

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Background of the Study**

Professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers, and people in a wide variety of professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job.

Many fields require members to participate in ongoing learning approved by the profession, sometimes as requirement for keeping their jobs. In addition, research has show that teaching quality and school leadership are the most important factors in raising students' achievement. For teachers and schools to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices and teachers also learn to help students learn at the highest levels.

Many people may not be aware of their local school system's methods for improving teaching and students' learning. Professional development is the only strategy school systems have to strengthen to improve teachers' performance and raise students' achievement.

When people use the term "professional development" they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university. However, professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research observations of

colleague's work or other learning from a peer. At the same time people use other names, including staff development, in service training, professional learning or continuing education. Whatever the term the purpose is the same- to improve learning for teachers and students.

Professional development is the strategy schools use to ensure that teachers continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure that all students achieve success. Schools systems use a variety of schedules to provide this collaborative learning and work time for teachers. In this point Mizell, H. (2010: 2) states that:

*Policymakers, community leaders and parents have a responsibility to ensure that educators within their schools engage in continuous professional learning and apply that learning to increase student achievement.*

Mizell also states that effective professional development enables teachers to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure that it responds to teachers learning needs. Teachers who participate in professional development must put their new knowledge and skills to work. Professional development is not effective unless it causes teachers to improve their instruction and performance.

In public schools, effective professional development affects students. Students learning and achievement increase when teachers engage in effective professional

development focused on the skills needed in order to address students' major learning challenges.

Teachers who are engaged in cycles of effective professional learning take greater responsibility for the learning of all students; they don't dismiss learning difficulties as an inevitable consequence of the home or community environment. As they take more responsibility and as they discover that their new professional knowledge and practice are having a positive impact on their students, they begin to feel more effective as teachers and begin to see their efforts like greater expectations, and the responsibility is developed most effectively when teachers observe that their new teaching practices are having positive impacts on their students.

It is essential that teachers learn how to identify the needs of their students and their own professional learning needs, but this is not the whole story. Teachers also need to develop the self-regulatory skills that will enable them to monitor and reflect on the effectiveness of changes they make to their practice and that will tell them what ongoing adjustments they must make to maximize students outcomes .In the absence of self-regulation, changing practice becomes an end in itself instead of a means to benefit students and when teachers engage in professional development at their schools with their colleagues, they can learn from each other, support one another and help each other to apply what they learn. Learning during the school year makes for teachers to apply what they learn immediately within their work places so that students will benefit in a short time.

All effective teaching is the result of study, reflection, practice and hard work. A teacher can never know enough about how a student learns and how the teacher's instruction can increase the student's learning so, professional development is the

only means for teachers to gain such knowledge, whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development.

### **1.1 Statement of the Study**

The problem of this study is to examine how professional development of teachers can help them improve their teaching practice, as well as to promote the teaching process to enable their students achieving the effective learning. Consequently to that, there are many teachers teach without having professional development in the beginning of their career as well in-service professional development.

### **1.2 Objectives of the Study**

This study aims to:

- a. Train teachers on effective teaching process.
- b. Suggest effective professional development programs to secondary school teachers
- c. Encourage effective classroom interaction inside EFL classroom.

### **1.3 Questions of the study**

- a. To what extent are secondary schools' teachers well trained and developed to lead effective teaching process in their schools?
- b. How far does the Ministry of Education offer enough professional development sessions and workshops to secondary schools teachers?

- c. To what extent do secondary school teachers provide interaction techniques inside their classroom.(teacher-students interaction)?

#### **1.4 Hypotheses of the Study**

- a- Secondary schools' teachers need extra professional development programs so as to develop their teaching.
- b- Ministry of education does not offer enough professional development sessions and courses for secondary schools teachers.
- c- Secondary schools' teachers provide sufficient interaction techniques inside the classroom.

#### **1.5 Significance of the Study**

Teaching is a renewable process, so that many teachers work at schools for many years without updating their teaching techniques and methods. Professional developments programs assist teachers improve their skills, knowledge and competences in their teaching subjects, and also help them acquire a academic and professional knowledge to meet the present and future challenges in the school system. Participation in professional development is important, because it may change in teaching practice and subsequently students' learning.

## **1.6 Methodology of the Study**

The research will be based on descriptive analytical approach aims to analyze the effect of professional development on teachers performance which automatically reflect on students achievement. The descriptive analytical approach can also help the researcher analyze, measure and discover the impact of professional development on the educational process in general so as to develop and improve it.

## **1.7 Scope of the Study**

Teachers are the main part in the research, so the research is limited to secondary schools teachers –Khartoum state- Omdurman. It is limited to a certain number of teachers to see the importance of professional development in improving their teaching performance as well as to discover the students interactions with their teachers inside their classroom and this reveals if the teacher has taken professional development programs or not.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Teachers need to deepen their content knowledge and learn new methods of teaching, they need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master and reflect on new approaches to work with students. All of these activities fall under the general heading of professional development. Professional development has a great role in education as Sykes, (1996: 465) states:

*“What leads urgency to professional development is its connection to reform and to the ambitious new goals for education that are to be extended to all students. Can professional development lead educational reform”?*

The question raised by Sykes regarding the critical role of professional development as a mechanism and the contributions of teachers in the process help in fulfilling the educational roles and objectives.

The qualification of teachers has a great role in the attainment of the national educational objectives, but to achieve these objectives, strict criteria about teacher quality must be utilized. However, it is clear that whatever measures are to be adopted to deal with these teaching issues, it is always the teachers who will have to put these objectives into reality.

Due to the international nature of the English language, English language teaching (ELT) professional development programs are being implemented all over the world. Considerable attention has been given to the process of training English as a foreign language (EFL) teacher. Some topics have been discussed at conferences throughout the world, as Williams (1994) mentions the diversity of these teacher-training programs which vary in terms of length and qualifications and discusses the nature of ELT-training discipline in terms of its uniqueness. Further, he discusses factors that should be accounted for in a teacher training model, e.g. cultural appropriateness, political influences, teacher background and competence, expectations from students, cost, and accountability. So, in addition to these issues this chapter focuses on the importance of teacher professional development and the important methods, strategies and techniques that enable teachers to achieve educational objectives and plans beside the significant issues that have a relation with English language teaching (ELT) in order to improve teachers' performance as well as students' achievement.

## **2.1 Theoretical framework**

### **2.1.1 Professional Development Definition**

Systems are charged with addressing ever-increasing demands concerning the teaching process such as reducing the achievement gap, adopting teacher's practices, meeting adequate continuous progress goals, managing the requirements of teachers and students and following the increasing amount of pedagogical content area research

Professional development is defined by Hassel, (1999: 20) as: *“the process of improving staff skills and competences needed to produce outstanding educational*



*results for students*". Guskey, (2000: 4) also states that one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. Professional development is a key to meeting today's educational demands

The Learning First Alliance's Every Child Reading (2000) maintains that:

*"Professional development is increasingly seen as a systemic process that includes the development of all individuals involved with student achievement from the superintendent to the teaching assistants"*.

Many writers and educationalists discuss the professional development process in different ways and styles. Hassel, (1999: 22) mentions that high- quality professional development strategies are essential to schools. The days of teacher staff development sessions consisting of "*sit and get*" workshops and expert-delivered awareness campaigns are long gone. People are now moving toward more effective and more engaging professional development models. Also Zepeda, (2012: 11) defines professional development as:

*"Knowledge and competence acquired from highly specialized training and formal education, the respect and trust of community and peers that lead to a degree of autonomy and self-direction."*

Professional development in a broad sense refers to the development of a person in his or her professional role. Glatthorn, (1995: 41) mentions that teacher development is the professional growth a teacher achieves as a result of gaining

increased experience and examining his or her teaching systematically. Professional development includes formal experiences such as attending workshops and professional meetings, mentoring, etc. and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline. This conception of professional development is therefore, broader than career development which is defined by Glatthorn, (1995: 41) as: “the *growth that occurs as the teacher moves through the professional career cycle.*” And also broader than staff development which is:

*“The provision of organized in-service programs designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development.”*

Research and experience help teachers recognize that high-quality ongoing professional development that deepens teachers’ content knowledge and pedagogical skills; provide opportunities for practice, research, reflection and includes efforts help in improving teaching and assist in achieving the learning goals. Eventually, professional development is a comprehensive long-term process includes regular opportunities and experiences systematically planned to promote growth and development in the teaching process.

### **2.1.2 Why Professional Development?**

One of the main reasons to maintain professional development is to be empowered to have the opportunity and the confidence to act upon your ideas as well as to influence the way you perform in your profession. Empowerment is the process through which teachers become capable of engaging in, sharing control of, and influencing events and institutions that affects their lives. Murray, (2010: 3) says

that teachers have the capacity to empower themselves if they keep in mind the following precepts:

- *Be positive.*
- *Believe in what they are doing and in themselves.*
- *Be proactive, not reactive.*
- *Be assertive, not aggressive.*

To be an effective teacher requires a combination of professional knowledge and specialized skills as well as the personal experiences and qualities. Otherwise, Chisman and Crandall, (2007: 226) mention that ongoing professional development is essential, especially in today's world of constantly changing technology. Teachers of English who have been trained to use new techniques and resources are more inclined to try them with their students.

Teachers all around the world face similar challenges due to the nature of school environment. They teach their classes independently from their colleagues, which make them feel isolated. Professional development can alleviate some of these issues. Such activities can also bring together teachers who have similar experiences and interests. Just having the opportunity to share experiences and ideas with colleagues can help a teacher improve his teaching performance.

### **2.1.3 Principles of Effective Professional Development**

Professional development is an essential factor in developing teaching process and there are essential principles for the effective professional development. Hussein, (2013: 14-18) states five principles as follows:

1- *“The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy grapple with the implementation problem”.*

Professional development that is longer in duration has a greater impact on advancing teacher practice, and in turn, student learning. This is likely because extended professional development sessions often include time to practice application of skill in one’s own class, allowing the teacher to grapple with the transfer of skills problem.

2- *“There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice”.*

Increasing the amount of time teachers spend in professional development alone however is not enough. The time has to be spent wisely, with a significant part for teachers during the implementation stage. Support at this stage helps teachers navigate the frustration that comes from using anew instructional method.

3- *“Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches, so they can participate actively in making sense of a new practice”.*

In the same way students must first understand a concept before applying it, teachers need a thorough understanding of research or theory before they can attempt implementation in their classrooms. Therefore, attention also have to be paid to how new practices are introduced.

Traditional workshops are not only largely ineffective at changing teachers' practice, but a poor way to convey theoretical concepts. This is because many professional development workshops involve teachers as passive listeners only. Again, just like students, teachers learn better when they are able to actively participate and make sense of the information being presented.

4- *“Modeling has been found to be highly effective in helping teachers understand a new practice”.*

While many forms of active learning help teachers understand concepts, theories and research-based practices in teaching, modeling can help teachers understand and apply concepts correctly.

5- *“The concept presented to teachers should not be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers)”.*

Schools often provide staff-wide training on the first days of school, assuming all teachers can benefit equally from the presentation of generic concepts (such as classroom management). The truth is, while there may be a few general principles that apply to all teachers, but there are some can *speciallly apply for a certain type of teachers according to the teaching situation and students needs*, because the goal is teachers' professional development as well as students learning.

## **2.1.4 The Three-Phase Approach to Instruction**

Improving education can be enhanced through the use of a systematic approach to instruction. The model of teaching presented in this part is simple, understandable, practical and workable in teaching single lessons or in designing and implementing units. The basic steps in the three-phase approach to instruction as presented by Jacobsen,(2009: 23-25) as follows:

**2.1.4.1 Planning:** All teaching begins with planning, in which a teacher asks, what do I want my students to know, understand, appreciate, and be able to do? The answer for this question is the teacher's goal, and the first step in the planning phase is the establishment of some kind of goal. Jacobsen states:

*“Subsequent steps in the planning phase are selecting an instructional strategy, organizing learning activities, and gathering supporting materials. The implication is that if you plan carefully and thoroughly, your feeling of uncertainty can be significantly reduced before you enter the classroom”.*

**2.1.4.2 Implementing:** The second phase in the three-phase approach to instruction involves implementation .Having determined goal and selected and appropriate means to reach that goal. In this phase Jacobsen adds:

*Considering a teaching strategy to reach a predetermined goal, teachers must also organize and manage their classrooms so that learning can proceed smoothly. Management ranges from something as simple as a*

*verbal reminder to a student to pay attention to a creation of a complex set of rules and procedures to create productive learning environments.*

### **2.1.4.3 Assessing:**

The third stage in instruction is assessment. In this phase the teacher attempts to gather information to determine if and what kind of learning has occurred. Jacobsen says this can be done in many ways, including administering tests or quizzes, grading homework, or comments. The teacher can use each of these methods to make decisions concerning whether the goal established in the planning stage was reached”. Jacobsen also mentions:

*“The assessment procedures used by the teachers were chosen to be congruent with the established goals and the selected implementation strategies”.*

Eventually the three phases are sequential and interrelated. In other words, a teacher in developing any learning activity, plans, then implements those plans, and finally assesses the activity’s success.

### **2.1.5 High Quality Professional Development**

High quality professional development as defined by Hammond, (1997: 3-4) is a sustained collaborative learning process that systematically nourishes the growth of educators (individuals and teams) through adult learner- centered, job embedded processes. It focuses on teachers attaining the skills, abilities, and deep understandings needed to improve students’ achievement”.

Hammond,(1997) states that the focus of professional development must be to improve students' learning. He says:

*“Professional development is embedded in the daily work of teachers; offers choices and levels of learning; builds on collaborative, shared knowledge; employs effective teaching and assessment strategies; expands teacher knowledge of learning development; and informs teachers' daily work”.*

It is sustained and intensive, with opportunities for practicing knowledge, collaborative application of information. Professional development includes an evaluation of progress as it builds teacher and leadership capacity and as it affects students' learning.

### **2.1.6 Elements of High-Quality Professional Development**

If teachers have a clear image of what high-quality professional development entails, such an image will help them evaluate and design their own professional development opportunities. The elements as Hammond, (1997: 8) states:

*“They are designed as critical elements to help the reader understand the key components necessary for developing professional development plans that will bring change in current educational practice”.*



Hammond, (1997: 8-17) classifies the elements as:

**2.1.6.1 Focus on Improving Student Learning:** High-quality professional development focuses on conditions for improving student's learning and achievement. Student success is the ultimate aim and outcome of well-planned professional development.

Hammond says that professional development focused on improved student learning will prevent a disconnect from occurring between the purpose of the professional development and the process. Once this goal has been established the content, process, materials and evaluations of professional development efforts can be measured according to whether they support this goal". In the same point Hassel, E. (1999: 51) states that authorities and schools must focus all professional development plans on improving student learning and achievement. They must hold a clear, sustained, systemic focus on specific areas for improving students' learning.

**2.1.6.2 Assesses Needs and Establishes Goals:** A direct connection should be established between the teachers' needs and the students' achievement levels and needs; this connection can be made by examining student work and allowing teachers to define their areas of needed professional growth. To do this, Hammond says:

*“School leaders must work collaboratively with teachers to provide multiple experiences to help teachers as well as themselves, identify needs in both content knowledge and instructional skills to better meet individual students' needs”*

**2.1.6.3 Centers on the Learner:** the learner is the important element in the learning process that teachers should concentrate on. Hammond, D mentions that unless teachers are engaged in planning, implementing, reviewing, evaluating, and revising professional development plans with their schools on a regular basis, they will probably not commit to the outcomes. Because teachers are the recipients of professional development, they should have significant ownership and a deeper understanding of the plans. Engaged teachers can plan, give feedback, review, and revise professional development based on their working knowledge, understanding of student learning needs, and commitment to the plan.

**2.1.6.4 Sustains Growth:** New learning is supported by modeling, coaching, and problem solving components for the new learning to be practiced, reflected on, and integrated into regular use by the learner. Hammond, (1997) states:

*“Professional development that doesn’t model or include the critical element of ongoing modeling and coaching lacks the continuous support needed for individuals to change practice”*

in this point Guskey, (2000: 25) states that when professional development is seen as a daily integrated part of a teacher’s work life, then the teaching improvement start to affect positively on the teacher’s performance as well as students’ learning.

**2.1.6.5 Requires Resources:** Resources are the most important factor in the professional development process. When administrators support teachers in their professional development work with needed resources, including structured time, they send an important signal that professional development is to be taken seriously. Hammond,(1997) also states: *“Educators can easily become confused by the mixed message that is sent when leaders do not provide support and resources for professional development.”* But still voice an expectation that teachers should learn and implement new strategies to raise students’ achievement.

**2.1.6.6 Evaluates Progress to Goals:** Evaluating progress toward the goals of professional development and the impact on student learning is the accountability measure that gives credibility to the importance of continuous professional development. Hammond says:

*“The evaluation process must go deeper than whether participants liked or disliked the activity. It must analyze whether teachers improved their practice and whether the changed practice affected students’ learning”.*

Horesley, S. et al. (1998: 68) states that professional development help teachers develop the knowledge and skills to create vision and student’s and achievement cannot be met without a clear image of how those measures of success will come to life in actual classrooms. As facilitators of learning, teachers need opportunities to create and act on their vision of high achievement for all of their students. Effective professional development experiences enhance teachers’ content knowledge and content pedagogy within the framework of a teacher’s vision for his or her classroom.

Horsley says that teachers need to be provided with the learning opportunities they are expected to provide students. For example, if the expectation is that teachers will implement a particular curriculum, then the teachers need to learn about the curriculum by experiencing the lessons. Professional development often stops at the explanation phase of new learning of what teachers do with and for students.

Creating conditions for teachers to teach well is a crucial factor for greater student learning and achievement. Also effective engaging and relevant professional development experiences can help teachers provide all students with experiences that lead to greater learning and achievement. They need to take what they already know about how to promote learning in the classroom and apply this knowledge through purposeful design to professional development programs for all educators.

The elements mentioned above provide a clear framework for understanding the essential parts of designing quality professional development. Each element is briefly discussed as to its importance and its relationship to high-quality professional development based on research and proven practice.

### **2.1.7 Models for Teacher Professional Development**

TPD is known as in-service or teacher education is the instruction provided to teachers to promote their development in a certain area. It is the tool by which policymakers' visions for change are disseminated and conveyed to teachers. Though the recipient of TPD is the teacher, the ultimate beneficiary is the student. According to Gaible and Burns. (2005: 25-26) TPD can be divided into three broad categories:

**2.1.7.1 Standardized TPD:** standardized TPD typically represents a centralized approach, involving workshops, and training sessions. *Standardized*

*training-based approaches generally focus on the exploration of new concepts and the demonstration and modeling of skills*". Standardized approaches as Gaible and Burns mention can effectively:

- Expose teachers to new ideas, new ways of doing things and new colleagues.
- Disseminate knowledge and instructional methods to teachers throughout a country or region.
- Visibly demonstrate the commitment of a nation or project to a particular course of action.

**2.1.7.2 Site-Based TPD:** Site-based TPD as Gaible and Burns mention often takes place in schools, resource centers or teachers colleges. Teachers work with local ("*in house*") facilitators or master teachers to engage in more gradual processes of learning, building master of pedagogy, content and technology skills. Site-based TPD often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices. They also mention that site based models tend to:

- *Bring people together to address local issues and needs over a period of time.*
- *Encourage individual initiative and collaborative approaches to problems.*
- *Allow more flexible, sustained and intensive TPD.*
- *Provide ongoing opportunities for professional learning among a single set of teachers.*

**2.1.7.3 Self-directed TPD:** In self directed TPD teachers are involved in initiating and designing their own professional development and would share materials and ideas as well as discuss challenges and solutions. (Gaible and Burns, 2005. P.26) states two points for self directed TPD as:

*1- This approach to professional development helps teachers to become models of lifelong learners.*

*2- Informal versions of self-directed TPD find teachers seeking out experienced colleagues for advice or searching for lesson plans on the internet.*

They also consider that while teachers should certainly be encouraged to participate in ongoing self motivated learning, self-directed activities should not be used to complement and extend standardized and site-based TPD.

Briefly standardized TPD is the most centralized approach, best used to disseminate information and skills among large teacher population. While site-based TPD is intensive learning by groups of teachers in a school or region, promoting profound and long-term changes in instructional methods. And self-directed TPD is independent learning, sometimes initiated at the learner's discretion, using available resources that may include computers and the internet.

### **2.1.8 Professional Development Evaluation**

Evaluating professional development enables program managers and participants to make data-based decisions about the program. If the evaluation is done well, everyone benefits. If done poorly, it will be a waste of resources and time.

Each year, thousands of teachers across the country participate in a range of professional development that reflects substantial investments of time and money. But the big reliance on professional learning as a core component of efforts to improve students' learning process isn't enough because educators have little systematic information to assess the quality of professional learning or to assess their contributions to professional practice and student learning. In short, there is little information to use to persuade decision makers that the investment should be continued or even increased. Haslam, (2010: 8-9) explains the role of evaluations in promoting teachers' understanding of professional development in several ways:

- *Early or formative evaluation* assess teacher satisfaction with professional learning and help determine whether the professional learning took place as planned, whether teachers mastered new knowledge and skills, and whether teachers applied the new knowledge and skills in their classrooms. Formative evaluations also help professional development participants, facilitators and providers determine whether the professional learning is on track or whether some changes are necessary to achieve the intended outcomes.

- *Final or summative evaluations* help stakeholders understand whether the PD achieved the intended outcomes as these outcomes are reflected in changes in teachers' professional practice and increased student learning.

- Ongoing evaluations may yield information about changes in school organization and culture that result from teacher participation in the professional development being evaluated.

This guide is intended to help teachers in schools and departments of education work with other professional development providers and consultants to plan, conduct, and report on evaluations of teacher PD.

### **2.1.9 Guiding Assumptions about Evaluating Teacher Professional Development**

The guide rests on four assumptions about planning and conducting evaluations of teacher professional development. Haslam, (2010: 9-10) classifies the four assumptions as follows:

*1- “No single best approach to evaluation exists, although the suggestions presented here apply to a broad range of professional development”.*

He says that evaluations should be tailored to the professional development being evaluated. Evaluation questions, data collection strategies, and reporting will vary depending on the nature of the activity and the evaluations purpose. Just as high quality professional development is a process that extends over time, successful evaluations of PD focus on all phases of the process. In addition, the availability of resources (money, people and time) that can be allocated to the evaluation will influence what can be accomplished. *“Decisions about the evaluation’s design and scope should be realistic and practical”.*



2- *“Evaluation planning should be an integral part of professional development planning”.*

Those responsible for evaluation should be on professional development planning teams from the beginning. Haslam, M states that planning teams should think about evaluation as they: First, identify the need for the professional development. Second, identify the intended participants. Third, specify the intended professional learning outcomes and related indicators and the expected outcomes in student learning. Fourth, decide what kind of professional learning is most likely to result in the intended outcomes.

3- *“Teachers have key roles to play in evaluating professional development”.*

Teachers are the main element in evaluating the professional development. And should be actively engaged in planning and leading their own professional learning. This role can be expanded to include involvement in evaluating professional development. Teachers can be involved in planning the evaluation by helping to sharpen the evaluation questions, collecting and analyzing data, and reporting on evaluation results and making recommendations based on those results. Involving teachers in these and other ways complements and extends their professional learning by increasing opportunities for reflection, professional discourse, and collaboration with colleagues. Being involved also adds a dimension of teacher leadership and professional responsibility.

“Evaluation of teacher PD should be separate and distinct from teacher performance appraisals”.

Evaluation teams should establish safeguards to ensure that data collection and reporting evaluation results do not overlap with teacher performance appraisals. The safeguards as Haslam mentions should be clearly visible to teachers and others involved in the professional development and evaluations.

### **2.1.10 Preparing the Evaluation Team**

The critical step in conducting good evaluations is to thoroughly prepare those individuals who will be responsible for collecting data. Haslam, (2010: 38-40) states that this preparation should include:

- *“A thorough orientation to the evaluation plan with special attention to data collection tasks, responsibilities, and the amount of time required will increase PD effectiveness.”*

This particularly important when data collection includes interviews, observations, and other direct contact with participants. These forms of data-collection can be time-consuming, so data collectors need to understand the amount of time that they will need to devote to the task. Haslam, M also says that *data collectors need to understand that it is imperative to protect the identity of participants in the evaluation. “A detailed review of what expected changes in practice look like”*.

This review should familiarize data collectors with the details of new instructional strategies. For example, if the professional development is designed to help teachers develop new questioning strategies and apply the strategies in their classrooms. Preparation for data collection ideally includes opportunities to see concrete examples of these strategies in practice.

- *“A detailed review of the data collection instruments and how to use them”.*

Explain to data collectors the purpose of using the instrument or instruments and expectations for how data are to be recorded or reported in preparation for data analysis. Provide clear guidelines for the frequency and duration of the use of observation, interview guides and similar instruments. Observers need to know how many times they are expected to observe each teacher, appropriate intervals between observations, and they are to record and report data.

- *“Opportunities to practice using data collection instruments, such as observation and interview guides.”*

Having data collectors practice using the instruments, ensure that they understand their responsibilities and that data collection is consistent and thorough. Reassure teachers that the evaluation is assessing the professional development and not teacher knowledge and skills or their performance in the classroom. At the same time make it clear that teacher knowledge and skills and

performance are included among the expected outcomes and are, therefore, the focus of the data collection activities.

- *Confidentiality.* Haslam notes that it is important to assure

Teachers and others who participate in the evaluation that all data collected from and about them will be maintained in strict confidence and that they will not be identified by names in any reports or other communications about the evaluation. As appropriate, explain the procedures for maintaining confidentiality”.

### **2.1.11 Special Considerations in Using Classroom Observations**

Classroom observations, when done well are an excellent source of data on professional development outcomes related to teachers understanding and application of new knowledge and skills. The success of these data collection activities depends in large part on the availability of good instruments and the work of observers who are well-prepared for the task. To do that Haslam, (2010: 40-42) states that observers should:

- *Conduct multiple observations* of each teacher over several weeks or perhaps even a few months.
- *Complete data collection reports as soon as possible* but no later than 48 hours after the observations.
- *Avoid scheduling observations on the days before or after school holidays or on “special days”.*
- *Immediately report any problems,* including concerns from teachers who are observed, to the person leading the evaluation or managing the observations.

Also observers can think about following up classroom observations with short interviews to collect additional data. These interviews can elicit teachers' views of what happened, how things worked, and why. These interviews can help observers examine teachers' reasons for using various content and instructional strategies as a way of learning about the connections between teacher knowledge and the application of specific instructional strategies.

### **2.1.12 Involving Teachers in Data Collection**

In addition to taking active roles in planning and leading professional development, teachers also can play key roles in evaluating PD especially professional development that is designed by school improvement teams as part of school improvement plans and that takes place in school as part of regular school activities. Involving teachers in collecting and later analyzing data will extend and enrich their professional learning and give them confidence and experience in their teaching career. In addition, involving teachers in evaluating their professional development establishes their ownership of the effort as well as the results.

Haslam, (2010: 43) states that one way to involve teachers in data collection is through observing peers' classroom practices. Peer observations generate a lot of information on teaching practices and help school faculties develop and use a common language about instruction and how to improve it. In addition, teachers can help develop observation strategies and the preparations for using them" . Teachers preparing for peer observations should practice using the teaching strategies techniques and they need clear guidance and explanations about how to record and share data.

### **2.1.13 The Three Theoretical Approaches of Professional Development**

The literature suggests that the practice of PD in ELT has been informed by three different approaches: the individual approach, the institutional approach and the teacher-led approach. Although these approaches share some characteristics, the impacts they have on educational institutions and teachers' PD will be different.

**2.1.13.1 The Individual Approach:** this approach saw the professional development of teachers as something that was essentially driven by their inner motivation and was exclusively reserved for those with career ambitions. Craft, (2000: 34) states that teachers were perceived as the only persons responsible for their PD and their teaching. Also Edge, (2002: 100) stresses the argument that this view is closely linked to personal development and therefore entirely satisfying and fulfilling for those who are committed to the foreign language teaching profession". Edge's arguments place emphasis on the idea that this approach allows teachers to develop "*coherently*" because their PD will be based on their personal authenticity for each decision. However, Craft, A has also identified some limitations of this view of professional development. For example, he sees teachers as isolated entities and ignores the fact that they are part of a "micro-cosmos" called school, which is immersed in a more complex "cosmos" named society. Therefore, the individual PD decisions made by one teacher will benefit or damage this cosmos; exchanging views will help in developing teachers' professional development and always give positive results.

**2.1.13.2 Institutional Professional Development:** this view refers to the situation in which policy makers or people with higher authority in an educational setting such as ministries of education, schools administrations or

individual schools provide their teachers with opportunities to participate in activities that would assist them in enhancing their professional practice. The advantage of encouraging PD in this way is that it may be produce observable changes in a relatively short period of time. However, this view also presents a small number of weaknesses. It is a top-down approach in which something is done to the teachers rather than with them. Craft, A in page 36 also mentions that this approach, therefore might lead to superficial cosmetic institutional changes and difficulties in staff recruitment and retention as a result of teachers' low levels of morale and high level of stress.

**2.1.13.3 Teacher-Led Professional Development:** within this approach, teachers are at the center of every educational undertaking. Teachers actively participate in their own professional development by designing programs based on their preferences, beliefs and perceived needs. This however, does not necessarily mean that teachers are free to pursue their professional development goals without considering institutional needs. Kohonen, (2002: 47) says that the positive aspects of this conception of PD are first, that it values the teachers' expertise and their contributions to the institution. Second, because PD experiences arise from the teachers' interests, the teachers are more likely to be committed to them, and the changes that emerge from these experiences are deep and long- lasting and can be transferred to broader contexts such as the language classroom and students' quality of learning".

The three different approaches mentioned above are good in building successful professional development programs. They can develop and improve teachers' PD in different aspects and provide them with confidence in arranging their professional development systems.

### **2.1.14 Computer Technology and English Language Teaching**

Computer technology is an important and necessary part in teachers' personal and professional lives. It has made many of their everyday tasks easier and faster. In the classrooms, some important variables such as the classroom teacher and the teacher's attitudes toward the effective use of computer technology have not been paid attention in most of schools. Also introducing computer technology resources doesn't guarantee teachers' use of these in practice. Knowledge of teachers' attitudes about teaching, learning and computers provide them the opportunity to design and implement English language teaching and learning.

Teachers are the key to effective implementation of the use of computers in the educational system and given that teachers are tremendous potential to transmit beliefs and values to students, it is important to understand the biases that teachers may hold about the use of computers and the factors that act as facilitators to teachers' positive computer usage.

**2.1.14.1 Definition of Teachers' Attitudes:** Teachers attitudes have been defined by many people. According to Hogg, M. and Vaughan.(2005: 20) an attitude is defined as:

*“It is relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols.”*



In the educational environment, teachers' and students' attitudes play a significant role in the achievement of the educational objectives. It also plays a prominent role in educational interaction as well as the instructional choices and they are fundamental in examining the outcome of the technological integration in the classroom. Albarracin et al .(2005: 55) states that an attitude is a mental or neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Albarracin et al .(2005: 55) also emphasized that an attitude is a "learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object."

#### **2.1.14.2 Teachers' Attitudes and Computer Technology Training:**

There is a positive relationship between computer technology training and teachers' attitudes. Training can significantly influence the ways in which a teacher includes technology tools in the classroom. A study carried out by Veen, (1993: 39) describes the daily pedagogical practices of teachers in the midst of implementing Information and Communication Technology (ICT) in their classrooms in Dutch, found that the most important factor effecting teachers' use of ICT was teachers' attitudes regarding what should be taught and the way it should be taught. Computer related technical skills were found to be less important than skills related to the teachers' competence in managing activities and communicating lessons.

Veen also says that teachers must be given the opportunity to become acquainted with newly introduced technologies and more training and support in information technology should be given to teachers and more value should be placed on the teacher as a role model for students".

### **2.1.14.3 Computer Attitudes and Professional Development:**

Teacher professional development in computer technology integration is found to affect teachers' computer technology use. Inadequate teacher training is often cited as the most serious obstacles in helping teachers learn how to use computer technology in their instruction. Yang ,(2008: 69) states that there is an agreement that the traditional workshops well removed from the classroom practices are often not effective in helping teachers learn to integrate computer technology into the instruction. He also says:

*“Effective professional development must be sustained, content focused and collaborative to effect change in teacher practices in ways that ultimately improve student learning”*

A focus on a special content area or a particular pedagogical strategy will enable teachers to take this new knowledge from the professional development and integrate it with their classroom practices. Therefore, teacher professional development in computer technology cannot just focus on computer technology applications; it must connect with a specific curriculum and subject area and with specific attention to the pedagogical practices inside the classrooms. Yang also says that professional development programs have been used by many academic institutions to equip teachers with the skills needed to incorporate computer technology into classroom teaching and learning mandated the integration of computer technology in the classroom and issued a great number of initiatives to encourage computer technology use so as to develop students' learning”.

#### **2.1.14.4 Teachers' Attitudes and Computer Technology Experience:**

Computer experience often fosters positive attitudes towards computers, and the lack of computer instruction often accounts for teachers' low confidence level when they initiate computer activities. This feeling of low confidence often results in high anxiety towards computers. High anxiety can lead to negative attitudes and eventually negatively influence the learning process. Chou,(1997: 70) highlighted that computer experience influenced teacher attitudes toward computers". He also found that there is a significant relationship between computer access and hours of computer use per week and computer attitudes. He also says that teacher attitudes have been found to be a major predictor of the use of new technologies in instructional settings". Also Christensen,(1998) states that teachers' attitudes toward computers affect not only their own computer experiences, but also the experiences of the students they teach. It has been suggested that attitudes towards computers affect teachers' use of computers in the classroom and the likelihood of their benefiting from professional development".

Positive attitudes often encourage less technologically capable teachers to learn the skills necessary for the implementation of technology-based activities in the classroom.

Technology resources do not guarantee EFL teachers language instruction. Teachers themselves should be convinced of the usefulness and benefits of these resources in improving teaching and learning. This requires the need for effective guidance, support and training for teachers in integrating computer technology resources into language instruction through direct practical practices. Professional development should be limited to how to use computer technology, it should show teachers how they can make use of computer

technology in improving the quality and effectiveness of their teaching, as well as such technology resources can effectively integrated into the curriculum. There is a need for ongoing professional development and assistance in helping teachers to better employ computer technology resources in pedagogical practice. Although it is important to know that teachers need more equipments or more time to plan for using computers in their classrooms. It may not always be enough. It may also be important to understand teachers' reasons for using computers or not and their attitudes about the value of using computers in teaching and learning practices. Also assistance should be provided on way of integrating these resources into teaching.

Teachers need to be provided with explanation, guidance and assistance from trainers and other colleagues, and also the opportunities to reflect and discuss the integration, share outcomes and possible problems with each other and the solutions. The innovative nature of technology, as it continues to change and expand, will require teachers to adopt and change the way they approach teaching and learning.

### **2.1.15 Teacher Training and Teacher Professional Development**

Two broad kinds of goals within the scope of teacher education are often identified, training and development. Richards, (2005: 3-4) states that training to activities directly focus on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for induction 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 a 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, monitoring and getting feedback from others on one’s practice. The content of training usually determined by experts and is often a available in standard training formats or through prescriptions in teaching training books. Richards, states some examples of goals from a training perspective as:

- 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.
- Techniques for giving learners feedback on performance.

Teacher development also as Richards, (2005) states generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher’s practice as a basis for reflective review and can hence be seen as a comprehensive practice for teachers in all teaching aspects”. Richards, J also states some goals from a development perspective as:

- Understanding how the process of second language development occurs
- Understanding how teachers’ roles change according to the kind of learners they are teaching.

- Understanding the kinds of decision making that occur during lessons.
- Reviewing their own theories and principles of language teaching.
- Developing an understanding of different styles of teaching.
- Determining learners' perceptions of classroom activities.

Strategies for teacher development often involve documenting different kinds of teaching practices. As Richards says that they include reflective analysis of teaching practices, examining beliefs, values, principles, conversation with peers on core issues and collaborating with peers on classroom projects. However, although many things can be learned about teaching through self-observation and critical reflection, many cannot, such as subject matter knowledge, pedagogical expertise and understanding of curriculum and materials". Professional development therefore, should go beyond personal and individual reflection. For example, it can include exploration of new theories in language teaching and critical examination of the way schools and language programs are organized and managed.

Opportunities for in-service training are crucial to the long- term success of the programs in which they work. The need for ongoing renewal of professional skills and knowledge is not a reflection of inadequate training, but simply a response to the fact that not everything teachers need to know can be provided at time, as well as the fact that the knowledge base of teaching constantly changes and professional development can renew the knowledge and skills.

### **2.1.16 Professional Learning Communities**

School leaders are responsible for establishing organizational structures and a culture within which professional learning and continuous improvement of student achievement thrive. However, also for district leaders to become so engaged to create sustained professional learning and collaboration in schools for the benefit of all students. Professional learning communities as Sparks, (2002: 61) describes is:

*“the term often given to schools in which staff members provide meaningful and sustained assistance to one another to improve teaching and student learning.”*

Learning communities are teams that meet regularly and provide technical and social support. Sparks says that these teams, typically consisting of four to eight members, may be composed of individuals from the same grade level or department or bring together individuals from across the school. Peck, (1987: 59) characterizes “*true community*” as:

*“It is group of individuals who have learned how to communicate honestly with each other and whose relationships go deeper than their masks of composure in developing teaching programs.”*

He says such communities are inclusive, realistic and safe places in which individuals can be vulnerable and fight gracefully, and have decentralized authority in which everyone is a leader”. He also recommends that principals lead efforts to make high schools into learning communities for all teachers and that these schools provide adequate time, money and other resources to ensure

ongoing professional development. In addition the report asks principals to model for others by pursuing their own professional growth while helping lead the professional development efforts of their schools”.

Peck, S also states that there is general consensus that the organizational culture of the school is an important factor in determining whether teachers participate in professional development and what impact that participation has. School cultures that encourage collegiality, reflection, risk taking and collaborative problem-solving facilitate effective professional development. In these schools, there is a collective focus on students and a shared responsibility for student learning.

Wanger,(2001: 383) says: “*both students and teachers learn more and do more*”. He also argues that when they feel a part of something important that is larger than themselves and that they have helped to create the successful program they will do more and innovate modern useful ideas for themselves as well as their students. The spirit of a good learning community is one of shared responsibility and collaborative inquiry for both teachers and students”. Wanger’s views claim that successful professional development assists teachers in being reflective in their practice within professional communities in which teachers rely on collective expertise and mutual support of colleagues to inform their day-to-day judgments on professional learning.

Senge, (1990: 7) used the term “*learning organization*” to describe organizations most likely to succeed in a contemporary teaching environment by applying five disciplines such as *systems thinking, personal mastery, mental models, shared vision and team learning*. He also mentions:



*“ collective teacher efficacy, the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students and have a strong influence over teacher behavior and consequently student achievement”.*

Senge also states that when teachers believe they are members of a faculty that is both competent and able to overcome the determined efforts of the environment, the students in their building have higher achievement scores than students in building with lower levels of collective teacher efficacy”.

Team learning is vital, Senge, (1990: 10) also writes:

*“Teaching teams community, not individuals are the fundamental learning unit in modern organizations. This is where the rubber meets the road; unless teams can learn, the organization cannot learn”.*

Learning communities require generous amounts of time for teachers’ learning and collaboration during the school day so as to discuss the major issues concerning teachers and students. Although time for professional learning is certainly an important issue, successful professional learning communities should find numerous ways to do collaborative work. All schools can find several hours a month for professional development so as to discuss the main teaching methods and strategies that help teachers develop their performance in their classrooms. At the same time the technical support provided by school leaders have a great role in helping teachers’ community overcoming the obstacles facing them during their professional development programs.

### **2.1.17 Continuous Improvement of Teaching and Learning**

The process of professional development begins with student learning goals in mind and engages teachers in various types of effective learning relationships concerning their ongoing professional development. Wanger, (2001: 56) describes it as that teachers spend long hours discussing the curriculum and students work together. They are constantly in and out of one another's classrooms. He says that many classes are team-taught. Large and small group meetings of faculty members are working for true collaborative inquiry and problem solving". Their focus on improving teaching often leads teachers at these schools to reach out to educators from other schools, inviting them to help assess the quality of student work, teachers' work and discussing the main issues concerning the curriculum.

The professional development recommended here provides extensive classroom support to teacher by helping them improve their teaching performance. Given the intellectual and behavioral complexity of teaching and the demands made on teachers by students, sustained classroom assistance related to the practical issues of instructional change is essential if teacher development efforts are to lead to improving practice and significant achievements in students learning. Wanger, T also notes that such assistance includes demonstration lessons, coaching and small group problem solving. This assistance can come from various sources such as, trainers, teachers, principals and peers.

Glickman, (2002 : 24) states that many aspects of classroom teaching and learning can be observed and discussed, teacher plans and behavior, teacher-student interactions, diagnoses of student achievement, disaggregated test score

data, actual samples of student performance and achievements and teaching demonstrations”.

All plans, strategies and ideas mentioned above aim at improving and developing teachers performance by providing extensive support and assistance so as to help them achieve their learning and teachers’ goals.

### **2.1.18 Powerful Professional Development**

Powerful professional development deepens teachers’ instructional knowledge. Traditionally a substantial portion of staff development provides teachers with important instructional skills such as cooperative learning, teaching strategies and techniques. Unfortunately little attention was paid to teachers’ knowledge of the subjects they teach and to instructional strategies within particular subject areas.

Shulman, (1986: 200) points out the importance of teachers possessing deep knowledge of the subjects they teach and names the term “*pedagogical content knowledge*” to describe the special kind of subject-matter understanding that enables them to support the learning of their students. He argues that successful teaching requires teachers to understand their discipline in such a way that they are able to anticipate common misconceptions that students bring to the study of that subject and can provide alternative representations of the material for the students who have difficulty in learning it. Shulman also stresses the importance of pedagogical content knowledge which he describes as:

*“It is more than knowing content or how to teach in a generic way. It is to understand what aspects of the content students can learn in a*

*particular developmental stage, how to represent it to them and how to lead them into different conceptual understandings”*

There is a strong relationship between teachers’ content knowledge and the quality of their instruction. Teachers with a deep understanding of their subject encourage their students to apply and transfer knowledge and make opportunities in their instruction that engage students and challenge them to learn.

Sparks, (2002: 104) also states that the most powerful forms of professional development engage teachers in the continuous improvement of their teaching and expand the effectiveness of instructional approaches they use to teach that content. While the improvement of instruction can occur through training, coaching, critical friends group, study groups and other reflective processes, it can rarely occur in isolated way”.

The researcher says that one of the most obvious and direct ways to improve teaching is to have teachers continuously work with others to improve the quality of their teaching and examine student work to determine whether their lessons are assisting all students to achieve at high levels.

### **2.1.19 The Development of Principals and Teacher Leaders**

Skillful leadership on the part of principals and teachers is essential if teachers are to become communities of learning for both students and teachers. But few principals and teachers have serious and sustained opportunities and goals to develop the skills associated with instructional leadership and the building of professional communities that help in developing and improving the teaching and learning process for both teachers and students.

Sparks, (2002: 82) states that the most powerful forms of professional development for principals are standards-based and embedded in their daily work. Standards that guide principals' learning are of four types: "*standards for student learning, standards for teaching, standards for leadership and standards for staff development*". Each of these sets of standards adds an essential dimension to the professional learning of principals.

Standard like those mentioned above by Sparks provide a clear direction for school's improvement efforts by helping the school determine its academic strength and weaknesses. They also provide a common vocabulary for instructional improvement and give meaning to the teacher evaluation and development.

Sparks says that principal development, which traditionally has been given lower priority by school systems than teacher development. Also turns participants into passive recipients of information rather than active participants in solving important educational problems". In this portion also Rosenholtz, (1989: 189) views the consequences of this problem as that if districts take no responsibility for the in-service needs of principals, of course principals become less able colleagues, less effective problem solvers, more reluctant to refer school problems to the central officer for outside assistance and more threatened by their lack of technical knowledge".

Sparks, (2000: 2) emphasizes the importance in principal development of regular visits to other schools. He says:

*“One thing that principals need is massive inter-visitation to go places, to see practice that is actually the kind of practice that they want to implement”.*

He also supports coaching for principals, he says that you cannot change behavior, change practice in organizations without large-scale coaching by people who know the content, who know how to do it, and who know how to help people learn.” At the same point, he notes that the simple notion that you need someone working with you to model, to give feedback, to assist in the actual trying of the new practice, to support in the ongoing implementation of new practice and it is impossible to improve practice without access to high quality coaching.”

The second essential and important part is preparing teachers to be effective leaders in their schools and develop their professional performance. Sparks, (2012: 84) views that schools cannot be places in which all students learn and perform at high levels unless teachers assume critical leadership responsibilities outside their classrooms.” He also says that effective teacher leadership requires that teachers overcome barriers and benefit from professional development similar to that provided to principals who serve as instructional leaders standards, focused, sustained and part of their everyday work life”.

Sparks also notes that teacher leaders face barriers that range from a lack of skill related to unfamiliar responsibilities to the negative reaction of peers. Principal support is critical to help teachers overcome the difficulties”. Sparks also says that the interpersonal skills of the principal make the difference in the willingness of teacher leaders to take on the teaching roles”. A principal, who

listens, encourages and advocates for those teachers give them the courage to take on the successful task of driving innovation within their schools.

Lieberman, (1988: 66) et al. discuss this point and found that teacher leadership must be skillful in building trust and establishing rapport with other teachers and administrators, diagnosing school context conditions, dealing with organizational processes, managing their own work and building skills and confidence in others.

The discussion in this issue is continuous and every educator gives his opinion for the sake of developing teachers. Sparks, (2000:56) stresses the importance of teacher leaders having challenging, organized learning experiences as well as informal ones. These experiences should specially address what teachers need to know to lead, to understand school change, to deal with conflict, to understand school culture and to create professional communities.”

Eventually effective teacher and principal’s leadership require challenging, organized professional learning and ongoing support from the country authorities or the decision makers and from principals themselves so as to lead successful professional development benefit the teaching and learning community.

### **2.1.20 Methods of Participatory Teacher Training**

A variety of methods and approaches on how to achieve the kinds of objectives that teachers have been considering are discussed in numerous reports, articles and other documents. Farrell, and Oliveira,(1993: 191) recognize something called “participatory” training. These include cooperative learning aimed at curriculum development, reflective self instruction, training by simulation and situation and the teacher as researcher. While these methods as they say can be

used in pre-service training for new teachers, the discussion that follows focuses more on their use in in-service training.

**2.1.20.1 Cooperative Learning:** in this approach to participatory teacher training teachers and trainees work together to establish needs, identify problems, suggest and evaluate possible solutions and also develop new curricula, syllabuses and methods to improve and develop the teaching process. Greenland, (1983:185) states that it is meant to produce new products like materials and methods. They focus on practical problem solving and permit teachers to learn from each other's experiences and to participate in training as they construct curricula, organize syllabuses and write material."

There are rather two different approaches to cooperative learning as discussed by Greenland, J, teacher centers and teacher workshops. Teacher centers are usually places (*model schools, district offices and training colleges*), where practicing teachers come for guidance, training and information. Greenland also says that most of them are quite traditional in orientation with experts on hand to provide more or less formal courses on new curricula equipments and to handle specific problems of individual teachers. However, others are participatory with teachers meeting in small groups and becoming actively involved in discussing classroom experiences, proposing and experimenting with new methods and materials".

Farrell, and Oliveira, (1983: 192) discuss another curriculum-related approach include more informal teacher clubs, clusters or workshops. These are often completely, where most or all teachers in a school meet to define needs and experiment with solutions in relation to that school's particular policies and context. These clusters or workshops may also be established across schools".



They give example that from among particularly interested teachers in a certain area can meet and discuss the possible teachers' issues and exchange their ideas of teaching so as to develop teaching and find solutions to some problems.

Teachers usually from several schools meet in workshops to develop their abilities to analyze critically their own teaching practice so as to facilitate the development of more forms of learning and teaching settings and to analyze the factors that influence their teaching inside and outside their classrooms.

Farrell and Oliveira also say that methods vary, teachers are generally either observed by peers in classrooms or observe themselves through video tapes and use role plays of daily incidents to analyze their roles, develop new and simple materials for teaching and they try out new approaches in the classroom. They also analyze extensively their own ability to work within the alternative and collective style of the workshop, and then to transfer this style to the classroom.

The important aspect of all is that the training is generally a comprehensive field in school and collaborative among teachers, trainers, students, the community and even administrators all of them work together to develop their teaching as well as their students.

**2.1.20.2 Reflective Self Instruction:** the second general participatory approach is based on self-instruction. Farrell, and Oliveira, (1983: 193) note that this approach often through some form of distance education “*radio, correspondence courses and self-instructional modules*”. They say that this kind of education is participatory when it encourages a learner to become autonomous and active in learning and then to reflect on this learning”. Radio courses that simply give new information to practicing teachers are merely helping teachers and provide them with modern technologies and information.

Farrell and Oliveira also say that other kinds of self-evaluation and introspection have been tried. In the workshops presented for teachers, teachers describe and analyze such aspects as a typical school day, the most pleasant and unpleasant experiences of their careers and the roles assigned to them by students and by parents. They often employ role playing”.

As mentioned above, various distance education methods can also fit into this category of reflective self-instruction, correspondence courses, study guides, radio and television lessons have all been used in this way, some of them being more reflective than others. These methods focus mainly on upgrading teachers in basic knowledge and specific skills concerning teaching methods and strategies.

**2.1.20.3 Training by Simulation and Situation:** the third common approach as discussed by Vera, (1982: 11) is based both on simulation and situation, namely training that is grounded in practical school-based situations, but that also simulates these in ways that compel the trainees to become active participants. Role playing is an example with teachers playing out roles as students, administrators or teachers.” In the same point he also adds that micro-teaching is appropriate if it is used to teachers in some predetermined skill or move them toward some ideal image of a teacher, but rather to encourage them to reflect on their performance in particular situations”. So using these techniques is useful and practical in helping teachers understand their teaching roles in modern and different way.

**2.1.20.4 The Teacher as Researcher:** perhaps the most participatory of all is the research itself, the teacher as researcher and many of the aspects of

participatory teacher training come together in this process, action, autonomy, self-direction, reflection on concrete reality and sometimes collaboration.

Farrell, and Oliveira, (1983:194) state that educational activity is creative by its very nature. In attempting to solve the countless recurring and new educational problems that arise, a teacher like any research worker, arranges his activity in accordance with the general rules and analyzes the educational situation, planning the results he hopes by comparison with the initial data, analyzes the available resources for checking his initial hypothesis and achieving the desired result.” The teacher also can works out the actual process to be used in teaching and puts it into effect, evaluates the data obtained and defines what must be the next successful stage. He also discusses the importance of research for teachers and in what ways the research can help teachers develop in a right way. In the same point Farrell and Oliveira state that:

*“Training in the method of research is vital and important because of its similarity to the process of teaching, helps teachers to structure and to focus their work more systematically”.*

Farrell and Oliveira also discuss that if teachers learn to make sensitive observations of their own and their students’ behavior, they will be led to make their theories of learning and teaching more explicit and so available for critical examination which may lead to teachers questioning their theories of instruction and modifying their classroom practices”.

There are various in which teachers can become involved in research. More easily, at least in the developing countries where research results are not available, teachers themselves can become researchers. They can learn to observe others then become able to observe and monitor their own practice and so improve their teaching continuously throughout their careers. They can learn to test their students not only to check knowledge, but also to diagnose problems and they can also learn to examine the outcomes. Teachers also can be encouraged and trained to explore the methods and results of their teaching with collaboration with a researcher and use these methods in their classrooms.

In the same ideas mentioned above Farrell, and Oliveira, (1983:195) discuss the teacher research participation in four levels. First, teachers were to plan and undertake some of the logistical aspects of the research project, such as collecting data from students in their classes, rating the quality of their lessons and making themselves available for pre active teaching interviews. Second, the teachers were to participate in seminars with teachers from other schools and undertake reflective discussions. Third, the teachers were to identify areas of practice that they felt they needed to improve and using both their own ideas as well as those of their colleagues, implement observable instructional techniques designed to improve selected teaching strategies. Lastly, the participating teachers were to share their research experiences with other teachers to encourage the development of dialogue within the teaching field with a view to improving the quality of their practice.

Eventually, the teacher is the main important element in the four participatory approaches discussed above and with a little from the decision makers to the teachers and schools; they can develop and innovate new teaching techniques which can help in improving the teaching process.

## **2.1.21 Six Components in an Aligned Teacher Evaluation and Professional Development**

Evaluation for developing and improving performance can be part of the teaching process, with careful thought and planning in the design stages of a comprehensive evaluation system, education leaders can create an aligned system that meets the teaching goals. Goe, et al. (2012: 2) discusses the six components that are essential to include in a teacher evaluation system that can be effectively used for professional development as follows:

**2.1.21.1 High Quality Standards for Instruction:** to ensure equity, fairness, and common understanding in teacher evaluation, states needs to establish teaching standards for instruction and defining criteria for quality teaching. Goe, et al say:

*“There is no national consensus on what those standards should be; various organizations have proposed standards and most states have developed their own or adopted national standards.”*

Generally standards should build upon what is known about effective teaching practices, describe what is the suitable performance looks like and serve as a guide for developing the related components. High quality teaching standards are a fundamental component of the professional development evaluation system.

They also discuss that excellent teaching standards focus on common standards of professional practice across grade levels and subject areas for teachers to improve student learning.” They include standards in four categories as follow:

*“learning and learners (e.g., learning development), content (e.g., content knowledge), instructional practice (e.g., assessment and planning), and professional responsibility (e.g., leadership and collaboration).”*

These standards include a key feature of professional development and collaboration among teachers and also and also focus on teacher knowledge of content and then learners’ practice.

Goe, et al (2012:3) also discuss this point and said that when designing and introducing teaching standards, they should be transparent to teachers. They must be clearly defined and communicated to teachers in order for them to know what grounds are being used for their evaluation and to provide direction in their professional learning experiences.”

Including teachers in the process of adopting standards and designing systems can help ensure that the standards will be meaningful to teachers’ daily practice in the classroom.

Goe and his colleagues state that teaching standards should be introduced to teachers candidates in their teacher preparation programs. This introduction helps focus the teacher candidates on key knowledge, skills and practices that they will be expected to demonstrate in the classroom.”

Incorporating the teaching standards into the curriculum preparation program will help teachers develop a sense of how the various teaching standards will fit into their own practice when they are in the classroom.

**2.1.21.2 Multiple Standards-Based Measures of Teacher Effectiveness:** Leo, and Lachlan, (2012: 5) argue that during the design phase of creating an

evaluation system, developers should think carefully about the types of evidence that will need to be collected to measure teachers' performance against the teaching standards. When they agree on the types of evidence needed, then they can make decisions about what measures to use to collect that data." They also say:

*"Using multiple standards-based measures affords the opportunity to triangulate results (i.e., compare scores across different types of measures to see if all the scores consistently support a single performance level for that teacher."*

In the above point they discuss that triangulating results allow for greater confidence in any one score when all scores are not in agreement. It also makes it possible to identify problems in the collection or identification of evidence when the scores are not in agreement." There is a wide variation in what teachers teach and who is being taught. When choosing measures of teacher quality, it is important to realize that some measures are more useful than others when it comes to helping teachers improve their teaching practice. Leo and Lachlan in p. (19) state:

*"Effective professional development should be related to classroom practice, more specifically to subject content, pedagogical content knowledge and student learning processes of a specific subject."*

When teachers develop with respect to these aspects of content, a clear improvement will happen in the teacher quality and student learning results and

that help in achieving the possible learning and teaching objectives. No one measure can provide all of the information needed to accurately assess a teacher's performance for accountability or professional learning purposes. Using multiple measures of teacher performance will be important to understanding the full range of a teacher's abilities.

Goe, et al (2012: 7) discuss the five of the most common teacher evaluation instruments which can complete and elaborate picture of a teacher's strengths and weaknesses, ensuring better alignment with professional growth opportunities and create the opportunity to diagnose and target areas where professional growth is desired. It is important to note that understanding a teacher's strengths is valuable to support the professional development planning.

**A-Classroom Observation:** classroom observations can be a valuable part of a performance evaluation as well as one of the best sources of information to guide teacher professional growth. In particular, observations provide useful data on teacher-student relationships and the learning environment.

Goe and his colleagues say that the learning environment created and maintained by the teacher and the interactions between the teacher and the learners are essential elements for student learning to take place. These elements can best be assessed through direct observation." With information from observations, teachers and observers can focus on evidence of both positive and negative interactions with students and develop strategies to expand and encourage the positive interactions and reduce the negative ones. In the same point, Rock, T and Wilson, (2005: 20) state that engaging in "*evidence-based conversations*" with observers encourage teachers to be reflective about their practice and that conversations between observers and teachers have long been



used in the lesson study model of teacher professional development as well in formal or informal peer observations”

They also discussed the two types of feedback, formative feedback and they say that it is appropriately used by teacher leaders, principals and peers to provide ongoing guidance for improving practice and student outcomes. It should include multiple opportunities for discussion throughout the school year. While summative feedback will be at the end of the year and may be focused on the teacher’s priorities for growth as well as the results of evaluation cycles.”

**B-Student learning Growth:** student growth data can be used to inform instructional decisions and guide teacher practice. Rock, and Wilson, (2005: 21) note that while many schools systems collect and even analyze student growth data for the benefit of schools, teachers do not know how to use the data to improve instruction. They sum up the problem as follows:

*“Even if the data are better analyzed, teachers do not know how to translate the information into powerful, focused instruction in response to individual students’ needs.”*

Students learning growth is one of the teacher evaluation instruments used by the schools to determine teachers’ effectiveness.

**C-Portfolios:** portfolios can provide teachers with an opportunities to be full participants in the evaluation process. Portfolios require teachers to reflect on various aspects of their teaching practice, and that reflection can be a powerful source of teacher learning.

In this point, Goe, et al. (2012:10) state that their usefulness for teacher evaluation and for determining professional growth needs depend on the guidance provided to teachers on what should be included in them and why. For example, they say that with little or no guidance, teachers tend to include evidence that they anticipate will present a favorable impression to evaluators such as Compliments from parents, examples of student work or evidence of participation in a conference in order to be practical evidence”. For portfolio to be useful in planning professional growth activities, Goe, et al says that it needs to be focused on instructional data about student learning, instructional challenges and they were addressed on practice.”

These types of entries enable principals, teachers and peers to have meaningful conversations about teachers’ specific needs and how they might be addressed through professional growth opportunities.

**D-Student Surveys:** student survey is one of the useful sources of feedback on teacher practice. Goe, et al., say that the usefulness of student surveys for improving teaching practice depends in part on teacher’s openness to students’ feedback. Some teachers may feel threatened by the survey, particularly if they feel that students will not evaluate them fairly. They say that these fears may be alleviated by giving teachers an opportunity to examine the survey questions, which are designed to collect specific information about the learning environment and instructional practices rather than students’ opinions of their teachers.”

They also note that using student surveys to guide decisions about professional development can be done in several ways. As a whole school, team, subject or

grade activity. Aggregated results can be examined across classrooms to get a general sense of students' perceptions about their classroom experiences.”

Goe, et al (2012:11) say that results can also be examined one on one with a consulting teacher, instructional coach or other professional who can help the teacher focus on specific aspects of the results and develop a plan of action to address them.

Finally, results can be examined as part of a professional learning community to improve the learning environment, classroom management or other aspects of instruction by focusing on survey results. The teacher also would collaborate on a plan to address the problem areas, implement the strategies and conduct the survey a gain to measure improvement.

**E-Classroom Artifacts:** classroom artifacts include teacher assignment and resulting student work. Goe, et al (2012: 12) discuss that the collection of teacher assignments and resulting student work could be a measure used within a comprehensive teacher evaluation system strictly for evaluating teacher performance. However, examining teacher assignments and resulting student work could also be done as part of ongoing professional development. Matsumura, and Pascal, (2003:24) the support the idea of using collaborative professional development around classroom assignments, providing opportunities for teachers to consider their assignments in terms of both content and implementation of assignments and focusing on students' opportunities to respond to those assignments with high quality work. However for teachers to realize the full value of professional learning around assignments and artifacts, analysis must focus on students' progress towards appropriate instructional standards.

### **2.1.21.3 High-Quality Training on Standards, Tools and Measures**

Effective training is essential to ensure that observers or evaluators are familiar with the standards being measured, the evidence to be examined and how to appropriately score the evidence. Goe, et al (2012: 12) says that the term “training” as it is used throughout this brief, does not indicate a onetime occurrence, but a continual refinement of understanding how standards, measures and tools can contribute to the teacher evaluation and professional development. They also say that through training stakeholders gain a better understanding of the purpose and expectations embedded in the system. If component 1 (high quality standards for instruction) and component 2 (multiple standards-based measures of teacher effectiveness) are in place, then this understanding leads to greater results among teachers and administrators which is important for supporting professional development. Both teachers and evaluators need to understand and agree on what the standards mean and look like in practice so as to facilitate and improve the teaching process.

### **2.1.21.4 Training to Interpret Results and Make Professional Development Recommendations**

This is the critical role that principals play. Administrators and teachers do not always receive sufficient training in using results from evaluation and student outcomes to identify strength and weaknesses in instructional practices, the learning environment or classroom management. They also need to use evidence and results to guide decisions about areas where teacher’s growth is needed.

### **2.1.21.5 High Quality Professional Growth Opportunities for Individuals and Groups of Teachers**

Goe, et al says that the fifth component of an aligned evaluation professional development system is ensuring that teachers have access to high-quality professional development. There is limited research on characteristics professional development should have in order to impact teacher practice and instruction in ways that translate to improved student learning.

An important step in planning for professional growth is to take inventory of current professional development opportunities about what should be continued, what should be eliminated and where gaps exist. They say that there are two main points to keep in mind when making these decisions: *The characteristics of high quality professional development and the meaning of the scores that will be produced by the selected evaluation tools.* They also suggested particular features of professional development that are most effective as

*a- Alignment with school goals, state and district standards and assessments and other professional learning activities including formative teacher evaluation.*

*b- Focus on core content and modeling of teaching strategies for the content.*

*c- Inclusion of opportunities for active learning of new teaching strategies.*

*d- Provisions of opportunities for collaboration among teachers.*

*e- Inclusion of embedded follow-up and continuous feedback.*

Job-embedded professional development holds considerable promise for improving instruction and student outcomes. It can also play an important role in providing the structure and continuity for teachers to use results from classroom observations and other measures to make changes in their day-to-day practice that will impact student learning.

Identifying and providing professional learning opportunities that exemplify the above characteristics is important to any educator performance management system. However, for evaluation to be aligned with professional development, an important feature of professional growth plan is that it addresses identified needs in teacher practice and school wide goals for improvement. It is through valid and reliable evaluation that these needs are identified. It would be hard to determine exactly where the needs lie while planning for a comprehensive evaluation system, with a deep knowledge of standards and evaluation.

Goe and his colleagues also state that aligning and describing the various aspects of a professional learning program during the design stages of a comprehensive evaluation system will go a long way to support smooth implementation. However, to ensure that the program is able to do what it is intended to do- *improve teacher practice* – it is imperative that school leaders pay attention to building trust and strong relationships among teachers and between teachers and evaluators, so that potentially difficult conversations can be conducted in both nonthreatening and productive ways.

Utilizing technology when collecting and analyzing evidence of teacher effectiveness can be helpful in aligning evaluation and professional development. Several observation systems now include “*apps*” or software that can be used with handheld devices and laptops to capture evidence and indicate scores during the observation. However, when using technology, the teacher and support provider or evaluator still must collaboratively develop a professional growth plan rather than relying on an automatically generated list or recommended professional development. In addition, it is necessary to have a discussion focused on which professional growth options and opportunities are most likely to help the teacher grow professionally if teaching and learning are to be positively impacted.

Technology will expand the learning opportunities for teachers by collecting information more quickly and producing results more efficiently. It is important that evaluators be trained on using technological tools for evaluation during the calibration process in order to become reliable raters of teacher effectiveness.

Video technology can also be of great value because it results in records of teaching that allow for repeated viewings and discussions. Software enables observers to record their rubric judgments quickly. Networked sites for teacher evaluation and professional development increase the opportunity to gather multiple, varied sources of evidence and learning materials in the data collection process. For example, teachers and evaluators can upload multimedia materials from classrooms to create an “e-portfolio” containing photographs, videos, clips or audio recordings. While the process of identifying evidence for inclusion in an electronic portfolio may expand

teacher professional learning, teachers are likely to need training and support to develop the knowledge and skills to use such a tool effectively.

Goe also explains that in creating digital media as part of evaluation and professional development it is necessary to ensure quality and confidentiality for example; video capture requires the correct setup of well functioning equipment. Digital recordings of classroom are permanent records. *Therefore, many systems of evaluation and learning need to be safeguarded with appropriate student, staff and teacher permissions.* Technology may enhance the analysis of teacher evaluation results to support decisions made about professional development. Computers and programs make it easier to track a teacher's practice over time. In addition to individual-level results:

*“Databases can be used to analyze evaluation results at the aggregate level. Instructional leaders can adopt more immediately to the professional learning needs of teachers in their district. Equally important is the capacity to analyze student learning in similar ways through analysis of test data or student growth measures”.*

Both evaluators and teachers need to be trained in using technological tools in teacher evaluation and professional development.

#### **2.1.21.6 High Quality Standards for Professional Learning**

Not all professional learning opportunities are equal in quality and benefit to teachers and schools in their particular contexts. A set of professional learning standards can provide an objective appraisal of the design and implementation of teacher professional learning. They defined seven standards for professional learning leading to high quality professional learning opportunities and



positive outcomes for teachers and students: (1) *learning communities*, (2) *leadership*, (3) *resources*, (4) *data*, (5) *learning designs*, (6) *implementation*, and (7) *outcomes*.

High-quality standards for professional learning can help answer the following types of questions:

- *How do you assess a school's professional learning community?*
- *What type and amount of resources are necessary to support teacher learning about student achievement data?*
- *How was a professional learning opportunity informed by a design based on research-based principles of learning?*

Standards for professional learning can be thought of as “*book ends*” for standards for teaching. Each set of standards provide a strong beginning and conclusion to an aligned system of teacher evaluation and professional development.

The successful design and implementation of an aligned system must include trained individuals to manage the system and make recommendations for professional learning opportunities that are aligned with the teachers' and district's needs and professional learning standards.

### **2.1.22 Specific Teaching Techniques in Mixed Ability over Crowded Classes**

There are many techniques for overcrowded classes as Diane, (1986: 35) divides them in groups as:

**2.1.22.1 Pair work:** pair work is simply group of two, he says that the term pair work covers a multitude of different activities. The simplest type is an

exercise that traditionally would be done as individual work, for which the teacher says: work together like putting two heads on the task.

When classes at secondary school level are overcrowded of students with more than sixty or over hundred in one classroom therefore, the students' opportunities for using English language will be minimized. So it is important to note that the teacher will have attempt different opportunities to use English language in and out of the classroom.

**2.1.22.2 Group work:** group work maximizes the scope for student participation and students can really communicate and cooperate with each other. Students will be learning in the group showing a degree of self-reliance and self confidence that simply is not possible when the teacher is in control. In conclusion there are many advantages of pairs and group work such as:

- *It gives students more opportunities to speak English language.*
- *All students are involved in the activities.*
- *Shy students feel more secure and are more willing to speak.*
- *It encourages students to share ideas and help each other.*
- *Enhance motivation.*
- *Greater achievement.*
- *Improve relationship between disabled and the non-disabled peers.*

**2.1.22.3 Homogenous Group:** students are grouped according to their ability levels. The weak and the better students are in separate groups. They work

according to their ability levels. Ability grouping has been used in mixed ability large classes in schools to overcome the mixed ability problems at classrooms levels.

**2.1.22.4 Heterogeneous Groups:** the weak and the good students are in one group. This type of grouping allows the weak students to learn from the better ones. Therefore, the better students are encouraged to help the weak learners.

**2.1.22.5 Friendship Group:** grouping students with mutual relationships simply allows students to form their own groups so often overlaps with interests groups as friends tend to share similar interests.

**2.1.22.6 Cooperative Group:** the teacher divides students into individual tasks to coordinate individual efforts to produce final group product.

### **2.1.23 Teacher's Centered Techniques**

**2.1.23.1 Lock step:** this is the class grouping where all students are working together with the teacher, where all students are locked into the same rhythm and pace. Lock step is a traditional teaching situation and teacher controlled session. Sax, (1989: 11) says that the teacher is the language model in all exercises and this can be very fruitful. However, students get very little chance to practice or talk at all. Also there may be a problem with the speed and pacing of the class, too slow for good students and too fast for weak students.

**2.1.23.2 Elective Technique:** some of the courses in the syllabus should be elective to allow the student to decide out of a given list they desire to learn more. Students are more efficient at learning things which interest them. The teacher gives every student an equal opportunity for learning in order to meet

his/her needs. This reflects the importance of implementing different elective techniques in order to achieve the objective of learning.

**2.1.23.3 Eclectic Techniques:** this term allow the teachers of English language to choose among a variety of methods, techniques and approaches. It is optional for the teacher to borrow from one theory or other techniques that suits his situation in order to solve obstacles such as class size, shortage of textbooks, and availability of visual aids, homogeneous and heterogeneous students in overcrowded classes.

No technique is completely right or completely wrong, since each one technique has argument for it and argument against as well as no technique suits all goals, all students, all teachers and all foreign language syllabus. The teacher should feel free to use the effective technique according to students needs.

### **2.1.24 Methods/Approaches of Teaching English Language**

There are several types of approaches that clarify teaching English language in different periods of times. For centuries, people have attempted to learn foreign/second languages through formal education. The methods and approaches employed have changed through the years, having been impacted by advancements in the theories and psychology of learning. Teaching methods presented by Zainuddin, (2011: 64-66) as:

**2.1.24.1 The Grammar Translation Method:** The grammar translation method known as the “classical method” was based on the belief that different kinds of knowledge were located in separate sections of the brain. Mathematic knowledge, for example, was thought to be located in one area, art in another and so on. It was believed that studying different subjects was a good way of exercising the brain.

The main goal for learning a language was not for speaking or communication. The driving force was to exercise the mind and at the same time to be able to read in that language. Zainnuddin states that name of the method; grammar translation captures the main emphases of this *method (i.e., the study of grammatical aspects of language and the use of translation as a means of ascertaining comprehension)*.

Communicating in the language was not a goal, so classes were taught primarily in the students' native language, and the teacher made no effort to emphasize correct pronunciation of the language. Grammar study was the focus of the lessons, with much rote memorization of grammatical aspects such as verb conjugations and recitation of rules that described language functions. It was not surprising, then, that even students who spent several years studying a foreign language were not able to speak that language. Much time was spent in learning about the language, not the language itself. Zainnuddin says:

*“Fortunately, this method is not widely used today in teaching English to English language learners. Yet, unfortunately, some aspects of this method are still employed to teach modern languages in the United States, primarily at the high school and university levels”.*

Emphasis on reading and translating passages, conjugation of verbs, explanation and memorization of grammatical rules still are observed in foreign language classrooms today.

**2.1.24.2 The Direct Method:** The direct method was a complete departure from the grammar translation method. This method dates back to 1884 when the German scholar and psychologist F. Frankle provided a theoretical justification

for the method by writing about the direct association between forms and meaning in the target language.

The emphasis is on the direct associations the student makes between objects and concepts and the corresponding words in the target language. The use of the native language as in the grammar translation method is avoided. The use of the target language is emphasized at all times. In this method the primary goals are for students to think and speak the language and no use of the native language is allowed. Teachers employ objects, visuals and realia to make the input comprehensible. Aspects of grammar are taught inductively through the handling of the topic. For example, when studying different types of sports that people practice, students are also introduced to verbs. The focus is not verbs and verb conjugations, but the context is a logical way to expose students to aspects of grammar. By much exposure and handling of the context, students inductively learn the appropriate use of different verbs that relate to sports.

**2.1.24.3 Audio-Lingual Method (ALM):** The United States involvement in the Second World War brought a significant change in the teaching of languages in U.S. schools. It quickly became apparent that the grammar translation method had not produced people who were able to speak the foreign languages they had studied. The U.S. government asked the universities to develop foreign language programs that produced students who could communicate effectively in those languages. Zainnuddin says:

*“In the audio-lingual method, the emphasis was on the memorization of a series of dialogues and the rote practice of language structures. The basic premises on which the method was based were that language is speech not writing, and language is a set of habits. It was believed that much practice*

*of the dialogues would develop oral language proficiency. The use of the native language is avoided”.*

The method became very popular in the 1960s. language laboratories began to surge and students were required to listen to audiotapes and repeat dialogues that captured aspects of daily living. In addition, specific structural pattern of the language studied were embedded on those dialogues. Students were required to participate in a number of practice drills designed to help them memorize the structures and be able to plug other words into the structure.

The belief was that students through much practice would form a “habit” and be able to speak the language when needed. Although the intent was to develop fluent and proficient speakers by providing much oral practice of the dialogues and the use of numerous drills, the reality was that language proficiency was not the outcome. Years later, students who studied with the audio-lingual method still remembered the dialogues, but could not speak the foreign language they had studied. Thus, the method was not successful at accomplishing the main goal. There was no opportunity provided for “true” communication to take place in the ALM classroom.

**2.1.24.4 Suggestopedia:** Suggestopedia was developed by Bulgarian psychiatrist educator George Lozanov (1982), who wanted to eliminate the psychological barriers that people have to learning. It uses drama, art, physical exercise and desuggestive-suggestive communicative psychotherapy as well as the traditional modes of listening, speaking, reading and writing to teach a second language. He says:

*“In this method, the classroom atmosphere is crucial. Creating a relaxed, nonthreatening learning environment is essential for its success.*

*The goal is that students will assimilate the content of the lessons without feeling any type of stress or fatigue”.*

Classrooms are equipped with comfortable seating arrangements and dim lighting in an effort to provide an inviting and appealing environment. Music is employed to invite relaxation and allow students to feel comfortable in the language classroom. The use of the native language is also allowed, especially to give directions and to create that welcoming atmosphere.

The use of drama, songs and games provides for much practice, yet in a less-threatening and more enjoyable fashion. As in the ALM, dialogues are employed, but they are presented in an enhanced fashion through creative dramatics. The rehearsing of roles provides the necessary practice and there is a purpose for practicing. When people are preparing for dramatic roles, they most likely spend much time rehearsing.

Despite the advancements over the audio-lingual method, suggestopedia has not been widely adopted in the United States. It is impractical for large classes. In addition, current textbooks do not embrace this methodology, thus making it difficult for teachers to apply the principles in regular classrooms.

**2.1.24.5 The Silent Way:** Developed by Caleb Gattegno. The silent way requires that the teachers remain silent much of the time, thus, its name. In this method students are responsible for their own learning. Based on the belief that students are initiators of learning and capable of independently acquiring language, the silent way provides a classroom environment in which this can take place. The teacher models once and the students are then given the opportunity to work together to try to reproduce what has been modeled.



Beginners are initially taught the sounds of the new language from color-coded sound chart. Next, teachers focus on language structures, sometimes using colored, plastic rods to visually represent parts of words or sentences as students begin to understand more of the props. At all stages of the method, the teacher models as little as possible and students try to repeat after careful listening with help from each other. The teacher leads them toward correct responses by nods or negative head shakes.

The silent way is a fairly complex method that requires the teacher to receive extensive training in the use of the methodology. Students also need to be well versed in the use of the charts and rods to participate effectively in the lessons. Because according to research, teachers speak from 65 percent to 95 percent of the time in traditional classrooms, it is difficult to find teachers who are comfortable with the required “silence” of the silent way, so limiting the number of teachers available to teach employing this method.

**2.1.24.6 Total Physical Response (TPR):** The Total Physical Response method was developed by psychologist James Asher (1974). This method is based on the principle that people learn better when they are involved physically as well as mentally. In TPR, students are required to respond nonverbally (physically) to a series of commands. As the teacher gives a command and the students respond physically, the teacher ascertains students’ comprehension of the command. Once the students have practiced a number of times, the teacher simply gives the command and the students respond. Eventually students will give the commands, thus developing oral proficiency.

In TPR teachers can employ pictures, objects and realia for students to manipulate as they respond nonverbally. Commands become more complex as the students

continue to develop listening comprehension and knowledge of subject matter. For example, with the assistance of pictures students can be asked to categorize modes of transportation by land, water or air or they could be asked to rearrange pictures to show the life cycle of a butterfly. Once students are able to respond to a series of commands and can give the commands themselves, the teacher can introduce the reading and the writing aspects of language. However, the emphasis in TPR is on listening comprehension until oral proficiency is developed.

TPR is an excellent method to employ with students who are in the preproduction/silent stage of language development. Students who are not yet speaking are able to be involved in lessons and respond nonverbally. Thus, those students begin to feel a sense of belonging and success as they participate in the lessons.

**2.1.24.7 The Natural Approach:** This method developed by Tracy Terrell (1977, 1981) based on Krashen's monitor model. The main goal of this method is to develop immediate communicative competency. For this reason, most if not all classroom activities are designed to encourage communication. He suggested that the entire class period be devoted to communication activities rather than to explanation of grammatical aspects of language. This method is based on Krashen's monitor model, so it should be easy to understand why the emphasis would be on providing the students with the opportunity to "acquire" language rather than forcing them to learn it by emphasizing language form. In this method the key to comprehension and oral production is the acquisition of vocabulary. So much opportunity for listening and speaking is afforded to students. Class time is not devoted to grammatical lectures or mechanical exercises.

The Natural Approach bases language acquisition on the natural order of native language development. Because native language development follows a progression, during the silent period students would be allowed to respond in their native language, they are demonstrating comprehension. At the same time students can be exposed to a wide variety of topics and still be comfortable in the communication process. Zainnuddin also states that it is imperative in this method that teachers provide comprehensible input at all times. The use of visuals (graphs, charts, pictures, objects, and realia), gestures, and demonstrations is required. In addition, the use of yes/no type questions and questions that require short answers is strongly suggested in the beginning stages of second language acquisition.

**2.1.24.8 The Communicative Approach:** The main goal in this approach is for the learner to become communicatively competent. The learner develop competency in using the language appropriately in given social contexts. Much emphasis is given to activities that allow the second language learner to negotiate meaning in activities that require oral communication in the second language. In the communicative approach, it is important to create an “information gap” between speakers. Thus, the need to communicate is authentic because communication must take place to narrow the gap and accomplish the task. The task cannot be completed individually, partners must work together to successfully complete the assigned task. Zainnuddin also adds that:

*“Classroom activities must be varied and must include interactive language games, information sharing activities, social interactions and the use of authentic materials, such as the newspaper for oral discussions on current events”.*

He also suggests designing the curriculum to include language arts or language analysis activities, personalized language use, theatre arts (including simulations, role-plays and social interaction games) and language use “beyond the classroom” including planning activities that take the learners outside the classroom to engage in real-world encounters.

The communicative approach embraces the principle of “learning by doing”, encouraging the use of English from the beginning of instruction. So language acquisition takes place as a result of using the second language in meaningful communication.

#### **2.1.25 Professional Development for Experienced Teachers**

Professional development is understood and described in different ways by different educational experts as mentioned in the beginning of the research. Fullan, M. (1995: 265) also defined professional development as:

*“The sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change.”*

Indeed, Fullan began to intentionally use “*professional learning*” to refer to the ongoing, focused and daily learning of teachers individually and collectively and finding professional development a more narrow conceptual term. In the same point Day, C. (1999: 27) definition perhaps best highlights teachers’ continuous professional learning within the broader context of change and its interconnected

elements. According to Day, professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school which constitute through these to the quality of education in the classroom. It is the process by which alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Professional development for experienced teachers is most often discussed in the literature as a segment or phase within continuing professional development (CPD) process. Professional development for experienced teachers includes different components and takes many forms as Fullan claims for example, that professional learning that focuses on contextually-based, personalized, data-driven instruction is one of the three central components of “*break thought*” thinking that will be critical to successful educational reform and will noticeably improve and sustain learning for students and teachers alike. Fullan suggests that teachers must be learning in their classrooms every day. Coherence is a critical feature of successful professional development approaches. Goals, standards, processes, practices and assessment approaches of professional development need to have transparent, meaningful, manageable standards and demonstrable outcomes that align and integrate with student learning and teachers needs.

Comprehensive learning process is ongoing consideration of multiple and interconnected factors including student and teacher learning and performance, the learning context, the realities of the day to day work of teachers, research and

knowledge bases that inform the act of teaching, teachers interest and level of knowledge, independent and collaborative learning activities and processes that are responsive to teachers' different ways and levels of learning, accountability and ways of assessing professional growth, school and system goals. The above points are the main issues that help in developing teachers' learning and performance as well as students achievement.

## **2.2 Previous Related Studies**

Bioumi, (2013) when he was working in the British council's program (English for teaching (1) as a teacher trainer, he observed that some techniques, terms, activities, games and methods were absolutely new for many trainees and by the end of the first 60 hours he noticed changes in the competence and performance of the teachers while they were doing the micro teaching activities. Therefore, the study aims at investigating the effectiveness of teacher training courses according to the trainees' needs dealing with the case study of the in-service teacher training English for teaching in Khartoum state. The study gains value and significance as it tries to give feedback to the federal ministry of education to give more concern to teacher training and professional development programs. Moreover, it tries to reflect to the British council to focus on the training need of the Sudanese teachers and find national training organizations to deal with, so as to have effective investment on teacher training in Sudan and provide clear course design framework for teacher training. Bioumi's study focused on three main terms as:

- 1- **Teacher education:** the field of the study which deals with the preparation and professional development of teachers within the field of

teacher education, distinction is sometimes made between teacher training and development.

2- **Teacher training:** deals with the basic teaching skills and techniques. Typically for novice teachers in pre-service education program. These skills include such dimensions of teaching as preparing lesson, plans, classroom management, teaching the four skills reading, writing listening, speaking, and techniques for presenting and practicing new teaching items, error correction.

3- **Teacher development:** looks beyond initial training and deals with the ongoing professional development of teachers, particularly in-service education programs. This includes a focus on teacher self- evaluation, investigation of different dimensions of teaching by the teacher and examinations of teacher's approach to teaching. Bioumi's recommendations based on the finding are:

- It is very important to provide clear outlines for selecting and designing teacher-training programs by the federal ministry of education for English language teachers in Sudan.
- It is very crucial to provide opportunities for the cooperation between leading organizations on teacher-training such as the British council and the federal ministry of education
- It is useful to adopt "*cascade training*" in schools. In other words, the teachers who attended training sessions should extend them to their colleagues.
- It is necessary to provide teachers with training sessions on Information Communication Technology (ICT) in order to enrich their knowledge and skills in teaching using on-line teacher training programs.
-

Herzallah, (2011) conducted a study on professional development obstacles facing primary English language teachers in northern Gaza. The researcher as a teacher noticed English language teachers face in-class problems in a daily basis since some young learners of English suffer from language learning difficulties and so require a professional teacher who is able to overcome such problems. The researcher has also noticed primary English teachers do not have effective solutions for the problems they face inside their classrooms.

The study aims at investigating primary English language teachers' professional development obstacles from their point of view in order to:

- Determine the professional development obstacles that primary English language teachers face.
- Measure if there are significant differences in teachers' perceptions due to gender, the academic qualification, experience and the age variables.
- Suggest solutions for primary EFL teachers professional development obstacles.

The findings show that most teachers who participated in the study agreed that the sudden and rare visits of supervisors are the greatest institutional professional development obstacles. In addition to that money and financial issues are the main self-directed professional development obstacles and the majority believed that the unbearable heavy teaching load, lack of time, overcrowded classes and absence of promotion are the most important professional development obstacles. In addition, teachers suggested decentralizing professional development programs, appreciating teachers' good work and associating professional development with career development



and they proposed increasing the number of periods allocated for each class in a week and publishing a domestic journal.

Eventually Herzallah recommends carrying out further researches on the obstacles facing EFL teachers in one specific development. He also recommends conducting evaluation studies for already existing EFL teachers' professional development programs.

Hustler, (2003) conducted a study on teachers' perceptions of continuing professional development on behalf of the Department for Education and Skills by the Manchester Metropolitan University and Education Data Surveys in order to investigate teachers' perceptions of continuing professional development. The overarching aims of the project were to provide a baseline of teachers' previous experience of CPD, their current attitudes and their future expectations and facilitate subsequent monitoring of the impact of the CPD strategy on teachers' experience, attitudes and expectations, in addition to inform the government's CPD strategy and investment over the next few years. The implications for action are that:

Schools and government should collaborate in linking the renewed emphasis on teachers' professionalism with scope for professional control, self regulation and choice regarding CPD activity and that many head teachers and CPD coordinators need professional development in order to understand how interrelationships between structural/cultural and career stage factors impact on staff CPD needs and attitudes. Moreover, schools must be helped to improve their needs identification processes for staff and account must be taken of individual teachers' career moves and routes. Many later career stage teachers could be made more aware of the available CPD possibilities.

Teachers who are between 4 and 6 years into teaching may require particular support regarding how CPD can relate to their future professional direction.

The matter of how best to ensure effective CPD evaluation and accountability requires serious attention, but approach to this must be built on the concern for '*balance*' in the CPD strategy and not dominated solely by system level targets.

The results from this study shows that overall teachers had a traditional view of CPD overwhelmingly, teachers thought of courses, conferences and workshops as CPD and were unlikely to consider personal research and on-line learning as part of their professional development. Within phases of education, secondary school teachers were more likely to consider personal research and on- line learning as part of their professional development than primary or special schools teachers. However, the results showed a consistency with little variation between gender, age, phase of education or responsibilities of teachers. It should be noted that the case study material pointed to several examples of more extended and less traditional perceptions of what counted as CPD.

Leung, (2004) his thesis reports on the effectiveness of a professional development initiative designed to support teachers incorporating ICT into teaching in a Hong Kong primary school. In particular, the study examines the broader socio-political context change processes, teacher beliefs and self-efficacy and levels of technological expertise as elements that promote or inhibit the successful integration of ICT in this particular situation.

The aims of the study is that the Hong Kong government mandated that all teachers in Hong Kong should spend at least 25% of their teaching time using

IT in teaching by the academic year 2002/03 by injecting a huge amount of funding for hardware and software acquisition and teacher training. The government assumed that there would be substantial beneficial outcomes. Although schools rapidly acquired the hardware, teachers continued to complain about the quality of training provided to support the use of the technology, because these training programs were off-site, one-shot seminar types, some with hands on practical sessions in the laboratory of the institutions providing the training, teachers complained that they could not use what they learned when they returned to their own school. Hence teachers sought a school-based training model. Thus it was necessary to conduct studies aiming at finding out an effective staff development model that could make an impact in teachers' incorporation of IT in their teaching.

The study emerged out of a need to explore these issues. Hence, it was designed to investigate how a professional development initiative can make an impact on teachers to develop their competence and confidence so that they can become frequent and effective users of IT in their teaching. It also tries to describe, explain and theorize the changes in teaching practice after the staff development initiative.

Leung's study involved the collection of both quantitative data, which included teachers' personal information, their frequency of using computers, perceptions of their ICT skills and self efficacy toward ICT in teaching and qualitative data which included interviews, classrooms observations, informal conversation, teacher portfolios, lesson plans and textual materials.

A situational analysis revealed that despite incentives such as Education and Manpower Bureau (EMB) stipulation on requirements for ICT competence

and usage, teachers' awareness of the advantages of incorporating ICT in teaching and school support there were cultural, infrastructural resource and personal barriers which prevented teachers from using ICT in teaching effectively. Teachers initial relatively low level of knowledge about ICT, the minimal use of ICT in teaching and low levels of self-efficacy relating to the use of ICT were noted and teachers readily admitted they were not confident to achieve the EMB goal of using ICT in teaching before the study. Several teachers were identified who were competent with using computers personally, but nevertheless their extent of application of ICT in the classroom was limited. After twelve months of analysis of teachers' practice it has been revealed that teachers' frequency of computer use increased significantly in the first year and was sustained in the second year. Teachers became more selective in their use of strategies incorporating ICT in teaching. Using two years to change teachers' practice and beliefs was also a constraint as it was shown that significant changes required much longer time as demonstrated in a similar study overseas which lasted for ten years. The inadequate computer network and poor technological infrastructure also posed constraints for teachers and students.

The findings of this study are presented as a model of professional development, which accommodates the Hong Kong educational situation. It is argued that this model is a successful one for improving teachers' practice and beliefs in using ICT in teaching in the Hong Kong context.

### **2.3 Summary**

This chapter provided the basic theoretical frame work about the relevant literature review and it focused precisely on the main topic of the study and the

elements related to it. It also presented some related previous studies concerning the study.

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.0 Introduction**

This chapter will report the methodology of the study. It will describe the instruments and procedures which are used in the data collection of the study, the population of the study, the sampling, instruments of the study, reports scores of reliability, validity and reveal the procedures followed in eliciting the data of the study and procedures of data analysis

#### **3.1 Methodology of the Study**

The research is based on descriptive analytical approach aims to analyze the role of professional development on teachers performance which automatically reflect on students achievement. The descriptive analytical approach can also help the researcher analyze, measure and discover the impact of professional development on the educational process in general so as to develop and improve it.

#### **3.2 Tools of the Data Collection**

The main tool of the data collection is a questionnaire. It has been designed and distributed to secondary school teachers to benefit from their different points of view in order to reflect that on the learners' performance in English language, and to confirm the effect of professional development on teacher's performance. In addition, there is an observation checklist for teachers to measure their performance and their students' interaction inside the classroom.

### **3.3 Population and Sample of the Study**

This study has targeted high secondary school English language teachers in Khartoum state- Omdurman town. The researcher has chosen the above mentioned town, because it includes different people from different parts of Sudan.

The questionnaire has distributed to a round (65) teachers with different qualifications randomly selected from different schools in Omdurman town. Moreover, there is an observation checklist to measure the teachers and students' engagement and interaction inside the classroom with their teacher and that automatically reflect the effects of professional development on the teacher performance in his classroom. The SPSS (Statistical Package for Social Science) program is used in analyzing the result of the study due to its accuracy.

### **3.4 Reliability and Validity of Questionnaire**

In seeking the validity of the questionnaire, the researcher consulted some experts in the field of teaching English language such as Dr. Ibrahim Abdulla Ahmed, Hail University, Kingdom of Saudi Arabia. Dr. Hassan Mahil, Sudan University of Science and Technology. Dr. Ahmed Ibrahim, translator for Ameer Dewan-Qatar. Dr. Hillary Marino Pitia, Sudan University of Science and Technology "on part-time basis". They agreed that the tool is comprehensive, adequate, suitable as well as it is useful for the purpose of the study. In addition, they advised that some of the statements should be changed to suit the study. The researcher has made some changes according to the experts' advice.

The reliability of the questionnaire was calculated by SPSS program, the Cronbach's Alpha and found the reliability which was **(0.76)** and indicates high reliability of the questionnaire.

### **3.5 Reliability and Validity of the Observation Checklist**

The observation checklist went through the same procedures as the questionnaire in order to ensure its validity and reliability. The reliability was **(0.80)** which indicates high reliability of the observation checklist.

### **3.6 Procedures of Data Analyses**

The questionnaire was distributed to the teachers and they were requested to fill it in their free time and give it back to the researcher. In the observation checklist the researcher attended directly with secondary schools teachers inside their classroom with their students and filled the checklists.

After collecting the data of the study, the researcher used the Statistical Analysis Method in analyzing it using SPSS program.

### **3.7 Summary**

This chapter has reported the methodology of the study, the tools of the data collection, the population and sample of the study, the reliability and validity of the questionnaire, the reliability and validity of the observation checklist and the procedures of the data analysis.



## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This study investigate the effect of professional development on EFL teachers performance, the instruments used to collect the data were a questionnaire for secondary schools English language teachers and observation checklist to test teachers- students interactions and for what extent teachers' professional development effect positively in this part. The data of the research were analyzed by SPSS program.

#### 4.1 Discussion of Hypotheses

The researcher used three hypotheses for this study. The first and second hypotheses are used for the teachers' questionnaire and the third one is used for the observation checklist to measure teacher-students interactions inside the classroom.

#### 4.2 Teachers' Questionnaire Analysis

The percentage of the questionnaire's samples and teachers' experiences are analyzed as follows:

Table (4.1) Distribution frequencies and percentage of qualification of sample study.

Qualification	Frequencies	Percentage (%)
Diploma	13	20.0

B.A	29	44.6
M.A	23	35.4
Total	65	100.0

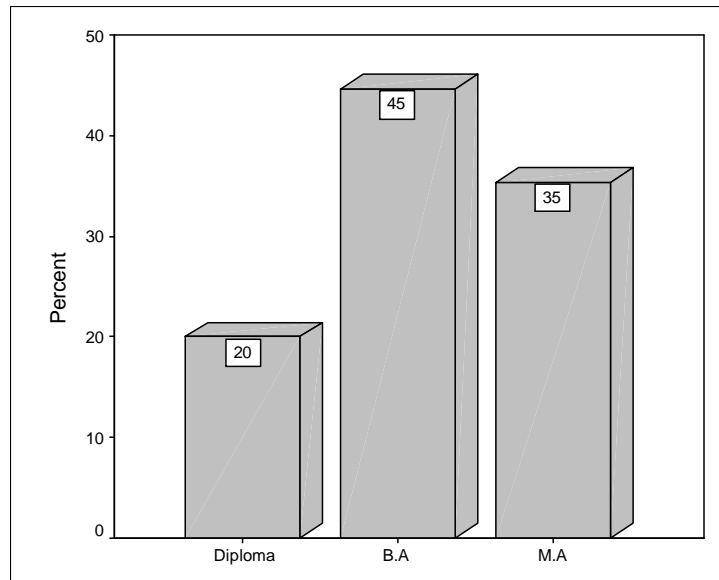


Figure (4.1) Distribution frequencies and percentage of qualification of sample study

The data in the table and figure above show that 20% of the sample study qualifications are diploma, 45.6% of sample study qualifications are B.A and 35.4% of sample study qualifications are M.A.

Table (4.2) Distribution frequencies and percentage of sample study about the years of experience

Experience	Frequencies	Percentage (%)
1 to 5 years	37	56.9
6 to 10 years	11	16.9

11 to 15 years	5	7.7
16-20 years	7	10.8
more than 21 years	5	7.7
Total	65	100.0

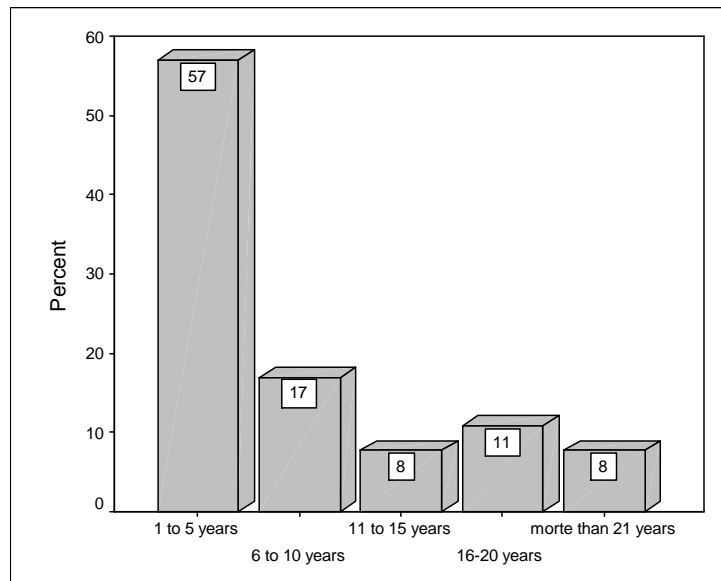


Figure (4.2) Distribution frequencies and percentage of sample study about the years of experience

The data in the table and figure above demonstrates the years of experience of the sample study and shows that 56.9% of sample study years of experience range from 1 year to 5 years. 16.9% of the sample study years of experience range from 6 to 10 years, 7.7% of sample study years of experience from 11 to 15 years, 10.8% of sample study years of experience range from 16 to 20 years and 7.7% of sample study years of experience are more than 21 years.

**Hypothesis One:**

**Secondary schools teachers need extra professional development programs so as to develop their teaching.**

Table (4.3) Secondary schools teachers leading effective teaching in their schools.

Answers	Frequencies	Percentage (%)
Strongly disagree	7	10.8
Disagree	14	21.5
Undecided	5	7.7
Agree	6	9.2
Strongly agree	33	50.8
Total	65	100.0

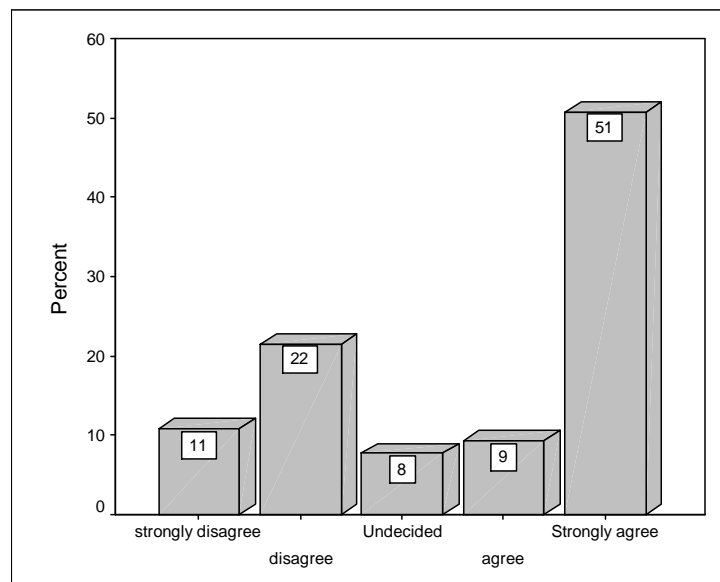


Figure (4.3) Secondary schools' teachers and leading effective teaching.

The data in the table and figure above shows the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: "strongly agree " disagree " strongly disagree , agree and Undecided (50.8%),“ (21.8%)," (10.8%) "(9.2%) "(7.7%) Respectively, this is in line with what has been stated in the hypothesis. Half of the participants strongly agreed that teachers are well trained to lead effective teaching. In the other hand (21.8%) disagreed. so teachers need extra training to improve their teaching. Teacher training is important for improving teachers' performance. Teachers also need extra motivation so as to master their teaching techniques.

Table (4.4) Secondary teachers' free time and their participation in the professional development programs.

Answers	Frequencies	Percentage (%)
Strongly disagree	8	12.3
Disagree	20	30.8
Undecided	8	12.3
Agree	14	21.5
Strongly agree	15	23.1
Total	65	100.0

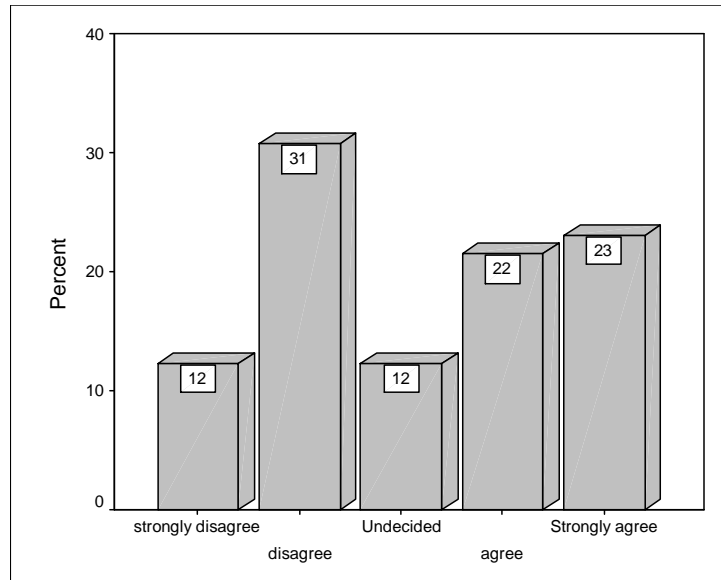


Figure (4.4) Secondary teachers' enough time and their participation in the professional development programs.

The data in the table and figure above shows the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: " disagree ""strongly agree " agree " strongly disagree " and Undecided (30.8%),“ (23.1%)," (21.5%) "(12.3%) "(12.3%). So, this is not in line with what has been stated in the hypothesis. It revealed that (30.8) of the participants disagreed with the statement. So, teachers need to have enough time to participate effectively in the professional development programs.

Table (4.5) Secondary schools headmasters encouraging their teachers regularly for joining professional development programs.

Answers	Frequencies	Percentage (%)
Strongly disagree	2	3.1
Disagree	16	24.6
Undecided	6	9.2
Agree	19	29.2

Strongly agree	22	33.8
Total	65	100.0

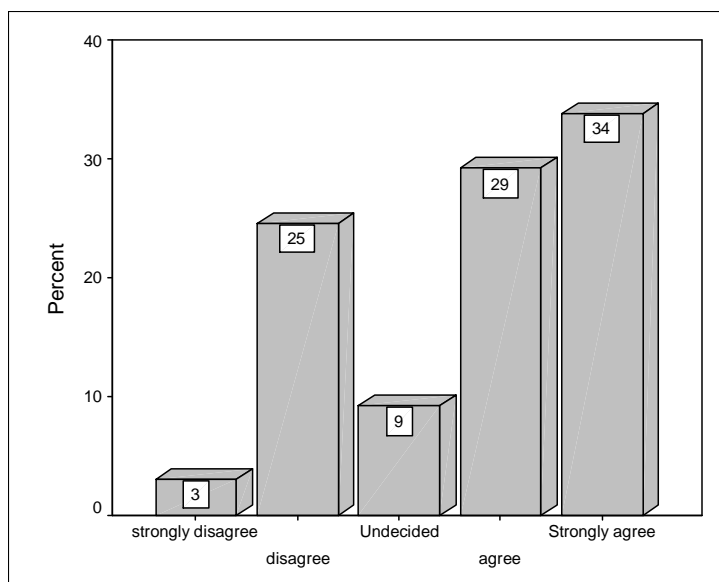


Figure (4.5) Secondary schools headmasters encouraging their teachers regularly for joining professional development programs.

The data in the table and figure above indicates the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: "strongly agree " agree " disagree " Undecided and strongly disagree , (33.8%),“ (29.2%)," (24.6%) "(9.2%) "(3.1%) Clearly, this goes with what has been stated in the hypothesis. Most of the participants agreed that secondary schools headmasters encourage their teachers to join the (PD) programs. While (24.6%) disagreed with the statement. It is the ministry of education’s responsibility to organize workshops and encourage teachers to participate. At the same time secondary schools’ headmasters should encourage teachers to (PD) program regularly.

Table (4.6) Secondary schools teachers and their need to extra professional development workshops programs.

Answers	Frequencies	Percentage (%)
Strongly disagree	5	7.7
Disagree	4	6.2
Undecided	3	4.6
Agree	35	53.8
Strongly agree	18	27.7
Total	65	100.0

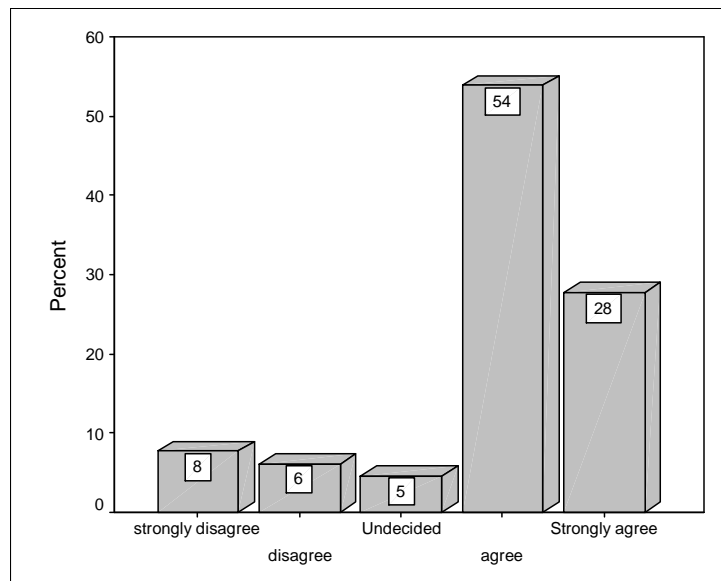


Figure (4.6) Secondary schools teachers and their need to extra professional development workshops programs.



The data in the table and figure above show the responses made by participants as indicated by the Likert-type scale. They rearranged from the highest to the lowest percentages as follows: " agree "strongly agree " strongly disagree " disagree " and Undecided ,(53.8%),“ (27.7%)," (7.7%) "(6.2%) "(4.6%) So, the statement is in line with what has been stated in the hypothesis. Most of the participants agreed that teachers need extra professional development workshops programs so as to develop their teaching performance. Without having regular training programs for teachers there will not be a successful education in the future.

Table (4.7). Secondary schools organizing regular workshops for teachers .

Answers	Frequencies	Percentage (%)
Strongly disagree	9	13.8
Disagree	25	38.5
Undecided	5	7.7
Agree	8	12.3
Strongly agree	18	27.7
Total	65	100.0

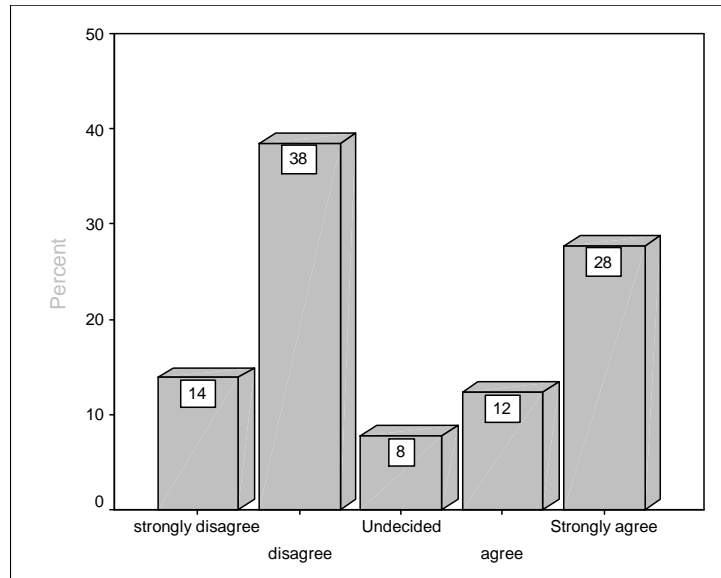


Figure (4.7) Secondary schools organizing regular workshops for teachers.

The data in the table and figure above shows the responses made by participants as indicated by the Likert-type scale. They are rearranged from the highest to the lowest percentages as follows: "disagree" (38.5%), "strongly agree" (27.7%), "strongly disagree" (14.3%), "agree" (12.3%) and "Undecided" (7.7%). So, the statement above is not in line with what has been stated in the hypothesis. (38.5%) disagreed that secondary schools organize regular workshops for teachers to exchange their experience in teaching while (27.7%) strongly agreed. So the opinion is in between. Organizing training workshops in the schools is important for teachers and secondary schools have to organize regular training workshops for teachers so as to improve their performance. It is clear that there is a lack of training sessions in secondary schools.

Table (4.8) Secondary teachers and developing themselves in an isolated way.

Answers	Frequencies	Percentage (%)
Strongly disagree	4	6.2
Disagree	11	16.9

Undecided	7	10.8
Agree	12	18.5
Strongly agree	31	47.7
Total	65	100.0

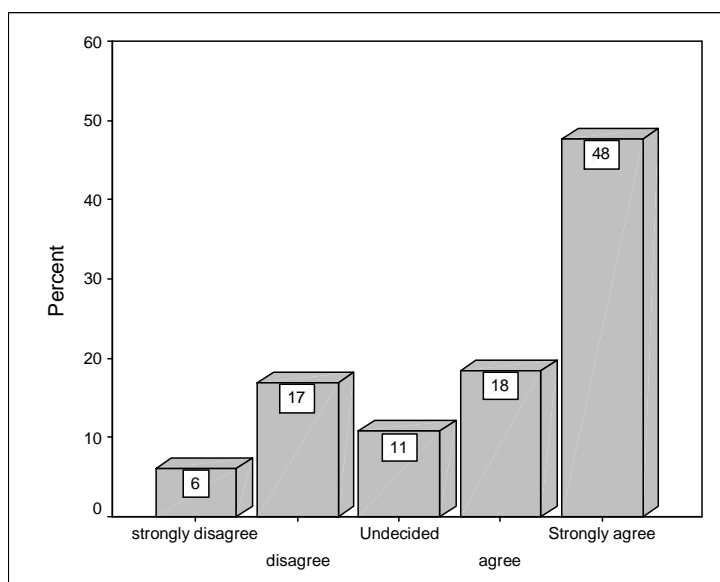


Figure (4.8) Secondary teachers and developing themselves in an isolated way.

The data in the table and figure above shows that responses made by participants as indicated by the Likert-type scale are arranged from the highest to the lowest percentages as follows: "strongly agree" (47.7%), "agree" (18.5%), "disagree" (16.7%), "Undecided" (10.8%), and "strongly disagree" (6.2%). It is in line with what has been stated in the hypothesis. Most of the participants in a percentage of (47.8%) strongly agreed that secondary schools teachers develop themselves in an isolated way. The researcher thinks that it is not a positive point, because it is the role of schools and the Ministry of Education to develop their teachers and offering participation and discussion opportunities for teachers to share information. It is clear from the general situations that teachers face

difficulties and they cannot develop their teaching performance without the Ministry of Education's support.

**HYPOTHESES ONE:**

**Secondary schools teachers need extra professional development programs so as to develop their teaching.**

Table (4.9) The mean and standard deviation and Chi-Square and degree of freedom and p.value of answering about the hypotheses one

<i>Statements</i>	<i>Means</i>	<i>STD</i>	<i>Ch2</i>	<i>D.F</i>	<i>P.value</i>
Secondary schools teachers are well trained to lead effective teaching	3.68	1.53	42.30	4	0.00
Secondary teachers have enough time to participate in the professional development programs.	3.12	1.40	8.00	4	0.00
Secondary schools headmasters encourage their teachers regularly to join professional development programs	3.66	1.27	22.76	4	0.00
Secondary schools teachers need extra professional development workshops programs	3.88	1.13	58.00	4	0.00
Secondary schools organize regular workshops for teachers to exchange their experience in teaching	3.02	1.48	21.07	4	0.00
Secondary teachers develop themselves in an isolated way.	3.85	1.35	34.30	4	0.00

Above table illustrates the mean and standard deviation and Chi-Square and degree of freedom and p.value of answering the sample study about the statements and notices that all means are greater than the mean hypothesis equal (3) That says all means of statements go to positive direction and show that the standard deviation range from (1.13 to 1.53) the difference between the

highest standard deviation and the lowest is less than one that gives evidence to similarity and homogeneity of answering of the sample study about the statements, and presented p.value of all questions less than 0.05 . So this proof that the answering goes to positive direction of the hypotheses one, therefore this hypothesis is successfully achieved.

### **Hypotheses Two:**

**Ministry of education does not offer enough professional development sessions and Courses for secondary schools teachers.**

Table (4.10). Ministry of education initiating enough professional development workshops to secondary schools teachers

Answers	Frequencies	Percentage (%)
Strongly disagree	13	20.0
Disagree	21	32.3
Undecided	6	9.2
Agree	9	13.8
Strongly agree	16	24.6
Total	65	100.0

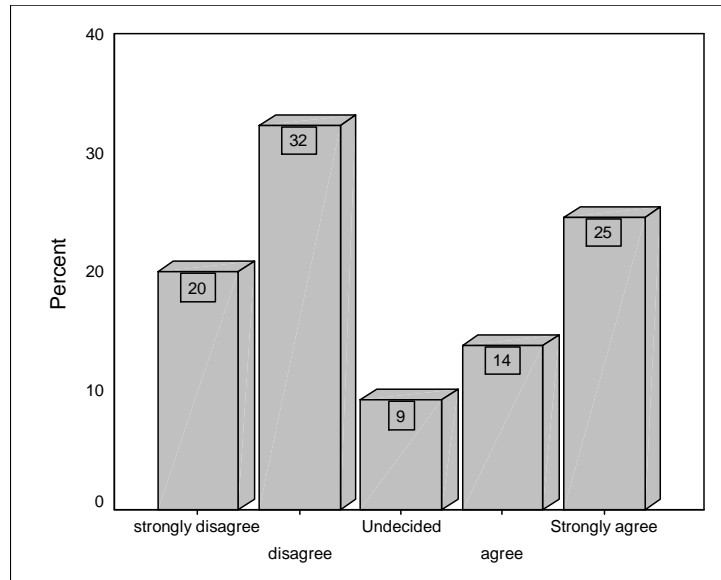


Figure (4.9) Ministry of education initiating enough professional development workshops to secondary schools teachers

The data in the table and figure above show the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: "disagree" strongly agree "strongly disagree agree" and Undecided, (32.3%), (24.6%), (20%), (13.8%) (9.2%)". It is clear that it is not in line with what has been stated in the hypothesis. (32.3%) of the participants disagreed that Ministry of Education initiates enough professional development workshops to secondary schools teachers while (24.6%) strongly agreed. So, the ministry has a great role in initiating regular and enough professional development sessions so as to help teachers develop their teaching skills.

Table (4.11) Ministry of education and trainers that officially released for in service training.

Answers	Frequencies	Percentage (%)
Strongly disagree	5	7.7
Disagree	18	27.7
Undecided	14	21.5
Agree	11	16.9

Strongly agree	17	26.2
Total	65	100.0

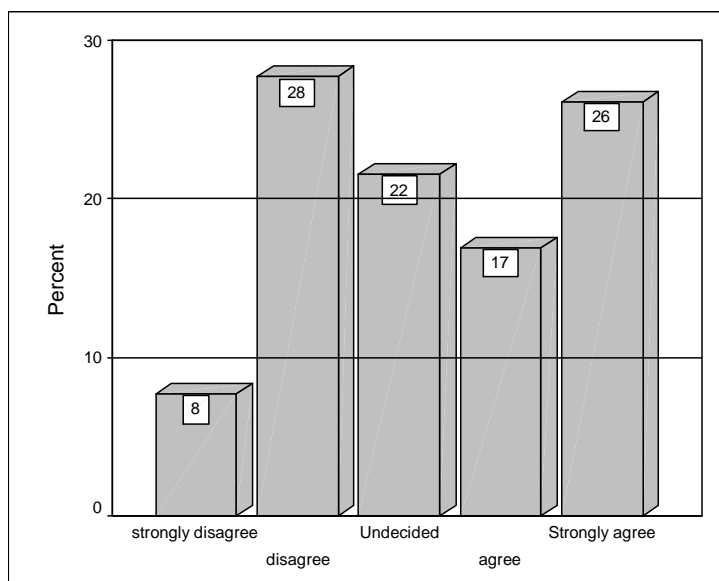


Figure (4.10) Ministry of education and trainers that officially released for in service training.

The data in the table and figure above shows the responses made by the study participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: "disagree" strongly agree "Undecided, agree" and strongly disagree " (27.7%)," (26.2%),"(21.5%), (16.6%) (7.7%)". From the above analysis it is clear that this statement is not in line with what has been stated in the hypothesis. (27.7%) of the participants disagreed that the Ministry of Education has trainers who have been officially released for in service training while (26.2%) strongly agreed. Offering released trainers help the ministry in achieving the teacher training goals as well as helping secondary schools' teachers find the pre and in-service training. In the same time released trainers help teachers develop teaching performance continuously.

Table (4.12) Ministry of education and training teachers to organizing professional development sessions to their colleagues inside their schools.

Answers	Frequencies	Percentage (%)
Strongly disagree	9	13.8
Disagree	15	23.1
Undecided	12	18.5
Agree	9	13.8
Strongly agree	20	30.8
Total	65	100.0

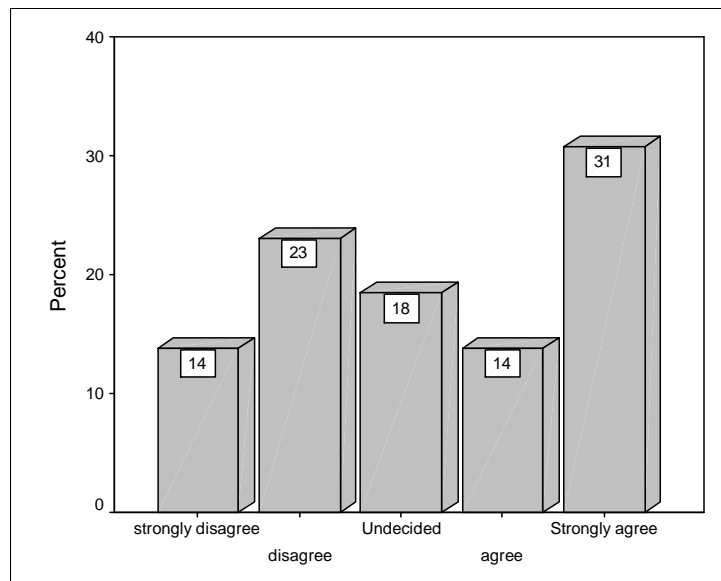


Figure (4.11) Ministry of education and training teachers to organizing professional development sessions to their colleagues inside their schools.



The data in the table and figure above show the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: "strongly agree " disagree " Undecided, strongly disagree and agree ,(30.8 %),“ (23.1%)," (18.5%) "(13.8%) "(13.8%) clearly, the statement is in line with what has been stated in the hypothesis. There are two high percentages, (30.8%) strongly agreed, while (23.1%) disagreed. anyhow training some teachers is useful for both the teachers and the ministry, because it saves time and money. At the same time it offers the opportunity for teachers to share ideas and experiences.

Table (4.13) Ministry of Education’s clear professional development strategies for helping teachers achieving their goals.

Answers	Frequencies	Percentage (%)
Strongly disagree	16	24.6
Disagree	20	30.8
Undecided	8	12.3
Agree	12	18.5
Strongly agree	9	13.8
Total	65	100.0

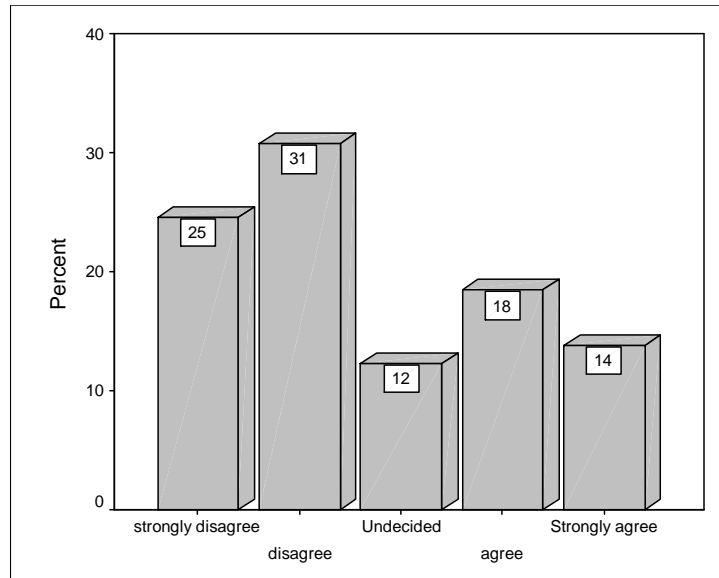


Figure (4.12) Ministry of Education’s clear professional development strategies for helping teachers achieving their goals.

The data in the table and figure above shows the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: " disagree "strongly disagree ,agree strongly agree and" Undecided ,(30.8 %)," (24.6%)," (18.5%) "(13.8%) "(12.3%)". The statement is not in line with what has been stated in the hypothesis. In a percentage of (30.8%) of the participants disagreed and (24.6%) strongly disagreed that Ministry of Education has clear professional development strategies for teachers to help them achieving their goals. Without clear strategies and plans for developing teachers, education will not be developed. Teaching needs clear strategies so as to develop teachers’ performance as well as the students’ performance.

Table (4.14) Ministry of education's cooperation with some educational organizations and centers for organizing training courses for secondary schools teachers.

Answers	Frequencies	Percentage (%)
Strongly disagree	8	12.3
Disagree	14	21.5
Undecided	11	16.9
Agree	13	20.0
Strongly agree	19	29.2
Total	65	100.0

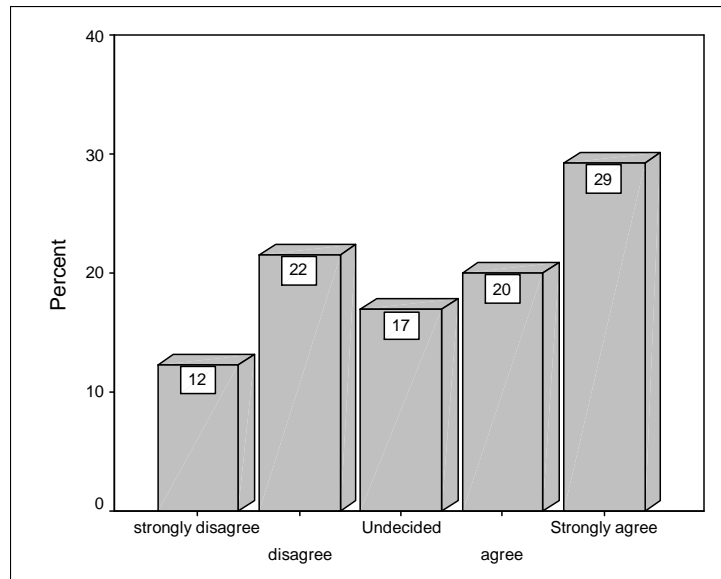


Figure (4.13) Ministry of education's cooperation with some educational organizations and centers for organizing training courses for secondary schools teachers.

The data in the table and figure indicates the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows:” strongly agree " disagree ", agree “Undecided and strongly disagree "(29.2%) “ (21.5%)," (20%) "(16.9%) "(12.3%) Respectively, this is in line with what has been stated in the hypothesis. (29.2%) of the participants strongly agreed while (21.5%) disagreed that Ministry of education cooperates with some educational organizations and centers to organize training courses for secondary schools teachers. Anyhow the cooperation with such educational centers is useful for teachers, because it can develop their teaching performance easily and adds additional teaching experiences as well as providing teachers with modern teaching strategies.

Table (4.15) Developing secondary schools’ teachers’ is one of the huge challenges for the ministry of education.

Answers	Frequencies	Percentage (%)
Strongly disagree	6	9.2
Disagree	13	20.0
Undecided	4	6.2
Agree	21	32.3
Strongly agree	21	32.3
Total	65	100.0

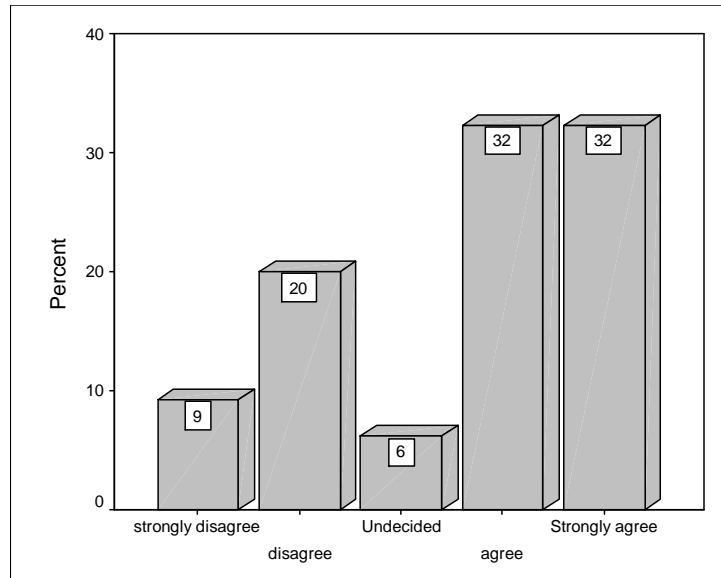


Figure (4.14) Developing secondary schools' teachers is one of the huge challenges for the ministry of education

The data in the table and figure above shows the responses made by participants as indicated by the Likert-type scale. It is rearranged from the highest to the lowest percentages as follows: "strongly agree" (32.3%), "agree" (32.3%), "disagree" (20%), "strongly disagree" (9.6%), and "Undecided" (12.3%). So, the statement is in line with what has been stated in the hypothesis. Most of the participants strongly agree and agree with the statement that "developing secondary teachers is one of the huge challenges that face ministry of education". It was clear from the table No (13) that the Ministry of Education has not clear strategies for developing secondary schools teachers' performance, so it is normal to face challenges and difficulties.

**Table (4.16) The means, standard deviation, Chi-Square, degree of freedom and p.value of answering of the hypothesis two.**

<i>Statements</i>	<i>Means</i>	<i>STD</i>	<i>Ch2</i>	<i>D.F</i>	<i>P.value</i>
Ministry of education initiates enough professional development workshops to secondary schools teachers.	2.91	1.51	10.61	4	0.00
Ministry of education has trainers who have been officially relapsed for in service training	3.26	1.33	8.46	4	0.00
Ministry of education trains some teachers to organize professional development session to their colleagues inside their schools	3.25	1.46	6.61	4	0.00
Ministry of education has clear professional development strategies for teachers to help them achieving their goals	2.66	1.40	7.69	4	0.00
Ministry of education cooperates with some educational organizations and centers to organize training courses for secondary schools teachers.	3.32	1.42	5.07	4	0.00
Developing secondary teachers is one of the huge challenges that face ministry of education	3.58	1.37	19.84	4	0.00

Above table illustrates the mean, standard deviation, Chi-Square, degree of freedom and p.value of answering the sample study about the statements and notices that all means are greater than the mean of the hypothesis equal (2) That says all means of statements go to positive direction and show that the standard deviation range from (0.83-0.88) the difference between the highest standard deviation and the lowest is less than one that gives evidence to similarity and homogeneity of answering of the sample study about the statements, and presented p.value of all questions less than 0.05 . So this proof that the answering goes to positive direction of the hypotheses two, therefore this hypothesis is successfully achieved.

### 4.3 Observation Checklist Analysis:

#### Hypotheses Three:

**Secondary schools' teachers provide sufficient interaction techniques inside the classroom.**

Table (4.17) Classroom interactions and collaborative working relationships between teachers and students.

Answers	Frequencies	Percentage (%)
always	8	53.3
Never	7	46.7
Total	15	100.0

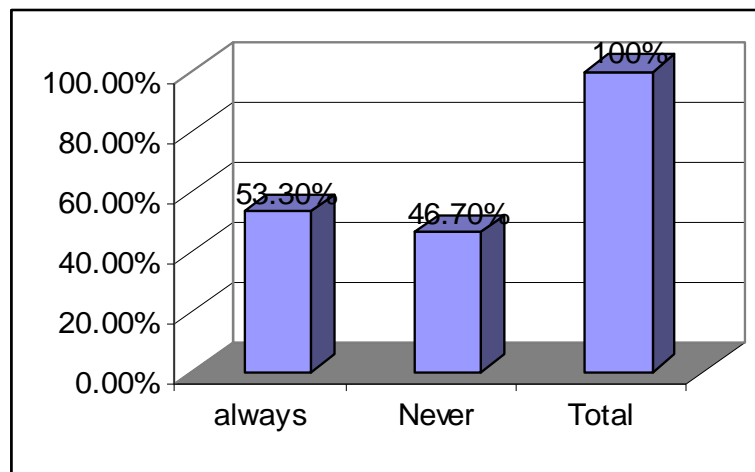


Figure (4.15) Classroom interactions and collaborative working relationship between teachers and students.

The data in the above table and figures points the answers of sample studies of statement and indicates the percentage in always and Never which are

exemplified in (53.3%) and (46.7%), the highest percentage equal (53.3%),so the highest percentage is going to positive direction of the statement. Therefore this hypothesis is achieved successfully. The percentage result is near to each other. So, teachers need extra training sessions in how to enable students participate effectively. They also need to be provided with modern teaching strategies and technology so as to develop their teaching performance and students' learning.

Table (4.18) The teacher behaviors, care and concern toward his students.

Answers	Frequencies	Percentage (%)
Always	7	46.7
Never	8	53.3
Total	15	100.0

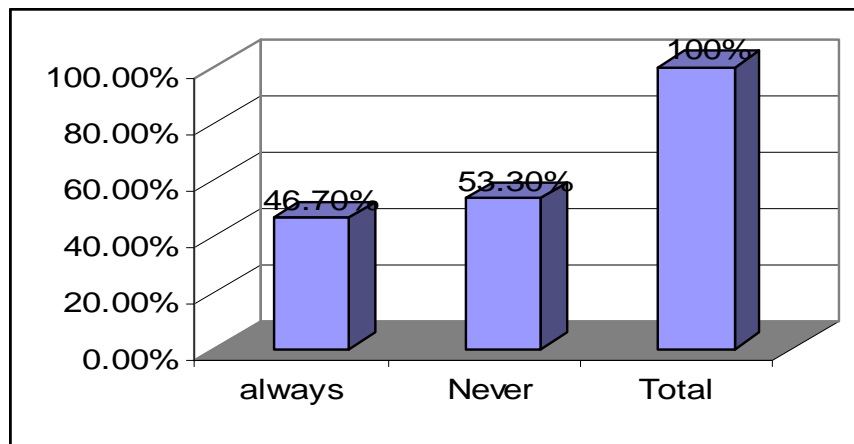


Figure (4.16) The teacher behaviors care and concern toward his students.

The data in the table and figure above points the answers of sample studies of statement, shows percentage in Always and Never which are exemplified in (46.7%) and (53.3%). So, the highest percentage equal (53.3%),so the highest percentage is going to negative direction of the statements and most of the answers of the sample study are not agreeable. Therefore this hypothesis is not



achieved successfully. A large number of teachers do not use positive behaviors or techniques that motivate and encourage their students to interact positively in the classroom. Secondary school teachers need extra training in how teachers deal with students.

Table (4.19) Students’ opportunities for asking their teacher questions about what their learning.

Answers	Frequencies	Percentage (%)
Always	12	80.0
Never	3	20.0
Total	15	100.0

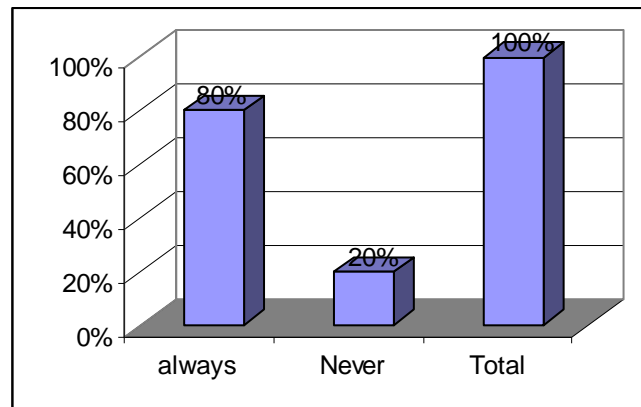


Figure (4.17) Students’ opportunities for asking their teacher questions about their learning.

The data in the above table and figures point the answers of sample studies of statement and shows percentage in always and Never which are exemplified in (80%) and (20%), respectively the highest percentage equal (80%),so the highest percentage is going to positive direction of the statement and most of the answers of the sample study are agreeable. Therefore this hypothesis is achieved

successfully. Most secondary schools' teachers offer good opportunities to students so as to ask questions or to add some points in the lesson. It considers a teacher's positive point.

Table (4.20) the teacher and Non-lecture learning activities (i.e. small groups' discussion, student led activities).

Answers	Frequencies	Percentage (%)
Always	1	6.7
Never	14	93.3
Total	15	100.0

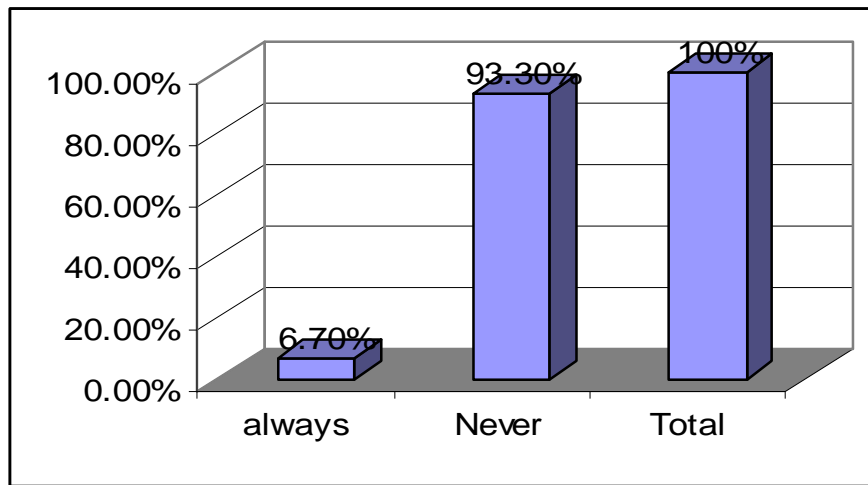


Figure (4.18)The teacher and Non-lecture learning activities (i.e. small groups discussion, student led activities).

The data in the above table and figures points the answers of sample studies of statement, indicates percentage in Never and always which are exemplified in (93.3%) and 6.7(%), it is clear that the highest percentage equal (93.3%),so the

highest percentage is going to negative direction of the statements and all answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully. The results showed that most teachers never use the modern and effective teaching techniques inside the classroom. They use the lecturing in presenting their lessons and it is useless and boring for secondary schools' students. Teachers need extra workshops in how to use different teaching techniques so as to enrich their teaching performance.

Table (4.21) Employing other tools, instructional aids (i.e. technology. computer .video)

Answers	Frequencies	Percentage (%)
Always	1	6.7
Never	14	93.3
Total	15	100.0

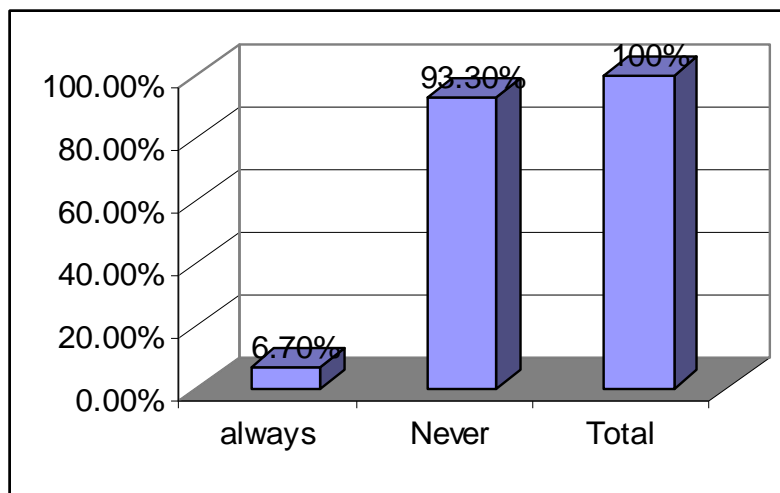


Figure (4.19) Employing other tools, instructional aids (i.e. technology. computer .video).

The data in the table and figure above indicates the answers of sample studies of statement and shows percentage in Never and always which are exemplified in (93.3%) and (6.7%), respectively the highest percentage equal (93.3%), so the highest percentage is going to negative direction of the statement. So, most of the answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully. It was clear from all schools visited by the researcher that there is no using for any modern instructional aids in the schools except the board and chalks. Using instructional aids and technology motivate and encourage students and keep them engaged all the lesson time.

Table (4.22) Engaging all students in the classroom.

Answers	Frequencies	Percentage (%)
Always	4	26.7
Never	11	73.3
Total	15	100.0

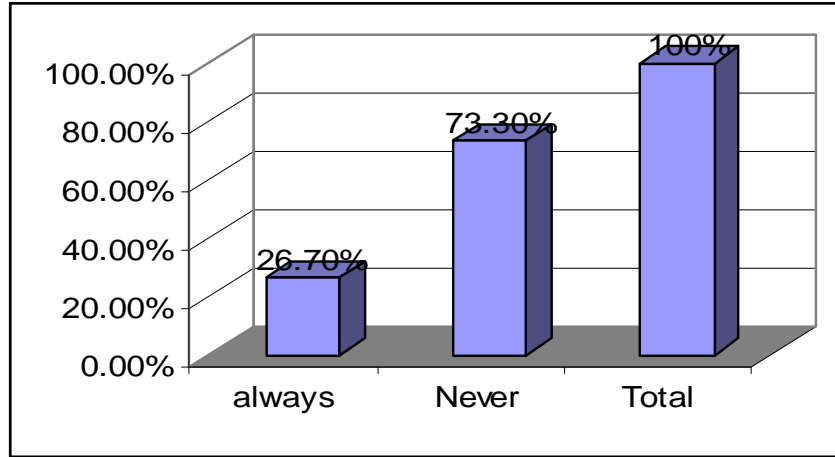


Figure (4.20) Engaging all students in the classroom.

The data in the table and figure above indicates the answers of sample studies of statement. it shows percentage in Never and always which are exemplified in (73.3%) and (26.7%), respectively the highest percentage equal (73.3%),so the highest percentage is going to negative direction of the statements and most answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully. (73.3%) of the teachers respondents' result showed that students are never engaged and active. It means that teachers need extra training so as to enable their students engage and participate effectively inside the classroom. Positive teacher-student interaction is important in the learning process.

Table (4.23) Students' work in groups

Answers	Frequencies	Percentage (%)
always	0	0
Never	15	100.0
Total	15	100.0

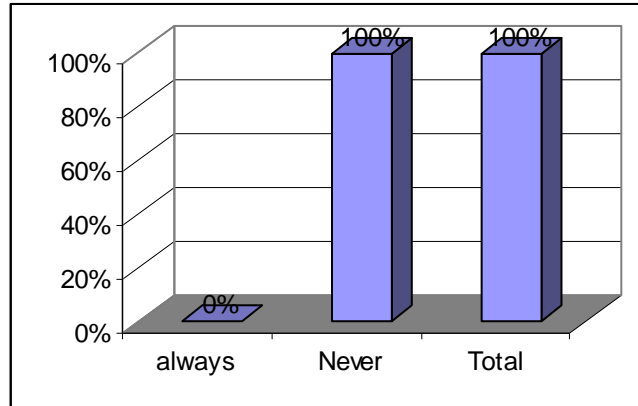


Figure (4.21) Students' work in groups.

The data in the table and figure above indicates the answers of sample studies of statement, show percentage in Never and always which are exemplified in (100%) and (0%), it is clear that the highest percentage equal (100%),so the highest percentage is going to negative direction of the statements and all answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully. In all classes checked by the researcher appeared that all teachers do not give students the opportunity to work in groups so as to share ideas, help each others and discover new information. Working in groups motivate and encourage students to participate effectively and exchange ideas.

Table (4.24 ) Teacher's help and support for all students.

Answers	Frequencies	Percentage (%)
always	5	33.3
Never	10	66.7
Total	15	100.0

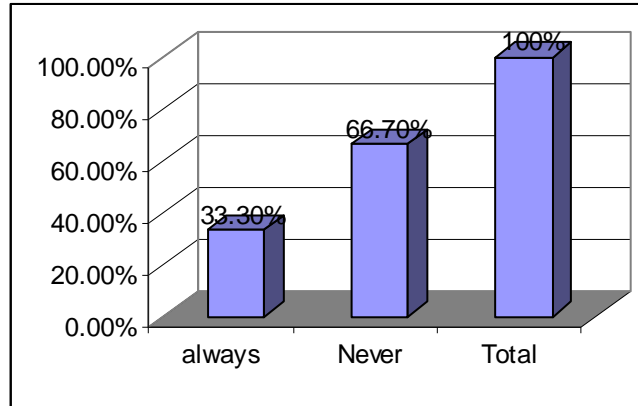


Figure (4.22) Teacher's help and support for all students.

The data in the table and figure above indicates the answers of sample studies of statement, show percentage in Never and always which are exemplified in (66.7%) and (33.3%), the highest percentage equal (66.7%), so the highest percentage is going to negative direction of the statement and most answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully. In most cases the teacher just stands in front of the students and present his lesson. The main role of the teacher is to motivate, support, encourage and facilitate the difficult points of the lesson.

Table (4.25) Teacher's attention to all students not just to the top students.

Answers	Frequencies	Percentage (%)
always	10	66.7
Never	5	33.3
Total	15	100.0

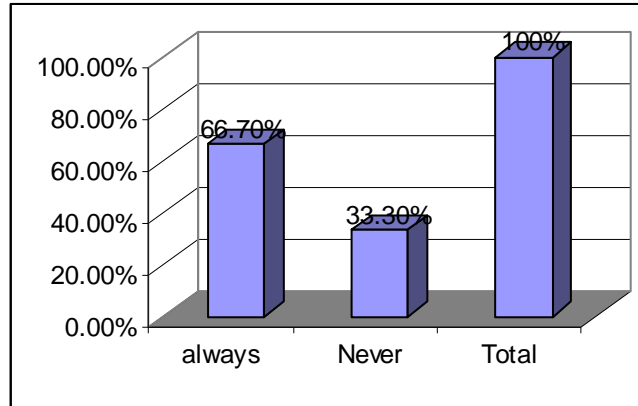


Figure (4.23) Teacher’s attention to all students not just to the top students.

The data in the table and figure above points the answers of sample studies of statement, it shows percentage in always and Never which are exemplified in (66.7%) and (33.3%), respectively the highest percentage equal (66.7%),so the highest percentage is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully. It is normal for every teacher to take care of all students. From the beginning of every teacher’s training, teachers’ trainees should learn how to deal with students and give the opportunity to all students in the class to participate effectively.

Table (4.26) the teacher’s concept relation to students experience.

Answers	Frequencies	Percentage (%)
Always	2	13.3
Never	13	86.7
Total	15	100.0



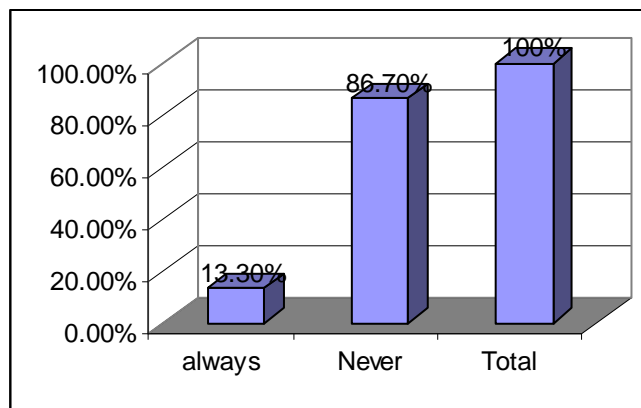


Figure (4.24) the teacher's concept relation to students' experience.

The data in the table and figure above points the answers of sample studies of statement, it indicates percentage in Never and always which are exemplified in (13.3%) and (86.7%), the highest percentage equal (86.7%), so the highest percentage is going to negative direction of the statement most answers of the sample study are not agreeable. Therefore the hypothesis is not achieved successfully. The result showed that most teachers do not relate concepts to their students' experience. It is important for the teacher to do so to help students understand the lesson easily.

Table (4.27) the teacher's calling his students by name.

Answers	Frequencies	Percentage (%)
Always	6	40.0
Never	9	60.0
Total	15	100.0

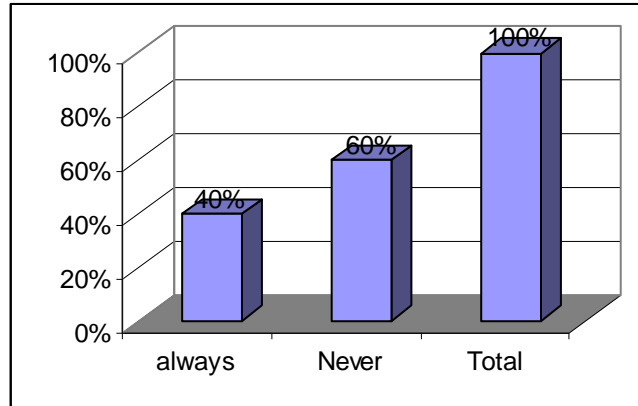


Figure (4.25) the teacher's calling his students by name.

The data in the table and figure above points the answers of sample studies of statement, it shows percentage in Never and always which are exemplified in (60%) and (40%), it is clear that the highest percentage equal (60%), so the highest percentage is going to negative direction of the statement and most of the answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully. Calling students by names is one of the most important techniques to motivate and encourage students to participate effectively during the lesson time. It makes a sense of positive competition among students.

Table (4.28) Students' high motivation and participation.

Answers	Frequencies	Percentage (%)
Always	5	33.3
Never	10	66.7
Total	15	100.0

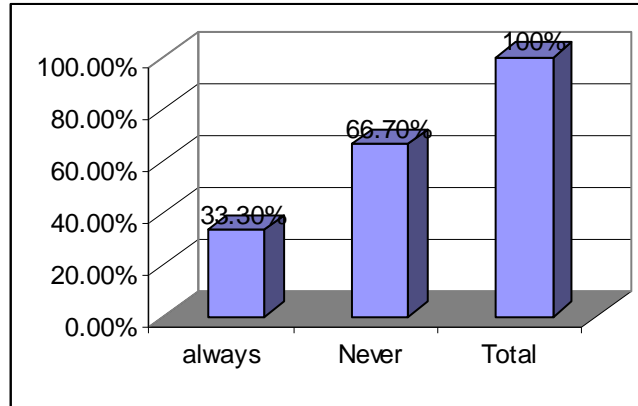


Figure (4.26) students' high motivation and participation.

The data in the table and figure above indicates the answers of sample studies of statement, it states the percentage in Never and always which are exemplified in (66.7%) and (33.3%), it is clear that the highest percentage equal (66.7%), so the highest percentage is going to negative direction of the statement and most answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully. The result also explained that teachers need to be trained in how to motivate students so as to encourage them learn and participate effectively inside the classroom. Motivation is one of the most important aspects in the learning process.

Table (4.29) The teacher's encouragement and student – student interaction.

Answers	Frequencies	Percentage (%)
Always	2	13.3
Never	13	86.7
Total	15	100.0

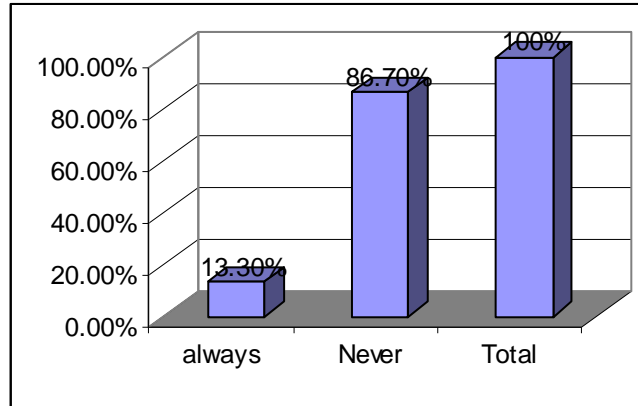


Figure (4.27) the teacher's encouragement and student – student interaction.

The data in the table and figure above points the answers of sample studies of statement, it indicates percentage in Never and always which are exemplified in (86.7%) and (13.3%), the highest percentage equal (86.7%), so the highest percentage is going to negative direction of the statement and most answers of the sample study are not agreeable. So, this hypothesis is not achieved successfully. Most teachers in the above result do not encourage student-student interaction, whereas, it is important to encourage student-student interaction so as to encourage them exchange their views and ideas. At the same time this technique will affect negatively if the class is not controlled strictly. Also the advanced level students can affect positively in weak level students.

Table (4.30) Effective Students' interaction inside the classroom.

Answers	Frequencies	Percentage (%)
Always	7	46.7
Never	8	53.3
Total	15	100.0

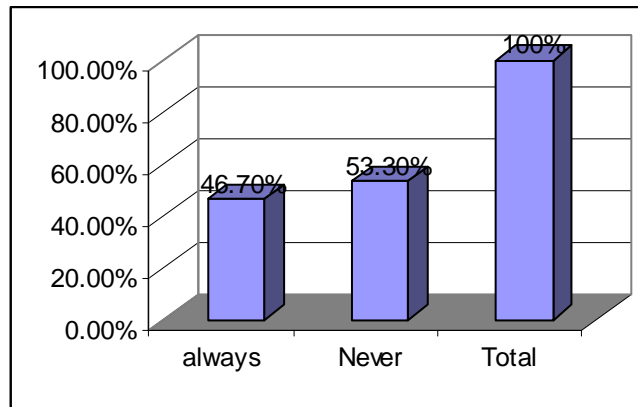


Figure (4.28) Effective students' interaction inside the classroom

The data in the table and figure above indicates the answers of sample studies of statement, it shows percentage in Never and always which are exemplified in (53.3%) and (46.7%) respectively, the highest percentage equal (53.3%), so the highest percentage is going to negative direction of the statements and most answers of the sample study are not agreeable. Therefore, this hypothesis is not achieved successfully. Teachers need to motivate and encourage their students so as to participate effectively inside the classroom.

Table (4.31) The Teacher enthusiasm with students.

Answers	Frequencies	Percentage (%)
Always	10	66.7
Never	5	33.3
Total	15	100.0

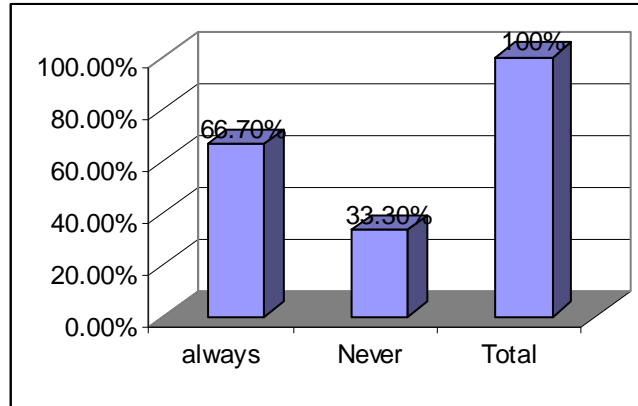


Figure (4.29) The Teacher enthusiasm with students.

The data in the above table and figure shows the answers of sample studies of statement, it indicates percentage in always and never which are exemplified in (66.7%) and (33.3%), respectively the highest percentage equal (66.7%), so the highest percentage is going to positive direction of the statement and most answers of the sample study are not agreeable. Therefore this hypothesis is achieved successfully. When the teacher shows enthusiasm the students feel safe, and then are ready to acquire knowledge in a good way. So in most cases teachers have to show enthusiasm with their students.

Table (4.32) Using questioning techniques by the teacher.

Answers	Frequencies	Percentage (%)
Always	13	86.7
Never	2	13.3
Total	15	100.0

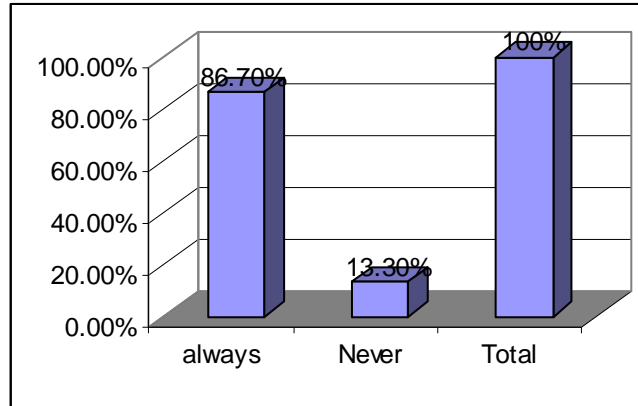


Figure (4.30) Using questioning techniques by the teacher

The data in the table and figure above indicates the answers of sample studies of statement, it points the percentage in always and never which are exemplified in (86.7%) and (13,3%), respectively the highest percentage equal (86.7%),so the highest percentage is going to positive direction of the statement and most answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully. From the results also appeared that questioning techniques are used successfully from most of the teachers who observed by the researcher inside the classroom, But few teachers need to use it so as to encourage all students to participate in the class.

Table (4.33) Creating a good environment by the teacher to his students.

Answers	Frequencies	Percentage (%)
always	7	46.7
Never	8	53.3
Total	15	100.0

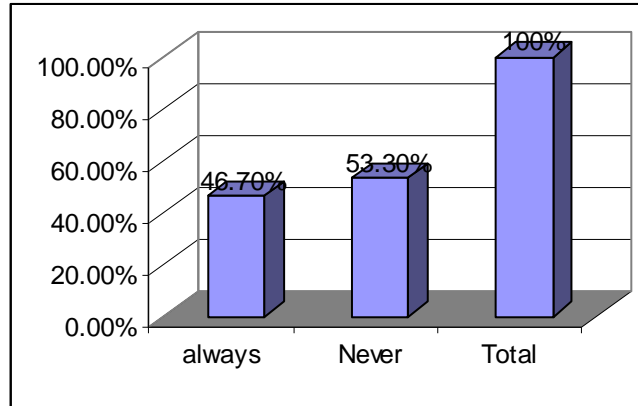


Figure (4.31) Creating a good environment by the teacher to his students.

The data in the above table and figure points the answers of sample studies of statement and shows percentage in Never and always which are exemplified in (53.3%) and (46.7%), respectively the highest percentage equal (53.3%),so the highest percentage is going to negative direction of the statement and all answers of the sample study are not agreeable. Therefore, this hypothesis is not achieved successfully. It was clear from the result also some teachers need extra training in how to create an environment in which students feel safe and free to participate. Teachers have to use different positive teaching techniques so as to motivate their learners.

#### 4.4 Verification of the Study Hypothesis

In this part after analyzing the tables, the researcher is trying to test the hypothesis set at the beginning of the research.

Concerning the first hypothesis “secondary schools teachers need extra professional development programs so as to develop their teaching” statistics of teachers’ questionnaire show that they really need extra professional development programs so as to achieve their goals and improve their performance. Although



some teachers believe that secondary schools teachers are well trained to lead effective teaching.

The second hypothesis “Ministry of Education does not offer enough professional development sessions and courses for secondary schools teachers”. Most of the participants in the study agreed that the Ministry of Education does not offer enough professional development sessions for secondary teachers and it does not have trainers released for teachers’ in-service training, they also agreed that developing secondary schools’ teachers is one of the huge challenges that face the Ministry of Education.

The third hypothesis “Secondary schools’ teachers provide sufficient interaction techniques inside the classroom.” this hypothesis is used in the observation checklist to measure the teacher-students interactions inside the classroom. The observation checklist followed the basic techniques that professional teachers can follow inside their classrooms so as to interact positively with their students. The analysis of the results showed that professional development of teachers has a great role in developing their performance and teachers are really need continuous professional development sessions.

Eventually, from the above discussion it is clear that secondary schools teachers need extensive professional development programs so as to improve their performance as well as their students’ achievement.

#### **4.5 Summary**

This chapter has covered the data analysis of the study which is about the role of professional development on EFL teachers’ performance at secondary level. This is done through a questionnaire to teachers, in addition to observation checklist to check teacher-students interactions. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This study investigated the effect of professional development on EFL teachers' performance at Sudanese secondary schools. The instruments used for this study were a questionnaire and observation checklist. This chapter concludes the study and it contains the findings of the research, recommendations and suggestions of potential areas for further study.

#### **5.1 The Findings of the Study**

The researcher has come out with the following findings:

- 1- Secondary schools teachers need continuous in-service training so as to develop their teaching performance.
- 2- Lack of the modern instructional aids (i.e. technology, computer, and video) affects negatively in teachers' performance.
- 3- Secondary schools teachers do not have enough time to participate in the professional development programs.
- 4- Secondary schools need to organize regular workshops for teachers to exchange their experiences in teaching.
- 5- Teachers lack motivation in their teaching.
- 6- Lack of group work and pair work negatively affects students' acquisition and interaction.

## **5.2 Recommendations**

The researcher has come out with the following recommendations:

- 1- Regular in-service training is important for secondary schools English language teachers. So, the researcher recommends that regular in-service training workshops should be held in the schools.
- 2- Secondary schools should be well equipped with computer technology which will enable all of the English language teachers to use it in their classrooms.
- 3- Ministry of Education should cooperate with some educational centers to initiate workshops in the schools.
- 4- Ministry of Education has to motivate and encourage secondary schools teachers to join and participate in the training programs.
- 5- Teachers should use different teaching techniques to motivate their learners.
- 6- It is important to provide opportunities of co-operation between some educational organizations on teacher-training and the Ministry of Education.
- 7- The Ministry of Education should have clear professional development strategies for teachers to help them achieve their goals.

## **5.3 Suggestions for Further Research**

Throughout this study, the researcher has noticed that the following areas need to be researched:

- 1- The effect of using computer technology in improving secondary schools students' listening skill.
- 2- The difficulties face Sudanese secondary schools' students in improving their communication skills.

## 5.4 Conclusion

The results of the study revealed that secondary schools teachers need extra and massive efforts to help them develop their teaching performance. They do not have enough time to participate effectively in the professional development sessions. Most of the participants in the study agreed that secondary schools teachers develop themselves in an isolated way.

The above point clarifies that the Ministry of Education does not initiate enough professional development workshops to English language secondary schools teachers. In addition, most of the participants disagreed that the ministry has trainers who have been officially released for in-service training. A great number of participants also disagreed that the Ministry of Education trains some teachers to organize professional development sessions to their colleagues inside their schools. Moreover, they agreed that developing secondary teachers is one of the huge challenges that face Ministry of Education, which reveals the lack of the clear teaching strategies to develop secondary schools teachers. The observation checklist used to measure teacher-students interactions inside the classroom clarified that teachers need to be trained on the effective teaching techniques such as employing Non-lecture learning activities (i.e. small groups discussion, students led activities), using other instructional aids (i.e. technology, computer, video), students groups work and motivating students to participate effectively. Eventually, teachers are the most important element in the learning and teaching process. They need extra efforts and help from the Ministry of Education so as to help them develop their teaching performance.

## References

- Albarracin, D, B. Johnson, kumkale, T, and M, Zanna (2005). Attitudes: Introduction and Scope. New Jersey: Lawrence Erlbaum Associates.
- Bioumi,H.S. (2013). Effectiveness of in-service English language teacher training in Khartoum State. MA dissertation. Sudan University of Science and Technology.
- Chon, T. (1997). The Relationships among Computer Usage. The USA, Mississippi State University.
- Christensen, R. (1998). Effect of Technology Integration Education on the Attitudes of Teachers and their Students. University of North Texas.
- Chisman, F and Crandall, J (2007). Passing the Torch: Strategies for Innovation in Community College ESL. New York.
- Craft, A. (2000). Continuing Professional Development: A practical Guide for Teachers and Schools. London, UK: Routledge Falmer.
- Day, C. (1999). Developing Teachers: The Challenges of Lifelong Learning. London: Falmer Press.
- Diane, L. (1986). Techniques and Principles in Language Teaching. Oxford University Press.
- Edge, J. (Ed). (2002). Continuing Professional Development: Some of our Perspectives. Great Britain: Information Press.
- Farrell, J and J, Oliveira (1993). Teachers in Developing Countries: Improving Effectiveness and Managing Costs. Washington, D.C. USA.
- Fullan, M. (1995). Professional Development in Education: New Paradigm and Practices. New York.
- Greenland, J. (1983). The In-Service Training of Primary School Teachers in English Speaking. London: Macmillan.
- Glatthorn, A. (1995). Teacher Development. (Second edition). London: Pergamon Press.

- Gaible, E and M, Burns. (2005). Using Technology to Train Teachers. New York.
- Guskey, T. (2000). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press.
- Glickman, C. (2002). Leadership for Learning. Alexandria, VA: ASCD.
- Goe, L, K. Biggers and A, Croft (2012). Linking Teacher Evaluation to Professional Development. National Comprehensive Center for Teacher Quality (NCCTQ). USA.
- Herzallah, A.A. (2011). professional development obstacles facing primary English language teachers in Northern Gaza. Ph.D dissertation. The Islamic University of Gaza. Faculty of Education.
- Horsley, S, P. Hewson, Love, N and K .Stiles (1998) Designing Professional Development for Teachers of Science and Mathematics. Thousand Oaks, CA: Corwin Press.
- Hustler, D. (2003). Teachers' perceptions of continuing professional development.institute of education, Manchester Metropolitan University.
- Hussein, A. (2013). Teaching the Teachers. Effective Professional Development in an Era of High Stakes Accountability. Center for Public Education. England.
- Hassel, E. (1999). Professional Development Learning from the Best. North Central Regional Educational Laboratory (NCREL).
- Haslam, M. (2010). Teacher Professional Development Evaluation Guide. National Staff Development Council. Washington, D.C.
- Hammond, D. (1997). Essential Questions about High-Quality Professional Development. New York.
- Hogg, M and G ,Vaughan (2005). Social Psychology (4<sup>th</sup> Ed.). London: Printice Hall.
- Jacobsen, D. (2009). Methods for Teaching. University of North Florida. USA.

Kohonen, V. (2002). From Isolation to Interdependence in ELT: Supporting Teacher Development through a School- University Partnership. Great Britain: information press.

Leo, S and L, Lachlan (2012). Creating Summative Educator Effectiveness Scores. Washington, DC: American Institutes for Research.

Learning First Alliance. (2000). Every Child Reading: A professional Development Guide. Learning First Alliance.

Lieberman, A, E. Saxl and Miles, M (1988). Teacher Leadership: Ideology and Practice. New York: Teachers College Press.

Leung, K.P. (2004). Effects of professional development on teachers' integration of ICT in teaching in Hong Kong. Ph.D dissertation. Faculty of Education, Queensland University of Technology.

Matsumura, L and J, Pascal (2003). Teachers' Assignments and Student Work. National Centre for Research on Evaluation, Standards and Student Testing. Los Angeles.

Mizell, H. (2010). Why professional development matters. Learning forward. Oxford.

Murray, A. (2010). Empowering Teachers through Professional Development. English Teaching Forum. London.

Peck, S. (1987). The Different Drum: Community Making and Peace. New York.

Rock, T and C, Wilson (2005). Improving Teaching through Lesson Study. Teacher Education Quarter.

Richards, J. (2005). Professional Development for Language Teachers. Cambridge University Press. New York.

Rosenholtz, S. (1989). Teachers' Work place: The Social Organization of Schools. New York: Longman.

Sax, G. (1989). Principles of Educational and Psychological Measurement and Evaluation. California, Wads Worth Publishing Company Press.

Sykes, G. (1996). Reform of Professional Development. *Phi Delta Kappan*, 77(7), 465-467.

Sparks, D. (2002). *Designing Powerful Professional Development for Teachers and Principals*. National Staff Development Council. Oxford.

Seng, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday Currency.

Shulman, L. (1986). *Those Who Understand: Knowledge Growth in Teaching*. USA.

Sparks, D. (2000). *Learning to Lead*. Oxford, OH. NSDC.

Veen, W. (1993). The Role of Beliefs in the Use of Information Technology. *Journal of Information Technology for Teacher Education*.

Vera, R. (1982). *Teacher Training Workshops*. Santiago, Chile.

Wanger, T. (2001). *Leadership for Learning: An Action Theory of School Change*. *Phi Delta Kappan*.

Williams, M. (1994). teacher training for English language teachers. In G.R. Harvard.

Yang, C. (2008). *A Research Study on Teacher Professional Development in Technology-Rich Educational Environment*. Teacher Professional Development Forum.

Zepeda, S. (2012). *Professional Development: What Works*. Library of Congress, USA.

Zainnuddin,C.(2011) *fundamentals of teaching english to speakers of other language*. Kendall Hunt Publishing Co.