

Dedication

To my family

**To teachers who want to develop
their level for the purpose of
'developing their students**

Acknowledgements

First praise be to Allah the Almighty for bestowing the power and will to accomplish this work which without his help might not have been a reality as it is now. Then my gratitude goes to the knowledgeable and cooperative Dr. Abdulgadir Muhammed Ali my main supervisor for his untold effort in providing the design and structure of this thesis. Without his help this research would not have been possible. I also owe my gratitude to my kind-hearted and helpful co-supervisor Dr. Alshefa .Abdelgadir Hassan Ali for her invaluable advice and guidance

Too great to be expressed in words is my acknowledgement to my beloved parents, brothers and sisters, not only for their consistent and .generous support, but also for cheering me up

**Title: Essentiality of Competence, Performance and Conduct in Attaining
Professionalism in ELT**

Name: Nadir Farid Yousif Mohamed

Degree: Doctor of Philosophy

Date: 2015

Abstract

Attaining professionalism in ELT is a required prerequisite for EFL teachers. The current study is an investigation of the essentiality of competence, performance and conduct in attaining professionalism in ELT. The study is intended to achieve a number of objectives one of which is to prove that linguistic proficiency in itself is not enough to gain professionalism in ELT. Another objective is to emphasize the need for remedial strategies to improve student teachers' proficiency level. It is also intended to make clear that competence, performance and conduct are key factors in attaining professionalism in ELT. Proposing an acknowledged English series at Faculties of Education is also one of the objectives. In addition to that, to suggest an induction year at schools for newly-qualified teachers. The study follows the descriptive analytic method. The population of the study consists of all EFL teachers and learners in Sudan. The sample of the study comprises fifty (50) students and ten (10) teachers selected from the Faculty of Education-Hantoub. The data was collected by means of a questionnaire and an observation checklist. It is analysed by the SPSS (Statistical Package for Social Sciences) programme. The analysis yields a number of results. From these results, linguistic proficiency in itself is not enough to gain professionalism in ELT. Good implementation of competence, performance and conduct in the class helps students to attain professionalism. Introducing an acknowledged English series to be taught from semester one to semester eight is necessary to develop the EFL students level of language. The microteaching period in schools is not plausibly enough for practicing teaching. Consequently, an induction year is needed. Based on the results, the study recommended that teachers have to inform the students not to depend totally on the courses taught at the department of English language, although they are beneficial, in attaining professionalism in ELT. The teachers at the department of English should get together to select appropriate English series to be taught from semester one to semester eight. Teachers should implement and encourage effective practices in the classroom. This can best be done through pair work, group work, cooperative learning and teaching together with any other effective practices. Teachers should encourage students to attain proficiency and inform them that it leads in the long run to attaining professionalism.

العنوان: أهمية الكفاءة والأداء والسلوك في الوصول إلي احترافية تدريس اللغة الانجليزية
الباحث: نادر فرید يوسف محمد
الدرجة: الدكتوراه
التاريخ: 2015

خلاصة البحث

يعتبر الوصول الي احترافية تدريس اللغة الانجليزية مطلب أساسي لمعلمي اللغة الانجليزية كلغة أجنبية. عنيت هذه الدراسة بالبحث عن أهمية الكفاءة والأداء والسلوك للوصول إلي احترافية التدريس. عملت الدراسة لتحقيق عدد من الأهداف ومنها : ان الكفاءة اللغوية لوحدها غير كافية للوصول لاحترافية التدريس. كما هدفت لإثبات أن الكفاءة والأداء والسلوك عناصر مهمة للوصول لاحترافية التدريس. كما انها هدفت إلي اقتراح إدخال سلسلة لغة انجليزية تعليمية تدرس من الفصل الدراسي الأول إلي الثامن. علاوة علي ذلك اقترح سنة تحضيرية للطلاب حديثي التخرج في المدارس. اتبعت الدراسة المنهج الوصفي التحليلي. تعني الدراسة بكافة معلمي ودارسي اللغة الانجليزية كلغة أجنبية في السودان. تكونت العينة من خمسين (50) طالب وعشرة (10) أساتذة تم اختيارهم من كلية التربية حنتوب. كما تم جمع البيانات عن طريق أداة الاستبانة وأداة الملاحظة. تم تحليل البيانات عن طريق برنامج (SPSS) الحزم الإحصائية للعلوم الاجتماعية. بعد تحليل البيانات تم التوصل إلي عدد من النتائج منها : إن الكفاءة اللغوية وحدها غير كافية للوصول إلي احترافية التدريس. وان التطبيق القائم علي الكفاءة والأداء والسلوك يساعد الطلاب للوصول إلي احترافية التدريس. كما أن إدخال سلسلة تعليمية للغة الانجليزية تدرس من الفصل الأول إلي الثامن أمر بالغ الأهمية وذلك لتطوير مستوي الطلاب. إضافة إلي أن فترة التربية العملية في المدارس غير كافية للطلاب لتطبيق المهارات التدريسية ، وعليه إن تطبيق مقترح السنة التحضيرية أمر بالغ الأهمية. بناء علي هذه النتائج أوصت الدراسة إلي انه يتوجب علي الأساتذة اطلاع الطلاب علي عدم الاعتماد كليا علي المواد التي تدرس في القسم ، برغم أهميتها، للوصول الي احترافية التدريس. كما انه يتوجب علي الأساتذة تطبيق الكفاءة والأداء والسلوك الجيد لكي يحذو الطلاب حذوهم. وعلي أساتذة القسم أن يجتمعوا ويجمعوا علي اختيار سلسلة لغة انجليزية تدرس من الفصل الأول إلي الفصل الثامن. كما انه يتوجب علي الأساتذة استخدام وتشجيع الأنشطة التعليمية داخل قاعات الدراسة وذلك يتأتى عن طريق الأنشطة الثنائية و الجماعية بالإضافة إلي التعلم المتبادل بين الطلاب والأساتذة وكافة الأنشطة الفعالة الأخرى. كما أن تشجيع الطلاب من قبل الأساتذة يساعد بدوره إلي الوصول لاحترافية التدريس علي المدى البعيد.

List of Tables

Table 1. The duties of the head teacher

Table 2. The duties of the tutor	45
Table 3. The duties of the New-Qualified Teachers (NQTs)	46
Table 4. The duties of the governing body	47

Table of Contents

Subjects	Page No
-----------------	----------------

Dedication		i
Acknowledgement		ii
Abstract in English		iii
Abstract in Arabic		iv
Table of content		v
List of tables		vi
Chapter one		
Introduction		
Background	1.0	1
Statement of the problem	1.1	2
Objectives of the study	1.2	2
Questions of the study	1.3	2
Hypotheses of the study	1.4	3
Significance of the study	1.5	3
Methodology of the study	1.6	4
Limits of the study	1.7	4
Chapter Two		
Literature Review and Previous Studies		
Introduction	1.0	5
Dimensions of professionalism	2.1	6
The core elements of professionalism	2.2	8
Characteristics of teacher professionalism	2.3	8
Elements that contribute to professionalism of teachers	2.4	9
Other characteristics of professionalism	2.5	10
Language structure and professionalism	2.6	11
Competence	2.7	12
Language teacher competence	2.7.1	12
Creative competence	2.7.2	12
Components of communicative competence	2.7.3	13
Competent teacher	2.7.4	14
Competency based teaching	2.7.5	14
Teacher language awareness	2.7.6	15
content knowledge	2.7.7	15
Technological pedagogical content knowledge	2.7.7.1	16

Incompleteness hypothesis 2.7.8	16
Performance 2.8	16
Teacher performance and active learning 2.8.1	17
Teacher conduct 2.9	19
Professional conduct and effective working relationships 2.9.1	19
Conduct according to the teaching council 2.9.2	20
Standards and ethics for the teaching profession 2.9.3	24
Effectiveness in teaching 2.10	25
Teaching strategies 2.10.1	26
Evaluation of teaching strategies 2.10.2	30
Dimensions of expert teachers 2.10.3	31
Acquiring teaching skills 2.10.4	31
Planning and effective teaching 2.10.5	32
Learner-focused teaching 2.10.6	34
Applying theories and teacher development through practice 2.10.7	35
Basic components of teaching 2.10.8	37
Inductive and deductive approaches in teaching 2.10.9	37
Teaching as a community of practice 2.10.10	38
Grammar and pragmatics in teaching and learning 2.10.11	39
Teachers attitudes 2.10.12	40
Teacher training and skills 2.10.13	40
Teaching resources 2.10.14	41
Competency based teaching 2.10.15	42
(Induction year for Newly-Qualified Teachers (NQTs 2.10.16	42
Learning 2.11	47
Theories of learning 2.11.1	47
The learning style 2.11.2	50
Aptitude and attitude in second language acquisition and learning 2.11.3	51
Collaborative Learning 2.11.4	52
The Good and Bad Language Learner 2.11.5	54
The Role of Linguistic Environment in Learning 2.11.6	54
Motivation and Learning 2.11.7	54
Courses Memorization and Learning 2.11.8	58
Deep Learning and Surface Learning 2.11.9	58
Barrier to Language Learning 2.11.10	59
Needs of Learners 2.11.11	59
Using Computer in Teaching and Learning 2.12	61

Classroom Management 2.13	62
The Concept and Definition of Proficiency 2.14	64
Contribution of the Four Language Skills to Proficiency 2.14.1	64
The Degree of Proficiency 2.14.2	66
Communicative Proficiency 2.14.3	66
Communicative Efficiency 2.14.4	66
Concept of Proficiency Governing Teaching and Testing 2.14.5	68
Results of Beginning Stages of Language on Proficiency 2.14.6	68
The Aspect of Errors 2.15	69
Error Gravity 2.15.1	70
Error of Measurement 2.15.2	70
Speech Errors 2.15.3	70
Error Correction 2.15.4	70
Error Analysis 2.15.5	71
Error Detection 2.15.6	71
Prevention or Correction of Errors 2.15.7	71
The Nature of Assessments 2.16	72
Types of Assessment 2.16.1	72
Norm and Criterion Referenced Assessment 2.16.2	74
Instruments of the Test 2.16.3	74
Assessment of Group Work 2.16.4	76
Evaluation 2.17	76
Formative Evaluation 2.17.1	76
Summative Evaluation 2.17.2	77
Evaluating Textbooks and Materials 2.18	77
Course Evaluation 2.19	81
Context 2.19.1	82
Input 2.19.2	82
Process 2.19.3	82
Product 2.19.4	83
Instruments for Course Evaluation 2.20	83
Questionnaire 2.20.1	83
Checklist 2.20.2	83
Student Assessment 2.20.3	83
Structured Interview 2.20.4	84
Course Design 2.21	84
The Importance of Culture in Course Design 2.21.1	85
Living Language Courses 2.21.2	86

Previous studies 2.22	86
CHAPTER THREE RESEARCH METHODOLOGY	
Introduction 3.0	89
The sample 3.1	89
Tools of data collection 3.2	89
The questionnaire 3.2.1	89
Contents of the teachers' questionnaire 3.2.1.1	90
Contents of the students' questionnaire 3.2.1.2	90
Validity of the questionnaires 3.2.1.3	91
Reliability of the questionnaires 3.2.1.4	91
Observation 3.3	91
The statistical procedures 3.4	92
Chapter Four Data Analysis and Description	
Introduction 4.0	93
Results of the teachers' questionnaire 4.1	93
Results of the students' questionnaire 4.2	104
Discussion of results in relation to the hypotheses of the study 4.3	114
Chapter five Summary, Findings and Recommendations	
Summary 5.0	119
Findings 5.1	120
Recommendations 5.2	120
Suggestions for further studies 5.3	121
References	123
Appendices	130