

Jordanian English Language Teachers' Use of the Teacher's Book

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Abstract

The purpose of this study is to find out the extent of using the teacher's book by ninth grade teachers in their classroom teaching and to find out the reasons behind not or lack of using it. The results of this study could be beneficial for the Jordanian Ministry of Education as it may design extra pre-and in- service training programs on how to use the teacher's book properly. An observation checklist that was arranged under a number of dimensions, was designed by the researchers and used to observe 20 female and male ninth grade teachers while teaching Action Pack Nine material. The study used the descriptive design. More than 60 classroom periods were observed, three periods at least for each teacher and the forms were filled in with ticks and notes. The collected data were analyzed using proper statistical measures and conclusions were reached based on this analysis. Furthermore, the teachers were interviewed using a set of questions that focus on the reasons of not using or lack of using the teacher's book. Their responses were analyzed and common themes were drawn. The findings of the study revealed that EFL Jordanian teachers did not use the teacher's book effectively. The findings also revealed that long experience, lack of time, students' level and quality, the lack of training and the lack of classroom facilities were behind not or the lack of the use of the teacher's book. The study ended with a number of recommendations for further research.

Key words: EFL Jordanian ninth grade teachers, use of teacher's book

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Introduction

The teacher's book (TB) or the teacher's guide (TG) is considered one of the most beneficial means which should be used by EFL teachers because it includes the outcomes which students have to achieve, the procedures and the steps that the teachers should follow in their classroom instruction, learning and assessment strategies, alternative assessment tools and a glossary of the textbook words. Moreover, it provides EFL teachers with a comprehensive plan to teach students based on the Communicative Language Teaching Approach (CLT). The teachers' books that accompany Action Pack series were designed and produced based on the General Framework for Curriculum and Assessment document (2003).

Jordan witnessed a wide education reform that began in 1988/1989 as a result of the first conference for development which was held in 1987. Such reform raised the Jordanian teachers' awareness of the strategies which may contribute to the improvement of the teaching and learning process and teacher training. In the process of putting such strategies into practice, teachers faced a number of difficulties such as the following: the school syllabus is crowded and it limits the creativity of teachers within the limited classroom time and the few number of the weekly periods devoted to the English language, lack of proper school resources such as the technological tools, and lack of training. In order to avoid these difficulties, the new plan of the education development came to emphasize two concepts: the central curriculum and outcomes (General Framework: Curriculum and Assessment, 2003). The ninth grade teacher's book was built based on the General Guidelines and General and Specific Outcomes for the English language (GG and GSO). This book includes instructional cognitive and metacognitive strategies, learning styles, assessment strategies, and the skills outcomes (Ministry of Education, 2003).

Cunngsworth and Kusel (1991) emphasize that a TB can contribute significantly to achieve a good standard of teaching and evaluating through providing teachers, especially the new ones, with information about teaching strategies and teaching assessment. Haddad (2006) points out that many tips can be found in the teacher's book concerning how to teach large classes, because teaching large classes is different from teaching small ones, which include: group exercises, cooperative learning, variety of teaching methods and assessments, when and how to use the proper feedback, how to build psycho-social environment, e.g. how to teach effectively. Northcott (2010) points out that the TB plays a significant role in guiding teachers to manage large classes especially when students are being asked to do certain activities through games and group work.

Kilbey (2010) believes that the TB presents significant details in implementing cooperative learning in groups. It also provides EFL teachers with techniques to improve critical thinking abilities through different activities such as brainstorming, opposite thinking and comparing and contrasting. Paris (2011) and Hancock (2014) assert that the TB should provide EFL teachers with learning strategies (cognitive, meta cognitive, socioaffective strategies) and learning styles (visual, auditory, kinesthetic learners). Thus those teachers will be able to get information on how learners learn with reference to the Student's Book. Johnson (2014) stresses that the TB should present alternative assessment which focuses on students' strengths, development, learning styles, language proficiencies, and cultural and educational backgrounds. She adds that

alternative assessment includes a variety of measures that can be adapted for different situations such as portfolios, strategic questioning, concept checking, student self-assessment, teacher feedback .

The significance of the teacher's book is signaled by many educationists and researchers (Greet, 2011; Hancock, 2014; Johnson, 2014; Kilbey, 2010; Nazari, 2011; Paris, 2011). They all believe that any teacher's book should provide teachers with detailed practical information on methodology and assessment to use proper learning and teaching strategies and techniques to teach the material, such as the language forms and functions and the various language skills. It also provides them with samples of tests and alternative assessment strategies. Furthermore, it includes answer keys and scripts of the recorded material. Suggestions to use technology in the classroom and to encourage students to work cooperatively inside and outside school should be stated in these books.

Practical studies on the use of the teacher's book by EFL Jordanian and other teachers are almost non existent in related literature, up to the knowledge of the researchers who looked into many sources such as ERIC, EPESCO, Internet and university library. So they tried to report a number of studies that have some relationship with the current topic of the study.

Bany (2006) investigates the congruence between the Jordanian English language teachers' belief system about English instruction and their classroom practices. An observation checklist and an open interview were used to collect data. Two samples were selected : the first one consisted of all the population who responded to the questionnaire and the second consisted of 26 male teachers and 25 female teachers with different years of experience. The findings revealed that there was no congruence between teachers' belief system and their classroom practices. Also, findings showed that years of experience and gender did not have any effect on the congruence between their beliefs and their classroom practices.

Al-Muqeid (2009) discusses the classroom management facing elementary schools in all Gaza governorates. Gender , academic qualifications and experience were the main variables. The sample of the study consisted of 457 teachers. A questionnaire was used to collect data. Frequencies, percentages ,standard deviations ,t –test and One –Way ANOVA were used to analyze data. The findings revealed that there were statistically significant differences between elementary school teachers related to school management due to educational qualification and years of experience. The findings also showed that there were statistically significant differences between male and female teachers concerning problems of classroom control at elementary schools in favor of male teachers.

Chere-Masopha (2011) examines the effect of teachers' professional identities on their practices with technology in secondary school classrooms in Lesotho. Teachers professional identity is viewed in three aspects: personal , situational and contextual. A survey and an interview were used to collect data. One hundred ninety five students teachers were surveyed and 14 of them were interviewed. The findings revealed that secondary teachers in Lesotho infrequently integrated technology in their classroom practices because of situational, personal, professional and contextual factors. The findings also showed that there were lack of knowledge about utilizing technology and absence of technology facilities.

Al-Shara'h, Abu Nabaah and Khzouz (2011) points out the Jordanian EFL teachers' perceptions of communicative language evaluation. The sample of the study consisted of 76 EFL teachers. An open questionnaire was used to collect data. The data was analyzed quantitatively and qualitatively. The findings revealed that Jordanian EFL teachers' perceptions of communicative language evaluation were to some extent positive. The findings also showed that there were no statistically significant differences due to gender, experience or qualification.

Nezakatgoo (2011) observes the effect of using portfolios assessment on writing of EFL students. The sample of the study consisted of 40 university students who were divided randomly into two groups; one experimental and the other is control. The study adopted a quasi-experimental research design. A pretest and a posttest were applied on both groups. One – Way ANOVA and t- test were used to analyze data. The findings revealed that the students whose works were evaluated according to the portfolio system had improved and got higher scores in writing final examination when they were compared with those students whose works were evaluated according to the traditional evaluation system.

Ruland (2011) discusses the effect of using formative assessment attributes in daily instruction on students. The sample of the study consisted of 337 students. A pretest and a posttest were used to collect data. The researcher used a quasi- experimental design. The data was analyzed quantitatively. The findings showed that there was a strong statistically significant correlation between the affect variables and the formative assessment attributes.

Alnageeb (2012) investigates the Yameni EFL teachers approaches to the teaching of English and their classroom practices. The participants of the study consisted of forty EFL teachers in Laboos Secondary Schools. A questionnaire, an observation checklist and an interview were used to collect data. The results revealed that the grammar translation approach is dominant in theory and practice and the absence of the communicative approach in the teachers' classroom practice.

Wong and Marlys (2012) reveals the second language teachers' perceptions and classroom implementations of grammar instruction with regard to Communicative Language Teaching (CLT). Participants were six teachers who teach Spanish as L2. Observations and interviews were used to collect data. The findings showed that there was a mixture of perceptions regarding using the grammar instruction in CLT classroom. The findings also revealed that teachers were influenced by their experience as learners as well as their observation of students learning.

Khurshid and Ansari (2012) examines the effects of innovative teaching strategies on students' performance of grade 1. The sample of the study consisted of 50 male and female students from the English medium school in Islamabad. Two groups were chosen. One for the experimental group and one for the control group. A pre- post -test was used to collect data. The experimental group was taught by a teacher who used innovative teaching techniques whereas the control group was taught according to the traditional method. Means and standard deviation were used to analyze data. The findings revealed that the experimental group who was taught according to the innovative teaching strategies scored significantly higher than the control group who was taught according the traditional method. Al-Burji (2013) investigated the extent of using modern teaching methods which are comprised in the Seventh Grade Science Textbooks

Manual in Yemen. The sample of the study was selected randomly and included 30 teachers. The researcher used observation card and a questionnaire to identify challenges facing teachers to apply recent teaching methods. The results showed that applying discussion method and map method were low. It also showed that inquiry method was not used at all. In addition, the results revealed that teachers faced some difficulties using modern methods of teaching which are related to curriculum, teacher and education environment.

One can conclude from this introduction that teachers' books are needed by all teacher regardless of their qualifications and teaching experiences, but teachers should be trained to use them. The studies reported in this paper implicitly show that to teach effectively, teachers have to use their teachers' books to teach the syllabus(Bany,2006), to manage well their classrooms (Al-Muqeid, 2009), to utilize technology properly (Chere-Masopha, 2011), to use efficient teaching / learning strategies (Al- Shara'a et.al, 2011; Al-Nageeb, 2012), and to use proper assessment procedures(Nezagatgoo & Ruland, 2011).

Problem of the study

The researchers noticed that some teachers use, some claim they use and some do not use the teacher's book in their teaching practices; some of them depend on their experiences in writing the outcomes to be achieved and the procedures they follow in presenting the textbook material. Although some teachers are novice, they do not use the TB even when they are trained to do so. The researchers also believe that there is a gap between the theoretical knowledge which EFL teachers have and their teaching practices. A number of researchers found that many teachers do not use proper teaching methodology in their classrooms although teachers' books are at their disposal and easy to access (e.g. Alnageeb, 2012; Al-Burji, 2013). So this study comes to reveal the extent of the EFL Jordanian use of the teacher's book in their actual classroom teaching and the reasons behind not or the lack of using it.

Significance of the study

Since a number of researchers and educationists emphasize the importance of the teacher's book , the results of this study could be beneficial for the Jordanian Ministry of Education as it may design extra pre-and in- service training programs on how to use the teacher's book properly. In addition, curriculum designers may take the pedagogical implications of this study into consideration when publishing the teacher's book again. Furthermore, EFL teachers may be encouraged to use the teacher's book when its relationship to effective teaching is presented. Finally, EFL supervisors may get practical knowledge about teachers' classroom practices since the findings of the study provide them with feedback on the extent of using the teacher's book and then may design training courses on using it properly in the classroom.

Purpose of the study

The purpose of this study is to investigate the extent of the use of the teacher's book by EFL Jordanian teachers and to find out the reasons behind not or the lack of using it.

Questions of the study

This study addressed these questions:

1. To what extent is the teacher's book used by Jordanian EFL ninth grade teachers in their teaching practices?
2. What are the reasons behind not or lack of using the teacher's book?

Methods and procedures

Participants of the study

The participants of the study were 20 EFL female and male ninth grade teachers of public schools selected purposefully from Ain- Al-Basha Directorate of Education. They were divided equally according to their gender.

Table 1: The Distribution of the Participants of the Study according to their Gender, Experiences, Qualifications and Training

Independent Variable	Levels	Frequency	Percent
Gender	Male	10	50.0
	Female	10	50.0
	Total	20	100.0
Teaching Experience	From 1 to 5 years	9	45.0
	From 6 to 10 years	3	15.0
	From 11 to 15 years	4	20.0
	From 16 to 20 years	1	5.0
	From 20 and above	3	15.0
	Total	20	100.0
Academic Qualifications	College Diploma	1	5.0
	B.A. in English Language and Literature	17	85.0
	Diploma in Education (After B.A.)	2	10.0
	Total	20	100.0
Training	No	9	45.0
	Yes	11	55.0
	Total	20	100.0

Instruments, data collection and data analysis

An observation checklist was designed by the researchers consisting of 87 items divided into eight dimensions. All the items were taken from the ninth grade teacher's book. In addition, an open interview was used to collect specific data on the benefits of using the teacher's book and the reasons behind not or the lack of using it in their classroom teaching. The instruments were validated by a jury of professors and supervisors. There were no significant suggestions concerning their content except that they suggested to have only two open questions in the interview. The reliability correlation coefficient was 0.91 which is considered high for both instruments.

The researchers attended three to five periods for each teacher to fill in the observation checklist then after analyzing it, the same teachers were interviewed and their responses were recorded then transcribed and analyzed to get common themes. The data were collected through the first semester 2015/ 2016. Data were analyzed and means and standard deviations were

calculated. The interviews were analyzed qualitatively. The statistical proportional scale model was used to judge the means of the first instrument and its dimensions in the following manner:

Table 2: Means Category and Actual Use Degree

Means category	Actual use degree
From 3.00- 4.00	High
From 2.00-2.99	Moderate
From 1.00-1.99	Low

Results of the study

To answer the first question of the study, means and standard deviations of the teacher's use of the teachers' book are calculated. Table 3 presents the results.

Table 3: Means and Standard Deviations of the Dimensions of the the Teachers' Use of the Teacher's Book

Rank	Dimension ID	Actual Use	Mean	Std. Dev.	Degree
1	7	<i>Classroom management</i>	2.57	0.27	Moderate
2	5	<i>Structures</i>	2.53	0.31	Moderate
3	6	<i>Vocabulary</i>	2.45	0.44	Moderate
4	3	<i>Reading</i>	2.38	0.45	Moderate
5	2	<i>Speaking</i>	2.35	0.29	Moderate
6	4	<i>Writing</i>	2.32	0.30	Moderate
7	1	<i>Listening</i>	2.31	0.34	Moderate
8	8	<i>Evaluation</i>	1.71	0.29	Low
<i>Over Whole</i>			2.34	0.20	Moderate

Table 3 shows that the over whole degree of the teachers' use of the TB was moderate according to the criteria which was mentioned before. Seven dimensions got a moderate degree while the last got a low degree. For deeper look into the teacher's use of the teacher's book, each dimension was further analyzed.

Means and standard deviations for the items of the actual use of the listening skill were calculated; the results are presented in Table 4.

Table 4: Means and Standard Deviations of the Teachers' Use of the Teacher's Book When Teaching the Listening Skill

Rank	Item ID	Listening	Mean	Std. Dev.	Degree
1	3	<i>play the first recording while my students listen</i>	2.95	0.69	Moderate
2	1	<i>prepare the listening material, before the lesson</i>	2.70	0.86	Moderate
3	2	<i>make sure students understand what they have to do before I play the cassette</i>	2.70	0.66	Moderate
4	7	<i>ask students to identify unfamiliar words</i>	2.55	0.76	Moderate
5	10	<i>ask students to fill the gaps then I check their answers</i>	2.50	0.61	Moderate

6	4	<i>play the second recording asking students to guess the meaning of new words</i>	2.25	0.79	Moderate
7	9	<i>ask students to comment orally on the listening material</i>	1.95	0.69	Low
8	8	<i>ask students to write short notes of the listening material</i>	1.90	0.64	Low
9	6	<i>play the recording for the third time to make open discussion and check their answers</i>	1.80	0.70	Low
10	5	<i>ask students to work in pairs or small groups to compare their guesses before checking a dictionary</i>	1.80	0.89	Low
<i>Over Whole</i>			2.31	0.34	Moderate

Table 4 shows that the over whole degree of the use of the teacher's book when teaching listening skill was moderate. The items with ranks from 1 to 6 were moderate and the items with ranks from 6 to 10 were low.

Means and standard deviations of the teachers' actual use of the items when teaching speaking were calculated; the results are presented in Table 5.

Table 5: Means and Standard Deviations of the Teachers' Use of the Teacher's Book When Teaching Speaking Skill

Rank	Item ID	Speaking	Mean	Std. Dev.	Degree
1	11	<i>explain the activity to students</i>	3.05	0.51	High
2	16	<i>ask students not to interrupt the speaker until he finishes his idea</i>	2.75	0.64	Moderate
3	17	<i>ask students to do the activities using formal English</i>	2.50	0.69	Moderate
4	19	<i>encourage students to use eye contact when presenting their point of view to interact effectively</i>	2.45	0.69	Moderate
5	13	<i>ask students to engage in discussion to exchange ideas</i>	2.40	0.75	Moderate
6	12	<i>ask students to work in pairs and groups to have a debate based on certain statements</i>	2.30	0.66	Moderate
7	20	<i>correct mistakes when they are occurring repeatedly at the end of the discussion</i>	2.20	0.77	Moderate
8	18	<i>ask students to practice their English language in the context of social life</i>	2.10	0.55	Moderate
9	14	<i>ask students to work in groups to</i>	2.00	0.65	Moderate

Rank	Item ID	Speaking	Mean	Std. Dev.	Degree
10	15	<i>organize and classify data in tables then to comment on them ask students to work in groups to give their opinions about in the 22nd century</i>	1.75	0.79	Low
Over Whole			2.35	0.67	Moderate

Table 5 shows that the over whole degree of the teachers' use of the teacher's book when teaching speaking was moderate. The items with ranks from 2 to 9 were moderate while the item with rank 10 was low.

Means and standard deviations of the teachers' actual use of the of the teacher's book when teaching the reading skill were calculated; the results are presented in Table 6.

Table 6: Means and Standard Deviations of the Teachers' Use of the Teacher's Book When Teaching the Reading Skill

Rank	Item ID	Reading	Mean	Std. Dev.	Degree
1	23	<i>ask students about the title and what it means</i>	3.30	0.66	High
2	26	<i>ask students to skim the reading text</i>	2.85	0.75	Moderate
3	21	<i>ask pre- reading questions written in the text</i>	2.80	0.83	Moderate
4	24	<i>ask students to give the meaning of new vocabulary using printed or electronic dictionaries</i>	2.75	0.79	Moderate
5	22	<i>ask students to read and match each conversation to a picture then to describe it</i>	2.70	0.73	Moderate
6	27	<i>write a number of questions on the board then ask students to scan the reading text to find their answers</i>	2.55	0.76	Moderate
7	25	<i>ask students to read the lesson silently within a fixed time</i>	2.55	0.94	Moderate
8	32	<i>ask students to do research on the internet to find more information about the text</i>	2.05	0.51	Moderate
9	28	<i>ask students to work in small groups to share their opinions about specific information in the text</i>	1.85	0.93	Low
10	29	<i>ask students to analyze the text to answer a number of more difficult questions which are written on the board such as define and argue</i>	1.85	0.81	Low
11	30	<i>ask students to summarize the text at the</i>	1.65	0.67	Low

12	31	<i>end of the lesson encourage students to give their point of view of the reading text concerning the author's attitude</i>	1.60	0.68	Low
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0.45 Moderate

2.38 Over Whole

Table 6 shows that the over whole degree of the use of the teacher's book when teaching reading was moderate. Items with rank 1 was high. The items with ranks from 2 to 8 were moderate while the items with ranks from 9 to 12 were low. Means and standard deviations of the teachers' actual use of the teacher's book when teaching writing are calculated. The results are presented in Table 7.

Table 7: Means and Standard Deviations of the Teachers' Use of the Teacher's Book When Teaching Writing Skill

Rank	Item ID	Writing	Mean	Std. Dev.	Degree
1	33	<i>tell students what they are going to write about</i>	3.15	0.49	High
2	38	<i>ask students to write logically and clearly</i>	3.00	0.65	High
3	41	<i>give students enough time to write</i>	2.90	0.79	Moderate
4	43	<i>ask students to finish writing the activity with a fixed time</i>	2.80	0.52	Moderate
5	37	<i>provide students with clear writing rules such as dividing the topic into paragraphs and using suitable linking words</i>	2.55	0.69	Moderate
6	39	<i>ask students to follow the plan suggested in the textbook</i>	2.30	0.66	Moderate
7	36	<i>ask students to follow the stages in writing strategies box to complete the activity</i>	2.30	0.57	Moderate
8	34	<i>write some writing strategies on the board such as writing using formal English and to be clear and logical and discussing them with students before writing</i>	2.15	0.49	Moderate
9	40	<i>ask students to write their opinion about their future plan</i>	2.10	0.45	Moderate
10	35	<i>ask students to work in pairs or groups to give the main ideas of the topic and write them on the board</i>	1.85	0.99	Low
11	42	<i>ask students to exchange their drafts with their partners and comment on them</i>	1.50	0.69	Low
12	44	<i>ask students to complete the writing</i>	1.25	0.44	Low

assessment tool

Over Whole 2.32 0.30 Moderate

Table 7 shows that the over whole degree of the teachers' actual use of the teacher's book when teaching writing was moderate. The items with ranks from 1 to 2 got a high degree while the items with ranks from 3 to 9 were of a moderate degree. The items with ranks 10, 11 and 12 were of a low degree.

Means and standard deviations of the teachers' actual use of the teacher's book when teaching structures were calculated; the results are presented in Table 8.

Table 8: Means and Standard Deviations of the Teachers' Use of the Teacher's Book When Teaching Structures

Rank	Item ID	Structures	Mean	Std. Dev.	Degree
1	52	<i>ask students to do some exercises based on the rules explained</i>	3.30	0.47	High
2	46	<i>explain the structures and write examples on the board</i>	3.30	0.57	High
3	47	<i>use more than one strategy to explain the structure</i>	2.85	0.67	Moderate
4	51	<i>ask students to ask and answer questions about certain structure, e.g. relative clauses</i>	2.70	0.66	Moderate
5	45	<i>attract students' attention to the grammar target box</i>	2.65	0.93	Moderate
6	50	<i>gently ask students to correct their classmates' mistakes</i>	2.30	0.73	Moderate
7	48	<i>write some examples on the board then I ask students to infer the rules governing the structure</i>	2.25	0.64	Moderate
8	53	<i>ask students to compare their answers with the grammar box</i>	2.25	0.55	Moderate
9	55	<i>make sure the students understand what they will have to do before set the exercise as homework</i>	2.20	0.70	Moderate
10	49	<i>ask students to read the instructions to complete the activity with a partner</i>	2.10	0.72	Moderate
11	54	<i>ask students to discuss the correct usage of structures in pairs</i>	1.90	1.07	Low

Over Whole 2.35 0.31 Moderate -----

Table 8 shows that the over whole degree of the teachers' use of the teacher's book when teaching structure was moderate. The items with ranks from 1 and 2 got a high degree while the items with ranks from 3 to 10 were moderate. The last item got a low degree.

Means and standard deviations of teachers' actual use of the teacher's book when teaching vocabulary were also calculated; the results are presented in Table 9.

Table 9: Means and Standard Deviations of the Teachers' Use of the teacher's Book When Teaching Vocabulary

Rank	Item ID	Vocabulary	Mean	Std. Dev.	Degree
1	56	<i>ask students to guess the meaning of new words</i>	3.25	0.44	High
2	59	<i>sometimes ask students to match new vocabulary with the pictures</i>	2.75	0.64	Moderate
3	60	<i>ask students to find the active words in the text and guess their meanings</i>	2.55	0.76	Moderate
4	58	<i>ask students to write the new words/ phrases and their meaning in their notebooks</i>	2.45	1.05	Moderate
5	57	<i>use visual aids, drawing, acting to explain new lexical items</i>	1.90	0.72	Low
6	61	<i>ask students to double check their responses in pairs before using a dictionary</i>	1.80	0.77	Low

Moderate 0.44 2.45

Over Whole

Table 9 shows that the over whole degree of the teachers' use of the teacher's book when teaching vocabulary was moderate. The item with the first rank got a high degree while the items with ranks from 2 to 4 got a moderate degree; items with ranks 5 and 6 were of a low degree.

Means and standard deviations of the teachers' actual use of the items of classroom management were calculated; the results are presented in Table ten.

Table 10: Means and Standard Deviations of the Teachers' Use of the Teacher's Book Concerning Classroom Management

Rank	Item ID	Classroom management	Mean	Std. Dev.	Degree
1	73	<i>promote humanistic relation in the classroom</i>	3.70	0.47	High
2	68	<i>establish a good rapport with students</i>	3.40	0.68	High
3	65	<i>help students to respect each other</i>	3.25	0.55	High
4	76	<i>give praise to students for good work and effort</i>	3.20	0.70	High
5	69	<i>know my students' names</i>	3.10	0.91	High
6	75	<i>make eye contact with students</i>	2.95	0.83	Moderate

7	77	<i>respond positively to students' errors</i>	2.90	0.72	Moderate
8	74	<i>respond positively to students' behaviors</i>	2.80	0.41	Moderate
9	66	<i>encourage students to be objective when giving their opinions</i>	2.65	0.49	Moderate
10	67	<i>give clear instructions</i>	2.60	0.82	Moderate
11	72	<i>take individual differences into consideration</i>	2.05	0.76	Moderate
12	62	<i>assign locations in the classroom for students to pick up extra work and missed assignments</i>	1.85	0.93	Low
13	70	<i>manage classroom activities in pairs</i>	1.85	0.81	Low
14	63	<i>keep record of students' attendance, task and achievements</i>	1.75	0.79	Low
15	64	<i>guide students to share learning experiences in group work</i>	1.55	0.51	Low
16	71	<i>manage classroom activities in groups</i>	1.45	0.69	Low
Moderate	0.27	2.57	Over Whole		

Table 10 shows that the over whole degree of the teachers' actual use of the teacher's book concerning classroom management was moderate. Items with ranks from 1 to 5 were of a high degree while the items with ranks from 6 to 11 were of a moderate degree; items with ranks from 12 to 16 were of a low degree.

Finally, means and standard deviations of the teachers' actual use of the teacher's book concerning evaluation were calculated. The results are presented in Table 11.

Table 11: Means and Standard of the Teachers' Actual Use of Evaluation

Rank	Item ID	Evaluation	Mean	Std. Dev.	Degree
1	82	<i>check students' written work</i>	2.75	0.91	Moderate
2	80	<i>use ongoing assessment</i>	1.85	0.67	Low
3	81	<i>use the assessment tools to evaluate students' achievements</i>	1.80	0.70	Low
4	86	<i>use formative assessment</i>	1.80	0.52	Low
5	84	<i>use the progress chart</i>	1.75	0.64	Low
6	83	<i>ask students to complete the assessment tool</i>	1.65	0.49	Low
7	79	<i>encourage self- assessment</i>	1.65	0.59	Low
8	85	<i>use the assessment records during the teaching situations</i>	1.40	0.75	Low
9	78	<i>use appropriate assessment strategies such as peer assessment</i>	1.35	0.49	Low
10	87	<i>encourage students to use portfolios</i>	1.10	0.31	Low
Low	Over Whole		1.71	0.29	

Table 11 shows that the over whole of the teachers' actual use of the teacher's book concerning evaluation was low. The item with rank 1 was of a high degree while the items with ranks from 2 to 10 got a low degree.

To answer the second question, common themes were elicited from the answers to the open questions of the interview; they are the following:

A. The benefits of the teacher's book

1. Most teachers asserted that the teacher's book provides them with the outcomes for each unit and each module. For example, teacher number one stated " the teachers book provides me with the outcomes of the each unit and each module."

2. Most teachers reported that the teacher's book provides them with the instructional and assessment strategies. For example, teacher number three said " I can find many instructional strategies in the TB which help me in executing the outcomes of the lesson."

3. Most teachers reported that the TB provides the audio scripts of the listening material. For example, teachers number seven reported " the teacher's book is very useful because it provides me with the audio scripts which I can make use of when there is no electricity to implement the listening exercises."

4. Some teachers stated that the TB presents tips of how to better manage classrooms. For example teacher number 13 said " I can find many tips in the TB which help me to manage well my classes and make a good relationship with my students."

5. Most teachers asserted that the teacher's book helps them in preparing and planning their daily lessons. For example, teacher number 17 reported " The TB provides me with steps on how I prepare and plan my daily lessons."

6. Most teachers reported that it includes word list and dictionary work. For example, teacher number 19 said " I can find a word list in the TB which helps me and my students in explaining and understanding the reading texts."

7. Most teachers confessed that it provides them with the key answer of the Student's Book and the Activity Book. For example, teacher number 20 stated " the key answer of the Activity Book and the Student's book are available in the TB which saves time."

8. Many teachers asserted that the TB provides them with extra activities. For example, teacher number six stated " the TB provides me with extra activities which help my students to read and practice the English language."

9. Some teachers reported that the TB presents different learning styles which they can make use of in teaching. For example, teacher number nine reported " the TB presents some information about learning styles which helps me in preparing different activities which matches each student."

B. The difficulties /the reasons behind not or lack of using the teacher's book

1. Some teachers stated that they have a long experience which makes them avoid using the teacher's book. For example, teacher number three said " Frankly speaking, I have a long experience so I do not depend on the TB in my teaching practices."

2. Some teachers reported that they were not trained on how to use the TB effectively. For example, teacher number seven said " I have been working as a teacher for two years and I was not trained on how to use the TB properly."

3. Some teachers asserted that the procedures in the teacher's book need more time to be executed in the classroom. For example, teacher number 11 stated " the instructions in the TB need enough time to be implemented because some of the them are of a high level and my students are of a low level."

4. Some teachers reported that time is not enough to read and apply every instruction in the TB. For example, teacher number 16 reported " In fact, sometimes I did not find enough time to read and apply the instructions in the TB because of the high load of periods."

5. Eight teachers stated that students' low proficiency hinder the use of the instructions in the TB. For example, teacher number eight stated " some instructions in the TB need high thinking skills which do not suit my students' low proficiency."

6. Some teachers reported that classroom environment and facilities hinder the teacher's book use. For example, teacher number 17 said " I have large classes with poor classroom facilities which do not help me in using group work."

7. Some teachers stated that the number of students and the size of the classroom make it difficult to use the teacher's book effectively. For example, teacher number six reported " I have only five students in the classroom so I find it difficult to implement all the instructions in the TB such as pair work and group work."

Discussion of the findings

The findings of the study revealed that the degree of the Jordanian EFL teachers' use of the teacher's book is moderate which could be attributed to the long experience which some teachers have and which is repeated without benefiting from the TB, the instructions in the teacher's book which need more time to be executed, the students' low proficiency level and which hinder teachers to apply every thing in the TB; so higher thinking skills such as synthesis, analysis and evaluation are difficult to develop. Furthermore, the researchers noticed that some classroom facilities and environment were not proper to implement the instructions and strategies in the teacher's book such as group work and role play. In addition, most teachers lack of training in using the teacher's book properly, especially in crowded classrooms with low proficient students. The results of the study agree generally with those of Greet (2011), Hancock (2014), Johnson (2014), Kilbey (2010), Nazari (2011) and Paris (2011).

Conclusion

The findings of the study warrant the following conclusions:

1. Some teachers still follow the traditional methods of teaching because they are easy to use and avoid implementing the teacher's book instructions since they need preparation and time to execute.

2. After interviewing the teachers, they stated different reasons behind not or the lack of the using the teacher's book. These reasons are mostly the same ones which the researchers observed such as students' low proficiency, poor classroom facilities, using traditional methods of teaching, lack of training and time needed to implement the teacher's book procedures.

Recommendations

Based on the findings of the study, it is recommended that EFL teachers are advised to attend all the workshops and the training courses concerning the use of the teacher's book. Teachers are also recommended to prepare their daily lesson plans based on the teacher's book and not on their experiences; long experienced teachers as well as new teachers should use the teacher's book effectively because it is clear from their daily classroom practices that their teaching is not proper and effective. So supervisors should watch carefully all teachers' classroom practices when they visit them and advise them accordingly.

The Ministry of Education should design training programs to train teachers to use the teacher's book effectively. Such courses should include received and experiential knowledge on the use of the teacher's book. Supervisors should also participate in these courses since they have the responsibility to visit and advise their teachers to teach effectively.

Further research studies on the same topic are needed which cover other variables such as trained and non-trained teachers and female and male teachers of other grades and in other directorates of education, larger samples of teachers are also needed with more class periods to observe for each teacher.

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