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**Primary Cycle EFL Teachers'  
Implementation of four Pedagogic Areas**  
Recommended by the PETRA Curriculum

**Dr. Mohammed Obeidat**  
**Faculty of Educational Sciences**  
**Hashemite University**  
**Jordan**

**Abstract**

This study aimed at investigating the extent to which a sample of EFL teachers implement four pedagogic areas recommended by the PETRA curriculum. The areas are: problem-solving and creative thinking, catering for individual differences between the pupils, relating learning to real-life situations, and learner-centeredness. The sample of the study involved 12 teachers teaching in four directorates of education. This sample was chosen randomly by using a stratified random sample. Each teacher in the sample was observed for three successive lessons.

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Results show that the teachers did not add any activities that require the pupils to reason ideas and solve problems. The activities they tackled successfully are related to guessing, inference and justification. Results also show that the teachers did a little bit of work to suit individual differences. They only clarified some questions by reforming them and by using teaching aids. Moreover, results indicate that the teachers related the classroom activity to real-life situations while teaching vocabulary and grammar and while setting the scene and evaluating pupils' practices. And finally, the results reveal that the classroom activity was, to a large extent, teacher-centered.

These results imply that the EFL supervisors should remind teachers of creating activities that help the pupils to reason things, solve problems and to work according to their own individual ability. They also suggest that curriculum designers ought to make further explanations of the concepts of reasoning and problem solving and catering for individual differences. Further, the results suggest that researchers should conduct studies that focus only on one area.

### **Introduction**

The Jordanian Ministry of Education has recently implemented an aspiring National Education Program (NEP), which aims at up-grading the quality of education at all levels and across the curriculum. Among the many objectives of this program is the improvement of student achievement levels. The Ministry is attempting to develop the quality of teaching and learning by introducing new curricula and textbooks. These, as is expected, will meet the individual needs and interests of the pupil in four major pedagogic orientations which are: learner-centeredness, problem-solving and creative thinking, catering for individual differences, and relating classroom activity to real-life situations.

The PETRA course mirrors the aims of the NEP in general and the new English curriculum in particular. In terms of methodology, the new curriculum takes an approach that is broadly communicative. As implemented in the PETRA course, the curriculum addresses the above-mentioned pedagogic areas in the following ways:

In respect of problem-solving and creative thinking, PETRA curriculum designers (1991) consider them central because rote learning, based on facts given by teachers, seldom results in a real change of

behavior. The pupil ought to be given the chance to infer the meaning of words and induce ideas from contexts so that he can think for himself and pass his own judgments. The designers add that passing judgments and making extended dialogues are of paramount importance. This could be achieved by asking questions beyond the text. In terms of the second area *Catering for individual differences*, PETRA curriculum designers state that the teacher should provide exercises for revision, consolidation and enrichment. S/he should also encourage independent work and home assignments. Further, the teacher should mix weak and bright students together and provide the classroom context with teaching aids. The designers conclude that the teacher should vary his or her questions.

Concerning the third area *relating classroom activity to real-life situation*, the designers state that this orientation can be achieved by giving priority to the local Jordanian and Arab culture. Nevertheless, the outside world should not be overlooked. It should be involved when necessary since linking Jordan with the outside world is one of the major aims of the PETRA curriculum. They add that the topics included in the textbook and the issues that are going to be discussed in the classroom should be related to real-life situations. Finally, the designers of the curriculum remark that since the emphasis of classroom activity is on the learner, the teacher should no longer be regarded as the central point. Instead, the pupil should be allowed to discuss ideas and engage in social exchanges through either group-work or pair-work. That is, the pupil is required to activate his or her own experience.

### **Aims of the study:**

This study aimed at exploring whether or not EFL teachers put into the four pedagogical areas recommended by the PETRA curriculum in the teaching-learning context. All in all, the study attempts to answer the following questions:

1. To what extent do EFL teachers make their pupils think creatively and solve problems?
2. What sort of effort do EFL teachers make to cater for the individual differences between their pupils?
3. Do EFL teachers normally relate the classroom activity to real-life situations or allow their pupils to do so?

In general, Do EFL teachers give their pupils a genuine chance to work on their own in order to contribute to a learner-centered approach in a classroom context?

### **Importance of the study**

The study will be advantageous to those who are concerned with teaching and learning in general and with EFL pedagogy in particular. Its importance lies in the following points:

1. The study may give the directorates of education, in which the sample EFL teachers are teaching, an idea about the way EFL teachers tackle the four target areas emphasized by the PETRA curriculum in the classroom. Such an idea may help these directorates cover points of weakness in the future, particularly in terms of supervision and training.

2. The study may help EFL supervisors, either supervising in the four directorates of education or in other directorates, specify the sources of trouble in the implementation of each area under investigation.

3. This study may help the curriculum designers make necessary modifications and clarifications for teachers to have a better idea about each area and the requirements of its implementation in the field.

The study may fill a gap in the international literature, particularly in that related to TEFL since the qualitative studies in this field are rare.

### **Definition of terms:**

-Primary cycle: The cycle or stage that ranges between the 5th. and 10th. Grades and in which English is taught according to the PETRA curriculum.

-Implementation: It refers to teachers' execution of classroom activities.

-Four pedagogic areas: (1) Problem-solving and creative thinking; (2) catering for individual differences; (3) relating classroom activity to real-life situations; and (4) learner-centeredness.

-The PETRA curriculum: The compulsory stage English curriculum which has delineated the general and specific objectives of teaching English in Jordan in explicit, realistic and functional items within the rationale of an eclectic approach based on the findings of the psychological research.

-Event: An action performed by the teacher and his or her students during class time.

-Classroom activities: The exercises embedded in the lesson or in the teaching unit, e.g. dialogue, reading passages and puzzles.

-Notes: The comments made on the sample teachers' performance of activities during class time.

### **Limitations of the study:**

-The study involved a sample of only 12 EFL teachers teaching in four directorates of education. This sample may be viewed as a restriction that influences the generalization of results in reference to the population of EFL teachers in Jordan.

-This study used only one research instrument. This may have had an impact on the validation and/or triangulation of results.

## **Background Literature**

### **Problem-solving and creative thinking**

Court (1991) states that today's young people will be faced with pressing global problems that demand solutions. Educationists need to help learners develop the vision and capacity to meet the challenges that will face them. They need to encourage them to question, analyze, generate creative solution, and work cooperatively. Court indicates that critical thinking ought to be a primary item on the educational agenda.

Court (1991) has proposed four main approaches to teaching critical thinking, viz. the process skills approaches, the problem-solving approach, the information-processing approach, and the multi-aspect approach. The first approach is based on the idea that critical thinking can be broken down into lists of discrete, teachable skills and processes. Lists of these, often related to abilities such as analyzing, classifying, and

synthesizing. Another approach to teaching critical thinking demands that students get engaged in systematic and logical thinking to solve problems by following a series of steps. These steps include defining the question or problem and generating hypotheses. The third approach is grounded in the premise that people innately strive to make sense of the world around them. People who use this approach will observe, compare, find similarities and differences, and form concepts and generalizations based on the similarities. And the fourth approach, 'The multi-aspect approach', is based on the identification of the numerous abilities and attitudes one must have to be called a good critical thinker. That is, the students should devise a statement of the question, seek reasons, and try to be open-minded in order to make observations, inductions, deductions and value judgment.

Smith and Blankenship (1991) envision the ways in which critical thinking can flourish in the classroom. They state that the classroom should begin with a discussion of new items selected by students. The teacher should then ask the pupils to work in groups in order for each group to discuss a particular problem in terms of reason(s), source(s) and to offer solutions. Smith and Blankenship remark that visiting each group and helping students develop relevant and challenging questions are of paramount importance. The atmosphere should be one of intellectual openness.

Benesch (1993) points out that critical thinking in the ESL literature is often regarded as one or more of a number of hierarchically ordered cognitive skills. This skill often follows skimming for the main idea and scanning for specific kinds of information. The student may be asked to comprehend things, evaluate, infer, analyze and synthesize. Benesch adds that in a class, which employs critical thinking, students are encouraged to participate actively, raising issues of concern in their daily lives. The researcher concludes that this type of teaching is political and all curricula are political, either encouraging or discouraging students from questioning the status quo.

Casey and Tucker (1994) state that a successful problem-centered program needs to focus on problem-solving and planning strategies more systematically and intensively than is typically the case in most classrooms. The researchers provide the readers with guidelines. The first

guideline is 'Ask yourself which has had more impact on your life-the learning strategies you acquired or the facts you learned?' (P.139). Casey and Tucker indicate that both have had an equal impact. They add that little class time is normally given within schools over to the development of learning strategies. The second guideline is associated with the characteristics of creative problem solvers. Casey and Tucker point out that the problem solver is normally 'curious', 'persistent', and 'independent-not always running to the teacher'. And the third guideline is related to the teacher's role. They state that teachers can approach problem solving with their students by posing open-ended questions. They can approach it by teaching the steps of thinking: (a) generating a hypothesis, based on prior observation; (b) making predictions based on the hypothesis; (c) testing the predictions by gathering data; (d) examining the data; and (e) evaluating the predictions in light of the data.

Hail (2000) states that one of the most effective classroom management tools he used when teaching fifth graders is 'classroom concerns activity' (P.88). He indicates that his children were eager participants in talking or writing about their concerns and were equally interested in hearing thoughts of others and participating in discussions when problems arose. The children were asked during the class time to write down notes related to things being discussed or to things happening in school. The intent of this exercise was to give children an opportunity to talk as group regarding the positive and negative things associated with relevant topics and to solve problems. Hail concludes that this policy worked very well in the classroom because it allowed the children to deal directly with the problems that arose in the classroom and in the school as a whole.

### **Catering for individual differences**

It seems that little has been done in modern language teaching towards adopting work to suit individual differences. Horwitz (2000), for example, indicates that catering for individual differences is one of the vital movements in present day education, and the teacher should not lag behind it. He adds that there is more attention to modifying instruction for different student types. Methods for identifying student differences have also changed, moving from teacher intuition to psychological assessment. Horwitz argues that after considering 6 decades of language



teachers' descriptions of their students, it seems appropriate to ask 'Why teachers' conceptions of students are so important. Why does it matter if teachers perceive students as good or bad, intelligent or unintelligent, motivated or unmotivated?' (P.524). Horwitz argues that teachers who could see their students from a variety of perspectives were able to offer teaching approaches suited to the needs of different types of learners. The researcher concludes that political circumstances and educational policies have influenced language learners. Learners should be given the chance to offer their preferences, concerns and ideas to language teachers.

Teaching aids are of vital importance in catering for individual differences among the pupils. Diana and Webb (1997), for example, conducted a research study in which they used maps to cater for individual differences between sixth-grade pupils. The major aim of this study was to investigate the effects of cognitive aptitudes and geographical maps on increasing learning and retention of factual information in a social studies classroom. Diana and Webb divided the sample of students (N=258) into two groups: map and non-map groups. Results indicate that there were no statistically significant differences between the map and non-map groups for verbal aptitude and spatial aptitude. They also indicate that maps facilitated the learning of both good and bad students regardless of prior knowledge of the subject matter or aptitude level.

In one of their studies, Sntingo and her colleagues (1999) investigated the role of individual differences in study time and in subsequent recall. They explored whether the study time allocated for each student of the sample (N=135) to the task was the most advantageous for him or her. Results showed that when the instructor allocated twice the time that students would spontaneously be allocated, they only achieve a very slight improvement in their recall performance. Results also showed that self-paced trials were important and more effective. That is, the instructor should give the student the time they prefer to genuinely cater for the individual differences between them.

### **Relating learning to real-life situation**

Linguistic theory, particularly cognitive psycholinguistics, has been criticized by sociolinguistics. The criticism centered on that linguistic trend which ignores the social role of language and sees language

acquisition in general as independent of social features. Therefore, the school culture should copy what is happening outside it in terms of the nature or sort of interactions that take place among people. Shore and Beirne (1997), for example, state that schools should teach practical knowledge and skills which may apply to the real world. Those schools ought to forge links between what students learn in school and what they will employ in the future. Shore and Beirne put it as saying: 'the backbone's connected to hipbone; the hipbone's connected to the knee bone...life in general; It's all about connections and relationships. Life continues to survive because of the interactions of all things. When the interactive process shuts down, life is diminished and, and in some cases, perishes' (P.8).

Willis (1987) indicates that the activities being practiced in the classroom should be related to the outside world. These activities involve students to those aspects of communication, which are central when, we are concerned with the achievement of outcomes outside the classroom. The researcher concludes that the activities, which demand this kind of communication 'replicate' many of the features of language use outside the classroom and for, this reason, they should be called 'replication activities' (P.13).

Crago (1992) conducted a longitudinal ethnographic study on the role of cultural context in the communicative interactions of young Inuit (Eskima) children. The focus of the research was on discourse features of primary language socialization in Inuit families. The incongruity of these features with the discourse in the classroom taught by non-intuit second language teachers surfaced repeatedly during the course study. Results showed that both French and English-speaking non-intuit second language teachers in northern schools still use a transmission style of teaching in which a child is signaled out to respond to a question whose answer the teacher already knows. They also showed that in the instruction of a second language, teachers need to consider the cultural attitudes conveyed by the communicative interactions that they engage in and propose to others.

Nunan (1997) points out that grammar is often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation and

grammatical transformation. Nunan states that EFL teachers should help learners see that effective communication involves achieving harmony between functional interpretation and formal appropriacy by giving them tasks that dramatize the relationship between grammatical item and the discourse contexts in which they occur. In genuine communication beyond the classroom, language and context are often so closely related that appropriate grammatical devices can only be made with reference to the context and purpose of communication.

Cress and Holm (2000) state that one of the important means of relating classroom activity to real-life situations is the development of empathetic responses on the part of the learner. Teachers can use the information brought into the classroom to weave realistic literature to assist children in generalizing from fictional to real-life situations. The researchers give 'Joshua' as an example and as an opportunity for the class to relate what they are up to and his emotions towards leaving his mother after having severe flu. One of the children came over and said: '...it's okay, you're just sad because it's hard to leave home after you have been out for so long. That happens to me too' (P.597). Cress and Holm ask the following questions: How do children learn to empathize in this way? Is there a way teachers can support the development of empathy in the classroom? They conclude that the best predictor of later social adjustment is the ability of a child to get along with peers.

### **Learner-centeredness**

Learner-centeredness is an approach recommended by the new trends of teaching and learning. The main purpose of this approach is to give the learner more weight so that s/he can be involved better in the educational setting. One of these trends is communicative language teaching in which the teacher is required to be a facilitator of learning and the learner to be an active communicator or participant not a passive one (Dubin and Olbstain, 1986).

Many research studies in the international literature have been conducted in this regard. Ernst (1994) conducted a study in order to show that one classroom event, the talking circle (a group activity used by the teacher to encourage talk and interaction) can provide a rich opportunity for students to extend their receptive and productive repertoires in the L2. The study was also conducted to show that instructional activity creates

opportunities for learners to engage in meaningful communication, on the one hand, and to practice recently acquired social and linguistic knowledge, on the other. Results show that changes in the purpose of teacher talk rendered very different results in the student talk. When the teacher assumed the role of initiator, students assumed the role of respondents; when the teacher asked display questions, students' responses were brief, mere repetitions and elaboration. The results also show that because of the unequal status of teachers and students in terms of the language medium and in terms of control of topic, turns, and direction, the role of teachers in L2 classrooms can be decisive in enhancing and constraining language use and language learning.

In their study, Green et al. (1996) argue that the use of a learner-centered and cognitive approach, which allows students to choose and organize their own topics, carry out peer and self-observation and evaluation, and analyze findings, is likely to produce more positive results for both learner and teacher. The approach Green et al. used comprises three stages in the implementation of a classroom discussion. The first stage is pre-discussion. During this stage, viable discussion and associated partner groups are formed. Each group draws up a list of possible discussion topics. Next, a topic for discussion is selected and responsibility may then be apportioned among individuals for researching and exploring particular aspects of the topics. The second stage is discussion. In this stage, the groups discuss the topic while partner groups of observer-evaluator monitor the process, using a variety of instruments to record data. The third stage is post-discussion. During this stage, first: there should be peer feedback from the observer-evaluators. The teacher may then give feedback on the content, intra-group dynamics and linguistic appropriateness, to groups and individuals. Green et al. conclude that although the students have used English as the language of exemplification, this approach could be used to develop discussion skills in any second language. They also concluded that the teacher's role is of crucial importance. S/he is regarded as a source of information, animation, and feedback for the discussion participants.

Anton (1999) investigated learner-centered and teacher-centered discourse in interactive exchanges between teachers and learners in (L2) classroom. Data for this study were collected from French and Italian

classes. Two ethnographic techniques were used: field notes from classroom observations and audio recordings. The Italian class was structured in three components: grammar explanation, exercise correction, and oral practice. Three components can also be distinguished in the French classes: grammar explanation, practice of structures, and oral practice. The two classes used activities and interaction patterns, which were consistent with learner-centered approaches to language teaching. The analysis of teacher-learner interactive exchanges presented in this study shows that teachers, through dialogue, can lead learners to become highly involved in the negotiation of meaning, linguistic form, and rules for classroom behavior during classroom activities.

Williams (1999) examined the production of 8 classroom learners at 4 levels of proficiency to determine the extent to which learners can and do spontaneously attend to form in their interaction with other learners. Results suggest that the degree and type of learner-generated attention to form is related to proficiency level and the nature of the activity in which learners overwhelmingly choose to focus on lexical rather than grammatical issues. The researcher states that when second language learning is solely experiential and focuses on communicative success, some linguistic features do not develop to target-like accuracy.

### **Comments on the background literature**

It seems that the studies conducted on each of the areas discussed above are in general theoretical and argumentative. A few of them have shown us that the researchers observed what was happening in the classroom and, hence, derived results or conclusions from practice. In addition, such type of research orientation focuses only on one issue in each area, e.g. the importance of using maps in catering for individual differences among learners, the influence of the use of classroom management tools in developing the skill of reasoning and problem-solving, and the learner-centered and teacher-centered classrooms. Therefore, the present study attempts to tackle the four areas under investigation thoroughly in the classroom. It will investigate whether or not the sample EFL teachers apply the methods and techniques, which are recommended by PETRA, in the classroom. As such conclusion drawn from genuine practice in the teaching-learning environment will be more reliable.

## **Research method and Procedures:**

### **Population of the study:**

The population of the study consisted of all the primary cycle EFL teachers in four directorates of education, which are North Irbid Directorate of Education, Albadia Directorate of Education, Alqasaba Directorate of Education, and North Ghour Directorate of Education. It comprised 126 male and female teachers.

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

The sample of the study consisted of twelve teachers who received training on the PETRA curriculum on Thursdays during the academic year. This sample was selected randomly by using stratified random sample. That is, three teachers were selected randomly from the list of all EFL teachers in each directorate of education.

### **Instruments of the study:**

The multitude of issues related to each area, the minuteness of each issue, and consequently the complexity of developing an efficient checklist that covers all the issues made us decide to use a research instrument called 'open observation'. That is, to go to the classroom to take notes and record what is happening. Literature, in this respect, indicates that observing without a schedule is an important research method. The reason is that 'the observer approaches the situation to be observed with an open mind as possible as to what is going on' (Simpson and Tuson, 1995:8).

In addition to this instrument, the EFL curriculum PETRA, the teacher's guides and textbooks, and documents related to training were consulted to support the argument provided by the target data. My experience of the teaching environment and knowledge of the requirement of PETRA were also drawn on to discuss issues related to them, to choose the appropriate method of data collection and formulate their questions, and to analyze and interpret the relevant data.

### **Data collection procedures:**

The procedures adopted to collect the target data are as follows:

1. The teachers selected from each directorate of education for classroom observation were met and discussions were held with them regarding the aim of observation, the dates of observation and the number of lessons that could be observed for each teacher.

2. What was agreed upon regarding the dates of observation was carried out day by day. Three successive lessons (i.e. the maximum number an EFL supervisor in Jordan can observe each teacher during the academic year) were observed for each teacher in order for the observer to evaluate the teacher's performance more efficiently. That is the timetable was achieved between September the 6th, 1999 and November the 2nd., 1999.

3. The tape recorder was constantly used and notes were taken during each lesson and/or by the end of the class time.

### **Data analysis procedures:**

The procedures adopted to analyze the target data are:

1. The notes taken on the teacher's execution of each area under investigation were examined and put aside.

2. The transcribed lessons were read thoroughly and each note related to an event of a lesson was inserted below the event.

3. Both the note and event were examined with the cooperation of three of my colleague supervisors in order to make sure whether or not they validate each other. When it was found that their relations were hazy, the tape recorder was consulted as a source of final decision.

### **Findings and Discussion:**

#### **A. The findings related to the first question: To what extent do EFL teachers make their pupils think creatively and solve problems?**

Results, in this respect, indicate that the teachers observed did not employ any further activities, which require the pupils to reason, solve problems and to answer beyond the text questions. However, the only interesting extra activities the teachers tackled successfully are associated with setting the scene, guessing, inference and justification. The notes taken, in this regard, show that the teachers, while setting the scene, used appropriate elicitation questions in order to acquaint the pupils with what

they are going to cover during the class period. Here is an example of notes taken during classroom observation:

The teacher introduced the topic 'A cookery lesson' well. He asked the pupils several personal questions whose focus was on acquaintance and advice. That is, the teacher, through these questions, familiarized the pupils with the way cake can be made. (See Appendix A/1)

The teacher set the scene appropriately. She tried hard to acquaint the pupils with the conditions under which a farmer normally lives. She asked several elicitation questions to introduce the topic 'An African farmer', such as: 'who has got a big farm in the village? Is the farm watered weekly or monthly? Why not? What sort of trees grows in the farm? Why don't we usually water them?'

(See Appendix A/2)

In terms of inference, results show that the teachers used several techniques in order that the pupils can guess the meaning of new words. These techniques are: elicitation questions, key question words (e.g., and what? What else?), acting and pictorial information. Some of the teachers used a combination of techniques in order for each technique to consolidate the other. This helped the whole class to absorb the meaning of a new word well. Three of the notes on teachers' classroom performance read as follows:

The teacher taught the meaning of the word 'run' in an appropriate way. She used three major techniques to do so (i.e., drawings, acting, and examples). This helped the majority of pupils to infer the meaning of the word. (See Appendix A/3)

In order to teach the word 'flour', the teacher asked several inferential questions. They are: 'what is bread made of? Is it made of water? Is it made of plastic? What is it made of then? What are the things that make a piece of bread? Look at the picture. What can we see? Is the man mixing water with soil?' (See Appendix A/1)

Regarding 'Justification', classroom events indicate that the teachers used techniques so that the pupils could reason things. Such a strategy



helped the pupils to depend on logic and real evidence. That is, the pupils were aided to lean on contextual information to ascertain whether or not they genuinely recognized their answers and whether they could distinguish between right or wrong decisions. This could be clarified through the following two notes:

It was an interesting attempt from the teacher. She intensified the 'whys' for the pupils to reason certain issues relevant to the topic. That is the teacher constantly asked the pupils why this answer is true or false. (See Appendix A/3)

The teacher asked the pupils to fill in the blank spaces. The strategy used by him was logical and argumentative. He did not limit the focus on filling in blank spaces, but he asked each to show the class the reason why the answer is right or wrong. He often asked the pupils: 'is the answer true? Why is it true? Why is it false? Give me evidence in the text...' (See Appendix A/4)

It seems from the results described above that the use of elicitation questions and reasoning as well as guessing techniques on the part of the teachers is congruent with some of the ideas suggested by Court (1991). These ideas are associated with getting students to engage in systematic and logical thinking to solve problems, getting students to make great effort to make sense of the world around them, and encouraging them to look for reasons and to try to be well informed and open-minded. Further, the target teachers' use of some of the sequential questions can be regarded as a good response to what Casey and Tucker (1994) claim. They show us how it is important to pose open-ended questions to help students to make procedures, examine information, and evaluate. These results also mirror the teacher's understanding to one of the major objectives of the PETRA curriculum. The curriculum designers say that this curriculum should produce an enlightened and well-informed citizen through enhancing critical thinking, inquiry, and observation.

Some of the events show that the teachers allowed the pupils to work in pairs to reason things related to a particular topic. I think that this is an appropriate attempt, which may give the pupils an opportunity or time to think and exchange ideas. Smith and Blankenship (1991) support this method of teaching. They say that the teacher should ask the pupils to

work in groups in order for each group to discuss a certain problem in terms of reasons and solutions. This may produce 'independent learners-not always running to the teachers' (Casey and Tucker, 1994:140).

If we examine the classroom context in general and have a look at the teachers' performance in particular, we can say that those teachers did not go in depth in respect of this teaching approach. They did not, for example, ask the pupils to analyze and synthesize things (Benesch, 1993). They did not also encourage them to generate hypothesis, make genuine predictions based on the hypothesis, test the predictions by gathering data and evaluate them in the light of the data (Casey and Tucker, 1994). Consequently, the teachers did not in general make the whole class time a 'classroom concern activity' so that the pupils could relate the topics of discussion to real-life situations (Hail, 2000).

**B. The findings associated with the second question: What sort of effort do EFL teachers make to cater for the individual differences between the pupils?**

Results of the teachers' classroom performance reveal that there were no extra exercises or activities (e.g., enrichment exercises, reinforcement exercises) added to the teaching-learning context in order to cater for the individual difference between the pupils. The teachers restricted themselves to those included in the textbook. This could be clarified in the following notes:

No extra activities or exercises employed. There is a computer laboratory in the school. ...The teacher should have used the lab computers and the pictorial computers located above the textbook activity in order to make a genuine comparison and/or contrast between old and new computers. The comparison and/or contrast should have been made in terms of size, speed and storage. (See Appendix B/1)

The teacher has not created any exercises in order to enliven that located in the textbook. The pupils' responses are weak. It seems that the content of each sentence is difficult for the pupils to absorb. It also seems irrelevant to the majority of the pupils. Instead of the sentence 'The horse ran away because he was .....(frightened)', the teacher must have added a sentence

related to pupils' lives. This will enrich the pupils' language and make the classroom activity more interesting. (See Appendix B/2)

Results also show that neither of the teachers attempted to mix the weak and bright pupils to get benefit from each other. Two of the notes say:

The needs of bright and weak pupils should have been responded to in the teacher's methods of presentation in the classroom. There is no single attempt that shows that the teacher has organized or re-organized the pupils according to their own ability. Only three pupils have participated in the classroom activity. The three should have been moved to help others. (See Appendix B/3)

The teacher has asked the pupils to work together and exchange ideas. The activity is a role-play one. Some of the pairs kept silent and did nothing. The teacher has not done any thing to help them or asked students to offer help. ...The teacher is chatting with some pupils! I don't know, why?!.....A group is laughing. Why? (See Appendix B/3)

Concerning independent work and home assignments, the teachers focused only on the latter. These assignments were just activities included in the workbook. Here are the notes that have been jotted down during classroom observation:

The teacher has given homework to the class. The homework is about worldwide fund for nature. The teacher has given the pupils a home assignment located in the workbook. The exercise the pupils need to do is 'match words and meanings'. (See Appendix B/1)

The teacher has asked the pupils to watch their mothers or sisters while making a pancake in order for each to describe what was done in English. (See Appendix B/4)

However, some of the teachers tried hard to ask questions with varying degrees of difficulty. Events indicate that those teachers simplified or were forced to simplify the questions stated in the textbook and the teacher's guide (i.e., asking questions in a statement form; using simpler words in the question and employing pictures and drawings). I

think that the major reason for such simplification was that the teachers needed more participation and more responsiveness in the teaching-learning environment. The notes below clarify the use of this technique:

As soon as little participation took place, the teacher simplified the form of questions to pupils. The teacher also used the incorporated picture for further clarification. It was a nice attempt because the pupils responded well. (See Appendix B/4)

The teacher replaced an unknown word in the question and used a known one. He also used synonyms and antonyms. The number of pupils who raised their hands to answer the question increased. (See Appendix B/4)

The teacher reformed the question and made it a statement. This statement needed completion on the part of the pupils. Good. (See Appendix B/1)

The events shown above make me dare say that they are disappointing. That is, no additional work was provided and no initiation in terms of class re-organization and clarification was made. I think that there are four major reasons for the teachers' lack of initiation. The first reason is that there is normally no sufficient class time (45 minutes) to add exercises or activities that suit the pupils' different levels in the classroom. The second reason is that neither the teacher's guide nor the training material emphasizes this or reminds the teachers to carry out what is recommended by the curriculum. The third reason is associated with the intensity of activities in the teaching unit. That is, each unit includes at least 12 activities to be taught during the week. The fourth reason is that the designers of the curriculum prescribe 6-8 procedures to teach each activity.

It seems that the result, which is related to catering for the needs of both weak and bright pupils, is congruent with Horwitz's (2000) observation. It says that a little bit of work has been done in language teaching towards adapting work to suit individual differences. He argues that it is important to pay much attention to modify instruction for student different types.

However, several teachers asked questions with varying degrees of difficulty. Some used drawings and pictures to simplify the question and

others replaced the words of the question with familiar words. The simplification of the question can be interpreted in this way: All the materials related to teaching English at the Basic Education Stage emphasize this point. That is, the PETRA curriculum, the teacher's guide and the training workbook recommend simplifying questions in order to encourage the pupils to participate fully in the classroom activity. Further, the use of drawings and pictures agrees with the major result of the research study conducted by Diana and Webb (1997). It says that the teaching aids in general and maps in particular facilitate the learning of both good and bad students regardless of prior knowledge of the subject matter or aptitude level.

**C. The findings linked with the third question: Do EFL teachers relate the classroom activity to real-life situation or allow their pupils to do so?**

Results connected with this question show that the sample teachers related the classroom activity to real-life situations in only nineteen short events. The majority of these events were limited to setting the scene, evaluation, and to vocabulary and grammar teaching. The events, which are linked with setting the scene, represent 55% of the total number of those in which the teacher made a linkage between the topic of the activity and real life. The majority of teachers observed used the elicitation technique in order to make use of the pupils' experiences and to add frankness and authenticity to the teaching-learning context. Here are three of the notes taken with regard to these events:

The teacher's attempt to compare the Scottish weather with the Jordanian was an interesting one. The teacher used the teaching aid 'map' to help the pupils to derive ideas related to Scotland. He also made use of the rainy and/or cold weather outside the classroom to move smoothly to the topic of the activity. (See Appendix c/1)

The teacher related the topic of the activity 'Liz's hobby' to the pupils likes and dislikes. She listened patiently to the majority of pupils in the class so that she could enliven the content of the activity. Her attempt was really successful since some of the pupils' and their parents' hobbies are nearly similar to Liz's hobby because they need hard work. (See Appendix C/2)

The teacher performed well and set the scene clearly. He introduced the topic 'Shakespeare' by reading a poem written by Ahmed Shawqi. Then, he started asking the pupils questions in order to teach the words 'poem', 'poet', etc. (See Appendix C/3)

With respect to the last stage 'evaluation', results reveal that the classroom activity was related to real-life situations in only four events. They represent only 15% of the events taken in this area. The teachers focused on using questions beyond the text. Here are two representative notes taken during observation:

The teacher asked his pupils brainstorming questions in order for them to use their imaginative and mental faculties. Then, he asked the class to elaborate the story in writing. That was a good attempt made by the teacher in order to integrate the four language skills in the teaching-learning environment. (See Appendix C/4)

This stage was full of acting. The teacher asked the pupils to act out their hobbies, using the phrase 'My hobby is...'. This way of evaluation normally encourages the pupils to use real English. (See Appendix C/2)

The events connected with vocabulary and grammar teaching has taken 30% of the total number of events in this regard. The teachers used, in these events, real objects and real-life-like examples. The notes that follow clarify such a sort of action:

The teacher clarified the key words appropriately. She made use of a column in the classroom to teach the word 'column'. She also showed the pupils a big stone to teach the word 'boulder'. As soon as the object was shown, both the teacher and the pupils started saying the word loudly. (See Appendix C/5)

The teacher used one real object to teach the derivation of words and the meaning of each derivative. He showed the pupils an object in order to tell him what it is in English. Then, he started acting out to teach the verb form of the object. The teacher used the information provided by the pupils during the class time in order to teach the word 'Input'. He used more than one sentence to convey the message to the pupils. (See Appendix C/6)

In order to teach the past perfect tense, the teacher used a real-life example. She made use of a ringing bell and the head teacher's arrival to the classroom in order to differentiate between simple and past perfect. (See Appendix C/4)

The description presented so far has revealed that the teachers observed did link most of the issues necessary to be explained in the activity to real-life situations. In addition, those teachers overused the question-answer technique, which gave no way for the pupils to provide genuine examples or situations and to give their viewpoints derived from their cultures. This result is similar to that found by Crago (1992), who said that second language teachers still use a transmission style of teaching in which a child is signaled out to respond to a question whose answer the teacher already knows. Indeed, the question-answer technique hindered those aspects of communication that could 'replicate' many of the features of language use outside the classroom (Willis, 1987: 13).

Despite the heavy use of the above technique, however, some classroom activities were linked with real-life situations. They could be regarded as a success in the teachers' performance of classroom activities. This success was noticed clearly while the teachers were setting the scene and while they were teaching vocabulary items and some grammatical points. I think the reason behind this is that the teacher's guide encourages continuously the teacher to relate the topic of the activity to real-life situations and to use pictures and real objects to explain the meaning of words. It also encourages the teacher to use this or that structure while conveying a certain message or while providing a real-life example.

The researchers, who are concerned with this area, have encouraged such a kind of link, such as Willis, 1987, Nunan, 1997 and Shore and Beirne, 1997. Willis argues that the practitioner's concern should be with genuine practice of language in real life. Therefore, the activities being practiced in the classroom ought to be linked with real-life situations. Nunan regards this linkage as a pre-requisite for effective communications. Shore and Beirne also regards it as a factor, which secures the teacher's life from diminishment. Asking the pupil about his or her attitudes and feelings towards something performed or done outside the classroom agrees with what Cress and Holm's (2000) call for.

They state that the elicitation of the pupil's empathetic responses is one of the means of which assist in making the classroom activity more real.

**D. The findings of the fourth question: Do EFL teachers give their pupils a genuine chance to work on their own in order to implement a learner-centered approach in the classroom context?**

The findings related to this question indicate that the majority of classroom practices revolved round the teacher. The events which mirrored these practices show that the pupils were not given real opportunities to converse with each other or discuss ideas in the target language through genuine group- or pair-work. Only nine events indicate that the teachers gave their pupils a chance to do their tasks without interference. The notes taken with regard to teacher-centeredness are related to: (a) interruption and individual work; (b) detailed explanation; and (c) the teacher's behavior while the pupils were working in groups or pairs. Here are three notes taken in this regard:

Two thirds of the classroom activity was teacher-centered. The teacher explained in details the features and history of the building 'Arab World Institute'. He did not give the pupils a chance to do such a kind of description in order to develop their proficiency in the target language. His explanation was oral to the extent that he did not write any word on the board. (See Appendix D/1)

The teacher divided the class from the very start into groups of four. Why such a division? The whole class period was full of individual work and interruption on the part of the teacher. In addition, the pupils were not reminded now and then that the activity needed discussion. (See Appendix D/2)

The teacher interrupted the pupils while they were reading the passage aloud. His interruption was troublesome and annoying to each pupil because it was excessive. This interruption also made both the teacher and the pupils forget that the reading text is a reading activity. (See Appendix D/3)

The events, which show the positive side of classroom practice, focused on the chances given to pupils to work together, their seriousness



while group working, and on their frankness while exchanging ideas. Here are two notes taken in this respect:

The teacher allowed the pupils to work in groups. She moved round the groups helping the pupils, pushing them forward, monitoring and giving simple directions. The pupils were given sufficient time to carry out what was required. Then, she asked two groups to present what was done to make sure whether or not the pupils did their task appropriately. (See Appendix D/4)

Basically, the open- and closed-pair techniques were carried out in a suitable way. Sufficient time was given to the pupils to work particularly in closed pairs. The teacher moved round the class and sat with some of the pairs for help and encouragement. The pupils worked seriously and almost every thing was carried out according to the objectives of the lesson. (See Appendix D/5)

Thus, the teacher-centeredness noticed in the EFL teaching-learning context can be attributed to the methods adopted to teach the previous curriculum and to training. That is, since the majority of the teachers observed are experienced ones (i.e., They learned and taught English through the previous curriculum 'New Living English for Jordan') and were used to employ the deductive method of teaching, the sample teachers might have been influenced by the way s/he dealt with classroom exercises in general. This method, for example, might not have been forgotten by the teacher and might not have helped him or her to add a learner-centered approach to the current classroom context in which the lockstep technique is prevalent. Moreover, if one examines the training material, s/he may have a feeling that the teacher is required only to present and demonstrate the same activities included in the textbook, using relatively the same procedures recommended by the teacher's guide. Such a focus on the same activities and techniques might have influenced negatively the sample teacher's classroom performance. Byram (1988) states that it is of vital importance to find a way for pupils learning a foreign language to talk rather than to focus on methodology of teaching. He writes: '...the lack of common ground, the presence of the unknown may be precisely the way forward, if handled correctly' (P. 4).

The learner-centered approach noticed in some of the events could be regarded as a good response to what the PETRA curriculum

recommends. It says that the pupils should often be given the chance to 'make dialogues and exchange ideas through group- or pair-work' (P.11). It also says that the teacher should be the axis round which every thing revolves. This requires the learner to be an active participant (Dubin and Olbstein, 1986). This can also lead him or her to become highly involved in the negotiation of meaning and linguistic forms (Anton, 1999). In consequence, the chance given to pupils to exchange ideas and make dialogues can provide a rich opportunity for students to extend their receptive and productive skills in the foreign language and can activate their thinking (Anderson, 1993; Ernst, 1994).

The target teachers' behavior while group- or pair-work shows that there is some progress in the teaching-learning context. The teachers moved continuously round the class to motivate the pupils or push them forward and to help those who are in need of help. This behavior also reflects the importance of the teacher's strategy that necessitates using a flexible approach to teaching and renders very different results in the student talk (Ernst, 1994). Brumfit (1984) points out that the teacher who gives the pupils the chance to exchange ideas normally practices democratic styles of leadership. He adds that group-work is a technique, which facilitates learning and produces 'responsible and critical citizens' (P: 113).

### **Conclusion and implications**

This study has shown various results within each of the four areas under investigation. In terms of problem solving and creative-thinking, results indicate that the sample teachers observed did not often take the initiative in creating additional activities or exercises which require the pupils to think critically or reason things. The events which reveal that there is some progress in this regard are associated with the way the teachers introduced the lesson and with the techniques they used for the pupils to infer and justify things. Regarding the second area, viz. 'catering for individual differences', results show that the teachers made no attempts to add new activities that take into account the needs of weak and bright pupils. The only noticeable thing, which is worthy of mention, is related to question forms.

In respect of relating learning to real-life situations, results indicate that the teachers used elicitation questions to set the scene and beyond

the text questions to evaluate what the pupils did during the class time. Results also indicate that the teachers were skillful in teaching new words and some grammatical items. They used objects, pictures and real-life-like examples to explain them. But these results do not show that the teachers linked or allowed the pupils to link most of the notions, functions and ideas embedded in the lesson with real-life situations. Concerning whether or not the teachers implemented the learner-centered approach to the classroom context results indicate that the majority of events revolved round the teacher. They were also full of interruption and detailed explanation of topics and issues.

The results summed up above imply that

1. The directorates of education represented by the EFL supervisors should have in mind three main suggestions. They are associated with: (1) The necessity of implementing activities in the classroom which make us feel that the teacher is initiative in creating them for the pupils to reason things and solve problems. (2) The necessity of not restricting yourself, as an EFL classroom teacher, to the textbook and the instructions of the teacher's guide, but to consult the curriculum frequently and adopt the activities suggested in it to cater for the individual differences between the pupils. And (3) the need for taking a comprehensive view of the learner-centered approach to teaching and of the idea related to linking classroom activities with real-life situations. That is, '70% of the tasks should be done by the pupils' (PETRA curriculum, 1991: 64) and almost every notion and linguistic element should be linked with pupils' lives.

2. The curriculum designers should add a theoretical background into the content of the PETRA curriculum, discussing issues related to reasoning and problem solving and to the way in which the teacher caters for the individual differences between the pupils. They should also support each issue with clear examples that are derived from classroom practices.

3. Researchers should conduct other research studies, which focus only on one area. This may give others a more detailed idea about classroom teachers' practices. The researchers should also use more than one research instrument so that the results can validate each other.



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**Appendices****Appendix A (Problem-solving and creative thinking)****1- Class: 8th. 'A cookery lesson'**

T.: We usually make things especially at night. Some of them are sweet...we use sugar to make them tasty. Who can guess these things? Who can guess the things that are tasty? Who? Only three students! Yes, Ahmed.

P.: Muhallebiyah.

T.: /Muhallebiyah/. Yes, What else? What else? Yes, Salim.

P.: Kenafah.

T.: Yes, Kenafah. What else? What else? Who can give us another example?

PP.: Cake, cake, cake, teacher.

T.: Excellent, cake. Do we sometimes eat cake?

PP.: (Together) Yes, yes, yes.

T.: What is our lesson today? What do you think our lesson is today! Our lesson is, is? Our lesson is?

PP.: Cake, cake, cake.

T.: Do you like cake?

PP.: Yes, yes, yes.

T.: Is it easy to make cake? Is it easy? Is it difficult?

PP.: No response.

T.: Who can make cake? Who can?

PP.: (Laughter is taking place)

T.: Why laughing? Okay. What thing cake is made of? We eat cake. Is it made of Lahim?

PP.: No, No, No.

T.: What is it made of, then? What is it made of? Is it made of Fawakeh?

PP.: No, No, No.

T.: Have you ever seen your mother or sister making cake?

P.: Yes, teacher.

T.: Yes, Ahmed. What did she use?

P.: Eggs

T.: Only, Eggs! There are other things used to make cake (Showing the pupils a packet of vanilla). What else? Bread is made of, what? Is it made of Plastic? Water? What are the things that make cake? Look at the picture. What is the man doing?

P.: Yakhlit Taheen Ma' Mai.

T.: Mixing Taheen...Flour..Flour with water. Yes, what else is cake made of? .....

**2- Class: 7th. 'An African farmer'**

T.: Our lesson today is 'An African Farmer'. Do we live in Irbid?

PP.: We live in Hartha.

T.: Is Hartha a city or village?

PP.: Village, village, village.

T.: Is it full of trees? Do we have many trees in Hartha? Who has got a farm in Hartha?

P.: Yes, teacher.

T.: Is the farm watered weekly or monthly?

PP.: (No response) One of the pupils raises her hand, asking: Su ma'na watered?

T.: Is it watered (Tusqa, Tusqa) weekly or monthly?

PP.: Not weekly. Not monthly.

T.: Then, when?

P.: Every year.

T.: Why every year?

P.: La'inha Btithammal (Because the tree endures that).

T.: What sort of trees do we grow?

PP.: Olive. Olive.

T.: Yes. ....

**3- Class: 9th. 'Stepping stones'**



T.: Look at this word (The teacher is writing the word 'run' on the board). Who can pronounce this word? Who can pronounce it?

PP.: Me, Miss. Me, Miss.

T.: Yes, Munira.

P.: Run.

T.: Run. Let the pupils repeat after you.

P.: (Saying the word) run.

PP.: Run.

T.: That is enough. (Start running) I am running. Who can run? Who can run?

PP.: (The majority of the pupils start running).

T.: Now, look at the picture. What is the boy doing? What is the boy doing? ....

Class: 8th. 'Look and find'

T.: (Writing on the board statements for the pupils to guess whether they are true or false)

1. Basketball became part of the Olympics in 1922.
2. Basketball needs five players and three substitutes.
3. Table tennis was first invented in Britain.

T.: As soon as the teacher finished, she asked the pupils: 'who can read these statements? Who can?'

PP.: Me, Miss. Me, Miss.

T.: Yes, Samah.

P.: (She is reading the statements written on the board)

T.: Now, I want you to work in pairs to guess whether these statements are true or false. Use the reading passage P. 95 (Facts about sports). Now start.

PP.: (Working in pairs).

T.: As soon as the time allotted to the process finished, she asked the pupils the question: 'Have you finished?'

PP.: Yes, Miss.

T.: Good, the first statement. Who can read and guess it? Who can? Yes, Alia.

P.: Basketball became part of the Olympics. It is true.

T.: Is that right? You, her friend (Asking the pupil is working with her) is that right?

P.: (No response)

T.: (Asking the whole class) Did Basketball become part of the Olympics in 1922? Yes, Abeer.

P.: 1936.

T.: Excellent. How do you know?

P.: (Showing the students) Line 6.

#### **4- Class: 7th. 'Grammar exercise'**

T.: We should complete the sentences with the correct word. Use the words: 'older', 'tallest', and 'hotter', 'coldest'. Now, work in pairs. You have 4 minutes.

PP.: (Pupils are working in pairs)

T.: ... Now. Have you finished?

PP.: Yes.

T.: Who can complete the first sentence? Who can? Yes.

P.: Hussein is older than Ali.

T.: Good. How do you know?

P.: Yes, Page 20...Line 2...Ali is 13 years old. Hussein is 16 years old.

T.: Excellent. The second sentence. Who can complete it? Yes, Khalid.

P.: Cairo is hotter than Amman.

T.: Very good. Why? Is that right?

P.: Look at the table in the passage. Amman, in the summer, is 30 and Cairo 38. ....

#### **Appendix B (Catering for individual differences)**

##### **1- Class: 9th. 'The computer revolution'**

T.: Now, what is the difference between computers nowadays and computers 30 years ago? Now, we are going to make a comparison and contrast between computers in the past and computers nowadays. What is the difference? Okay, Ahmed.

P.: Computers in the past were big. Nowadays, they are smaller.

T.: Okay. What is the second difference? The second difference? Are computers nowadays similar to those used 30 years ago? Are they similar? Are they the same? Are they different?

PP.: No. No.

T.: What is the second difference? Yes, Jameel.

P.: No response.

PP.: (Laughing)

T.: Now, paragraph three. Read. You have 2 minutes.

PP.: (Reading the bit that includes the second difference).

T.: Now, what is the difference? What is the difference? Computers in the past were? They were? They were? Very good! Only two, three. Why? (To a pupil) Yes, you.

P.: Past slow.

T.: Very good. They were slower. Nowadays! Yes. Now, tomorrow, Lesson 4. 10 'kilometer run' for fund.

## **2- Class: 7th. 'Complete the sentences'**

T.: Now, we are going to complete the sentences. Workbook, P. 23. You have three minutes. Work in pairs.

PP.: (Pupils are doing the exercise)

T.: Now, have you finished? Yes, let us start. Be Quick. Yes, you. I need you to choose a word from the list.

P.: (Reading the sentence: The boy ...his horse. They boy ...his horse.

T.: Yes. Put a word. Put! The boy Jumped...!

P.: (No response)

T. Yes, who can? Yes, Ali.

P.: The boy horseback his horse.

T.: The boy horseback his horse! Are you sure? Are you sure? The boy fell off his horse. Fell off. Fell off. Fell off. The second sentence. Who can? Yes, you.

P.: The horse was enjoyed.

T.: The horse was enjoyed! The horse was enjoyed! The horse was frightened.. ..

### **3- Class: 8th. 'Ways with words'**

T.: You are going to work in pairs. One of you will be a forest guard and another will be a man in the forest. Now, each pair should read this table silently. You have three minutes.

PP.: (The pupils are going over the content of the table silently)

T.: Yes, those who are on the right hand are forest guards and those who are on the left hand are men in the forest. Start working. Good.

PP.: (Start working.... Chaos is taking place...those who are sitting in the rear of the class kept silent.... One of the pupil's shouts, saying: Let us work.

T.: Work. Work. Work. (He is asking a student: /leiS btidhak? / (Why laughing?) Let us laugh together. Now, who would like to act out? Who? Only four? Four? Yes, you and you.

PP.: P.1: Would you like to see that garden? P.2: Yes, it is.

T.: Yes, you and you. Ask the second question.

PP.: P.1: what would you like to see in the garden? P.: I would like to see flowers.

T.: That is enough. That is enough.

### **4- Class: 8th. 'Acookery lesson'**

T.: What does Marwan prepare? Look at the picture here! What does he prepare? Prepare what? Only two pupils! Yes, Maysoun.

P.: A cookery lesson.

T.: This is a lesson. This is the title. I want the things Marwan prepares. What are the things Marwan prepares? He prepares, what? What is he planning to do? What is he arranging? Three only! I need more hands! What are the things he prepares? Yes, one, two, three. Yes, Naseem.

P.: Fork, milk and eggs.  
T.: Excellent. Clap to Naseem.  
PP.: (Clapping to Naseem)  
T.: Very good. What is the thing Marwan wants to do?  
P.: (Silence is taking place)  
T.: What do you think he wants to do? What does he want to do?  
Yes. Yes. Nour.  
P.: To make a pancake.  
T.: To make a pancake.  
T.: Yes, that is enough for today. I want you to ask your mothers and sisters to make cake. Tomorrow, you must describe what you have seen.

### **Appendix C (Relating learning to real-life situations)**

#### **1- Class: 7th. 'Listen and read'**

T.: Our lesson today is mainly about a student in Edinburgh. Look at this map. Where is Edinburgh? Where is it? (Pointing to Britain) Is it England?

PP.: Yes. Yes.

T.: Where is it?

PP.: England.

T.: England. England! (Pointing to the map) Who can read this word! Who can?

PP.: Me, Sir.

T.: Yes, Mohammed.

P.: Scotland.

T.: Yes, it is Scotland. It is in Great Britain. (Looking outside and trying to relate Rashid's feelings towards the weather in Scotland) It is raining now. Is the weather cold? Yes, Lui.

P.: No, it is not.

T.: Is it cold, Sami?

P.: Not cold.

T.: Do you think people like the weather in Scotland? Do you think?

PP.: Me, Sir.

T.: Yes, you.

P.: No.

T.: Why?

P.: /Barid/ (Cold in English)

T.: Is the weather in Scotland cold or Barid?

PP.: Yes.

T.: Yes, the weather in Scotland in cold.....

**2- Class: 7th. 'Liz's hobby'**

T.: Now, we are going to talk about Liz's hobby. What is her hobby?  
Yes, you.

P.: Painting walls.

T.: What is your hobby, Arwa?

P.: Reading.

T.: Reading.

T.: Why smiling, Arwa? Is that your hobby? Is reading your hobby?

P.: No response.

T.: I want your real hobby. /Kuni sariha Sara/ (Be frank) My hobby  
is.....

P.: I like to...I like to....

T.: What would you like? You like to what?

P.: I like to ride a bicycle.

T.: Do you have a bicycle?

P.: Yes.

T.: Now, What is your mother's hobby?

P.: Mother is always cleaning the widows.

T.: Do you help her?

P.: No, I am reading. No body helps her. She is ...she is /ta'banih/  
(tired).

T.: Ala', what is your hobby? What is your hobby?

P.: Drawing.

T.: Good. What is your father's hobby?

P.: My father /Yeflah/ (ploughing).

T.: Do your brothers and mother help him?

P.: Yes, Suleiman. /Yaharam bitla' min alsubuh/ (He left home from early morning).....

T.: Now, I want every one to act out her hobby. Please use my hobby is..... (She is writing this phrase on the board).

PP.: (They start acting out their hobbies..... Noise is taking place).

### **3- Class: 9th. 'Shakespeare'**

T.: Now, Unit nine. Lesson 1. Shakespeare, William. Now, Have you ever heard of Ahmed Shawki? Have you read his poems?

PP.: Yes. Yes. Yes.

T.: Have you read his?

PP.: We have read his, his.

T.: You have read his what? His what? His what? (A pupil is shouting) Yes. Yes, you.

P.: His poem.

T.: Yes, All of us have read one of his poems. Is Ahmed Showaki a poem? Is he poem?

PP.: No. No. No.

T.: He is what? He is what? Poem? Yes, you.

P.: Poet.

T.: Excellent. He is a poet. What about Shakespeare? Is he a poem?

PP.: No. No. A poet.

T.: we are going to read his?

PP.: His poem.

T.: Excellent.....

### **4- Class: 10th. 'Stories'**

T.: ....Our lesson today is a story, which is full of joking. Look at this picture. What can we see in the picture? What?

PP.: An old man.

T.: Where is he living? Where is he living? Is he living in the city?  
Look at the picture. Look.

PP.: Village. Village.

T.: Good. Good. There is another man in the picture. Is he a teacher?

PP.: No, doctor.

T.: Very good. Now, you have minutes. Read this passage.

PP.: (They are reading the passage)

T.: Have you finished?

P.: Yes, yes.

T.: Where are the old man and the doctor standing? Where? /wein/.

P.: Road.

T.: Yes, on the road. What had the old man asked the doctor before the doctor entered the clinic? Look, we have two tenses in the past. What are they? Yes, you.

P.: 'had asked' 'arrived'

T.: Yes. Yesterday, I had left the classroom when the bell rang. Who can give me an example? Yes, you.

P.: I had eaten my food before the bell rang.

T.: Very good, very good. Now, what did the old man ask the doctor?

P.: He asked him to see his eyes.

T.: Now, What did the doctor tell the old man to do? To do what?

P.: To close his eyes for minutes.

T.: What did the doctor do? What did the doctor do?

P.: He left the old man.

T.: Now, what do you think the result of the doctor's joke will be?  
Now, I want you to work in pairs. Work in pairs, now. Exchange ideas.

PP.: (They are working in pairs).

T.: Now, now. What is the result of the doctor's joke? Yes, you.

P.: The old man will follow him to the /iadeh/ (clinic).

T.: What is the result?



P.: /bikhashuh/ (He will dismiss the doctor from the village).....

**5- Class: 7th. 'Describing places'**

T.: Let us now start with lesson two 'Describing places'. Now, look. (She is writing a number of words on the board). (After she has finished writing the words, She starts asking questions about the meaning of each). Now, what is the meaning of 'famous'? What?

P.: /Mashhour/.

T.: Yes, /Mashhour/. Now, look at the picture in this newspaper. Picture of whom? Who is this picture?

P.: Yes, yes. King Abdullah.

T.: Now, who has got a picture of herself?

PP.: (Silence is taking place).

T.: Look this is my?

PP.: Picture.

T.: Good. This is my photograph. (Pointing to a column in the classroom) What is this? What do we call this?

PP.: (Silence is taking place).

T.: In English, what do we call this? Yes, Khalida.

P.: Column.

T.: Very good. Very good. Column. Column. What is this?

PP.: Column.

T.: Now, stand up and look through the window? What is that big thing on the left? /Shouf/, /Shouf/. (Pointing to a boulder).

PP.: Stone, /Hajar/.

T.: What do we call the big stone?

P.: (Joking) Big Hajar.

T.: Good. The big Hajar is called a boulder. A boulder. A boulder.....

**6- Class: 8th. 'What do computers do?'**

T.: .....Unit twelve. Lesson two. What do computers do? /Undur ila al ali alhasibah/ (Look at this calculator) what is this?

PP.: /Alih hasibah/.

T.: What do we call it in English? In English, please.

PP.: (No response).

T.: Look at what I am doing. I am now adding 6 to 7 = 13. What am I doing?

PP.: (No response).

T.: This is what? What? What? Read the word below the picture. Read it. Read. Who can read it? Yes you.

P.: Calculator.

T.: This is a calculator. What is the man doing in the computer? He is calculate? He is calculate? Present continuous.

P.: Calculating.

T.: Yes, he is calculating. What am I doing now? I am?

PP.: Calculating.

T.: I am calculating.....

#### **Appendix D (Learner-centeredness)**

##### **1- Class: 7th. 'What do you know?'**

T.: Now, read the first paragraph. Who can read the introduction? Yes, Waleed.

P.: Reading the introductory statements of the lesson.

T.: Yes, right. From this introduction, we know that this building has recently appeared and also the location of the building on the river in Paris. This building is made of glass. Also, here it is an attractive place because thousands of visitors come to see this place. The idea of building this institute was thought of in 1973. The work began in 1981 and finished in 1986. What are the things the Arab institute show? Look, it shows how many people visit the place. They visit it every day. Why do people visit it? They visit it to see many things. Look in the picture. There is /ma'rad/ /ma'rad/ exhibition. /Ma'rad leish/ Look at the books there. They are arranged. They are arranged for these people to see and buy. ...There are other things done in the institute. Look, there are computers. People attend courses. Courses of computers. See the title

'The Arab World Institute'. It includes every thing, which is Arab.....

### **2- Class: 8th. 'Match questions and answers'**

T.: This exercise contains...Listen. It contains two lists. Two lists. A list of questions and a list of answers. The questions are in random order. All of you. I want you to help each other. Or, or, yes. Work together in groups. Naseem, Ahmed, Ra'id, and Naif work together. Match the question with the suitable answer. Now, every one can choose the students he likes to work with.

PP.: (Start working)

T.: Look, look, look. The questions are on the left side and the answers are on the right side. Now, start. (Approaching the groups and saying /hai as'ileh, hai ijabat/ (These are questions and these are answers). To the class: Have you found answers to the questions? Yes, work, work. You, work, work. /malek...shu biddak/ (What do you want?). Work. /Ana kult ajidu ilejabat/ (I said: find the answers). Now, Who can match the first question with its answer?

PP.: (Start answering the questions).

### **3- Class: 7th. 'Read and understand'**

T.: Our lesson today. What is our lesson today? What is the title of our lesson? Yes, Ali.

P.: 5 Read and Understand.

T.: Yes. Read and understand. Yes. About what? (Pointing to the introductory words which show the major aim of the lesson) Read this title. Read it. Yes. About what?

PP.: Simple past. Simple past.

T.: Yes, simple past. Who can give me an example on simple past?

PP.: (Two pupils raise their hands) Yes, teacher.

T.: Only two! Yes, Khalid.

P.: She ran into the garden.

T.: Ran. She ran into the garden. Now, we are going to read the lesson aloud. Who can read? Yes, Ahmed read.

P.: We arrived in Vilcabamba at about midday.

T.: What is the past form of arrive? Look. What is the past form of arrive? What is it added to arrive?

PP.: /ed/

T.: What is added? /ed/. Arrive becomes arrived. Who wants to continue reading? Yes, Ali.

P.: We had heard so much about the place and now at last we were here.

T.: Please, stop. 'Were' is past. What is the present form of 'were'?

P.: Yes, are.

T.: Yes, continue.

P.: We can notice many things interesting...

T.: Now, can notice, can notice, can see. We can see many things in Vilcabamba. Now, continue.....

#### **4- Class: 9th. 'The Olympic Games'**

T.: We taught the new words in the previous lesson. What is the meaning of the word 'athlete'?

P.: Yes, person good at jumping and running.

T.: Very good. What is the meaning of spectators? Yes, you.

P.: Yes, people who watch games.

T.: Excellent. Now, the reading passage. (Start writing questions on the board for the pupils to answer each). ...Now, we are going to read this passage silently and answer each question. Now, each three should answer the questions. Now, start reading the passage. You have 5 minutes to read the passage and five to answer the three questions.

PP.: (Reading silently the passage)

T.: Now, we are going to answer the questions. Start, start, start.

PP.: (Start working with noise).

T.: (Moving round the class and saying to some groups: 'good', 'excellent'. To a group: 'The answer of the second question is in the first 4 lines of the second paragraph.' Yes, good. To another group: 'The Olympic Games take their name from the'...(Trying to simplify the question: In which country were the first Olympic Games held?). To a third group: 'Have you finished?'

PP.: Yes, finish.

T.: Let answer the first question? Use the reading passage. No problem.....

### **5- Class: 7th. 'Look and say'**

T.: Now, let us continue the lesson. 'Look and say'. This exercise gives you practice in talking about the purpose of things. (Drawing two faces on the board and writing below the first face a question and below the second face an answer). Now, (holding a pencil): What's this pencil for? (Moving to the second face, saying: It is for drawing). Now, come, come, and come. (To a good student): Yes, come and stand in front of the first face. Ask me.

T.: What is this pencil for?

P.: It is for writing.

T.: Excellent. Now, you have the questions and the answers. Each two should work and ask each other. You have 5 minutes. You on the right side: ask. You on the left side: answer.

PP.: (Start asking each other)

T.: To a pair: 'you are free in your answer'. To another: /jaid/ (good). Now, I think. I think that those who asked should answer now and those who answered should ask. /elli sa'al ijawib willi ajab ysa'l/. Now, you have 2 minutes left. (Start).....