



The Effect of Teacher's Beliefs on the Implementation of English Language Curricula in Public Schools in Aqaba Governorate, Jordan

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ABSTRACT- The researchers in this study aimed to explore the impact of teacher's beliefs on the implementation of English language curricula in public schools in Aqaba governorate. The study was directed by the Rand change Agent Theory of curriculum implementation. the study used a descriptive survey design to achieve the above objective,. The study population consisted of 240 English language teachers. The sample of the study was selected using purposive sampling technique. A questionnaire survey was distributed to (167) respondents in order to collect information. The questionnaire consisted of (85) items of close ended response type. Validity was improved by ensuring that the items in the instrument were adequate, appropriate and relevant to the objective of the study by taking into consideration the opinions and comments of the arbitrators. The results of piloting study, which was performed on a sample picked from outside the research sample using the test-retest methodology, were used to assess reliability. Descriptive statistics were used to analyze data . The key findings of study revealed that teacher's beliefs affect the implementation of English language curricula. Based on the findings, the researchers recommend that the Ministry of Education should organize in-service training and professional development programs to modify teachers' negative beliefs and reinforce their positive beliefs. In addition to that the Ministry of Education should take into consideration teachers' views and ideas when building and developing curricula and pay attention to teacher's beliefs since the teacher is the major implemental of the curricula.

Keywords: Curriculum implementation, Beliefs.

I. INTRODUCTION

Teacher's beliefs are a strong predictor of curriculum implementation. It serves as a compass that directs the teacher's classroom practices. Arguably, what teachers do in the classroom is governed by their beliefs, and these beliefs often inform instructional decision- making in the study hall (Pajares, 1992; Cantu, 2001).

Teachers' beliefs have a crucial role in the execution of a curriculum since they might sometimes need to be changed and modified to suit the requirements of the new curriculum . Lumpe, Haney and Czerniak (2000) described teachers' beliefs as the most accurate agents of change and mentioned that they play a main role in the change processes. Tillema (2000) argued that teachers should modify their ideas in order to deal with new practices and ideas. However, Fullan (2011) claimed that it is very difficult for the teachers to change their beliefs because individuals have their own basic values for educational purposes and the beliefs might be buried under the assumptions about the new principles of the changed curriculum. Similarly, Pajares, (1992); Fullan & Stegelbauer (1991) described teachers' beliefs as being rigid, resistant to change and acting as a guardians for every new information. Teachers' belief might be a hindrance to the implementation of the curriculum. Issues can appear when teachers' beliefs are ignored because belief and value that teacher hold drive huge quantities of the choices they make in the in the classroom. (Cuban, 2001).

It has become recognized that the teachers' beliefs play a major role in the implementation of the curriculum. Teachers not only interpret the curriculum to the students, but also translate it meaningfully according to their beliefs (Joyce& Shower, 1988 cited in Ottevanger (2001). If this is the case, it will be necessary to reveal the impact of teacher's beliefs on the implementation of English language curricula in public schools in Aqaba governorate, Jordan.

II. REVIEW OF THEORETICAL LITERATURE

The theoretical review covers the conceptual literature related to curriculum implementation and the effect of teacher's beliefs on the implementation of the curriculum.

The current study was guided by the Rand Change Agent Theory of curriculum implementation (Berman&Mclaughlin,1978).The theory accurately focuses on the significance of the activities and selections of teachers in the execution process of educational programs. The Rand change Agent Theory puts accentuation that any curriculum innovation requires change agents , Key among them being the teacher (Ostein and Hunkins ,2004 cited in Tenai, 2017). Teachers are specialists of change; they empower implementation of the whole curriculum process. Teachers represent the best clinical expertise accessible in the field of curriculum implementation process and curriculum innovation . This theory additionally suggests that teachers who have instructed for many years may find easy to execute the curricula efficiently . This study adopted this theory because teacher related factors such as beliefs are crucial in the implementation of the English language curricula.

Curriculum Implementation

Curriculum implementation had been defined in different ways by different scholars. The term implementation is the genuine utilization of an educational program – curriculum or what it comprises of the actual use of a practice ,(Fullan & Pomfret , 1977, cited in Marsh 2004). It has been confirmed by Onyeachu (2008), that the implementation of a curriculum is vital ,regardless of whether the curriculum is planned , designed and documented properly . This point was emphasized by Duze (2011), when she claimed that the achievement of educational aims does not lie in the appropriateness of school curricula and their organization or the tremendous attractiveness of the aims but rather that it is a job of its execution . In this manner, notwithstanding the good design of a curriculum , it should be executed for it to affect students (Scott 1999 cited in Marsh 2004). It is important to note that curriculum implementation cannot take place without the student. The student is therefore the focal figure in the curriculum implementation process. Execution takes place as the student acquires the expected experiences, knowledge, skills, ideas and perspectives that are aimed at empowering the same student to work effectively and successfully in a society. The students hold the key to what is really transmitted in the classroom (University of Zimbabwe, 1995 curriculum module).

Curriculum implementation has also been portrayed as making the curriculum operational so that the goals for which the curriculum has been designed can be accomplished (Gabra ,2004). According to Okello & Kagoire (1996), it is a web of activities that participate in making an interpretation of the curriculum design into practical activities in the classroom and changing individuals' viewpoint towards consenting and involvement in those activities . It is also the practical utilization of innovation (Fullan, 1996). These definitions indicate that well – planned curriculum must be interpreted into practice . The key component is the interpretation into practice. When a curriculum is not executed ,endeavors become useless. Implementation is frequently introduced as the second stage in a three-stage model of change : initiation, implementation, continuation (Fullan, 1991).

Teacher's Belief

Albeit numerous specialists have put forth attempts to characterize beliefs, none of them have gone to an agreement on the meaning of this point. Tatto and Coupland (2003) stated t that there is a dire need to characterize the idea of teachers' beliefs, while perceiving that it is hard to recognize a reasonable meaning of the beliefs because of the contention of assessments of specialists and erudite people. Penkonen (2003) considered belief as individual information on teachers who think abstractly and utilize enthusiastic knowledge on understanding an article and they typically interface dependent on close to home insight. In this way, a belief doesn't generally arrive in a way that is for the most part acknowledged and happens immediately, however it comes from a reasonable idea dependent on experience (Ahmad,2014). Teachers' earlier learning experience impacts their beliefs about realizing which shapes the establishment of their comprehension of instructing during teacher schooling. Johnson (1994) and Numrich (1996) showed that teachers' beliefs depend on past experience that is identified with the homeroom practice. Teachers' beliefs have been depicted by kayan(1992) as tacit, regularly unknowingly held suspicions about understudy, study hall, and the scholastic materials to be educated. Teachers' beliefs are identified with their study hall practice(Burns,1992,Fang,1996;Kagan,1992).

Effects of Teachers' Beliefs on Curriculum Implementation

Teachers enter the field of instructing with foreordained beliefs about educating and discovering that better their practices in the study hall (Jhonson,1992). Borg (2003) , considered 64 works in the field of unfamiliar and second language instructing and concluded that there are a great deal of contrasts in teacher's beliefs about language schooling . Teachers' beliefs have been an intriguing theme for specialists because of the info they accommodate the improvement of English language educating and learning (Nespor, 1987, Kagan, 1992, Pajares, 1992, Calderhead, 1996; Tooth, 1996, Richardson, 1996, Gilakjani&

Sabouri,2017 and Mansour, 2009;). Teachers' beliefs impact their homeroom practice. The acknowledgment of this relationship is vital for teachers to get ready and carry out their educational plan successfully. The connection between teachers' beliefs and their educational practices have been accounted for by numerous analysts(Attardo and Earthy colored ,2005, Tolbert, 2006 and Van Driel &Berry ,2012 ,Yook,2012). However, there is an intricate connection among beliefs and activities. Pajares (1992) cited in Rokeach (1968) contended that that what an individual embraces as a belief might possibly address precisely what the individual truly accepts. He proposed that beliefs can't be noticed straightforwardly, but instead beliefs should be concluded as best as conceivable with any accessible mental devices from every one of the things the adherents say or do . In this vein, what the teacher does in the study hall is illustrative of their beliefs and ought not be seen as a different element from the teachers' beliefs framework. . Brophy and Great (1986) and Farrow (1999) expressed that the teachers' beliefs impact their educational capacities. Cronin-Jones (1991) also pointed out that there are four principle classes of the teachers' beliefs that emphatically impact the educational program execution measure. These beliefs are: beliefs on how understudies acquire information, beliefs about the role of the teacher in the homeroom, beliefs identified with the level of the understudy's capacity in a specific age group and beliefs about the general significance of the content topics.

Pajares (1992) stressed that there is a solid connection between teachers' instructive beliefs and their arranging , informative decisions and study hall practices and that instructive beliefs of pre- service teachers assume a significant part in their obtaining and translation of information and following instructing behavior. Nespor (1987) expressed that teachers' beliefs are vital in characterizing task , sorting out knowledge and data . However, Fang(1996) expressed that the discrepancy between teachers' beliefs and their practices . These logical inconsistencies mirrored the intricacies of the study hall reality and clarified that relevant elements can capably affect teachers' beliefs and ,basically, impact their homeroom practice .

Fullan and Park (1981) stressed that the execution of the educational program really requires changes and alterations in the belief framework for teachers in three angles which are the materials , teaching strategies and beliefs. They emphatically asserted that adjustment of beliefs is more difficult and need a long time and effort to achieve their changes in materials and educational strategies. Kagan (1992) reacted to this , saying that since teachers' beliefs are profoundly established , they are by and large steady and impervious to change and that they mirror the instruction that the teacher gives to the understudies. Just as , Woods (1996) referenced the significance of teachers' beliefs on their act of language educating , saying , " the teachers' beliefs, suspicions and information assume a significant part in how the teacher translates educating related events (both in preparation for instructing and in the homeroom), and subsequently influence the instructing decisions that are at last made .

Teachers' beliefs have an incredible impact than the teachers' information on planning their activities, on the sorts of choices they embrace, and on study hall practice. Teachers' beliefs distinguish their genuine conduct towards their understudies. On the off- chance that teachers can decide their understudies' capacities, they will not be actually able to change conduct and instructive decision properly (Li,2012;Pajares,1992). On the other hand, teacher's beliefs may lead to impede the effective curriculum implementation. Brown and McIntyre (1993) accepted that curriculum execution may fail if teachers' beliefs are ignored in the curriculum development stage.

Harste and Burke(1977) and Kuzborska (2011) expressed that teachers settle on choices about their study hall educating with respect to beliefs they have about language instructing and learning. Teacher's beliefs impact their aims, roles, methodology, homeroom interaction style, instructing methods, procedures ,subjects, understudies, and the school they work in (Nespor (1987), Tolbert (2006) , Meher, Kazemi and Omidvari ,2015 and Coates, 2018). Borg and Cuban (2001) additionally added that teacher's beliefs impact the assessment in the homerooms and the advancements that the teachers receive or disregard. Additionally, Williams and Weight (1997) announced that teachers' beliefs about learning language will have more effect on their classroom activities than the particular strategy they are needed to follow.

Statement of the Problem

Any educational curriculum is helpless before the teacher who will interpret it in the homeroom and this is affirmed by Shalem &Pendlebury (2010) who expressed that great teachers are the most important of any educational system since the effective implementation is dependent on them and the degree of achievement of educational goals is dependent on the curriculum implemented (Mansour2008 & Mkpa,

2005) . The teachers as the curriculum implementers are responsible for implementing curriculum activities, curriculum procedures and documents and so the teacher and the curriculum move side by side. (Obillo & Sangoloyo, 2010).

The researchers observed during their work for more than 20 years in English language teaching in public schools and pioneer center for the gifted and talented students and university levels and also through their work in the field of administration that the implemented curriculum in different classrooms differed from each other and from the intended curriculum. This implies that the teachers' actual practices do not reflect the intended curriculum and the researchers attributed the reason to teachers who hold a group of ideas or beliefs rooted in the psychological and mental content of them and their beliefs play a key role in guiding their instructional practices. That is also confirmed by Smith and Anderson (1984) cited in Cronin-Jones (1991). They mentioned in their study of curriculum implementation processes that the teachers did not execute curricula in their classrooms in the same way that these curricula were designed and there was a clear difference between the intended and executed curricula. They also mentioned that the key cause for this difference is due to the teachers' beliefs. Thus, in this sense, there is a need to know the effect of teachers' beliefs towards implementing English language curricula.

Purpose of the Study

The aim of this study was to reveal the effect of teacher's beliefs on the implementation of English language curricula in public schools in Aqaba governorate, Jordan.

Question of the Study

The basic study question was the effect of teacher's beliefs on the implementation of English language curricula in public school in Aqaba governorate, Jordan. The central study question in this study was supported with a sub- question:

Is there any statistically correlation between the degree of implementation English language curricula and teachers' beliefs?

Significance of the Study

This study derives its significance from the importance of two issues:

1. The target sample because the role of teachers stays instrumental in the achievement or disappointment of the educational curriculum execution (lofin, 2016). Teachers are the main implementation "tool" in any curriculum.
 2. The curriculum implementation which refers to the stage when the educational curriculum itself, is applied in an instructive program. It is a very crucial stage.
- In the light of above, this study is significant for various reasons because it might assist to

- Form a basis for future research to those who are interested in this study.
- Provide an opportunity for English teachers to review their methodologies regarding the implementation of English curricula.
- Make significant contribution to the literature because there is little availability of studies about the effect of teacher's beliefs on curriculum implementation (as shown in the Arabic literature).
- Help teachers demonstrate the importance of renewing their beliefs to enhance the execution of the English language curricula.
- Provide decision- makers and officials with realistic information about teachers' beliefs towards implementing English language curricula to focus on them in teacher training programs in their current and future plans.

Limitations of the Study

Spatial limits: The spatial limits of this study are the public schools of the Ministry of Education in Aqaba governorate, Jordan.

Human Limitation: This study was restricted to a purposive sample of (167) English language teachers in Aqaba governorate.

Time Limitation: This study was finished in the scholastic year (2020- 2021).

Study Hypothesis

The hypothesis underneath guided this study:

Ho1: there is no significant correlation between teacher's beliefs and the implementation of English language curricula.

III. REVIEW OF EMPIRICAL LITERATURE

Various studies has reported the effect of teacher's beliefs on the implementation of the curriculum. For example, Linda Cronin-Jones' (1991) conducted a case study of science teachers in American middle school science. She revealed that teachers' beliefs about how understudies learn, teachers' role in the science study hall, the capacity levels of understudies, and the general significance of science topics firmly affected teachers' interpretation of the expected educational program. Albeit certain components of the teachers' belief structures facilitated execution, on the whole the teachers altogether changed the curriculum to be more in accordance with their current belief structures, which were inconsistency with the fundamental way of thinking of the expected educational program. This suggests the impact of teachers' beliefs on educational program execution. Johnson(1992) explored teachers' beliefs about the subsequent language (L2) instructing and learning .The findings of this study showed that numerous teachers held recognized the theoretical beliefs which demonstrated one of the three methodological strategies , function based , skill based and rule-based methodologies. Johnson observed three teachers' teaching practices were in line with their theoretical beliefs. Johnson concluded that teachers teach based on their theoretical beliefs. Richards, Ho, and Giblin (1996)) conducted a study and found that beliefs change dependent on teachers' concept of their role in the study hall and their expert information. Furthermore, Mohamed's study (2006) revealed that the teachers' beliefs in Maldives influence not only their instruction, but also influence new inputs, indicating important implications for the implementation of educational innovations and teacher development. Harcarik (2009) likewise examined the relationship between teachers' information and beliefs and their relationship to study hall practices. The findings of this study revealed that there is a connection between teachers' beliefs and their homeroom practices in terms of assets, study hall practices, and time . On the other hand , Research studies showed that there were no relationship between teachers' beliefs and curriculum execution for example, Chou (2008) conducted a study about how teachers are influenced by their beliefs. The researcher studied the beliefs of teachers about teaching reading. The findings of this study showed that there were no statistically significant differences between teachers' beliefs and methods. Shun (2008) investigated teachers' beliefs and their connections to instructional methods. The results obtained from this study represented that there were no significant differences between teachers' beliefs and the application of instructional methods. Bisland, O'Conner, and Malow-Iroff (2009) also examined the teachers' teaching beliefs and their classroom practice. The findings did not indicate any relationship between teachers' beliefs and classroom practices. Owusu and Yiboe (2013) examined the effect of teacher's qualification, teaching experience and teacher's belief as predictors of implementation of the senior high school(SHS) French curriculum in Ghana. The findings revealed that the effect of teacher's beliefs on execution only happened by chance and not due to any statistical significance.

All the previous studies had proven the effect of teacher's beliefs on curriculum implementation based on a descriptive analysis, including the current study and the studies of Linda Cronin-Jones' (1991), Richards, Ho, & Giblin (1996) ,Johnson (1992), Mohamed (2006), and Harcarik (2009) but the Owusu's and Yiboe's study (2013) revealed that the influence of teachers' beliefs only happened by chance. On the other hand, some studies indicated that there were no relationship between teachers' beliefs and curriculum implementation as in the studies of Chou (2008), Shun (2008) ,Bisland, O'Conner, and Malow-Iroff (2009) . Thus, previous studies paved the way and helped the researchers to build the theoretical frame work and how to formulate the study questions and hypotheses, identify the independent and dependent variable and explain the effect of this variable on the implementation of the curriculum. In addition to that, they helped in preparation of the study instrument, the method of selecting the sample, determining the methodology and statistical treatment and identifying the references that serve the current study. The researchers also benefited by reviewing previous studies in discussing and interpreting the findings. According to the researchers' knowledge, this study is one of the few studies that focused on studying the effect of teachers' beliefs on the implementation of English language curricula. And that this

study will open the way for other studies in the future. The present study is distinguished from previous studies in that it included a scale of teachers' beliefs in more than one field of classroom practice. This scale could be used to measure the beliefs of teachers of other subjects such as the Arabic language. This study is also distinguished by the fact that it was conducted in a Jordanian environment that differs from those environments in which the previous studies were conducted and this give the current study an additional advantages with the results that can be reached so that it can benefit the relevant authorities. According to the researchers' knowledge, the current study is considered one of the rare studies in Jordan that dealt with the process of curriculum implementation in terms of concept, stages, strategies, approaches, the role of teachers and the impact of teacher's factors on the implementation of English language curricula.

Design of the Study

The researchers used the descriptive survey design because it permitted to get extensive, orderly and inside and out data that describes factors affecting the implementation of English language curricula in public schools in Aqaba governorate by asking teachers about their beliefs in relation to English language curricula. Therefore, the descriptive survey design enabled the researchers to test hypothesis or answer the question of the study so as to formulate rational and sound conclusions and recommendations.

Population of the Study

The population for the current study comprised of all English language teachers in Aqaba governorate. According to statistics obtained from directorate of education in governorate of Aqaba that there are 100 public schools: (21) male schools and (79) female schools and 240 teachers for English language: (66) males and (174) females, which means the proportion of male and female teachers are (30%) and (70%) respectively.

Sample of the Study

In this study one hundred sixty seven (n =167) English teachers were chosen purposively as a sample from a large population of 240 (n = 240) English teachers, (119) females and (48) males.

Instrument of the Study

The online questionnaire was made explicitly to meet the motivation behind the study. It was directed to English teachers in public schools in Aqaba governorate. The total items of the questionnaire was 85 items. The questionnaire consisted of three parts: the first one is the demographic section that aimed to describe gender, age, years of experience, training courses and qualification. The next two parts were designed to provide information needed in order to answer the question of the study. The second section titled "teachers' beliefs about curriculum implementation". Aimed at exploring the effect of teachers' beliefs on curriculum implementation. This section included teachers' beliefs about teaching practices which was divided into seven parts (planning, displaying educational material, formulating and directing questions, motivation stirred, personal traits, class management and class interaction ,and assessment) . Forty nine items were recorded, utilizing a five- point Likert scale, the teachers were asked to choose one of the choices that measure the degree of their agreement or disagreement .

Validity of the Instrument

The researchers ensured that the items in the instrument were in line with the researchers objectives. The researcher's instrument was reviewed by twenty one experts from various university professors, supervisors and teachers. Their participation was required for ensuring content validity of the questionnaire .The arbitrators were asked to check the wording, suitability and consistency of the items of the questionnaire . They were also asked to express their views regarding the demographic information required from the respondents . The researchers also took into their consideration the suggestions and the comments of the arbitrators.

Reliability of the Instrument

The reliability of the instrument was identified by means of test –retest. The researchers carried out a pilot study to verify the instrument reliability. Twenty English language teachers from different public schools were selected to take part in the pilot questionnaire before distribution for data collection . These teachers were not included in the sample of the study and they had the characteristics of the entire

sample of the study. The pilot questionnaire was carried out in Aqaba governorate during the second week of February 2021. Furthermore, Teachers' opinions were useful for the questionnaire distribution. The teachers who participated in the pilot study were excluded from the original sample of the study. Two weeks later, a questionnaire was distributed again on the same group. Then the Pearson Correlation Coefficient was calculated between their estimates both times. Table (1) and table (2) show the stability coefficient of stability for the fields and the overall score of the scale of teachers' beliefs about teaching practice and the scale of Curriculum implementation. These values in the two tables were considered appropriate for the purposes of this study.

Table (1)
Test - Retest of the Scale
for Teachers' Beliefs about Teaching Practice

Domains	Test-retest
Planning	.956(**)
Presentation of the educational material	.951(**)
Formulate and direct questions	.834(**)
Motivation stirred	.944(**)
Personal traits	.832(**)
Class management and class interaction	.902(**)
Evaluation	.951(**)
Teachers' beliefs about teaching practice	.910(**)

** Correlation is significant at the 0.01 level (2-tailed).

Table (2)
Test - Retest of the Scale of
Curriculum Implementation

Domains	Test-retest
Content	.881(**)
Outcomes	.946(**)
Educational activities	.887(**)
Educational aids	.824(**)
Teaching methods	.936(**)
Evaluation	.784(**)
Curriculum implementation scale	.901(**)

** Correlation is significant at the 0.01 level (2-tailed).

In addition, Cronbach Alpha was used to test the reliability of the scales. Cronbach's alpha was ranged between (0.81-0.95), which is a reliable result. The table below shows Cronbach's alpha coefficients values of Curriculum implementation scale.

Table (3)
The Reliability Level for Curriculum Implementation Scale

N	Domains	Cronbach alpha
1	Content	0.82

N	Domains	Cronbach alpha
2	Outcomes	0.83
3	Educational activities	0.83
4	Educational aids	0.81
5	Teaching methods	0.82
6	Evaluation	0.82
	Curriculum implementation scale	0.95

The values of Cronbach's Coefficients of Curriculum implementation scale ranged between (0.81-0.95), which confirms an acceptable level of reliability.

Data Collection

In this study, after the researchers completed the pilot study, the questionnaire was distributed among (220) public schools teachers. Firstly, the researchers composed a letter request for consent from the Department of Education to conduct their study in different schools and then the questionnaire was distributed to all English language teachers electronically with the assistance of English language supervisors. At that point, the researchers sent reminders for example follow-up messages and calls to the non-respondents to expand the reaction rate. 167 valid questionnaires were utilized for the analysis.

Data Analysis

The data of this study were analyzed through quantitative data analysis according to the study question. Data were processed and analyzed using the descriptive statistics to ensure the validity and the reliability of the data in the current study.

IV. FINDINGS

The findings of the study question which states: "Is there any statistically significant correlation at ($\alpha \leq 0.05$) between the degree of implementation English language curricula and teachers' beliefs?"

To answer this question, Pearson correlation coefficient between the degree of implementation English language curricula and teachers' beliefs were calculated. As in table (4).

Table (4)

Pearson's correlation coefficient between the degree of implementation English language curricula and teachers' beliefs

		Content	Outcomes	Educational activities	Educational aids	Teaching methods	Evaluation	Curriculum implementation scale	Education
Planning	Pearson R	.574(**)	.525(**)	.455(**)	.368(**)	.415(**)	.428(**)	.542(**)	.209(**)
	Sig.	.000	.000	.000	.000	.000	.000	.000	.007
	N	167	167	167	167	167	167	167	167
Presentation of the educational material	Pearson R	.565(**)	.435(**)	.515(**)	.416(**)	.428(**)	.411(**)	.543(**)	.167(*)
	Sig.	.000	.000	.000	.000	.000	.000	.000	.031
	N	167	167	167	167	167	167	167	167
Formulate and direct questions	Pearson R	.474(**)	.429(**)	.403(**)	.299(**)	.286(**)	.415(**)	.451(**)	.067
	Sig.	.000	.000	.000	.000	.000	.000	.000	.387
	N	167	167	167	167	167	167	167	167

Motivation stirred	Pearson R	.516(**)	.422(**)	.453(**)	.346(**)	.380(**)	.406(**)	.494(**)	.131
	Sig.	.000	.000	.000	.000	.000	.000	.000	.090
	N	167	167	167	167	167	167	167	167
Personal traits	Pearson R	.516(**)	.434(**)	.411(**)	.344(**)	.362(**)	.400(**)	.483(**)	.216(**)
	Sig.	.000	.000	.000	.000	.000	.000	.000	.005
	N	167	167	167	167	167	167	167	167
Class management and class interaction	Pearson R	.474(**)	.313(**)	.425(**)	.368(**)	.431(**)	.388(**)	.469(**)	.057
	Sig.	.000	.000	.000	.000	.000	.000	.000	.463
	N	167	167	167	167	167	167	167	167
Evaluation	Pearson R	.638(**)	.453(**)	.498(**)	.429(**)	.520(**)	.386(**)	.573(**)	.141
	Sig.	.000	.000	.000	.000	.000	.000	.000	.069
	N	167	167	167	167	167	167	167	167
Teachers' beliefs about teaching practice	Pearson R	.661(**)	.527(**)	.556(**)	.453(**)	.498(**)	.497(**)	.625(**)	.172(*)
	Sig.	.000	.000	.000	.000	.000	.000	.000	.027
	N	167	167	167	167	167	167	167	167

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

It is clear from Table (4) that there is a positive statistically significant correlation between the degree of execution English language curricula and teachers' beliefs. This implies that the English teachers hold positive beliefs towards the implementation of English language curricula. This therefore means that teachers' beliefs have an impact on curriculum implementation.

V. CONCLUSION

The findings indicated that there was a positive statistically significant correlation between the degree of execution English language curricula and teachers' beliefs. This means that teacher's beliefs as a variable can be described as an effective variable in determining the degree of implementation English language curricula. Based on this result, it can be said that teachers' beliefs towards the curriculum implementation are influenced by their previous existing beliefs which are gained from many years of teaching experiences and this is what Johnson (1994) and Numrich (1996) referred to in their studies. Teachers' beliefs impact what they learn and how they learn and what also they do in the classroom. This is what Harste and Burke (1977) and Kuzborska (2011) mentioned in their studies. This result can be attributed that the training and professional development programs that teachers joined have brought about a positive change in their beliefs. Through these courses, teachers study several theoretical and practical subjects that may be the main factor in enhancing what they have learned in the university stage. These courses also provided teachers with real classroom context which also helped shaping their positive beliefs and their ability to implement English language curricula. This result may be also attributed to the diversity of academic and professional qualifications and of the teachers' teaching experiences contributed to their positive beliefs towards the implementation of English language curricula.

The result of this question is consistent with the studies of Linda Cronin-Jones(1991),Johnson (1992), Richards, Ho, & Giblin (1996), Mohamed (2006) and Harcarik (2009) . The results of these studies revealed that there were relationship between teachers' beliefs and curriculum implementation. This result is also in consistent with the study of Owusu and Yiboe (2013). In their study, they found that teachers' beliefs are positively related to implementation; the relation existed as a result of chance and not based on any statistical significance. Moreover, the result of the current study differed with Chou (2008), Shun (2008), Bisland O'Conner and Malow-Iroff (2009). The result of these studies revealed that there were no correlation between teachers' beliefs and curriculum implementation.

The findings of the study show that teacher's beliefs affect the execution of English language curricula. The findings of the current study were based on the results of the descriptive statistics for the variables of the study. The findings of the study showed there is a positive statistically significant correlation between the degree of implementation English language curricula and teachers' beliefs. The results of this study agree with the Rand Change Agent Theory. The theory which guided this study which emphasizes that successful implementation of a curriculum is characterized by teachers' participation that is considered as agents of change and experts in executing curricula. The theory also emphasize that the characteristics of teachers such as beliefs are very important in curriculum implementation.

It is clear that the curricula cannot be properly executed without the help of good teacher who positively influence the students' achievement in English and in turn the standard of education. Thus, teacher's beliefs serves as a strong indicator of curriculum implementation.

Recommendations of the Study

In the light of the findings gave over the researchers recommends what follows:

- The Ministry of Education should pay attention for building teachers beliefs and updating them according to the findings of the current study and other studies due to its significance in influencing the implementation of English language curricula by organizing in –service trainings and development programs in aperiodic way to reestablish the instructive culture of teachers and illuminate them regarding the main instructive practices given by those intrigued and specialists in the instructive field to construct teachers' beliefs as per the most recent instructive turns of events and to change their negative beliefs and support their positive beliefs. This will be reflected in the implementation of English language curricula effectively.
- The Ministry of Education should take into consideration teachers' views and ideas when building and developing curricula.
- School administrations should implement exchange visit programs for teachers with other schools so that teachers could benefit from each other's experiences in executing curricula.
- Teachers' beliefs should gain a great deal of attention since the teacher is the major implemental of the curricula and he /she can be described as one and several things at the same time

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