



EVALUATE OF ENGLISH LANGUAGE CURRICULUM FOR THE NINTH GRADE OF PRIMARY EDUCATION ACCORDING TO TAYLOR'S MODEL

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Abstract

This study aimed to evaluate the content & objectives of the English language curriculum for the ninth grade of basic education stage in Libya, according to Ralph Taylor's model of evaluate the curriculum. The study content a sample of 99 supervisors and English teachers in the primary schools in Al-Zawia and in a percentage of 55% from society of the study, as for the tools of the study a questionnaire were used to collect the data through the descriptive approach, the Results of the study find that the English language curriculum aims to achieve the educational goals where it should be clear & specific. On the other hand, the content of the curriculum is inappropriate for the educational goals as it doesn't take into consideration the changes that happens in the society, it doesn't fit into the school schedule, and it doesn't comply with the students wishes.

Keywords: Taylor's model - Content - Objectives – evaluate.

1. Introduction

The school curriculum take a leading position in the educational process as it is the most important part which should be paid a great attention and a wide space from the decision makers to reach the goals, to achieve the integrity unit between them, at the same time this is an important factor to stimulate all the students to use what experience and skills knowledge they have learned to handle any individual or collective problems they are going to face, one of the most important reason for the curriculum evaluation process is : the large number of changes that happens in the society which need to re-consider the curriculum and this require evaluate its effect, also to increase the knowledge and information tremendously, and to call from time to time the necessity for educational reforms in order to keep up with the innovations of the communities.

For the example not exhaustive studies made by Azeema Khater (2010) Amna barakat (2012) and Osama Ali in Libya found that the school book didn't achieve the general and specific goals where the volume index is not true according to the supervisors point of view, also the book is not free of types and There is a lack of teaching aids.

These results are considered as an indication entail important things; probably the most important is the uncertainty of not achieving most of the wanted goals for the educational process. This leads to the inability of the students to recognize the scientific development and to be incapable to solve their problems for now and future, at a time English language should contribute in graduating generations be distinguish with logical sense based on creativity and criticism.



2. Research Objectives

The current study aimed to evaluate the content & objectives of the English language curriculum for the ninth grade of basic education stage in Libya, according to Ralph Taylor's model. Thus, the study attempted to achieve the following specific objectives:

- 1-To know how considerable is the English teacher of the ninth grade at the elementary school to the educational goals.
- 2-To know how the content of English language of the ninth grade of primary education stage suitable for goals of the educational stage.

3. Theoretical background

Educational Assessment it is been issued as an objective judgment on how to achieve the educational goals of the desired ones and how to achieve its purpose. and to reveal the negligence aspects and to suggest the methods to avoid this negligence in future. Al-Khalidy and Al-Sweedy (1998) and it has been defined it as how to get all the information needed to take the right decision concerning the educating program. Al-Abrahemy Abdul Razak (1982). As we have mentioned before we can define the educational assessment for this study as: Evaluation is a record of judgments on how content was the English book to achieve the educational goals which was set up for it according to Ralph Taylor.

National Centre for Training & Educational planning in Libya defined the elementary education as wide and fundamental basis to educate young children from 6-15 years old, they aimed to provide the students with the necessary discipline, knowledge, experience and scientific skills.

it is the first stage in Libya divided into 2 parts: The first is elementary and the second is preliminary, the child starts at the age of 6 for 9 years from first grade till the ninth. Its obligatory and free once he passed this level he is qualified to go to the intermediate stage. Al-Hamrooney (2002) also it has been known as the first stage from the formal education in Libya, it starts with going the child to the school at the age of 6 and it continue to 9 years, it is compulsory and equal the preparatory school in some countries. Khazala (2004)

Taylor's model (1902-1994): it as the oldest evaluation pattern, he try to compare between the target results and the real results. Khazy and Al-Swa (2005) and it is a practical steps starts with well formulating for the goals then sorting the general aims, formulated it and imitate the circumstances which can be achieved throw it, then compare the achieved performance with the goals to make the judgment, unachieved goals to be considered as a deficient in the program which should be assessed, while the achieved goals is considered a successful for the program. Al-Dosery (2005)

English language curriculum: it is the curriculum to be studied by the ninth grade students in Libya and consist of 2 books course book & work book.

Educational objectives:

The educational objectives are the changes that wanted it to happen in the human behavior and in his practice and his attitude towards the local society or the humanity society. Al-Gaylani(1988) and they are any changes wanted it to happen in the behavior of the educated people as a result to their education. Al-Marae and Al-Hela (2000) Accordion to Ali Abu Harara study (1986) "Analysis study to put English language curriculum and teach it in the secondary schools in Al-Madeena Almonawra". Which aimed recognize the most important educating difficulties for English language. The results were the unsuitable English books for teaching English as a foreign language, the teaching methods and the atmosphere inside the classroom, it also revealed the teachers didn't use the audio visual aids and these equipment are not available in the schools.

As for the study recommendations it assured on the importance of the structuring and connection according to the content, also the importance of the education school activities, it recommend the necessity to use and provide the audio visual aids to teach English language in the secondary schools in Almadeena Almonawra. Meanwhile Farook Mohamed (1998) study "Analysis and adjustment of the English language curriculum in Um Derman Alkobra province". The study aimed to analysis and adjusts the English language curriculum considering it a written document in taking the content, goals, knowledge, education activities and psycholinguistic specifications. The study found that the educational goals for the English language curriculum are clear and determinant and it goes along with the great value of the Sudanese education, also the teacher



guidance is considered appropriate from the content side, as well as the content of the English language curriculum present social and philosophy dimensions in the Sudanese society.

As for the study recommendations it affirms on the English language curriculum to be concerned in limiting the goals he wants to achieve which is derived from Sudanese educating goals, all English teachers should be familiar with the Sudanese educated goals and the basic stage goals. On the other hand; Neama Ahmed study (2001) "English language teachers heading towards using educational technology in teaching English language in the secondary schools". The study aimed to reveal the English teachers trends to use educational technology in teaching, and also reveal the relationship between students weakness in English language and the lack of not using educational technology in teaching English in the secondary schools.

The study sample contain 149 items,51 male teacher,54 female teacher,19 male principle,17 female principle,3 male supervisor,5 female supervisor.

The result was positive towards using the educational technology in teaching English in the secondary schools.

Hanan Ali study (2004):

The Title: Adjustment foreign language curriculum in the secondary schools from the teachers and supervisors point of view.

The study aimed to adjust the foreign language curriculum (English – French) in Alkhartoom secondary school.

The study sample contain 115 item,99 male English teachers, 11 French male teachers, 5 supervisors 4 of them are for English and one for French, that means the percentage was 74% from the study society.

As for the study tools a questionnaire was used to collect the data.

The result of this study was as follows:

1. The foreign curriculum goals are clear and specific.
2. The goals of this curriculum with the secondary school goals and the Sudanese goals all are connected to each other.
3. The content of this subject will lead to increase the educational level of the students.
4. The activity procedure is more benefit in teaching foreign language curriculum in the secondary stage.
5. Use case is a successful method in teaching these languages.
6. The educational experience is organized on the type of separated subjects.
7. There are different methods and tools for adjustment leading to reach curriculum goals.

Study recommendations:

1. To be concern with the educational technology in the preparation programs for the language teachers in the secondary schools.
2. To re-consider the foreign curriculum goals to follow the development this happened in language teaching field.

There should be varieties in the adjustment method not depending only on traditional written exams which depend on reminding questions and not on understanding thinking and inventing.

Comment on previous studies: from the previous proposal for research and previous studies the Arabic ones and the foreigners which dealt with evaluations of the study curriculum in general and English language curriculum specifically.

The whole of the research work and studies in spite of their differences and multiplicity in their research methods, they agree that there is weakness in the facilities and educational technology in the teaching process, among them is Abo Harara study (1986) and Ahmed study (2001) and this indicate unavailability of the educational methods, the Audio aids technology and the labs in the schools.

As for the relation of the educational goals with the content, it was clear from Mohamed study (1998) and Ali study (2004) the educational goals are cleat, specified and related to the content while the results of Abo Harara study was negative toward the relations of educational goals to the content of the study schedule. That means the development and progressing in preparing study schedule in the last years. As for the tools used whether the ready ones the developing ones and the curriculum for all the previous studies, it has been considered suitable for what it was used for, as for the differences in the sample size in this study it wasn't difficult to reach the results and achieve the wanted goals from the previous studies and research.

From the previous presentation we can say the immediate study agree with the goals of some of the studies also agree with the used curriculum which most of them used the descriptive curriculum.



Generally it's made use of the researchers and the previous studies in many ways, most important is:

1. Formulate some queries and how to choose the sample.
2. To know the tools and the statistical methods used in these studies.
3. To know the educational literature and support the special part of the theoretical frame.
4. Compare the results of some of the previous studies with the results of the present ones.

Fundamentally to say that the results of the previous studies shouldn't be generalized on other cultures, which lead us the necessity to do similar studies in other environment like the Libyan environment.

4. Method

4.1. Research Instruments

This study can be classified as it is analytic descriptive study about the evaluation of the English curriculum for the ninth grade from the elementary stage. The descriptive curriculum is more appropriate to this type of descriptive studies, it provide us the ability to choose a number of questions and assumptions which describe the nature of relationship between the study variability through the Survey method which pay attention to the present situation and not to notice the phenomenon, collect the information at the time of the study not depending on data in primary or secondary sources.

4.2. Study society

It include all the supervisors and the teachers in the elementary school Alzaweya, they are 9 supervisors and 168 male and female teachers for the year 2007-2008. Down below is the table that reveal the size of study society.

No.	Surman branch	Alzaweya branch	category
9	4	5	supervisors
168	55	113	teachers
177	59	118	TOTAL

4.2.1. Study sample

The sample was selected randomizing it included all the English language supervisors, they are 9 and 90 teachers male & female, the sample percentage was 55% from the study society, down below is a table that reveal the study sample.

%	NO.	Gender
9.09	9	Supervisors
90.91	90	Teachers
100	99	TOTAL

4.2.2. Study Tool

The researcher did a questionnaire depending on Ralph Taylor Model, to review some of the previous studies about the evaluation of the English curriculum.

Truthfulness and tool stability: Validity and Reliability of the tool:

Tests are a method for evaluation and measurement and to do so it needed honesty in her vocabulary and that means we have to put the tool measures in its place. To investigate the stability of the tools the researcher apply equation (Alpha Corrbacs), to measure the stability of the questionnaire it shows the value of coefficient stability is good and it reached(0.78). This assures that the tool is capable to give nearly similar results if we re-applied it on the same sample under similar circumstances.

4.2.3. Statistical Methods

Statistical pouch has been used (SPSS) which is used for social science to analyze the study results.



5. Conclusion

The result revealed the agreement of the study samples of the teachers and supervisors reveal that the goals of the curriculum do not motivate the students towards the self-education which is considered the main goal among the goals of the preliminary stage, which is set by the people committee for education in Libya, which state that the student should gain the basic of knowledge, skills and wanted values which help him to be self-learning, this indicates that the authors of the curriculum didn't pay much attention to the self-education which is considered one of the methods the educational process rely on, where each student learn according to his ability, capability and self-speed, this will lead to consider the educational process based on the activity of both the teacher and the student through the curriculum.

The study sample shows an agreement that the content of the English language curriculum didn't pay attention to the changes of the content that happens in the society which demonstrates, a weakness in focusing on the society problems and the continuous changes in it; this requires the necessity of coordination, adaptation, and compatibility between the society problems and curriculum subjects, speed is the nature of the present time, therefore the curriculum should go along with this development. In observance attention of the content for the students, wishes indicate the weakness in the authors towards the student wishes and likings through the content of the curriculum, this reflects the lack of modern principles in preparing the study curriculum, therefore we need to take into account the students desires when building the curriculum to make sure achieving the desired objectives.

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