

Correlation between Curriculum's Conceptual Base and Students' Motivation towards English Language Learning

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ABSTRACT

The major purpose of this study was to investigate the relationship between the conceptual base of the English language textbooks and students' motivation towards the course materials they studied. Specifically, this study aimed to run content analysis of the English language textbooks across grades 5-10 and to determine students' motivation towards the EFL learning. Two samples were employed; one was 4 textbooks for the 5th and 10th grades representing school curriculum and 56 students from both the fifth and tenth grade students. Keller's course interest survey - CIS was adapted to solicit students' responses on the motivation measure towards EFL learning. Correlation coefficients calculated between the conceptual base in EFL curriculum and students' motivation towards EFL learning. The results validated Erickson's theory on the correlation between student's motivation and curriculum conceptual load. In other words, students loose motivation across grades due to the gradual decrease of conceptual load in their curriculum. The study recommended that curriculum designers are invited to balance the conceptual load of curricula across grades for its highly influential effect on students' motivation toward course learning.

Keywords: Concept-based Curriculum; Conceptual Base; Motivation.

Introduction

Study Background

In a customary English as a Foreign Language (EFL) classroom, students sit in rows and stare at their textbooks while one after another reads a paragraph or completes a drill and kill exercise. There are few times when students work in pairs or in groups. Quickly, teachers check students understanding of vocabulary and structure items just given and or translated into Arabic (unfamiliar items). Behind the vacant eyes, students' minds are roaming outside. Persistently, the teacher controls the scene from a podium or a stool in the front, questions the facts just read, and checks what is called behavioral objectives or learning outcomes one by another. By the end of the class period, all – teacher and students - know how many pages covered and how many left in a course, (Erickson, 2007).

Unfortunately, contents of lessons evaporate rather quickly. After the learners have left their classroom or the lecture hall, only a few continue to retain, transfer, and

understand knowledge as well as they should – in spite of the dedicated efforts of teachers to teach and re-teach class after class and year after year.

The preceding learning scenario is not far from the EFL learning and teaching practice in Jordan.

EFL in Jordan

English in Jordan is a compulsory school subject; it aims "to develop native- like facility in English which will enable learners to communicate spontaneously, effectively and confidently about a broad range of topics." (Jayyusi, Zughoul, Abul-Fattah, Duwaik, Al-Zubi, Abu- Sirhan and layyan, 1991:15). There seems a general notion of feebleness of EFL in general. Rababah (2003) explained that several studies conducted in Jordan concur similar findings and conclusions (e.g., Abedul Haq, 1982; Zughoul, 1998). For example, Abdul Haq (1982: 33) stated that "... there are general outcries about the continuous deterioration of the standards of English proficiency of students, among school teachers, university instructors and all who are concerned with English language teaching."

The same upheaval bounced by other researchers in Jordan. Al-Azzam (2010) in her analysis of Jordanian EFL curriculum explained that in Jordan one single

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textbook for each grade is used throughout the country and the teachers taught an adopted national curriculum with minimal supplemental materials or differentiation for students' differences. Al-Makhzoumi (1986:20) stressed "most (Jordanian) students are slow readers with bad reading habits; students are unable to comprehend the facts stated or implied in an English text; they find it difficult to figure out the main ideas of texts, and to reflect on the author's purpose(s)".

Additionally, Zughoul (1998) discussed some conditions that need to be met in the development of a good textbook of teaching English language. One of the concerned conditions was motivating English language learners. Zughoul reported that the selection of vocabulary and structures in these textbooks is extremely not stimulating; a lot of material is basically dull, purely mechanical operations are emphasized and the typical exercises consist of a number of disconnected sentences.

Research in Jordan dealt with separate EFL problems; it discussed EFL education from different angles, but the problem is still prevailing and learners of English have what would be called English Language phobia. Students have a pre-mindset that English language is difficult, and so they are not ready or motivated to learn it. Perhaps the most significant reason that Jordanian students are low motivated and poor performing is that teachers are provided with intellectually shallow curriculum materials that fail to engage higher-order thinking of students (Erickson, 2001)

Motivation in EFL

Motivation is an important factor in foreign language learning. When students are motivated, they are likely to make a great progress in learning and show significant improvements in their English study. Irrespective of the notion that EFL learners are instrumentally motivated, Gardner and Lambert (1972) claim that integrated motivation would be a greater contributor to success in learning a foreign or second language than the instrumental motivation. In other words, learners who aim to become similar or closer to the new culture and society (integrated motivation) yield more than those who learn the language instrumentally - to achieve some goal through a possibly limited use of the new language.

Zoltan (1994) extended this issue further. Extrinsic motivation is no longer regarded as counterpart of intrinsic motivation but has been divided into four types: External regulation, introjected regulation, identified

regulation and integrated motivation. The most developmentally advanced form of extrinsic motivation is integrated regulation, which involves regulations that are fully assimilated with the individual's other values, needs, and identities. Motives traditionally mentioned under instrumental motivation in the EFL literature typically fall under one of the last two categories- identified regulation or integrated regulation- depending on how important the learner considers the goal of a foreign language learning to be in terms of a valued personal outcome.

This concept includes three broad levels: the language, the learner, and the learning situation; these levels correspond to the three basic constituents of the L2 learning process (L2, L2 learner and L2 learning environment), and reflect the three different aspects of language: the social, the personal, and the educational subject matter dimensions (Zoltan, 1994).

It is difficult to define and measure motivation; however it may play a role in the success of formal learning more than in informal acquisition (Krashen 1981: 28). Skehan (1997) stresses that motivation is the second most powerful factor in forecasting language learning effect and it is only after aptitude. Additionally, motivation determines the degree of effort the language learners make in learning a foreign language. The more motivation they have, the positive attitude they would adopt and more efforts they make in learning the target language.

Motivation and Curriculum Design

From a revolutionary perspective, Erickson (2007:3) assumes that the low motivation of EFL learners may be because of curriculum and instruction design; there is "an inverse relationship between expanding fact base of curriculum through the grade levels and engagement of the child's personal conceptual mind." In other words, as the factual load (course coverage) increases, the conceptual intellectual engagement and consequent motivation for learning decrease. Therefore, this problem can be fixed with the concept-based model for curriculum and instruction. To understand this further, the design of both the topic-based and the concept-based curriculum design is discussed below.

Concept-based Instruction - CBI

Concept-based instruction is a novel means of organizing various units of study to help children

integrate new type of information in such a manner that children are able to see and identify a number of patterns, situations or even connections between facts and concepts or ideas. In essence, with concept based learning, children can know, learn, understand and master rather than just memorize and learn things by heart. Also, they learn to master ideas and facts longer by understanding that they are really meaningful. Concept based learning is all about learning by using very big ideas and suggestions. Big ideas are the ultimate goal of learning. It can be defined as the generalizations that learners can make by using two related concepts or more.

Additionally, big ideas can be weak or strong opinions depending on the facts supporting them. The following example clarifies the notion of big ideas in the CBI. In preparation to a history class, the teacher identified a number of events that led to the Arab Spring Movement in the Arab World in 2011. Among these were - the Tunisian generational desire for political change, the Egyptian yearning for democratic freedoms, the intense pan-Arab identification ...and many others including imperialist designs or foreign interventions. Then, s/he selected certain concepts related to the movement like awakening, democracy, intervention, identification, corruption, succession and technology ...etc. By the end of the unit, children become big thinkers and problem solvers; they connect events and form their big ideas by using concepts. A big idea is, therefore, a true statement consisting of two concepts or more. Thus, one child may put his/her big idea about the topic like: The accumulation of oppression feelings may lead to a revolution. Another child puts it this way, Poor people join demonstrations earlier than lucky people and the story goes on from local events to global understanding. The validity of each big idea the learner establishes depends on the authenticity of facts he or she can supply for or against it. Therefore, the big idea may be convincing or unconvincing depending on the true facts supporting it. Thus, facts are essentials, too. Conceptual learners know what facts they need from a topic and what purpose they serve them when talking or writing about that certain topic.

In Erickson's language, this is what is called a synergy or interaction between the simpler and more complex processing centers in the brain. It requires the brain to process information on two cognitive levels – the factual and the conceptual. The conceptual mind uses facts from the text as a tool to identify patterns, relate patterns into

background base, and generate deeper, transferable understandings – big ideas or extensions (2001; 2007).

Of course, the curriculum material is seldom designed to systematically set up this intellectual synergy between the factual and conceptual levels of thinking. Thus, it is the responsibility of career educators to provide teachers with specific strategies for creating this intellectual synergy. The conceptual lens strategy, for example, has lent itself as a powerful tool for teaching beyond facts and content skills. Erickson (2007) stated that this conceptual lens facilitates the integration of thinking. Typically, the conceptual lens is a generic or specific concept like food, verb, noun ...etc that serves as a bridge for helping students to link new knowledge to prior knowledge and to see patterns and connections between facts and transferable understanding (p. 129).

Another important point is the correlation between the intelligence and the motivation of learners towards the specific content knowledge and skills within a discipline. The greater the chance for the learners to engage their brains in a topic, the higher their motivation will be. Not only this, but, according to Erickson (2007:3), "the inverse relationship between the expanding fact base and the engagement of the learners' personal, conceptual mind..." is attributed to the way the traditional curriculum and instruction are designed.

Concept and Facts within the CBI

It is worth differentiating between facts from concepts in this regard. Facts are examples of persons, places, situations, and things. Facts do not transfer; they are locked in time, place, or situation. Facts are easier to teach, but substantially harder for low-achieving students to learn, because they are communicated in dense language and must be memorized (Nolet & Tindal, 1994). Therefore, to assist in putting isolated facts into context, the curriculum is planned around concepts that share a common set of defining attributes (Tindal, & Blake, 1992).

On the other hand, concepts are mental constructs that cover different topical examples and meet these criteria: timeless, universal, abstract, and sharing common attributes (Erickson, 2007: 31). It is concept attributes that enable students to apply knowledge to new circumstances, settings, places, events, and time periods and across domains. Moreover, concept attributes can be juxtaposed to non-examples to highlight the critical distinctions (stream vs. brook, ocean vs. lake, etc.). The

ability to discriminate between examples and non-examples helps students learn concepts (Merrill & Tennyson, 1971) because students can organize information into a structure that enables them to recall and generalize the information needed to solve any given problem within the specified domain.

Purpose of the study

The major purpose of this study, therefore, is to investigate the relationship between the conceptual base of the English as a Foreign Language curriculum and students' motivation towards the course materials they study. Specifically, this study aimed to run content analysis of the EFL curriculum across grades 5-10 and investigate the relationship between the conceptual base of EFL curriculum and students' motivation towards EFL learning cross grade levels.

Statement of the problem

A growing consensus among educators like Erickson (2001; 2007) resonate that ill-designed curriculum and instruction – lack of synergy – is a major reason behind the fact that students gradually lose their motivation by grade level, though they enter school as eager, motivated learners. Unlike the early grade curriculum, which is based on concepts, the advanced grades curriculum is based on fact. Children at earlier stages are invited to learn concepts like colors, weather, family ...etc.; they love to learn because they use their own minds! However, the case is not so as they grow up and are offered curricula designed with greater amounts of facts. A close look at the table of contents of any EFL textbooks determines with greater certainty that the foundation on which curriculum designed is topics rather than concepts i.e. facts and skills are the most two elements that are supplied, graded and taught from one lower level to another upper level. Students enter early EFL grades with high expectations, and, unfortunately, they gradually develop a sense of dissatisfaction towards learning EFL (Erickson (2001; 2007). Therefore, there seems a relationship between curriculum design and students' learning.

Research questions

The study addressed the following questions:

1. What is the percentage of the concepts in relation to other basic elements like facts and essential understandings (generalizations) in the English language textbooks of the fifth and tenth grades in

Jordan?

2. Who are motivated more, students in the fifth or the tenth grade, towards the English language subject?
3. Does the conceptual base in the EFL curriculum- G 5-10 textbooks- correlate with students' motivation across grades?

Significance of the study

The present study identified the conceptual load presented in the EFL textbooks; the conceptual base is usually ignored in the development of EFL curriculum and instruction for that English is a skill-based discipline. Perhaps before Erickson (2007) touched on this issue, rarely educators looked at the relationship of the conceptual base and students' motivation in EFL education. Therefore, English educators may find research evidence for a transition into curriculum based on concepts rather than on facts; the traditional curriculum is factual. Teachers of English language may start earlier than waiting for curriculum designers in concepts' contextualization; they may begin including concepts into their instruction until a concept-based curriculum evolves in Jordan. The study may encourage educational decision-makers and local educational supervisors, as well as colleges of qualifying and preparing prospective teachers to make use of and promote a variety of procedures to facilitate the concept-based curriculum and instruction of their students learning in three related areas: (a) EFL curriculum material redesign (b) assessment strategies, and (c) training student teachers on how they could implement those learning environments that have proved most complementary to the concept-based curriculum and instruction.

Operational definitions

The following concepts and terminologies are limited to the meanings given to them as they served this study.

Concepts- refer to a word or two words that are abstract, universal, and transferrable.

Conceptual base - refers to the percentage of concepts included in the units selected from the English textbook courses for the fifth and tenth grades.

Fact / Factual load – a fact is a concrete reality or event locked in time, place and person. As compared to the conceptual load, the factual load operationally refers to the quantity of facts available in a specific instructional material.

Motivation – refers to the total scores that the fifth and tenth grade students obtained on the motivation measure – Keller's Course Interest Survey, including four subscales: attention, relevance, confidence and satisfaction.

EFL curriculum- refers to the two textbooks prescribed for the fifth and tenth grades in the government-run schools in Jordan, namely, *Action Pack 10*, 2008 and *Action Pack 5*, 2009.

Furthermore, it may be worthy to define terminologies associated with the preceding concepts in this study for further clarification like *synergy*, and *essential understandings*.

Synergy - refers to the function in which the brain processes information on two cognitive levels – the factual and the conceptual. This process uses facts from the text as a tool to identify patterns, relate patterns into background base, and generate deeper, transferable understandings – big ideas or extensions (Erickson, 2007).

Essential understandings – almost equivalent to generalizations or extensions – and specifically refer to short, complete thoughtful statements of ideas or opinions consisted of two concepts or more and supported with facts; they tend to transfer to other situations with 85% times ((Erickson, 2007).

Empirical research digest

This digest serves two folds: (a) firstly, it aimed to put the current study in its specific series which the researcher has developed over the last 5 years of research, teaching, training and translation on the concept-based curriculum and instruction. Secondly, a number of significant studies related to the effectiveness of the topic are reviewed for comparison purposes.

- Specific context

The researcher has developed a growing interest in the concept-based curriculum and instruction and he individually and collaboratively developed series of research articles and studies on the concept-based curriculum and instruction approach dealing with the topic from different perspectives and examining the effectiveness of its variations on different learners and course subjects. The line started with an Arabic translation of Erickson's book, "*Concept-Based Curriculum and Instruction for the Thinking Classroom*" between 2007-2012; the first edition released from press in 2011. The Arabic edition resonated an increasing

applause by curriculum designers, practitioners, schools and university professors in the Arab world, for instance, Jordan, Lebanon, and Egypt.

In parallel with this effort, Al-Qatawneh (2009) conducted a study to evaluate the significance of the concept-based curriculum to the manner the teachers plan their lessons and to find out the relationship of the concept-curriculum and instruction with the performance of the learners in writing persuasive essays. The study concluded with the result that the concept-based curriculum provided a springboard to what the students have to write. When students are familiar with what they are talking about, they could express themselves better and naturally they could be more convincing in their writings.

In joint effort, Al-Qatawneh and Al Soudi (2012) packaged the concept-based curriculum and instruction into an instructional model for the development of conceptual thinking and enduring understanding. This study offered theoretical foundations of the concept-based curriculum and instruction, outlined the steps required for designing concept- based lessons and units, and addressed the idea on how teachers can transition into using the suggested model. It concluded with a suggested instructional design model for developing learners' conceptual mind that meets the complexities of the present world.

To put the model under experimentation, Al-Qatawneh and Al-Tal (2012) investigated the effect of the concept-based curriculum and instruction model (CBI) on promoting the motivation of the Jordanian tenth graders in learning English as a foreign language. The treatment employed 56 10th grade students representing two groups, experimental and control. The study employed Keller's 34-item Course Interest Survey (CIS) to measure students' motivation. The CIS was administrated to the participants before and after the 8 week treatment. The results of the study showed a statistically significant difference on the motivation measure at $P \leq 0.05$ between the mean scores of the two groups on the CIS measure in favor of the experimental group. The study suggested a gradual transformation into concept-based curriculum and instruction.

As mentioned earlier, the current study aimed to explore the relationship between the curriculum conceptual load and students' motivation towards the EFL study course. Part of this study was based on the findings offered by Al-Qatawneh and Al-Tal (2012).

- **Studies related to the effectiveness of the concept-based curriculum and instruction**

Halat & Aydin (2008) compared motivation of sixth-grade students engaged in instruction using reform-based curriculum with sixth-grade students engaged in instruction using a traditional curriculum. They administered the Course Interest Survey (CIS) to the students before and after a five-week of instruction. The study showed that the reform-based curricula compared to a traditional one, had more positive effects on students' overall motivation in learning geometry at the sixth grade level.

The purpose of a study conducted by Twyman (2003a) was to validate the effect of concept-based instruction on low performing English learners in a rural school district. The study concluded that significant gains in learning can be attained by intentionally aligning curriculum and instruction with assessment using the concept-based instruction. This study was part of a much larger effort at validating concept-based instruction as an effective instructional approach.

The other part of Twyman's study (2003b) made use of two groups of participants, an experimental and control groups. The control group included students who were taught using a more traditional fact-based, model-lead-test approach. This group were taught and provided the same identical content material using the same textbook pages, videos, activities, and assessment measures as the experimental group in concept-based instruction. The students in the experimental group on the other hand were taught by the concept-based instruction (CBI). The study further stated that concept-based curriculum is a tool that can easily align current text and instruction to the state standards without the need for adoption of new curricula or extensive professional development.

Koren (2010) analyzed the components of the effective conceptual instruction in a scholarly written literature for the purpose of developing learners' higher level of thinking - problem solving, and analysis of new understanding required for the 21st century workplace. She stated that concept-based instruction and curriculum should include a certain number of elements: capacity to offer deep understanding, motivation and engagement, mastery of content standards. She concluded that a concept-based instruction has the capacity to increase student's deep of understanding, motivation and engagement, mastery of content knowledge and skills needed for the new conceptual age which the students live in.

Understanding curriculum change from the EFL teachers' perspectives was the target of a study in the United Arab Emirate carried out by Alwan (2006). The sample of the study consisted of sixteen female teachers in three secondary schools who had experience teaching the former and the current English language curricula. The study employed repeated, recorded, face-to-face semi-structured interviews, member-checking group interviews and document analysis. The results revealed curriculum was synonymous with the materials according to the respondents, who agreed that nothing else had changed other than the books. Teachers had contradictory affective reactions to curriculum change since they approved of some aspects of change but were disturbed by other aspects.

In a study attempted to organize teaching and learning in an early childhood education around concepts and generalization rather than facts, Birbili (2007) stressed that teachers can facilitate concept development by putting concepts and generalizations at the centre of activities that provide the children with a wider range of concrete experiences and in way helping them learn to observe and represent better what they see and hear.

In conclusion, the findings of previous research indicated clearly that the concept-based curriculum and instruction was effective and yielded positive effects on learners' conceptualization and motivation. The basis for this educational philosophy is curriculum alignment-bringing together the basic elements of curriculum, design, classroom offerings, and assessment. Taking this knowledge into account, the current study aimed to explore the relationship between the conceptual base available in EFL curriculum and students' motivation across grades.

Methodology and Procedure

This section outlines study design, sampling and instrumentation of the study. Additionally, description of the study procedures are detailed, too.

1. Study Design

This study adopted a two-fold descriptive approach: one is descriptive in which a content analysis was run for the textbooks related to grades 5 and 10. The analysis considered the "word/phrase" as the unit of analysis in searching for facts/concepts in the units of the study. The textbooks (Pupil Book and Work Book) for both grades were the target of analysis. The Number of textbooks used in this study were four.

The other approach was a survey in which 57 students were selected from the SESAME school (given name) for completing the course interest survey. The ground on which the participants were selected was that those students had participated in a quasi-experimental study in the same year and they studied EFL curriculum designed on concepts rather than topics. The study was conducted by Al-Qatawneh and Al Tel (2012). After that study was completed, the Course Interest Survey (CIS) was administered for the purpose of this study to investigate whether the participating students (those who studied by the concept-based curriculum) liked or disliked the course. The CIS introduced by Keller (1999) measures how students are motivated, or expected to be, by a particular setting.

2. Samples of the study

The major purpose of this study was to investigate the relationship between the conceptual base of the English language textbooks and students' motivation towards the course materials they studied. Therefore, the study employed two samples: one is the units of study in the textbooks selected, and the other is the participants who completed the CIS survey questionnaire. The following sections provide detailed descriptions of the two samples.

Sample 1. Textbooks

This sample comprised of the first 3 units of the second semester materials for each grade. Action Pack 10, assigned for grade 10, included 12 units. Three of them, namely, units 7, 8 and 9 were targeted. The sample comprises 25% of the entire textbook. Similarly, units 13, 14 and 15 of Action Pack 5 comprising 20% of the whole textbook were analyzed.

Sample 2. Students

Participants of this study were fifth and tenth-grade students enrolled in SESAME (given name) Secondary School for Girls during the scholastic year 2011/2012. The participants were familiar with the concept-based instruction due to the fact that they contributed to a preceding study by Al-Qatawneh and Al Tal 2012. Fifty seven participants were informed on the purpose of the study and the way it should be completed. The participants provided their likeness and unlikeness to the English subject during the year 2011/2012. The scores were collected, tabulated and analyzed for exploring the way in which they correlated with the conceptual base in their English language curriculum.

3. Instruments of the study

Two major approaches, content analysis and course-

interest survey methods were used. The following is a detailed description of the two approaches.

1. Textbooks Analysis

The purpose of this textbook analysis was to survey the percentages of concepts in English language textbooks across grades. To achieve this aim, the English textbooks prescribed for grades 10 and 5 were selected; the first three units in the second section of the textbooks were taken as representative samples. Units 7-9 from Action Pack 10 and units 13-15 from Action Pack 5 were the target of analysis. The unit of Analysis was the concept. The concept word (at maximum 2 words) is a mental construct indicating a number of things with a common attribute; it meets the followings requirements: it is timeless, universal, and abstract. Concepts transfer because they are unlocked with time, space, and people as the case is in facts. The following procedures were employed in the analysis:

1. The tenth and fifth grades were selected. This selection was made to validate whether the percentage of concepts in English textbooks decrease by grade level. Therefore, it was recommended to take distant grades, 5 to 10, along a course subject line – English- for determining any differences.
2. The level of analysis was decided upon and the analysis included facts and concepts to get a clearer picture of the structure of knowledge in the textbooks under investigation.
3. The number of units in each textbook was decided. Six units, three each textbook, were analyzed. The percentage of the materials analyzed was almost 25%. This percentage is representative when the scope and sequence of the textbooks are considered.
4. Lists of concepts in each textbook were developed, sent to language experts for validation.
5. Three raters contributed to the process of validation. When two raters had come into agreement on one item, that item was included in the final list of concepts.
6. As may be seen in Table 1, the analysis of concepts and facts are run for determining the conceptual and factual loads.

2. Course Interest Survey

The Course Interest Survey – CIS - of Keller (1999) was adopted, translated into Arabic and adapted to the Arab culture by Al-Qatawneh and Al Tal (2012). The purpose of the CIS was to investigate how students are motivated, or expected to be, by a particular setting. In

this study, the CIS was applied to measure the motivation of the two grade student, the fifth and tenth grade, of the study towards learning English as a foreign language. The CIS consisted of 34 statements categorized into four parts: (1) attention, included 8 items; (2) relevance included 9 items; (3) confidence, included 8 items, and (4) 9 items for the satisfaction subscale. Using a 5-Likert-type rating scale including 34 statements, the CIS was administered for 15 minutes.

To establish validity for the Arabic version of the CIS, it was given to 15 college professors and education experts. Keller's original CIS was presented to them along with the Arabic version. Each was asked to comment on the correctness of the language, item affiliation, suitability and exhaustiveness of the items in the four subscales. The Arabic version of the instrument was regulated to the reviewers' feedback. The researcher completed the instrument and an example was given before hand for guiding the participants in how to fill in the survey.

This CIS in its Arabic version was tried out on a group of 30 students of the study population for estimating the time needed for completing the instrument, and to measure the instrument reliability. As per the results of the piloting, the CIS takes usually 15 minutes to complete by a grader. The reliability of the questionnaire was established by calculating Chronbach Alpha – 0.87. Reliability estimates for each subscale were as follows: attention: 0.84, confidence: 0.81, relevance: 0.84, satisfaction: 0.88.

Study procedures

At the time the researcher noted the specific

procedures related to the way participants were selected, the way the instrument was developed, and the way data were collected and analyzed in the preceding sections of the "methodology and procedures" section, the procedures in which the study was executed in conducting the study are worthy outlining. The researcher reviewed literature on the CBI and the relationship between the CBI design and students' motivation toward the CBI-based course. Then, the participants of the study were selected on convenient grounds. Permissions were warranted in advance. Also, the CIS was translated into Arabic, adapted to the learners' level abilities, and backgrounds; the validity and reliability of the instrument were established as appropriate. A group of experts were invited to contribute to the validity of the Arabic version of the instrument and the instructional material used in the treatment group; they were introduced to the philosophy of the CBI and the way it should be offered in classroom. The pilot study was administered on a group of students outside the setting and time of CIS administrations and time for classroom delivery were established on the basis of the piloting. The CIS was administered and data was collected, analyzed and discussed as appropriate.

Results presentation

The study raised 3 research questions: The first was "what is the percentage of the concepts in the English language textbooks of the fifth and tenth grades in Jordan?" To address this research question, the results of the content analysis procedure of the concepts and facts available in curricula across grades 5-10 were calculated and tabulated in table 1.

Table 1. Percentages of concepts and facts available in Action Pack for the 10th and 5th grades

Textbook level	Unit	No. of concepts	No. of facts	Percentage fact/concept
<i>Action Pack 10 – Tenth Grade Student's Book, 2008</i>	Unit 7: Power- the alternatives	4	48	12%
	Unit 8: The Power of Technology	4	38	9.5%
	Unit 9: Money	3	30	10%
Subtotal 1	3 units	11	116	10.5%
<i>Action Pack 5 – Fifth Grade Pupil's Book, 2009</i>	Unit 13: A map of Jordan	17	19	1.1%
	Unit 14: Life in the Future	13	19	1.4%
	Unit 15: The Water Cycle	15	21	1.4%
Subtotal 2	3 units	45	49	1.1%
Total	6 units	56	165	12.6%

The results in Table 1 showed that the number of concepts in Action Pack 10 was 11; each unit produced 3-4 concepts only. The percentage of concept-fact load in the 10th graders textbook was 1.1%. In Action Pack 5, the number of concepts was 45; 17 concepts in unit 13, 15 in unit 15 and 13 concepts in unit 14. The three units in Action Pack 5 produced 10.5% conceptual load. The conceptual load in the 5 grade textbook is 10 times in the 10th grade textbook. This meant that the number of concepts was decreasing across grades. There existed 45 concepts in Action Pack 5 prescribed for the fifth graders whilst only there was only 11 in the textbook assigned for the 10th grade students. This validates the assumption that the amount of concepts in the early grades is much more it is in the upper grades.

Results related to Research question two

The second research question raised in this study reads: "Who was motivated more towards the English language subjects – the fifth grade or the tenth grade students?" To answer this question, the CIS measure was administered to two groups of students representing their grades, fifth and tenth grades. The results of the One-Way ANCOVA test for both grades on the Course Interest Survey – CIS - are tabulated in Tables 2 -3.

The results of table 2 showed that grade 5 outperformed the tenth grade on the four dimensions of the motivation scale i.e. attention, relevance, confidence and satisfaction (Mean scores are 4.17 versus 2.53; 3.81 versus 2.94; 3.78 versus 3.25; 3.79 versus 3.69 respectively).

The result of the Hotelling's Trace - 34.46 - for the grade levels was significant on the scores of the CIS total

scale at the level of $P \leq 0.00$. This meant that, though there existed a difference between the two grade levels on the total CIS scale, some of the subscales may be statistically insignificant.

To test the significance of the differences between the two grade levels, which would be attributed to the conceptual load available in the curriculum of English language subject by grade level, the MANCOVA test was performed on the scores of both grades on the CIS.

The results of Table 3 showed that there existed a statistically significant difference at $P \leq 0.00$ between mean scores of both grade levels on the three subscales of the CIS, namely, attention, relevance, and confidence. The F values of 117.8, 15.93 and 0.83 were significant at $P \leq 0.00$. This meant that the students' attention, confidence, and relevance on the course interest survey were impacted by the conceptual load available in their curriculum of EFL in favor of grade 5. Rather, the F-value of 44.23 was insignificant at the level of $P \leq 0.05$.

Results related to question three

The third research question of this study addressed the relationship between students' motivation across grade levels and the conceptual base in their English language textbooks.

To address this question, Pearson Correlation Coefficient was calculated between the conceptual load available in the textbooks of the 5th and 10th grades and students' interest towards the English subject. Table 4 shows the values of the correlation coefficients and their level of significance for each grade level and the conceptual load available in the textbook pertaining to that grade level.

Table 2 Summary of means and standard deviation for both grades on the four dimensions of the course interest survey - CIS

Scale dimensions	Grade	No.	MS	SD
Attention	G5	30	4.17	0.48
	G10	26	2.53	0.51
Relevance	G5	30	3.81	0.44
	G10	26	2.94	0.40
Confidence	G5	30	3.78	0.51
	G10	26	3.25	0.47
Satisfaction	G5	30	3.79	0.52
	G10	26	3.69	0.51

G means grade;

Table 3 Summary of MANCOVA of the students scores for both grades on the four subscales of the CIS

Source	Subscales	df	MS	F	Sig.
Grade level	Attention	1	29.59	117.80	0.00
	Relevance	1	4.01	15.93	0.00
	Confidence	1	0.24	0.83	0.00
	Satisfaction	1	8.56	44.23	0.36
Residual	Attention	50	0.251		
	Relevance	50	0.194		
	Confidence	50	0.252		
	Satisfaction	50	0.285		
C. Total	Attention		55		
	Relevance		55		
	Confidence		55		
	Satisfaction		55		

** P < 0.00 level

The results in Table 4 showed that there existed a correlation at the level of $P \leq 0.00$ between the conceptual load available in the textbooks of grades 5 and students' motivation towards the English subject. Pearson Correlation Coefficient was 0.271 and was significant at the level of $P \leq 0.00$. Rather, the results showed no relationship existed between the conceptual load and the 10th graders' motivation towards English language subject. Pearson Correlation Coefficient was -0.02 and was insignificant at the level of $P \leq 0.00$.

Table 4. Pearson Coefficients between the conceptual load and the 5th and 10th graders' motivation towards the English subject

Variables	Coefficient	Significance
Grade 5	0.271	0.00
Grade 10	-0.02	0.635

** P < 0.00 level

Discussion

This study yielded the following results which could be read, interpreted and extended together:

1. The conceptual load available decreases between grades 5 and 10.
2. The fifth grade students were more motivated than the

10th graders on the CIS measure.

3. The conceptual load available in the EFL textbooks correlates with students' motivation by grade level.

The results can be read and interpreted together. These results validate what Erickson claims about curriculum design and students motivation; students enter school as eager and motivated and gradually they lose their motivation towards learning because of curriculum design. Curriculum designed based on concepts is more engaging to students because concepts are universal, transfer to other situations, economic, and are abstract. Ill-designed curriculum is based on facts; facts are locked in time, place and person (2007; 2003). Fact-based curriculum cannot engage students' minds and therefore students tend to get bored and lose their interest in learning.

According to Kellers' CIS, motivation comprises of attention, relevance, confidence and satisfaction. When the CIS administered to the two grades (5-10), the first three domains correlated with the type of curriculum design, but satisfaction did not. Perhaps students' motivation was decreased at the 10th grade because they did not find their curriculum appealing, and the teacher lost sense of the curriculum due to the intensity of facts which usually make teaching boring. Students' usually do

not attend to teaching when it is based on facts and become more attentive when they find the material relevant and interesting. Additionally, the students do not learn well when they lose confidence of the opportunity to succeed. Instead, students may have attributed their failure to their bad luck or wrong destiny. According to the theory of attribution, when students do not attribute their success or failure to their own efforts, they fail to learn. Inversely, students learn well when they attribute their success to their own efforts rather than to the difficulty of the materials or their bad luck or fate. In summary, the students lost their interest of the course through grades 5-10 might be as a result of the ill-design of the instructional materials.

The results of this study go with the results of Al-Qatawneh and Al Tal (2012), which showed a statistically significant difference on the motivation measure at $P \leq 0.05$ between the mean scores of the study groups on the CIS measure in favor of the experimental group; the experimental group was taught for 8 weeks by a concept-

based curriculum course. The results also resonate with the result of another study made by Al-Qatawneh (2009) - the concept-based curriculum provided a springboard to what the students have to write; when students are familiar with what they are talking about, they could express themselves better and naturally they could be more convincing in their writings.

Furthermore, the results obtained by Halat & Aydin (2008) and Koren (2010) support the use of concept-based curriculum over the fact-based one. According to Koren (2010) the concept-based curriculum includes the capacity to increase students deep understanding, motivation and engagement, mastery of content knowledge and skills needed for the new conceptual age the students live in.

In conclusion, the study validated the claim put by Erickson (2007) on the inverse relationship between the conceptual load in school curriculum and students' motivation.

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العلاقة بين القاعدة المفهومية لمناهج اللغة الانجليزية ودافعية الطلبة نحو تعلمها

خليل شحادة القطاونة *

ملخص

هدفت هذه الدراسة بشكل أساسي إلى تحديد العلاقة بين القاعدة المفهومية لمناهج اللغة الإنجليزية ودافعية الطلبة نحو تعلمها، وبصورة أكثر تحديداً، هدفت الدراسة إلى إجراء تحليل لمحتوى مقررات اللغة الإنجليزية للصفوف من 1-5 الأساسيات وتحديد علاقة كمية المفاهيم فيه بدافعية الطلبة نحو تعلمها. ولهذا الغرض، تم اختيار عينتين: الأولى عينة المقررات الدراسية، وقد تم اختيار مقرر اللغة الإنجليزية للصفين الخامس والعاشر الأساسيين، أما العينة الثانية فتألفت من 56 طالباً من طلبة الصفين الخامس والعاشر الأساسيين. ولجمع المعلومات تم تطبيق استبانة كيلر للكشف عن دافعية الطلبة نحو المادة التي درسوها. تم حساب معامل الارتباط بين القاعدة المفهومية لمناهج اللغة الإنجليزية ودافعية الطلبة نحوها. أيدت نتائج الدراسة الحالية فرضية اريكسون في وجود علاقة ارتباطية بين القاعدة المفهومية في المنهاج ودافعية الطلبة نحو دراسته وهذا يعني أن الطلبة يفقدون اهتمامهم بالدراسة خلال السنوات الدراسية بسبب النقصان المستمر للعبء المفهومي في تصميم المناهج الدراسية. أوصت الدراسة مؤلفي مناهج اللغة الإنجليزية بضرورة تحقيق توازن في النصاب المفهومي عبر مقررات الصفوف الدراسية لما لذلك من أهمية بالغة في التأثير على دافعية الطلاب نحو تعلم اللغة الإنجليزية.

الكلمات الدالة: التصميم المفهومي للمناهج، الدافعية.

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