be limited to investigate the effectiveness of the new English language curriculum from first to fourth grade from teachers’ perspective in Bethlehem government schools in the year (2013-2014).

## **Chapter Two**

### **Literature Review and Related Studies**

2.1 English language.

2.2 Curriculum Definitions.

2.3 Curricular Effectiveness.

2.4 What are the main components of curriculum?

2.5 Features of Foreign Language Curriculum.

2.6 Graded Objectives.

2.7 Needs Analysis.

2.8 The four skills in English language curriculum.

2.9 Teaching Aids.

2.10 English Language Teachers.

2.11 Related studies.

## **Literature Review and Related Studies**

This chapter is divided into two sections. The first section, on conceptual framework, presents the literature reviewed on English language curriculum, general objectives in English language curriculum of Palestine, four skills in teaching English, students' needs in learning English language, teaching aids and English language teachers. The second section on previous studies presents studies that investigate the effectiveness of the new English curriculum of Palestine (English for Palestine).

### **2.1 English language:**

English has been referred to as the language of globalization with a strong emphasis on the fact that English is linked to technology and hence to notions of development and modernization (Block & Cameron, 2002; Tsui & Tollefson, 2006), so English holds an eminent place in most Arab countries owing to the traditional relationship maintained with English-speaking world. Arab needs to learn English to communicate with native speakers of English as well as with inter language users of English abroad or within the Arab world. However, the need for English varies from one Arab country to another, depending on the degree of the relationship with the English-speaking countries. Accordingly, it is necessarily appealingly to learning English as it is essential for communication and development. One way to do this is by the educational system that aims to acquaint people with the most recent innovations and developments in the area of teaching and learning English. The educational system is responsible for integrating English language in people's everyday life through stepping from the elementary stages at schools to advanced levels at universities and institutes in an organized and systematic process. This can be achieved if there is a well designed curriculum that corresponds to the needs, thoughts and beliefs of a specific nation.

English for Palestine is the curriculum which was newly designed as an essential step from first grade to twelfth grade. It was designed in order to meet the needs and interests of the student to learn the English language. The new curriculum has been designed according to the latest methods and theories of learning and teaching of English while preserving the Palestinian identity.

The Palestinian Authority implemented the first Palestinian curriculum called 'English for Palestine' in the scholastic year 2001/2002. This series used for ten years, and as textbooks

must keep up with the development and changes in the world, a new edition of English for Palestine Grades 1- 4 was implemented in the Palestinian schools in 2011/2012.

As mentioned in TESOL Journal (2010) The Palestinian Authority decided to replace the old curriculum and introduce what is called now the 'New Palestinian English Language School Curriculum' based on the latest language teaching and learning approach-the Communicative Approach, hence CA. The old curriculum continued to be used for over three decades. It was based on a conglomeration of old methods of teaching such as, the Direct Method, the Grammar Translation Method and the Audio-Lingual Method. A team of professionals was designated to take the responsibility in collaboration with Macmillan's. A major decision was taken to start teaching English at the government schools right from the first grade. Previously English was introduced only from the fifth grade till the high secondary which means that the students studied English for only eight years while now they are enjoying a privilege of four extra years. The new curriculum has been in use now for almost eight years which means that it has been tried long enough by the teachers to be able to judge it and renoun its advantages and shortcomings.

## **2.2Curriculum Definitions:**

The concept of curriculum in education is always changing to suit the needs of society. For example, the definition of curriculum can be extended to cover the part of the school curriculum which is not formally stated but which has an effect on the learners' social, intellectual and emotional development. This refers to what is commonly called the hidden curriculum. Education managers should understand the process of curriculum development and implementation in order to provide effective professional guidance to teachers under their charge.

How one defines curriculum depends on how one implement, differentiates, and assesses curriculum. For some educators, curriculum is simply all planned occurrences in the classroom (Wiles & Bondi, 2007). Hosp, Hosp, and Howell (2007) viewed curriculum as the course or path embarked on, reflecting what is taught in the classroom. Hoover and Patton (2005) stated that curriculum must also consider the setting strategies, and management in the context of content and skills being taught. As with most aspects in education, there is no agreed definition of curriculum, although it is generally agreed that curriculum is not the same as syllabus. Curriculum has numerous definitions, which can be slightly confusing. In its broadest sense, a curriculum may encompass Philosophy and

value systems; the main components of the curriculum: purposes, content, methodology and evaluation and the process whereby curricula are developed, implemented and evaluated (White 1993:19). Curriculum is, perhaps, best thought of as that set of planned activities which are designed for teaching and gaining knowledge in skills and attitudes which are to be deliberately fostered together with statements of criteria for selection of content, and choices in methods, materials and evaluation do not fully agree on a definition of the term (Winch 2005). Some professionals working in the field of curriculum see curriculum as subject matter or a series of written documents like books and syllabi. This definition is the general understanding of the public. Over time, many writers in the field have defined curriculum as a set of school experiences. This definition is larger than simply “subjects”, and includes what school people refer to as extra curricula activities including: lunch, play, sports, and other non academic activities qualify as a part of the curriculum.

A third, and more modern definition of curriculum is a plan tied to goals and related objectives. This definition suggests a process of choosing from among the many possible activities those that are preferred and, thus, value-laden. The curriculum is purposeful and defined. Activities shape student behaviors.

Finally, a fourth definition of curriculum is drawn from outcomes or results. This position sees curriculum leadership as targeting specific knowledge, behavior, and attitudes for students and engineering a school program to achieve those ends. This is a highly active definition that accepts change in schools as a normal variable in planning. These differences in the definition of curriculum are not idle or superfluous, but are important because they focus on the responsibility of curriculum leadership. Such focus can be narrow or broad depending on the world view of the curriculum leader. As a school teacher, I favor a dynamic and adaptive definition of curriculum work such as the following: “The curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experiences for students. Curriculum is a set of decisions about what is taught and how it is taught determines the general framework within which lessons are planned and learning takes place (Wiles & Bondi, 2007).

**2.3 Curricular Effectiveness:** is defined as the extent to which a curricular program and implementation produce positive and curricular valid outcomes for students, in relation to multiple measure students (The National Academies Press, 2004).

**Effectiveness:** is the extent to which an activity fulfils its intended purpose or function. Fraser (1994, p. 104) defined it thus:

Effectiveness this is a measure of the match between stated goals and their achievement. It is always possible to achieve ‘easy’, low-standard goals. In other words, quality in higher education cannot only be a question of achievements ‘outputs’ but must also involve judgments about the goals (part of ‘inputs’).

Erlendsson (2002) defines effectiveness as: “the extent to which objectives are met (‘doing the right things’)”.

## **2.4 What are the main components of curriculum?**

1. **Goals & Objectives: Why** Objectives are usually stated in terms of expected outcomes, in other words a list of the intended learning outcomes expected to be achieved in the curriculum.
2. **Content/subject-matter: What should** learners be taught, i.e. to answer the –why” question above (i.e. what skills, knowledge and values should be taught).
3. **Methods: How** will the skills, knowledge and values are developed in the curriculum?  
"Instructional plan: describes the activities the learners are going to engage in, and the sequence of those activities. Also describes what the teacher is to do in order to facilitate those activities" (Cunningham, 2000).
4. **Audience: Who** is the curriculum prepared for? What are their characteristics? What are their needs?
5. **Context/setting: Where** will the teaching take place?
6. **Duration or When** - the period through which the curriculum can achieve its goals. How many lessons are taught a year and for how many years?
7. **Evaluation: How much** of the "why” (objectives) and the - what (content) were well achieved? It includes plan for assessing learning and evaluating the curriculum as a whole, including feedback from learners (English Language Curriculum Foundations, 2012).

Curriculum developers must always be concerned about what should be included in the curriculum and how to present and arrange what is selected. In other words, they must first deal with content or subject matter and then learning experiences. These tasks are preceded by formulating behavioral objectives, which act as a road map for the curriculum development and implementation process. And also Education managers should understand the process of curriculum development and implementation in order to provide effective professional guidance to teachers under their charge.

## **2.5 Features of Foreign Language Curriculum**

Howard et al (2007, p.11) have asserted that effective EFL curriculum should have the following effective features:

- 1- Aligned with goal and assessment.
- 2- Be meaningful and academically challenging.
- 3- Integrate higher order thinking.
- 4- Be thematically integrated.
- 5- Be enriching not remedial.
- 6- Aligned with the goals of bilingualism and multiculturalism.
- 7- Reflect and value of students' cultures.
- 8- Be horizontally and vertically aligned.
- 9- Integrate technology.

An important step in the development of a language curriculum is identifying learning goals or objectives of the educational program. These will provide a rationale for the course or program. Learning goals may be derived from a number of sources, including task analysis, learner data, ministry of education specifications, and so on. Almutawa and Kailani (1996, P.5) specify a number of “general goals” and “specific objectives” that Arab students are expected to achieve after eight years of English schooling. They point out that these goals and objectives generally correspond to English language-teaching aims in other Arab countries where English is also taught as a first foreign language. Cunningsworth (1984) calls for relating the teaching materials to the learners’ goals and objectives. He suggests that the objectives should be decided first, in line with the overall aim of the teaching program, and then, materials should be sought which can be related to these objectives, so objectives can be useful, not only to guide the selection of structures,

functions, notions, tasks, and so on, but also to provide a sharper focus for teachers, to give learners a clear idea of what they can expect from a language program, to help in developing means of assessment and evaluation, and so on.

These are the general objectives of the new English language curriculum for the lower primary stage (Grade 1-4) from the curriculum center.

## **2.6 Graded Objectives:**

- 1- Provide young learners with a basic knowledge of English that would enable them to become successful learners in the later stages of learning.
- 2- Develop comprehension of basic declaratives factual knowledge in both oral and written text.
- 3- Develop ability to comprehension and react to what is read and heard.
- 4- Create feeling of enjoyment and appreciation of segmental aspect of spoken language.
- 5- Develop phoneme –grapheme mapping skills.
- 6- Develop limited ability to use linguistic clues to gain comprehension of a text.
- 7- Develop basic ability to seek information in social interaction contexts.
- 8- Develop copying and writing skills in controlled and semi-controlled tasks.
- 9- Develop process and functional writing skills.
- 10- Develop awareness of and limited competence in basic print convention.
- 11- Develop textbook awareness and left-to-right writing and reading orientation.
- 12- Develop a positive attitude towards the target language culture.
- 13- Develop confidence in using a foreign language.
- 14- Make the learning experience enjoyable and interesting, through the use of songs, rhymes, stories, pictures, and a variety of communication activities.

## **2.7 Needs Analysis:**

Conducting a needs analysis is an important first step in the development of a curriculum that is being developed from scratch for a completely new program (Brown, 1995). According to Brown (1995), the definition of a needs analysis is “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation” (P. 36). The outcome of a needs analysis should be a list of goals and

objectives for the parties involved, which should “serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision accuracy of the original needs assessment” (Brown, 1995, P. 35).

Bloor (1984) maintains that a needs analysis may be “target-centered”, which looks at the learners’ future role and attempts to specify what language skills or linguistic knowledge the learner needs in order to perform the role adequately. It may, alternately, be “learner-centered”, which examines what the learner can do at the commencement of the course, what problems s/he may have or what skills he may possess. He further points out that in order to specify an adequate teaching syllabus, it is almost certainly desirable to operate both “target- centered” and “learner-centered” needs analysis.

An interest in learners’ needs analysis and assessment reflects a participatory approach to education, “based on the belief that learners, their characteristics, backgrounds, and needs should be the center of instruction” (Fingeret and Jurmo, 1989, p. 5). Auerbach (1994) and Holt (1994) state that needs analysis and assessment for use with learners of English is a tool that specifically examines what kinds of English, native language, and literacy skills the learner already believes he or she has; the literacy contexts in which the learner lives or works; what the learner wants and needs to know to function in those contexts; what the learner expects to know from the program.

Needs assessment is a continual process and takes place throughout the instructional program (Savage, 1993), thus influencing student placement, materials selection, curriculum design, and teaching approaches (Wrigley and Guth, 1992).

At the beginning of the program, needs assessment might be used to determine appropriate program types and course content; during the program, it assures that learner and program goals are being met and allows for necessary program changing; at the end of the program, it can be used for planning the learner’s and the program’s future directions (Santopietro and Van Duzer, 1997). The needs analysis and assessment process can be used as the basis for developing curricula and classroom practice that are responsive to these needs (Grant and Shank, 1993).

Nunan (1994, P. 43) argues that needs analysis is a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, course length, and intensity and duration (TESOL Journal, 2010).

## **2.8 The four skills in English language curriculum:**

English language learning in the simplest way can be defined as the development of the four language skills, which enables the learners to integrate and use them through suitable strategies as the situation demands.

The four English language skills are grouped in receptive skills (listening and speaking) and productive skills (reading and writing) these days are also termed as comprehension skills and production skills (Crystal, 2003). Traditional English language teaching often resorted to the four language skills separately, materials and activities designed usually focused on one specific skill and others are ignored (Ting, 2006). In the past, listening and reading skills in English as a second language were not considered as much important as speaking and writing, but it was in the 1960's when secondary skills came into fashion (Anderson & Lynch, 1988). The segregation of the skills is not consistent with the nature of the language development in the first language context. In the first language context all language skills are interrelated. Interrelated language skills can be deduced from observation of a child's development of oral and written language which follows the sequence of listening, speaking, reading and writing. In this connection, Strang (1972) noted "listening proceeds speaking and reading children acquire their native tongue through listening to and imitating the speech of their parents. Speaking is basic to both reading and writing" (P, 291).

### **2.8.1 Listening skill:**

(God gave us two ears and one mouth so that we can hear twice as much as we say). Listening is as a tool for understanding and emphasized it as a key factor in facilitating language learning. Thus, listening has emerged as an important component in the process of second language acquisition (Feyten, 1991). According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Listening is the language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word and because our students are not native speakers of English language. To achieve the aims related to this

skill; the teacher plays an important role that is defined in the following steps, as teachers of English language curriculum we should make:

1. It is important to help pupils prepare for the listening task well before they hear the text itself. First of all the teacher must ensure that the pupils understand the language they need to complete the task and are fully aware of exactly what is expected of them. Reassure the pupils that they do not need to understand every word they hear.
2. The next important step is to encourage pupils to anticipate what they are going to hear. In everyday life, the situation, the speaker, and visual clues all help us to decode oral messages. A way to make things a bit easier to the pupils is to present the listening activity within the context of the topic of a teaching unit. This in itself will help pupils to predict what the answers might be. The teacher can help them further by asking questions and using the illustrations to encourage pupils to guess the answers even before they hear the text.
3. During the listening the pupils should be able to concentrate on understanding the message so make sure they are not trying to read, draw, and write at the same time. Always give a second chance to listen to the text to provide a new opportunity to those who were not able to do the task.
4. Finally, when pupils have completed the activity, invite answers from the whole class.

Try not to put individual pupils under undue pressure. Rather than confirming whether an answer is correct or not, play the cassette again and allow pupils to listen again for confirmation. You may be given a variety of answers, in which case list them all on the board and play the text again, so that the class can listen and choose the correct one. Even if the pupils all appear to have completed the task successfully, always encourage them to listen to the text once more and check their answers for themselves (the internet TESL journal 2002).

### **2.8.2 Speaking skill:**

Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999, P. 1). First of all, we must take into account that the level of language input (listening) must be higher than the level of language production expected of the pupils. So we have many speaking activities used in the first levels that enable pupils to participate with a minimal verbal response.

However in the last levels, pupils are encouraged to begin to manipulate language and express themselves in a much more personal way.

In primary schools two main types of speaking activities are used. The first type, songs, chants, and poems, encourages pupils to mimic the model they hear on the cassette. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. The games and pair work activities on the other hand, although always based on a given model, encourage the pupils to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation.

In order for any speaking activity to be successful children need to acknowledge that there is real reason for asking a question or giving a piece of information. Therefore, make sure the activities you present to the pupils, provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class.

Once the activity begins, make sure that the children are speaking as much English as possible without interfering to correct the mistakes that they will probably make. Try to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. And finally, always offer praise for effort regardless of the accuracy of the English produced (The Internet TESL Journal, 2002).

### **2.8.3 Reading skill:**

Francis Bacon said, “Reading makes a complete man”. What he said years ago is still relevant. Reading is an important communicative process and reading skills are probably the most important language skills required for academic and professional purposes.

In order to make reading an interesting challenge as opposed to a tedious chore, it is important that pupils do not labor over every word, whether they are skimming the text for general meaning or scanning it to pick out specific information. Other things to keep in mind are:

1. When choosing texts consider not only their difficulty level, but also their interest or their humor so that children will want to read for the same reasons they read in their own language: to be entertained or to find out something they do not already know.
2. As with listening activities, it is important to spend time preparing for the task by using the illustrations (a usual feature in reading activities for children), pupils' own

knowledge about the subject matter, and key vocabulary to help the pupils to predict the general content of the text. Discuss the subject and ask questions to elicit language and to stimulate the pupils' interest in the text before they begin reading. Also make sure that the pupils understand the essential vocabulary they need to complete the task before they begin to read.

3. While the children are reading the text, move around the class providing support if pupils need it. Where possible, encourage pupils to work out the meaning of vocabulary as they come across it, using the context and the supporting illustrations.
4. Do not encourage pupils to read texts aloud unless this is to learn a play or recite a poem. Reading aloud inhibits most pupils and forces them to concentrate on what they are saying as opposed to what they are reading and the meaning is very often lost (The Internet TESL Journal, 2002).

#### **2.8.4 Writing skill:**

According to SIL International (1999) the four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication:

In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics (family, home, hobbies, friends, food, etc.). Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time is spent building up the language they will need and providing a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide the pupils, using simple cues. These writing activities generally appear towards the end of a unit so that pupils have had plenty of exposure to the language and practice of the main structures and vocabulary they need.

At this stage, the pupils' work will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. A piece of written work covered in red pen is demoralizing and generally counter-productive. Where possible, encourage pupils to correct their own mistakes as they work. If there is time, encourage pupils to decorate their written work and where feasible display their efforts in the classroom (the internet TESL journal, 2002).

## **2.9 Teaching Aids:**

Teaching aids help the pupils learn the language more quickly and more accurately. They facilitate the teacher's work in the classroom and save his| her time. They also develop and sustain the pupils' motivation as well as help them communicate in the target language.

The main functions of teaching aids can be summed as follows:

- a- Presenting or demonstrating new items.
- b- Stimulating interest in foreign language.
- c- Explaining concepts or illustrating meaning.
- d- Reinforcing learning.
- e- Directing or promoting conversation in groups.
- f- Providing cultural back ground (E.L.T. Al-Quds Open University: p 215).

Effective teacher is able to make more effective teaching aids in teaching English language, when he chooses the right ones by the subject matter and purpose of the lesson. The teacher must choose teaching aids in appropriate time.

## **2.10 English Language Teachers:**

English language teaching is not something that anyone who can speak English can do. It is a profession, which means that English teaching is seen as a career in a field of educational obtained through both academic study and practical experience, and it is a field specialization, it requires a specialized knowledge base obtained through both academic study and practical experience (Richards, 1998).

Curriculum starts as a plan. It only becomes a reality when teachers implement it with real students in a real classroom. Careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classroom. Curtain and Pesola (1994, P. 241) suggest that foreign language teachers today "require a combination of competencies and background that may be unprecedented in the preparation of language teachers" and that strong professional development is critical. Thus a foreign language teacher requires, to comprehend contemporary media in the foreign language, the ability to use language in real-life context, a high level of language proficiency in all of the modalities of the target language--speaking, listening, reading, and writing (Phillips, 1991). According to Peyton

(1997) foreign language teachers must maintain proficiency in the target language and stay up to date in current issues related to the target culture. Regardless of the skills and knowledge that foreign language teachers possess, maintenance and improvement must be an ongoing process.

Wang and Cheng (2005) state that teachers' involvement as well as change in teachers is both indispensable to the success of curriculum reform. Brindley (1997) maintains that teachers are finding themselves in a position of having to develop tools and procedures for monitoring, recording, and assessing learners' progress and achievement in the classroom on a more systematic and formal basis. Brindley points out that language teacher need a wide range of skills which include: First, observing, interpreting, and documenting learners' use of language; second, designing classroom tests and tasks; third, analyzing results; fourth, providing diagnostic feedback to learners and finally, evaluate the quality of tests and the quality of learners' language performance. He continues to say that since teachers are the people who are responsible for such tasks, it is important to ensure that they have the opportunity to acquire the skills they need to conduct high quality assessment through appropriately-targeted professional development.

Kitao and Kitao (1997) state that the role of the language teacher is to help learners to learn and teachers should be trained to check to see whether all the elements of the learning process are working well for learners and to adapt them if they are not. Moreover, he has to follow the curriculum and provide, make, or choose materials, adapt them, monitor the progress and needs of the students and finally evaluate them (TESOL Journal, 2010).

The teaching of English as a foreign language has been enormously changed in the last few decades. Presently, English language teaching methodologies have focused on the importance of giving learners opportunities to communicate (Ellis, 2008). Teachers should think of new methodologies for classroom interaction, and these methods will have to depend on techniques which will enable the students to enjoy their English language classes be motivated towards learning English and develop some self learning techniques, So in this research with all previous skills which must be in English language teachers we would to know if the new English language curriculum allows to teachers to be creative.

## 2.11 Related studies:

Issa (2013) the research aims at evaluating the levels of creativity in textbooks content design. Thus, the research is an attempt to answer the major questions: to which extent content design of the Palestinian EFL textbooks for grades (4<sup>th</sup> – 6<sup>th</sup>) is creative? And to which extent there is potential in these textbooks to contribute to fostering creativity in students in the Palestinian middle primary stage (4-6 grades) from teachers' viewpoint? The study used the qualitative methodology with a triangular data collection approach to answer the questions. Content analysis technique was used for evaluation scale. A stratified sample from the targeted textbooks was drawn to cover 24 units. The sample constitutes 9 units, 3 units from each textbook. A convenient sample of seven teachers and two supervisors is chosen to apply the in-depth interview of their view of the text. The creativity levels in textbooks of the 4<sup>th</sup> and 5<sup>th</sup> grades are fail at levels of (46.5% & 50.4%) respectively. Whereas, it found that the 6<sup>th</sup> grade textbook creativity level passes with (60.3%) Moreover, there seems to be a low contribution of text –evaluation activities in promoting learners' original thinking and synthesizing abilities. All sample text (4<sup>th</sup> – 5<sup>th</sup> & 6<sup>th</sup> grades) failed the creativity level concerning originality by achieving low scores. While, it is found that the contribution of the text comprehension sample was higher than that of text –evaluation activities. Teachers' views are mostly in agreement with finding of the content analysis based on the creativity scale. Recommendations are given to improve the creativity in text design at levels of comprehension passages and evaluation activities. Recommendations are presented to policy makers, researchers and teachers for improving the efficacy of the text design by becoming more creative.

Awad (2013) this study aimed at evaluating the Palestinian 12th grade textbooks in terms of the EFL/ ESL textbook evaluation checklist from the teachers' perspectives in Nablus. The study also examined the role of gender, qualification and experience on the degree of evaluating the chosen textbooks. To accomplish these aims, the researcher used a 39- item questionnaire and then distributed it amongst the sample of the study which was chosen randomly and it consisted of 26 male and female teachers who teach English for the 12th grade in Nablus during the second semester of the academic year 2010-2011. After deep exploration and analysis of the new textbooks via comparing them with the used evaluative checklist, the researcher found that these books could be suitable for the Palestinian

students, their culture and religion. Therefore, the researcher recommended using them in the Palestinian public and private schools after considering the suggested modifications.

Ali (2011) the aim of this study was to examine the extent to which English for Palestine 9 textbook met the five Cs of EFL textbooks. A standard-based textbook evaluation list was used to evaluate the content of English for Palestine 9 textbook in the light of the five Cs. With the help of three teachers, the researcher had analyzed the textbook depending on the aforementioned list. It was revealed that the analysis of the four evaluators correspond considerably. The means and the percentages of each goal and its standards were computed. The results of the study showed a variance in the existence of the five Cs in the textbook. The communication goal got the highest score, with a mean of (3.31), and percentage of (82.81%). However, the community goal had the lowest score with a mean of (1.00), and percentage of (25.00%). On the other hand, the culture goal occupied the second position with a mean of (2.66), and percentage of (66.41%). The connection goal came at the third position with a mean of (2.44), and percentage of (60.94%). The comparison goal had the fourth position with a mean of (1.25), and percentage of (31.25%). The overall total mean of the five Cs was (2.13), and their overall total percentage was (53.28%). These findings revealed that English for Palestine 9 textbook was standard-based textbook. However, attention should be paid to the distribution of the five Cs throughout the units of the textbook. Moreover, curriculum designers in Palestine should take into their consideration the comparison goal and the community goal. Therefore, the study recommended that the textbook should be reviewed and the distribution of the five Cs throughout the textbook should be ensured. Moreover, the role of the teachers and the learning strategies should be considered in enriching the five Cs and their standards. Thus, teachers' awareness of the role of the five Cs in English language teaching (ELT) should be raised in order to enable the students to achieve the ultimate goal of TEFL effectively and appropriately.

El-Shawa (2011) also evaluated the content of English for Palestine secondary stage grade 11 and 12 in order to find out to what extent the content of these two textbooks reflect the Palestinian and non-Palestinian culture and if those two books matched the current universal trends in TEFL. The researcher followed the descriptive analytical approach, quantitative analyses of the cultural content of grades 11 and 12 textbooks. She used one main tool which is content analysis card. The most important conclusions were: more than

half of the entire activities are culturally oriented. There is focus on introducing the non-Palestinian culture more than the Palestinian; absence of authentic texts for either Palestinian or non-Palestinian countries, very limited opportunities for comparing cultures is evident.

Aqel (2010) aimed to evaluate the Palestinian 11<sup>th</sup> grade textbook from teachers' perspective. The study examined the role of the district, gender, qualification and years of experience variables among teachers on the degree of the evaluation of the New Palestinian English Textbook for the eleventh grade in Southern Nablus and Salfit districts. The sample of the study consisted of 60 male and female teachers who teach English for the 11th Grade in Southern Nablus and Salfit districts in the year 2008/2009. The researcher developed a 47- item questionnaire to evaluate the textbook. The findings of the study showed that the degree of evaluation of English for Palestine-11<sup>th</sup> grade textbook in Southern Nablus and Salfit districts was moderate. There were significant differences in book general shape domain between Salfit and Southern Nablus districts in favor of Salfit. There were also differences in teaching aids between male and female teachers in favor of females. However, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables.

Another study by Al-Mazloun (2007) evaluated the content of English for Palestine Grade Ten textbook in the light of standards for foreign language learning. The study aims at finding out if this newly implemented textbook matches requirements of the new current trends of standards within the allowed period for developments and innovations agreed upon by the Ministry of Education and Macmillan Press as the first four publications are trial ones. The researcher designed an analysis card as a basic tool to collect data relevant to process the study. Communication standards scored the most and Comparison Standards came in the second rank to mark points of strengths. The findings also show good employment for topics in the textbook. Various topics were introduced throughout the twelve units. The study recommends establishing a follow-up research committee whose duty is to apply formative and summative evaluation researches to achieve more innovations and developments.

Badawi, (2007) aimed to evaluate the content of English for Palestine Grade 10 textbook, which was designed on for the tenth basic grade students in the West Bank and Gaza Strip and has been taught since 2004-2005. He used the descriptive analytical method of research to carry out the study. He designed an analysis card that sought to collect data relevant to process the study. These data involved making a survey for the text book so as to analyze the activities that match the standards set by the study. The analysis card was shown to 12 experts for benefiting from their comments in regard to any potential modifications, deletions and additions to achieve validity. Reliability was examined through the help of three researchers. The findings of the study showed a variance in presenting the standards of the foreign language learning. Communications standards were highly dominant in contrast with communities, connections and cultures standards. He pointed out that there should be more balance in the distribution of the standards among the units of the textbook. The findings also showed good employment for topics in the textbook. Various topics were introduced throughout the twelve units. The study recommended establishing a follow up research committee in order to apply formative and summative evaluation researches to achieve more innovations and developments. Teachers were invited to attend workshops held by the Ministry of Education on new trends in area of curriculum and teaching, and employ more effective methods such as group work, team work and cooperative learning methods.

Masri (2003) aimed to evaluate the first graders' new English textbook English for Palestine Grade 1 from teachers' perspective in the Northern Districts of Palestine. An evaluation scale was developed on the basis of language teaching and learning. A questionnaire was developed for the purpose of this study. It included fifty items distributed on the five domains of the study. The population of the study was all teachers in the Northern Governorates who taught English for Palestine Grade 1. The size of the population was (356) teachers. The sample was chosen randomly and consisted of (208) teachers. The results revealed that there were significant differences in the degree of evaluation for the Palestinian English textbook for the first grade in Northern Governorates due to educational level in favor of M.A degree holders. In addition, there were significant differences in the degree of 46 evaluations for the Palestinian English Textbook for the first grade in Northern Governorates due to experience in favor of those who had less than five years of experience. The researcher recommended conducting other studies for upper

grades, conducting experimental study between the use of curriculum at private and public schools in Palestine.

In the light of the previous review of literature, the researcher found that most of the studies dealt with the evaluation of one grade curriculum and evaluated only the textbooks or content. This study, however, was an attempt to investigate effectiveness of four grades curriculum from first to fourth grade as one stage which are related with each other while dealing with the following domains: curriculum objectives, four skills, teaching aids, students 'needs and teacher creativity.

# **Chapter Three**

## **Methodology**

- 3.1 Introduction.
- 3.2 Method.
- 3.3 Population of the Study.
- 3.4 Sample of the study.
- 3.5 Instruments.
- 3.6 Validity of the questionnaire.
- 3.7 Reliability.
- 3.8 Procedure.
- 3.9 Study design.
- 3.10 Variables of the study.
- 3.11 Data analysis.

### **3.1 Introduction:**

This chapter includes a description of procedures and methods used by the researcher to determine the population of the study and the sample as well as the practical procedure used to build and describe the study tools. The chapter also illustrates the types of statistical tests used in this research.

### **3.2 Method:**

The descriptive statistical method was used to achieve the main purposes of the study and to answer the research questions.

### **3.3 Population of the Study:**

Population of the study consisted of all the English language teachers of the primary stage in Bethlehem public schools. The total number was 69 male and female teachers.

### **3.4 Sample of the study:**

The sample of the study was the population of the study using the descriptive method. It included all the 69 male and female English language teachers of primary stage in Bethlehem public schools.

The sample was distributed according to independent variables of: Gender, Qualification, Experience and The level you are currently teaching.

#### **A-Gender variable**

**Table (1):** sample distribution according to the gender variable.

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	25	34.8
Female	45	65.5
Total	69	100

## **B-Qualification variable**

**Table (2):** sample distribution according of the qualification variable

<b>Qualification variable</b>	<b>Number</b>	<b>Percentage</b>
Diploma	15	21.7
B.A	52	75.4
M.A	2	2.9
<b>Total</b>	<b>69</b>	<b>100</b>

## **C- Experience variable**

**Table (3):** sample distribution according of the years of the experience variable.

<b>Years of experience</b>	<b>Number</b>	<b>Percentage</b>
Less than 6 years	14	20.3
6-10 years	23	33.3
More than 10 years	32	46.4
<b>Total</b>	<b>69</b>	<b>100</b>

## **D-The level you are currently teaching variable**

**Table (4):** sample distribution according to the level you are currently teaching variable.

<b>The level you are currently teaching</b>	<b>Number</b>	<b>Percentage</b>
First	0	0
Second	4	5.8
Third	17	24.6
Fourth	48	69.6
<b>Total</b>	<b>69</b>	<b>100</b>

### **3.5 Instruments:**

The researcher distributed a questionnaire of forty items to all the subjects of this study by returned to the relevant literature and to the paper of curriculum general objectives, and also the researcher made interviews with 5 English language teachers of primary stage in Bethlehem public schools.

The researcher modified the questionnaire according to Liker's five-level items:

- Very high degree.
- High degree.
- Moderate.
- Low degree.
- Very low degree.

This questionnaire had six fields with the following items:

- A cover page containing the researcher's letters to the teachers and personal data.
- Field one containing items about general objectives.
- Field two containing items about listening and speaking skills.
- Field three containing items about reading and writing skills.
- Field four containing information about teaching aids.
- Field five containing items about individual differences.
- Field six containing items about teaching development.

### **3.6 Validity of the questionnaire:**

To ensure that the content of the questionnaire is valid, the questionnaire was handed to a jury of five professional doctors in the field at Al-Quds University, Birzeit University Al-Quds Open University, and Bethlehem University. The specialists were asked to evaluate the appropriateness of the questionnaire to the whole purpose of the study. They accepted the terms of the questionnaire in general, but they suggested some modifications and the researcher has taken them into account.

### **3.7 Reliability:**

To determine the reliability of the instrument, Cronbach Alpha test was used and the result was (0.91), provided that this value is acceptable and suitable for conducting such a study.

### **3.8 Procedure:**

To achieve the aims of this study, the researcher used the following procedure during the application of the study:

1. After establishing the validity and reliability of the questionnaire the researcher specified the population of the study.

2. Using the descriptive statistical method, the researcher selected all the target population of the study.
3. The researcher herself administered the instrument to teachers in order to obtain more valid and credible results and the researcher also interviewed 5 English teachers who were selected randomly from the population of this study.
4. The questionnaire managed to collect almost all the copies. Then, the questionnaire data were statistically processed and analyzed.

### **3.9 Study design:**

The researcher used the descriptive statistical method. After collecting the data, the researcher used the analytical statistical method to answer the questions of the study and interpret the results.

### **3.10 Variables of the study:**

1. Independent variables: Gender (male\female) Qualification (diploma, B.A, M.A) Years of experience (less than 6 years, 6-10 years, more than 10 years) the level you are currently teaching.
2. Dependent variables: The effectiveness of the new English language for the primary stage in Bethlehem government schools.

### **3.11 Data analysis:**

In order to analyze the data, the researcher used statistical techniques, Statistical Packages for Social Science (SPSS), descriptive statistics, means, standard deviation and percentages.

# **Chapter Four**

## **Research Findings**

4.1 Introduction.

4.2 Findings related to the first question.

4.3 Findings related to the second question.

4.4 The interviews results.

## 4.1 Introduction:

The purpose of the study was to investigate the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem government schools in six domains: general objectives, listening and speaking skills, writing and reading skills, teaching aids, individual differences and teaching development. The study examined the role of the teachers' demographic variables (gender, qualification, years of experience and the level he or she currently teaching) in the degree of the investigating the effectiveness of the new English language curriculum for the primary stage.

## 4.2 Findings related to the first question:

To answer the first question of the study, the means and percentages of each item, and total score of each domain in the study were used. Table 6 shows the summary and the total score of perspective.

**Table (5):** Means and percentage of the all domains:

		<b>Paragraph</b>	<b>Means*</b>	<b>%</b>	<b>degree</b>
		<b>General objectives</b>			
1.	4	Maintain balance between the four main skills, speaking, reading and writing.	3.92	78.4	High
2.	1	Related to learners' needs and interests.	3.84	76.8	High
3.	5	Help teachers to choose the right aids and the best methods of teaching.	3.75	75	Moderate
4.	2	Correspond with the modern developments around the world.	3.73	74.7	High
5.	3	Take into account the individual differences among students.	3.56	71.2	High
		<b>Total score</b>	<b>3.76</b>	<b>75.2</b>	<b>High</b>
		<b>Language Skills: Listening and Speaking</b>			
6.	11	They identify core vocabulary.	4.02	80.4	High
7.	6	Recordings are of high quality production.	3.94	78.8	High
8.	9	The listening exercises make process of teaching more enjoyable and interesting.	3.92	78.4	High
9.	7	The listening exercises are suitable for the age group stage.	3.82	76.4	High
10.	12	Speaking is more difficult in this curriculum.	3.79	75.8	High
11.	10	The speaking exercises make process of teaching more enjoyable and interesting.	3.73	74.6	High
12.	8	The speaking exercises are suitable for the age group stage.	3.71	74.2	High

13.	15	The recordings expose the students to the voices and pronunciation of English native speakers.	3.52	70.4	Moderate
14.	13	Listening is more difficult in this curriculum.	3.21	64.2	Moderate
15.	14	The dialogues exposed in the recordings are very clear and students can understand them very well.	3.20	64	Moderate
		<b>Total score</b>	<b>3.69</b>	<b>73.8</b>	<b>High</b>
		<b>Reading and Writing Skills:</b>			
16.	16	Reading exercises are suitable for the age group stage.	3.78	75.6	High
17.	17	Writing exercises are suitable for the age group stage.	3.66	73.2	Moderate
18.	22	Writing exercises encourage independent learning.	3.59	71.8	Moderate
19.	18	Reading and writing exercises are contain a sufficient number and a variety of reading speech bubbles.	3.55	71	Moderate
20.	20	Reading and writing skills help students to develop fluency and enjoyment reading.	3.50	70	Moderate
21.	19	Some writings are difficult for most of the students to deal with.	3.23	64.6	Moderate
22.	21	All writing exercises introduced in four grades as the same way.	3.21	64.2	Moderate
		<b>Total score</b>	<b>3.50</b>	<b>70</b>	<b>High</b>
		<b>Teaching Aids:</b>			
23.	23	The flashcards and posters related to the learners back ground.	4.28	85.6	Very High
24.	24	The aids and activities are suitable for the student's level.	3.95	79	High
25.	27	The flashcards and posters help to develop communicative skills.	3.94	78.8	High
26.	28	The flashcards and posters encourage critical thinking.	3.91	78.2	High
27.	25	The activities used are purposeful.	3.82	76.4	High
28.	26	The aids and activities used are helped to build students confidence.	3.68	73.6	High
		<b>Total score</b>	<b>3.93</b>	<b>78.6</b>	<b>High</b>
		<b>Individual Differences:</b>			
29.	29	New curriculum makes learners the center of the teaching-learning process.	3.78	75.6	High
30.	31	New curriculum enhances student's ability to use learning strategies to extent their communicative competence.	3.71	74.2	High
31.	32	New curriculum enhances student's ability to work cooperatively with others.	3.68	73.6	High
32.	33	New curriculum is related with student's needs and interests.	3.62	72.4	Moderate
33.	34	New curriculum develops student's critical thinking.	3.50	70	Moderate
34.	30	New curriculum doesn't take into account the student's level.	3.08	61.6	Moderate
		<b>Total score</b>	<b>3.56</b>	<b>71.2</b>	<b>High</b>

		<b>Teaching Development:</b>			
35.	36	New curriculum allows to the teachers develop new methods in education.	3.72	74.4	High
36.	35	New curriculum gives teachers a chance to be creative teachers.	3.65	73	Moderate
37.	37	Heavy burden on the teachers in application the new curriculum.	3.49	69.8	Moderate
38.	40	Available for the teaching new curriculum limits creativity teacher.	3.18	63.6	Moderate
39.	38	New curriculum limits the teacher's ability to creativity.	2.95	59	Moderate
40.	39	New curriculum makes teachers the center of the teaching-learning process.	2.89	57.8	Moderate
<b>Total score</b>			<b>3.31</b>	<b>66.2</b>	<b>Moderate</b>

#### **4.2.1 General objectives:**

As it is showed, the degree of investigating the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government schools for general objectives domain was high on all items except item 5 the degree was moderate. The percentages of response on these items were more than 78%.

The most important item for this domain was: Maintain balance between the four main skills listening, speaking, reading and writing and the least was: Take into account the individual differences among students.

For the total score of investigating the effectiveness of the new English language curriculum for the primary stage for general objectives, the degree was high where the percentage of response was 75.2%.

#### **4.2.2 Listening and speaking skills:**

As it is showed, the degree of investigating the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government schools for language skills (listening and speaking) domain was high on items 6, 7, 8, 9, 10, 11 and 12 where the percentages of response on these items were between 74%-80.4%. The degree was moderate on items 13,14 and 15 where the percentage of response on these items were between 64%-70.4%.

The most important item for this domain was: They identify core vocabulary speaking is more difficult in this curriculum and the least was: The dialogues in the recording are very clear and students can understand them very well.

For the total score of investigating the effectiveness of the new English language curriculum for the primary stage for the listening and speaking skills, the degree was high where the percentage of response was 73.8%.

### **4.2.3 Reading and writing skills:**

As it is showed, the degree of investigating the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government schools for language skills (reading and writing) domain were high on item 16, where the percentages of response on this item was 75.6%. The degree was moderate on items 17, 18, 19, 20, 21 and 22 where the percentages of response on these items were between 71.8%-73.2% percent.

The most important item for this domain was: Reading exercises are suitable for the age group stage and the least was: All writing exercises introduced in four grades as the same way.

For the total score of investigating the effectiveness of the new English language curriculum for the primary stage for the language skills (reading and writing), the degree was high where the percentage of response was 70%.

### **4.2.4 Teaching aids:**

As it is showed, the degree of investigating the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government schools for the teaching aids domain was very high on item 23 where the percentage of the response on this item was 85.6%. The degree was high on items 24, 25, 26, 27 and 28 where the percentages of response on these items were between 73.6%-79%. The most important item for this domain was: The flashcards and posters related to the learners' back ground and the least was: The aids and activities used are helped to build students confidence.

For the total score of investigating the effectiveness of the new English language curriculum for the primary stage for the teaching aids, the degree was high where the percentage of response was 78.6%.

#### **4.2.5 Individual differences:**

As it is showed, the degree of investigating the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government schools for the individual differences domain was high on the items 29, 31 and 32 where the percentages of response on these four items were between 70%-75.65. The degree was moderate on items 30, 33 and 34 where the percentages of response on these items were between 61.6%. -72.4%. The most important item for this domain was: New curriculum makes learners the center of the teaching- learning process and the least important was: New curriculum doesn't take into account the students' level. For the total score of investigating the effectiveness of the new English language curriculum for the primary stage for the individual differences, the degree was moderate where the percentage of the response was 71.2%.

#### **4.2.6 Teaching development:**

As it is showed, the degree of investigating the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government schools for the teaching development domain was high on item 36 where the percentage of response on this item was 74.4%. The degree was moderate on items 35, 37, 38, 39 and 40, where the percentage of response on these items was between 57.5%- 73%. The most important item on this domain was: New curriculum allows to the teachers develop new methods in education and the least important was: New curriculum makes teachers the center of the teaching- learning process. For the total score of investigating the effectiveness of the new English language curriculum for the primary stage for the teaching development, the degree was moderate, where the percentage of response was 66.2%.

**Table (6):** Means and percentage and ranks of study domains and total:

<b>Domain</b>	<b>Means*</b>	<b>%</b>	<b>Degree</b>	<b>Rank order</b>
Teaching Aids	3.93	78.6	High	1
General objectives	3.76	75.2	High	2
Listening and Speaking	3.69	73.8	High	3
Individual Differences	3.56	71.2	High	4
Reading and Writing Skills	3.50	70	High	5
Teaching Development	3.31	66.2	Moderate	6
<b>Total score</b>	<b>3.63</b>	<b>72.6</b>	<b>High</b>	

The results show the high degree of investigating the effectiveness of the new English language curriculum for the primary stage on total score, where the percentage of the response was 74.6%.

#### **4.3 Findings related to the second question:**

To answer the second question, means and standard were calculated. This is showed in tables 8, 9, 10, and 11.

**Table (7):** Means and standard deviation for the variances in the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government Schools according to gender:

<b>Domain</b>	<b>male</b>		<b>female</b>	
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Teaching Aids	3.90	0.67	3.94	0.65
General objectives	3.80	0.66	3.74	0.60
Listening and Speaking	3.70	0.69	3.68	0.55
Individual Differences	3.48	0.60	3.60	0.62
Reading and Writing Skills	3.39	0.50	3.56	0.57
Teaching Development	3.29	0.49	3.32	0.57
<b>Total score</b>	<b>3.60</b>	<b>0.44</b>	<b>3.64</b>	<b>0.43</b>

The results reflected in the previous table indicate that males are high in six dimensions and in all questions in general.

**Table (8):** Mean and deviation for the variances in the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government Schools according to the academic qualification:

Domain	DIPLOMA		BA		MA	
	M	SD	M	SD	M	SD
General objectives	3.81	0.69	3.75	0.60	3.60	1.13
Listening and Speaking	3.78	0.59	3.67	0.62	3.55	0.21
Reading and Writing Skills	3.51	0.61	3.51	0.54	3.28	0.40
Teaching Aids	4.24	0.56	3.85	0.66	3.58	0.11
Individual Differences	3.65	0.49	3.55	0.66	3.25	0.11
Teaching Development	3.36	0.53	2.29	0.55	3.66	0.00
<b>Total score</b>	<b>3.72</b>	<b>0.48</b>	<b>3.60</b>	<b>0.42</b>	<b>3.48</b>	<b>0.12</b>

General objectives: the higher average was for diploma and the lowest average was for master. Listening and speaking: the higher average was for diploma and the least was for Bachelor degree.

Reading and writing skills: the higher average was for diploma and bachelor and the least

Teaching aids: the higher average was for diploma and the least was for master. Individual differences: the higher average was for diploma and the least was for master.

Teaching development: the higher average was for master and the least was for bachelor degree.

Total score: the higher average was for diploma and the least was for master.

**Table (9):** Means and standard deviation for the variances in the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in Bethlehem Government Schools according to the years of experience:

Domain	5 years and less		6-10 years		More than 11 year	
	M	SD	M	SD	M	SD
General objectives	3.67	0.46	3.73	0.56	3.83	0.73
Listening and Speaking	3.38	0.47	3.75	0.56	3.78	0.65
Reading and Writing Skills	3.55	0.46	3.49	0.51	3.49	0.62
Teaching Aids	3.66	0.66	3.84	0.62	4.11	0.63
Individual Differences	3.48	0.60	3.47	0.69	3.66	0.56
Teaching Development	3.29	0.35	3.18	0.58	3.42	0.57
<b>Total score</b>	<b>3.49</b>	<b>0.24</b>	<b>3.59</b>	<b>0.41</b>	<b>3.71</b>	<b>0.50</b>

General Objectives: the higher average was for teachers who have 11 years of experience and more and the least average was for teachers who have 5 years of experience and less.

Listening and speaking: the higher average was for teachers who have 11 years of experience and more and the least average was for teachers who have 5 years of experience and less. Reading and writing skills: the higher average was for teachers who have 5 years of experience and less and for those who have 6 – 10 years of experience and the least average were for those who have 11 years of experience and more.

Teaching aids: the higher average was for teachers who have 11 years of experience and more and the least average were for teaches who have 5 years of experience and less.

Individual differences: the higher average was for teachers who have 11 years of experience and more and the least was for those who have from 6 – 10 years of experience.

Teaching development : the higher average was for teachers who have 11 years of experience and more and the least was for those who have 6 -10 years of experience.

Total score: the higher average was for teachers who have 11 years of experience and more and the least was for those who have 5 years of experience and less.

**Table (10):** Means and standard deviation for the variances in the effectiveness of the new English language curriculum for the primary stage from teacher’s perspective in Bethlehem Government Schools according to the stage which he teaches:

Domain	Third		Fourth		all	
	M	SD	M	SD	M	SD
General objectives	3.25	0.75	3.78	0.67	3.80	0.59
Listening and Speaking	3.65	0.59	3.50	0.87	3.76	0.48
Reading and Writing Skills	3.28	0.70	3.47	0.60	3.53	0.54
Teaching Aids	4.04	0.88	3.65	0.81	4.02	0.55
Individual Differences	3.41	0.70	3.43	0.66	3.62	0.59
Teaching Development	3.45	0.58	3.50	0.43	3.24	0.56
<b>Total score</b>	<b>3.53</b>	<b>0.51</b>	<b>3.54</b>	<b>0.58</b>	<b>3.66</b>	<b>0.36</b>

- **General objectives:** the higher average was for teachers who teach all grades and the least average was for those who teach the third grade.
- **Listening and speaking:** the higher average was for teachers who teach all grades and the least average was for those who teach the fourth grade.
- **Reading and writing skills:** the higher average was for teachers who teach all grades and the least average was for those who teach the third grade.
- **Teaching aids:** the higher average was for teachers who teach the third grade and the least average was for those who teach the fourth grade.
- **Individual differences:** the higher average was for teachers who teach all grades and the least average was for those who teach the third grade.
- **Teaching development:** the higher average was for teachers who teach the fourth grade and the least average was for those who teach all grades.
- **Total score:** the higher average was for teachers who teach all grades and the least average was for those who teach the third grade.

#### **4.4 The interviews results:**

##### **Finding related to the third, fourth, fifth and sixth questions:**

- Are the English language teachers on cognition of the general objective of the new curriculum of the primary stage?
- To what extent the four skills are employed in the new English curriculum for the primary stage?
- To what extent the new English curriculum taking into accounts the individual differences of students in the primary stage?
- Does the new English curriculum for the primary stage make the teachers more creative in teaching?

To answer on these questions, the researcher interviewed 5 English teachers from the population of this study. After the interview, the researcher found that, the English teachers were on cognition of the general objective of the new curriculum of the primary stage, and the English teachers think that, the new curriculum focuses on the listening and speaking skills more than the reading and writing skills in the primary stage, also they think that the new curriculum take into account students' individual differences especially its full of games, songs and pictures which motivated students to learn English language.

The researcher also found, the English language teachers think that the new curriculum allow to teachers to be more creative in teaching especially the units are short and each one of them have one subject to talk about.

# **Chapter Five**

## **Discussion of Results Conclusion and Recommendations**

5.1 First: Discussion of the results for the first question.

5.2 Second: Discussion of the results of the second question.

5.3 Discussion the interviews results.

5.4 Conclusion.

5.5 Recommendations.

## Discussion of Results Conclusion and Recommendations

This chapter discusses the results of questions of the study

### 5.1 First: Discussion of the results for the first question.

How effective is the new English language curriculum for the primary stage from teachers' perspective in six fields: general objectives, four language skills (listening, speaking, reading and writing), teaching aids, individual differences and teaching development?

After data analysis, the means and percentage of each item, and total score of each study domain were used. Table 6 show a summary and total score of perspective. For the total score of the investigating the effectiveness of the new English language curriculum for the primary stage from teachers' perspective in six fields: general objectives, four language skills (listening and speaking), (reading and writing), teaching aids, individual differences and teaching development respectively, the degree was high for general objectives, four language skills (listening, speaking, reading and writing), teaching aids and individual differences, whereas the degree was moderate in teaching development domain.

The percentages of response highest to lowest were:

- **First domain:** Teaching aids (78.6%).
- **Second domain:** General objectives (75.2%).
- **Third domain:** Listening and speaking skills (73.8%).
- **Fourth domain:** Individual differences (71.2%).
- **Fifth domain:** Reading and writing skills (70%).
- **Sixth domain:** Teaching development (66.2%).

Teaching aids was the first domain in this study and the degree for teaching aids was high, this disagree with Aqel (2010) whose study showed the teaching aids was third domain and the degree was moderate.

The researcher thinks that designers of the new curriculum were committed in the work teaching aids help increase the effectiveness of the new curriculum, and that was clear from the high responses of teachers because the importance of teaching aids is as

important as the curriculum itself, and also is supportive and complementary to the curriculum.

In accordance with the guidelines set by the Palestinian Ministry of Education through Palestinian Curriculum Development Center, and as expressed by the First Palestinian Curriculum Plan, which stress the integral role of foreign language education in developing the Palestinian in all domains- psychomotor, social, moral, cognitive and effective and taking into account the current trends of multiculturalism and globalization, the English Curriculum National Team recommends the adoption of many goals for teaching English as a foreign language in Palestinian schools and the study showed all items for general objectives domain were high degree from teachers' perspective and through interviews with teachers and the question of the relevance of the curriculum to the general objectives of the curriculum, teachers have confirmed that the curriculum is linked to the general objectives of a significant correlation.

The results also indicated that the language skills(listening and speaking) degree was high on 6, 7, 8, 9, 10 and 12 items while the degree was moderate on items 13,14 and 15: (the dialogue exposed in the recording are very clear and students can understand them very well), (listening is more difficult in this curriculum) and (the recording expose the students to the voices and pronunciation of English native speakers).

The researcher thinks that its difficult for students in primary stage to understand every word from foreign language native speaker especially from the recording, so they need to train on listening skill very well.

Underwood says "Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly a speaker speaks" (Underwood, 1989, p. 16).

For the total score of investigating the effectiveness of the new English language curriculum for the primary stage for the language skills (reading and writing), the degree was high where the percentage of response was 70% this goes in line with Aqel (2010) study evaluation the Palestinian 11th grade textbook from teachers' perspective.

The results also indicated that the language skills (reading and writing) degree was high on 16, item whereas the degree was moderate on items 17,18, 19, 20, 21 and 22 (some writing are difficult for most of the students to deal with) and 21, by the interviews with some teachers one of them said that" The new English language curriculum focuses on the skills

of speaking and listening much more than reading and writing" so that the teachers think that the writing exercises in this curriculum is very easy especially for higher- level students, so that the researcher thinks the new curriculum needs to focus on the reading and writing skills.

For the total score of the effectiveness of the new English language curriculum for the primary stage for the individual differences domain, the degree was high. The degree was high on 29, 31 and 32 items, whereas the degree was moderate on 30, 33 and 34 items (new English curriculum doesn't take into account the students' level), (new curriculum is related with student's needs and interests) and (new curriculum develops student's critical thinking). From teachers perspective the new curriculum take into account the individual differences and contains a lot of exciting games, songs and pictures which make students more interaction and have motivation to learn English language, but it needs more thinking drills to face students' critical thinking .

## **5.2 Second: Discussion of the results of the second question.**

Are there any differences in the effectiveness of new English language curriculum for primary stage from teachers' perspectives, in Bethlehem government schools, due to gender, qualification, years of experience and the level you are currently teaching variables?

After data analysis, for gender variable, it found that male teachers' perspective in the effectiveness of the new English curriculum for the primary stage was better than their female counterparts in general objectives and listening and speaking skills, while female teachers' perspective was better than their male counterparts in the reading and writing skills, teaching aids, individual differences, teaching development and total score. This disagree with Masri's (2003) whereas agree with Aqel (2010).

After data analysis, for qualification variable, it found that the highest mean was for diploma holders followed by B.A. Holders and the lowest mean were for M. A. holders. The researcher attributes this result to that, English teachers who had diploma they taught the old curriculum and now they are currently teaching the new curriculum so they knew the differences between the two curriculum, so that they Showed high responses toward new curriculum.

After data analysis, for experience variable, it was found that the highest mean was for those who had 11 years of experience and more, then 6-10 years, and the lowest mean that had 5 years of experience and less. This is in agreement with Masri (2003) and disagrees with Aqel, (2010), there were no significant differences in the degree of evaluation of the textbook due to experience variables.

After data analysis, for the level you are currently teaching, it found that the highest mean was for those who teach all grades, then who teach the fourth grades, and the lowest mean was for who teach the third grades. The researcher attributes this result to that, teachers who are teaching all grades (1-4) they could give high responses because all grades curriculum related with each other.

### **5.3 Discussion the interviews results:**

#### **Discussion of the results of the third, fourth, fifth and sixth questions:**

- Are the English language teachers on cognition of the general objective of the new curriculum of the primary stage?
- To what extent the four skills are employed in the new English curriculum for the primary stage?
- To what extent the new English curriculum taking into accounts the individual differences of students in the primary stage?
- Does the new English curriculum for the primary stage make the teachers more creative in teaching?

To answer on these questions, the researcher interviewed 5 English teachers from the population of this study.

After the interview, the researcher found that, the English teachers were on cognition of the general objective of the new curriculum of the primary stage, and the English teachers think that, the new curriculum focuses on the listening and speaking skills more than the reading and writing skills in the primary stage, also they think that the new curriculum take into account students' individual differences especially its full of games, songs and pictures which motivated students to learn English language.

The researcher also found, the English language teachers think that the new curriculum allow to teachers to be more creative in teaching especially the units are short and each one

of them have one subject to talk about. The results of the interviews were also supportive of the teachers' responses to the questionnaire, except for some notes on the English language curriculum for example: in the first grade curriculum, the letters were introduced in intensive way so this may be making confusing for students especially low level students.

## **5.4 Conclusion:**

Finding of the study clarified that teachers' perspective toward the effectiveness of the new English language curriculum for the primary stage (first –fourth) was high in all six domains general objectives, listening and speaking, writing and reading, teaching aids, individual differences and teaching development. Furthermore, the results reveal that the first rank was for the teaching aids and the last rank was for the teaching development. However, the results show differences in percentages and means for the different variables (gender, qualification, years of experience and the level he| she is currently teaching). The results of the interviews were also supportive of the teachers' responses to the questionnaire, except for some notes on the English language curriculum.

## **5.5 Recommendations:**

Based on the finding of the study, the following recommendations are proposed:

### **5.5.1 Firstly: for the Ministry of Education:**

1. The Ministry of Education should constantly hold training courses for the new English language curriculum, especially for new teachers for the primary stage because it is the most important stage in the student's language acquisition.
2. Because the listening skill is the most important skill in learning English language, they should include the curriculum more listening exercises and add audio-visual media to train students on the listening skill especially kindergarten stage.
3. Focus on the writing and reading skills in third and fourth grades curriculum, because the stage will be follow this stage needs these two skills widely.
4. Organize educational workshops and training courses constantly, so the teacher can identify what's new in the application of the curriculum and discuss any problems or difficulties they face teachers in implementing the new curriculum.
5. Teachers' participation in the development of the general objectives process.

### **5.5.2 Secondly: Recommendation for teachers:**

1. Teachers must develop new teaching methods to suit the individual differences among students and at the same time, application the curriculum more effectively.
2. Teachers must develop themselves using modern technology such as computers and CD to be used in the application of the curriculum.
3. The teacher can add more exercises and drills for the curriculum, especially in the speaking skill, so take advantage of the same subject in a unit so that adds dialogues between students and use role-playing method because of its significant impact in language learning.
4. Teachers must improve learners' motivation to learn English language by using reinforcement because it's very important in this stage.
5. In the teaching process, teachers should take into account the lesson timing so they can teach four skills in a balanced way.

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## **Appendix A**

The letter sent to a panel of committee of PhD holders in the field of English language teaching.

The researcher asked for their views on the suitability of the questionnaire distributed among all English language teachers for the primary stage in Bethlehem government schools.

**Dear Doctor,**

The researcher is conducting this study in order to fulfill the Master's Degree requirements from the Faculty of Graduate Studies, Al-Quds University. The thesis is entitled:

***“The Effectiveness of the New English Language Curriculum for the Primary Stage from Teachers' Perspective in Bethlehem Government Schools”***

To ensure that the items of the questionnaire are valid, please evaluate the appropriateness of each item of the questionnaire to the whole purpose of the study, and the researcher will take your recommendations and suggestions into consideration.

Thanks for your help.

***Researcher***

***Hiyam Omyah***

## **Appendix B**

The letter which was addressed to all English language teachers for the primary stage in Bethlehem government schools.

The researcher asked the teachers to give their opinions about each item of the questionnaire distributed to them.

**Al-Quds University**  
**Teaching Methods Department**  
**Educational Science**

Dear Teacher,

The following questionnaire has been developed to collect information for the M. A. thesis entitled:

***“The Effectiveness of the New English Language Curriculum Four the Primary Stage From Teachers “Perspective in Bethlehem Government Schools”***

The thesis is completed in partial fulfillment of the requirements of Master’s Degree from the Faculty of Graduate Studies, Al-Quds University. Please fill in the following spaces in the appropriate place where you feel it reflects your viewpoint.

The researcher assures you that the information will be strictly confidential and will only be used for purposes of the study.

Thank for your cooperation

Researcher: Hiyam Omyah

## **Appendix C**

The questionnaire was distributed among all English teachers for the primary stage in Bethlehem government schools.

The questionnaire consisted of forty items. Teachers were asked to fill these items were they feel it fits them.

### Personal Data

Gender:                    (   ) male                    (   ) female

Qualification:            (   ) diploma            (   ) B.A.                    (   ) M.A.

Years of experience      (   ) Less than 6 years  
                                   (   ) 6-10 years  
                                   (   ) More than 10 years

The level you are currently teaching:  
                                   1<sup>st</sup> (   )    2<sup>nd</sup> (   )    3<sup>rd</sup> (   )    4<sup>th</sup> (   )    1<sup>st</sup> – 4<sup>th</sup> (   )

Please answer the following items by putting (×) under the choice that indicates your response:

Item	Very high degree	High degree	Moderate	Low degree	Very Low degree
<b>General objectives:</b>					
1. Related to learners' needs and interests.					
2. Correspond with the modern developments around the world.					
3. Take into account the individual differences among students.					
4. Maintain balance between the four main skills, speaking, reading and writing.					
5. Help teachers to choose the right aids and the best methods of teaching.					
<b>Language Skills: Listening and Speaking</b>					
6. Recordings are of high quality production.					
7. The listening exercises are suitable for the age group stage					
8. The speaking exercises are suitable for the age group stage					
9. The listening exercises make process of teaching more enjoyable and interesting					
10. The speaking exercises make process of teaching more enjoyable and interesting					
11. They identify core vocabulary.					

12. Speaking is more difficult in this curriculum.					
13. Listening is more difficult in this curriculum					
14. The dialogues exposed in the recordings are very clear and students can understand the very well.					
15. The recordings expose the students to the voices and pronunciation of English native speakers.					
<b>Reading and Writing Skills:</b>					
16. Reading exercises are suitable for the age group stage.					
17. Writing exercises are suitable for the age group stage.					
18. Reading and writing exercises are contain a sufficient number and a variety of reading speech bubbles.					
19. Some writings are difficult for most of the students to deal with.					
20. Reading and writing skills help students to develop fluency and enjoyment reading.					
21. All writing exercises introduced in four grades as the same way.					
22. Writing exercises encourage independent learning.					
<b>Teaching Aids:</b>					
23. The flashcards and posters related to the learners 'back ground.					
24. The aids and activities are suitable for the student's level.					
25. The activities used are purposeful.					
26. The aids and activities used are helped to build students confidence.					
27. The flashcards and posters help to develop communicative skills.					
28. The flashcards and posters encourage critical thinking.					
<b>Individual Differences:</b>					
29. New curriculum makes learners the center of the teaching-learning process.					

30. New curriculum doesn't take into account the student's level.					
31. New curriculum enhances student's ability to use learning strategies to extent their communicative competence.					
32. New curriculum enhances student's ability to work cooperatively with others.					
33. New curriculum is related with student's needs and interests.					
34. New curriculum develops student's critical thinking.					
<b>Teaching Development:</b>					
35. New curriculum gives teachers a chance to be creative teachers.					
36. New curriculum allows to the teachers develop new methods in education.					
37. Heavy burden on the teachers in application the new curriculum.					
38. New curriculum limits the teacher's ability to creativity.					
39. New curriculum makes teachers the center of the teaching-learning process.					
40. Time available for the teaching new curriculum limits creativity of the teacher					

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

STATE OF PALESTINE

Ministry of Education & HE  
Directorate of Education \Bethlehem



دولة فلسطين

وزارة التربية والتعليم العالي  
مديرية التربية والتعليم/بيت لحم

الرقم : 113 / 239

التاريخ : 28 / 1 / 2014 م

الموافق : 27 / ربيع الأول / 1435 هـ

السادة مديري ومديرات المدارس الحكومية المحترمين  
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

أهديكم أطيب التحيات، وأعلمكم بأنه لا مانع من تسهيل مهمة الطالبة هيام داود عميه والسماح لها بتعبئة  
الاستبانة بعنوان:

**Investigating the Effectiveness of the New English Language Curriculum for  
the Primary Stage Teachers Perspective in Bethlehem Government School.**

على ألا يؤثر ذلك على سير العملية التعليمية.

مع الاحترام،،،

أ. نسرين ياسر عمرو

مديرة التربية والتعليم



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