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Evaluation of Training Programs secondary School

English Language Teachers ( Pre-service and In- service )

A Case study of English Language Training Programs

تقويم البرامج التدريبية لمعلي اللغة الانجليزية بالمرحلة الثانوية قبل و اثناء الخدمة

A Thesis Submitted in Fulfillment of the Requirements for the

Degree of PhD in Education( ELT).

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Dedication To
My Family,
My Teachers
And Friends

## Acknowledgements

# Abstract

This study   aims to evaluate  secondary schools' English Language teachers ( In – service and Pre – service ) training programs and to investigate the role of these programs in preparing qualified English language teachers , and the problems facing English language teachers that negatively affect   their performance and their  needs. One of these problems is the lack  of systematic , useful, and well planned pre-service and in- service teacher training programs   . However, English language teachers do not receive enough training that qualify them  teaching English as a foreign or second   language  . The researcher used a teachers' questionnaire, classroom observation check list and an interview  to collect the necessary data .  The most important findings which the research has come to can be presented as follows: There  is a lack of systematic planning and evaluation of pre – service and in-service  teachers' training programs . -There is always a  lack  of correlation between the theoretical training and training in   practical   teaching .- Teachers' development activities generally do not  focus  on  teachers' needs and circumstances . - School  academic year contains many wasted periods  that should be invested in teachers' development , e.g. at the early beginning of the year and after final examinations . In the light of the findings and conclusions of the study, the researcher recommends the following . There should be valid and systematic tools to identify and assess the English  teacher  trainingneeds.  There  should  be  well  designed programs of training for  English language teachers  to be used as in-service and pre-service  training  .The Training and Qualifying Sector at The  Ministry of Education should employ researchers to design and prepare suitable training programs for in-service Englishteachers.
In the light of the present study results, conclusions and recommendations, the      followingsuggestions for further research seem pertinent:
 1 - Replicating the present study. It could be replicated on other samples and over a longer period of time in order to further test itshypotheses.
 2 - Developing EFL teachers' performance at preparatory schools in light  of their professional and specialistneeds..
**Keywords :** Pre - service . In- service .Important   .Performance .Needs.

# Abstracts
# ( Arabic Version )

**مستخلص البحث**

**تقييم البرامج التدريبية لمعلمي اللغة الانجليزية بالمرحلة الثانوية**

هذه الدراسة تهدف إلي تقييم البرامج التدريبية لمعلمي اللغة الانجليزية ( قبل و أثناءالخدمة ) و دورها في أعداد معلمين أكفاء قادرين علي تادية مهامهم التدريسة علي الوجه الاكمل . تهدف الدراسة أيضا إلي التعرف علي المشكلات التي تواجه المعلمين و التي تؤثر سلبا في اداء مهامهم التدريسية و احدى هذه المشكلات قلة البرامج التدريبية الجيدة و المفيدة التي يتلقاها المعلمين قبل و اثناء الخدمة التي تؤهلهم كمعلمين اكفاء فهناك دائما عدم تناسق بين البرامج التدريبية من الناحيتين النظرية و التطبيقية كما هدفت الدراسة الي معرفة احتياجات المعلمين المهنية بالمرحلة الثانوية.استخدم الباحث الطريقة المنهجيةللاستبيان لجع البيانات اللازمة لاجراء الدراسة وقد توصل الباحث للنتائج الاتية : هنالك نقص في البرامج التدريبية الجيدة و المفيدة لاعداد معلمين اكفاء ـهنالك دائما ضعف في الارتباط بين الناحيتين النظرية والتطبيقية في البرامج التدريبية . انشطة تطوير الذات للمعلمين لا تركز علي احتياجات المعلمين . هنالك بعض الفترات الزمنية المبددة خلال السنة الدراسية والتي يجب ان تستغل في تدريب المعلمين وتاهيلهم . ـ البرامج التدريبية للمعلمين يمكن ان تكون مفيدة اذا صممت بشكل جيد .في ضوء هذه الدراسة و النتائج التي توصلت اليها يوصي الباحث الاتي : ينبغي ان تكون هنالك الية منهجية لتقييم البرامج التدريبية للمعلمين .ينبغي ان تكون هنالك برامج تدريبية جيدة التصميم لاستخدامها في اعداد وتدريب المعلمين . يجب علي مصممي البرامج التدريبية للمعلمين اتاحة الفرصة للمتدربين بابداء ارائهم وملاحظاتهم حول تلك البرامج والمساهمة في الانشطة التي من شانها ان تؤثر ايجابا في تدريبهم وتعليمهم . البرامج التدريبية لمعلمي اللغة الانجليزية ( قبل و اثناء الخدمة ) يجب ان تمد المعلمين والمتدربين بالمناهج المتطورة خاصة تلك التي لها علاقة بعلم اللغة التطبيقي و طرق التدريس و علم النفس التربوي وعلم الاجتماعـ يجب علي قطاع التدريب و التاهيل بوزارة التربية و التعليم توظيف باحثين اكفاء لاعداد و تصميم مبرامج تدريبية فاعلة في اعداد المعلمين و تدريبهم

**كلمات مفتاحيه** : قبل الخدمة ـ أثناء الخدمة ـأهمية. أداء ـ احتياجات .

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# Chapter One

# Introduction

Chapter One

Introduction

## 1.0 Overview

This chapter provides the theoretical framework of the study . It focuses mainly on the study problems and the study methodology used .

## 1.1 Study Background

EFL teaching and learning overcome rapid and multi serious changes and challenges in the 21th century. Due to modification of educational policies, inaddition the expectations of the society, and the demands of the information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas, so that students can be fully prepared for future educational possibilities and be able to survive in an economically competitive world. Students may not reach the desirable literacy standards in English and in other subject areas unless schools are provided with competent teachers. Both pre- service and in – service levels , usually consist of a fairly predictable set of component parts . Firstly , with few exceptions , there will be a methodology / pedagogical skills component , in which different methods and techniques for teaching English are explored , and the various classroom skills the trainees need to teach successfully are discussed and practiced . This component of course some times divided into a number of sub – component , such as methodology ( usually theoretical parts ) , micro – teaching , and practices teaching . It is probably true to say that in

most parts of the world , the main emphasis in English language teacher training , especially on pre – service course ,it is on methodology , and that the teacher's proficiency in the language itself is largely taken for granted . There are of course  some exceptions . In Nigeria  , for example , Hundleby  and Breet ( 1988) and Berry ( 1990) report on a situation where teacher training is seen principally as a process of raising the language level of the trainees , to the virtual exclusion of methodology , a situation which , of course apparently designed to improve teachers' practical skills , would itself appear inappropriate , and would doubtless lead to problems of a different natures . Alternatively , language improvement may become confused with the subject matter of the linguistics component , with the emphasis on increasing knowledge and awareness about the system of a language , rather than on ability to use this knowledge in real communication ; this is often the result of a number of unavoidable constraining factors , such as the limited time  available for the course , or the large numbers of the participants  attending the course .

## 1.2  Statement of the Problem

English language teachers face many problems that  negatively affect their  performance  in  teaching  English  language  . One  of  these problems is the lack  of the pre-service and in- service teacher training

programs . However, English language teachers do not receive enough training in pre – service and in – service teacher training programs to be qualified in teaching English as a foreign or second language .Teachers need to be aware of the importance of such programs . Hence this study attempts to evaluate secondary schools English Language training programs .

## 1.3 The Objectives of the Study

This study aims to :

1- Evaluate the quality of pre – service and in – service teacher training programs  2-Investigate the effectiveness of the professional development in teacher training Programs as perceived by English language teachers and supervisors to adopt new methods of teaching . 3-Investigate the participants' problems and their needs for English language teaching .

## 1.4 Significance of the Study

This study tries to :

. Evaluate the per-service and in-service teacher training programs in order to have qualified teachers and improve the quality of any similar future programs .

.Identify the teachers' problems and needs . This include the needs to analyze recent teacher training programs and their evaluations .

. Determine  the necessary professional and specialist needs for EFL teachers at   Ombadah locality  secondary schools.

.Providing a broad picture about EFL teachers' professional and specialist performance.

. Support  supervisors, trainers and Trainees and Qualifying Sector at Ministry of Education to know the real performance of EFL teachers and how to develop it.

. Preparing teachers' training programs to develop EFL teachers' professional and specialist performance at Ombadah  secondary schools.

.  Investigate  the effects of the teachers' training programs on developing EFL teachers' professional and specialist performance at Ombadah secondary schools

## 1.5  Research  Questions

The study  attempts to find  answer to the following questions :

1- To what extent are the academic pre – service and in – service teacher training programs help in preparing effective and qualified teachers ?

2- What are the teachers' attitudes towards the development activities ( specifically    the pedagogical training , organizational aspects , teaching practice and the lengths of the programs  ) ?

3-What are problems participants might face in teacher training programs periods  and their needs ?

## 1.6  The Hypotheses of the Study

1-The academic pre – service and in – service teacher training programs help in preparing effective and qualified teachers if  the teachers satisfy their needs from these programs   .

2-Teachers have negative attitudes towards their profession development activities      ( specifically  the pedagogical training , organizational aspects , teaching practice and the lengths of these programs ) if they do not get benefited  .

3-English language teachers who participated in these training programs face some problems during the period of  In- service and pre- service training programs .

## 1.7 The Limits  of the Study

This study will be limit  to :

1-The problems that encounter pre – service and in – service teacher training programs .

2-English language teachers  attitudes towards  pre- service and in-service teacher training programs .

3-Finding suitable criteria for making pre – service and in – service teacher training programs effective and useful  .

4-The study will be conducted in Khartoum State , umbadda locality secondary schools during  the academic  year 2015 - 2016  .

## I – 8  Study Methodology

The study adopts descriptive analytical methods to evaluate

the pre – service and in – service teacher training programs .

The study will be conducted via reviewing related lit erature

and  previous  written  on  pre – service  and  in – service

teacher training programs . The main tools for collecting

data are quantitative questionnaire and qualitative interview

and classroom observation checklist  .

# Chapter Two

# Literature Review

## Chapter Two

## Literature Review

## 2.0  Introduction

The profession of teaching requires utilizing new trends and knowledge throughout the career, which leads teachers to follow continuous professional development. In this way, teachers may be able to fulfill their professional roles in the changing contexts in which teachers work and learning takes place (Wideen, Mayer-Smith, & Moon, 1996; Day, 1999; Sandholtz, 2002). Due to rapid changes in every phase of societies around the world, teachers' adaptations to these  changes and long-term professional development have gained more attentions. As a result, it is argued that teacher professional development and continual deepening of knowledge and skills are major focus of systematic change and development in education (Ainscow, 1994; Garet, Porter, Desimone, Birman, & Yoon, 2001).

Today, in order to make knowledge economy successful, individuals and communities will constantly  need to learn new things, apply their knowledge in new contexts, create new knowledge, where existing ways  of doing and thinking are found wanting, and exercise wise judgment about what is important and what is not (James & McCormic, 2009, p. 973). James (1973, as cited in Altun, Yiğit, Özmen, & Alev, 2007) argued that the link between knowledge and practice can be made by providing teachers  more in-service training opportunities.

Teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Therefore, CPD is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date and develop their required skills and knowledge further in fast chnging world .

In every system, there are certain essential factors, which regulate the system. Integration among these factors leads to effectiveness and success of the system. Teachers, curriculum, schools, students, and teaching aids are important factors in an educational system. Without competent, skilled, and qualified teachers, no system of education would be effective and productive.

Teaching is a complex process because it combines knowledge about learning, the learners, the school setting, and instructional practices. Therefore, Al-Dawely (2006: p.37) suggests that teachers must have adequate knowledge about the subject that they are going to teach. They must have adequate knowledge about their learners, the social demands of the learners, the pedagogy, the curriculum, and teaching/learning environment. Eshaq (2006: p.2) describes a classroom teacher as a skilled verbal artist who is able to control a large group of pupils, manage them, and take them systematically through a curriculum, all at the same time. Teachers have one of the

most important nations' jobs: creating tomorrow's citizens and the future workforce. Abdel-Halim (2008: p.1) states that the quality of a teacher is the most important predictor of student success. He states that the low-achieving students increased their achievement level by as much as 53% when taught by a highly effective teacher. That teacher has to work as social mediator, learning facilitator and reflective practitioner. In the case of EFL teacher, he/she has to be able to deal with a lot of skills and abilities in order to be successful in his/her work. Al-Modaffari (2009: p.5) claims that he/she must be equipped with a wide range  of abilities that will enable him/her to teach effectively.

## 2.1 The Importance of Teachers' Training and Professional Development Programs Towards Informed and Effective Teaching Practices

Education has always been a powerful agency in any society and it is considered as an indispensable instrument for bringing positive change in the social, political, economic and cultural life of people. The whole process is shaped by many important agents, and the teacher is one of them. The teacher is claimed to play a central role in education. Preparing teachers for the teaching profession is conceived as being a higher priority in any country since this profession is considered as being challenging and critical, and may lead to nations' rising and progress in the different domains. As a huge agency, education has great importance in building strong and developed societies, and the teacher is one of the primary agents for achieving that. For such reasons, it is always an urgent educational need that teachers should receive adequate educational and professional training to possess adequate knowledge and teaching skills and to be able to dedicate themselves to the teaching profession. Most important also is the fact that, if provided to teachers, programs of training and professional development have to be introduced, mentored and evaluated, on a regular basis, by experts in the field. Learning is a changing process since knowledge is not something

static. For this reason, teaching should be boosted and should move beyond traditional and theory-based foundations; it should also be research-based and should have data-driven-evidence. McMillan (2007( p:73 ) states that there is renewed interest in the importance of "scientific" research and "empirical data" as sources of knowledge about what works in education." Since good teachers are considered as the backbone of good education and learning is perceived as being an ongoing process, efforts to develop and improve teachers' teaching skills and knowledge are highly needed and appreciated in the field of education. In many worldwide schools and universities, a variety of teachers' training and professional development programs are available to help teachers learn and improve themselves year after year. Besides that, it is a common belief that learning is a continuous process that contributes in improving teachers' teaching skills and acquiring new knowledge in subject areas, and this will, in turn, help improve students' learning. Given the central importance that education has in any society, teachers are expected not only to be competent but also to be professional in their related fields and subject-matters. For this reason, they have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet the high demands and standards of quality education.

## 2.2 Teacher Training and Professional Development Today

Teacher training and professional development are seen as central mechanisms for the improvement of teachers' content knowledge and their teaching skills and practices in order to meet high educational standards (Darling-Hammond & McLaughlin, 1995).Year after year, demands for quality in teaching and learning increase in higher education to meet academic standards, and this calls for attention to be directed to the provision of effective professional development on the part of teachers, researchers, educational institutions, and so on. Teacher training and professional development are two broad goals in education. According to Richards and Farrell (2005:03), the term training refers to, activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for instruction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books. They  identified the following goals as examples form of a training perspective:

**1-** Learning how to use effective strategies to open a lesson-Adapting the textbook to match the class-Learning how to use group activities in a lesson-Using effective questioning techniques-Using classroom aids and resources (e.g. video)-Techniques for

giving learners feedback on performance. The term professional development, on the other hand, is usually used to encompass 'all types of learning under taken by teachers beyond the point of their initial training' (Craft, 2000:9). The term is used to refer to processes, actions and activities which are designed for the purpose of enhancing the teachers' professional knowledge, teaching skills and attitudes in teaching to improve students' learning (Guskey, 2000).

## 2- 3  Types  of  teachers' Training Programs

 There are three  main types of  teachers' training programs , these main types include:

## 2.3.1  Pre – service training programs

Pre-service training takes place before a teacher starts their job. This refers to student teachers who will become teachers after completing their pre-service training. Pre-service training could involve a component on inclusive education, or how to respond to special educational needs in the classroom. The goal of pre-service training is to help the student teacher develop an understanding of the role of the teacher, and to gain the necessary skills and competences to become a teacher.

When organizing a component on inclusive education in pre-service training, different activities like school visits, classroom observation activities , and practical assignments based on the content of the training will need to be arranged. Ideally, inclusive education should not be understood as a component, but as a fundamental principle of teaching all content. The whole

pre service curriculum should therefore be based on responding to diversity by using inclusive practices.

## 2.3.2 Pre –Service Teaching Practice

Before undertaking teaching field experience, pre-service teachers are prepared to learn some relevant teaching methods and approaches in order to improve their pedagogical competence and performance. As such, teaching program called microteaching is developed to meet the students" need (Meutia et.al: 2018). During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession.

## 2.3.3 The Need for Pre – Service Teacher's Training

The growing interest in teaching gradually increases year by year. Faculties of education come into prominence in many universities . One of the most favorite majors is English Department. It accepts hundreds of students every year. This phenomenon is a great opportunity as well as challenge. It requires us to prepare the students to be a professional English teacher. Training the students to be a professional, of course, need a lot of efforts and a good curriculum, which allows the students to have the experience of being a teacher. The curriculum should cover all the required knowledge and skills as well as practices. Practices in teaching are very important because according to Joyce & Weil (1986) that a 30 hours of practice for a new

technique is needed before a pre-service teacher is able to perform it perfectly. It means that if the pre-service teachers do not get the experience before they come to the classroom, it is possible that they will get difficulty to perform even a single technique to teach. Teaching is commonly associated with sharing or transferring knowledge. However, according to Harmer (2001), teaching means creating conditions in which the students learn from themselves. It can be said that the focus of teaching is not on the teacher, but it is actually on the students to be active in the classroom. To reach this goal, a teacher cannot just stand in front of the class and give a lecture during the lesson but needs to generate all the students to be actively engaged. This idea then requires a teacher to have several roles in the classroom, such as controller, organizer, assessor, prompter, and participant. A teacher also need to be equipped with some basic teaching skills to support his or her performance such as managing the class, planning the lesson, grouping ability, opening and ending a lesson, and understanding the students" behaviors in the classroom. Therefore, pre service teacher training is one of the most crucial teacher education curriculums. This requirement should be experienced by pre-service teachers as it prepares student-teachers become effective and qualified English teachers (Ulla, 2016).

## 2.3. 4 Application of Theory　Model of Pre-service Teacher Education

prospective teachers are supposed to learn theories at the university and then go to schools to practice or apply what they learned on campus (Korthagen & Kessels, 1999; Tom, 1997). Alternatively in some of the early entry models of teacher preparation where there is very little pre-service preparation before candidates assume full responsibility for a classroom, it is assumed that most of what novice teachers need to learn about teaching can be learned on the job in the midst of practice and that the role of the university in the process can be minimized without serious loss (Grossman & Loeb, 2008).Although there is a growing consensus that much of what teachers need to learn must be learned in and from practice rather than in preparing for practice (Ball & Cohen; Hamerness et al. 2005) there is much disagreement about the conditions for teacher learning that must exist for this learning in and from practice to be educative and enduring. For example, the point at which a teacher should become the teacher of record is an issue about which there has been much disagreement (Stoddart & Floden, 1996). Advocates of "early entry programs have argued that with careful selection and a minimum of pre-service training , individuals can become teachers of record fairly quickly and learn what they need to learn about teaching with the support of a good mentor (Grossman& Loeb, 2008). Others advocate for a more gradual entry to teaching with the assumption of full responsibility for a classroom coming after or in conjunction with a substantive coursework

component and an extended internship or residency under the careful guidance of a mentor teacher who is responsible for the class room. (Berry, Montgomery,& Snyder, 2008).A perennial problem in traditional college and university sponsored teacher education programs has been the lack of connection between campus-based university-based teacher education courses and field experiences. Although most university-based teacher education programs now include multiple field experiences over the length of the program and often situate field experiences in some type of school-university partnership (e.g., professional development schools, partner schools), the disconnect between what students are taught in campus courses and their opportunities for learning to enact these practices in their school placements is often very great even within professional development and partner schools (Bullough et al, 1997; Bullough, et al. 1999; Zeichner, 2007).For example, it is very common for cooperating teachers with whom students work during their field placements know very little about the specifics of the methods and foundations courses that their student teachers have completed on campus and the people teaching the campus courses often know very little about the specific practices used in the  classrooms where their students are placed. Student teachers frequently do not have opportunities to observe, tryout and receive focused feedback about their teaching of methods learned about in their campus courses. Even if the

practices advocated in campus courses exist in the classrooms where student teachers teach, they do not necessarily get access to the thinking and decision making processes of their experienced mentors (Hammerness et.al. 2005; Zeichner, 1996) who are usually vastly undercompensated for the complex and difficult work they are expected to do to mentor prospective teachers. Darling-Hammond (2009) has referred to the lack of connection between campus courses and field experiences as the Achilles heal of teacher education. Although many programs include field experiences throughout the curriculum , the time that teaching candidates spend in schools is often not carefully planned like campus-based courses .

## 2- 4  In- service Training

We talk about in-service training when we organise training for teachers who are already working as teachers or qualified as teachers. This training can take many forms, for example

 . two-week intensive training

. weekly / monthly sessions over a period of time

. several intensive training sessions during a longer period (e.g. 2 weeks per year )

In-service training can be organized for a group of teachers from different   schools, or can be organized for a whole team of teachers in one school (whole-school approach).

## 2.4. 1  Theoratical  Background

In-service Teacher Development (INSET) In-service education and training or in-service teacher development (henceforth INSET), as it is variously described, has long been recognized as a key element in the professional preparation of teachers. Rejecting training-focused notions of teacher preparation, teacher development is increasingly seen as a continuing process which does not stop after initial qualification but continues for as long as a teacher is in the profession. As Crossley, Smith, and Bray (1985) noted more than 20 years ago: *"... it has begun to be widely recognized that no initial training course could ever remain an adequate preparation for a demanding professional career. The speed of social and educational change has necessitated more thorough and sustained professional development." (pp. 121-122)* With respect to the first of these points, Kelchtermans and Vandenberghe (1994) argued for taking a biographical perspective on teachers' professional development, which not only examined teachers' subjective self-perceptions as teachers in various life phases as a key to understanding professional behavior, but placed development within the structural, cultural and organizational context in which teachers work. That

is, in-service development should be seen within the broader perspective of a teacher's life and career concerns, as well as being seen as contextually situated within an institution as well as a system more broadly.

## 2.4.2 In-Service Teacher Training (INSET) Programs Characterstics

There are some characteristics of a promising in-service teacher training program such as enhancing teachers' understanding of educational technology, enhancing teachers' understanding of student learning, including strategies and activities that help in developing teachers' abilities.

*"The professional growth of teachers calls for appropriate in-service training programs. The main objective of these programs is to equip teachers with the knowledge and skills that are necessary for them to conduct their task appropriately and adequately, and to make them conscious about the principles underlying their own practice"* (Al-Dawely, 2006: p.50).

To develop professional teachers, Rahimi (2007) indicates that teacher training programs should develop teachers to be able to:

1-Master the content knowledge of the discipline they are specialized to teach.

2-Have skills and knowledge about teaching/learning in order to teach properly.

3-Notice any short comings in their teaching and constantly try to improve them.

 4-Take on a broader pedagogical and moral responsibility.

According to Tushyeh (2007: p.20), a teacher training program must contain four major components:

 a-development of attitudes,

 b-development of skills,

 c-development of knowledge,

 d-application of these in a real situation.

Thomas (1995: p.3) points out that there are some experts and organizations have suggested that the most promising professional development programs or policies ,are  that:

 2-Stimulate and support site-based initiative. Professional development is likely to have greater impact on practice if it is closely linked to school initiatives  to improve practice.

 3-Support teacher initiative as well as school initiatives.

 4-Are grounded in knowledge about teaching.

 5-  Model constructivist teaching.

 6-Offer intellectual, social and emotional engagement with ideas, materials and colleagues.

 7-Demonstrate respect for teachers as professionals and as adult learners.

8- Provide sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice.

9- Are accessible and inclusive.

There have to be some principles when preparing a program to develop professional teachers. Charu (2010: p.8) assures that in-service training program for teachers should be planned to realize the following:

.To acquaint teachers with basic knowledge of various disabilities and their identification.

.To orient teachers with classroom management strategies to meet challenges.

.To develop teachers' skills of knowledge and usage of aids.

Martinet et al. (2001: p.201) points out that when designing teacher training programs it should be:

.Designed in a way that is more in keeping with professional logic.

.Designed in a manner consistent with professionalization involved recognizing the interactive dimension of teaching.

.Intended to develop professional competencies and required a more program-based approach and must promoted integrated training.

.Intended to develop professional competencies and have a connection with actual teaching. Included elements relating to the development an ethic of responsibility.

When preparing and designing INSET programs, there are several requirements to be taken into account such as: training needs should be defined depending on a survey of the teachers' training needs. Training goals should be outlined depending on this survey, teacher trainers have to be well selected. There should be variety and balance of activities and strategies that should be selected for training. Moreover, there should be constant support and follow-up of teaching practices as part of the training program. Ongoing evaluation of the training is essential. Also one of the features of INSET is that it focuses upon the current and future needs of participants.

In-service training act as a catalyst for teacher's effectiveness. It is also a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. In-service training is important for teachers to face new challenges and changes in the education world. In-service training is also a fundamental aspect to improve teacher professionalism. The effectiveness of in-service training is important so that teachers can apply the knowledge acquired in teaching and learning. Few factors that contribute towards the effectiveness of in-service training are role of administrator, attitudes of teachers, training needs and strategies in conducting in-service training. Introduction training program in an organization is a process by which people are taught with skills and given the necessary knowledge or attitude to enable them to carry out their

responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective job performance. Organizations are facing many changes which are related to economic needs, social needs and technology needs. As such, training programe plays an important part to overcome these problems and to cater the need of the organizations.

### 2.4.3  In-Service Training Program for EFL Teachers

There have to be a lot of good designed programs for the purpose of development and training of EFL teachers. Some of these development and training programs have to be based on self-study and others have to be directed by professionals.

Concerning in-service training program for EFL teachers, Tushyeh (2007: p.20) views that any EFL teacher training programs should aim first and foremost at the development of personal and the development of attitudes of EFL teachers, and their knowledge of the subject matter. EFL teacher training programs should emphasize the communicative approach, which is the best way to train teachers. This can be accomplished through a plethora of activities and techniques such as microteaching, peer teaching, group teaching, cross-age tutoring, videotaping, observations, demonstrations, controlled visits, lectures, seminars, mini courses and placement tests.

According to Cheng and Wang (2004: p.11), the most important elements

of language teachers' competence in the training program should consist of language ability, subject content knowledge and language awareness, and pedagogic content knowledge in English. More should be benchmarked in reading, writing, listening, speaking, and classroom language, which considered as paramount in order to improve their classroom teaching.

*"English teacher training programs have to provide them with confidence in themselves, knowledge of students, understanding of their discipline, awareness of the ways in which context affects education, appropriate choices of goals, objectives, materials, strategies and assessments to help as many teachers as possible to learn and grow in skills, content knowledge, and understanding of self and others"* (Stover, 2006: p.4)

It is crucial in language teacher training programs to be conducted to achieve an understanding of language teachers' knowledge base to get a sense of where they are, to comprehend their teaching context and to know their professional development needs (Cheng and Wang, 2004: p.10). In the matter of training EFL teachers in , Al-Dawely (2006: p.59) indicates that in-service training programs are necessary for EFL teachers to be effective in teaching their subject.

Progress in education depends very much on keeping up with the various trends that emerge around the world. In-service teacher training (INSET) is a formal means through which EFL teachers are constantly updated with the

new findings in the field. There are also self-directed development activities that complement formal training. The need for this approach is a must when INSET is not found and this is the case of EFL teachers at the secondary schools . It is essential for teachers  to take up their professional accountability in the absence of an efficient teacher training system.

## 2. 5   Distance Learning / Self- taught

Distance learning can be very useful for teachers who are unable to attend training events due to problems with scheduling or long-distance travel. The time flexibility of educational background and experience teacher trainers should have is an important topic of debate (Jordenais 2011), intimately connected to the question of course content or subject matter.self-study makes it a good way of training for working adults.

In distance learning and self study courses, the teacher and learner are separated by time and space. A variety of media can be used to compensate for this separation and facilitate communication between the teacher and learner e.g. DVDs, podcasts, online lectures such as those provided by EENET and interactive forums.  Distance learning can be as effective as traditional forms of training if:

. the methods used are appropriate .

. there is regular teacher-learner interaction .

. teachers provide their learners with suitable and timely feedback.

## 2. 6  Contents of EFL Teacher Training Programs

Generally speaking, most EFL teacher-training programs  around the world consist of several components. There is a  methodological/pedagogical component, a linguistic component, and a literature component (Cullen, 1994). Although in most parts of the world the main emphasis in ELT is on methodology, there have been situations in  which  emphasis  was  placed on  raising  the language  level of the future teacher. Hundleby and Breet (1988) and Berry  (1990)  report that, in China, teacher-training programs virtually exclude the methodological aspect and concentrate on  the improvement of the language level . In such a case, attention is given to linguistic knowledge of the language  rather  than  the  ability  to use  the language for real communication. Cullen (1994) states that only a few teacher- training courses are able to achieve the objective of improving the communicative command of the language rather than knowledge of it. Cullen, however, recognizes that in most regions of  the  world, especially where English is not a medium  of  instruction,  the  main  interest of English teachers  is the need to improve their own command of the language so that they can use it more fluently, and above all, more confidently, in

the classroom. An in-service teacher training course which fails to take this into account is arguably failing to meet the needs or respond to the wishes of the teachers themselves (p. 164).

## 2.7 Difference between training and education

According to Moore (1986) the term 'training' is usually used in those situations where some skills or competencies are involve hardly in education. 'Highly trained but uneducated' would not appear to be a contradiction in terms. However he says that it would be wrong to say that there is no connection between the two. Peters as stated by Schofield (1972) says that training always implies the acquisition of a 'skill' and drill is an essential part of training whereas education must provide those committed to it with knowledge, understanding and cognitive perspective. Training does not necessarily involve understanding the principles involved. Khan (1994) states that the concept of training carries with it the derogatory connotation of a process of helping others to acquire skills or knowledge by rote, without any reference to greater framework of knowledge or closed system ,while education encourages general approaches to problem solving and inculcates ways of thinking that are productive, effective, and rewarding. Rao (2004) views education as a process emphasizing the development of knowledge and moral values required in all walks of life

whereas training emphasizes knowledge, skills and behaviour patterns required to perform a particular job.

One can concludes from the above-mentioned descriptions that 'training' is a narrow concept as compared to 'education'. Training is focused on the development of some specific skill. It includes repetition and drilling. It is a lower level activity. Sometimes training is designed for those who don't possess enough intelligence and cognitive ability to be educated. Often we see that children, who are dropped of schools due to their dullness or slow learning, are given training of some stereotyped tasks like tailoring, gardening or the like activities. 'Education' is a broader concept. It prepares a student to deal with and solve a broad range of problems, and to choose which problems are important and which are not. Training may be provided forcefully, against the will of the receivers. There is more probability of indoctrination in training. It can be imparted to those who are not committed to it. But it can't be in 'education'. As Peters, stated by Schofield (1972) McClellan (1976) and Woods (1979) puts forward three criteria for defining education. One of the criterions is that transmission of education includes voluntariness on the part of the learner and the process of transmission should be comprehension. Kline (1985) views that training emphasizes the psychomotor domain of learning. Training that is done in the cognitive domain is generally at the knowledge level and lower part of

the comprehension level. Education, on the other hand, teaches a minimum of psychomotor skills. It concentrates instead on the cognitive domain, especially the higher cognitive levels. Moore(1998) argues that training is narrowly focused and closed system while education encourages general approaches to problem solving and inculcates ways of thinking that are productive, effective, and rewarding. Rao (2004) views education as a process emphasizing the development of knowledge and moral values required in all walks of life whereas training emphasizes knowledge, skills and behaviour patterns required to perform a particular job. It does not mean that training is a useless activity and should not be provided to highly intellectual minds. It is worth providing but it limits the cognitive abilities and problem solving thinking. It should be combined with broader perspective, i.e. education. In some contexts these two words produce totally different meanings. For example if your teenage son or daughter is involved in illicit sexual relations, would you give him/her 'sex training' or 'sex education'? Here sex training may mean to involve the teenage in practicing and repeating the sex affairs. If we use the word 'sex education', it most probably means to educate the son or daughter on how to control sexual emotions and how to cope up the problem. It is a broader perspective and desired as well. Similarly there may be difference in the meanings of the words 'drugs training' and 'drugs education', 'disease training' and 'disease

education', 'aids training' and 'aids education', 'computer training' and 'computer education' 'physical training' and 'physical education' and so on. The word 'training' is associated with drill, skill, repetition and practice whereas the word 'education is associated with understanding,thinking, problem solving and intellectual perspectives. 'Training' lies within 'education'. So it can be concluded that it does not seem appropriate to use .

## 2.8 Teacher Training and Teacher Education

Although our teacher training colleges have been named as 'Colleges of Education' but mere name does not imply that the phrase 'teacher education' is used in its true meanings. Khan (1994) commenting on the activities in our 'Colleges of Education' says that in these colleges our prospective teachers are taught to use fixed and formalized teaching methods and produce so called 'trained teachers' with 'windowless' minds who refuse to react to ever-changing situations of the students they are supposed to guide and groom. Schofield (1972) is of the view that to train someone how to teach is not sufficient. It results in mechanical teaching and narrowing of horizons. Dove (1986) states that teacher education refers to the knowledge aspect and teacher training to the acquisition of pedagogical skills. Rao (2004) claims that in this age we need to bring :

*"sophisticated' and 'cultured' generation so the very phrase "the trainee teacher" is out of date. Training is commonly associated with teaching*

*tricks for animal or with narrow vocationalism".* Khan (1994) criticizes our teacher education programmes for being dominated by only two concepts: methodology and practical skill in teaching. Hence very little consideration is given to the general theory of education, comprising the philosophical, sociological and psychological aspects.

Whether to 'train' our teachers or 'educate'? To answer this question we will have to think on the meanings these two words carry. If we want to train our teachers, it means that we have put aside the higher order thinking and cognitive perspective. Mechanically trained teachers will apply the same outdated methods and drills without any creativity and innovation and without understanding the underlying theories of classroom practices. To 'educate' teachers conceptually  means that we are also developing intellectual and cognitive abilities of teachers. We are giving them broader view of the teaching world. We are grooming all aspects of their personality. We are preparing them to face uncertain and unexpected situations in and outside the classroom. We are opening new horizons of knowledge for them. They will not be limited only to the knowledge of methodologies of teaching. Linkage of educational theory and practice is essential. 'Teacher training' is concerned with practice and skill of methodologies, not with the knowledge of background theories whereas 'teacher education' is associated with both theory and practice.

Theoretically we are providing 'education' to our prospective teachers in our Colleges of Education and Departments of Education in various public and private sector universities. The inclusion of courses like Philosophy of Education, Foundations of Education, Educational Psychology, Educational Sociology and other courses related to understanding of educational theories is a testimony to that. It is not appropriate to use the phrase 'teacher training' when we actually mean 'teacher education'. Schofield (1972) rightly puts that as 'training' lies within 'education', so 'teacher training' lies within 'teacher education'. Hence it does not seem logical to use these two phrases interchangeably because there are conceptual and contextual differences between the two.

## 2 . 9 The Scope of Training and Education.

Training is limited and specific in scope. It focuses on development of some specific skill and by practicing the skill; the trainee tries to become expert in that skill. It limits independent thinking and the trainee is bound to repeat the same exercises again and again. He has to do what he has been 'asked to do' to be expert in the task. Education, on the other hand, has a wider and broader perspective. It encompasses all kinds of activities essential for human development. It does not limit the learner to only imitation and practice. (Schofield: 1972, Moore: 1986, Dove: 1986, Khan: 1994, Rao: 2004)

Along with developing professionalism, education also develops good humanbeings who are capable of independent thinking. In training one has to follow the prescribed activities and methods; in education one prescribes activities and methods on the base of some sound rationale. 'Training' is a part of 'education' to achieve its broader aims.

## 2 . 10 Aims of Training and Education

The aim of training is to bring excellence in the specific job for which the individual is being trained. Purpose of education is to provide conditions essential for people to develop an understanding of traditions and ideas influencing the society in which they live. It aims to acquire linguistic and other skills which are basic to learning personal development and creativity. (Rao: 2004) Explaining the purposes of education and training, Whitmore (2006) states that education is intended to provide equal opportunity to the masses to learn socially valued knowledge. It is a political goal that is pursued over many years. Training is intended to develop a particular group of people into competent job performers in as short a time as possible. Defining the concept 'education', Peters as stated by Schofield (1972) says that 'education' implies the transmission of what is worthwhile. 'Transmission of worthwhile' may be the aim of training as well. But if one thinks deeply, it may be found that most of the times 'training' is worthwhile for specific individuals who are receiving that particular training but it is not true of

education as it is worthwhile for whole society rather than selected individuals. Aims of education are long term and encompass all aspects of individual and social development. Aims of training are short term and concentrate on any single aspect of individual development specifically in terms of s type of performance or production of skills. Psychomotor aims of education can be achieved through training as training involves the use and practice of motor abilities. When applied in the context of teacher education it can be said that the aim of teacher training is to get expertise and proficiency in methodology of teaching and its applicability in the classroom. Teacher education aims at not only achieving command on methodologies but also on theoretical perspectives of all educational practices. Preparation of an ideal teacher involves both theoretical and practical aspects of teaching. Hence, linkage of theory with practice is essential to fulfill the broader aims of 'teacher education'. Knowledge base of EFL teacher education

. Knowledge base is described by Valli and Tom (1988) as the *"entire repertoire of skills, information, attitudes, etc., that teachers need to carry out their classroom responsibility"* (p. 5). Controversy exists, however, concerning the concept of knowledge base, mainly when it is pertinent to teacher-education programs. In this sense, knowledge base can be conceptualized in many ways, depending on the approach. Investigations have been made in attempts to specify clearly the knowledge that teachers should have. Several categories have been generated, ranging from knowledge of educational contexts, content, curriculum, and educational goals and values, to familiarity with new technology, knowledge of statistics, research methods, and insights into cultural influences on learning (Shulman, 1987). Several other variables must also be taken into account in order to change, and thus improve, the education process. Such variables, according to Reilly (1989), would include "the mission of schools, the organization of schools, the programs offered by schools, the means by which content is taught to students, and required changes in teacher education curricula" (p. 9). The variables mentioned above, although important and essential ingredients of the teacher learning process, should, by no means, be considered the core knowledge base of education. In fact, Shulman (1987) states that "a knowledge base for teaching is not fixed and final. . . . It will, however, become abundantly clear that much, if not most, of the proposed knowledge base remains to be discovered,

invented, and redefined" (p. 12). If we analyze our teacher education programmes keeping in view the difference between the concepts i.e. teacher training and teacher education, we will have to go back to the meanings of these two concepts carry with them. Although it is not reasonable to divide Teacher Education Programmes in 'Teacher Training' and 'Teacher Education' yet it seems to be a right way for discussion and understanding. It is already discussed that teacher training is concerned with practice and expertise in teaching methodologies and techniques. One of the characteristics of training' is that the trainees don't move to the next skill until they get expertise in the previous skill. If we call P.T.C., C.T., B. Ed. and M. Ed. programmes as 'Teacher Training' programmes as majority of us do, the questions arise are: Are our prospective teachers expert in various methodologies of teaching? Have they command on different methods of language teaching, teaching of science and social studies? Do they really use these methods in actual classroom practice? A keen observer can see that the majority of our teachers use the same old and outdated methods in classroom which were used by their school teachers ten or twenty years back and training seems to make no difference. This phenomenon raises certain other questions: What is the use of training if teachers have no expertise in practice of skills and methodologies? Do our teacher educators have the expertise in the methods they are teaching our prospective teachers? This scenario also

takes into account the curriculum developed for these training programs.

## 2.10  Current Practice of Teachers' EducationPrograms  If we

think on a higher level and say that these programmes (P.T.C., C.T., B. Ed. M. Ed. etc) are actually 'Teacher Education' programmes and not 'Teacher Training'. We have already discussed that teacher education is associated not only with expertise in skills and methods but also with knowledge of theoretical perspectives of education. As it is concluded earlier that methods in classroom which were used by their school teachers ten or twenty years back and training seems to make no difference. This phenomenon raises certain other questions: What is the use of training if teachers have no expertise in practice of skills and methodologies? Do our teacher educators have the expertise  in the methods they are teaching our prospective teachers? This scenario also takes into account the curriculum developed for these training programs.

If we think on a higher level and say that these programmes (P.T.C., C.T., B. Ed. M. Ed. etc) are actually 'Teacher Education' programmes and not **'**Teacher  Training'**.  We** have already 'training' is a part of teacher education, so we will not repeat the questions we raised above to understand the status of or 'teacher training' programmes. Teacher education requires the learners to develop their intellectual abilities, think on their own and produce

new ideas. If our 'educated' teachers bring creativity and innovation in teaching methodologies, if they are able to theorize and philosophize various concepts of education, then we need not worry. Bur if they are not, then we should be concerned. The existing teaching-learning environment in our schools indicates that majority of our teachers are resistant to change and is accustomed to easy ways and short cuts instead of developing higher level thinking in them and in their students. This phenomenon raises doubts in our minds regarding the outcomes of our teacher education programmes. We need to re-orient our teacher education programmes. We should not limit their scope by calling them 'teacher training' programmes. We have to produce 'reflective' teachers instead of 'mechanical' teachers. The concepts 'teacher training' and 'teacher education' look very attractive to us and we use these concepts in our daily discussions without applying them in true meanings. That's why we lack 'original' and 'creative' teachers who are able to face unpredictable situations within and outside the classroom. Without implementing the concept 'teacher education' in its true sense, our dream of producing capable teachers will not come true but it requires hard work and potential on the part of teacher educators. Because of

textual and contextual differences between various aspects of 'teacher training' and 'teacher education', it does not seem reasonable to use these concepts interchangeably. Although it is very difficult to identify which activities are to be called 'teacher training' and which to be called 'teacher education', the intellectual and the teaching community should know the difference between the two. The phrase 'trained teacher' is becoming outdated now because of its limited scope and meaning. It does not mean that we should not 'train' our teachers. Training is an essential part of teacher education programmes and it enables the prospective teacher to acquire expertise in applying new methods in the classroom. But it is not synonym to education. It is desirable that we use the phrase 'teacher education' for our teacher education programmes. It is more dignified phrase and contains deeper meanings than 'teacher training'

## *2*.12 Teacher's Role on Training and Educatioin

Talking about instructor's role in 'training', Whitmore (2006) says that in training, the instructor provides the students with a progressive series of exercises leading to competence and coaches students when necessary. It limits the number of students that one instructor can manage, typically to less than ten or twelve in one class. In education, the instructor presents

information and students learn as much of the information as possible. The emphasis is on clear explanations and presentations that motivate students to study. Presentations are often broadcast to large numbers of students simultaneously. Some classes may consist of a hundred or more students with just one instructor.

One can find out that in 'training', the instructor is concerned with exercises and drilling of activities. The purpose is to get expertise in performing some specific task. The smaller the number of students the more focus on practice and drilling. In 'education', the instructor is concerned with providing students theoretical knowledge of different concepts with suitable explanations and presentations. Focus is on development of cognitive abilities so that the learner may be able to comprehend the foundations of theories and practices. The interesting point to consider is that in 'training', the instructor asks the students to do and repeat the tasks. So the learners do as they have been 'asked to do'. There is no 'free will' and 'independent thinking'. The instructor is not interested in such phrases. In 'education', the instructor gives learners freedom to think and speak because here his purpose is different from that of 'training'. The learners present their own views regarding various concepts instead of doing what they have been 'asked to do'. The instructor in 'training' has limited perspective and is more focused. The instructor in 'education' has broader perspective and more general

rather than being specific.

## 2.13 Essential Background of the English Language Teachers

One of the key questions that educational researchers investigate involves understanding what it means to be a teacher. Researchers in  general education have identified several universal teacher characteristics that transcend various disciplines such as knowing the subject matter, being able to explain the subject matter in a clear manner, using  concrete examples, able to  control the class, fluency in English language and so  on.

*"Professional foreign language teachers are expected to have multiple roles to be competent".* Trumbull and Pacheco (2005: p.7) propose critical competencies that effective teachers of EFL should develop such as: knowledge of linguistics and language, language and cultural diversity, sociolinguistics, language development and second  language  acquisition, an understanding of academic discourse, using active teaching methods, making explicit what students need to know and be able to do, monitoring progress, and providing appropriate and expedient feedback.

Professional foreign language teachers are expected to have multiple roles along with target language competence: to be a manager who facilitates language acquisition, an analyst who observes and  evaluates  what is

happening in the classroom. An ideal language teacher should have high level of education, subject matter competence, professional competence which involves lesson planning, textbook selection, materials and tests design, awareness of current teaching approaches, educational theory, the ability to organize, explain, reflect, analyze critically, select the tools and materials of teaching, and evaluate the products and performance of the learner and the ability The effective teacher has a command of a large repertoire of competencies, skills, abilities, and knowledge. This includes classroom management, ratio of student talk to teacher talk, and time on task. EFL teachers have a primary responsibility of keeping up to date with current research and techniques after they complete their studies and training. ''*An important part of being an effective EFL teacher is keeping abreast of developments in the field''* (Tushyeh, 2007: p.16).

## 2.14 Characteristics of an effective language teacher

Some clues can be gleaned from previous research about the qualities of a good and effective language teacher. Pettis (1997) identified three main characteristics for a professionally competent teacher. According to her, an effective teacher must firstly be principled and knowledgeable in addition to being skillful. Secondly, professional needs and interests of an effective language teacher must change over time and develop during his/her teaching. Thirdly, a teacher must be personally committed to his/her professional

development. In an attempt to understand what it means to be a foreign language teacher and in what sense they are different from other teachers, Borg (2006) examined the definitions of over 200 practicing and prospective English language teachers from a variety of contexts about the distinction between language teachers and those of other fields. His analysis also included the opinions of mathematics, history, science and chemistry teachers on the extent to which characteristics claimed to be distinctive of language teachers applied to their own subjects. His participants believed that subject matter and the medium were the same in language teaching and that there was no clear distinction between them as in other subjects. Moreover, language teachers inducted learners into ways of thinking and being which reflect those of the target culture. In terms of content, language teaching was regarded to be more complex and varied than other subjects. In terms of methodology, in the afore-mentioned study, the methods, the activities and the material used by or available to English language teachers were reported to be different from those in the other subjects. It was also found that English language teaching methodology was more progressive than that of other subjects, and consequently, English language teachers needed to be more up-to-date to cope with advanced and progressive nature of language teaching methodology. English language teachers were also supposed to have closer, more relaxed, and generally more positive

relationships with learners in comparison to other teachers. One further source of distinction between English language teachers and teachers of other fields was that the former's language proficiency and command of the language was usually compared to that of native speakers of the target language (Borg, 2006). However, it is not clearly stated if this final point is a merit or a demerit for language teachers. Effective language teachers have been described in the literature as having not only a profound competence in the target language but a set of personal qualities like sensitivity, warmth and tolerance (Vadillio, 1999). In an investigation of the characteristics of good language teachers, Brosh (1996) found the desirable characteristics of an effective language teacher to be: having knowledge and command of the target language; being able to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students; being fair to students by showing neither favoritism nor prejudice; and being available to students. Both language teachers and learners counted command of the target language and teaching comprehensibility as the most important characteristics to be possessed by an effective foreign language teacher. Moreover, the teachers gave more weight to items related to developing motivation and research orientation, whereas the students counted items relating to treating students fairly and making lessons interesting more important as compared with the teachers' ideas on these issues.

132Research has recently been conducted on the development of standards in Foreign Language Teacher Preparation in Croatia (Kalebic, 2005). As a result, possession of fourteen competences was reported to be needed by would-be language teachers. Those characteristics reported to be highly valuable for a beginning language teacher were: linguistic and communicative competence; communication and presentation skills; ability to motivate learners for learning; ability to choose appropriate teaching strategies; ability to deal with unpredictable situations and to maintain discipline; ability to plan the lesson; ability to organize learning activities; ability of pedagogical action; ability to create friendly atmosphere in the classroom; ability to respond to learner abilities and needs (flexibility); knowledge about teaching strategies; knowledge about the culture and literature in of the target language; ability to assess learner language knowledge/competence; and knowledge of methods and theoretical concepts in English language teaching (Kalebic, 2005). And finally, Park and Lee (2006) investigated the characteristics of effective English teachers as perceived by teachers and students in high schools in Korea, with a self-report questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. Their findings indicated that on the whole the teacher's perceptions of characteristics important for an English language teacher to possess differed significantly form those of the

students in all three categories, with the teachers ranking English proficiency the highest and the students ranking pedagogical knowledge the first. Although most of the research conducted on the qualities of a good teacher (a small sample of which was reported above) has mainly focused on teachers' perceptions only and although there has been little work of comparative nature where the views of both teachers and learners have been compared, knowing about what other stake-holders (including learners, parents and authorities) expect from teachers will greatly contribute to effective fulfillment of teachers' duties. No doubt, learners are the most important individuals for teachers to cater for (since without learners, there will be no teachers), and understanding their expectations as who a good teacher is will of course help teachers to rethink the techniques they use for teaching, especially if learners' views show teachers that each learner is a unique person with his/her unique likes, dislikes, preferences and learning styles. As such ideas and opinions of learners will help teachers to better live up to the expectations of the most important stake-holders in a teaching-learning process (Sadeghi and Babai, 2009). This paper, accordingly, furthers our understanding of the teacher-student relationships by investigating characteristics of an effective English language teacher from the perspective of both teachers and learners.

## 2.15  Teacher educators' approaches to teaching

Approaches to teaching are defined as strategies that teachers adopt for teaching and the intentions underlying these strategies (Postareff & Lindblom-Ylänne, 2008; Trigwell et al., 1994) , identified the information transmission/teacher-focused approach to teaching (ITTF) and the conceptual change/student-focused approach to teaching (CCSF*).* In the ITTF approach, teaching is seen as transmitting knowledge from teachers to students, and it is less connected with students' deep approach to learning (Trigwell et al., 1999), while in the CCSF approach, teaching is seen as helping students to develop their own understanding of knowledge (Trigwell et al., 1994). There are arguments concerning whether the two approaches can be combined. Trigwell, Prosser, and Ginns (2005) argued that transmission elements of the teacher-focused approach to teaching can be included in the student-focused approach. Thus the student-focused approach to teaching can be seen as a more sophisticated and complete approach than the teacher-focused approach. After exploring the teaching of 97 Finnish university teachers from a wide variety of disciplines, Postareff et al. (2008) concluded that only a minority of teachers adopt an either teacher-focused or student-focused approach, i.e., a theoretically consonant approach to teaching. Most teachers adopt a combination of both approaches, resulting in a theoretically dissonant approach to teaching (Postareff & Lindblom-Ylänne, 2011). Further studies showed that the dissonance in teachers'

approaches to teaching is typically related to a development process in which teachers develop from using more teacher-focused approaches towards adopting student-focused approaches to teaching. It takes time to develop teaching to be consistently student-focused (cf. Conway & Clark, 2003; Fuller & Bown, 1975; Postareff, Lindblom-Ylänne, & Nevgi, 2007, 2008).

The exploration of what kinds of approaches exist in teachers' teaching is the first step in the development of their approaches to teaching. This is also helpful in designing the pedagogical training to fit for teachers with the particular approaches (Prosser, Ramsden, Trigwell, & Martin, 2003; Stes & Van Petegem, 2014). Furthermore, the understanding of teachers' approaches to teaching is closely related to the improvement of their students' approaches to learning (Prosser & Trigwell, 2014). In a quantitative study, Prosser et al. (2003) found that a dissonant approach to teaching is associated with lower quality learning of the students, while a consonant approach to teaching is related to the improvement of students' learning.

Approaches to teaching are contextually dependent and may vary according to different teaching context (Prosser & Trigwell, 2006). Moreover, previous research has identified disciplinary differences in approaches to teaching. It has been revealed that university teachers in hard disciplines (such as chemistry and physics) tend to apply a teacher-focused approach to teaching, while teachers of soft disciplines (like history and anthropology; see

Neumann, Parry, & Becher, 2002) more commonly adopt a student-focused approach (Lindblom-Ylänne et al., 2006). However, there are other studies indicating that disciplines may not always be an influencing factor in the difference in teachers' approaches to teaching (Stes, Gijbels, & Van Petegem, 2008).

The complicated findings on approaches to teaching require further exploration of the issue in specific fields. In teacher education, studies focusing on teacher educators' teaching show that teacher educators experience a tension between "telling and growth." They struggle between teaching through the transmission of propositional knowledge and teaching through the creation of a learning context to develop students' understanding of knowledge (Berry, 2004). Teaching by "telling" might satisfy teacher educators' need to transfer information to student teachers, but it does not necessarily satisfy student teachers' learning needs (Nilsson & Loughran, 2012). Student teachers prefer both teacher-centered features of teacher direction and student-centred features of cooperative learning and knowledge construction (Baeten, Dochy, Struyven, Parmentier, & Vanderbruggen, 2016). The difficult task for teacher educators is that they need to understand their student teachers' various learning needs and further adapt their teaching to the preferred learning approaches of the students to create a productive learning environment (Tubić & Hamiloğlu, 2009). Student teachers need to

be challenged during their pedagogy learning because they need to reconsider their existing knowledge through experience, and teacher educators should engage them in such reflection (Nilsson & Loughran, 2012; Rajuan et al., 2008). Thus, teacher educators' teaching work is not simply offering student teachers the technical and instrumental knowledge of teaching. It also stresses teacher educators' support for student teachers to realize the interaction between teaching theory and their own practice, and further, to question their teaching beliefs and practices and involve themselves in a continuous professional development (Vanassche & Kelchtermans, 2014). To make this happen, teacher educators need to apply a variety of educational strategies and approaches to their teaching in a student-focused way, one which encourages student teachers to adopt a deep approach to learning.

Besides the disciplinary contexts mentioned above, it should be realized that cultural influence is complex .. Thus, it is reasonable to consider that the approaches to teaching are also influenced by the specific teaching and learning context.). Independent learning (Paine, 1995; Zhou, 2014). Thus, in response to the reform of teacher education since the 1990s to educate future teachers with student-focused views of teaching, teacher educators themselves have been required to change their approaches to teaching from

the traditional teacher-focused "transmission teaching" to student-focused teaching (Guo, 2005; Paine, 1995; Zhou, 2014; Zhu, 2010).

Several studies have shown that teachers' approaches to teaching vary between different contexts

## 2.15-1 The role of research in teacher educators' approaches to teaching

There has been an increasing amount of research on the research-teaching nexus and the significance of the nexus for teachers' teaching (Coate, Barnett, & Williams, 2001; Elen, Lindblom-Ylänne, & Clement, 2007; Lucas, 2007; Tight, 2016). Research could enhance teachers' teaching effectiveness. For example, as research-active academics, teachers provide more up-to-date knowledge to students (Coate et al., 2001). Based on the interrelated nexus between research and teaching and the positive influence of the research-teaching nexus on teachers' work and students' learning, many studies have further discussed the various forms in which teachers implement and strengthen the nexus in practice. For instance, teachers could use the research they work on as information to be transmitted to the students, while they could also use their research as a structural element in the learning process to shape the learning activities carried out by the students. In the latter situation, teachers' research is incorporated with their

teaching in a deeper way and serves as a mode of teaching, students are involved in teachers' research and participate in the process of knowledge creation with the teachers (Griffiths, 2004). Teachers might relate research with teaching either in an information-transmission way, or in a way that supports deep student engagement (Brew, 2003). The different forms teachers apply reflect their conceptions of knowledge, research and teaching (Brew, 2003; Robertson, 2007). A recent study showed that the more teachers consider their teaching as student-focused, the more important they value the role of research in their own teaching (Hu et al., 2014). However, research and teaching could be independent of each other, or even have a negative nexus (Coate et al., 2001). The conflict between research and teaching could be caused by the limited time and energy of teachers to put in their work (Coate et al., 2001; Pan, Cotton, & Murray, 2014). Furthermore, the university context, policy and supporting strategies for teachers also influence teachers' perceptions and practice over their research-teaching nexus (Brew, 2010; Hill & Haigh, 2012). For example, research has been highly valued since it is more related to teachers' academic careers and promotion, though teaching is also an important part of teachers' academic work. Teachers may have to priorities research work over their teaching tasks (Geschwind & Broström, 2015). It is important for teachers to keep a balance between research and teaching and to enhance the research-teaching

nexus. Teachers' experience of the nexus varies from a weak relationship to an integrated one (Robertson, 2007). A close and mutually enriching relationship between research and teaching would be helpful for reducing the tension between research and teaching (Geschwind & Broström, 2015; Robertson, 2007).

There has been debate about teacher educators' role as researchers, how their research influences their teaching and is of benefit to the educational activities in schools and universities in general (Arreman, 2005; Chetty & Lubben, 2010; Lopes, Boyd, Andrew, & Pereira, 2014; Lucas, 2007; Robinson & McMillan, 2006). Teacher educators not only work as teachers, their research work enhances their academic role as professionals in the field (Lopes et al., 2014; Yogev & Yogev, 2006). Teacher educators conduct research in teacher education (Cochran-Smith, Feiman-Nemser, Mclntyre, & Demers, 2008; Cochran-Smith & Zeichner, 2005). Their research could focus on themes such as teaching and learning in school contexts, subject-related research and the pedagogy of teacher education, and it is indicated that their research is mainly qualitative in methodology (Livingston, McCall, & Morgado, 2009; Lunenberg, 2010). Teacher educators have also been encouraged to conduct practitioner research to focus on the educational practice of their own, because it is argued that they can improve their practice directly by conducting research on it (Lunenberg, 2010).

Furthermore, teacher educators teach research to their students to provide them with a research-orientation towards their work, understanding of the relevance of the theoretical knowledge in practice, and to develop their pedagogical thinking (Lucas, 2007; Lunenberg, 2010; Toom et al., 2008). Teacher educators are responsible for teaching student teachers about the academic work of a researcher. Meanwhile, teacher educators engage in research-based teaching, meaning that they organize their teaching around inquiry-oriented activities and make educational decisions based on research-based thinking and the competence achieved through research work (Griffiths, 2004; Kynäslahti et al., 2006; Toom et al., 2008).

## 2.16 Continuing Professional Development and INSET Possibilities and Limits

Today, CPD (continuing professional development) and INSET are terms which tend to be    used interchangeably. Both tend to be used to cover a wide range of activities designed to contribute to the learning of practicing teachers (Craft, 1996). Bolam (1993, as cited in Stoll & Fink, 1996, p. 155) described CPD as an on-going process which builds upon initial teacher education and training, begins with induction into teaching, includes in-service training, staff development and management development and concludes with preparation for retirement.

It is well known that, because the world that teachers are preparing young people to enter is changing so rapidly and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Therefore, CPD is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date and develop their required skills and knowledge further in fast changing world (Website http://en.wikipedia.org/wiki/
Teacher_training#Continuous_professional_development).

In this vein, it can be said that INSET is a continuing and practical activity for teachers to develop professional knowledge and skills throughout the education process. INSET can take different forms in attempting to achieve different objectives in order to bring change in education. Professional development activities through INSET are grouped under the following titles:

1-Professional education, which is meant a widening and deepening of a teacher's theoretical perspectives by means of advanced study;

2-Professional training, the development of knowledge and skills which are of direct applicability to daily work;

3-Professional support, activities aimed at developing on-the-jobexperience

and performance (Spence, 1996; as cited in Altun et al., 2007).

Above classification seems that INSET is only related to teacher development, however, it is obvious that the ultimate aim of the INSET activities in schools, today, is related to help teachers to learn and improve personal and professional skills for better learning opportunities of all pupils. Hargreaves and Fullan (1992, p. 2) asserted that a teaching force that is more skilled and flexible in its teaching strategies and more knowledgeable about its subject matter is a teaching force more able to improve the achievement of its pupils.

If professional development refers to changes in knowledge, skills, attitudes and behavior, teachers need to create their own knowledge and change their behavior in order to implement new developments and improve their practice (Kwakman, 1998). In other words, teachers need to be aware of their own learning processes when they carry out their practices in the school. The new model of teacher learning suggests that learning on the job may lead to improvement of practice (Kwakman, 1998; C. A. Johnston & J. Q. Johnston, 1998). C. A. Johnston and J. Q. Johnston (1998, p. 43) reported from their data that teachers' awareness of their learning processes can result in: (1) an increase in the using alternative teaching methods; (2) an increase in tolerance of students' varied learning behaviors; and (3) an increase in both teacher and student' willingness to

work on teaching-learning strategies which facilitate student success. Surely, INSET offers wide range of professional development opportunities for teachers. However, this raises some basic questions about teaching and learning. For instance, does INSET bring about change in the classroom and in school improvement? Does improved teacher skill impact on children's learning?

Burgess and Galloway (1993) argued that there is relatively little systematic evidence on the extent to which INSET affects classroom practice. The findings of a research study carried out by English (1995) suggested that change in the classroom is largely brought about by external factors, such as the national curriculum and the examination boards. In his study, only 15% of teachers (out of 396 teachers) mentioned the in-service as a factor for change in the classroom. In terms of school improvement perspective, Hopkins (1989) noted that INSET is a necessary but insufficient condition for school improvement. Particularly, course-based one-shot in-service workshops were proven to be ineffective for both teacher development and school development as a whole. Similarly, Day (1999, p. 133) argued that whilst today's teachers have more opportunities for INSET, but they have: (1) less opportunity for extended learning; (2) less choice what they learn; and (3) less support for study unless they belong to a targeted group.

One of the reasons for this, as Day (1999) argued, is the politically driven initiatives. He pointed out:

*"Since the late 1980s, purposes related directly to the implementation of mandated policies in the classroom and school management have dominated the INSET agenda. Much INSET has become driven by national, local, and even in some cases, school initiated managerial policy agendas. Teachers are seen as "delivery agents" acting in accordance with statutory demands of the employer" . (p. 133)*

The complexity of change is a critical factor in this argument. As Fullan (1999) argued that change is a highly complex and a process not an event. He went to comment that it is very difficult to change education—even in a single classroom—without changing the school organization with effective leadership and teacher cooperation. Thus, achieving change is much more a matter of implementation of new practices at the school level rather than simply adopting them (Hopkins, 1989, p. 84).

The second critical point is related to the evaluation of the INSET. As Burgess and Galloway (1993) explained, some changes in the classroom are easier to identify. For instance, if a primary teacher makes the computer more accessible for Internet searching for pupils, there will be recognizable effects in the classroom that can be identified and observed. However, it is difficult to observe the acquisition of higher thinking and questioning skills

acquired by the teacher. In this vein, even when INSET has important implications for teaching process, it is hard to document change, which requires long-term investigations (Burgess & Galloway, 1993). On this issue, Baker and Sharpe (1992) provided practical and illuminating guidelines for effective evaluation of INSET, which includes step by step illustrations about developing and using an effective evaluation model.

## 2.17 EFL Teachers' Professional and Specialist Needs

This section comprises two main parts: firstly, EFL teachers' professional needs that are related to the methods of teaching and secondly, EFL teachers' specialist needs that are related to the fluency of English language. Then there are some sub-titles that are related to that, such as definition and importance of professional development, checking some EFL teachers' professional standards of some countries, identifying EFL teachers' professional competencies and describing in-service teacher training programs.

### 2.18 EFL Teachers' Professional Needs

Teachers' professional development plays an essential role in successful education improvement. Teachers' professional development serves as the bridge between where prospective and experienced teachers are now and where they will need to be to meet the new challenges of guiding all

students in achieving higher standards of learning and development.

*"Developing EFL teachers' professional knowledge is considered as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students".* Martinet et al (2001: p.7) describe professional development as a continuous process, in which individuals trained to practise a particular profession. People do not become skilled practitioners the moment they finish their training. Rather, they progressively acquire experience and ongoing professional development over the years and in certain cases achieve a level of expertise. Profession is a dynamic, continuous learning process given the complexity of the situations and the continually-changing professional context; it is a process that is never completed.

Ali (2002: p.5) defines professional development of pedagogical knowledge for teachers as a continuing process, consisting of activities that enhance professional growth. It may include workshops, independent reading and study, conferences, and consultation with peers and experts. Rahimi (2007: p.3) describes professional knowledge of teachers as learning about teaching and it is presented to teachers through a collection of courses on content knowledge and pedagogy.

According to Badawi (2009: p.25), pedagogical knowledge refers to teachers' knowledge about the basic teaching/learning matters such as

learning theories, teaching approaches, curriculum designs, evaluation techniques, and relevant managerial issues. The pedagogical knowledge also refers to EFL teachers' awareness of four specific teaching/learning areas namely: learner feedback, learner strategies, authentic material, and alternative assessment.

There seem to be three essential components (triangle of success) that contribute to the success of EFL teachers:

Lnaguage

Colture

Techniques
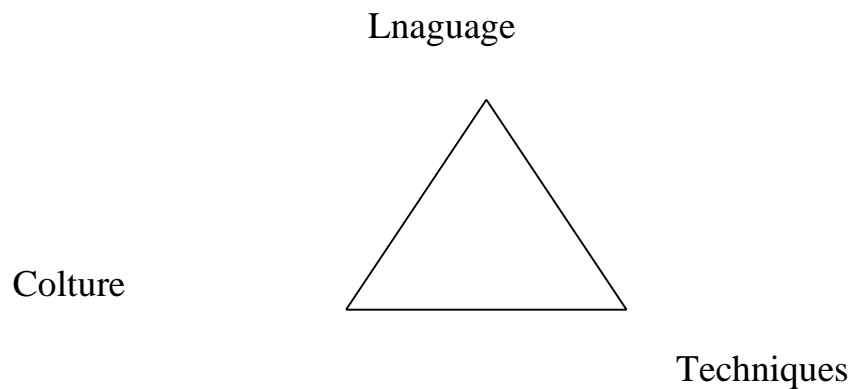
Figure (1) success triangle of EFL teacher "Millrood, 1999" Professional teachers havet to:

1- Be strict towards the class.

2- Be kind towards individuals.

3- Help students overcome learning problems even if it requires sacrificing one's own time after classes.

4- Empathize with the learner.

5- Be always available, even on the telephone for consultations.

6- Translate the material into a digested form (Millrood, 1999: p.6).

It is crucial for teachers to study their teaching context, paying special attention to their students, their materials, and their own teaching. Michael (1997: p.13) determines that teachers need to study their own teaching methods and overall classroom style. Do they incorporate various ways that students can learn the language that are modeling, practising or presenting, in order to appeal to a variety of learning styles and strategies? Does teaching allow learners to approach the task at hand in a variety of ways? Is training implicit, explicit, or both? By audio-taping or video-taping one's classroom teaching an instructor may actually taught and modeled, and how students responded and appeared to learn. Do they allow students to work on their own and learn from one another? As they circulate in class, are they encouraging questions, or posing ones relevant to the learners with whom they interact?

Effective professional English language educators do not come to pedagogical content knowledge by osmosis, but rather they develop that

knowledge base by reading about, reflecting on, and practicing strategies and techniques as described and refined by many scholars, researchers, theorists, and other practitioners in their particular field. "*A body of pedagogical knowledge related to specific content and processes of the English language arts does exist that can and should inform what we do in our classrooms*" (Stover, 2006: p.34).

Martinet, et al. (2001: p.43) argues that professional competency is in a real-life professional setting, follows a progression from simple to complex, based on a set of resources, based on the ability to mobilize resources in situations requiring professional action, involves a successful, effective, efficient, recurrent ability to act.

Effective teacher should be capable of making so many choices regarding to methodology, discipline, educational technology, attractive aids, strategies, activities and materials. The more the teacher learns, the better he or she can monitor his or her teaching. Thus, teachers have to continue developing their abilities and to get lifelong professional development.

## 2.19 EFL Teachers' Specialist Needs

EFL teachers need to be able to deal with so many related skills in order to be effective in teaching. They have to be fluent in listening, speaking, reading and writing. Also, EFL teachers have to be intercult competent, this means that they have to understand their own culture and English

culture to be familiar with the similarities and differences between them.

Al-Mekhlafi (2007: p.4) defines teachers' language proficiency as the teachers' ability to demonstrate an effective use of the target language in all skills (i.e. listening, speaking, reading and writing). Proficiency in English is the backbone of the teaching profession of non-native EFL teachers. Rahimi (2007: p.5) states that language proficiency is one of the most essential characteristics of a good language teacher and it has constituted the bedrock of the professional confidence of non-native English teachers. The National Council for Accreditation of Teacher Education (NCATE) (2008: p.58) determines what a foreign language teacher must know and be able to do:

. Teachers demonstrate a high level of proficiency in the target language and seek opportunities to develop their proficiency.

.They understand the linguistic elements and changing nature of the target language. They recognize the similarities and differences between the target language and other languages.

.They understand the connections among the perspectives of a culture and its practices and products, and they integrate cultural framework for foreign language standards into their instructional practices.

.They understand language acquisition at various developmental levels and use this knowledge to create supportive and meaningful classroom

environments. Teachers provide a range of learning opportunities to meet the need select, adapt, and design instructional materials.

.They conduct multiple ongoing assessments to measure student performance. They report the results of the assessment to all stakeholders and adjust instruction accordingly.

.They engage in professional development opportunities and reflect on their practice.

Al-Mekhlafi (2007: p.11) divides specialist competencies into two parts:

**1-** Basic Level Competence :-

That characterized by the ability to use the language in highly predictable and familiar situations. The ability to ask and answer questions, participate in, write about, and understand simple, familiar and common conversations or texts on various subjects related, primarily, to their immediate environment with somewhat noticeable difficulty.

2- The Higher Level 1 of Competencies:-

That characterized by the ability to use the language fluently. High level competencies can accomplish a wide range of communicative tasks related to familiar or new subject matters. Proficient, at this level, can talk about, write about and understand events in the present, past, and future. He can organize their thoughts in appropriately coherent and cohesive discourse, whether written or spoken.

Zhou (1999: p.3) assures that proficiency at the target language includes the teacher's ability to understand, to speak, to read, to write English, to have accuracy in pronunciation, knowledge of foreign customs, culture and cross-cultural communication, knowledge of linguistics and of the essence of language acquisition, ability to initiate, to sustain, and to close basic communicative tasks in an appropriate way. The teacher should bear an open attitude towards foreign culture, share with students what is he/she knows about how foreign culture differs from his/her own, and present them in teaching.EFL teacher's specialist proficiency includes so many abilities and skills that he/she has to deal with such as demonstrating an effective use of the target language in all the important skills, seeking opportunities to develop his/her proficiency in different aspects, understanding the linguistics elements and changing nature of the target language, recognizing the similarities and differences between the target language and other languages, understanding similarities and differences between culture of the target language and culture of the mother tongue.

## 2.20 The concept of evaluation in training and education

As there are other differences in 'training' and 'education', concept of evaluation has also different meaning in the two concepts. According to Whitmore (2006), in 'training', the purpose of the evaluation is to

determine if the student is ready to stop practicing a given skill and move on to another skill. The intent is to have every student achieve all skills. Trainers are evaluated largely on their job competence and on their coaching skills.

In 'education', the purpose of evaluation may be to determine how far the student has absorbed knowledge and how far he/she is able to develop his/her cognitive and intellectual abilities. Paper and pencil tests are administered to assess learner's abilities. In Whitmore's view Educational instructors are evaluated largely on their content expertise and on their presentation skills. We can say that 'training' evaluates psychomotor skills and 'education' evaluates cognitive abilities.

When this concept of evaluation is applied in the context of 'teacher training' and 'teacher education', we can conclude that purpose of evaluation in teacher training is to determine how far the prospective teacher is able to adopt the teaching techniques and methodologies in actual classroom practice. The purpose of evaluation in teacher education is to determine whether the prospective teacher has comprehension of underlying theories of education on which practices are based. Which methodology is to be used and why? Here evaluation has broader range. It is not confined to assess the practice of methodologies only but it goes further .

## 2.20 .1  What Is Teacher Evaluation?

There are so many definitions for teacher evaluation for example, Joan (1986: p.2) defines teacher evaluation as: collecting and using information to judge. Evaluation is a tool used to improve instruction and to make personnel decisions. Whereas, Sawa (1995: p.4) describes teacher evaluation as a complex process. It is a series of activities and actions that are interconnected and relate to a specific purpose. Teachers should be evaluated as professionals, and their evaluation should focus on the degree to which they solve professional problems competently. The emphasis of their evaluation should be on their teaching and not on them as individuals. Sometimes teacher evaluation considered as a kind of needs assessment to determine the most needed skills that have to be developed for teachers so, Al-Dawely (2006: p.28) views needs assessment as a systematic exposition of the way things are and the way they should be. These things are usually associated with organizational and individual performance. Needs assessment process is considered to be necessary to INSET. Before organizing any kind of in-service program, it is of much significance to organize the current provision for the teachers, teaching\learning problems they face, and the needs of the teachers who are going to be met in the in-service programs. Moreover, needs assessment serves to identify the gaps, it is a part of the planning process and considers if the problem can be solved by training.

## 2.20.2  Purposes of Teacher Evaluation

*"Assessing the teacher's needs helps develop the teacher's overall profession by means of developing a complex of characteristics and vocational approaches. Needs assessment and evaluation are of central importance in sustaining INSET. They enhance the continuity of INSET program in the face of forces that oppose it: funding  changes,  teachers move on, staff leave. They enhance relevance because they monitor teacher's needs as they evolve over time"* (Al-Dawely, 2006:  p.31).

The general purpose of teacher evaluation is to improve performance and quality of instruction not to attack individual teachers.  Sawa  (1995:  p.7) determines six purposes of teacher evaluation:

 . It should improve instruction by fostering self-development.

. Staff development activities can be rated and identified. It is an  essential element to improve instructional  programs.

.The selection process can be validated.

. A well-designed and properly functioning teacher evaluation program provides a major communication link between the school system and teachers.

, Personnel decisions such as retention, transfer, tenure, promotion, demotion, and dismissal can be enhanced through an effective evaluation process.

.Teacher evaluation is capable of protecting students from incompetent teachers by   bringing structured assistance to marginal  teachers.

Ronald (1989: p.1) assures that teacher evaluations are often designed to serve two purposes: to measure teacher competence and to foster professional development and growth. A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms.

Any in-service program will not be successful if it does not meet the current needs of teachers. In this respect, identifying the needs of the teachers is considered to be the most important factor in initiating   in-  service education or training programs. With respect to that, Al-Dawely (2006: p.30) specifies some advantages of needs assessment process which are:

. Will provide for renewal in the  school.

. Will help  to  find  the  causes  of  the  difficulties  and  set  priorities  for allocating scarce resources.

. Will both cover new information or document and validate  policies and program already in  action.

. Will  help  for  planning  in  special  areas,  such  as  education  of  the handicapped, health and guidance services, etc.

There are specific strategies that have to be followed during    evaluating

teachers. Joan (1986: p.8) specifies some of these strategies that can help in implementing an effective evaluation: Evaluation procedures must address needs, standards, and norms. validity, and cost-effectiveness.

. Procedures must be consistent wit the stated purpose for evaluation.

. Resources must be used efficiently to achieve reliability,

. Teachers should be involved in developing evaluation procedures.

. Teacher evaluators should be concerned with words, behaviors and methodologies.

## 2.20 .3 The Evaluation Methods

The following are the five methods of evaluatin teachers' performance .

## 2.20.3.1 Classroom Observation

This is the most popular evaluation method. Observation reveals information about such things as teacher interaction and rapport with pupils that is unavailable from other sources. Observation is the most common form of data collection for evaluation. The goal of class observation is to obtain a representative sample of a teacher's performance in the classroom. Evaluators cannot accomplish this goal with a sample of only a few hours of observation or with an observation of only one class. Observations can be formal and planned or informal and unannounced. Both forms of evaluation

can provide valuable information (Joan, 1986: p.70). Observation can be conducted through many ways such as:

## 2.20.3.2 Reviewing lesson plans and classroom records

Lesson plans can reflect how well a teacher has thought through instructional goals. Looking at classroom records, such as tests and assignments, can indicate how well a teacher has linked lesson plans, instruction, and testing.

## 2.20.3.3 Student Achievement

Nationally standardized student achievement examinations often used to evaluate teachers and school systems by ranking the student, class and school according to national norms (Ronald, 1989: p.16).

lved, often, though not always, where the skill is fairly limited in scope. Training can take place in circumstances where no one would claim that education was going on.

## 2.20-3.4 Peer Review

Teaching colleagues observe each other's classroom and examine lesson plans, tests and graded assignments. Peer review examines a wider scope of teaching activities than other methods.

## 2.20.3.5 Self-Assess

Self assess is one of the assessment methods and it is used with other data to

identify weak areas of instruction and classroom management skills (Joan, 1986: p.8).

Al-Dawely (2006: p.32) identifies a set of needs assessment techniques as following:

- Questionnaires.

- Consultation with persons in key positions and/or with specific knowledge.

- Review of relevant literature.

- Interviews.

- Focus group.

- Test.

- Records and reports of studies.

- Work samples.

*"Professional development is evaluated through using a combination of teacher reflection, classroom observation and ongoing assessment of student performance"* (Barry, et al 2003: p.34).

In order to conduct effective evaluation, Sawa (1995: p.25) suggests some advice for the evaluator such as:

-Stick with facts, evaluation should be based on facts not rumor Information gleaned   from students, other teachers .

- Be honest, effective evaluation depends on trust and communication that should exist in the organization.

- Evaluation comments and feedback should be shared in private by the evaluator and the person being evaluated.

- Don't try to be funny, evaluation is a serious business.

-Talk about problems not people. The goal of evaluation is to improve performance not to attack individual teachers.

Before conducting any kind of development or training for teachers' performance, evaluation is very important in order to identify teaching/learning problems that teachers face and their needs that have to be fulfilled through in-service training.

## 2.21 Developing EFL Teachers' Performance

In every system, there are certain essential factors, which regulate the system. Integration among these factors leads to effectiveness and success of the system. Teachers, curriculum, schools, students, and teaching aids are important factors in an educational system. Without competent, skilled, and qualified teachers, no system of education would be effective and productive.

Teaching is a complex process because it combines knowledge about learning, the learners, the school setting, and instructional practices.

Therefore, Al-Dawely (2006: p.37) suggests that teachers must have adequate knowledge about the subject that they are going to teach. They must have adequate knowledge about their learners, the social demands of the learners, the pedagogy, the curriculum, and teaching/learning environment. Eshaq (2006: p.2) describes a classroom teacher as a skilled verbal artist who is able to control a large group of pupils, manage them, and take them systematically through a curriculum, all at the same time.

Teachers have one of the most important nations' jobs: creating tomorrow's citizens and the future workforce. Abdel-Halim (2008: p.1) states that the quality of a teacher is the most important predictor of student success. He states that the low-achieving students increased their achievement level by as much as 53% when taught by a highly effective teacher. That teacher has to work as social mediator, learning facilitator and reflective practitioner.

In the case of EFL teacher, he/she has to be able to deal with a lot of skills and abilities in order to be successful in his/her work. Al-Modaffari (2009: p.5) claims that he/she must be equipped with a wide range of abilities that will enable him/her to teach effectively. The role of EFL teachers is viewed by many educationists as a crucial factor for the success of English language teaching, especially in environment where English is not used outside the classroom. Thus, an English language teacher must continue to be proficient in English throughout his career. He must keep up-to-date by practicing all

the language skills, and stay always knowledgeable in all the aspects of knowledge while teaching. This can be done through participating in summer training courses, seminars and any other activities that are useful for keeping his/her proficiency in the acceptable standards. To achieve a better understanding of what language teacher education should be, Cheng and Wang (2004: p.4) indicate that it is important to take a closer look at the knowledge base of second or foreign language teachers of English, their pre-service training. By doing this, it enables teacher educators to understand where language teachers are, what their professional needs are, and how they can be assisted to attain their professional goals in various teacher education programs.

EFL teachers must possess certain professional skills and personal qualities that enable them to be effective teachers. EFL teachers should keep in touch with the latest knowledge and techniques that enable them to be updated with the recent developments in the field. It is important for them to keep an open mind and to be trained and developed to handle the new ways or approaches of teaching that may be introduced into the educational system continuously.

## 2. 20. 1 Pedagogical Performance

Teachers' performance includes two sides: professional and specialist. The two sides are very important for teacher to be successful in his/her

occupation. The first side called professional or pedagogical performance that means how teacher can be able to use the suitable methods during teaching. There are some definitions for pedagogical performance for example, Badawi (2009: p.25) defines it as: teachers' teaching/learning performance and activities inside and outside classroom such as lesson preparation, lesson delivery, teaching/learning materials manipulation test preparation and correction, and educational technology utilization. He adds that pedagogical performance concerning four specific areas namely: learner feedback, learner strategies, authentic material, and alternative assessment.

Also, Abdel-Halim (2008: p.15) defines teaching performance as: what the teachers do to create the appropriate conditions for language learning in the classroom through their ability to make and implement a set of theoretical as well as practical motivated teaching decisions concerning classroom management, assessment and professionalism. He added another definition for teaching performance as: doing a lesson in a way that makes the teacher relate the lesson to students' social reality, using various teaching methods and suitable teaching aids, relating the lesson to students' daily problems and deepening teacher's own knowledge in the lesson subject beyond what is mentioned in students' book. Zhao (2009: p.62) defines teacher professional performance as a teacher's demonstration of skills or competency in class with an emphasis on teachers' ability to perform

instructional tasks of involvement of teachers, and their views on the training  that should be provided. So, evaluation of teachers' performance may help in determining the weakest aspects that have to be developed.

## 2.22  Professional Development

Professional development is viewed as a continuous process that begins with pre-service teacher preparation. Professional development emphasizes that the person grows inwardly through a combination of education and experience. Teacher has to acquire confidence, gains new perspectives, increases knowledge, discovers new methods, and takes new roles.

*"Teacher development is more involved with in-service teacher development, it relies more on teachers' personal experiences and background knowledge as the basis of the input content, and its typical teacher development activities include: teacher study groups, practitioner research, or self-development activities. The outcome is generally evaluated through self-assessment techniques like reflective thinking and  journal writing. On the other hand, the teacher training process is mostly viewed  as an in-service strategy, its content is generally defined  externally,  and  the input content is presented  through con readings, and observations or participant-oriented processes such as project work and case studies"* (Rahimi, 2007: p.5).

Professional development has become increasingly important way to ensure

that teachers succeed in matching their teaching goals with their students learning needs. According to Sevim (2008: p.216), *"teacher training takes an important place in the reformation and development of educational systems of all countries nowadays . And teachers are central and a determining factor in the realization of successful teaching practices of this training"*. Professional development has to be related to the most important needs that teachers have to deal with. Andrea (2010: p.54) suggests that teachers learn most effectively when (a) the professional development addresses their content knowledge and how to convey that knowledge to students; (b) they understand how students acquire specific content; (c) they have opportunities for active, hands-on learning; (d) they are empowered to acquire new knowledge, apply it to their own practice, and reflect on the results; (e) their learning is an essential part of a reform effort that connects curriculum, assessment, and standards; (f) learning is collaborative and collegial; and (g) professional development is intensive and sustained over time.

Developing professional competence involves teachers in developing their experiential knowledge through many ways and strategies. Wang (2010: p.275) determines some of these feasible ways for teacher development:

Reflective teaching is an impetus for the development of EFL teachers. There ar as, teaching journals, lesson reports, surveys and questionnaires,

audio and video recordings, observation, and action research.

. Combing the teaching practice with research is another way of improving EFL teachers' teaching quality. Teachers should be conscious to fit interested topics and conduct research during the process of teaching. Reading journals, professional works, communication with peer colleagues and writing reflective journals all can be the ways of becoming aware of the research topics that are interesting to teachers.

. College leaders/superiors should provide more chances for EFL teachers to undergo trainings, to do further study, or go abroad. These will not only broaden the view of teachers but also provide them with opportunities to communicate with teachers in other schools. Through these methods, teachers can improve their language capability as well as their teaching quality.

Learning to teach involves the acquisition of certain knowledge and skills that are essential to adequate classroom performance. learning to teach involves being able to reason about one's own actions, being able to justify particular strategies, understanding the subject matter, students and their strategies of learning, and having a conception of the purpose of education and the ways in which schools operate in order to promote successful education.                                        **2.23  Some of EFL Teachers'**

**Professional Standards**

The standards of the teaching profession usually designed to be used as a guide for teachers as they continually reflect upon and improve their effectiveness as educators through all stages of their careers. While there are many influences on a teacher's development, these standards will serve as

. many approaches to reflective teaching in EFL classroom, such an important tool for teachers as they consider their growth and development in the profession. In addition, these standards may serve many other purposes.

The National Council for Accreditation of Teacher Education "NCATE" (2008: p.1) is recognized by the United States Department of Education as an accrediting body for institutions that prepare teachers and other professional personnel for work in preschool, elementary and secondary schools. It presents three categories of standards for professional teacher in general that are:

a-Knowledge standards:

b-Content knowledge.

c-Human development.

d-Learning and diversity.

e-Pedagogical standards:

f-Planning for instruction.

g-Learning environment.

h-Instructional delivery.

i-Assessment.

a - General professional and human standards:

-Communication.

-Collaborative relationships.

-Reflection and professional growth.

-Professional conduct and leadership.

Also, The National Council for Accreditation of Teacher Education "NCATE" (2008: p.76) specifies some standards for teachers of English to speakers of other languages that are:

Standard One .

a – Language as a system

b. Language acquisition and development.

Standard  Two .

 Culture as it affects student learning.

Standard  Three .

a – Planning for standards – based  EL and content  instruction .

b-Implementing and managing standards-based EL and  content instruction

c- Using resources and technology effectively in EL and content instruction.

Standard   Four .

 a-Issues of assessment for English language  learners.

b- Language proficiency assessment.

Standard Five .

Classroom-based assessment for EL.

 Standard Six .

 a- EL research and history .

 b. Professional development, partnerships, and advocacy.

Kentucky Council on Teacher Standards (2008: p.3) specifies standards for professional teacher such as:

Standard i: Designs/plans instruction.

Standard ii: Creates/maintains learning climates.

Standard iii : Implentation /manges instructions

Standard iv: Assesses and communicates learning results.

Standard v :Reflecting / evaluates teaching/ learning .

Standard vi: Collaborates with colleagues/parents/others. S

Standard vii : Engages in professional development

Standard viii: Knowledge of content.

Standard ix: Demonstrates implementation of technology.

Professional Teaching Standards Commission in the North Carolina (2008: p.20) presents standards for the teaching profession that are:

Standard i: Teachers demonstrate leadership.

Standard ii: Teachers Teachers reflect on their practice.

William, et al. (2004: p.9) determines professional standards for teachers in New Jersey:

Standard one: Subject matter knowledge. Standard two: Human establish a respectful environment for a diverse  population of students.

Standard iii: Teachers know the content they teach. Standard

iv: Teachers facilitate learning for their students. Standard

v: growth and development .

Standard  three: Diverse learners.

Standard four: Instructional planning and strategies. Standard

five: Assessment.

Standard six: Learning environment.

Standard seven: Special needs.

Standard eight: Communication.

Standard   nine:   Collaboration   and   partnerships.

Standard ten: Professional development.

Janet (2005: p.27) States that there are five standards for  training  English as a second language (ESL) or bilingual education teachers in North Dakota: Language,  Culture,  Planning  and  Managing  Instruction,  Assessment  and

Professionalism.

Roger (2010: p.2) Indicates that there are eight standards for Alaska's teachers:

. A teacher teaches students with respect for their individual and cultural characteristics. . A teacher knows the teacher's content area and how to teach it.

. A teacher facilitates, monitors, and assesses student learning.

.A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

.A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

. A teacher works as a partner with parents, families, and the community.

. A teacher participates in and contributes to the teaching profession.

EFL teachers' professional standards varied from country to another for many considerations. These standards related to many aspects such as knowledge of methodology that includes so many skills and abilities, knowledge of language skills, using resources and technology, issues of learners' evaluation, understanding cultures and so on.

## 2. 24  EFL Teachers' Professional Competencies

There are different levels of competencies that EFL teachers should possess in order to create quality in instruction. Competencies of EFL teacher considered as the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely. Egan and Akdere (2004: p.32) define competency in general as: the optimal level at which a person is able to or expected to perform within a specialized realm of human activity. Holmes (1992: p.6) views competence as a description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate. Competence is the ability to perform to the standards expected in any job.

EFL teachers have to get a lot of professional competencies in order to be effective in teaching. Martinet et al (2001: p.55) specify some of these professional competencies for EFL teachers:

.To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

.To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

.To evaluate student progress in learning the subject content and mastering the related competencies.

.To plan, organize and supervise a class in such a way as to promote students' learning and social development.

.To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

.To engage in professional development individually and with others.

El-Madani (2007: p.56) clarifies that to teach the language and impact students deeply, EFL teachers need to have specific important characteristics and competencies. They need to be able to:

. communicate-clearly, simply and avidly,

deal with unexpected and/or problematic learning/teaching situations,

.establish a culture of trust and a culture of partnership,

.remember the mission of a leader (i.e. school teacher) and work     towards achieving specific aims, and finally

. be creative, balanced, and reflective all the time.

EFL teacher need to be professional compete in preparing  and organizing suitable lessons that promote  real  learning,  communicating clearly and effectively in English, dealing with all levels of learners, using different and

suitable evaluation styles, cooperating with all members of teaching team and being able to reflect and evaluate his/her performances.

## 2.25 Teachers' Professional Development Strategies and Models

There are so many professional development strategies and models that are suitable for teachers' development and training. Some of these professional development strategies depend on the teacher himself (self- learning) and others can be done with cooperatinwith others. The following are some of these strategies and models:

### 2 . 25 .1 Peer Coaching

Peer coaching is a professional development strategy through which teachers observe, assist and support each other for the purpose of refining, learning new skills, and/or solving classroom-related problems to improve teaching. Suleyman (2005: p.9) argues that peer coaching can be an important means for instituting collaborative efforts and it warrants consideration as a solution for improving teacher effectiveness. When teachers are supported by their peers as well as their principals, they are likely to take greater risks to improve their instruction, remain in the teaching profession and show more interest in building activities and goals. Peer coaching is a process in which teams of teachers regularly observe

each other to provide suggestions, assistance and support. Peer observation involves visiting a class of another teacher to observe different aspects of teaching. Its purpose in this context is to gather information about teaching. It can be done by recording one's lesson. It makes teachers gain awareness of their teaching. For observation to contribute to development, it should include planning. It should consist of pre-observation and post-observation meetings, beside the observation itself. The most essential factors in successful observations are having a clear, specific purpose, together with objective recording, followed by an open discussion. Peer observation makes the teachers gain insight into their teaching performance. They become more aware of their actual performance and, therefore, decide on what and how to develop it (Alwan, 2000). Peer collaboration facilitates teacher development and helps to bridge the gap between what is done in teacher development and what actually needed in the future . In peer coaching teams of teachers regularly observe each other, exchange ideas, provide assistance and support, and try to understand their peers' perspectives. This process helps teachers use skills learned during training in their future classes, to exchange feedback with peers and colleagues more actively and dairy is a kind of reflection in which teacher records ideas, problems, events, positives or negatives for the purpose of professional development Bradley (2010) describes a become more reflective teachers.

## 2.25 .2  Teaching Diary (Learning Diary Sheet)

Teaching/learning dairy is a kind of reflection in which teacher records ideas, problems, events, positives or negatives for the purpose of professional development.

Bradley (2010: p.161) describes a teaching diary or journal as an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation. Teaching journal or professional diary has become established as a reflective teaching practice. A diary is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns.

Learning diary sheet includes ideas and notes that teacher needs to remember or analyze, and take action in the future. In learning diary sheet, teacher records ideas and events for the purpose of later reflection. As for the benefits of journal writing, teachers develop powerful insights in their profession. Consequently, they achieve the goal of personal development. If a teacher has questions or observes problems while teaching he/she can add this to his/her journal. Learning diary sheet may include the following headings: (Date – session number – main activities – how I performed –

what difficulties I had – what difficulties I still have – what I prefer to do next).

## 2.25. 3  Reflection

Reflection is a skill involving observation, asking questions and putting facts, ideas, and experiences together to add new meaning to all of them. Reflection involves a state of doubt, hesitation, perplexity, or  mental difficulty, in which thinking originates. Reflection requires the ability to analyze and to develop a feasible plan of action.

Bradley (2010: p.161) defines critical reflection as an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Reflective teaching is a goal of many teacher training programs. Essentially, reflective teachers consider why they do or  what they do such behavior  as attempting to solve classroom problems, exploring assumptions and values, and acting with sensitivity toward institutional and cultural  contexts.

It is useful for teachers to reflect on their own positive and negative experience in FL teaching. As Michael (1997: p.16) suggests that those teachers who have thought carefully about how they teach a language, about which strategies are most appropriate for which tasks, are more likely to be

successful in developing strategic competence in their students. After each class, for example, one might ponder the effectiveness of the lesson. Do students seem to have grasped the point? Did they use the suitable strategy that was modeled in the task? What improvements for future lessons of this type or on this topic might be gleaned from students' behaviour? An informal log of such reflections and one's personal assessment of the class, either in a notebook or on the actual lesson plans, might be used later to reflect  on Through reflective teaching, EFL teachers can not only solve the problems existing in the teaching process, such as low efficiency of language learning, lack of awareness of doing teaching research, but they can also achieve a better understanding of teaching and learning process and reconstruct their own practical theories from practice, making their teaching principles explicitly (Wang, 2010: p.275).

Through reflection, EFL teacher can solve many problems that exist in the educational process, he can achieve a better understanding for teaching/learning process and he can evaluate his performance continuously.


## 2.25. 5  Cooperative Learning Strategy

Cooperative learning is a strategy that depends on the exchange of information among group members. Each participant in the group is held responsible for his or her own learning and responsible for learning the other members as well.

Zuheer (2008: p.12) defines cooperative learning as an instructional method that depends on the exchange of information among pairs or group members. Each learner is held responsible for his or her own learning and responsible for learning all the group members as well. Learners are also motivated to increase both their own learning and learning of others. EL-Deghaidy and Nouby (2007: p.30) define cooperative learning as a range of concepts and techniques for enhancing the value of learner-learner interaction. Collaborative learning refers to a wide range of formal and informal activities that include any form of peer learner interaction. Cooperative learning is an instructional approach in learning that encourages interaction between and among two or more learners to maximize their own and each other's learning. And of course cooperative learning strategy can be implemented in every grade level and subject area.

The diversity of teachers needs, gives diversity of different professional development strategies. A variety of strategies are currently utilized to help teachers take part in building and developing their professional development, Abdel-Halim (2008: p.61) suggests other professional

strategies such as:

. Action Research.

. Appreciated Inquiry. .

Scenario Educational Software.

. Strategic Questioning.

. Structured Group Discussion.

. Analyzing Critical Incidents.

. Case Analysis Team Teaching.

Professional Development Portfolios. Cooperative learning is a pedagogical strategy in which participants of different levels work together in small and mixed groups on a structured learning practice in  education. This task with the aim of maximizing their own and each other's learning. Cooperative learning strategy is one of the most  widespread  and  fruitful areas of theory, research, and education .

## 2.26  Technology as anew approach of Teaching and Learning

The methods  of English language teaching have been considerably changed due to the entry of technology. Technology offers a lot of benefits as making teaching interesting and more productive in terms of advancements. The use of technology helps learners get involved and learn based on their interests. It has been extensively accepted for teaching English in the modern world.

Technology satisfies both visual and auditory senses of the learners (Solanki & Shyamlee1, 2012). Graddol (1997) said that technology is the center of the globalization process and impacts education and culture. Friggard (2002), Miner (2004), and Timucin (2006) confirmed that technology increases the development of teaching methods and learners' knowledge. Lam & Lawrence (2002) also expressed that technology helps learners to regulate their own learning process and have access to many information that their teachers cannot provide. Pourhosein Gilakjani and Lai-Mei (2012) elaborated that the unique opportunities technologies provide have brought about new tools, approaches, and strategies in the teaching and learning of language skills. Technologies are increasingly widespread, impacting many aspects of our social and work lives, and many of our leisure activities. Many researchers stated that technology can be used as an instructional tool in teaching and learning skills. Pourhosein Gilakjani (2013) and Bruce and Levin (2001) expressed that technology can be useful in classroom by helping communication, making teaching products, and assisting learners' self-expression. According to Pourhosein Gilakjani (2013), when we talk about instruction, education, or training issues we have to consider the important role of technology. The researchers continued that the application of technologies in education opens a new area of knowledge and provides a tool that has the great potential to change the existing teaching methods. The

effect of using technology on education has been examined by different researchers in various fields. All of these researchers unanimously agreed that technology helps teachers improve their teachingmethods and learners increase their knowledge (Frigaard, 2002; Pourhosein Gilakjani & Sabouri, 2014; Schofield & Davidson, 2003; Timucin, 2006). When using technology, learners not only control their own learning process, but also have access to further information over which their teachers cannot control (Pourhosein Gilakjani & Sabouri, 2014). Technology plays a key role in promoting appropriate activities for learners and has a significant impact on teachers' teaching methods in their classes. Technological advancements have gone hand -in-hand with the development of English and are changing the way in which we communicate. If we ignore technological developments in our classes we will never be able to keep up with these technologies. Therefore, it is very important for teachers to be aware of the latest equipment and to have a full knowledge of these technologies in different situations. There are different reasons why all learners and teachers should know how to use the new technologies. It should be mentioned that the new technologies develop and disseminate and we cannot ignore their impact on teaching and learning (Solanki & Shyamlee1, 2012). To define the Technology Integration ,There are different views towards the definition of technology integration. According to Cuban, Kirkpatrick, and Peck (2001) and Hew and Brush

(2007), technology integration is defined in terms of kinds of teachers' computer use into the classes: low-level (e.g., learners performing Internet searches) or high-level use (e.g., learners performing multimedia presentations, collecting, and interpreting data for projects). Hennessy, Ruthven, and Brindley (2005) defined technology integration in terms of how teachers utilize technology to do familiar tasks more productively and how this utilization can re-shape these tasks. According to Lim et al. (2003) and Hew and Brush (2007), technology integration is defined in terms of teachers applying technology to develop learners' thinking skills. Technology integration is the utilization of technology tools in general content areas in education in order to permit learners to use computer and technology skills to learning and problem-solving. Technology integration is defined as the application of technology to improve the educational environment. Technology integration in the classroom can support classroom instruction through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper (Dockstader, 2008). 3. Integration of Technology into the Classroom According to Dockstader (2008), there are some important reasons for integrating technology into the classes. They are as follows: 1) Through integrating technology, more depth into the content-area syllabus would be possible. 2) In the information age, there is an urgent need to learn

technology. 3) Learners are motivated through technology that ultimately enhances academic engagement time. 4) Working in more depth with the content, learners can move beyond knowledge and comprehension to application and analysis of information. 5) Learners learn where to find information in an information rich world. 6) Computer skills should not be taught in isolation. 7) Learners develop computer literacy through using different computer skills as part of the learning process. According to Billings and Mathison (2011), there are two reasons that educational technologies assist in raising learners' achievement. The first reason is that they perform a very good job of engaging the learners in the material. The second one is that they get learners excited to take part in the educational tasks. One of the basic advantages of integrating technology into the classes is that when they are applied suitably they can make learning more fun for the learners. If the learners have a lot of enjoyable materials they will be engaged in the lesson that will help them better understand the learning materials. Furthermore, when the lessons are fun for the learners they will be more excited to take part. In order for teachers to integrate technology effectively, they should know how to appropriately use them and how to teach their learners to use them accurately. According to Oliver, Osa, and ijel.ccsenet.org International Journal of English Linguistics Vol. 7, No. 5; (2017) p 97 Walker (2012), technology integration helps learners become

capable information technology users, information seekers, analyzers, evaluators, problem solvers, decision makers, creative users of technology tools, communicators, and collaborators. 4. How Technologies Promote Learning According to Jonassen, Howland, Marra, and Crismond (2008), if technologies are used to promote meaningful learning, they should be used as facilitators of thinking. The following roles have been suggested for technologies in supporting meaningful learning: 1) Technology is a tool that supports knowledge construction for indicating learners' opinions, understandings, and beliefs and producing organized knowledge bases by learners. 2) Technology is an information vehicle for finding knowledge to support learning by making for accessing the necessary information and comparing beliefs and worldviews. 3) Technology is a real context to support learning by doing for showing and arousing meaningful difficulties, situations, and contexts, revealing beliefs, views, arguments, and defining a controllable problem space for students' thinking. 4) Technology is a social means to support learning by talking for cooperating with others, discussing, reasoning, and reaching an agreement among members of a society, and supporting conversation among knowledge-based communities. 5) Technology is an intellectual partner to support learning by thinking for helping learners to express and indicate what they know, thinking about what they have learned and how they came to know it, supporting learners'

internal discussions and meaning constructing, making personal representations of meaning, and supporting creative thinking. Technology has a positive effect on learners' learning. It causes learners to be more engaged; therefore, they can keep more information. Technology provides meaningful learning experiences. It gives learners more opportunities to cooperate with their peers leading to learning from each other (Costley, 2014). According to Costley (2014) and DePasquale, McNamara, and Murphy (2003), technology is a powerful contributor to learning if it is used to deepen learners' engagement in meaningful and authentic curriculum.

## 2.26-1 The effective use of ICT for Education and Learning

According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of these core of education, alongside reading, writing and numeracy. However, there appears to be a misconception that ICTs generally refers to 'computers and computing related activities'. This is fortunately not the case, although computers and their application play a significant role in modern information management, other technologies and/or systems also comprise of the phenomenon that is commonly regarded as ICTs. Pelgrum and Law (2003) state that near the end of the 1980s, the term 'computers' was replaced by 'IT' (information technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information. This was followed by the introduction of the term 'ICT(information and communication technology) around 1992, when e-mail started to become available to the general public (Pelgrum, W.J., Law, N., 2003). According to a United Nations report (1999) ICTs cover Internet service provision, telecommunications equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation centers, commercial information providers, network-based information services, and other related information and communication

activities. According to UNESCO (2002) information and communication technology (ICT) may be regarded as the combination of 'Informatics technology' with other related technology, specifically communication technology. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counseling, interactive voice response system, audiocassettes and CD ROMs etc have been used in education for different purposes (Sharma, 2003; Sanyal, 2001; Bhattacharya and Sharma, 2007) The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research (Yusuf, 2005). A great deal of research has proven the benefits to the quality of education (Al-Ansari, 2006). ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

## 1.26.1 ICT Enhancing Teaching and Learning Process

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Yusuf, 2005) .ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practice ,create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). In a rapidly changing world, basic education is essential for an individual be able to access and apply information. Such ability must find include ICTs in the global village. Conventional teaching has emphasized content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is. Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies

(Oliver, 2000). The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas. To achieve these objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, which would include teaching partnerships with ICT as a tool. According to Zhao and Cziko  (2001) three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology. However, research studies show that most teachers do not make use of the potential of ICT to contribute to the quality of learning environments, although they value. this potential quite significantly (Smeets, 2005). Harris (2002) conducted case studies in three primary and three secondary schools, which focused on innovative pedagogical practices involving ICT. Harris (2002) concludes that the benefits of ICT will be gained "…when confident teachers are willing to explore new opportunities for changing their classroom practices by using ICT.

## 2.26.3 ICT enhancing the quality and accessibility of education

ICT increases the flexibility of delivery of education so that learner knowledges can access anytime and from anywhere. It can sions . influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to improve the quality of learning. In concert with geographical flexibility, technology- facilitated educational programs also remove many of the temporal constraints that face learners with special needs (Moore papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments (Young, 2002). Wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching. ICT also allows the academic institutions to reach disadvantaged groups and new international educational markets. As well as learning at anytime, teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24x7 teaching and learning. Choosing how much time will be used within the 24x7 envelope and what periods of time are challenges that will face the

educators of the future (Young, 2002). Thus, ICT enabled education will ultimately lead to the democratization of education. Especially in developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the digital divide. India has a billion-plus population and a high proportion of mobility(Amutabi and Oketch, 2003). There exist infrastructure, socio- economic, linguistic and physical barriers in India for people who wish to access education Bhattacharya and Sharma, 2007). This includes infrastructure, teacher and the processes quality.

## 2.27.4 ICT enhancing the scholastic performance

Based on the extensive usage of ICTs in education the need appeared to unravel the myth that surrounds the use of information and communication technology (ICT) as an aid to teaching and learning, and the impact it has on students' academic performance. ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality. However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICT. The direct link between ICT use and students' academic performance has been the focus of extensive literature during the last two decades. ICT helps students to their learning by

improving the communication between them and the instructors (Valasidou and Bousiou, 2005).

The analysis of the effects of the methodological and technological innovations on the students' attitude towards the learning process and on students' performance seems to be evolving towards a consensus, according to which an appropriate use of digital technologies in 8 education can have significant positive effects both on students' attitude and their achievement.

## 2.27   Section Two : Review of Related Studies

This section presents a survey of the previous studies that are related   to the present study.

### 2.27 .1 Saeed Ahmed Saeed carried out the study   "Analysis and Evaluation of Intermediate Teachers' Training Programs in Sudan " in University of Khartoum in 1983. The researcher used a teachers' questionnaire and an interview with supervisors and trainers as research tools to conduct the study . The finding of the study were : the most important experience gained during the training period was in the field of slassroom and lesson preparation . The teaching practice is more valuable than the study of theoretical academic subjets . The overwhelming majorities of both students , teachers and graduate of the training institutes agreed  that the short duration of the training period was the greatest obstacle to the effiency

of the traning programs . This study is helpful to the researcher and it agreed to some extents to the present study .

**2.27.2Gareeballah Haj Hamdoun(1995)** carried out the study " TrainignPrograms for Sudan Basic Level of Teachers of English . The research tools of the research were , teachers' questionnaire and an interview with trainers

The finding of the studies were:

i- The methods of evaluating achievements were considered inadequate and unfair

ii- The most important suggestions provided by the students ,teachers and graduates of training institutes ,were specifically favouring the increase of the training period in general and focus on the teaching praise in particular

iii-The programs of training had some objectives but they were neither clearly stated nor practically attainable .

**2.27. 3 Fatima Alnaeem( 2004)** carried out the study " Sullabus Design&Teacher Traning & Their Effects on English Language Learning " Islamic University of Omdurman . The tools of the study are a teachers' questionnaire and an interview with supervisors of English Language .The study has come to the following findings :

i- The duration of the periods of the teachers' traning courses are insuffient .

ii-The najorty of the respondents admitted that they had studied different methods of teaching but they donot receive enough information about these methods .The study is helpful to the present study .

**2.27. 4 Ahmed Arbab (2005)** conducted a study entitled "Traning Programs of Secondary Schools English Language Teachers in Sudan " in faculty of education , Khartoum University . The researcher used a Teacher questionnaire , an inrtview and an observation classroom ckeck list . The researcher has come to the following findings :

i- The components of the programs ,including the objectives ,the acasemic subjects contents ,the instructional materials and the evaluation methods had a weak organization

ii-The contents of the programs were not consistent with their objectives .

iii-Theoretical academid subjects taught were not challenging and striking to teachers' thinking ,they were either too easy to be studied or to some extent useless in the actual field of teaching .

**2.27. 5 Mostafa (2005)** conducted a study to explore the levels of reflection prevalent among the pre and in-service EFL teachers and whether there were any differences between them concerning these levels. It also aimed at investigating the relationship of these levels of reflection and the teaching performance of both groups. The sample of the study consisted of

25 third year student teachers, Faculty of Education, Khartoum University and five in-service teachers.

The instruments of the study included reflective reports, reflective logs, a scoring rubric for identifying the levels of reflection, and an observation checklist for assessing the teaching performance. The findings of the study revealed that there were no differences between the pre-service EFL teachers and the in-service EFL teachers on all the levels of reflection. Based on the findings of the study, the technical level of reflection was found to be the most dominant among both the pre-service and the in-service teachers, amounting to over 60% of the attained reflective entries of the sample. Also, it was found that there was a strong positive correlation between pre and in-service teachers' teaching performance and their level of reflection. This study is partly similar to the present study, because it investigates the relationship between reflection levels and teaching performance of the pre and in-service EFL teachers. Therefore, it is quite important for the researcher of the present study to review this study thoroughly with the awareness of the difference between the two studies.

**2.27.6 Alwan (2000)** investigated the effectiveness of the INSET provision in the UAE and the possibility of introducing self-directed (school-based) teacher development activities for teachers of English as a foreign language. This was done with regard to educationists' perceptions:

EFL teachers, school principals, supervisors and other administrators. Two research instruments were used to collect the data: a questionnaire for teachers and interviews with administrators.

The main findings were categorized and discussed under two major headings. The first one was the structure of current in-service training. This includes frequency length of courses optional training available for EFL teachers and attitudes of teachers towards training courses. The second heading was self development activities. This includes journal writing, self-appraisal, peer-observation, reading, research and action research. The findings of this study revealed that INSET in the UAE was unsystematic and EFL teachers practice self-directed activities on a limited basis. It was found that it is possible for EFL teachers to practice more self-directed development activities on the condition that the workload is reduced and that development time is planned and included within the working hours.

This study was useful to the researcher of the present study because it clarified the characteristics and steps of the INSET program to develop EFL teachers' performance.

**2.27.7 El-Dib (2003)** presented a study that had three purposes. The first purpose was to design a program that aims at developing action research skills appropriate for prospective teachers. The second was to

examine the effectiveness of the suggested program in  developing the specified skills.  The third was to investigate the effects of the suggested program on two teacher variables: teacher efficacy and reflective thinking .The sample of the study consisted of 74 students (graduate prospective teachers, who have earned their bachelor degree in arts and joined  the Faculty of Education in order to receive a general diploma in education), enrolled in one group. Instruments of the study included: action research rubric (ARR), teacher efficacy scale (TE) and reflective thinking questionnaire. The results of the study have theoretical and practical implications. First, it presents further proof of the importance of adding a research component to the professional preparation of teachers. Second, the results of the study demonstrate the positive influence of action research over the participants' beliefs about the value of the profession in facing societal and contextual difficulties preventing students' learning. Finally, the instructional program developed in this study could be adapted, supplemented and developed for use with other populations of pre-service and in-service teachers.

This study selected its subjects from among post graduate research students studying English for fulfilling their aims in their specific field, while the present study will deal with in-service teachers. Reviewing the activities and research tools used in this study was of great benefit to the present study

particularly in designing its tools.

**2.27.8   Al-Mushriquee (2004)** presented an evaluative study of the English teaching methods and classroom techniques in the Yemeni schools. The purpose of this study was to investigate whether the techniques implemented by the English teachers in the field match those recommended by the teacher's guide. The population of the study comprised 1546 English teachers who teach the $9^{th}$ grade in the Yemeni public schools, both in Sana'a governorate and Al-Amana. The sample was drawn from among the teachers of the "rural areas" and teacher of the "urban areas".

The study revealed the following: most of the techniques implemented by the English teachers in the field were not those recommended by the teacher's guide, rural teachers were more committed to the implementation of the recommended techniques  than the urban teachers. Those who graduated from the Faculties of Education did a better job than those who graduated from Faculties other than the Faculties of Education,  and experience  alone has no great role in the implementation of the recommended techniques.

This study was useful to the researcher of the present study because it displayed some techniques that could be used in improving the teaching performance. The recommendations of this study were taken into

consideration in the present study.

**2.27.9  Magdalena (2006)** presented a longitudinal mixed methods study to explore the impact of a 20-hour experiential in-service teacher development course with the knowledge base drawn from L2 motivation theory, group dynamics, and educational psychology. Quantitative (pre- and post-test questionnaires measuring students' perceptions of their classroom environment) and qualitative (regular course feedback, teacher interviews, lesson observations, and field notes) measures were employed to assess the course impact on cognitive and behavioral change of 8 self-selected non-native EFL teachers in Slovakia.

The course was designed to facilitate teacher change by (1) promoting reflection, (2) creating opportunities for here-and-now experience of the new approach, and (3) encouraging continuing professional development might ignite their enthusiasm and desire to explore ways of creating a motivating learning environment for their students. The results show that, in most cases, no change occurred in spite of the teachers' endorsement of the course material, and several outer-context-specific factors are discussed to explain this negative outcome.

The researcher of the present study benefited from reviewing the practices and activities used in this study mainly: how to motivate teachers, how to

develop their performance and how to build the suitable tools.

**2.27.10 Abdel-Halim (2008)** tested the effect of using some professional development strategies on improving the teaching performance of English language student teacher at the Faculty of Education, Helwan University in the light of pre-service teacher standards. The main aim of this thesis was to determine the effect of using a training program based on three professional development strategies, namely: action learning, peer coaching and study groups, on improving teaching performance of Faculty of Education, Helwan University EFL student teachers in the light of standards for teachers of English at pre-service. To achieve this aim, an observation checklist was developed, validated, administered and data obtained were statistically treated and analyzed. The researcher designed a training program based on the three professional development strategies integrated to improve the identified weak teaching performance domains of those EFL student teachers, i.e. classroom management, assessment and professionalism.

The following results were reached: There were significant differences between the mean scores of the EFL student teachers on the achievement test and the scoring rubric in favor of the post test mean scores due to the effect of the professional development strategies based program.

Also, the program proved to have a large effect size on the improvement of

the treatment group's teaching performance domains (classroom management, assessment and professionalism), both theoretically and practically.

Reviewing this study thoroughly was of great benefit to the present study in: the theoretical background, identifying some professional development strategies, designing a program to develop teaching performance, and the recommendations of this study were taken into consideration in the present study.

**2.27.11 Wang (2010)** investigated the current EFL teachers' quality of several Chinese Universities and some problems in the current college English education process. The aim of the research was to investigate the current state of the teachers' teaching quality in some Chinese universities including several universities and seek out feasible solutions for improvement. In order to obtain necessary information, the investigation focused on: teachers' own voices and their students' voices, in order to attempt a well-informed understanding of "what the teachers actually did in the classroom".

The results identified that there were inconsistencies/mismatches between teachers' practice and the theories underlying their practice. Some feasible suggestions were made for teacher development, such as reflective teaching

and combination of teaching practice and research. This research can be helpful in identifying the current state of college EFL teacher development and in promoting education reform. This study was useful to the researcher of the present study because it displayed some techniques that could be used in improving the teaching performance.

**2.27.12 Butler (2004)** prepared a study called "case studies" from Korea, Taiwan, and Japan to identify what level of English proficiency elementary school teachers need to attain to teach EFL. The study focused on teachers' English proficiency, which has been recognized as an important qualification for successful English teaching. Elementary school teachers from Korea, Taiwan, and Japan were asked to self-evaluate their English proficiencies as well as to specify the minimum level of proficiency that they felt to be needed to teach English at the elementary school level.

The teachers evaluated their proficiencies in productive skills (speaking and writing) as weaker than those in receptive skills (listening and reading). Teachers in each of the three countries perceived substantial gaps between their English proficiency and the minimum level needed to teach. The widest gaps were in productive domains in general and in oral grammar in particular.

The difference between this study and the present study lies in the different target groups and the strategies used in the two studies. Therefore, it was quite important for the researcher of the present study to review this study thoroughly with his complete awareness of the difference between the two studies.

To understand professional development of teachers in the English as a foreign language context,

**2.27 .13 Cheng and Wang (2004)** conducted a survey study among 47 in-service secondary teachers of English (Grades 7-12) who were attending a summer professional upgrading program in a Teacher College in Northern China. The professional development course lasting for six weeks aimed to upgrade both the subject and pedagogical knowledge of local in-service secondary teachers of English. The results indicated that the challenges these teachers face are connected with the unique centralized examination-driven educational system. The findings also provided an understanding of the professional development needs and entailed implications on second/foreign language teacher education programs in such a context.

This study helped to inform other teaching contexts where there is also a predominated centralized examination driven system. In addition, the study

concluded that the transformation will not occur in China or in other similar ESL/EFL contexts unless teachers themselves feel the need for such a transformation.

**2. 27 .14 Aduwa (2006)** examined the factors that were responsible for the poor quality of teaching English as a second language in the public secondary schools in Nigeria. Two data collection instruments were used: (a) Questionnaire: This instrument had four sections dealing with demographic items such as school type and location; instructional resources/media used by the teachers frequently, methods teachers frequently adopted for teaching English language, and the school environment. (b) Observation: Research assistants were trained to observe each classroom and some classroom proceedings during the administration of the questionnaire noting the features or characteristics of the learning environment. Results revealed that English language teachers do not frequently use modern instructional technologies and variety of teaching techniques in their English language lessons.

Reviewing this study was helpful in providing theoretical background for the present study. The recommendations of this study were of great benefit to the researcher of the present study: first, in determining the factors that are responsible for the poor quality of teaching English as a

second language and second, in building the tools of the present research.

**2.27.15  Meechai (2007)**  designed a study to develop, implement and evaluate  a professional development program for teachers of English as a foreign language in  Thailand to assist them to make a major change in their pedagogy. The study used both quantitative methods (questionnaire, classroom observation checklists) and a qualitative method  (interview)  for data gathering. The study showed  that a  professional development program of this kind, closely adapted to a specific context, involving preparatory workshop training followed by a semester of guided, strongly supported  classroom  implementation  practice,  can  make  a  significant change in Thai primary EFL teachers' understanding  and  use  of  an innovatory  pedagogy. It  indicates  that  this  model  of  professional development is capable of providing a means  by which the  desired change to a   learner-centered.   The  study   also,  showed  that  the  professional development program designed  and implemented by the researcher with a group of primary EFL teachers led to changes in their classroom practices to meet the requirements of the curriculum mandated by the Thai National Education Act of 1999.

This study is partly similar to the present study, because it was designed to develop, implement and evaluate a professional development program for  EFL  teachers  in  order  to  make  a  major  change  in  their  teaching

performance.

## 2.28-  Conclusion

Reviewing the previous studies that are related to the present one revealed that these studies in general agree with the present study in the following points:

1-Most of these studies are in harmony with the necessity of the training programs to update the teachers' knowledge and to provide them with the latest teaching techniques that will enable them to be effective in conducting their tasks.  2-Stressing the importance of developing teaching performance of EFL teachers. 3-Stressing the importance of needs assessments of teachers before conducting any in- service training     4-The importance of the teachers' belief that they are in need for development. 5-Giving importance to teachers' collaboration and communication during their        teaching as this gives them a chance to explore their own conceptions of teaching and learning.                              6- Reflection should be seriously regarded as a valuable methodology for professional growth and development of EFL teachers.                    7-The positive correlation between teaching performance and levels of reflection. Suggesting  some  suitable  ways and strategies to improve EFL teachers' performance

# Chapter Three

# Methodology

# Chaptre Three Research Methodology

## 3.0 Summary of the Chapter

This chapter presents the methodology used in this study in order to achieve the objectives. A detailed description of subjects and setting will be provided and data collection tools are explained. Also, the chapter describes the validity and reliability of the tools used to obtain the required information.

## 3- 1   Introdution

The pervious chapter reviewed the literature relevant to this study. It aimed at recognizing the effect of secondary schools English Language Teachers' ( Pre – service and In- service ) training programs in preparing qualified teachers .

To ensure satisfactory results and effective evaluation, the researcher used the Descriptive and Analytical method of research. He constructed questionnaire , classroom observation check list and interview . Questionnaire was addressed to the teachers of English language at secondary schools . The classroom observation check list addressed to the faculties of education students ( Trainees ) and the interview addressed to English Language supervisours . The questionnaire , the observation check list and the interview were tested for validity and reliability to ensure their ability to achieve the objectives of the research.

## 3.1  Population of the Study

The population for this study is the secondary schools English language teachers in Ombadah locality , which their number runs up to one hundred and fourty teachers ,  the final year students of faculties of educations who trained at secondary school for one semester  as a part of their academic year, and English language supervisors at secondary schools .

## 3. 2  The samples of the Study

The researcher used the random sampling to select his participants. The participants  of the study consist of 100 English language teachers who represent Ombadah province  (randomly selected), 14 trainees who trained at Ombadah secondary schools and 5 English language supervisors .

## 3.3 The Research Tools

To ensure satisfactory results and effective evaluation, the researcher used the descriptive and analytical method of research. The researcher constructed teacher's questionnaire, a class room observation check list and an interview with English language supervisors at secondary schools in Ombadah Locality for data collecton. The questionnaire, the class room observation check list and the interview questions were tested for validity and reliability to ensure that they are in line with the objectives of the research.

## 3.3.1 Teacher's Questionnaire

The teacher's questionnaire was one of the tools used to support data collection of the study. The aim of this questionnaire is to find out the overviews and opinions of the participants about the in- service and pre-service English language teachers' training programs. Moreover, it is also used to evaluate the strategies, activities and methods used to train English language teachers. The total sample of the questionnaire was 100 participants all of them are experienced and qualified English language teachers and supervisors at secondary schools in Ombadah Locality. The questionnaire is divided in three dimensions. They are: (1) Preparing effective and qualified English teachers (2)Teachers' negative attitudes towards training development activities (3) Teachers' problems during training periods . The first dimension of the questionnaire investigates the importance and benefits of pre-service and in-service training programs in preparing effective and qualified English language teachers. This dimension contains responses of 7 statements. They are the first, third, ninth, eleventh, twelfth, fourteenth and nineteenth statements of the questionnaire. The second dimension investigates whether teachers have negative attitudes towards pre-service and in-service training programs activities or not. It contains responses of 5 statements. They are the fourth, fifth, eighth, tenth and fifteenth statements of the questionnaire. The third dimension investigates whether teachers face

problems during  pre-service and in-service training periods . It contains responses of 7 statements. They are the second, sixth, seventh, thirteenth, sixteenth, seventeenth and eighteenth statements of the questionnaire.

Liker 5- point scale was used to show responses of the participants. In scoring participants answers, five points were given to strongly agree (SA); four points were given to agree (A) three points to neutral (N), two points to disagree (D) and one point to strongly disagree (SD).

## 3.3.2  Validity of the Questionnaire

In order to check the apparent validity for the study questionnaire and validation of  its statements according to the formulation and explanation, the researcher showed the questionnaire to three Ph.D. holder referees who are specialists in the study field. They made some suggestions, corrections , and agreements the researcher studied all the suggestions, and made use of them .

## 3.3 Reliability of the Questionnaire

Reliability means that the questionnaire  should give the same result if it is applied in similar circumstances. It is one of the criteria through which a method can be evaluated. Brown (1988) identifies reliability as "the extent to which results can be considered consistent and stable".

$$\text{Validity} = \sqrt{\text{Reliability}}$$

For calculating the validity and the reliability of the questionnaires from the above equation, the researcher distributed about (100) teachers questionnaires to respondents. In addition, depending on the answers of the interview questions, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been shown in the following table:

The statistical reliability and validity of the study Questionnair

**Table No. (3.1)** Questionnaires Reliability

| Subjects | Reliability | Validity |
|---|---|---|
| Teacher | 0.67 | 0.82 |
| Trainees | 0.70 | 0.84 |
| Supervisors | 0.78 | 0.88 |

### 3.3.3  Observation Check List

To determine the state of EFL teachers' professional and specialist performance, the researcher designed a classroom observation checklist to observe the teachers' performance during their teaching in actual classroom as well. The observation checklist was constructed after surveying the related literature on EFL teaching performances that are required for English

teachers. The observation checklist was categorized under the three main items: stages of the lesson, classroom activities and classroom techniques. It consisted of sixteen points ranging from never, rarely, sometimes, often and always. As the researcher is a secondary school teacher , attended teaching practice lessons with fourteen trainees who came to practice real teaching at secondary school, as faculties of education always send their final years students to secondary schools to practice real teaching for one semester as an essential part of the final academic year. The researcher observed great development has been achieved  between the beginning of the training period and the end of the training period as the trainees improved their performance and ways of teaching after they practiced teaching for more time.

### 3.3.4  The Validity of the Observation Checklist

 To check the validity and the rellability of the check list observation ,the researcher shown it to the supervisor of the study and three other supervisos at secondary school in the area of the study , they made some corrections and the researcher made use of them .

### 3.3.4 The Relability of the Observation Check List

  Using the SPSS program (Cronbach's Alpha), the reliability of the observation checklist was computed and proved to be reliable at (0.78) and

significant at (0.01).s

### 3.3.4  The Interview

The third tool used in this study for data collection is an interview with (5) English language supervisors. The researcher conducted the interview with the English language supervisors in order to investigate their opinions and ideas about the Pre-service and In- service English language teachers' training programs that support the hypotheses of the  study .

### 3.3.4.1  The Validity of the Interview

To ensure the validity of the interview, some of Ph.D holders who are specialized in the field of the study have seen the interview questions and made some changes and corrections. The researcher made the changes and the corrections required .

### 3.3.4.2 The Reliability of the Interview

The researcher held an interview with five English language supervisors who represent Ombadah Locality. The interview consisted of seven questions. Each question is related to one of the research hypotheses. All of the participants gave similar answers to the first question and the researcher agreed with their answers. Three of the participants gave the same answer to the second question but two of them gave different answers. For the third,

fourth ,fifth , sixth, and seventh questions all participants gave typical answers and the researcher satisfied with their answers and agreed with them all. The answers given by the English language supervisors for the interview supported the study hypotheses and the researcher options about the evaluation of English language teacher's pre-service and in- service training programs.

Descriptive statistics in form of frequencies and percentages have been used to present the results and to test the three hypotheses of the study. All tests of significance were at    **P < 0.05.**

# Chapter Four

# Results Analysis& Discussion

# CHAPTER FOUR

# Data Analysis , Results and  Discussion

## 4.0 Introduction

This chapter presents analysis of results and discussion of the research findings of the study under the title: "English Language Teachers' Pre-Service and In-Service Training Programs" based on the hypotheses and objectives which were stated in chapter one.

Descriptive statistics in form of frequencies and percentages have been used to present the results and to test the three hypotheses of the study. All tests of significance were at $P < 0.05$. A discussion follows the presentation of the findings based on each hypothesis and a conclusion is made indicating whether a hypothesis is accepted or rejected. Finally, the researcher presents the data that will help determine if the strategies and activities used to train teachers were effective to help them to achieve high performance the classroom.

## 4.1  The  Results

The questionnaire was the tool used to support data of the study. The aim of this questionnaire is to find out the overviews and opinions of the participants about the training programs. Moreover, it is also used to evaluate the strategies, activities and methods used to train English Language

Teachers. The total sample of the questionnaire was 100 participants all of them are experienced and qualified English teachers and supervisors. The questionnaire is divided in three dimensions. They are: - (1) First Dimension: Preparing effective and qualified English teachers (2) Second Dimension: Teachers' negative attitudes towards training development activities (3) Third Dimension: Teachers' positive attitudes towards programs activities.

Liker 5- point scale was used to show responses of the participants. In scoring participants answers, five points were given to strongly agree (SA); four points were given to agree (A) three points to neutral (N), two points to disagree (D) and one point to strongly disagree (SD). The weight of the responses is shown in the table (4-1) below.

Table (4-1): The Weight of Responses on the following questionnaire statements (Liker Scale )

1 – Per  - service English language teachers training programs are helpful in developing teachers' skills to be effective  English language teachers .

3 – There  is a lack of systematic planning and evaluation of   pre – service and in-service  teachers' training programs .

9 – Professional   development activities have an impact on professional teachers' knowledge .

11 – School  academic year contains many wasted periods  that should be invested in teachers' development , e.g. at the early beginning of the year and after final examinations.

12 -  After years of  teaching , teachers feel that they need opportunities  to develop their skills to acquire  new methodological  knowledge  .

14  – Teachers should be involved in planning any  in- service courses to grantee their  sounds evaluation of the course .

19 – Teachers' training programs need to  be in co-operate with information communication and technology .

Table (4-1): shows the Weight of Responses on the following  questionnaire statements (Liker Scale )

| Category | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------|----------------|-------|---------|----------|-------------------|
| Symbol | SA | A | N | D | SD |
| Weight | 5 | 4 | 3 | 2 | 1 |

(1) First Dimension Responses

The first dimension of the questionnaire investigates the importance and benefits of pre-service and in-service training programs in preparing effective and qualified English language teachers. The dimension contains the responses of 7 statements. They are the first, third, ninth, eleventh, twelfth, fourteenth and nineteenth statements of the questionnaire shown in the table (4-2).

Table (4-2): Preparing Effective and Qualified English Teachers Responses

| No. | Statements | SA | | A | | N | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | n | % | n | % | n | % |
| 1 | First statement | 60 | 60.00 | 28 | 28.00 | 2 | 2.00 | 5 | 5.00 | 5 | 5.00 |
| 2 | Third statement | 44 | 44.00 | 31 | 31.00 | 14 | 14.00 | 6 | 6.00 | 5 | 5.00 |
| 3 | Ninth statement | 52 | 52.00 | 36 | 36.00 | 4 | 4.00 | 6 | 6.00 | 2 | 2.00 |
| 4 | Eleventh statement | 60 | 60.00 | 22 | 22.00 | 4 | 4.00 | 8 | 8.00 | 6 | 6.00 |
| 5 | Twelfth statement | 44 | 44.00 | 43 | 43.00 | 0 | 0.00 | 9 | 9.00 | 4 | 4.00 |
| 6 | Fourteenth statement | 49 | 49.00 | 38 | 38.00 | 4 | 4.00 | 6 | 6.00 | 3 | 3.00 |
| 7 | Nineteenth statement | 43 | 43.00 | 40 | 40.00 | 6 | 6.00 | 6 | 6.00 | 5 | 5.00 |

Table (4-2) shows the frequencies and percentages of the participants towards the importance of training programs in preparing effective and qualified teachers.

When participants were asked to answer item number one, 60 out of 100 participants responded (strongly agree) which represents (60.00%), 28 responded (agree) which represents (28.00%), 2 responded (neutral) which represents (2.00%), 5 responded (disagree) which represents (5.00%) whereas another 5 responded (strongly disagree)which represents (5.00%).

When participants were asked to answer item number two, 44 out of 100 participants responded (strongly agree) which represents (44.00%), 31 responded (agree) which represents (31.00%), 14 responded (neutral) which

represents (14.00%), 6 responded (disagree) which represents (6.00%) and 5 responded (strongly disagree) which represents (5.00%).

When participants were asked to answer item number three, 52 out of 100 participants responded (strongly agree) which represents (52.00%), 36 responded (agree) which represents (36.00 %), 4 responded (neutral) which represents (4.00%), 6 responded (disagree) which represents (6.00%)  and 2 responded (strongly disagree) which represents (2.00%)

When participants were asked to answer item number four, 60 out of 100 participants responded (strongly agree) which represents (60.00%), 22 responded (agree) which represents (22.00 %), 4 responded (neutral) which represents (4.0%),  8 responded (disagree) which represents (8.00%) and 6 responded (strongly disagree) which represents (6.00 %)

When participants were asked to answer item number five, 44 out of 100 participants responded (strongly agree) which represents (44.00%), 43 responded (agree) which represents (43.00%), 0 responded (neutral) which represents  (0.00%), 9 responded (disagree) which represents (9.00 %)  and 4 responded (strongly disagree) which represents ( 4.00 %).

When participants were asked to answer item number six, 49 out of 100 participants responded (strongly agree) which represents (49.00%), 38 responded (agree) which represents (38.00 %), 4 responded (neutral) which

represents (4.00%), 6 responded (disagree) which represents (6.00 %) and 3 responded (strongly disagree) which represents ( 3.00%)

When participants were asked to answer item number seven, 43 out of 100 participants responded (strongly agree) which represents (43.00%), 40 responded (agree) which represents (40.00%), 6 responded (neutral) which represents (6.00%), 6 responded (disagree) which represents (6.00 %) and 5 responded (strongly disagree) which represents ( 5.00 %).

Table (4-3) Detailed Responses of the First Dimension

| No. | Statements | A | % | N | % | D | % | Total | % |
|-----|------------|----|-------|----|-------|----|-------|-------|--------|
| 1 | First | 88 | 88.00 | 2 | 2.00 | 10 | 10.00 | 100 | 100.00 |
| 2 | Third | 75 | 75.00 | 14 | 14.00 | 11 | 11.00 | 100 | 100.00 |
| 3 | Ninth | 88 | 88.00 | 4 | 4.00 | 8 | 8.00 | 100 | 100.00 |
| 4 | Eleventh | 82 | 82.00 | 4 | 4.00 | 14 | 14.00 | 100 | 100.00 |
| 5 | Twelfth | 87 | 87.00 | 0 | 0.00 | 13 | 13.00 | 100 | 100.00 |
| 6 | Fourteenth | 87 | 87.00 | 4 | 4.00 | 9 | 9.00 | 100 | 100.00 |
| 7 | Nineteenth | 83 | 83.00 | 6 | 6.00 | 11 | 11.00 | 100 | 100.00 |

Table (4-3) shows total participants opinions towards benefits of pre-service and in-service training program in preparing qualified English teachers. It is found that 88 out of 100 participants, who represent 88.00%, agreed that the programs are helpful in teachers' development while 2 who represent 2.00% are neutral and 10 who represent 10.00% disagreed. Moreover, 75 participants out of 100 participants who represent 75.00% agreed that

English teachers need opportunities to update theirs skills whereas 14 who represent 41.00 % are neutral and 11 who represent 11.00% disagreed. Furthermore, 88 out of 100 participants, who represent 88.00 %, agreed that the programs deal with informative communication and technology while 4 who represent 4.00% are neutral and 8 who represent 8.00% disagreed. In addition, 82 out of 100 participants who represent 82.00 % agreed that teachers opinions have been taken into account during the programs while 4 who represent 4.00% are neutral and 14 who represent 14.00 % disagreed. Analysis of data shows that 87 out of 100 participants who represent 87.00% agreed that supervisors provide trainees with information that prepare them for competence while 9 who represent 9.00% are neutral whereas 4 who represent 4.00% disagreed. English language programs contain useful subjects and materials that qualify teachers as 87 out of 100 participants who represent 87.00% agreed, 4 who represent 4.00% are neutral and 9 who represent 9.00% disagreed. The analysis shows that 83out of 100 participants who represent 83.00% agreed that English teachers benefit a lot from pre-service and in-service programs while 6 who represent 6.00% are neutral and 11 who represent 11.00% disagreed.

Table (4-4) The T-test results of the First Dimension's Item

| No. | Statement | No. of Participants | Mean | Std. Deviation |
|-----|-----------|---------------------|------|----------------|
| 1 | First statement | 100 | 4.3 | 1.1 |

| 2 | Third statement | 100 | 4.0 | 1.1 |
| 3 | Ninth statement | 100 | 4.3 | 0.95 |
| 4 | Eleventh statement | 100 | 4.2 | 1.2 |
| 5 | Twelfth statement | 100 | 4.1 | 1.1 |
| 6 | Fourteenth statement | 100 | 4.2 | 1.0 |
| 7 | Nineteenth statement | 100 | 4.1 | 1.1 |

Table (4-4) shows the T-test results of the first dimension items of the questionnaire.

According to the tables (4-2), (4-3) and (4-4) the participants' opinions towards pre-service and in-service programs in preparing qualified teachers tend to be agreeing.

For example, in answering item one of the first dimension, 88.00 % agreed pre-service and in-service training programs are helpful in preparing effective and qualified teachers, which is a high percentage. The mean of all the items is higher than 3 (neutral value). All standard deviations' results indicated that there was no significant difference in the participants' responses and more than 80% of them agreed with the 7 items.

Table (4-5) First Dimension Statements Arithmetic Mean and Answers

| No. | Statements | Arithmetic Mean | Answer |
|---|---|---|---|
| 1 | First statement | 4 | A |
| 2 | Third statement | 4 | A |
| 3 | Ninth statement | 4 | A |
| 4 | Eleventh statement | 4 | A |
| 5 | Twelfth statement | 4 | A |
| 6 | Fourteenth statement | 4 | A |
| 7 | Nineteenth statement | 4 | A |

Table (4-5) shows the arithmetic mean and answers of the statements of the first dimension of the questionnaire

(1) The arithmetic mean of the first item of the first dimension is 4, which means that most of the participants agree to the first statement of the questionnaire.

(2) The arithmetic mean of the second item of the first dimension is 4, which means that most of the participants agree to the third statement of the questionnaire.

(3) The arithmetic mean of the third item of the first dimension is 4, which means that most of the participants agree to the ninth statement of the questionnaire.

(4) The arithmetic mean of the fourth item of the first dimension is 4, which means that most of the participants agree to the eleventh statement of the questionnaire.

(5)The arithmetic mean of the fifth item of the first dimension is 4, which means that most of the participants agree to the twelfth statement of the questionnaire.

(6) The arithmetic mean of the sixth item of the first dimension is 4, which means that most of the participants agree to the fourteenth statement of the questionnaire.

(7) The arithmetic mean of the seventh item of the first dimension is 4, which means that most of the participants agree to the nineteenth statement of the questionnaire.

The results in table (4-5) do not mean that all participants of the study sample agree with the statement of the first dimension of the questionnaire, since there are participants neutral or do not agree with it. However, test for the presence of statistically significant differences between the numbers of agreeing, neutral and disagreeing to the result above required the use of chi square test for significant differences between the answers on each of the statements related to the first dimension. Table (4-6) can explain the results.

Table (4-6) Chi-square Test for the Statements of the First Dimension

| No. | Statements | df | Chi Sq. Values | Sig. |
|-----|------------|----|----------------|------|
| 1 | First statement | 4 | 121.900 | 0.00 |
| 2 | Third statement | 4 | 57.700 | 0.00 |
| 3 | Ninth statement | 4 | 102.800 | 0.00 |
| 4 | Eleventh statement | 4 | 110.000 | 0.00 |
| 5 | Twelfth statement | 4 | 82.100 | 0.00 |
| 6 | Fourteenth statement | 4 | 95.300 | 0.00 |
| 7 | Nineteenth statement | 4 | 77.300 | 0.00 |

1 – Chi square value calculated for the first item of the first dimension is (121.900) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the first statement of the questionnaire.

2 – Chi square value calculated for the second item of the first dimension is (57.700) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the third statement of the questionnaire.

3 – Chi square value calculated for the third item of the first dimension is (102.800) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the ninth statement of the questionnaire.

4 – Chi square value calculated for the fourth item of the first dimension is (110.000) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the eleventh statement of the questionnaire.

5 – Chi square value calculated for the fifth item of the first dimension is (82.100) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the twelfth statement of the questionnaire.

6 – Chi square value calculated for the sixth item of the first dimension is (95.300) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the fourteenth statement of the questionnaire.

7– Chi square value calculated for the seventh item of the first dimension is (77.300) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the nineteenth statement of the questionnaire.

According to the results in table (4-6), the opinions of the participants tend to agree to the statements. To assure this, there are 7 statements in the questionnaire about the first dimension and the number of participants is 100.That means there are 700 answers enhance or refute the statements of the first dimension of the questionnaire summarized inTable (4-7) and Figure (4-1).

Table (4-7): Frequency Distribution of the First Dimension' Statements

| Options | SA | A | N | D | S D | Total |
|---|---|---|---|---|---|---|
| No. of Participants' Answers | 352 | 238 | 34 | 46 | 30 | 700 |
| Percentage | 50.2% | 34.0% | 4.9% | 6.6% | 4.3% | 100% |
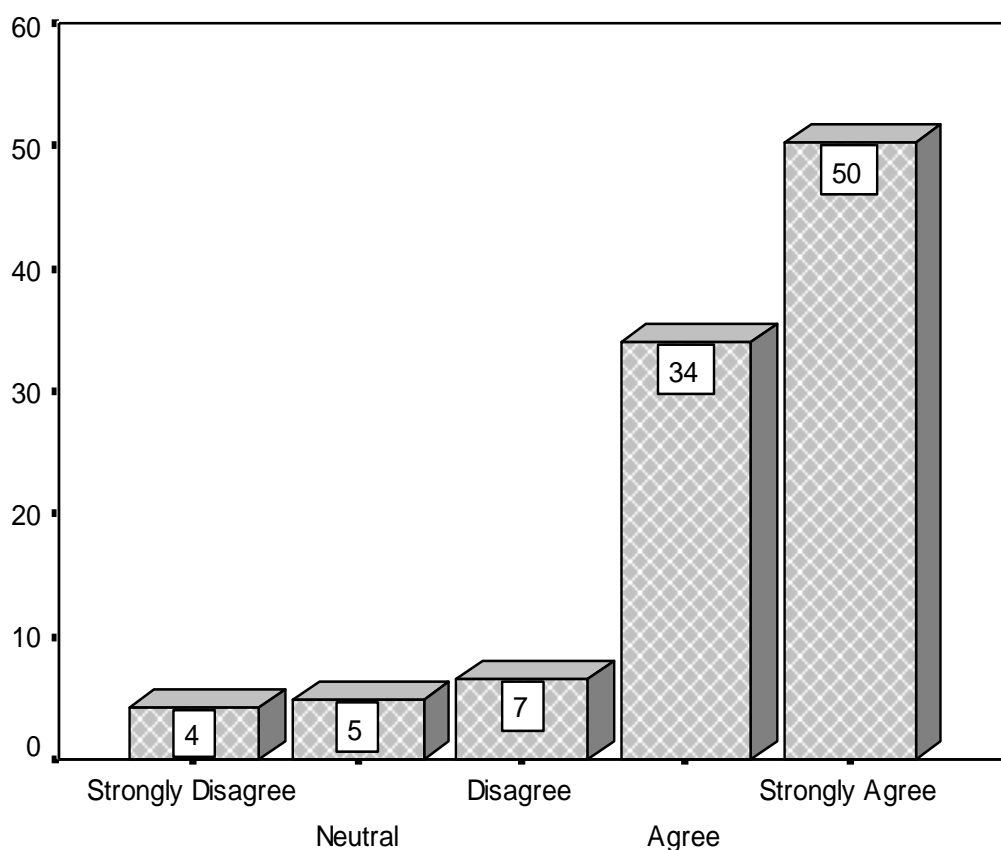
Figure (4-1): Frequency Distribution of the First Dimension' Statement

According to Tables (4-2), (4-3), (4-4), (4-5), (4-6), (4-7) and Figure (4-1), It

is found that more than 80% of the study participant tend to agree to the

statements of the first dimension of the questionnaire. This indicates that

most of the participants agree that pre-service and in-service training

programs are helpful in preparing effective and qualified English language

teachers. In fact, 590 who represent 84.3% of the participants'

answers agreed to the issue.

 (2) Second Dimension Responses

The second dimension of the questionnaire investigates whether teachers have negative attitudes towards pre-service and in-service training programs activities or not. The dimension contains the responses of 5 statements. They are the fourth, fifth, eighth, tenth and fifteenth statements of the questionnaire shown in the table (4-8).

Table (4-8) Responses of Teachers Negative Attitudes

The table includes the following questionnaire statements .

4 - Pre - service  training and in-service  programs   are helpful in introducing  innovation .

5 – There is  a  lack  of correlation between the theoretical training and training in the  practice  of teaching .

8 – Teachers' development activities should be carried out in the form of group work instead of being individually .

10 – Teachers'  role  is passive in their   own professional   development activities .

15  – Teachers' opinions have never been taken into account in choosing the subjects of the in – service training programs .

| No. | Statements | SA | | A | | N | | D | | SD | |
|-----|-----------|----|------|----|------|----|------|----|------|----|------|
| | | n | % | N | % | n | % | n | % | n | % |
| 1 | Fourth | 36 | 36.00 | 48 | 48.00 | 5 | 5.00 | 7 | 7.00 | 4 | 4.00 |
| 2 | Fifth | 47 | 47.00 | 43 | 43.00 | 4 | 4.00 | 3 | 3.00 | 3 | 3.00 |
| 3 | Eighth | 28 | 28.00 | 17 | 17.00 | 10 | 10.00 | 21 | 21.00 | 24 | 24.00 |
| 4 | Tenth | 55 | 55.00 | 24 | 24.00 | 8 | 8.00 | 8 | 8.00 | 5 | 5.00 |
| 5 | Fifteenth | 56 | 56.00 | 28 | 28.00 | 6 | 6.00 | 3 | 3.00 | 7 | 7.00 |

Table (4-8) shows the frequencies and percentages of the participants' opinions about teachers' negative attitudes towards development programs activities.

When participants were asked to answer item number one, 36 out of 100 participants responded (strongly agree) which represents (36.00%), 48 responded (agree) which represents (48.00%), 5 responded (neutral) which represents (5.00%), 7 responded (disagree) which represents (7.00%) whereas 4 responded (strongly disagree)which represents (4.00%).

When participants were asked to answer item number two, 47 out of 100 participants responded (strongly agree) which represents (47.00%), 43 responded (agree) which represents (43.00%), 4 responded (neutral) which represents (4.00%), 3 responded (disagree) which represents (3.00%) and 3 responded (strongly disagree) which represents (3.00%).

When participants were asked to answer item number three, 28 out of 100 participants responded (strongly agree) which represents (28.00%), 17 responded (agree) which represents (17.00 %), 10 responded (neutral) which

represents (10.00%), 21 responded (disagree) which represents (21.00%) and 24 responded (strongly disagree) which represents (24.00%)

When participants were asked to answer item number four, 55 out of 100 participants responded (strongly agree) which represents (55.00%), 24 responded (agree) which represents (24.00%), 8 responded (neutral) which represents (8.00%), 8 responded (disagree) which represents (8.00%) and 5 responded (strongly disagree) which represents (5.00 %)

When participants were asked to answer item number five, 56 out of 100 participants responded (strongly agree) which represents (56.00%), 28 responded (agree) which represents (28.00 %), 6 responded (neutral) which represents (6.00%), 3 responded (disagree) which represents (3.00 %) and 7 responded (strongly disagree) which represents ( 7.00 %)

Table (4-9): Detailed Responses of the Second Dimension

| No. | Statements | A | % | N | % | D | % | Total | % |
|-----|-----------|----|-------|----|-------|----|-------|-------|--------|
| 1 | Fourth | 84 | 84.00 | 5 | 5.00 | 11 | 11.00 | 100 | 100.00 |
| 2 | Fifth | 90 | 90.00 | 4 | 4.00 | 6 | 6.00 | 100 | 100.00 |
| 3 | Eighth | 45 | 45.00 | 10 | 10.00 | 45 | 45.00 | 100 | 100.00 |
| 4 | Tenth | 79 | 79.00 | 8 | 8.00 | 13 | 13.00 | 100 | 100.00 |
| 5 | Fifteenth | 84 | 84.00 | 6 | 6.00 | 10 | 10.00 | 100 | 100.00 |

Table (4-9) shows detailed participants opinions about teachers' negative attitudes towards pre-service and in-service training programs activities. It is found that 84 out of 100 participants, who represent 84.00%, agreed that attending programs during working hours makes teachers feel tired while 5 who represent 5.00 % are neutral and 11 who represent 11.00% disagreed. Moreover, 90 participants who represent 90.00% agreed that there is a lack of systematic planning and evaluation of the programs whereas 4 who represent 4.00% are neutral and 6 who represent 6.00% disagreed. Furthermore, 45 out of 100 participants, who represent 45.00%, agreed that English language teachers have negative attitudes towards the programs while 10 who represent 10.00% are neutral and 45 who represent 45.00% disagreed. In addition, 79 participants who represent 79.00 % agreed that there is a lack of correlation between theoretical and practical training programs while 8 who represent 8.00% are neutral and 13 who represent 13.00% disagreed. Analysis of data shows that 84 out of 100 participants who represent 84.00% agreed that time allowed to English teachers training programs is insufficient while 6 who represent 6.00% are neutral whereas 10 who represent 10.00% disagreed.

Table (4-10) T-test results of the Second Dimension's Item

| No. | Statements | No. of  Participants | Mean | Std. Deviation |
|-----|-----------|---------------------|------|----------------|
| 1 | Fourth | 100 | 4.1 | 1.1 |
| 2 | Fifth | 100 | 4.3 | 0.91 |
| 3 | Eighth | 100 | 3.0 | 1.5 |
| 4 | Tenth | 100 | 4.2 | 1.2 |
| 5 | Fifteenth | 100 | 4.2 | 1.2 |

Table (4-10) shows the T-test results of the second dimension items of the questionnaire. According to the tables (4-8, 4-9 and 4-10) the participants' opinions about teachers' negative attitudes pre-service and in-service training programs activities tend to be agreeing. For example, in answering item two of the second dimension, 90.00 % agreed that there is a lack of systematic planning and evaluation of the program activities, which is a high percentage. The mean of all the items is higher than 3 (neutral value) whereas item three that represents the eighth statement is neutral. All standard deviations' results indicated that there was no significant difference in the participants' responses and more than 75% of them agreed with the 5 items.

Table (4-11) Second Dimension Statements Arithmetic Mean and Answers

| No. | Statements | Arithmetic Mean | Answer |
|---|---|---|---|
| 1 | Fourth | 4 | A |
| 2 | Fifth | 4 | A |
| 3 | Eighth | 3 | N |
| 4 | Tenth | 4 | A |
| 5 | Fifteenth | 4 | A |

Table (4-11) shows the arithmetic mean and answers of the statements of the second dimension of the questionnaire .

(1) The arithmetic mean of the first item of the second dimension is 4, which means that most of the participants agree to the fourth statement of the questionnaire.

(2) The arithmetic mean of the second item of the second dimension is 4, which means that most of the participants agree to the fifth statement of the questionnaire.

(3) The arithmetic mean of the third item of the second dimension is 3, which means that participants are neutral to eighth statement of the questionnaire.

(4) The arithmetic mean of the fourth item of the second dimension is 4, which means that most of the participants agree to the tenth statement of the questionnaire.

(5)The arithmetic mean of the fifth item of the second dimension is 4, which means that most of the participants agree to the fifteenth statement of the questionnaire.

The results in table (4-11) do not mean that all participants of the study sample agree with the statement of the second dimension of the questionnaire, since there are participants neutral or do not agree with it. However, test for the presence of statistically significant differences between the numbers of agreeing, neutral and disagreeing to the result above required the use of chi square test for significant differences between the answers on each of the statements related to the second dimension. Table (4-12) can explain the results.

Table (4-12) Chi-square Test for statements of the Second Dimension

| No. | Statements | df | Chi Sq. Values | Sig. |
|-----|-----------|----|----------------|------|
| 1 | Fourth | 4 | 84.500 | 0.00 |
| 2 | Fifth | 4 | 104.600 | 0.00 |
| 3 | Eighth | 4 | 9.500 | 0.05 |
| 4 | Tenth | 4 | 87.700 | 0.00 |
| 5 | Fifteenth | 4 | 100.700 | 0.00 |

Table (4-12) shows the values of Chi Square of the second dimension statements.

(1) Chi square value calculated for the first item of the second dimension of the questionnaire is (84.500) with df (4), and sig. (0.00) < (0.05) in favour of agreeing participants to the fourth statement of the questionnaire.

(2) Chi square value calculated for the second item of the second dimension of the questionnaire is (104.600) with df (4), and sig. (0.00) < (0.05) in favour of agreeing participants to the fifth statement of the questionnaire.

(3) Chi square value calculated for the third item of the second dimension of the questionnaire is (9.500) with df (4), and sig. (0.05) = (0.05) in favour of neutral participants' views to the eighth statement of the questionnaire.

(4) Chi square value calculated for the fourth item of the second dimension of the questionnaire is (87.700) with df (4), and sig. (0.00) < (0.05) in favour of agreeing participants to the tenth statement of the questionnaire.

(5) Chi square value calculated for the fifth item of the second dimension of the questionnaire is (100.700) with df (4), and sig. (0.00) < (0.05) in favour of agreeing participants to the fifteenth statement of the questionnaire.

According to the results in table (4-12), the opinions of the participants tend to agree to the statements. To assure this, there are 5 statements in the questionnaire about the second dimension and the number of participants is 100.That means there are 500 answers enhance or refute the statements of the second dimension of the questionnaire summarized in Table (4-13) and Figure (4-2).

Table (4-13): Frequency Distribution of the Second Dimension' Statements

| Options | SA | A | N | D | S D | Total |
|---|---|---|---|---|---|---|
| No. of Participants' Answers | 222 | 160 | 33 | 42 | 43 | 500 |
| Percentage | 44.4% | 32.0% | 6.6% | 8.4% | 8.6% | 100% |
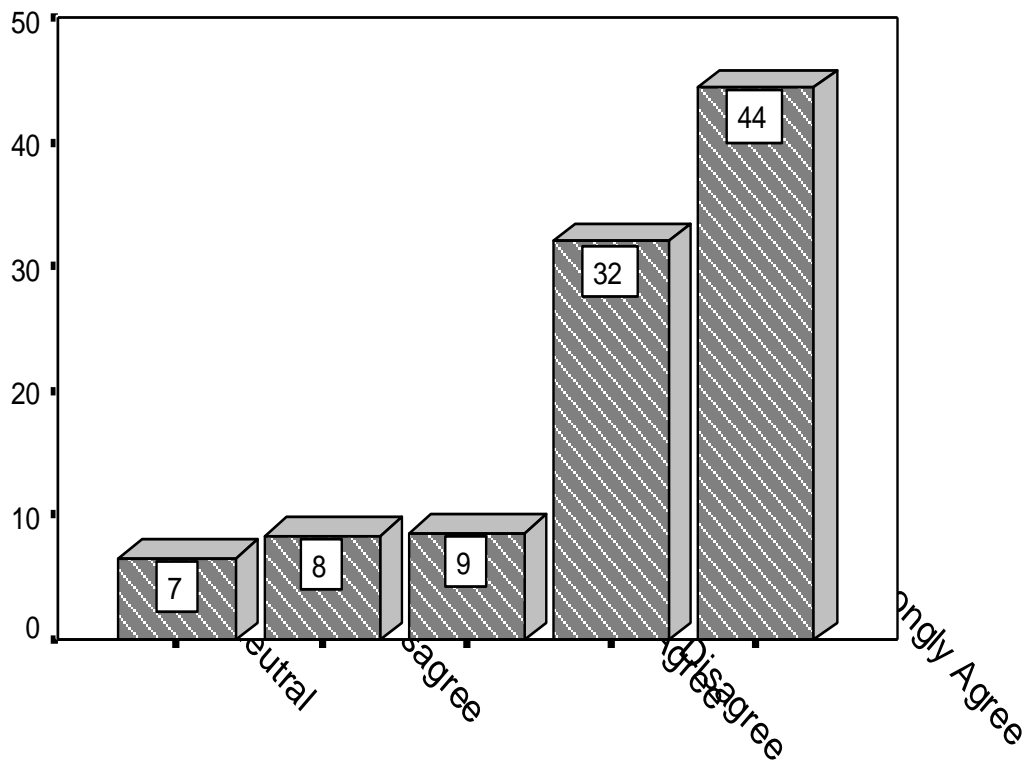


Figure (4-2) Frequency distribution of the Second Dimension

According to Tables (4-8), (4-9), (4-10), (4-11), (4-12), (4-13), and Figure (4-2), It is found that more than 75% of the study participant tend to agree to the statements of the second dimension of the questionnaire. This indicates that majority of the participants agree that teachers have negative attitudes

towards the program activities. In fact, 382 which represent 76.4 of the answers agreed to the statements that investigate the issue.

 (3) Third Dimension Responses

The third dimension of the questionnaire investigates whether teachers have positive attitudes towards pre-service and in-service training programs activities or not. The dimension contains the responses of 7 statements. They are the second, sixth, seventh, thirteenth, sixteenth, seventeenth and eighteenth statements of the questionnaire shown in the table (4-14).

Table (4-14) Responses of Teachers' Positive Attitudes

The table represents the following questionnaire statements .

2 – Pre – service teachers' training programs should  acquainted  teachers – trainee  with  curricula  development  specially  those  related  to  applied linguistic , methodology , educational psychology and sociology  .

6 – Teachers' development activities generally do not  focus  on the teachers' needs and circumstances .

7 – There  must be planned published programs  for development activities from the beginning of the school year so teachers can prepare  for them .

13  – Teachers  enjoy  attending  short  terms  in – service  education  and training courses from time to time .

16 – Teachers should get financial incentive after attending ( INSET )

17 – Time allotted to short-term in-service teachers' training sessions is insufficient .

18 – Supervisors' notes do not help improve teaching .

| No. | Statements | SA | | A | | N | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n | % | n | % |
| 1 | Second | 41 | 41.00 | 48 | 48.00 | 3 | 3.00 | 6 | 6.00 | 2 | 2.00 |
| 2 | Sixth | 49 | 49.00 | 30 | 30.00 | 7 | 7.00 | 6 | 6.00 | 8 | 8.00 |
| 3 | Seventh | 41 | 41.00 | 47 | 47.00 | 4 | 4.00 | 6 | 6.00 | 2 | 2.00 |
| 4 | Thirteenth | 46 | 46.00 | 34 | 34.00 | 7 | 7.00 | 6 | 6.00 | 7 | 7.00 |
| 5 | Sixteenth | 59 | 59.00 | 30 | 30.00 | 4 | 4.00 | 2 | 2.00 | 5 | 5.00 |
| 6 | Seventeenth | 43 | 43.00 | 44 | 44.00 | 5 | 5.00 | 4 | 4.00 | 4 | 4.00 |
| 7 | Eighteenth | 46 | 46.00 | 34 | 34.00 | 8 | 8.00 | 7 | 7.00 | 5 | 5.00 |

Table (4-14) shows the frequencies and percentages of the participants' positive attitudes towards pre-service and in-service training programs activities.

When participants were asked to answer item number one, 41 out of 100 participants responded (strongly agree) which represents (41.00%), 48 responded (agree) which represents (48.00%), 3 responded (neutral) which represents (3.00%), 6 responded (disagree) which represents (6.00%) whereas 2 responded (strongly disagree)which represents (2.00%).

When participants were asked to answer item number two, 49 out of 100 participants responded (strongly agree) which represents (49.00%), 30

responded (agree) which represents (30.00%), 7 responded (neutral) which represents (7.00%), 6 responded (disagree) which represents (6.00%) and 8 responded (strongly disagree) which represents (8.00%).

When participants were asked to answer item number three, 41 out of 100 participants responded (strongly agree) which represents (41.00%), 47 responded (agree) which represents (47.00 %), 4 responded (neutral) which represents (4.00%), 6 responded (disagree) which represents (6.00%) and 2 responded (strongly disagree) which represents (2.00%)

When participants were asked to answer item number four, 46 out of 100 participants responded (strongly agree) which represents (46.00%), 34 responded (agree) which represents (34.00 %), 7 responded (neutral) which represents (7.00%), 6 responded (disagree) which represents (6.00%) and 7 responded (strongly disagree) which represents (7.00 %)

When participants were asked to answer item number five, 59 out of 100 participants responded (strongly agree) which represents (59.00%), 30 responded (agree) which represents (30.00 %), 4 responded (neutral) which represents (4.00%), 2 responded (disagree) which represents (2.00 %) and 5 responded (strongly disagree) which represents ( 5.00 %).

When participants were asked to answer item number six, 43 out of 100 participants responded (strongly agree) which represents (43.00%), 44 responded (agree) which represents (44.00 %), 5 responded (neutral) which

represents (5.00%), 4 responded (disagree) which represents (4.00%) and 4 responded (strongly disagree) which represents (4.00 %)

When participants were asked to answer item number seven, 46 out of 100 participants responded (strongly agree) which represents (46.00%), 34 responded (agree) which represents (34.00 %), 8 responded (neutral) which represents (8.00%), 7 responded (disagree) which represents (7.00 %) and 5 responded (strongly disagree) which represents ( 5.00 %).

Table (4-15) Detailed Responses of the Third Dimension

| No. | Statements | A | % | N | % | D | % | Total | % |
|-----|------------|-----|-------|---|------|----|-------|-------|--------|
| 1 | Second | 89 | 89.00 | 3 | 3.00 | 8 | 8.00 | 100 | 100.00 |
| 2 | Sixth | 79 | 79.00 | 7 | 7.00 | 14 | 14.00 | 100 | 100.00 |
| 3 | Seventh | 88 | 88.00 | 4 | 4.00 | 8 | 8.00 | 100 | 100.00 |
| 4 | Thirteenth | 80 | 80.00 | 7 | 7.00 | 13 | 13.00 | 100 | 100.00 |
| 5 | Sixteenth | 89 | 89.00 | 4 | 4.00 | 7 | 7.00 | 100 | 100.00 |
| 6 | Seventeenth | 87 | 87.0 | 5 | 5.00 | 8 | 8.00 | 100 | 100.00 |
| 7 | Eighteenth | 80 | 80.00 | 8 | 8.00 | 12 | 12.00 | 100 | 100.00 |

Table (4-15) shows detailed participants' positive opinions towards pre-service and in-service training programs activities. It is found that 89 out of 100 participants, who represent 89.00%, agreed that supervisors' comments encourage trainees well during the period of pre-service and in-service training programs while 3 who represent 3.00 % are neutral and 8 who represent 8.00% disagreed. Moreover, 79 out of 100 participants who

represent 79.00% agreed that English language teachers' developmental activities have an impact on teachers' professional knowledge whereas 7 who represent 7.00% are neutral and 14 who represent 14.00% disagreed. Furthermore, 88 out of 100 participants, who represent 88.00%, agreed that English language teachers enjoy attending short-terms training programs from time to time while 4 who represent 4.00% are neutral and 8 who represent 8.00% disagreed. In addition, 80 out of 100 participants who represent 80.00 % agreed that English language supervisors honestly evaluate the participants in training programs while 7 who represent 7.00% are neutral and 13 who represent 13.00% disagreed. Analysis of data shows that 89 out of 100 participants who represent 89.00% agreed that the length of English language teachers training program is quiet enough to prepare competent teachers while 4 who represent 4.00% are neutral and 7 who represent 7.00% disagreed. English language teachers are keen to attend training courses as 87 out of 100 participants who represent 87.00% agreed 5 who represent 5.00% are neutral and 8 who represent 8.00% disagreed. Finally, analysis of data shows that 80 out of 100 participants who represent 80.00% agreed that short term teachers training programs are better than long term ones in term of participants' attendance while 8 who represent 8.00% are neutral whereas 12 who represent 12.00% disagreed.

Table (4-16) T-test results of the Third Dimension's Item

| No. | Statements | No. of Participants | Mean | Std. Deviation |
|-----|-----------|--------------------|------|----------------|
| 1 | Second | 100 | 4.2 | 0.9 |
| 2 | Sixth | 100 | 4.1 | 1.2 |
| 3 | Seventh | 100 | 4.2 | 0.9 |
| 4 | Thirteenth | 100 | 4.1 | 1.2 |
| 5 | Sixteenth | 100 | 4.4 | 1.0 |
| 6 | Seventeenth | 100 | 4.1 | 1.0 |
| 7 | Eighteenth | 100 | 4.1 | 1.1 |

Table (4-16) shows the T-test results of the third dimension items of the questionnaire. According to the tables (4-14, 4-15 and 4-16) the participants' positive opinions towards training programs tend to be agreeing.

For example, in answering item one of the third dimension, 89.00 % agreed that supervisors comments encourage trainees well during the period of pre-service and in-service training programs which is a high percentage. The mean of all the items is higher than 3 (neutral value). All standard deviations' results indicated that there was no significant difference in the participants' responses and more than 80% of them agreed with the 7 items.

Table (4-17) Third Dimension Statements Arithmetic Mean and Answers

| No. | Statements | Arithmetic Mean | Answers |
|-----|------------|-----------------|---------|
| 1 | Second | 4 | A |
| 2 | Sixth | 4 | A |
| 3 | Seventh | 4 | A |
| 4 | Thirteenth | 4 | A |
| 5 | Sixteenth | 4 | A |
| 6 | Seventeenth | 4 | A |
| 7 | Eighteenth | 4 | A |

Table (4-17) shows the arithmetic means and answers of the statements of the third dimension of the questionnaire

(1) The arithmetic mean of the first item of the third dimension is 4, which means that most of the participants agree to the second statement of the questionnaire.

(2) The arithmetic mean of the second item of the third dimension is 4, which means that most of the participants agree to the sixth statement of the questionnaire.

(3) The arithmetic mean of the third item of the third dimension is 4, which means that most of the participants agree to the seventh statement of the questionnaire.

(4) The arithmetic mean of the fourth item of the third dimension is 4, which means that most of the participants agree to the thirteenth statement of the questionnaire.

(5)The arithmetic mean of the fifth item of the third dimension is 4, which means that most of the participants agree to the sixteenth statement of the questionnaire.

(6) The arithmetic mean of the sixth item of the third dimension is 4, which means that most of the participants agree to the seventeenth statement of the questionnaire.

(7)The arithmetic mean of the seventh item of the third dimension is 4, which means that most of the participants agree to the eighteenth statement of the questionnaire.

The results in table (4-17) do not mean that all participants of the study sample agree with the statements of the third dimension of the questionnaire, since there are participants neutral or do not agree with it.

However, test for the presence of statistically significant differences between the numbers of agreeing, neutral and disagreeing to the result above required the use of chi square test for significant differences between the answers on each of the statements related to the third dimension. Table (4-18) can explain the results.

Table (4-18) Chi-square Test for statements of the Third Dimension

| No. | Statements | df | Chi Sq. Values | Sig. |
|-----|------------|----|----------------|------|
| 1 | Second | 4 | 101.700 | 0.00 |
| 2 | Sixth | 4 | 72.500 | 0.00 |
| 3 | Seventh | 4 | 97.300 | 0.00 |
| 4 | Thirteenth | 4 | 70.300 | 0.00 |
| 5 | Sixteenth | 4 | 121.300 | 0.00 |
| 6 | Seventeenth | 4 | 92.700 | 0.00 |
| 7 | Eighteenth | 4 | 70.500 | 0.00 |

Table (4-18) shows the Chi square values of the statements of the third dimension of the questionnaire.

(1) Chi square value calculated for the first item of the third dimension of the questionnaire is (101.700) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the second statement of the questionnaire.

(2) Chi square value calculated for the second item of the third dimension of the questionnaire is (72.500) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the sixth statement of the questionnaire.

(3) Chi square value calculated for the third item of the third dimension of the questionnaire is (97.300) with df (4), and sig. (0.00) < (0.05) in favour of agreeing participants to the seventh statement of the questionnaire. (4) Chi square value calculated for the fourth item of the third dimension of the

questionnaire is (70.300) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the thirteenth statement of the questionnaire.

(5) Chi square value calculated for the fifth item of the third dimension of the questionnaire is (121.300) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the sixteenth statement of the questionnaire.

(6) Chi square value calculated for the sixth item of the third dimension of the questionnaire is (92.700) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the seventeenth statement of the questionnaire.

(7) Chi square value calculated for the seventh item of the third dimension of the questionnaire is (70.500) with df (4), and sig. (0.00) < (0.05) in favor of agreeing participants to the eighteenth statement of the questionnaire.

According to the results in table (4-18), the opinions of the participants tend to agree to the statements. To assure this, there are 7 statements in the questionnaire about the third dimension and the number of participants is 100.That means there are 700 answers enhance or refute the statements of the third dimension of the questionnaire summarized in Table (4-19) and Figure (4-3).

Table (4-19): Frequency Distribution of the Third Dimension

| Options | SA | A | N | D | S D | Total |
|---|---|---|---|---|---|---|
| No. of Participants' Answers | 325 | 267 | 38 | 37 | 33 | 700 |

| Percentage | 46.4% | 38.2% | 5.4% | 5.3% | 4.7% | 100% |
|---|---|---|---|---|---|---|
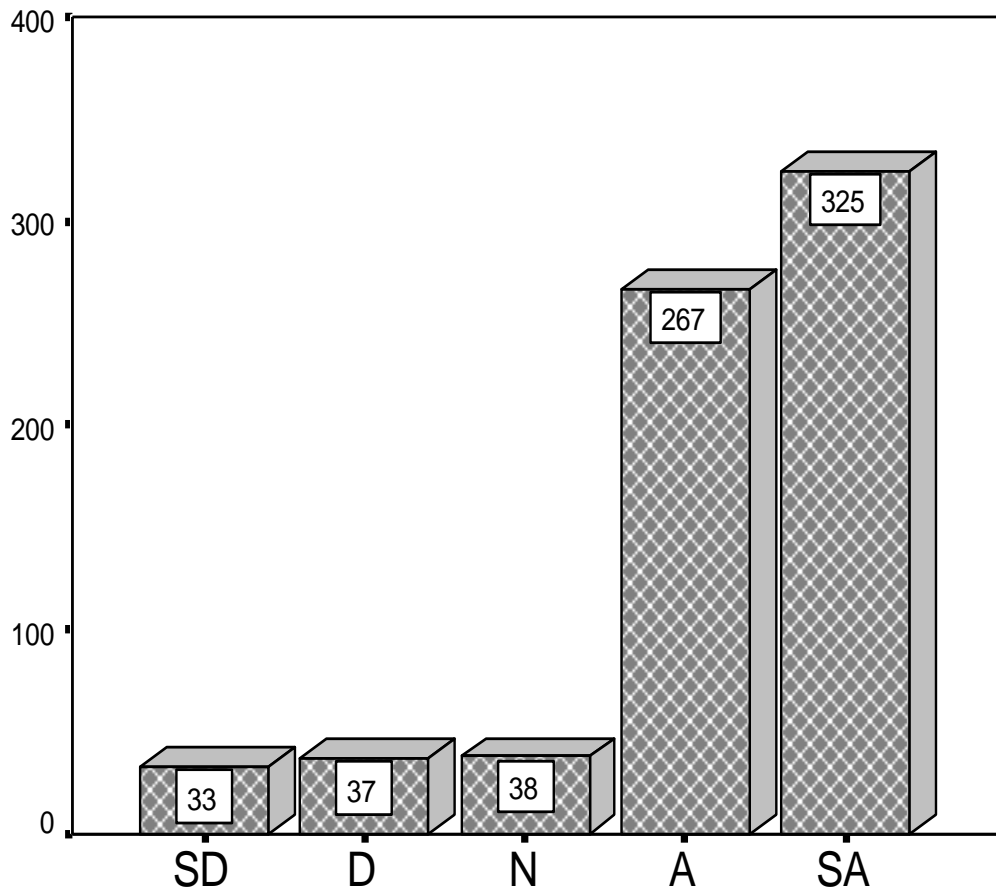


Figure (4-3): Frequency Distribution of the Third Dimension

According to Tables (4-14), (4-15), (4-16), (4-17), (4-18), (4-19), and Figure (4-3), It is found that more than 80.00% of the study participant tend to agree to the statements of the third dimension of the questionnaire. This indicates that the majority of the participants agree that teachers have positive attitudes towards the program developing activities. In fact, 592 which represent 84.60% of the answers agreed to the statements that investigate the issue.

To sum up, all the results of the three dimensions show that pre-service and in-service training programs are helpful in preparing effective and qualified English language teachers. The majority of the participants agree that the programs activities are beneficial and time allowed for the training is enough.

## 4-2 Study Hypotheses Verification and Discussion

This study was conducted to investigate whether pre-service and in-service training programs are helpful in preparing effective and qualified English teachers or not. A total of 100 respondents completed the questionnaire based on their perceptions and views towards the programs activities. The findings of the study showed teachers are positive towards the programs activities although some of them have negative attitudes.

Table (4-6) of chi square calculated for significant differences between the number of responses strongly agree, agree, neutral, disagree and strongly disagree to what has been hypothesized in all statements of hypothesis 1, is (619.429 ) with degree of freedom (4), and the value of error allowed in the sample (0.000) < (0.05) , T-test where $t_{699} = 63.261$ and depending on what is analyzed in tables (4-2), (4-3), (4-4), (4-5), (4-6), (4-7) and figure (4-1), results indicate the presence of significant differences at the level of significant (5%) between the answers in favor of hypothesis 1 and answers disagreed to the hypothesis. Hence the analysis of hypothesis 1 proved that

hypothesis 1 which was: (The academic pre-service and in-service teachers' training programs help in preparing effective and qualified English teachers) has been achieved. The hypothesis was confirmed by the questionnaire (1st, 3rd, 9th, 11th, 12th, 14th and 19th) statements.

Table (4-14) shows chi square values calculated for significant differences between the numbers of responses strongly agree, agree, neutral, disagree and strongly disagree to what has been hypothesized in all statements of hypothesis 2, is (295.860) with degree of freedom (4), the value of error allowed in the sample (0.000) < (0.05), T-test: $t_{499} = 49.704$. Depending on what is analyzed in tables (4-8), (4-9), (4-10), (4-11), (4-12), (4-13) and figure (4-2), results indicate the presence of significant differences at the level of significant (5%) between the answers in favour of hypothesis 2 and answers disagreed to hypothesis 2.

Hence, the analysis of hypothesis 2 which was: (Teachers have negative attitudes towards the development activities) has been achieved. The frequencies and percentages of the (4th, 5th, 8th, 10th and15th) statements of the questionnaire proved and confirmed validity of the second hypothesis.

As for the third hypothesis which was (Teachers who participated in pre-service and in-service programs have positive attitudes towards the programs activities). Table (4-18) shows values of chi square calculated for significant differences between the numbers of responses strongly agree, agree,

unspecified, disagree and strongly disagree to what has been hypothesized in all statements of hypothesis 3, is (591.543) with degree of freedom (4), and the value of error allowed in the sample (0.000) < (0.05), T-test where $t_{699} = 69.303$. Depending on what is analyzed in tables (4-14), (4-15), (4-16), (4-17), (4-18), (4-19) and figure (4-3), results indicate the presence of significant differences at the level of significant (5%) between the answers in favor of hypothesis 3 and answers disagreed to hypothesis 3. Hence, the analysis of hypothesis 3 items proved that the hypothesis has been achieved. The analysis of the (2nd, 6th, 7th, 13th, 17th and18th) determined and confirmed the hypothesis.

This research was designed and conducted to probe the beneficial results and impact of pre-service and in-service training programs on English language teachers. The sample of the study was 100 respondents all of them are English teachers and supervisors. They completed a questionnaire based on their perceptions and opinions towards pre-service and in-service training programs. The findings of the study showed that teachers benefit a lot from these programs.

It is known that foreign language teachers' language competence is one of the key factors contributing to the success of instruction as it ensures the provision of a good model of the target language, enables teachers to address the problems learners encounter, and makes teaching more creative. For this

reason, improving this fact of a teacher's expertise is indispensible in in-service teacher training, either in the form of stand-alone courses or modules incorporated into more comprehensive teacher education programs. The main aim of the present study is to emphasize the importance of language teachers' proficiency in the language they teach, describe its dimensions, present the possible goals of pre-service and in-service teacher training in this area, and discuss issues involved in conducting and organizing training of this kind.

On the basis of the results of this study many factors can be observed regarding the results of the questionnaire, several useful recommendations can also be offered when it comes to the organization of a course or program module devoted to improving the target language competence of pre-service and in-service teachers. Since, such training should enable constant integration of form and meaning so that its participants have copious opportunities to apply their explicit knowledge in meaning and message conveyance, it would probably be most beneficial to pick out the weak version of a task-based syllabus in which difficulties encountered in completing communicative tasks provide a motive for dealing with specific language points. Emphasis should also be laid on harmonizing general and individualized objectives by, for example, allowing time for in-class and out-of-class consultations, as well as reserving enough time for performing

activities of the participants' own choosing. It would also be advisable to integrate activities aimed at the development of target language skills with those intended to promote autonomy, reflection and self-evaluation by, for example, encouraging discussions of diary entries in the target language, relating the use of self-assessment grids and check-lists to the completion of language tasks, and combining strategy training with the pursuit of specific linguistic goals. Although it is clearly possible to set up stand-alone courses that would solely focus on the development of pre-service and in-service teachers' language proficiency, it would appear much more beneficial to organize comprehensive teacher training programs which would combine language improvement with the development of expertise in teaching methodology. In this way, it would be possible to instantaneously relate what happens in the language component to the issues discussed in the methodology component, thus facilitating transfer between the two and making it possible for participants to apply what they learn in the language module to planning lessons, reacting to errors or adjusting classroom language to learners' level. Finally, assessment of learning outcomes should mainly take the form of self-assessment with the help of the tools listed above, which does not rule out the possibility of using external measures, especially when this is expected by the participating teachers themselves.

## 4.3 Summary

Although successful language teaching requires many different types of knowledge and skills related to different areas, there is a consensus that target language proficiency is of primary significance in this respect when it comes to non-native teachers, many of whom are in danger of becoming gradually deskilled as a consequence of limited exposure, dealing with low-level students and paying scant attention to self-improvement. For this reason, in-service training in the domain of language competence is indispensable and it should thus be routinely included in teacher education programs, which does not happen in some instructional contexts. As explained in the present study, courses or course modules aimed to promote improvement in this area should best be integrated with methodology training, include both a general and an individual component, focus on all the dimensions of communicative competence, draw upon task-based methodology, encourage a simultaneous focus on form and meaning, and foster the development of practitioners' autonomy and reflection. Clearly, specific implementations of these broad guidelines are bound to vary from country to country since the nature of second language teacher education as such is inevitably a function of the specificity of a given educational context.

# Chapter Five

# Findings& Recommendations

# Chapter Five

# Findings, Recommendations and Suggestions for Further Studies

## 5.0  Summary of the Study

The aim of this study is to evaluate secondary schools English Language Teachers ' ( Pre- service and In-service ) Training Programs and the role of these training programs in prepearing qualified English Language teachers .

## 5 .1  The  Findings

The most important findings can be run as follows:

1 – Per   - service and In – service English language teachers training programs are helpful in developing teachers' skills to be effective  English language teachers .

2 – Pre – service and In – service teachers' training programs should acquainted  teachers – trainee with curricula development specially those related to applied linguistic , methodology , educational psychology and sociology  .

3 – There  is a lack of systematic planning and evaluation of   pre – service and in-service  teachers' training programs .

4 – There is always a  lack  of correlation between the theoretical training and  training in the  practice  of teaching .

5 – Teachers' development activities generally do not  focus  on the teachers' needs and circumstances .

## 5 . 2  Recommendations of the Study

In the light of the results and conclusions of the present study, the following recommendations are suggested:

1 - There should be systematic tools to identify and assess the English teacher training needs.

2 - There should be well designed programs to be used as in-service training for the English teachers .

3 - The Training and Qualifying Sector at The  Ministry of Education should employ researchers to design and prepare suitable training programs for in-service English teachers.

4 - It is important for designers of in-service teacher training programs to offer teachers opportunities to observe, experience, and participate in activities that emphasize teacher-centered and hands-on learning.

5 - The aims of the in-service teacher training programs have to be reconsidered

## 5.3  Suggestions for Further Studies

In the light of the present study results, conclusions and recommendations,

the    following suggestions for further research seem pertinent:

1 - Replicating the present study. It could be replicated on other  samples and over a longer period of time in order to further test its  hypotheses.

2 - Developing EFL teachers' performance at preparatory schools in  light of their professional and specialist needs..

3 - Evaluating the teaching performance of EFL in-service teachers at secondary schools, using standardized instruments, for the sake of development.

4 - Suggesting a training program to familiarize EFL teachers' trainers and supervisors with the pedagogical implication of the professional development strategies in EFL teacher training.

5 - Investigating the effect of the dual roles of supervisors as assistants and assessors of teachers.

# Appendices

Appendices ( A )

Sudan University of Science and Technology
College of Postgraduate Studies
Faculty of Education
Teachers' Questionnaire for Doctoral Study
Dear , Teachers you are kindly requested to fill in this questionnaire which
has been designed to collect data that help me to get your opinions and
evaluation towards  English language teachers' per-service and in-service
training programs . The data will be used  for research purposes only .Your
co-operation is highly appreciated . Thank you so much  .

| SN | Statement | SA | A | UNC | D | SD |
|---|---|---|---|---|---|---|
| 1- | Teachers' pre-service and In-service Training programs are helpful in   teachers' development in order to have qualified English language teachers | | | | | |
| 2- | Supervisors notes encourage the trainees well during the period of pre-service and in- service training programs . | | | | | |
| 3- | After years of teaching , English language teachers feel that they need opportunities to develop their skills and acquire new methodological knowledge . | | | | | |
| 4- | Attend teaching training programs during working hours makes the participants feel tired . | | | | | |
| 5- | There is a lack of systematic planning and evaluation of the pre-service and in-service teachers' training programs. | | | | | |
| 6- | English language teachers' developmental activities have an impact on professional teachers' knowledge . | | | | | |
| 7- | English language teachers enjoy attending short-terms training programs from time to time . | | | | | |
| 8- | English language teachers have negative attitudes towards  their professional activities . | | | | | |
| 9- | English language teachers' training programs co-operate with informative communication and technology . | | | | | |

| | | SA | A | UNC | D | SD |
|---|---|---|---|---|---|---|
| 10- | There is a lack of correlation between the theoretical and the practical teachers' training programs . | | | | | |
| 11- | Teachers' opinions have been taken into account in choosing the subjects and materials  for their training programs . | | | | | |
| 12- | English language supervisors provide the trainees the information that prepare them for competence . | | | | | |
| 13- | English language supervisors honestly  evaluate the participants in training programs  . | | | | | |
| 14- | English language teachers' training programs contain enough subjects and materials to have qualified English language teachers . | | | | | |
| 15- | Time allotted to English language teachers' training programs is insufficient . | | | | | |
| 16- | The length of the English language teachers training programs is quiet enough to prepare teachers to be competent  . | | | | | |
| 17- | English language training programs participants are keen to attend  training  courses . | | | | | |
| 18- | Short term teachers' training programs are better than long term ones | | | | | |

( SA = strongly agree . A = agree .  UNC = uncertain . D = disagree . SD =

strongly disagree ) .

# Appendices ( 2 )

## Classroom Observation Checklist

Teacher Name ........................................................

School …………..………….……… .....................

Date………………………………..………….

| Need | Pe | Grades | | | | |
|---|---|---|---|---|---|---|
| **Effective Communication Skills** | 1. Teacher promotes and maintains positive communication between | Always | Often | sometimes | Rarely | Never |
| | 2.  Teacher demonstrates  effective        a | | | | | |
| | 3. Teacher communicates clearly, effectively, gives clear and explicit | | | | | |
| | 4. Teacher uses a range of verbal and nonverbal communication techniques to get and keep students' | | | | | |
| | 5. Teacher fosters effective communication in the learning | | | | | |
| | 6. Teacher designs/plans instruction that develops student abilities to | | | | | |
| | 7.  Teacher encourages and   helps students            to actively | | | | | |
| | 8.  Teacher listens attentively. | | | | | |
| | 9. Teacher uses a variety of topics, methods, strategies and activities. | | | | | |
| | 10. Teacher engages all students on tasks and puts  ideas  across | | | | | |
| | 11. Teacher  offers options for competition and  collaboration. | | | | | |
| | 12. Teacher makes good use of time | | | | | |
| | 13. Teacher designs useful practice to all students of different levels. | | | | | |
| | 14.Teacher allows plenty of time for students to  think | | | | | |
| | 15. Teacher moves around classroom | | | | | |
| | 16  Teacher strives continually performance to improve classroom performance . | | | | | |

# Appendices ( 3 )

## The Interview

The researcher conducted the interview with the English language supervisors in order to investigate their opinions and ideas about the Pre-service and In- service English language teachers' training programs that support the hypotheses of the study . The interview includes the following questions .

1. Are the periods of teachers training programs enough for novice teachers to be trained in a variety of subjects needed for future teaching?
2. Is timing appropriate?
3. Is the training program a continuous process or is it something fragmented and independent?
4. Is the training program really rich, beneficial and provided by professionals in the field?
5. Are there other opportunities for continuous professional development for teachers to take?
6. Are the teachers' training and professional development programs evaluated on a regular basis for purposes of improvement and gap-filling?
7. Is the content of such programs related directly to the subject-matters taught, the curriculum, teachers' needs etc

# Biographies

# Biographies

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Faculty of Graduate Studies


A Proposal for Ph.d degree in ( ELT)


Evaluation of pre-Service and In-Service Secondary School Teachers' Training  Programs

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