An Evaluation of the TEFL Situation in Jordan: Peace Corps Volunteers' Perspectives

By:
Zuhoor Mohummed Bany Younes

B.A. (Field Teacher / English), Yarmouk University, Irbid - Jordan 1999

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Thesis Committee
Dr. Oqlah Smadi ....Chairman
Dr. Khalaf Al-Makhzoomy ....Member
Dr. Ruba Bataineh ....Member
Prof. Shafiq Alawneh ....Member

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Abstract

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By
Zuhoor Mohummed Bany Younes

Supervisor
Dr. Oqlah Smadi

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This study aims at evaluating the TEFL situation in Jordan in terms of the examination system, the teachers’ qualifications, the physical environment, the textbooks and the teacher’s manual dimensions.

The sample of the study consisted of 58 Peace Corps volunteers who work in Jordan in the academic year 2001. To collect the needed data concerning the physical environment, the examination system and the teachers’ qualifications, a written interview was developed by the researcher, while she employed a questionnaire developed originally by Celce – Murcia (1991) to evaluate the textbooks and the teachers’ manual.

The statistical procedures used to analyze the data were means and standard deviations.
The findings of the study reveal that the present TEFL situation in Jordan suffers serious drawbacks in terms of the evaluated dimensions. Concerning the Jordanian examination system, the findings reveal that it does not meet the curriculum objectives. They also reveal that the available physical environment is poor and that the teachers' manual fails to provide the teachers with the needed quantitative and qualitative assistance. Concerning the textbooks, the findings reveal that they lack a certain amount of the required information. They also point to the teachers' full dependence on translation as a major teaching procedure, and that some of these teachers are not fully qualified to teach some language skills.

In light of the findings of the study it is recommended that the Ministry of Education replace the English textbooks with new ones the aim of which is teaching English as a second language rather than a set of unrelated grammatical rules. It is also recommended that teachers be trained in using the most effective procedures while, the examination system be changed, the physical environment be improved and the teachers be provided with useful manuals.