

A Contextual Analysis of the “Move Ahead” Curriculum Impact on ESL Student's Learning and Acquisition

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Abstract: Education is the only component that plays a tangible role in the occurrence of countries and nations renaissance and development. The curriculum represents the main core of educational courses at schools and universities. The design of the curriculum can be nurtured through students' points of view because they will study it. The objective of the current paper is to provide a contextual analysis of one of the Macmillan Education Curriculums “Move Ahead” which is taught to grade 7 British Department students in one of the United Arab Emirates Schools. The researcher utilized a designed google-form questionnaire to collect data. The study was conducted in Abu Dhabi on ESL school students following Cambridge University Curriculum. The findings showed that most students are interested in the topics offered by the curriculum; however, students depend on their teachers and other resources to compensate for the weaknesses in some skills which require modification and update in the curriculum. Students' perspectives and notions about the material they are using in their learning can be suggested in designing curriculums for further academic enhancement. The results reflected how students' participation in criticizing can lead editors to take into consideration that learners' ages, attitudes, cultures, and perspectives are influential and create comfort during self-created curriculums.

Keywords: Education, Teaching, Learning Processes, Student Achievement, School Achievement, Curriculum Quality, Analysis, Theories

1. Introduction

The educational system quality with its components, elements, and structures represents the cornerstone in occurring the difference in the fate and histories of countries and nations. Magnifying the records of nations shows that education is the tool that differentiates between nations and people's lives. The curriculum is considered one of the key elements in the educational system. The dictionary of Merriam-Webster defines curriculum as offered courses forming an area of specialization. The curriculum includes (A) what students and teachers attend together, (B) students, teachers, and other general interested parties who consider the important factors in studying and learning, and (C) ordering and organizing the matters between these elements in a way that reflects the relationship between the immediate educational situation, time, and space. In addition, the curriculum is all the students' learning which is planned and directed by the school to attain its educational goals [1].

Meanwhile, the definition of curriculum refers to the content totality which is delivered to students and hopes to be tangible and attainable in the educational institutions' systems.

The current research paper clarifies students' perspectives about one of the ESL curricula “Move Ahead” which is issued by Macmillan Education to measure students' satisfaction with the taught curriculum. The study argues that innovative, creative, effective, complementary, comprehensive, contextual, and updated curriculum analysis can make a difference.

There should be a deep understanding and realization that curriculum ought to gather between the instructional methods and prescribed contents to achieve curriculum editors' and developers expected and intended effects [2]. Hence, the researcher explores and records the impact of curriculum on learners' learning process and their academic progress.

The impact of curriculum on students emerges in various areas of recognition and interest. The curriculum is salient because it provides a whole framework where larger learning

objectives and goals are broken down into more expected, planned, specific, and desired outcomes [3]. Moreover, the curriculum is taught throughout the academic year which means the connection between its parts and other grades. In addition, there are clear and shared goals between schools and their teachers through achieving curriculum quantity with a clear path for supporting students' development and improvement in transitioning from one grade to another.

The impact of curriculum on students especially those who study English as a second language was recorded as a vital topic in second language acquisition since 1990. In the United Arab Emirates schools, English is considered a compulsory subject from K.G-12. There are many titles given to the English Language such as English as an International language (EAL), English for Academic Purpose (EAP), English for a Specific Purpose (ESP), and English as a Second Language (ESL). English is taught as a mandatory subject because the country is open-door to 380 nationalities in which the second or first language in most cases is English. Hence, English is taught at schools for communication purposes. In addition, the English language especially with the Ministry of Education (MOE) curriculum, international, and language schools has close interconnection and relationships with various subjects such as Math, Science, literature, History, Geography, IT, and social studies. So, changes and innovations in the English language curriculum will lead to various impacts on students' academic progress in various areas and competencies. Moreover, the digital transition, blended and online learning have created a sense, vision, and path to learn and strengthen the English language to the degree which enables students to comment, share, and post content over social media platforms and applications, and web browsers.

There are dire, continuous, and urgent requirements and demands on various occasions that call for change, renew, and innovation in the curriculum to the degree that can lead to unexpected results. Good change and innovation in the curriculum should be characterized by creating and reflecting the culture and identity of the country. Also, curriculum innovation should cope with the surrounding changeable world. In addition, an innovative curriculum makes learning and teaching consistent.

1.1. Statement of the Problem

Many curricula are taught to students in the United Arab Emirates. Some of these curricula follow the Ministry of Education (MOE), Macmillan Education, Cambridge University, Switzerland, England National Curriculum, British Curriculum, and American Curriculum. There is no common curriculum for all schools, however, every school has its curriculum with its teacher's book, textbook, and workbook. These differences and diversities have impacts on students' education. Consequently, the researcher conducted this study to measure the current curriculum's “Move Ahead” impact on student's performance and from their perspective. In addition, all teachers who teach the English curriculum differ in nationality, education, background, and culture which

also creates change in the teaching curriculum. Teachers' preparation enables students to master the curriculum with the degree that enables them to achieve the expected and planned outcomes and goals.

1.2. Purpose of the Study

There is a need to change and innovate the curriculum because of the unprecedented increase in the world and the United Arab Emirates specifically in youth employability [4]. The current study aims to measure in a contextual analysis the “Move Ahead” Curriculum's impact on ESL Students' English Language acquisition perspectives. The researcher is motivated and encouraged in understanding the curriculum's impact on students learning and how supporting students with extra-curricular activities can enhance the curriculum. Previous studies of curriculum impact did not highlight the impact of curriculum on learners' second language acquisition. Consequently, the researcher decided to explore in contextual analysis research the impact of a specific English curriculum on students' second language acquisition from students' perspectives. Moreover, knowing how to change and innovate in the curriculum can lead countries and nations to develop and grow. Furthermore, the researcher tries to refute the merits and demerits of the curriculum to be aware of the required materials to handle the curriculum issues and support the advantageous sides. To sum up, the current research's pure purpose is to analyze in context the “Move Ahead” curriculum's impact on students learning who study English as a second language.

1.3. Research Questions

Attainment and recognizing the purposes and objectives of the study, the researcher raises some clear and interrelated questions, which supported the study's guidance. The research paper raised the current research questions:

Q1. What is the ESL students' curriculum “Move Ahead” recognition?

Q2. What are the merits and demerits of this curriculum?

Q3. Do students only depend on the school curriculum or various resources?

Q4. What are the recommendations suggested by students to innovate the curriculum?

1.4. Hypotheses of Research

There are two research hypotheses:

Hypotheses 1: Students do not have any background in the taught curriculum recognition.

Hypotheses 2: Students depend only on the taught curriculum without using any other educational platforms or apps.

1.5. The Rationale for the Study

Understanding and recognizing curriculum, in addition to teaching students with diverse nationalities, ethnicities, and backgrounds represents a challenge for every teacher. Curriculum change and innovation is another constraint with

the degree that enables learners to use the English language fluently and properly for various purposes in communication, work, and on social media platforms which became a daily life habit. The promotional part in the curriculum understanding and change by the curriculum theory is found by John Dewey who states that the students' creation and innovation which occurs by the curriculum to deal effectively with the modern world. The researcher works as an English teacher in a school in Al Ain City, Abu Dhabi, and this research paper will support the recognition of the "Move Ahead" curriculum's impact on ESL Students acquisition.

2. Literature Review

To enhance and promote the context of the current research paper, many important and related concepts and theories were reviewed by the researcher from the formerly published studies and the current case study on the impact of curriculum on ESL students' acquisition. The researcher will clarify and show the impact of the curriculum on students' second language acquisition.

2.1. Conceptual Analysis

Scholars and researchers consider analyzing concepts a very significant and essential custom and philosophical method since the era of Plato. The conceptual analysis function in the study provides definition, meaning, context, and additional certain concepts analysis and thoughts related to theoretical foundations literature design [5].

2.2. Curriculum Definitions

There are a lot of definitions related to the word curriculum, however, all definitions revolve around the same meaning. The curriculum must include and consist basically of five great areas in a disciplined study (1); mother tongue command and grammar, literature and writing of the native language commands, and the grammar study system, writing, and grammar, (2) foreign language, (3) history, (4) science, and (6) Math [6]. The definition of curriculum in some circles is the same as the word "education" [7]. Consequently, the term curriculum involves quite a chaotic structure [8]. The terminology of the curriculum ought to be assessed according to the curriculum and current concepts [9].

2.3. Curriculum Innovation

The curriculum is not solid facts and information, however, it can be renewed, innovated, and reformulated according to students' ages, surrounding conditions, national customs and habits, and international perspectives. Curriculum innovation means the re-planning and implementation processes of curriculum specialists, teachers, and learners. Innovation in the curriculum is a description of problem solutions that form a modification or exchange from the immediate practices as contrasted to the advanced progress within an introduced wider framework [10].

2.3.1. Kinds of Innovation in Curriculum

Innovation in education involves three basic components: structure, content, and process. The structure involves how schools are systematized. Subjects are presented through content as they were not included formerly in the curriculum or those that revise old subjects in new ways.

2.3.2. Teachers' Roles in Curriculum Improvement and Development

Teachers should have roles in curriculum improvement and development because teachers are people responsible for delivering the curriculum content. Teachers' knowledge, competencies, and experiences add and form the teaching and explanation process of the new curriculum, and they are central to any curriculum development effort. The more teachers have the knowledge, the better teachers support learning. Assuming another party has effectively fostered the curriculum, the instructors need to try to know and get it. Thus, teachers should be associated with curriculum innovation. For example, teachers' opinions ought to be included in the advancement of educational programs. Repeatedly, there is a need to think about the educator as a component of the climate that influences educational programs to save and meet the educational plan improvement group needs [10]. Consequently, teachers' inclusion is important for fruitful and important educational program progress. Teachers' roles as implementers are vital for the educational program's advancement in the last phase.

2.4. Theoretical Framework

2.4.1. Academic Rationalism Curriculum Theory

The theory focuses on social reconstruction, relevance structure, academic rationalism, students' self-actualization, identified technology, and cognitive processes [11]. The Academic rationalism curriculum theory is the most customary one and stresses students' obligation to the Western cultural structure. The students must approach good thoughts and items. Innovation in curriculum education, on the other hand, sheds light on and pays attention to earlier determined goals. For this hypothesis, it is critical to guarantee precise preparation and viable education. The mental cycles hypothesis, then again, contends that studying psychological cycles ought to be improved, and as per the advocates of this hypothesis, the emphasis ought to be on the "how" rather than the "what" of the educational plan. The other two educational program hypotheses grouped are "the self-realization educational plan hypothesis", which sees instruction as an interaction that guarantees individual opportunity, and "the social remaking significance hypothesis", which sees social needs as more significant than the singular requirements [12].

2.4.2. Scholar Academic Curriculum Theory

The founder of the Scholar Academic Curriculum Theory is Schiro" (2012). Children should learn culturally accumulated knowledge in addition to understanding a deep academic discipline [13]. The current theory looks at the ideology of learning as it is accumulated knowledge. On the other hand,

"Social efficiency theory", confirms the students' preparation significance for futuristic roles to grow up moderately as future adults.

2.4.3. John Dewey's Curriculum Theory

In Dewey Theory, the curriculum is supposed to create students who may choose to manage the modern world. Consequently, the curriculum is not supposed to be presented with the utmost hints, however, it is ought to include the children's biases in which children see their world. According to Dewey, there are four introduced senses: social, productive, expressive, and creative. The educational institutions' programs should construct a deliberate feeling of the existence where the youngster resides. John Dewey wanted to use professions to link smaller variants than usual important drills of life study. Dewey liked to achieve this goal to strengthen the relationships between knowledge branches and material. Thus, Dewey designed connections between taught subjects and kids' lives. Consequently, John Dewey is considered the founder of the ever-evolving schools' advancement.

The current article "21st Century Standards and Curriculum: Current Research and Practice" is written by Halah Ahmed, Ali Ismail, and Patrick McGuire, 2015. The researchers investigated the Common Core Standards integration (CCSS) and the 21 Century skills in the curriculum not only useful to students but also significant to students' future careers. Now, standardized tests determine schools' success, it allows students to apply technology to help important abilities and acquire unique ways. Consequently, saving creative thinking and content standards comprehension through a designed portfolio system, students will present, introduce, and display concept retention and at the same time produce important and tangible outcomes. The article focuses deeply on both developing and improving the academic core subject mastering and skills development of the 21st century. These capabilities and skills assist in enabling our students to challenge the future and to be available for university and professional life.

Mădălina Micu published 2019 "The Impact of the Digital Curriculum on Students' Learning". The study focuses on an auxiliary digital instrument for primary school children which represented a tool for learning at school and home. The complementary tool included a learning platform that gathers experiences of learning and relevant content with clear attention to previous background experiences than the content. The purpose is to keep students engaged and involved in the learning process. In this digital curriculum, teachers are given the opportunity to many sought-after students learning visibility as students can be traced in the whole performance, in addition to exams. Among the merits of this digital curriculum is that students can modify the learning pace according to their style and rhythm and availability to use technology at every time and every place. The results showed a rise in the value of the case and presented a truthful image of the expected digital curriculum impact on the students learning.

On one hand, "Impact of language and curriculum on student international exam performances in the United Arab

Emirates is written by Ali Ibrahim, Najwa Al Hosani, and Tanya Vaughan, 2020. The study explored the applied international tests in many countries including an addition to the United Arab Emirates such as Times and Pisa which are used to evaluate and assess the education system quality. On the other hand, students face a lot of challenges in passing these exams. Data is collected through an interview with six central official samples: three principals and vice-principals, 12 teachers, and coordinators. The results showed obstacles that face students in passing these exams because of the issues that inflict language and curriculum and affect the general performance in Math and Science Studies. The continuity of facing these issues will have effects on students passing these exams and affects the United Arab Emirates ranking on the international education quality level.

Another case study is written under the title "The impact of curriculum developed in line with authentic learning on the teacher candidates' success, attitude, and self-directed learning skills" [14]. The paper is to measure the effect of curriculum improving and developing coping with real-life learning on teachers' candidate success and attitudes toward courses' direct learning. The study is quantitative and has samples of 64 teachers who study "curriculum development" courses. The study lasted 12 weeks with the application of an experimental group through curriculum development and the traditional group represented the control group. The results clarified that teachers' attitudes had meaningful differences towards the curriculum development course. Moreover, the same developed curriculum has to lead to an increase in the teachers' self-directed learning capabilities and skills to reach a high level.

The current case study "Analysis of the Curriculum Impact on English Second Language Learners (ESL) from students and Teachers Perspectives" displays the factors that lead to conducting changes and innovation in the curriculum in the Gulf region in the last years such as new cadres' education, employability, and growth to cope with the national agendas, international perspectives, and 21-century education system. The study aims to analyze a specific English language curriculum's impact on students learning from the teachers' and students' views points. The researcher collected data from 12 teachers and 18 students. The questionnaire was utilized to collect data. The findings of the study showed that curriculum development is a cornerstone in imparting knowledge to students. The findings reflected the important role played by the curriculum progress in supporting and delivering knowledge to learners. Moreover, curriculum development represents a teacher's guide understanding to utilize the best teaching strategy in teaching students the English language's four skills and systems.

In the current research paper, the curriculum means a combination of learning experiences, instructional practices, and students' assessments of performance which are designed and formed to measure the objectives and outcomes of a specific course. During classes, students are used to studying from this curriculum "Move Ahead". They study the four skills: listening, speaking, reading, and writing, in addition to

grammar and vocabulary. Students have deep knowledge of what they are studying especially because they are in the British Department, so their English language is upper-intermediate. Their perception, recognition, and understanding of the effective curriculum and topics were formed earlier.

Students ought to be taught the accumulated culture of knowledge in addition to understanding a deep academic discipline [15]. After many years of learning most subjects in English, students now can evaluate what they are learning. The current theory looks at the ideology of learning as it is accumulated knowledge. The current study is being conducted with students who study English as a second language (ESL). On the one hand, students are at the British Department in which all subjects are in English except Arabic and Islamic. Consequently, students have effective English language backgrounds.

The theoretical findings represent a true opportunity for the current study to explore What are ESL students' recognitions of the curriculum Move Ahead? What are the merits and demerits of this curriculum? Do students only depend on the school curriculum or various resources? What are the recommendations suggested by students to innovate the curriculum? The current study is expected to address the impact of curriculum on English second language students, considering the main theories of Academic Rationalism curriculum theory, Scholar Academic Curriculum Theory, and John Dewey's Curriculum Theory all over the world.

In conclusion, the researcher searched deeply for the curriculum's impact on students learning. Although most scholars and researchers conduct their studies on students in general, the researcher conducts this study on ESL students to measure the impact of Macmillan Education following Cambridge University to measure the impact on the achievements of outcomes related to the language four skills and systems.

3. Methodology

In answering the research questions, the study looks intensive and focuses on the student's responses to the questions of the questionnaire and the registered responses. The study represents a contextual analysis of the curriculum's impact on ESL students learning. The researcher does his best to control variables during collection data. Moreover, the proof was collected through students' questionnaire responses to get their views points on the impact of the "Move Ahead" curriculum on their learning. The forthcoming methodology section supports more ideas and information about the study conducting involved structure, theory, setting, samples, tools, and procedures. Furthermore, there will be displayed elaboration on the utilized methods and tools. The chapter will also elaborate on the method and instruments used in the study followed by clarifying and stating more information on quantitative data analysis.

3.1. Research Approach

The researcher adopts the quantitative approach in the

current study to explore and refute effectively and deeply the impact of the Move Ahead curriculum impact on students who are English second-language learners. The quantitative approach gives the researcher greater knowledge and understanding of the social world [14]. The selection of a quantitative approach supports the processes of analyzing, exploring, and identifying. On the one hand, social scientists and communication researchers are focused on studying people, hence they use quantitative research for the sake of watching and observing affecting individuals' phenomena occurrences [16]. Knowledge about Quantitative research is a way to learn about a particular group of people, known as a sample population. Quantitative research uses scientific questioning and relies on observed data to investigate questions about the participants. Consequently, the researcher considers the quantitative approach research competent because it can lead to analyzing in context the impact of the Move Ahead curriculum on students learning.

3.2. Data Collection

Data was collected through one resource only which is the questionnaire. The researcher was planning to make face-to-face interviews, but social distancing and online learning due to the COVID-19 pandemic prevented him from achieving this goal. The collected data through the questionnaire supported the researcher to get evidence from ESL students in the British Department about the impact of the specific curriculum impact on their learning process. Collecting data was not an easy task because some students do not know the word curriculum. Also, students were new to this kind of questionnaire as they are still young and they did not pass this experience before, so they used to ask various questions about some included questions.

3.2.1. Method

In the current study, the researcher utilizes the questionnaire method to collect relevant data. A questionnaire refers to instrumental research that consists of group inquiries and other support to collect data from participants [17]. The questionnaire's importance is related to life experiences and events with closed questions that have been used for research [18].

3.2.2. Participants

The participants of the current study are 24 participants: 18 females and 6 males (N=24, F=18, M=6). The research would be fruitful if the participant's numbers are more than this specific number. The participants are grade 7 students, in the two sections; boys and girls who study the British Curriculum and are characterized by cross-cultures and nationalities diversities. They are from Ethiopia, Jordan, Pakistan, the Philippines, Iraq, Sudan, Egypt, and Palestine, and they study the English Language as a second language. The used samples are small because the researcher only depends on students in two classes [19].

3.2.3. Instrument

One quantitative method is utilized to collect the data and evidence.

3.3. Limitations of the Case Study

The researcher tried to eradicate the roots of limitations in the current study by designing the questionnaire on google form and sending it to the google classroom accounts and WhatsApp groups to save time and effort. Moreover, the researcher only focused on students who study this curriculum to investigate their opinions and perspectives about the current curriculum.

The researcher conducted the study in the XYZ School in the UAE, Al Ain City. However, varieties of curriculums from one grade to another lead to a challenge for the researcher to involve more participants from the same curriculum. Moreover, every private school especially the British Curriculum schools has different textbooks, which creates a limitation to conducting the study in more schools. Furthermore, the COVID-19 Pandemic and social distance in which procedures of visiting schools now impose doing the PCR Test daily and this is very impossible for the researcher. Consequently, all these limitations prevented the researcher to add fruitful data to the study.

3.4. Ethical Consideration

There are many involved ethical in the current study considerations by the researcher. Firstly, the participants' confidentiality; students, and institution. To guarantee confidentiality, the researcher sent an email to students' parents regarding their sons' and daughters' participation to get approval for participating in the current study by explaining the purpose of the study [20]. Moreover, the researcher ordered permission from the head of the department who in turn wrote a petition to the school administration who agreed on conducting the study. The researcher afforded and considered that all students were given a clear comprehension of their contributions to the study.

3.5. Reliability, Validity, and Feasibility of the Data

Considering the feasibility which is related to research

through the implementation of a study, or intervention that can empirically done in an identified authentic setting [21]. Development research considers feasibility as the central focus on feasible studies or full-scale intervention trials that evaluate the impact of the typical circumstances that accompany normal implementation. Feasibility evaluating performance within education appeared in 2013 for Education Research and Development. The researcher's position at the XYZ School leads to respect for all parties; students, participants, school, and documents, he will try to keep the data accurate and accredited.

3.6. Accessibility

The researcher is an ESL teacher at the same school where the study was conducted. Consequently, gaining access to students' contacts and school documents was easy and available. For the resembling cause, the researcher made the best use of saving efforts and time during the study conduct.

4. Findings, Discussion, and Analysis of Data

The researcher utilized the quantitative method in data investigation. The results were based on the key source of information-questionnaire responses from students as the key source of data. Through the questionnaire journey of collecting data, the researcher focused only on the complete sheets of responses designed on a google form. The participants were asked to support responses to some questionnaire questions by choosing one of the given options only.

The researcher decided to use the narrative description of every response to analyze data and student responses [22]. The merit of the current approach is supporting a deep understanding and an analysis of the curriculum's impact on students learning.

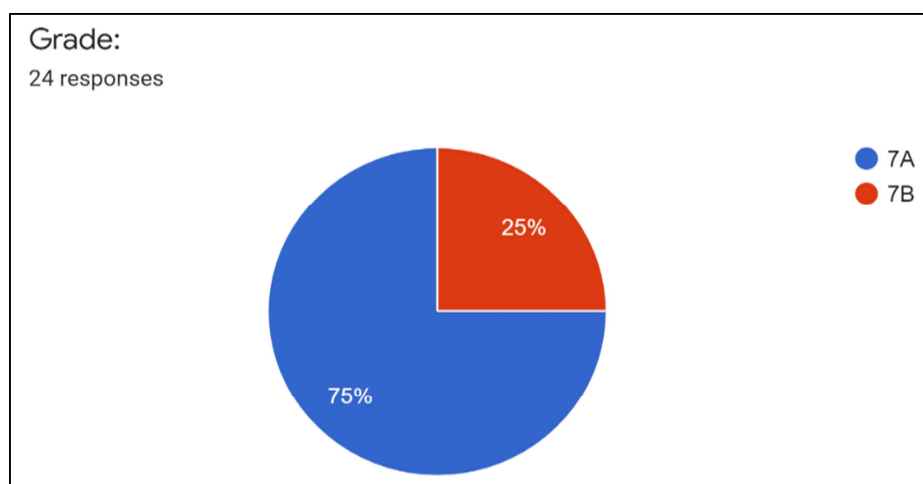


Figure 1. The total Participants.

Figure 1 supports information about the total number of participants in the study based on class. There are 24 participants (N=24, F=18, M=6). However, most participants are girls 75% (7A), which is greater than boys (7B) who were 25% participating in the current study.

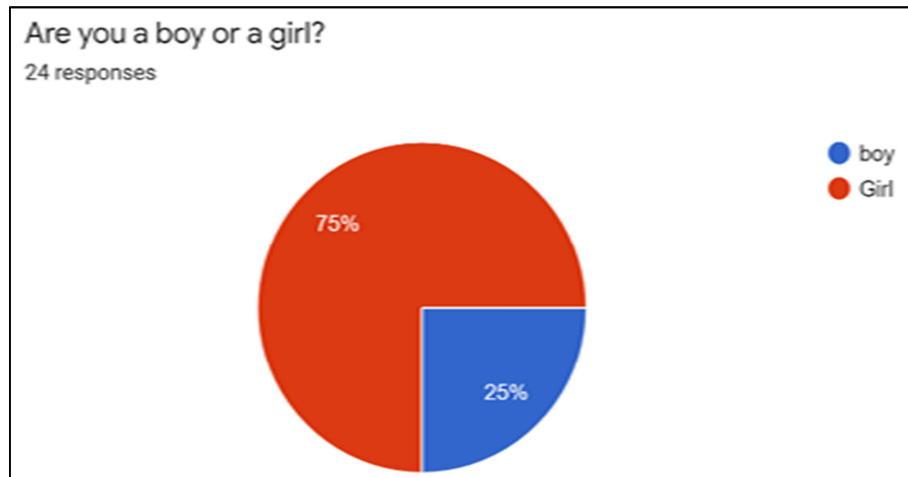


Figure 2. The total Participants in the study were based on gender.

Figure 2 reflects girls were more ready to participate in the current questionnaire than boys as girls represented 75% greater than boys 25%.

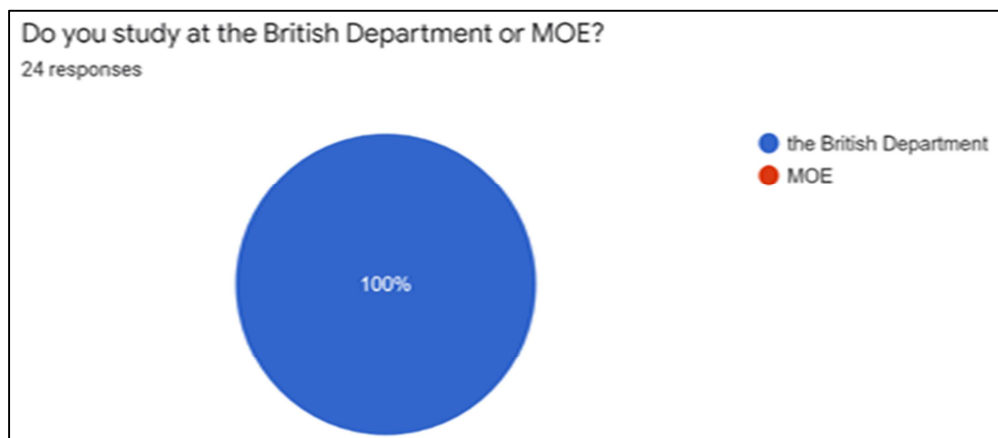


Figure 3. Curriculum Type.

Figure 3 shows the students taught curriculum as all students involved in the study are enrolled in the British Curriculum.

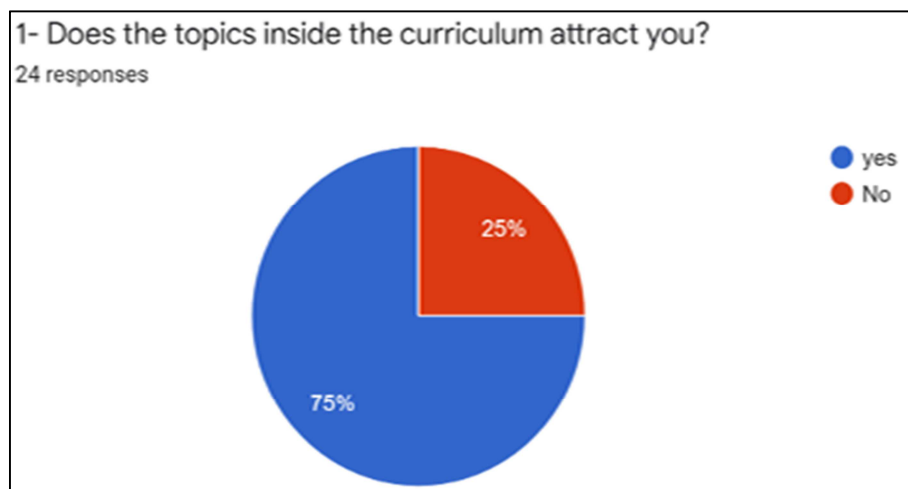


Figure 4. Curriculum Topics Effect.

The 4th Figure illustrates that 75% of participants responded that the topics inside the curriculum attract them which is greater than those who are not interested in the topics inside the curriculum at 25%.

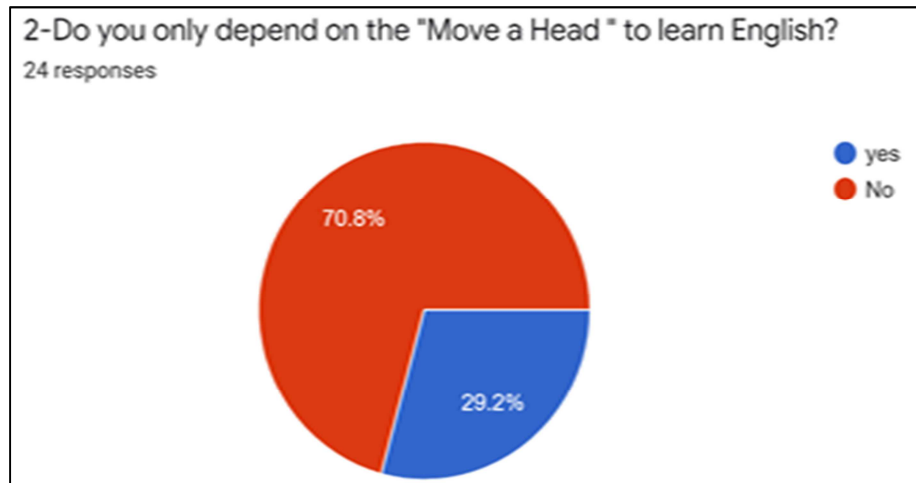


Figure 5. Using other resources to learn English.

Figure 5 shows that most students 70% do not depend only on the textbook offered by the curriculum as the main source of learning English which is greater than students who study from the textbook 29.2%.

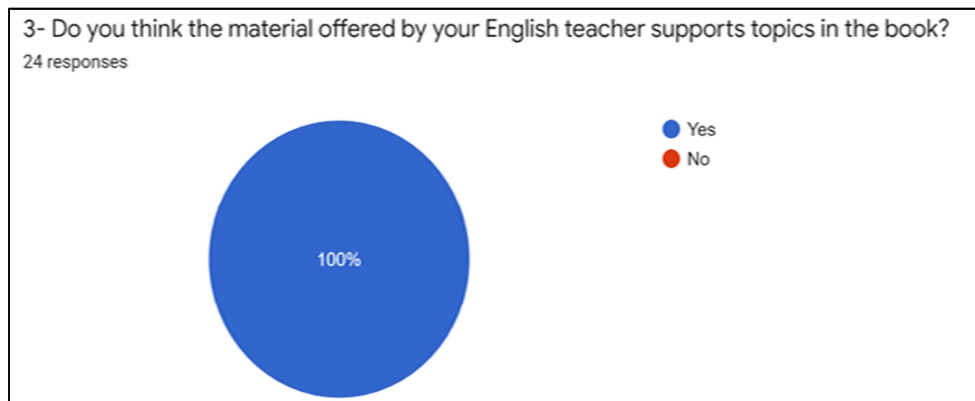


Figure 6. Teacher's impact on supporting curriculum topics.

Figure 6 shows that all participants 100% consider the material offered by their English teacher to support the offered curriculum. This also reflects the teacher's experience, qualifications, and training to support students with extra curriculum supporting activities.

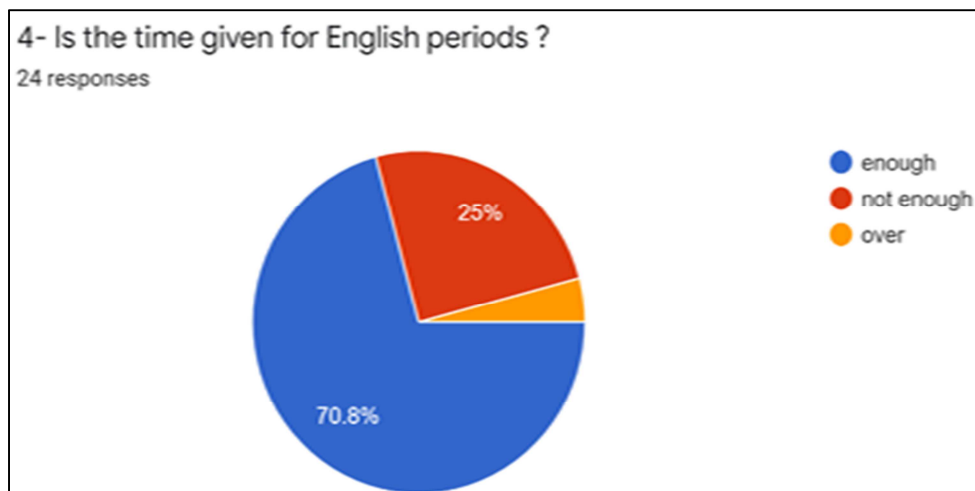


Figure 7. Curriculum and Assigned time.

Figure 7 above shows that the assigned time from the Ministry of Education for the periods of English Language is enough at

70.8% which is greater than not enough at 25% and over at 4.92%

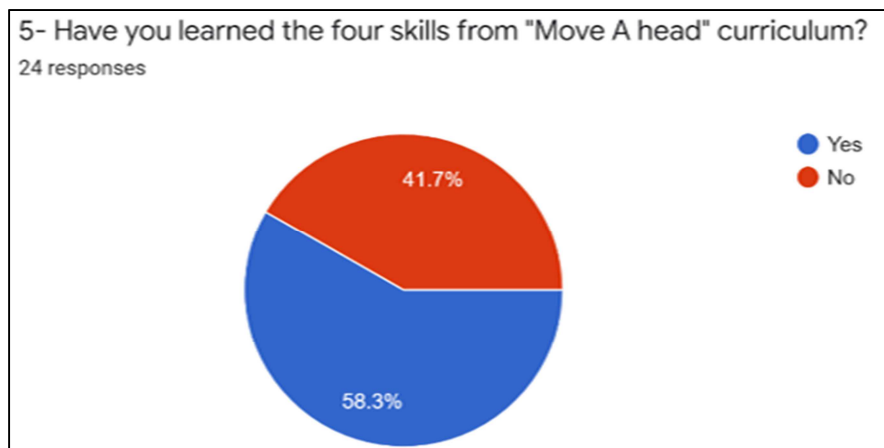


Figure 8. Curriculum and English language skills Acquisition.

Figure 8 explains the weaknesses inflicted on the curriculum which require to be renewed and modified to match students' expectations in learning the four skills of language. 58.3% of students responded that they learn the four skills from the Move Ahead Curriculum which is higher than those who do not learn the four skills at 41.7%.

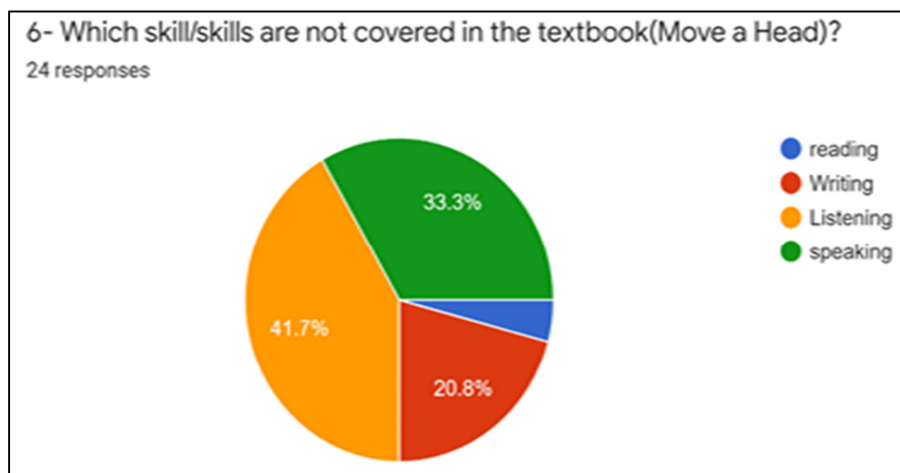


Figure 9. Missing Skills in the Curriculum.

Figure 9 shows that 41.7% responded to the missing listening skills in the curriculum, which is greater than speaking at 33.3% and writing skills at 20.8%.

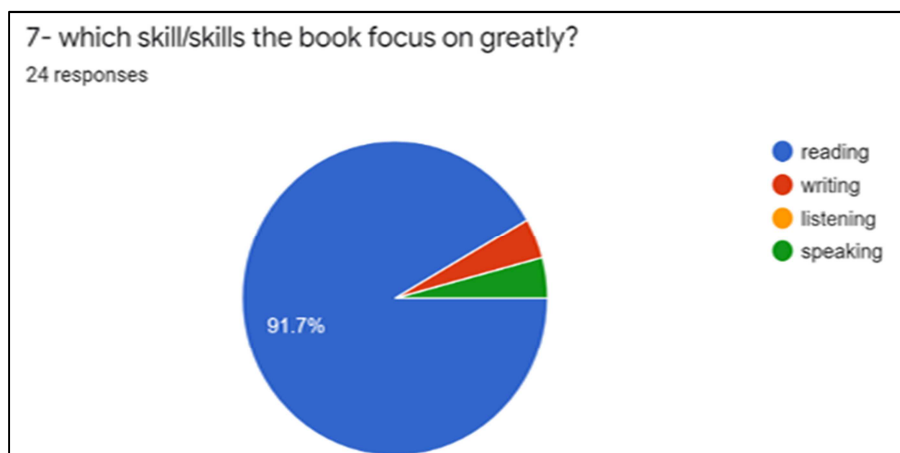


Figure 10. Focused Skills in the curriculum.

On the other hand, in Figure 10, the participants consider the reading skill as the most coveted skill in the curriculum at 91%, which is higher than other skills.

Figure 11 below displays students' satisfaction with the teacher's performance to facilitate the curriculum topics in which 83.3% expressed their satisfaction which is higher than those who are not satisfied at 16.7%.

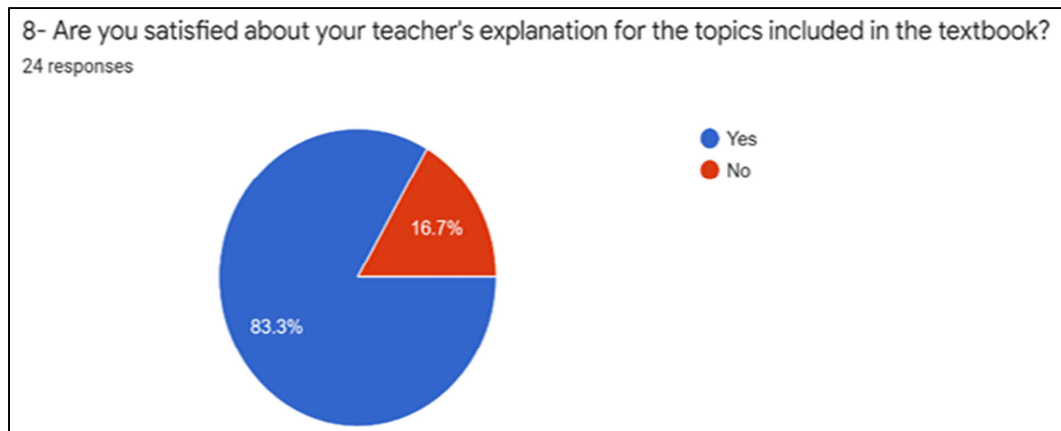


Figure 11. Students' satisfaction with teacher's Performance.

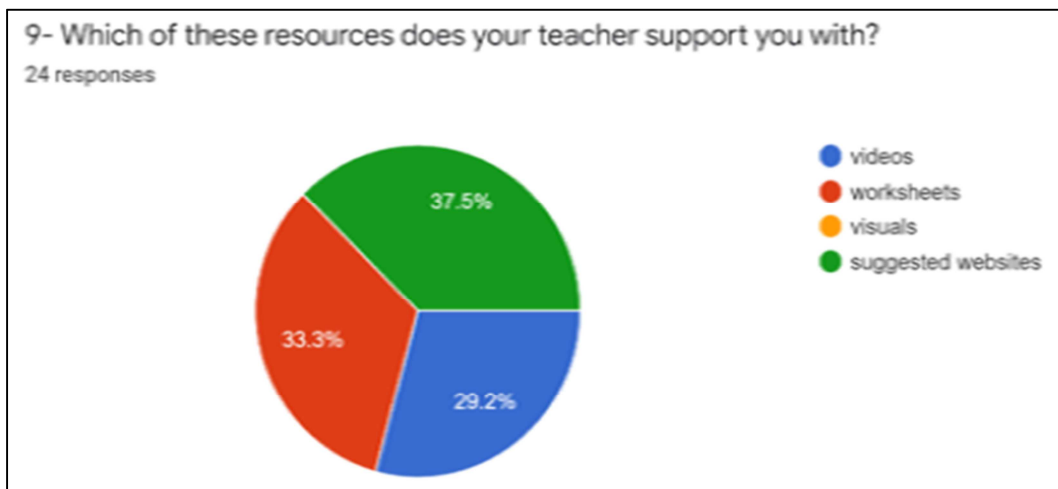


Figure 12. Teaching Aids.

Figure 12 displays the teaching aids which are used by the English teacher, in which the teacher depends a lot on internet websites 37.5% which is slightly higher than worksheets 33.3% and videos 29.2%.

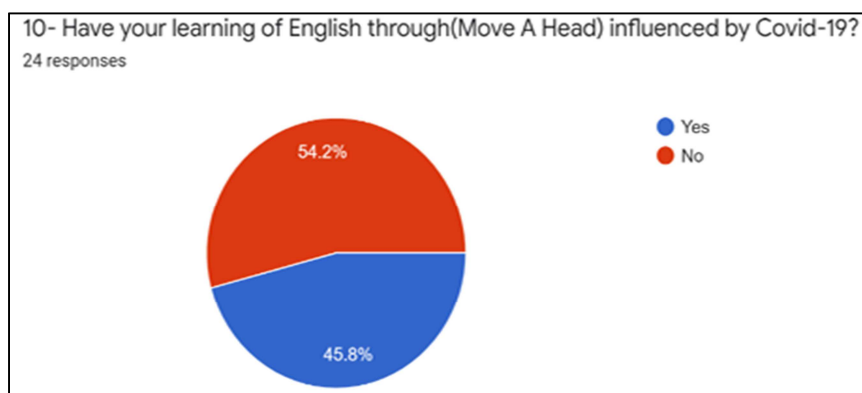


Figure 13. COVID-19 Impacts on Students' English learning.

The impact of COVID-19 extends to include learning English as 45.8% of respondents stated that they got affected by COVID-19 which is higher than those who did not get any effect from this virus at 54.2% as appears in figure 13.

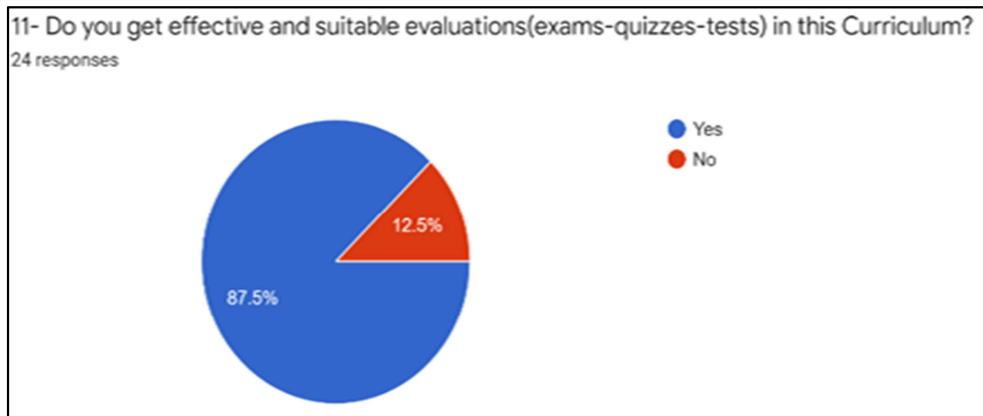


Figure 14. Applied Exams within the Curriculum.

According to figure 14, 87.5% of responses show that the evaluation and assessment process within the curriculum is suitable which is higher than those who do not agree 12%.

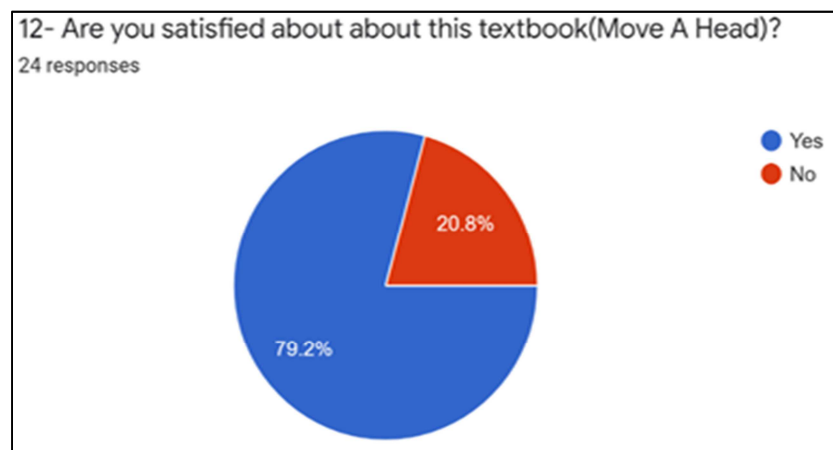


Figure 15. Students' satisfaction with textbooks.

According to figure 15, 79.2% of responses showed that students are satisfied with the textbook, however, 20.8% are not satisfied.

It can be seen from the previous figures that most students are satisfied with the curriculum including topics, assigned time for the periods of English Language curriculum, reading skill coverage, teacher's performance in facilitating and explaining topics of curriculum, textbook, quizzes, exams, and tests that measure their performance in the curriculum.

On the other hand, a few students expressed that they are not interested in the offered topics, some skills are missed in the textbook, students depend on various resources to learn, and it is not confined to the textbooks. In answering the research questions, what is the ESL students' recognition of the curriculum "Move Ahead"? The students showed the merits and weaknesses point of the curriculum in various aspects. Moreover, the responses showed that students utilize various resources to support the curriculum such as internet websites, visual cards, and videos. Also, the students clarified various suggestions that amend the curriculum such as adding more listening and speaking skills and designing quizzes at the end of every unit to measure students' performance and progress.

5. Conclusion and Implications of the Study

Curriculum innovation in the modern era requires much participation from many parties such as curriculum designers and reviewers, educators, teachers, and students. Cooperation needs to include modern international topics, national customs and habits, the national agenda and vision, students' ages of interesting topics, and other successful countries' experiences with a degree that matches the national customs, habits, and agenda.

The study has future tangible implications if they are applied, the results will be fruitful and lead to building a successful and progressive society. Firstly, schools and curriculum companies should put into consideration students' opinions and interesting topics to guarantee effective feedback. Secondly, curriculum designers should not focus on one skill while ignoring other skills. Finally, Schools principals and administration should create a curriculum review committee with the participation of students.

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