THE RELATIONSHIP BETWEEN JORDANIAN TEACHERS' KNOWLEDGE OF
LINGUISTICS AND PEDAGOGY OF TEACHING ENGLISH AND THE
ACHIEVEMENT OF THEIR FIRST SECONDARY STUDENTS IN ENGLISH

By

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M.A. Thesis

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ABSTRACT

This study was conducted to investigate the relationship of teachers' knowledge of linguistics and pedagogy of teaching English to the achievement of the first secondary grade students in English in Irbid District. The differences between the achievement scores of the students whose teachers scored high and those whose teachers scored low on the linguistics and pedagogy tests were also investigated in this study.

The sample of this study consisted of 25 teachers and their 751 students from the first secondary grade in 17 schools of Irbid General Department of Education (IGDE) in 1982.
The hypotheses of this study were as follows:

1. There is a significant positive correlation between teachers' scores on the test of their knowledge of linguistics and their students' achievement in English.

2. There is a significant positive correlation between teachers' scores on the test of their knowledge of pedagogy of teaching English and their students' achievement in English.

The hypotheses were tested at alfa = .05.

The Pearson Correlation Coefficient was used to test for the correlations between teachers' knowledge of linguistics and Pedagogy and their students' achievement in English.

The t test was applied to test for the differences between the achievement of the students whose teachers scored high and those whose teachers scored low on both the linguistics and pedagogy tests.

This study presented the following findings:

1. There was no statistically significant positive correlation between teachers' knowledge of linguistics and their students' achievement in English.
2. There was no statistically significant difference between the achievement of the students whose teachers' scores were high and those whose teachers' scores were low on the linguistics test.

3. There was no statistically significant positive correlation between teachers' knowledge of pedagogy of teaching English and their students' achievement in English.

4. There was no statistically significant difference between the achievement of the students whose teachers scored high and those whose teachers scored low on the pedagogy test.

Afterwards, the One-Way Analysis of Variance was performed to test for the relationship of teachers' experience in teaching and qualifications to their students' achievement in English. The t test was also conducted to test for the differences between the achievement scores of the male and female students in English.

The findings indicated that there were no significant influence of each of teachers' experience in teaching, qualifications and sex on their students' achievement in English.

The researcher recommends that a research might be conducted to investigate the effects of the practical capacity of the teachers to apply their knowledge of linguistics and/or pedagogy to the classroom situations on their students' achievement in English.