Evaluation of English Language Teacher Performance Concerning the Language Skills in the Basic Education Stage in Gaza from the Teachers’ and Supervisors' Perspectives

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Abstract

As a result of the current situation in Palestine, education has suffered from many difficulties and problems. One of them is the lack of well qualified teachers who are supposed to teach the English language, taking into account, that teaching a foreign language is not an easy task. This study has attempted to evaluate the English as a foreign language (EFL) teachers’ performance in the prep stage in Gaza. The study has tried to identify the criteria for evaluating the EFL teacher's performance. It also has tried to find out to what extent these criteria are applied in prep stage EFL teachers' performance in Gaza in the points of view of the EFL teachers and their supervisors. In addition, it has attempted to improve the prep EFL teachers' performance through suggesting a training program.

To achieve these aims, some issues related to the research were raised such as: the teacher's role in the classroom, characteristics of the good EFL teacher, teachers' views of their tasks, teachers' needs in the different aspects of their work, and mastering the language skills. The present study adopted the analytical descriptive
method. The instruments of the study were developed in light of the related literature. The instruments developed for this study are:

- a questionnaire of components of EFL teacher's competence,

- a classroom observation sheet to assess EFL teacher's performance,

- interviews with EFL supervisors, and

- informal interviews with EFL teachers.

The instruments were judged by a jury specialized in teaching English in Gaza to determine the clarity and accuracy of the items and their relevance to the subject of the study. Results of the study showed that teachers need more training and assistance to be competent in their work. The researcher recommended that the educational situation should be analyzed and a training program was suggested to improve and develop the EFL teachers' performance.
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Chapter One

The Problem

Introduction

EFL teacher's performance is the main concern of this study. As different aspects and topics in addition to language skills form the teacher's performance in Palestine as in other countries, it is necessary to shed the light on these topics to clarify and enrich this study. In this chapter, the researcher is going to introduce the problem of the study and deal with the aims, importance, delimitations, sample, procedures and definitions of the study.

The teacher is the key figure of the teaching process despite the progress of recent technical and sequential discoveries. The teachers' responsibility for educating generations and providing them with knowledge and values has not changed. Hence, teachers' professional qualification does not end with their graduation. Maggioli (2003) said: It is an ongoing learning process in which teachers engage voluntarily to how best to adjust their teaching to the learning needs of their students. Thus in-service training is a demand for teachers throughout their career.

EFL Teachers play an important role in the classroom. They perform many tasks to teach and provide students with different opportunities to enrich their experiences. Teachers reflect their roles in different ways according to their beliefs, attitudes and points of view. Richards (1995:104) points out that those teachers create their own roles in the
classroom according to the theories of teaching and learning and the kind of classroom interaction that, in their view - points, supports their students.

To gain a good quality of teaching that guarantees the achievement of the objectives of education, teachers` performance should be evaluated to identify their professional growth and determine weakness areas that need remedial programs. This is emphasized by Travers (1993:124) when he says: “While we all like to think we’re perfect - or nearly so – the sad truth is that many of us have areas of our teaching performance that could be shored up.”

Information could be exploited through the process of exploring teaching, and according to Richards (1995), it can:

- help achieve a better understanding of ones` own assumptions about teaching as well as one’s own teaching practices.
- serve as a basis for self –evaluation and is therefore an important component of professional development.
- lead to a richer conceptualization of teaching and a better understanding of teaching and learning processes.

There should be special criteria to measure the teachers` performance and evaluate their success of performing the tasks and required skills for language teaching. To achieve this aim, Fantini complied the form –”Your Objectives, Guidelines, and Assessment "YOGA - to assess the teacher`s performance in Freeman, D. (1993: 43 - 55). This form is established as a common form of assessment. It is a list of the most commonly reoccurring factors grouped into six competency areas :interpersonal relations ,
cultural and intercultural knowledge, language acquisition and learning, language teaching, and professionalism.

Characteristics of a good teacher have been discussed by Mohammed (1997). She discussed the following Bastidas’ suggestions (1996) about competencies that the EFL teachers should have:

- subject competence: a good command of English reflecting both fluency and accuracy.
- professional competence: the ability to plan and execute lessons
- teacher’s attitudes: teachers’ believes about education, students, colleagues...etc...

Teaching, as described by Pufahl (2001), is a highly valued profession. Admission to faculties, where all teacher education takes place, is very competitive, which creates a high degree of selectivity. Then, the investigation of teaching skills is very important to improve and develop the teacher performance. Many questions should be aroused in the teachers’ minds about the following points

- The realization of objectives
- The appropriate teaching techniques.
- The student's responses / interaction through the learning and teaching process.
- The value of the whole learning teaching process, through self-valuation and assessment techniques for both teachers and students.

- The realization of the learners needs, out of studying EEL

Discussing these points is a part of the investigation process. It had been handled by many studies, for instance, Tiri & Kirsi (1993) study discussed an American model for effective teaching. Pask and others (1992) and Spirit River School (1993) also focused on the teacher professional growth.

Mastering English language is one of the most important competencies that EFL teachers need. It has also become the main objective of many communities either on the national level or on the individual level. There are many reasons for learning English in addition to the educational purposes. English is a world-wide language as Richards points,“ the current status of English has turned a significant percentage of the world population into part-time users or learners of English “.(Mc Donough ,1993)

According to what has been cited above concerning the importance of studying the English language, the researcher sees that the EFL teachers should be aware of their professional growth. They need more training to develop their language teaching skills. Also, they should master the linguistic skills since they are pre-requisites for the success of the EFL teachers in the teaching process.
As for the importance of EFL teacher’s preparation programs for EFL teaching, it has been discussed by many studies in different countries. Most of these studies investigated the weaknesses of the preparation programs for EFL teachers. Fareh and Shassah in Shaer & El Kendi (1993) said that these programs in Saudi Arabia are still inefficient to prepare teachers for their role.

Also in China, the department of EFL teacher education (1994) conducted a study revealed that English language teaching has remained unchanged in spite of the serious challenge of preparing qualified EFL teachers. The study suggested planning and improving of programs of EFL teachers’ education on the basis of identified problems and needs of teachers.

The same situation is found in Turkey as Altun & Trombly (2001) say: “The need for more successful and effective English language teacher is greater than ever before. Yet language education is particularly challenging in Turkey, as it is in other parts of the world, due to the traditional classroom.”

On the contrary, a study in Morocco (Rafahl, 2001) revealed that, English teachers are among the best trained teachers in the country because of their good training.

As the researcher of the present study has felt that English language teaching in Palestine suffers from essential problems in different aspects of life, she reviewed some studies that handled teaching English language in Gaza. In a study conducted in Gaza by Hamdan (1999:2), the results have shown that the teachers of English master only (13%) of the required
competencies for the EFL teachers. The study revealed the issues which have influenced these competencies. A major problem which can be peculiar to Palestine is that one described by Abu Mallouh (2001:1), a researcher who has worked for more than 30 years as a teacher and a school supervisor of English. He revealed that teaching of EFL to beginners is largely in the hands of young teachers. Some of these teachers are untrained or insufficiently trained, and all of them have usually little experience and inadequate and uncertain knowledge of English. Also, English in Gaza schools is at the lowest level and is seen as a difficult subject as was declared by El Fagawi (1993:14).

To sum up, most of Gaza English teachers are incompetent in realizing the tasks required for teaching English. As one of these teachers, the researcher sees that this problem should be focused on for developing the preparation programs for EFL teachers of Gaza through evaluating their performance in their supervisors and their own points of view.

**Statement of the problem:**

From the present researcher’s experience as an EFL teacher in Gaza, she has noticed that EFL learning / teaching in Palestine suffers from many difficulties. The most dangerous one is the Israeli occupation. Both teachers and students have suffered so much due to these circumstances. If one looks only at one side of the problem i.e. the economic side, one will notice how the students and teachers need to reach the required level to meet the challenges of successful learning of EFL. One of these challenges is the lack of a well qualified teacher who is supposed to teach English language, and guarantee an appropriate standard for students. Taking into account that teaching English as a foreign language is not an
easy task in these circumstances, the teacher has to overcome a lot of difficulties and problems in this respect.

For surveying the existing situation, the researcher conducted a pilot study to find out weaknesses and strengths in the EFL teachers' performance in Gaza, through unstructured observation of teachers performance and open interviews with teachers and their supervisors. The results showed that the following aspects of teacher performance need to be investigated i.e. observed, discussed, and analyzed:

1. The personal skills
2. The pedagogic skills
3. The linguistic skills

According to the previous results, an urgent need to investigate the situation systematically and logically, with the purpose of developing criteria for evaluating teacher's performance as well as developing it has arisen.

To conclude, the evaluation of teacher performance is very important for improving the teaching quality and achieving better understanding of teachers' assumptions about teaching. So, the present study tries to investigate the different aspects of the EFL teacher's performance and evaluate them according to special criteria for teaching EFL with the purpose of improving them.
Research Problem:

The present study is an attempt to evaluate the EFL teacher’s performance in the prep stage in Gaza in the supervisors' and teachers points of view with the purpose of suggesting a training program to improve it. So, it will try to answer the following questions:

1. What are the criteria for evaluating the English Foreign language teacher's performance?

2. To what extent are these criteria applied in prep stage EFL teacher's performance in Gaza from the points of view of the teachers and their supervisors?

3. What are the particular areas that deserve professional attention and training?

4. What is the framework of a suggested training program for improving EFL teacher's performance in Gaza prep schools?

Research aims:

The present study has to:

1. determine the criteria for qualified EFL teachers’ performance

2. evaluate EFL teachers’ performance in the prep stage in Gaza
3. specify particular areas that deserve professional attention and training

4. suggest a framework for a training program to improve EFL teachers’ performance in Gaza according to their needs.

Research importance:

The importance of the present study lies in:

- providing the EFL teachers with criteria for measuring the EFL teacher’s performance.

- identifying areas of weakness in EFL teachers' performance in Gaza prep schools that should be avoided to make the teaching–learning process of EFL more effective.

- providing a list of essential skills of teaching EFL which helps supervisors to evaluate pre and in-service teachers.

- suggesting a framework for a training program to improve and develop the EFL teacher's performance in Gaza prep schools.

- attracting the attention for further studies for evaluating EFL teachers' performance in other educational stages and suggesting training programs for EFL teachers in these stages.
Sample

The research’s sample is drawn from first, second and third year prep EFL teachers both males and females in Gaza strip. Gaza strip is divided into three educational zones: North, Middle, and South. The number of EFL teachers in the prep stage is 250 teachers according to the United Nations (UNRWA) records in year 2002. The sample of the study was chosen randomly from all areas of Gaza. It consisted of 120 teachers to respond to the questionnaire's items, and fifteen teachers to be observed through using observation sheet.

Procedures:

The present study adopts the analytical descriptive method. So, it follows the following procedures:

- surveying the related literature to different components and competencies of EFL teaching, and criteria required for measuring EFL teachers’ performance.

- designing the research instruments i.e. 1) the questionnaire 2) the observation sheet and making sure of their validity and reliability 3) Interviews with teachers and supervisors.

- developing EFL teacher’s performance criteria on the basis of certain sources to identify the essential teaching skills for EFL teachers to improve their performance.

- submitting a list of these skills to a jury of specialists in teaching English and teaching English methodology.
• evaluating the prep stage EFL teachers’ performance to recognize points of weakness and strength through the following steps:

  a- administering the questionnaire to the sample of the study (120 teachers).

  b- determining a randomly selected group of 15 EFL teachers to be observed and interviewed.

  c- conducting interviews with the supervisors of English language teaching in Gaza Governorates.

• analyzing and discussing the results.

• identifying weakness areas that need more training and practice.

• suggesting a framework for EFL teachers training program.

• writing recommendations and suggestions for further research.

Definitions of terms:

In the present study, the following terms will be used according to the given definitions.

Evaluation:

Evaluation as defined by Hamdan (1998:9) is an organized process for collecting and identifying the data on the purpose of identifying the degree of achieving the objectives and making decisions concerning them.
Afanah (1991:36) says that: Evaluation means diagnosing the present state, or the existing system and what is marked by advantages and disadvantages. The fundamental aim of evaluation is to identify the aspects that did not fulfill the desired objectives, and to identify the problems and obstacles that cause hindrance.

In the present study, evaluation is the process of analyzing and discussing the results of teachers’ responses and performance to identify weakness areas that need more training and practice, and to determine the strength points to be supported in the light of the aim of investigation.

**Teacher competence**

Coker (1985) defines teacher competence as the knowledge, skills and other personal characteristics of the teacher that affect teacher's performance.

In the present study, it refers to the following: personal qualities, pedagogic skills and linguistic skills of the EFL teacher.

**Performance:**

Performance is defined by Addenda (1988) as the carrying out of a command, the accomplishment, doing any action or work.

In the present study, it is what the EFL teacher at the prep stage does in the classroom reflecting knowledge, and skills in a given teaching/learning situation.
Chapter Two

Review of Literature

Introduction

In this chapter, the researcher will display the different aspects of the EFL teacher’s performance. So, the following areas are to be investigated due to their direct relevance to the teacher’s performance:

- The teacher as an effective factor in the teaching / learning process.
- The role of the teacher
- Characteristics of a good teacher
- Teacher Development
- Difficulties that face EFL teacher
- Language skills
The teacher as an effective factor in the teaching process

The quality of education is linked strongly to the quality of teacher as the teacher is the most effective person in the educational process. According to his /her performance, supervisors can predict the outcomes and results of students` responses and the extent to which the objectives will be achieved. Besides, the teachers are not merely agents in an educational hierarchy, applying specific methods as Rufina said in (Hedge, 2000:9), but according to him, the teachers have the creative responsibility of building links between externally imposed curriculum objectives and their own course planning, activity design materials development, and management of learning procedures. Moreover, the teachers are involved in a process of continuing professional development. The important contributions of the teachers and their great efforts are so obvious and significant in the student achievement. (El Daly 1996:58)

Ali (1990:16) presented the features of the dropping standard of the learners - which are very obvious in their inability to converse, write, and to use the language properly and functionally in real life situations - and ascribed them to the inefficiency of the teachers who are supposed to teach the syllabus. This shows that the teachers are the main factor in the learning process, since they perform the main tasks in the classroom reported by Richards (1995:106) as follows:

selecting learning activities, preparing students for new learning, presenting learning activities, asking questions, conducting drills, checking students` understanding, providing opportunities for practice of new items, monitoring students` learning, giving feedback, reviewing and re-teaching when necessary.
Kyriacou (1998:8) highlighted three elements in the teaching process: knowledge, decision making and action. Besides, she described the essential teaching skills involved in contributing to successful classroom practice as follows:

- **Planning and preparation**: the skills involved in selecting the educational aims and learning outcomes intended for a lesson and how best to achieve these.

- **Lesson presentation**: skills involved in successfully engaging pupils in the learning experience.

- **Lesson management**: skills involved in managing and organizing the learning activities to maintain pupils’ attention, interests and involvement.

- **Classroom climate**: skills involved in establishing and maintaining positive attitudes and motivation by pupils towards the lesson.

- **Discipline**: skills involved in maintaining good order and dealing with any pupil misbehavior which occurs.

- **Assessing pupils’ progress**: skills involved in assessing pupils’ progress, covering both formative and summative purposes of assessment.

- **Reflection and evaluation**: skills involved in evaluating one’s own current teaching practice in order to improve future practice.

Classroom management and teacher – student interaction were the main topics that Nunan (1995) concentrated on. In the discussion of classroom practices, he considered the following points:

- the amount and type of teacher talk

- the types of teacher speech modification that facilitate comprehension
- improving the effectiveness of the teachers` questioning techniques
- types of questions that stimulate students to maximize their output
- the effect of digressions and extemporizations

**The role of the teacher:**

Nowadays, the role of the teacher is not simple as it was in the past. This topic has been handled by many educationalists and researchers. In fact the teacher performs a range of roles. Lopes (1994:16) asserted that every day researchers are discovering new factors that may play a part in language learning and produce additional roles to the teacher tasks. The most comprehensive definition of the teacher role is to create the best conditions for learning as noted by Byrne (1994).

Moreover, Mohammed (1996:10) stated that the teacher’s task should be: first, to assimilate the language as a way of thinking and as an expression of a style of life and second, to analyze the structure of that language to master the language as a communicative tool. Then, the main function of the teacher is to ensure that learning takes place. But to implement this general function, the teacher has specific roles to play at different stages (presentation, practice and production) of the learning process.

These different roles of the teacher have been discussed by many writers and researchers. McDonough (1993:295) listed the roles of the language teacher i.e. counselor, organizer, assessor, resource and participant. Prodromou (1994:24) suggested many parts for the teacher to play: friend, monitor, counselor, facilitator of learning, reliable informant on the language, social worker, model for the student, and so on. Also, he gave more classification about the roles of the teacher in the following figure:
Activity                                      Role

The teacher gives instructions for students    manager -
To get in groups.

The teacher asks students to repeat a sentence  model
after him/her for pronunciation practice.

- The teacher goes round listening to pairs    monitor
practicing a dialogue.

The teacher advices students how best to      counselor
approach a task.

- The teacher explains when we use the present informant
perfect for recently completed actions.

- The teacher provides material and guidance to facilitator
enable students to work on their own.

- The teacher discusses personal problems      social worker
which is affecting his/her work.

- The teacher chats with students over coffee or friend
arrange a cinema visit with the class.

Handling the same point, Harmer in Hedge (2000:20) suggested a framework that deals exclusively with the roles of the teacher that relate
to classroom procedures. In this framework the teacher is identified in a number of roles: as controller of the whole situation; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions for the pair work, initiating it, monitoring it and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work.

**Characteristics of the good teacher:**

No one is perfect in such a job as teaching. So, it is the teachers` task to learn many things all the time because many requirements are necessary for them in their daily career. El Daly (1996:59) agreed with Abddallah (1993) that the first essential requirement of a creative teacher is a broad and sound knowledge of the different linguistic approaches and theories. The second requirement is a strong belief and deep faith in his/her ability to stimulate and motivate students to think independently, critically and creatively. The suitability of a language teacher according to Macky`s discussion as reported by Radwan (1989) is a matter of language skills, professional skills, and teaching load.

Knowledge of the linguistic structure of the language is only one of the requirements of a good language teacher as Lopes (1994:16) stressed. But teachers should also have according to him, broad background knowledge of the social environment that influences their students, different pedagogical techniques, social and cultural aspects of the language being taught, and techniques for diagnosing certain psychological characteristics of learners.

The minimum requirements for teachers of any foreign language as was discussed by Abu Mallouh (2001:13) are that they should:
- speak fluently and correctly the language of the textbook they teach and of all prior textbooks in the series.

- be aware of the difference between the patterns in the mother tongue and of the new sounds their pupils will encounter in their study of the foreign language.

- be aware of all the English that had already been taken by the pupils so that they will not upset the graduation of the course they are teaching by introducing an unknown word or structure.

- know how to train the class to listen accurately and with good language–learning habits.

- know how to communicate vocabulary and structures through the medium of English and in real life situations.

Peyton (1997) and Met (1989:177) stated that good foreign language teachers need the following:

- a high level of language proficiency in all of the modalities of the target language, speaking, listening, reading and writing.

- the ability to use the language in real-life contexts, for both social and professional purposes.

- the ability to comprehend contemporary media in the foreign language, both oral and written, and interact successfully with native speakers in the United States and abroad.

- a strong background in the liberal arts and the content areas.

- understanding of the social, political, historical, and economic realities of the regions where the language they teach is spoken.
- pedagogical knowledge and skills, including knowledge about human growth and development, learning theory and second language acquisition theory, and a repertoire of strategies for developing proficiency and cultural understanding for all students.

- knowledge of the various technologies and how to integrate them into their instruction.

The general qualities of the good language teacher had been analyzed by McDonough (1993:297). He made a list of the general qualities of the good language teacher and might be expected of all teachers:

- knowledge of the language system

- good pronunciation

- experience of living in an English speaking country

- qualifications (perhaps further training taken or in-service development)

- good classroom performance

- evidence of being a good colleague

- length of time as a teacher

- ability to write teaching materials

- careful planning of lessons

- sound knowledge of language

- experience of a variety of teaching situations

- good personal qualities

- knowledge of learning theories

- wide vocabulary
- ability to manage a team of teachers

To gain these qualities teachers need to engage in effective professional development to improve and develop their performance as will be presented in the following section.

**Teacher development**

Improving and developing teacher performance is possible by focusing on the elements that form the teacher performance. In fact, teachers have to act different roles and perform a number of activities to master their job. Besides, teachers should be strongly aware that their job is described as practical more than theoretical and needs to be developed continuously. This is emphasized by Danielson and Mcgreal (2000):

> A teacher`s career like that of other professionals, has a distinct life cycle. The job is complex, and skillful practice requires considerable time and support to acquire. But once a teacher attains a certain level of proficiency, professional learning takes a different form from that experienced earlier in the process, and can be more self-directed. And if teachers slip in their skill, if their performance drops below a certain acceptable level, they can also benefit from higher levels of support and more intensive assistance.

The same points are supported by Dunne (1994:7) when he stated that:

> It is possible in teaching, as in all activities to improve our own performance by carefully thinking about what we have done and how this might be improved. In teaching it is often assumed that reflection is the most important way of increasing competence. It is quiet common to talk about the need for teachers to be reflective as if this is both easy and guaranteed to change how they act with children. We believe that in order to improve personal competence there is a need to work with one`s colleagues. This process of a group of teachers stepping beyond reflection and into individual and collaborative action has been described by Wragg (1994) as being indicative of the dynamic school.
Training is a very important instrument that develops the society in the different scopes of life. Since the requirements for life are changeable because of the cognitive progress and communications between cultures, it is necessary to prepare well qualified people able to deal with renewed responsibilities and duties. On the teachers` side, in-service training is a continuous process and should be extended to be all the time. It is the responsibility of different parties in the society and many resources are involved in addition to the teachers such as consultants, native speakers, and educational materials and different activities. In other words, it is not an easy task and requires combined efforts especially funding since the activities are costly as said by Kyriacou (1998: 14):

It is important to note that the responsibility to develop and extend your teaching skills is not simply your personal responsibility. Rather, it is also the responsibility of those within the school and agencies outside the school to ensure that such development is facilitated as part of your professional development, and as part of staff development at the school as a whole.

Also, McD (1993: 301) added: There are many activities that teachers can essentially engage in if they wish to extend their understanding of their role. They may, for instance, put themselves in the position of their students by learning another language. They may choose to attend courses or workshops, join a local teachers network, go to conferences, write a regular teaching diary, learn something about educational management or counseling.

Going on in the discussion of this topic, Prodromou (1994: 22) suggested the following ways of improving the teacher`s knowledge of ELT to increase self confidence:

- joining professional organizations and attending conferences
- subscribing to ELT magazines and journals.

- inviting fellow teachers /teachers trainers and guest speakers to contribute in lectures and workshops

- forming local teachers groups and holding regular meetings to discuss common problems

- publishing an ELT newsletter on a local or national scale.

- joining a special-interest group as the one of Teacher Development.

- reading teachers handbooks published by most ELT publishers.

- arranging ELT book exhibitions with the help of ELT publishers, organizations such as the British Council, or the relevant ministry.

Clair (2000) presented the eight principals of effective professional development: It should be driven by an analysis of teachers' goals and student performance; it should involve teachers in the identification of what they need to learn; it should be school based; it should be organized around collaborative problem solving; it should be continuous and adequately supported; it should be information rich; it should include opportunities for the development of theoretical understanding; and it should be part of a comprehensive change process.

Also Mohammed (1997:6) summarized the following approaches suggested by Gebhard to enable the teacher of achieving his / her effective professional development:

- observation of other teachers

- self observation through video –or audio –taping to take notes on recorded events later
- action research which is a self reflective inquiry for identifying problems in their classroom practices and finding remedial actions through systematic steps

- teacher journals or diary studies for their own classroom experiences to reflect on, criticize, raise questions and take actions which lead to personal and professional developments.

Professional development as defined by Maggioli (2003) is an ongoing interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learners’ expressed or implicit learning needs. The ultimate goal of professional development is to promote effective teaching in the classroom.

**Difficulties that face EFL teacher**

It has already been cited that the teacher is the most important figure in the teaching process, and s/he is the first responsible for the actual standard of teaching English in schools and the level of the students’ achievement. On the other hand, there are other variables that interfere in the teaching situation and share the teacher this responsibility. In other words, the characteristics of the learning situation should be taken into account for their real participation in determining the chances of success or failure in achieving the objectives.

Foreign Language Teachers encounter a number of factors that make the teaching of foreign languages especially challenging and emphasize the need for strong professional development according to Curtain and Pesola (1994) and Tedick and Walker (1996) these factors are:
- The cultural, socioeconomic, linguistic, and academic diversity typical in today's student population requires foreign language teachers to work with students whose needs, educational experiences, and native language skills are very different from those of students they have typically taught. For example, some students entering foreign language classrooms grew up speaking the target language at home.

- The variety of reasons students have for learning foreign languages and the different ways they approach this learning require that foreign language curricula and instruction address a range of student goals and learning styles.

- The current emphasis on exclusive use of the target language in the classroom requires that teachers have strong language skills.

- The emphasis on thematic learning demands that teachers be skilled in the thematic areas explored, competent in the vocabulary related to these areas, responsive to student interests in various topics, and able to work in teams with content-area teachers.

- The emphasis on collaborative learning and student self-directed learning requires that teachers be able to act as facilitators, guides, counselors, and resources, not just as language experts.

- The increase in foreign language enrollments and the shortage of qualified teachers requires that foreign language teachers teach at more grade levels than they have in the past.
The emphasis on technology for language learning and teaching requires teachers to keep informed about new technologies and their instructional uses.

Also Hedge (2000:25) listed some factors that may provide potential or constraint:

- the extent to which the materials in use train for public examinations and the extent to which deviation from these may disadvantage students
- the hours available for teaching and the distribution of those hours
- the existence of institutional or departmental polices for such things as marking homework
- the physical constraints of the classroom
- class size
- the resources available in the classroom and in the institution
- the cohesion that exists among English language teachers and the degree to which it fosters teamwork
- the status of teachers in the hierarchy and their involvement in book selection, policy development, etc.
- the financial / contractual status of teachers and whether they work in one institution or several ones
- the interests of management in continuing professional development through in–service sessions, projects in materials design, etc.
- whether classes are monolingual or multilingual.
Through the daily activities of the teaching process, the teacher meets many obstacles and difficulties. Byrne (1994:1) listed a number of these obstacles that meet the teacher, as follows:

- the size of the class
- the arrangement of the classroom setting
- the number of hours available for teaching the language
- the syllabus itself which may discourage the teacher from giving adequate attention to use the spoken language.

Serious problems that cause inefficiency of language teaching in the school, according to Esmail and El Qamass (1994:209), are: large classes, pressure of formal examination, the recruitment of no specialist English language teachers, lack of motivation and lack of resources. For the bad effect of these problems and difficulties in hindering teaching English in the classroom, they deserve to be discussed extensively by many researchers.

The following problems which face the nonnative speaker’s teacher are also mentioned by Radwan (1989:19):

- lack of motivation among students
- the textbooks and materials.
- the school-leaving examination.
- physical conditions
- finally and most importantly is the language itself, Radwan (1989) attributes it to the fact that language of teaching is more complex and specialized than is generally recognized, in addition to the absence of a justification for using English as the medium of instruction.
Language Teaching Skills:

Teaching reflects many aspects of the teacher performance and indicates many significances about the teachers` beliefs of the teaching process: their role in the class, the activities, the approaches and techniques, the students` participation, kind of grouping arrangements, and interactions that are going on in the classroom. The teacher should be aware of the needs of the participants in the teaching setting. In other words, he/she should know how to: begin the lesson, present new material, instruct, explain, practice, ask questions, obtain and check on the students` responses from all the students, guide, provide feedback, monitor, etc. Mohammed (1997:15) stressed that teaching is not just a matter of presenting information to students whose diverse learning needs have to be met. It is also the challenge of planning and presenting appropriate learning experiences for large mixed ability classes where teacher face the contradiction between the ideal offered through previous training and the practical context of the classroom setting. Moreover, they should be flexible enough to employ appropriate strategies to deal with a broad range of students` characteristics, students` emotional responses and attitudes towards learning the language.

Richards (1995:29) defined Language Teaching as a complex process which can be conceptualized in a number of different ways. Traditionally, language teaching has been described in terms of what teachers do: that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these behaviors on learners. Effective teaching is a wide range of competencies and skills as explained by Dunnne (1994). He presented the following nine dimensions of teaching which were set by Dunne and Harvard in (1992)
to conceptualize teaching and consider some important aspects of classroom processes as follows:

- **Dimension 0**: Ethos - the teacher should progressively show interest in children as people, maintain warm relationships, create time for children interests and conversation, and encourage self evaluation and initiative, cooperation.

- **Dimension 1**: Direct Instruction – the teacher should attract children initial interests, organize suitable seating arrangements; introduce material well, use appropriate visual aids; check clarity of explanation by: appropriate questions, examples, analogies and metaphors, choose concepts with both subject matter and children’s interests in mind, ensure children’s engagement and participation, and pace an efficient and concise explanation in the light of children’s responses.

- **Dimension 2**: Management of materials – the teacher should provide and manage materials and check their availability, use them imaginatively and creatively, and design, produce and use novel materials effectively.

- **Dimension 3**: Guided practice – the teacher should distribute and manage provided materials, check children’s responses and work, respond rapidly, reinforce, and understand how the exercises are sequenced and structured, provide a program of guided practice in core areas of the curriculum, properly use a range of techniques for practice, move children on to independent practice, and encourage children’s self evaluation through practice.

- **Dimension 4**: Structured conversation – the teacher should listen carefully to what children are saying and attempt to elicit their
responses, use planned and unplanned opportunities to hold conversations with children and focus on their challenging ideas, and plan for and experiment with conversational teaching in many curriculum areas.

- **Dimension 5: Monitoring** – the teacher should observe children working and intervene to sustain the momentum of the work, give appropriate feedback, monitor flow of work to sustain availability of resources and ensure efficient transitions, create hypotheses about children’s difficulties, and sustain a broad program of diagnostic teaching.

- **Dimension 6: Management of order** – the teacher should attempt to operate some procedures for an orderly activity and establish a framework of rules, achieve a situation in which order is mainly carried by and endemic to the work system on the basis of a careful analysis.

- **Dimension 7: Planning and preparation** – the teacher should plan basic resources for children working on a given activity with clear purpose, engage a variety of identified skills and intellectual processes, plan to allow for imaginative adaptation of ideas to circumstances, and plan for efficiency in use of time and resources with clear reference to the careful management of the teacher’s time.

- **Dimension 8: Written evaluation** – the teacher should give some account and provide valid description of own performance, offer alternative analysis especially with respect to appropriate use of resources and materials, offer justifiable explanations of children’s responses to work, reflect on evaluations to reconceptualize
personal model of teaching, and challenge own assumptions about subjects, curriculum, and organization.

Hamdan (1998:27) discussed effective teaching which leads to the furthest degree possible of learning in a shorter way and less time and effort, with achieving most other educational profits. He listed conditions to achieve effective teaching as stated by M.Konli (1982) as follows:

- The teacher has to know how to teach by knowing the general and specific teaching methods.
- The teacher should love his work. The teacher who hates his work invites students to hate his lesson.
- The teacher has to know more than the text book materials. This necessitates his being conversant and continuing reading to acquire more knowledge in the field of what he teaches.
- The teacher has to prepare his lessons every day.
- The teacher’s voice must be quite clear so as to be heard by everybody. His voice must be of medium sonority to make it easy for students to follow up.
- The teacher should encourage his students by sincere praise, and other different ways to draw their attention and interests.
- The teacher has to observe or consider the individual differences among his students.
- The teacher has to lead or treat his students tenderly and friendly and make the class atmosphere dominated by healthy social relationships.
- The teacher should be firm, where firmness is needed to enable him to control the class and organize communications inside it.
• The teacher should give his students the opportunity to participate and be involved in the class activity.

• The teacher should be just and fair with all his students because being biased towards or against one of the students makes the relationship to be tense, and often may lead to the loss of their respect to him.

• The teacher should keep good appearance because his students look upon him as an example for them and they criticize him from the top of his face to his toes.

EFL teacher should be concerned all the time with the activities in the classroom, methods that are used, resources, classroom management and all other factors involved in teaching in the classroom. Saleh (1995:26) suggested a list of seven teaching skills chosen for use in a clinical supervisory program: preparation and lesson planning, classroom management, presentation of new language items, teaching reading, eliciting and questioning, correcting errors, and communicative activities.

In discussing the teaching situations, Richard (1995:106) did a good job. He introduced a comprehensive analysis of the different factors that are interfering and forming the whole picture of the activities and tasks in the classroom. He analyzed the dimensions of teaching into the following components:

- classroom management and organization

- teacher control (how do teachers maintain an acceptable - level of performance in the classroom).

- curriculum, content, and planning

- instructional strategies
- motivational techniques (strategies that teachers use to create classroom climate and motivation

- assessment philosophy (types of assessment procedures

**Mastery of language:**

Why do we learn English? Personally, every one can answer this question in many ways. Somebody may say: to write correctly, to speak fluently, to read quickly, to listen to others and respond communicatively etc....... Here, it is important to present Ali’s point of view (1990) that the mastery of the four language skills, namely listening, speaking, reading and writing is a main aim behind teaching skills, and these skills should be developed communicatively.

Mohammed (1996:11) presented the concept of proficiency as involving the following aspects:

- The intuitive mastery of the forms of the language.

- The intuitive mastery of the linguistic, cognitive, affective and sociocultural meanings, expected by the language forms.

- The capacity to use the language with maximum attention to communicate.

For the special nature of EFL teaching, Al Mutawa (1997) explained that it requires excellent language skills and a high degree of cultural awareness before actual teaching begins. She concentrated on the important role of such qualities that enable teachers to use the language as a means of instruction and give them mastery over the material they are teaching. Al Mutawa added that teachers who lack such a quality face problems in their management of the class, and lose their students respect.
Clair (2000) reported that Fillmore and Snow (2000) specify five teacher functions in which language is central:

- Teachers are communicators: They need to be able to communicate effectively and have strategies for understanding what students are saying.
- Teachers are educators: They are responsible for subject area instruction, selecting educational materials and providing learning opportunities for students.
- Teachers are evaluators and their decisions have important consequences for students.
- Teachers are educated people: Information about language is essential to being a literate member of society.
- Teachers are agents of socialization. They play a central role in socializing children to the norms, beliefs, and communication patterns of school.

It is worth mentioning from Byrne`s point of view (1994: 4) that language learning is a long term process. To make it clear, Klippel (1991:5) said: “learning a foreign language is not just a matter of memorizing a different set of names for things around us; it is also an educational experience.” Moreover, Lopes (1994:16) explained the importance of language learning saying that: "A language is much more than lists of vocabulary and sets of grammar rules and language learning is not a matter of acquiring a system of linguistic formulas”.

Language proficiency can be developed through literary works. In this respect, the following tasks are to be guaranteed with regard to Gwin, Macky and Nicolove suggestions in Mohammed, (1996:10):
- providing opportunities for writing and discussion, focusing on meaning through input and output.

- providing true responsibilities for enhancing learners' understanding of the cultural aspects of the target language speakers as a way of gaining true fluency in the language.

- providing opportunities for appreciation of English as a beautiful language through addressing the affective domain of learning.

- providing real life situations through natural discussion of the material.

- providing opportunities for understanding the element of good writing which can be explicitly taught and practiced.

Fillmore (2000) summarizes basic aspects of oral and written language that classroom teachers should know as follow:

- teachers need to know the basic units of language (phonemes, morphemes, phrases, and sentences).

- teachers need to be aware of the principals of word formation in English, and know what is regular, what is not, and how do forms relate to each other.

- understanding how words are learned in non situational context through conversation and reading.

- teachers need a solid grounding in socio linguistics and in language behavior across cultures. They also need knowledge about language variability in order to make sound decisions about instruction.

- teachers need to know what is academic English that relies on a broad knowledge of words, concepts, language structures, and interpretation strategies, in addition to the skills of summarizing,
analyzing, extracting, and interpreting meaning, evaluating evidence, composing, and editing.

- teachers should know why the acquisition of English by non-English speaking children has not been more universally successful.

- teachers should know why English spelling is so complicated, i.e. English has not changed its spelling to eliminate inconsistencies and reflect changes occurring in its sound system over time. Understanding the complexities of English orthography can help teachers take sensible approaches to teaching it.

- teachers should know why students have trouble with narrative and expository writing. The topic sentences, paragraphs, and essays are staples of English prose, which may be difficult for students whose language experience includes other ways of expression.

- teachers must have a solid enough knowledge of grammar to support children’s writing development and pinpoint problems in writing and interpreting a text (how should the quality and correctness of a piece of writing be judged).

- teachers should know what makes a sentence or a text difficult to understand. Many educators erroneously associate simple sentences with ease in understanding and interpretation, so the texts for language learners are often composed of short choppy sentences. So the texts are far less readable than regular texts and may be insulting to readers.

**Language Skills:**

Learning English means that learners are supposed to be able to read, write, explain, analyze, summarize, understand others and be understood by others, and express themselves in a simple way i.e. they
should be competent in all language skills which is called linguistic competence. Hedge (2000:47) considered that linguistic competence is concerned with knowledge of the language itself, its forms, and meanings. It involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structures, sentence structures and linguistic semantics. The main skills of the language are listening, reading, speaking and writing. The main aim of the teaching learning process is mastering these skills. So, the researcher will present them in the following section.

**Reading and comprehension**

Reading skill is one of the most practical skills that teacher is exposed to during work. It is more than the oral pronunciation of words. Moreover, it is not a single skill, but it requires a variety of skills such as: reading aloud that improves and increases reading speed, and reading silently that gives the chance to understand and appreciate.

Reading widens the learners’ repertoire of general knowledge. It develops proper ways of pronunciation, intonation, and stress. Moreover, different skills are involved in reading such as: recognizing letter, number and words shapes and interpreting them into sound patterns, interpreting the meaning of words into sentence meanings and general understanding of a text. Reading skill has been searched from different points of view. Yun (1994:180) agreed with these points and he reviewed Goodman (1992) and Smith (1978) proposals about reading: “Reading is a psycholinguistic guessing game that involves an interaction between thought and language. Reading processes are cycles of sampling, predicting, testing and confirming.”

Hedge (2000:188) agreed that reading is a kind of dialogue between the reader and the text, or even between the reader and the
author. Hedge (ibid) showed five types of knowledge to help the reader make sense of the text:

- syntactic knowledge
- morphological knowledge
- general word knowledge
- socio-cultural knowledge
- topic knowledge

In addition to the previous definitions, Grellet (1994:7) defined reading as a constant processes of guessing and what one brings to the text is often more important than what one can find in it. Grellet added that reading involves a variety of skills, and he listed the main ones that were taken from John Munby’s Communicative Syllabus Design as follows:

- understanding: information, conceptual meaning, the communicative value, relations within the sentence, relations between the parts of a text, cohesion between parts of a text through grammatical cohesion devices
- recognizing the script of a language and indicators in discourse
- deducing the meaning and identifying the main point or important information
- distinguishing the main idea from supporting details.
- extracting salient points to summarize.
- selective extraction of relevant points from a text
- basic reference skills
- skimming
- scanning to locate specifically required information
- transcending information to diagrammatic display.

It is the teacher’s task, as Yun (1994:182) explained, to help the students to change their reading habits by teaching them efficient reading skills after finding out weakness or problems of the students. He reviewed Saville-Troke about this point: “Improving the reading skills of any student begins with identifying his weakness and then implementing appropriate methods for strengthening these skills”.

**Writing:**

Writing is a thinking process in its own right as White and Arndt (1996:3) discussed. According to them, it demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. The learner should master this skill through writing correct sentences grammatically, structurally, syntactical, and contextually. On the basis of this fact the learner should be able to:

- master the mechanics of letter formations
- obey conventions of spelling and punctuation
- use the grammatical system to convey one’s intended meaning
- polish and revise one’s initial efforts
- select an appropriate style for one’s audience
- and organize content at the level of the paragraph and the complete text to reflect given information and topic structures. Nunan (1995:7)

For the fact that language skills are integrative, writing skill can’t be developed in isolation of other skills especially reading skill. Byrne (1996:9) concentrated on the important part that reading plays in the development of writing.
Reading will play an extremely important part in the development of writing ability, because, although in itself it will not produce good writers, it appears to be an essential pre-condition. Reading may of course be a goal in its own right and in any case is likely to be more important one than writing. But the two skills can and should be developed in close collaboration.

Some requirements are essential for mastering writing skill. Ali (1990) argued that a skilled writer must be taught writing communicatively. Learners must: spell according to the convention of the target language, control the structure of the language, select from among possible combinations of words and phrases which best convey their ideas in the most appropriate register, and what they convey must be logically coherent and linguistically cohesive. As Ali saw, writing should be presented in the syllabus as a total skill, and the writing activities should concentrate on word order, mechanics of writing, the appropriate selection of words and phrases together with the use of cohesive devices.

The main topics that the teacher should concentrate on during writing activities have been indicated by White and Arndt (1996:3). They said: it is important for the teachers of writing to: engage their students in that creative process, excite them about how their texts are coming into being, give them insights into how they operate as they create their work, and to alter their concepts of what writing involves.

To achieve a writing program, Byrn (1996:27) listed these guidelines for the teacher:

- teach the learners how to write.
- provide adequate and relevant experience of the written language.
show the learners how the written language functions as a system of communication

teach the learners how to write different kinds of texts.

provide appropriate support.

use a variety of techniques and practice formats.

integrate writing with other skills.

make writing tasks realistic and relevant.

and finally to be sympathetic.

**Speaking:**

Speaking is very important as other skills. Its relation to the other skills is very obvious especially listening skill. The learner does not listen all the time, but he listens to others and then participate according to the message and exchange information with them. Then, listening and speaking are interwoven skills, and their materials and sources are integrated. In this sense, the learner should be a good speaker and a good listener at the same time. It is worth mentioning that Byrne (1994 :8) pointed out that oral communication is a two-way process between speakers and listeners, and involves the productive skill of speaking and the receptive skill of understanding. The main goal in teaching the productive skill of speaking will be oral fluency which is defined as the ability to express oneself intelligibly, reasonably accurately, and without too much hesitation.

The teacher’s task is to develop the speaking skill of the learners by encouraging and motivating the students and giving them the opportunities to participate in the teaching situations, with respect to all variables sharing in this process. For a learner of English, it is not
enough to know a number of vocabulary, rules of pronunciation, grammar, read and write correctly, but the more important, is how to use these components to speak to others either native-speakers or non-native speakers. So, the learner should be able to use language as he wish, to speak about his feelings, his likes and dislikes, interests, intentions, etc…

Speaking practice is crucial component of communicative competence as it mentioned in (ELT 2:1996). It involves the linguistic form of a language as well as knowledge of when and how to use these forms. “At any level of attainment students need to be given regular and frequent opportunities to use the language freely, even if they sometimes make mistakes as a result.” This citation had been presented by Byrne (1994:4). He does not mean that mistakes are unimportant, but he considers that free expression is more important, and the great mistake is to deprive students of this opportunity.

Moreover, Byrne (ibid) considered that the development of oral ability is a good source of motivation for most learners. He saw that oral ability can not be developed in isolation in the classroom, in the sense that all four skills are related, and the sources of talk, weather guided or free come from reading and writing activities.

As it appears from the teaching outputs, speaking is the most complex skill and the least successful one, for the fact that a lot of requirements are necessary for developing it, some of them are: appropriate classroom atmosphere, a competent teacher, clear objectives, a variety of learning activities, sensitivity to different situations, natural opportunities for learners, and the most important the contributions of the learners themselves. Hill (1995:118) cited that
Probably the least successful of all language lessons are so-called “conversations lessons“. The reason is obvious – to require a group of people to talk about a given length of time, with each person contributing similarly is completely unnatural. From a language point of view it is also very suspect since the skills required to contribute to a real conversation involve the ability to formulate your ideas quickly, to interrupt naturally and in the right place, to agree or disagree pleasantly.

Through the analysis of the speaking skill into sub skills, different needs for the learners come into consideration concerning being a good speaker, according to Nunan (1995:7) they are:

- the ability to articulate phonological features of the language.
- mastery of stress, rhythm, intonation patterns.
- an acceptable degree of fluency
- transactional and interpersonal skills
- skills in negotiating meaning and management of interaction.
- skills in taking short and long speaking turns.
- conversational listening skills and knowing about negotiating purposes.
- using appropriate conversational formulae and fillers.

The teacher’s role in developing the speaking skill of the students is very important, especially his/her encouragement that increase their confidence in themselves to go on and not to hesitate in participation in talk activities. He should be observer of the students’ contributions, and be supervisor when necessary.

At last, Klippel (1991:8) pointed out that the teacher should be careful not to correct the students’ errors too frequently because it makes the students hesitant and insecure in their speech when they should really be practicing communication.“It seems far better for the teacher to use
the activities for observation and to help only when help is demanded by the students; even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say “.

**Listening with understanding**

Listening is the first skill in teaching language. It is more than just listening to tapes. So, it is essential to have an overall understanding of what listening is, and how to overcome problems and difficulties that may hinder learners from mastering this skill. The first step in learning language is to listen to the others speaking the language. It does not mean that students understand the meaning of the message since the early stages of their learning. On the other hand, it doesn’t mean that the learner should be passive and just listen only to materials which its language is out of his control, on the contrary, he should be ready to get effective training in listening to different sources of language especially to native speakers in order to be able to communicate with others and achieve the objectives that have been stated previously. In this respect, language laboratories that produce different facilities should be available in the school, and the teacher should pay all efforts to develop listening skill.

Listening is defined by Yagang (1994:189) as the ability to identify and understand what others are saying. He stressed that it involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

Then, an able listener is capable of doing these four things simultaneously.
Listening is a global term as Hill (1995:30) described. He added that it involves everything that we hear – sounds, stress patterns, intonation, changes of pitch etc …. The whole message is conveyed by a combination of these factors.

As other skills, listening can be divided into other sub skills as Hill (1995:30)said: ” Frequently language teachers assume that students` understanding of what they hear is global ; in fact it can be broken down into sub-skills.”.

Listening is a coordination of the following components according to Rost (1991:4):

- discrimination between sounds, recognizing words and identifying grammatical groupings of words.
- identifying pragmatic units – expressions and sets of utterances which function as whole units to create meaning, connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
- using background knowledge and context to predict and confirm meaning, and recalling important words and ideas.

The integration of the perception skills, analysis skills, and synthesis skills forms the ability of listening. The components of these skills are categorized with regard to Rost (1991) analysis to the following:

- Perception skills: discrimination sounds and recognizing words.
- Analysis skills: identifying grammatical units and pragmatic units.
- Synthesis skills: connecting linguistic and other cues, using background knowledge.

It is worth adding that in Yagang’s report (1994:189) of a series of micro-skills of listening, that were listed before by Willis (1981) and called enabling skills are stated as follows:

- guessing at unknown words or phrases without panicking

- using one’s own knowledge of the subject to help one understand

- predicting what people are going to talk about retaining relevant points (note-taking, summarizing)

- identifying relevant points; rejecting irrelevant information

- recognizing discourse markers, e.g., well; oh, another thing is; now, finally; etc

- understanding inferred information, e.g. ,, speakers` attitudes or intentions

- recognizing cohesive devices, e.g., such as and which, including link words, pronouns, references, etc...

- understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting.

In addition to what has been mentioned, Underwood (1989:1) considers listening as a skill which seems to develop easily for mother-tongue, but in a foreign language it requires a considerable effort. She added that listening ability is the result of a number of factors, including the large amount of language and the number of different speakers learners are exposed to over the years, and their acquired knowledge of the context, the speakers, the topic and so on. Listening
situations include different parts which Underwood (1989) summarized into the following:

- listening to: live conversation, announcements, the news, the weather forecast, the radio for entertainment, records, telephone, and to someone giving a public address.

- watching a film, a play, the news, the weather forecast on the T.V. and the cinema.

- following instructions to grasp concepts and to distinguish between main and subsidiary ideas.

Many factors may affect the difficulty of oral language tasks. Some of these difficulties have been suggested by Nunan (1995: 24), and classified into four clusters:

- the speaker: how many they are, how quickly they speak, what types of accent they have.

- the role of the listener, the level of response and the interest in the subject

- the content: grammar, vocabulary, information structure, background knowledge assumed

- support: pictures, diagrams, or other visual aids to support the text

There are many potential problems in learning to listen to English. Underwood (1989:16-20) listed these problems in the following:

- Lack of control over the speed at which speakers speak

- not being able to get things repeated

- the listener’s limited vocabulary

- failure to recognize the `signals` and problems of interpretation
- established learning habits and inability to concentrate

Concerning the teachers` objectives of teaching listening, Underwood (ibid) pointed out that they should include:

- building up students` confidence in their own listening ability.
- making listening purposeful for the students.
- exposing students to a range of listening experiences.
- helping students with what listening entails and how they might approach it.

On the other hand, Rost (1991:5) advised the teacher to:

- talk to all of his students in English
- make English the language of his classroom
- introduce his class to other speakers of English personally or through use of video and audio tapes.
- encourage the learners to become independent –to seek out listening opportunities on their own outside the classroom.

To sum up, to be a good listener, Nunan (1995) stated that the teacher needs to be able of:

- recognizing words, phrases and word classes and ways of relating the incoming message to own background knowledge.
- identifying the theoretical and functional intent of an utterance or an oral text.
- interpreting rhythm, stress and intonation.
- extracting the gist or the essential information without necessarily understanding every word.
However, no skill can exist in isolation e.g. reading and writing are too close, they are also combined with understanding and thinking. Also speaking and listening are interactively combined. This means that according to the situation required language components take place.

At last the researcher concludes the following points:

- The teacher’s contributions and efforts are very important and significant in the classroom situation.
- The teacher has different roles to play. S/he should act as a manager, model, monitor, counselor, informant, facilitator, social worker, friend.
- Knowledge of the linguistic skills is only one of the requirements of a good language teacher. Thus personal skills and pedagogic skills are essential requirements.
- The teacher needs to engage in effective professional development to improve his/her performance.
- The teacher should be competent in all language skills which involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structures, and linguistic semantics.

To sum up, this section has tried to demonstrate the fundamental issues which affect the EFL teacher's performance. Performance of EFL teacher as other teachers should be successful in different aspects in addition to the specific competencies of language teaching. The teacher should show love for his/her job and subject, plan and prepare lessons daily, always arrive on time and be well prepared, friendly, courteous, supportive, caring, humble, fair, relaxed, and smiling; treat students with respect and avoid embarrassing and criticizing them in class, be firm in a kind manner, use a variety of learning activities and
experiments that allow for spontaneity, and use of engaged time, maintain a healthy teacher–student relationship, keep accurate records of work completed, attendance, test results and grades, and all other tasks related to his/her job and responsibilities.

To conclude, in this chapter, the researcher has displayed the different aspects and sides of the teacher's performance. She has focused on the roles of the teacher, characteristics of a good teacher, difficulties that face EFL teacher, language skills, and teacher's development.
Chapter Three

Previous studies

Introduction

In this chapter, the researcher presents several studies that dealt with: teaching English language and teaching practice, programs for preservice and inservice training, evaluation of different aspects in the educational situation, and teacher's professional growth.

Teaching English Language and Teaching Practice

The teaching situation is complicated since many parties are sharing in it. The main responsibility in all the tasks and activities is for the teacher. Teaching English language is the main topic in the present study. The following studies handled the teaching of English language practices and activities.

A study entitled English language. Feedback 2, (1994) was introduced by the Scottish Council for Research in Education, Edinburgh. The study discussed the results of the third Assessment of Achievement Program (AAP) survey of attainment in English language of a representative sample of pupils throughout Scotland. The leaflet highlights areas where improvement in the performance could take place. It covers the four outcomes--listening, talking, reading, and writing--in four columns. Reading down each column in the leaflet shows: what skills were assessed; key findings for the survey of pupils at primary 4, primary 7, and secondary 2 stages; teaching issues which arise from the findings; and some ideas to use in the classroom. The leaflet can be used for teachers' personal reading, staff meetings and group discussions, and staff development activities.
Gradman & Hanania (1991) conducted a study in the intensive English language program at Indiana University. The study investigated: (1) the effects of students' language learning background (formal learning of English, exposure to and use of English in class, and extracurricular exposure to and use of English) on their performance on the Test of English as a Foreign Language (TOEFL); and (2) students' perceptions of their current language learning needs and of language instruction in their home countries. Results suggest that two background factors (extensive outside reading and high teacher proficiency in English) have a significant positive effect on TOEFL performance. It also highlighted the importance of proficient and qualified teachers.

Katchen (1991) discussed the use of video cameras as a teaching tool in English-as-a-Foreign-Language (EFL) classrooms, with emphasis on their use in EFL college courses in East Asian countries. The paper reviewed the availability and use of video cameras, especially for instructors who may be unfamiliar with their operation. Language teachers can use video cameras to record student dialogues and role plays, reviewing the tape with students to critique language usage and grammar. The recording of humorous or student-created skits can heighten student interest in such activities. The re-recording of dialogues and skits allows students to compare their most recent performance with earlier renditions. Overall, the use of video cameras in the EFL classroom allows students to analyze their own speaking abilities, observe their own body language, and become more self-critical of their abilities.

Hamouda (1999) attempted to formulate a list of special teaching competencies which every English language teacher in the secondary stage school in Gaza Governorates should acquire. The researcher
handled the following issues: identifying the special teaching competencies which are necessary to be acquired by the teachers; describing the current realities of the special teaching competencies; pointing out the differences indicators related to the mastery of specific competencies according to the independent variables including qualifications, years of experience, and gender. The results of the study have shown that Gaza's English language teacher master five competencies out of a total of (38) competencies which forms 13% of the total number of competencies required.

In her study, Mohamed (the 1998) investigated the school students and supervisors perceptions of worth of the teaching practice experience and their own responsibilities and roles. A questionnaire was designed and administered to 120 female and 90 male first secondary school students from seven classrooms at five schools in Al Mansoura city. An evaluation form of 28 items was planned and administered to supervisors from the ministry who were taking charge of the training and supervision of the student–teacher at school. The study suggested planning regular meetings of all the sides involved in all teacher preparation courses and teaching practice including supervisors and school principals to discuss relevant issues that concern each party in the light of the learning objectives.

Timpson, William & others (1997) produced a guide for teachers that offers an approach to teaching based upon techniques and strategies. They adapted the performance theory to show how to transform ordinary classroom experiences into occasions that attract and engage the students. Case studies are used to illustrate techniques. Parallels are drawn between the classroom and the stage showing that both are essentially live performances where engagement and delivery are important. To those
who reject the notion that instruction can be entertainment, the point is made that without engagement, there is no learning. Specific suggestions are made regarding lessons from the stage that can be applied to the traditional mainstays of teaching lecture and discussion. These lessons include ideas for engaging students fully and for challenging them to think, to consider new possibilities, and to develop new ideas.

Prater & Others (1995) examined perceptions of Native American students regarding effective practices of non-Native teachers. A survey of students in grades 3-12 in 3 rural school districts on the Navajo Reservation (Arizona) questioned 148 Navajo students and 10 non-Native students. The sample included 28 special needs students (17.7 percent). The survey consisted of open-ended questions regarding what kind of teacher students learned the most from; what students would do in the classroom if they were teachers; qualities of ideal teachers; what teachers do in the classroom that discourages learning; student preferences for English-only or bilingual teachers; and the degree to which teachers should be aware of students’ cultural background. Results revealed that students felt that the most important teacher qualities were respect, kindness, positive attitude, patience, and sense of humor, and that teachers should avoid talking too fast, making fun of native culture, and giving boring lectures.

Richards (1991) discussed theories of teaching that are part of teacher education programs and the teacher education experiences that best realize these theories. Various top-down and bottom-up approaches to teaching are compared. Top-down approaches, for example, may apply educational research to classroom teaching or use an approach based on systematic reasoning. Bottom-up approaches use the teacher's actual teaching experiences as the basis for constructing theories and for
developing notions of effective teaching. It is argued that bottom-up approaches, especially those based on teacher self-reflection, hold the most promise for developing effective teachers because they emphasize development, discovery, and inquiry rather than training in fixed methodologies.

**Preservice and inservice programs:**

Preservice and inservice programs have essential role in preparing and improving teachers for their job and improving their performance. The quality of teaching is linked strongly to these programs. So the researcher presents some studies that discussed preservice and inservice programs.

Maddahian & Sandamela (2000) tried to evaluate the effectiveness of the Los Angeles Unified School District's Academic English Mastery Program, a program designed to serve students whose lack of proficiency in standard American English is an impediment to academic performance. This study used random sampling, experimental and control groups, and three principle data collection instruments (writing and speaking language assessment measures, teacher surveys, and observation checklists). Three main conclusions are drawn : the Academic English Mastery program is an effective program for improving academic use of the English language for African American speakers of non-mainstream English ; better utilization of the program improved student progress, and program effectiveness can be improved if teachers are motivated to implement and utilize program principles to their fullest extent; and teachers with more experience and education are more successful in improving student achievement

Runyan, Charles Kent & Others (2000) described an initiative developed at Pittsburg State University, Kansas, that involved radically
changing the program’s performance–based standards and expanding the structure of the student teaching experiences to include multiple avenues of training and assessing teacher development. The study identifies characteristics in each of the process stage involved with developing a knowledge base centered on current best practices and performance–based standards; outlines the development of two field experience structures; and presents the statistical data, analysis, and interpretation of an experimental study done with both teacher training orientations. The study results indicated that PDS teacher candidates had a higher perception of needs than did traditional candidates.

Harding, Edie & Others (1999), reviewed the history of teacher preparation and development in Washington, and summarized activities related to teacher qualities in other states. The study depended on efforts made by the Board of Directors for the new Washington State institute for public Policy directed staff to study teacher quality. The institute examined three teacher preparation and development covering the early stages of teachers’ careers: pre-service teacher preparation, beginning teacher assistance, and professional certification. The study found that reliance on statewide standards, statewide performance assessments, and clear accountability for assuring teacher quality varied by the stage of teacher preparation and development.

Hamdan (1998) dealt with evaluating the student teacher ‘program in the governmental college of education in Gaza in the view of the cooperating teachers and students teachers. The study attempted to: identifying the points of strengths and shortcomings of this program which is applied to get acquainted with the point of agreement between the view points of both parties; and finding out the impact or influence of the academic level on the subjects of the sample. The study was based
on a comprehensive theoretical background and the researcher used the
descriptive analytic method to conclude the research. The finding of the
study revealed discrepancy to a certain degree in the viewpoints, in
addition to an agreement to some points regarding the aspects of
strengths & weaknesses in viewpoints of both teachers and students
teachers.

Al-Matawa’s Study (1997) investigated the specific skills and
knowledge needed for Education at Kuwait University and tried to
evaluate EFL Pre-service, education and training program through
student’s perceptions of its role in meeting such needs. A questionnaire
was designed and administered to 84 student-teachers during the spring
semester of 1995-96 academic year. Findings revealed that male students
show low evaluation of the program efficiency in satisfying their needs,
while female students show low evaluation of methodology, and there
was widespread desire among students to develop their language abilities
especially speaking skills and communicative competence.

Another study was conducted by Mahsoub (1996) to develop an
English methodology course in the light of the students’ needs expressed
by themselves, by in service teachers, by inspectors and by TEFL stuff
members. A questionnaire of 30 items was prepared in the light of the
pilot study and the related literature, and administered to the subjects of
the study. It was recommended that the stuff members should follow the
suggested syllabus in selecting their materials of the methodology course
because its topics were suggested and agreed to be different samples of
various real experiences in the field of teaching English as a foreign
language.

In their study, Shaer & El kendi (1993) aimed to evaluate the
academic program for preparing English language teachers for secondary
school and to identify the quality and quantity of learning of English components, skills, purposes, strengths and weaknesses of the program elements. Findings revealed that there is no complete acceptance of the results of the program and that it did not give enough opportunities to practice the linguistics skills, it also ignored the use of recent technology. The study offered suggestions for additional efforts to improve and develop the objectives of the preparation program, use the recent theories, encourage self learning and formative evaluation of learning.

Altun’s study (1993) tried to introduce practical suggestions to EFL teachers and administrators who wish to plan, carry out and evaluate in-service staff development programs within their schools. It was concluded that the starting point for in-service education is the teacher’s professional needs. An adequate staff development requires good support, and when the teachers feel that their efforts to improve are valued, they are better at sharing experiences.

Dalton & Moir (1992) discussed evaluating Limited-English-proficient (LEP) teacher training and inservice programs. It is suggested that this kind of teacher training can provide teachers with assistance necessary to increase the academic performance of linguistically and culturally diverse students. Based on the presentation of teacher education program evaluation literature, the findings of recent research on effective teaching and learning models for linguistic minorities and the experiences of the preservice and inservice programs, the paper concludes with recommendations for LEP preservice and inservice teacher education program evaluation.

Weir & Roberts (1991) tried to evaluate the effect of a Nepalese language teacher training program on student language learning. The study focused on the difficulties faced by external evaluators working in
difficult circumstances and not on study results. The program provided inservice training for secondary school teachers of English as a Second Language. The evaluation study involved comparison of language performance of students taught by program-trained teachers with that of students taught by untrained teachers. Methodological problems were found in the following areas: the design of language tests used; quantity and reliability of data gathered; potential for bias in the observation structure; use of external evaluators; and sampling.

In a study to design a program for upgrading the proficiency of non-specialist teachers of English, Saleh (1989) tried to: identify the language needs of non-specialist teachers of English, evaluate the language course on the program “learning to Teach”, design a language course that suited those teachers’ needs, and finally evaluate the new course to get feedback on its effectiveness. The study has revealed that: the language which non-specialist teachers used was - to a great extent - inaccurate, and the language course on the program “learning to Teach” should be replaced by the one suggested and described in the study.

Evaluation:

Evaluation is a continuous process in the educational situation. It is an organized process for collecting and identifying the data on the purpose of identifying the degree of achieving the objectives and making decisions concerning them. The following part sheds lights on studies related to evaluation of different aspects in the educational situation:

Martinez (1999) developed a guidebook for teachers of English-Language Learners. This guidebook is intended to assist the classroom teacher in developing assessments for English language learners (ELLs), and classroom teachers who are currently challenged in determining
criteria to be included in the development of performance-based assessments for their ELLs. The responsibility of developing the tasks is that of the teacher. The book includes various checklists, scoring rubrics, sample performance-based tasks, and scoring sheets.

Spirit River School Division (1993) conducted a study to develop and validate a set of indicators to assess teacher effectiveness in a formative process, focusing on professional development and staff in service in northwestern Alberta. The project of the study focused on professional development and staff in service to gain the acceptance, involvement, and positive initiative of staff. It focused the attention of the system on the wider range of student educational outcomes, affective and behavioral as well as cognitive. Findings revealed active involvement of professional staff in action research.

Pask & Anthony (1992) provided guidelines and forms for evaluating second language teachers’ performance and second language programs. The first section in their study addressed the supervision, evaluation of language teachers and outlines of basic principles (supervisory goals, evaluator attitudes, supervisory visits and follow-up conferences). The second section focused on language program evaluation. The study considered two forms one for student evaluation of teacher and program and the other for teacher evaluation alone.

describing research on new and experienced teachers, support and assessment of new teachers in California. The report concludes with a summary of strengths and weaknesses of the assessment approaches represented by these instruments.

Pence & Anthony (1992) defined performance standards and developed an assessment for accomplished English language arts teaching of young adolescents. The assessment is meant to evaluate teachers' abilities to meet standards set by a committee of 12 professionals, most of whom are teachers with various areas of expertise. Problems encountered in the assessment development and standard setting are described and two references are provided.

Goldhaber & Brewer (1996) evaluated the effect of teacher degree level on Educational performance. Data from the National Educational Longitudinal Study of 1988 (NELS: 88), which allow students to be linked to particular teachers, are used to estimate the impact of teacher degrees on student performance in the subject areas of mathematics, science, English, and history. It was found that several teacher characteristics do appear to make a difference in student performance. Teachers certified in mathematics and those with Bachelors' or Masters' degrees in mathematics and science were associated with higher student performance scores.

Wubbels & Levy (1989) made a comparison of Dutch and American interpersonal teacher behavior. They developed an English version of a Dutch questionnaire on Teacher Interaction (QTI)--that measures interpersonal teacher behavior (TB). Using this instrument, comparisons were made between Dutch and American interpersonal TB. The findings implied that Dutch teachers emphasize affective outcomes to a greater degree and that American teachers emphasize cognitive
outcomes to a greater degree. Seven tables and five figures give data and show relationships.

**Professional growth**

The main aim of the present study is to improve the teacher performance. It can be done through professional growth inside and outside the school, individually and with others. The studies in the following part will present previous studies that discussed the professional growth of teachers.

The professional needs of 174 newly appointed English teachers in the United Nations schools in Gaza Strip were identified in a study by Abu Malouh (2001). The researcher used a questionnaire covered the following main areas: lesson planning, performance, methodology (teaching the four language skills), using audio visual aids and testing and evaluation. The teachers show weakness of applying modern methods in teaching the four language skills and sub-skills (61%); the teachers` weakness of awareness of testing and evaluating their students` progress is a crucial need (60%). The researcher tried to put a reference “Teaching English as a Foreign Language from Theory to Practice “to help teachers.

Blatt & A.Voss (2001) investigate new ways in university teacher training. Education students often complain about the style of learning practiced at universities. In addition to theoretical knowledge, they want to gain more experience with real students. The authors are investigating new ways of combining theoretical learning and practical teaching by using digital courses for the study of German in primary and secondary schools, where their students cooperate with high school students via E-mail, message board, and chat. The authors aim to interest future teachers of German language and literature in media literacy and to prepare them
for their future tasks in German classrooms against the background of the new information society.

Koziol (1995) handled the Dimensions of Teaching as a basis for the judging of performance in the National Board for Professional Teaching Standards [for] Early Adolescence/English Language Arts (NBPTS EA/ELA) assessment. The report focuses on how the professional literature on Models of Teacher Knowledge was considered and studies of teacher growth and development were consulted, as well as cognitive science research on pedagogical reasoning and decision making. It is pointed out that these bases led to the notion of dimensions, interdependent constructs that provide a framework for characterizing teachers' habits of mind and patterns of performance as they occur across a sample of key exercises and tasks in English Language Arts instruction.

Tiri-kirsi (1993) explored an American model of effective classroom teaching behaviors as a framework for teachers, professional growth. An empirical approach was adopted, and comparative data were gathered from American and French teacher using a common self evaluation instrument. The analysis revealed that complete fit between the model and the data could not be found /also revealed interesting differences in the evaluation of teachers from different teaching traditions. The American teachers were found to be much more dynamic in their classroom behavior than their French colleagues. The study included important aspects of developing teachers, professional growth and guidelines for teacher classroom behavior.

Laffitte, Rosa (1993) investigated the kind of professional responsibility assumed by teachers in Barcelona area towards different aspects of their teaching activities, and the effect that the perspectives of accountability existing around them may have on them. The study also
aimed to find out which aspects of their teaching activities are of most importance to them and most influence their values and beliefs in their daily work. The research design of the study involves a combination of quantitative and qualitative methods in two basic stages. The first phase was an analytical one of gathering data on the formal macro and micro organization structures of the country. The second phase involved developing a questionnaire based on one used in a comparative study made by Broadfoot and Obsborn (1987) Teachers` conceptions of their professional responsibility in England and France. Results of the study indicated that teachers have a fairly positive attitude towards their work.

Resnick & Others (1993) discussed The New Standards Project (NSP). It is an effort to create a state- and district-based assessment and professional development system to serve as a catalyst for major educational reform. As part of a professional development strategy tied to assessment, 114 teachers, curriculum supervisors, and assessment directors, representing 23 states and districts, met in Big Sky (Montana) on June 27 through July 1, 1992, to refine rubrics and procedures and score student responses from the spring 1992 field test of mathematics and English language arts performance tasks administered to close to 10,000 fourth graders in partner states and districts. Analysis of this pilot data does provide some direction for refinement and revision of tasks, rubrics, and scorer training. Findings are presented in 23 tables.

Brock & others (1993) investigated the benefits to three practicing teachers of the experience of being observed by preservice teacher trainees. Information was drawn from teacher journal entries concerning this experience, observations by the student teachers, and conversation among teachers and between teachers and preservice observers. Results are discussed and illustrated by teacher comments. Teachers noted both
benefits and limitations to learning from observation by student teachers. It is concluded that for teachers to take advantages of student observation as a tool for their own professional development.

Barnes (1992) reviewed a broad range of literature on staff development, an important component of intensive English programs (IEPs) and proposed an interactive staff development model. Four assumptions are questioned: (1) staff development has as its first goal the promotion of institutional effectiveness, not the individual's career advancement; (2) staff development requires a specialist; (3) staff development means inservice training and has a structured program; and (4) staff development is something done for subordinates. The interactive model includes the following components: performance review, indirect review, demonstrations, task collaboration, modeling, and specialized tasks.

Zidan (1988) tried to investigate the opinions and viewpoints of prep stages teachers of English with regard to EFL objectives deemed important and the extent to which these objectives were achieved in practice; identify major changes in teacher thought and perception in a tow-year period of time; and to specify particular needs areas that deserve professional attention and training. It was concluded that there is a real need for: rethinking and defining the goals and objectives, adopting a broader view of program and course EFL objectives, increasing teacher familiarity with and sensitivity to the target culture, linguistic training of teacher in the four skills, teacher attainment and comprehension of key FL teaching/learning concept, training teachers to create an unthreatening and relaxing classroom environment.
Comments on the related studies:

Teaching English as a foreign language well is the essential goal of the present study. The previous studies related to this point highlighted the importance of proficient and well-qualified teachers and the use of different equipments that facilitate the teaching and learning process.

Teaching practice reflects the teacher's competence which is considered the main body of the present research. Teaching practice can be successful and enjoyable with effective teachers’ trainers who emphasize development, discovery, and inquiry. It is necessary to plan regular meeting to discuss relevant issues that concern the teaching situations.

An integral part of teaching English language process is evaluating and developing English training programs to increase the teacher's competence to prepare him / her for his/her responsibilities and tasks. Preservice and inservice programs have an essential effect on the teacher’s performance as they can ensure the good quality of teaching English language skills and identify the points of strength and shortcomings. It is worth mentioning that these courses and programs need coordination to provide teachers with good preparation.

To guarantee teaching effectiveness, teacher's performance should be continuously evaluated according to different points of view. It is supposed to be a formative process focusing on all the incomes and outcomes of the educational situation.

Professional growth and teacher training in service should be continued all the time for their importance in developing the teacher's performance. Teachers need to be acquainted with the development of teaching methods of English as a foreign language. There is a real need to
formulate a new sight to adopt a broader view towards the recent theories. The teacher familiarity with and sensitivity to the target culture should be increased. Moreover, the foreign language teaching/learning concept should be attained and comprehended by the teacher.

The present study is in line with the previous studies in many aspects. It focuses on the evaluation of EFL teacher performance in the light of teachers needs from the perspectives of the EFL teachers and their supervisors. There is no need here to mention the different obstacles and problems that hinder the educational process in Gaza especially in the last four years as they are well-known to many persons. In spite of all these obstacles, the researcher made her best to implement the present study in such circumstances using the instruments of the study which were a questionnaire, an observation sheet and interviews with teachers and supervisors.
Chapter Four

Method

Introduction

This chapter deals with developing the instruments of the study, describing their components in the light of the purpose of the study, applying those instruments in addition to clarifying the research method.

Instrumentation

The instruments used in the present study are developed to obtain data from both teachers and supervisors of English since the study is mainly concerned with evaluating the English foreign language teacher performance. The instruments were designed in the light of the objectives of the study. The instruments were devised on the basis of the information gained from related literature and instruments employed in previous studies in teaching English as a foreign language. These instruments are:

1- Teachers' questionnaire
2- An observation sheet
3- A structured interview for EFL supervisors.
4- Unstructured interview with prep stage EFL teachers in Gaza governorates.

To determine the clarity of the items of the instruments and their relevance to the subject of the study, the first versions of the instruments were initially submitted to a jury specialized in teaching English in Gaza universities and institutions.
The jury suggested some modifications concerning the phrasing of some subcategories and items. According to the points of view of the jury, the researcher did the following: some items were changed, some items were transferred, some items were omitted and others were added.

Administration

The present study used the descriptive analytical method. So, it reviewed the related literature and studies to design the research instruments and chose the following subjects to apply them, used the following procedures to collect the required data and analyzed them to fulfill the aim of the study.

Duration of application

The application of the four instruments started in the school year (2002-2003). The questionnaire was administered to a sample of 120 EFL teachers chosen randomly from the prep stage. Only 92 teachers responded to the teachers' questionnaire. Fifteen teachers were observed for three times in the first semester in (2002 & 2003). The researcher interviewed five supervisors of EFL in Gaza in the second semester of the school year. Unstructured interviews with the prep EFL teachers in Gaza happened at the same time.

Subjects:

The study used two independent groups: the first consisted of 92 teachers who responded to the teachers' questionnaire on components of EFL teacher's competence, while the second consisted of 15 teachers who had been observed.
Demographic data were collected on gender, experience length and area of residence. The following table shows the distribution of these variables:

**Table 1: Distribution of the 92 teachers who responded to the questionnaire according to demographic variables.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>54</td>
<td>58.7%</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>41.3%</td>
</tr>
<tr>
<td>Zone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North</td>
<td>17</td>
<td>18.5%</td>
</tr>
<tr>
<td>Middle</td>
<td>49</td>
<td>35.3%</td>
</tr>
<tr>
<td>South</td>
<td>26</td>
<td>28.2%</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From 4 to 6 years</td>
<td>21</td>
<td>22.8%</td>
</tr>
<tr>
<td>From 6 to 8 years</td>
<td>31</td>
<td>33.7%</td>
</tr>
<tr>
<td>More than 8 years</td>
<td>40</td>
<td>43.5%</td>
</tr>
</tbody>
</table>

**Description of the Research Instruments**

**First / Teachers' Questionnaire**

This tool was assessed by a panel of experts, who agreed on 90% of its items. Some modifications were recommended. The researcher modified these items as required and the whole number of items in its final form became 52 items. So, the validity of the questionnaire was ensured. The questionnaire was also administered to ten teachers, other than those of the research subjects but similar to them, twice within a couple of weeks to test its applicability to avoid any ambiguity in its items and testing its reliability.

The split-half reliability correlation was high ($r=0.85$), and the adjusted Spearman-Brown correlation was very high ($r=0.92$) while the internal consistency as measured by Chronbach's Alfa coefficient was be reliable also very strong (Alfa = 0.95). So, the questionnaire proved to.
The teachers' questionnaire is in the form of statements that describe the characteristics of the EFL teachers and their competencies. (See appendix 1). It consists of three main parts. Each part deals with different component of the competencies of the English language teacher: as follows:

a. Personal skills
b. Pedagogic skills
c. Linguistic skills.

a- Personal skills

Personality of the teacher has an essential role to shed the light on success or failure in his/her job. Teachers should: be interested in teaching kids, be sociable, have the ability to work with others, and have a good attitude towards teaching in general.

b- Pedagogic Skills

A teacher needs to develop and update his/her knowledge about teaching to be aware of the new theories and points of view in this respect. Teacher’s interest in maintaining the subject knowledge and extending teaching skills is a good sign of success in performing the job. Teachers should engage in different teaching tasks and like working with groups/pairs, being interested in creating a motivating atmosphere in the classroom, accepting the ideas of being trained for linguistic tasks and always being interested in improving his/her performance.

Classroom management and lesson planning are a part of the pedagogic skills. They focus on the activities that belong to the curriculum and the way they are administered in the field to achieve the required objectives.
Managing the classroom is an important task. It should be implemented by the teacher according to certain criteria. It involves using resources of different shapes and sizes effectively, applying pair and group work, using exams of different types and levels, providing appropriate support and motivation to increase the student's participation and always being able to control the class.

Many criteria are necessary to develop appropriate lesson plan: using technology in preparing lessons, using different resources effectively, making use of life events for planning a lesson, developing lessons with clear objectives, using appropriate teaching strategies, developing reliable/valid measures for assessing students progress in different sides, using variety of techniques and practice formats and considering individual differences.

c. Linguistics skills:

Knowledge of the language is dealt with in this section. Both parts of the language are handled i.e. the form and the meaning that cover the different components of linguistic skills: spelling pronunciation, vocabulary, formation of words, sentences, structures and semantics. The previous elements could be summarized in the following skills.

- Reading skill:

Reading is an active process to create the meaning of a text. To develop the reading skill, the teacher should be aware of the structure of written texts and has a good knowledge of the life around. In this research, reading skill involves the following points: determining the main ideas in reading passages, distinguishing between the main ideas and supporting details, making successful inferences, guessing the meaning of unfamiliar words, reading a whole text with understanding,
skimming and scanning a text and finally completing skeleton outlines of the structure of the text.

- **Writing skill:**

  Writing is a complex process. Hedge (2000:302) sees it as a result of employing strategies to manage the composing process. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making drafts, reading them, and finally revising and editing. This part of the questionnaire handles six items for the writing skill. They are: expressing thoughts in writing, writing with clarity, developing paragraphs from topic sentences, writing a summary or an outline of a text, teaching students to write sentences and paragraphs, and integrating writing activities with other skills.

- **Speaking skill:**

  Speaking is a complex task since it needs knowledge of variety of components at the same time: vocabulary, structure, functions of language, and communicative skills. Concerning the speaking skill, this part assumes that teachers should have a communicative competence that allows them to speak English fluently and express their ideas orally, pronounce words accurately, express themselves and communicate with native speakers of English easily.

- **Listening skill:**

  Listening is the primary skill in the sequence of skills. It has different purposes and situations as in: conversations, meetings, listening to lectures, radio and TV Programs. With regard to listening skill in the present study, the teacher should be able to listen and understand the speech of colleagues, students and native speakers of English, recognize cohesive devices such as pronouns, references and linking words,
understand different intonation patterns and uses of stress which give clues to meaning and social setting, recognize discourse markers, use knowledge of the subject to understand, guess unknown words or phrases easily and finally determine if he/she needs more training in this respect.

Second/ Classroom Observation Sheet for EFL Teachers:

The researcher also constructed the classroom observation sheet and assessed its validity by the same panel of experts who approximately agreed on all its items, with some slight modifications. The reliability of the classroom observation sheet was (0.93) as calculated with Cooper's correlation, and Guttman correlation was (0.62) which is acceptable since it is significant at 0.01 level. The internal consistency as measured by Alfa coefficient was calculated with Chronbach's Alfa which was also acceptable as (Alfa = 0.73).

To guarantee effective teaching, aspects of learning and teaching should be taken into consideration such as: the learners' needs and levels, developing suitable goals and objectives, and selecting proper activities and procedures. Giving clear instructions is essential to gain good results. As soon as the teacher starts the lesson he/she needs to clarify objectives and what the students are going to do to realize learning objectives. The teacher should state briefly the overall nature of the task, monitor understanding, provide guidance and assess performance. At the same time, the teacher has to maintain sufficient eye contact with the students. Presentation is an important task that reflects the teacher's ability of clarification. The teacher needs to be audible for all students. Teachers have to vary their voices according to the task they are discussing at the moment. Speaking quietly is an effective way for getting the students' attention. Also, teachers have to pay great care to conserve their voices. Another important sign that gets the students' attention and understanding
is the physical position of the teacher and movements in class. At the end of the lesson, the teacher has to finish the task and provide a summary of what took place to close the lesson.

In the observation sheet (see appendix-2), the following skills are to be observed and evaluated.

**Lesson planning:**

The first job for the teacher is to prepare himself/herself enough to be ready in the classroom. The most important step in this direction is to prepare a daily lesson plan that contains all the required components of the activities and tasks that will take place in the class. The following is supposed to be done by the teacher: preparing a whole year and daily lesson planning, defining learning objectives of the lesson, preparing good material for learning, selecting relevant activities geared to the students’ needs , using appropriate effective activities and using the teacher’s book effectively.

**Implementation:**

It describes the steps the teacher follows in a certain period of time (45 minutes) in order to practice the teaching and learning roles for achieving the determined objectives. The sequential activities that take place according to a prepared plan are considered. In this part of the instrument, the activities are: beginning with warming up activity, practicing revision activity, presenting the new material in a logical order (meaning, pronunciation, shape), practicing students' drills, consolidating students learning, using the textbook effectively (discussion of bubbles, pictures, tasks), practicing formative evaluation and encouraging students' production.
Classroom management:

It should be obvious for the teacher that the ability to manage the classroom effectively is an integral part of the teaching situation. So, the teacher has to do different tasks: giving instructions, managing pair and group work, timing the class work, motivating students for further activities, controlling the classroom, applying questioning techniques, encouraging students' initiatives and integrating English skills.

Using resources:

The teacher needs to use different materials and resources to make students understand what he is teaching and arouse their creativity and imagination. "A resource is anything that the teachers can bring into their lesson to aid the student's understanding of a subject". (Cowley 1999: 42). Many resources in different shapes and sizes should be available in the classroom. The most important resources are: cassettes board, pictures, diagrams, flash cards, worksheets, computer sets and students initiatives.

Personality:

The teacher's manner is an important issue in the classroom. It determines the relationship between the teacher and students. Successful teachers are flexible enough to cope with students, to help them without shouting and correct their errors without offending them. Enthusiasm of the teacher reflects the kind of relation and the level of progress in the classroom. The teacher should be an initiator, sociable, flexible and a good model for students. The teacher should have appropriate appearance, show sympathy and willingness to work, be motivated and aware of learning teaching components.

And finally, the teacher has to gain good knowledge of English. This competence is reflected through conversational ability, reading with
appropriate speed, writing on the blackboard. In addition to the previous skills, an English teacher should teach the four language skills interactively. However, stressing one skill should not be at the expense of other skills, and practicing the four skills should be done each period.

**Third / The Supervisors' Interviews:**

In the supervisors' interviews, the researcher asked the supervisors of English six questions related to the subject of her study i.e. improving the performance of EFL teachers. The questions handle the following topics: (see appendix 3).

1. The status of teaching English in Gaza.
2. The process of evaluation of the performance of the EFL teacher.
3. The components of EFL teacher's competence.
4. The strengths and weaknesses of the teachers' performance.
5. Factors that affect EFL teacher’s performance.

The researcher intended to interview the supervisors of English in Gaza Governorates to find out their views about the EFL teachers' performance in Gaza and teaching EFL. The aim of these interviews is to support or oppose the findings the researcher obtained through the questionnaires and the observation sheets.

**Fourth / The Teachers' Interviews:**

The researcher also conducted unstructured interviews with the fifteen teachers who were observed. The interview was for the same purpose i.e. teaching EFL in Gaza Governorates, teachers' needs in this respect and factors that affect their performance.
Procedures:

On 20th of March 2002, the researcher took permission from the Department of Education in the United Nations in Gaza (see appendix 5) to implement the research tools. The questionnaire was distributed. Teachers were asked to read carefully each statement in the questionnaire. They had to mark their response to each statement in the blank area which was numbered to correspond to each statement on the questionnaire. The mean score of each part of the questionnaire was counted to know the competencies that were frequently emphasized by most teachers and those that received less emphasis from most of the teachers.

Concerning the observation sheet, the researcher prepared a timetable for the intended class observations. Observation was achieved with the help of supervisors and head teachers at schools. The researcher made it clear to her colleagues that carrying out the requested class observation was for research purposes only. To work in a natural and relaxed atmosphere, the researcher assured the teachers that the anonymity would be preserved. A timetable for those visits was prepared with the help of the school administration. After each visit, the researcher asked the teachers about teaching EFL in Gaza, how it can be more successful, teachers’ needs, and factors that affect teachers’ performance.

The researcher explained the aim and importance of these meeting. So, she could collect the appropriate information for the study. Having obtained the required data through the implementation of the research instruments, suitable statistical techniques were used to analyze the results as will be shown in the next chapter.
Chapter Five

Statistical Analysis and Discussions of the Results

Introduction

This chapter will present the results of the teachers’ responses to the instruments of the research: the questionnaire, the observation sheet, and the interviews with EFL supervisors and teachers. Besides, it will deal with the statistical analysis of the results, answers of research's questions and discussion of the results.

The aim of using the instruments of the present study was to identify the components of EFL teacher’s competence and assess the EFL teacher's performance. So, the questionnaire was used and completed by ninety two EFL teachers. The responses were collected and the data were subjected to statistical analysis to answer the questions of the study. Besides, the researcher observed the performance of fifteen teachers according to the designed checklist to assess their performance. The researcher did this assessment with the help of head teachers and supervisors. Also, interviews with both the teachers of EFL and their supervisors were held for the same purpose.

Statistical Analysis:

The researcher used percentages to reflect EFL teachers’ performance through both the questionnaire and the observation sheet.
Study results:

The present study has tried to answer the following questions:

1- What are the criteria for evaluating the English foreign language teachers’ performance?

To answer this question concerning the criteria for evaluating the English foreign language teacher's performance, the researcher came to the following areas for developing criteria for evaluating EFL teacher's performance in the light of the related literature, experts, specialists and jury's points of view. The same areas were used in designing the research's instruments used for collecting required data.

Criteria for evaluating the EFL teacher’s performance

The major areas for EFL teacher's performance criteria are:

1-Personality  2-Pedagogic skills, and  
3-Linguistic skills

• Personality:
1- Willingness and interest in self assessment and improving performance
2- Awareness and response to the needs of the students.
3- Good attitude towards teaching.
4- Sociability and work with others.
5- Awareness of learning /teaching components.
6- Maintaining an appropriate appearance.
7- Showing sympathy and flexibility

• Pedagogic skills
1- Creating a warm atmosphere in class.
2- Updating knowledge and in service training.
3- Cooperation with others.
4- Engagement and reflection in different teaching tasks
5- Ability to use different resources.
6- Ability to work in a team.
7- Using resources effectively.
8- Applying pair and group work.
9- Using questions appropriately.
10- Motivating students’ participation.
11- Facing difficulties and emergency in the classroom.
12- Preparing suitable lesson plan with clear objectives.
13- Using various appropriate teaching strategies.
14- Formulating appropriate exams for different purposes.
15- Evaluating students’ performance.
16- Considering individual differences.

- Linguistic skills:
1- Ability to listen to and understand others.
2- Recognizing cohesive devices.
3- Understanding intonation patterns.
4- Recognizing discourse markers.
5- Guessing unfamiliar words.
6- Expressing thoughts orally and written.
7- Pronouncing words accurately.
8- Writing with clarity.
9- Developing a paragraph from topic sentences and write a summary.
10- Eliciting the main ideas.
11- Making successful inferences.
12- Skimming and scan with understanding.
Integrating teaching skills.

2- To what extent are these criteria applied in prep stage EFL teacher's performance in Gaza from the points of view of the teachers and their supervisors?

In order to answer this question concerning the extent to which these criteria are applied in the prep stage EFL teachers’ performance, the researcher used the research instruments, collected the required data, analyzed them and came to the results that answer this question as will be shown below:

First: Results of the questionnaire:

Table 2: Percentages of the items of the teachers` questionnaire

<table>
<thead>
<tr>
<th>Statements</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal skills:</strong></td>
<td></td>
</tr>
<tr>
<td>1. I am interested in teaching kids</td>
<td>92%</td>
</tr>
<tr>
<td>2. I like to be with people</td>
<td>88%</td>
</tr>
<tr>
<td>3. I think working with others is a waste of time</td>
<td>30%</td>
</tr>
<tr>
<td>4. Teaching is not a preferable job</td>
<td>45%</td>
</tr>
<tr>
<td>5. I am aware of the learning teaching components</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Pedagogic skills</strong></td>
<td></td>
</tr>
<tr>
<td>1- I can engage in and reflect different teaching tasks</td>
<td>86%</td>
</tr>
<tr>
<td>2- I participate in lectures and workshops</td>
<td>65%</td>
</tr>
<tr>
<td>3- I am interested in creating a motivating atmosphere in the classroom</td>
<td>85%</td>
</tr>
<tr>
<td>4- I do not accept the idea of being trained for linguistic tasks</td>
<td>40%</td>
</tr>
<tr>
<td>5- I am interested in improving my performance.</td>
<td>84%</td>
</tr>
<tr>
<td>6- I am able to use resources effectively e.g. boards, audio visuals realia, library etc…</td>
<td>74%</td>
</tr>
<tr>
<td>7- I can apply pair and group work to increase student talking time</td>
<td>83%</td>
</tr>
<tr>
<td>8- Exams should have one form</td>
<td>35%</td>
</tr>
<tr>
<td>9- I motivate students to participate in the activities</td>
<td>94%</td>
</tr>
<tr>
<td>10- I am always afraid of losing control over the class.</td>
<td>15%</td>
</tr>
<tr>
<td>11- I use effective ways to provide positive and continuing feedback to the students</td>
<td>90%</td>
</tr>
<tr>
<td>12- It is not necessary to encourage students participate in the lesson.</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13- Technology is not reliable in EFL teaching</td>
<td>58%</td>
</tr>
<tr>
<td>14- Using different resources can be confusing</td>
<td>54%</td>
</tr>
<tr>
<td>15- I make use of life events</td>
<td>84%</td>
</tr>
<tr>
<td>16- I develop lessons with clear objectives</td>
<td>93%</td>
</tr>
<tr>
<td>17- I use various appropriate teaching strategies</td>
<td>92%</td>
</tr>
<tr>
<td>18- I use technology in EFL teaching.</td>
<td>57%</td>
</tr>
<tr>
<td>19- I can set exams for different purposes</td>
<td>89%</td>
</tr>
<tr>
<td>20- I can evaluate my students performance through various techniques</td>
<td>90%</td>
</tr>
<tr>
<td>21- I consider individual differences</td>
<td>92%</td>
</tr>
<tr>
<td>22- I need more training to develop appropriate lesson plans</td>
<td>71%</td>
</tr>
</tbody>
</table>

**Linguistic skills:**

**Reading skill:**
1. I can determine the main ideas of a given text. | 92% |
2. I find it difficult to distinguish between main ideas and supporting details | 33% |
3. I can make successful inferences. | 82% |
4. I can guess the meaning of unfamiliar words | 92% |
5. I can read a whole text with understanding | 82% |
6. I can skim / scan a text | 90% |
7. I can complete skeleton outlines of the structure of the text | 88% |

**Writing skill:**
1. I can express my ideas in writing | 89% |
2. I am able to write with clarity. | 92% |
3. I can develop paragraphs from topic sentences | 91% |
4. I am able to write a summary or an outline of a text. | 93% |
5. I always suggest some strategies for my students to write sentences, paragraphs, | 88% |
6. I can integrate writing activities with other skills | 39% |

**Speaking skill:**
1. My students’ responses show that they can formulate meaning out of my phrases | 81% |
2. I am able to express my ideas orally | 89% |
3. I can pronounce words accurately while speaking | 70% |
4. I can express myself easily | 89% |
5. I can not communicate with native speakers of English easily. | 70% |

**Listening skill:**
1. I can listen to and understand speech of native speakers of English | 85% |
2. I can recognize cohesive devices, e.g. Such as, which, linking words, pronouns, | 87% |
The questionnaire consisted of the following dimensions; personal skills, pedagogic skills and linguistic skills - listening, speaking, reading and writing.

**Personal skills:**

Results of the questionnaire indicated that the majority of teachers are interested in teaching kids (92%). They are also sociable persons (88%). For the importance of the cooperative work, on the other hand, only (30%) of these teachers think that working with others wastes time and (45%) of teachers do not see teaching as a preferable job, and finally (86%) of teachers are aware of the learning teaching components. It seems that teachers have good personal skills, in their points of view, enable them to cooperate in a team work.

**Pedagogical skills**

Teachers showed high self-confidence since this part of the questionnaire got high scores. According to teachers' opinions, (86%) can engage in and reflect different teaching tasks. (65%) participate in lectures and workshops. Teachers who are interested in a motivating atmosphere in the classroom form the majority of teachers in this study (85%). Also, (84%) are interested in improving their performance. On the other hand, (40%) of teachers do not accept the idea of being trained for linguistic tasks.
Accordingly it seems that the majority of teachers can manage their classrooms adequately since the majority of them are able to control the class. On the other side, using resources to facilitate the process of teaching language meets (74%). Teachers show awareness with regard to the point of using pair and group work to increase students' talking time and (83%) of these teachers welcome the idea. However, only (35%) of teachers are not aware of the student's participation and (85%) of teachers can control their classes compared with (15%) only who are afraid of losing control over the class.

Results of table (1) showed that only (57%) of the teachers are aware of using technology in teaching EFL and (58%) of them say that technology is not reliable. Using life events meets the approbation of (84%) of teachers since it is necessary to make ideas clear and easy to understand. To reflect the effective use of the different resources which helps the teachers in preparing lessons, (54%) of teachers assure that using different resources can be confusing.

Teachers show their understanding to these criteria through the high percentage of positive responses concerning this part in the questionnaire. For more explanation, several items got more than (90%) such as: developing clear objectives which is the first step in preparing a lesson and this item records the highest scores (93%). Teachers use appropriate teaching strategies and consider individual differences (92%), evaluate students performance through various techniques (90%), set exams for different purposes (89%). Finally, as expected (71%) of the teachers admit that they need more training.

Linguistic skills

Answers reported in response to linguistic skills revealed that the majority of teachers are satisfied with their proficiency of the four language
skills since most of the teachers answered positively with regard to possessing the sub-skills of the four English language main skills.

**Reading skill**

As other skills, teachers` responses to sub skills of reading were high in general. Results show that (92%) of the teachers can determine the main ideas in reading passages and can guess the meaning of unfamiliar words. At the same time, (82%) are able to make successful interference. Results disclosed that the majority of teachers (90%) can skim and scan a text and (88) % can complete skeleton outlines of the structure of the text. On the other hand, (67%) feel it is not difficult to distinguish between main ideas and supporting details and (82%) are able to read a whole text with understanding.

**Writing skill**

Writing skill is a natural outlet for reflection on other skills. It develops confidence since it gives learners time to shape what they want to say. Having a quick look at the teachers` responses for the sub skills of writing revealed that teachers are competent in writing and this skill scored high points. For more details : (93%) of teachers are able to write a summary or an outline of the material which pupils have read , (92%) of the teachers are able to write with clarity and (91%) can develop paragraphs from topic sentences. Results also indicated that (89 %) of the teachers can express their thoughts in writing and similarly (88 %) are able to teach students how to write sentences and paragraphs. The low scores were for the last item since (39 %) of the teachers can integrate writing activities with other skills and so (61%) need to be trained on doing
this, which means that they need training concerning theories and approaches of EFL.

**Speaking skill**

On the other hand, responses to the speaking skill revealed that teachers do not feel secure when they are talking with native speakers since only (30%) of them have a communicative competence that allows them to perform this skill easily. Going on in discussing the same paragraph, (89%) of the teachers are able to express themselves easily and express ideas orally, yet (70%) of the teachers can pronounce words accurately. These percentages seem to be contradicted.

**Listening skill**

Teachers’ positive reactions with regard to listening skill revealed that teachers are aware of the fact that listening is the first skill to use by learners. Based on the obtained results, the majority of the teachers agreed to the micro skills of listening. A closer look at the results of the questionnaire showed that: (65%) of teachers can listen and understand speech of native speakers, (87%) can recognize cohesive devices, (54%) are able to understand different intonation patterns and uses of stress, (78%) can recognize discourse markers, (89%) can use their own knowledge of the subject to understand, (88%) can guess unfamiliar words or phrases easily, yet (67%) need more training to be good listeners. These rates are high and indicated a high level of mastering listening skill.
Comments on the results of the questionnaire

Due to the results of the questionnaire, teachers showed willingness and motivation towards assessing their performance and improving their knowledge and teaching skills. Concerning the linguistic skills, the majority of the teachers were satisfied with their proficiency in the four skills. However, the researcher considered that the average (75%) seems to show good and acceptable performance. So, the items less than (75%) refer to the need for improvement. A quick look at the results shows that 13 items met less than (75%) and they refer to the need for training. These items are: cooperation and working with others, having a good attitude towards teaching, participating in workshops, necessity to master pedagogic skills, using technology in EFL teaching, developing appropriate lesson plan, understating intonation patterns and stress, communicating with native speakers, and integrating language skills. The point to be focused here is that teachers` responses to most of the parts of the questionnaire were in general high. This indicated a high level of proficiency and competence in their points of view in spite of their admission of their need for training in terms of linguistic competence as will be shown in the results of the interviews. In response to the items of the questionnaire (65%) of the teachers agreed that they need to participate in training programs to improve pedagogic skills. (71%) admitted that they need more training in the pedagogic skills. (67%) need more training to be good listeners. (70%) can not communicate with native speakers. So, they need to be trained well. (61%) can not integrate writing activities with other skills and so they need to learn about different theories and approaches of EFL and to practice different strategies.
Second: Results of the observation sheet

Table 3 : Frequencies and percentages of the observation sheet scopes for EFL teachers

<table>
<thead>
<tr>
<th>Observed Scope</th>
<th>Frequencies</th>
<th>Percent.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meet the Criteria</td>
<td>Does not Meet the Criteria</td>
</tr>
<tr>
<td>1- Preparing a whole year plan</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2- Daily lesson planning</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>3-Defining pedagogic objectives</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>4-Defining Language learning objectives</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>5-Determining teaching points</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>6-Selecting relevant activities</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>7-Preparing activities geared to students` interests &amp; needs</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>8-Using balanced and various activities</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>9-Using teacher’s guide effectively</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>10-Practicing warm up activity</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>11-Practicing revision activity</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>12-Presenting the new teaching points in a logical order</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>13-Using the textbook effectively</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>14-Practicing students drills</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>15-Practicing formative evaluation</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>16- Consolidating students learning</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>17- Encouraging students for production</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>18- Giving instructions</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>19- Managing pair and group work</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>20- Timing the class work</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>21- Motivating students for further activities</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>22- Control of class and discipline of students</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>23-Applying questioning techniques</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>24-Encouraging students initiatives</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>
### Cont. Table 3

<table>
<thead>
<tr>
<th>Observed Scope</th>
<th>Frequencies</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meet the Criteria</td>
<td>Does not Meet the Criteria</td>
</tr>
<tr>
<td>25-Integrating English skills</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>26-Using cassettes</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>27-Board</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>28- Pictures</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>29-Diagrams</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>30- Flash cards</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>31-Worksheets</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>32-Computer</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>33- Students` initiatives</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>34- Social attitudes</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>35-Appropriate appearance</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>36- Sympathy</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>37- Willingness to work</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>38- Motivating attitude</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>39- Awareness of learning / teaching components</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>40- Flexible character</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

The observation sheet has to deal with the following areas: lesson planning, implementation of the lesson, classroom management, using resources, and personality.

**Lesson planning**

Efficient teaching requires careful lesson planning. In other words, the steps of the lesson and expected behaviors should be known to the teacher and learners. (67%) of the observed teachers prepare annual plan, (73%) prepare a daily lesson planning. (60%) of the teachers can define pedagogic and language learning objectives, (67%) can select relevant activities, (53%) of the teachers can determine teaching points. (60%) can do balanced and various activities geared to pupils` interests and needs, and
(53%) use the teacher’s guide effectively. This means that some of the observed teachers can do the activities specified to lesson planning.

**Implementation**

The procedures of a lesson depend on the classroom situation and the nature of the task to be achieved. There is a list of sequential procedures that are necessary for each lesson. Results of this part showed discrepancy in different points. (67%) of teachers practiced warm up activity, (53%) presented the new material in a logical order and (60%) of the teachers practiced formative evaluation to assess students’ learning. Teachers could not ignore the relationship between the new and previous material and (80%) of them practiced revision activities. Finally, (47%) of the teachers used the textbook effectively but only (40%) encouraged students for production. This indicated that some of the teachers can do the regular activities related to the classroom procedures. However, the learners’ production is not given great care.

**Classroom management**

Controlling the class is a serious task to achieve successful teaching. Teachers can control their classes by giving clear instructions to move from one part of the lesson to another. As it appeared during the observation: (67%) of the teachers can give clear instructions, (40%) only could manage pair and group work. However, (33%) timed the class work, and only (27%) motivated the students for further activities, (53%) of the teachers applied appropriate questioning techniques and (40%) encouraged student’s initiatives. Finally, only (27%) integrated English language skills. These results indicated that management skills are not acquired by the teachers and accordingly training for this area is urgently needed.
Using resources:

Teaching English as a foreign language needs use of different materials and resources. The lack of these resources affects teaching seriously. In spite of the fact that resources need money and equipments, it is easy to create materials by using simple things in the surrounding environment. Unfortunately, the only resource that the majority of the teachers used was the board which is available in the classroom. Other resources met low scores in spite of their necessity: (60%) used the cassettes and pictures, (53%) used diagrams, (67%) used flash cards, (27%) used worksheets, (20%) used the students’ initiatives and only (7%) used the computer. These results indicated that using resources in the classroom is insufficient especially for using the computer sets as they are not available for teaching purposes in the classroom. Also, using of worksheets and students’ initiatives is neglected in spite of their importance to encourage students’ participation.

Personality

A successful teacher can be described by many characteristics. Personality of the teacher identifies his/her behaviors and controls the relationship with students. Results illustrated that (80%) of observed teachers had appropriate appearance. For many reasons, (53%) of teachers did not show sufficient sympathy with students. As a result of the lack of enthusiasm, only (40%) were willing to work and (33%) had a motivating attitude towards teaching. Besides, only (27%) were a ware of learning / teaching components. Finally, (40%) of teachers were sociable persons. They showed flexible character in the classroom. This emphasized that the bad circumstances of every day life in Gaza during the last four years affected the teachers’ performance seriously. They were reflected badly on
the teachers’ motivation, flexibility and awareness of the learning / teaching situation.

**Comments on the results of the observation sheet**

The results of the observation sheet indicated discrepancy with the results of the questionnaire. This may be due to the fact that the teachers were aware of giving good ideas about themselves in responding to the questionnaire items by themselves while the results of the items of the observation sheet were given by the researcher and the teachers’ supervisors not the teachers themselves. So, this discrepancy may be due to the factors of subjectivity and objectivity. It may also be due to the difference between theoretical knowledge and its real and correct application in the field.

Some items gained high scores especially those related to the theoretical side of the teaching process such as lesson planning. It was obvious that the items of planning lessons gained positive results, this can be explained in two ways; first, teachers who agreed to take part as volunteers in the present study are always competent and have confidence in themselves; second, the preparation of lessons is the first duty to be asked about by principals and supervisors and so teachers are ready for any investigation that is concerned with this scope. However, concerning practical and pedagogic skills, results showed low level of performance especially in integrating the four English language skills as the listening skill is neglected by majority of teachers. Also, implementing and using resources in the classroom, except for using the board which is available in every classroom, is neglected.
Third: Results of the supervisors` interviews

The supervisor’s role in the teaching process is very essential. Therefore, the researcher held interviews with five supervisors of English. They were requested to express their views on the following points:

- the status of teaching English in Gaza
- the process of evaluating the performance of EFL teacher
- the components of EFL teachers` competencies and knowledge that should be evaluated.
- the strengths and weaknesses of the EFL teachers performance
- factors that affect EFL teachers' performance
- suggestions to improve the EFL teachers performance

Concerning the status of teaching English as described by all the supervisors, teaching English is done as a traditional activity. They said that there is no innovation or creativity. Teachers teach and train students just to pass the exams. They do not teach their students to use English in real life. English is only spoken inside the classroom. The exact words of one of the supervisors were, “Teaching English in Gaza is not good. Students learn English for eight years but the result of the general secondary certificate in English is less than (40 %). “. The students themselves admit that English language is too difficult to use after graduation. The supervisors suggested that all the teaching process needs modification of the components and inputs: teacher, method, curriculum, and often equipments.
Concerning the process of evaluating the performance of EFL teacher, supervisors defined their job as an organized process achieved by an expert to help teachers working under the supervision. To achieve this, they observe teachers to identify points of strength and weakness. Differences in supervisors' opinions are clear. Some supervisors see that evaluation process is controlled by mutual respect and services are determined in the light of needs. On the contrary, other supervisors see that there is no specific method to evaluate EFL teacher's performance and the process depends entirely on the head teacher's opinion and the supervisor’s point of view. Thus, in many cases, the evaluation process seems to be personal and subjective. To sum up, it is not enough to evaluate the EFL teacher's performance through two or three visits as it usually happens.

The list of components of EFL teacher’s competence and knowledge that should be evaluated by the supervisors came as follows:

- academic competence
- knowledge of methods of teaching English
- knowledge of psychology
- linguistic background
- the ability to communicate
- the area of lesson planning
- teaching strategies /techniques
- students’ achievements
- evaluation
- use of technology
- Classroom management
Supervisors identified the strengths and weaknesses of the teacher’s performance. According to the information gathered during the interviews, strengths are:

- lesson planning
- practicing regular activities
- attendance

On the other hand, weaknesses are:

- lack of concentration and following up the written activities
- insufficient production and use of technology
- teacher-centered situation
- lack of theoretical and practical development
- inadequate evaluation
- activities used are not suitable for the communicative approach

The factors that affect teacher's performance and difficulties that teachers meet, as emphasized by supervisors, are as follows:

- school administration limitations
- crowded classes
- lack of enough training and resources
- lack of cooperation between head teachers, supervisors and teachers
- lack of motivation
- economic difficulties

Finally, to improve the teacher's performance, supervisors, suggested that:

- the gap between teachers and supervisors should be reduced
- more training courses should be given to the teachers to increase their self confidence
- practicing self evaluation should be encouraged
- direct feedback should be provided to avoid mistakes of students
- use of new styles for supervision such as focus groups and the researcher teacher should be encouraged
- peer observation and training should be practiced
- inputs of the teaching process should be analyzed to determine the weaknesses in order to prepare a remedial plan
- a Palestinian curriculum suitable for the needs of the community should be thought of
- and finally, books and references should be available to help teachers develop themselves.

Fourth: Results of the teachers’ interviews

Many points have been focused on by teachers to make teaching English more successful. The most important points mentioned by teachers are:
- There should be a good relationship between the teachers and their students as this will be reflected positively on the pupils’ attitudes towards the language itself.

- It is a part of the teacher’s job to make students aware of the importance of learning English language for use in real life and for future purposes in university and different jobs.

- Teachers should help and encourage weak students to regain confidence in them.

- Cooperation between teachers and parents is very important to help students get rid of worries related to the study of English language. Teachers should have energy, patience, good qualification, and they should prepare lessons every day as the good personal characteristics of the teacher and the good preparation are the keys to professional success.

Teachers said that the environment that surrounded them especially the political and economical circumstances affected their performance. This unbearable situation affects both the teachers and the students’ work. Moreover, the teaching process has been interrupted in many aspects:

- The educational system is not going on properly i.e. the general aims of teaching any subject do not match with the syllabus

- Head teachers and supervisors overload teachers with a lot of work that learners do not gain much of their teachers’ work. Moreover, this work does not add any teaching experience to the teachers’ performance in the classroom.
- The automatic grading system for the students from one class to a higher one in the primary stage lessens the students’ enthusiasm to learn English.

- Lack of necessary equipment affects teaching English as a foreign language and makes it boring and traditional as it focuses on teaching structures and memorizing vocabulary.

- Personal and subjective evaluation process creates tense relationship between supervisors and reflects badly on the teacher performance.

Finally, teachers need to be supervised and followed up by well qualified experts and specialists of teaching English to keep in touch with progressive techniques and good teaching strategies related to their subject. Besides, EFL teachers need appropriate courses in listening and conversation in addition to listening to native speakers to develop good accent and correct stress and intonation in speech which can be gradually imparted to them from the native speakers of the language.

To sum up this section concerning the extent to which the criteria for evaluating EFL teacher’s performance are applied in the prep stage EFL in Gaza Governorates, the results of the previous instruments implemented in the present study indicated that EFL teachers in Gaza are not well-qualified in teaching English and they need more training in the different aspects mentioned above and support to go on well with their work in the difficult circumstances they live and teach in.
3- What is the framework of a suggested training program for improving EFL teachers` performance in Gaza prep schools?

In order to answer this question concerning the effectiveness of the evaluation process in the present study for improving the prep school EFL Teachers` performance, the researcher suggested a training program on the basis of the research data. There were clear indications that EFL teachers need more training and support to be competent in their profession. Results of the evaluation process in the present study are in line with results of previous studies which were conducted in Gaza : Abu Mallouh (2001), Hamdan(1999) and El Faqawi(1993) .The results showed low level of achievement especially in the main topics of teacher performance as : teaching English language skills , implementation, using resources and teaching aids . Also, the results of the present study showed that teachers need to be trained and followed by well qualified experts and specialist of teaching of English language. So, the researcher suggested a training program to develop and improve the EFL teacher`s performance in Gaza governorates in the light of the EFL teachers` needs and the literature reviewed in the present study.

A suggested framework of a program for improving the EFL teacher` performance in Gaza:

This section deals with the following points:
- Introduction to in-service training
- Aim of the program
- Objectives of the program
- Training needs
- Content of the program
- Time, place and implementation
- Using technology
- Sharing categories in the program
- Trainers of the program
- Approach of the program
- Techniques of training
- Assessment methods.

Introduction

In service training is a necessity for many reasons: it provides the opportunity to acquire new knowledge, skills, positive attitudes in addition to the ability to deal with problems and challenges. If the issue is teaching language, there is something new every day in the field in addition to the other issues related to teaching in general such as educational psychology, learning, curricula, classroom management, leadership, administration, planning …… etc. In fact, teacher training is a serious work and needs a lot of efforts to be exerted in planning and implementation. It begins with the teachers` decision to develop their performance and admit their need to be trained.

EFL teachers can find many ways to improve their knowledge of teaching English inside and outside the school, individually or with others. They may read handbooks, join professional organizations, subscribe to magazines and journals, form local groups to hold regular meeting, participate in lectures and workshops with colleagues and native speakers, and many others if they are really interested in this side. So, there is a real need to provide teachers with efficient resources in addition to conducting certain programs to develop language skills of the EFL teachers for being nonnative speakers of English.
Training is conducted on a systematic planning that begins with the objectives of the program in the lights of the educational needs. It consists of several steps: determining the objectives of the program and training needs; designing the content, materials and resources; choosing the trainees, trainers, administration; and finally, evaluation and funding.

A framework of the suggested program:

The basis of designing the proposed program is to improve and develop the EFL teacher performance in the prep stage in Gaza in the light of the results of the evaluation process.

In spite of the results of the questionnaire which indicated a high level of proficiency and competence in the teachers' points of view, the researcher sees that those results do not describe the real situation in the field as the researcher is one of them. Besides, the teachers' confession of their bad need for training as appeared in the items of the questionnaire and while interviewing them supports the researcher's point of view. Also, the results of the observation sheet used by the researcher and the teachers' supervisors emphasized their need for a training program that meets their needs.

Aim and objectives

Stating the general aim of the program is necessary before designing it to describe the teacher’s behavior after implementing the program. Stating the aim determines materials, activities, content and assessment methods of the program.
Aim of the program:

The general aim of this program is improving and developing the educational and academic skills of EFL teachers in the following areas: personal skills, pedagogic skills and linguistic skills.

Objectives of the program:

Out of the main aim, the educational needs and the themes, the following objectives are raised:

1. identifying teachers’ views about teaching English as a foreign language
2. being aware of a range of styles and approaches in their teaching
3. using a wide range of strategies to ensure the students’ engagement in tasks
4. learning about classroom techniques
5. planning and evaluating lessons in a way which ensures efficient learning
6. developing an understanding of assessment – what, why, how and when to assess.
7. using a range of assessment techniques
8. using materials and resources effectively
9. learning to teach the four skills interactively
10. identifying EFL teachers’ linguistic needs and develop their own thinking in relation to them.
11. exchanging knowledge and experiences with others
12. finding different resources to develop themselves by self learning

To achieve the previous objectives, the following topics are to be discussed:

1- who is the successful teacher of English?
2- what are the modern trends in English language teaching?
3- how to teach communication skills?
4- how to teach grammar?
5- how to build up the learners` vocabulary?
6- how to train for examination?
7- how to assess and record pupils` progress regularly?
8- how to build students` confidence and maintain their interest?
9- how to face difficulties in the classroom?
10- how to manage the class and time?
11- how to benefit of the feedback?
12- how to build up a lesson plan practically?
13- how to use enough teaching resources?
14- how to assess the effectiveness of their actions?
15- how to maintain professional competence through regular updating?
16- how to develop skills to investigate the teaching of their own subject?
17- how to be creative, reflective and open minded?

**Training needs:**

Training needs are information and experiences that should be gained by the teachers so that they can perform their duties and responsibilities. Recognizing the training needs is very important to make the program successful. To determine them, there are many resources:

- the teachers themselves are the main source of the needs since they know their needs.
- reports of head teachers and supervisors of English
- analyzing the duties and responsibilities of teacher's job
- objectives of the educational process
- previous studies in this respect
**Content of the program:**

Choosing of content is achieved in the light of the educational needs, the objectives of the program and review of literature. The materials used in this program will be means to achieve the specific objectives of the program. There is a need to revise the subjects to check their relevance to the main topic. The basis of themes which will be explored in the program formed from agreed and acceptable issues in teaching English. These may include the nature of teaching English, the range of teaching approach, assessment, classroom management… A number of themes are suggested to be the basis of the training program:

1. Teaching English as a foreign language.
2. Lesson planning.
3. Teaching styles.
4. Classroom management.
5. Linguistic skills.
6. Professional skills.
7. Assessment of learning.

All the previous themes are to be discussed at the first meeting to identify the importance and relevant issues and activities of each theme. The program should be drafted according to the ideas of teachers after discussions to be the basis of the final program. Moreover, the program needs to take account of teachers’ concerns, believes and attitudes to English teaching and learning.

**Time, place and implementation of the program:**

The place and the time are to be chosen in the light of several considerations to be suitable for the trainees and to gain good results. The place could be in the library in a school in a suitable location for teachers.
from other schools. The time should be suitable for the teachers` free time. It is advisable to conduct such program in the holidays. The program is to be conducted in two weeks; five hours are suggested for each theme including breaks.

The program begins with a meeting for all categories sharing in the program to discuss the objectives and distribute the time and tasks according to a suitable timetable. Trainers function as facilitators rather than lecturers. Teachers are to be encouraged to enter into discussions, present some of the concepts and talk about their difficulties. They should take the opportunity to assess, demonstrate, develop materials and interview with experts.

**Using technology**

The use of audio-visual aids is very important. The following aids are recommended:

- the overhead projector
- films
- television and video
- radio
- computer
- demonstrative lessons and,
- the internet

**Sharing categories in the program:**

Teachers of English in the prep stage in Gaza especially new teachers and who need training.

**Trainers of the program:**

Trainers of the program should be well qualified scientifically, culturally and professionally. They should be able to implement the task in
a relaxed atmosphere and develop co-operation between trainees. The
good expert should have the following characteristics: recognize the
training needs, design and plan a training program, facilitate the
fulfillment of the task, understand the human relations, communicate with
others, manage and supervise, involve in the activities, build teams and
activate group work, guide to effective solutions, build confidence, and
use the different instruments for training.

Approach of the program:

The program should emphasize trainee centered approach which
depends on dialogues, sharing ideas, understanding, analyzing, and
critical thinking.

Techniques of training:

Many techniques can be implemented during the training program
and after achieving it for a long and continuous process of professional
development. The following techniques are suggested in conducting the
training program:

Meeting with specialists

In spite of teachers` negative attitudes towards supervisors,
supervisors are described as specialists who have good experience that
enables them to evaluate and improve the teacher`s performance. In other
words, they are trainers and educators as they explain instructions, check
preparation, observe teachers in the real field, model and present
demonstrations and give direct feedback. It is the supervisors` job to make
teachers feel secure and relaxed if they act with responsibility and fairness
and not being hunters of errors as teachers see them. If a supervisor is
friendly and tactful, teachers will not find difficulties to talk to him about
their needs and difficulties. On the other hand, teachers should accept
supervisors’ points of view and not hesitate to ask help to find solutions for difficulties encountering them in the field.

**Micro teaching**

This approach introduces immediate feedback and reinforcement. Although microteaching does not reflect a complete experience, it finds solutions to some difficulties related to the needs of teachers. Besides, it helps the teachers to identify their strengths and weaknesses since it focuses on specific situations in teaching as teachers need. Microteaching takes place inside the school where teachers share and discuss some points related to the teaching situation. To gain good results, a well qualified and experienced teacher conducts this activity.

**Workshops**

Workshops are useful since they provide serious opportunities for participating in collaborative training effort to achieve a certain project according to an arranged timetable. In addition to raising of the collaboration and intimacy sense among the group, there are other goals of the workshops such as: giving a chance for teachers to grow up, gaining more experience, taking responsibility, assessing their performance, and finding solutions to their problems. To ensure success, some criteria should be taken into consideration when implementing workshops: good planning and preparation, strict timetable, obvious objectives and activities, well qualified trainers, necessary equipments, and evaluation. Teachers have to participate in workshops to share their points of view and present practical suggestions to help each other.

**Action research**

Action research is another method to increase teachers’ awareness of teaching and to improve their classroom practices. It sheds the lights on
the teachers needs and begins at the identification of their problems. As soon as the teacher diagnoses one of the problematic areas, certain procedures will take place as collection of data, planning, suggestions, implementation, observation, reflection and evaluation. Action research provides teachers with practical experiences and gives them the chance to be initiative and creative since they address real and difficult issues.

**Teacher journals**

EFL Teachers can establish journals within their schools to write about teaching events and their reflections about teaching. They can record details of unique experiences, describe observations, ask and answer questions, search topics, remark and comment on remarks made by others, give advice, analyze, and exchange thoughts and concerns with other teachers.

**Self training:**

It depends on the teachers themselves to develop their competencies. Teachers can benefit of the different resources inside and outside the school. Teachers can learn by themselves, during their daily career through practicing different activities inside the school such as observing each others and documenting their work for discussion.

- **Observation**

Wrag (1993) stated that studying teachers and pupils by direct observation of what they do and say provides valuable information on which to base judgments about skillful teaching and intelligent action. He added that there are many observation procedures from which to choose. Observation is divided into two types - peer and self observation. Peer observation is very valuable in developing teachers. It raises the teachers` self awareness of the teaching process since teachers see each others}`
weaknesses and strengths in addition to exchanging ideas. Observation of teachers needs to be implemented through a planned framework which contains all the items in the situation: the teacher’s behaviors, techniques, interaction, discourse, learning and teaching rules, etc. Collaboration is a necessity to make the observation successful. A program for these observations should be arranged to establish the conditions for effective training. The program begins with very experienced teachers and extends to give the chance to all the teachers. Finally, teachers should be responsive to these opportunities and accept to take their responsibility and act their rules with high self confidence.

Since observation of others focuses on comparisons of teaching styles and benefits from handling the problems and difficulties, teachers should be able to take responsibility in making decisions about their own language teaching development. They can assess their progress by self observation. It is considered easier than observing other teachers as teachers can video or audiotape their own teaching experiences and review the tape while taking notes or writing short transcripts of the classroom actions and rules of both teachers and learners.

**Portfolios**

A portfolio is a mean of documenting the effectiveness of teachers. It includes samples from a range of teachers’ work such as projects, notes, audio and video recordings. Teachers can keep their work in a variety of forms as notebooks and box files. It increases the teacher’s awareness of the teaching process, sheds the light on the teacher’s possibilities, and develops the critical perspective in the teacher. Moreover, it can be used for both teachers and students.
Assessment methods:

Assessment process is very important to determine the importance of the program, the effects on the teachers and whether the program meets its stated aims. It includes: evaluating the objectives of the program, the content, the time, the trainees’ performance and training instruments. Evaluation process is performed through two axes:

- Assessing the trainees

Assessing the trainees is achieved by:

1. percentages of trainees attendance
2. pre-preparation for the courses
3. participation in discussions
4. oral and written tests
5. researches and developed projects
6. civic visits for the trainees, and
7. evaluation application forms.

The previous activities show if participants made progress and highlight area where more work is needed.

- Assessing the program

It should be a continuous process: before, during, and after training. It goes through four stages:

• Introductory evaluation to determine the educational needs, the level of trainees, their experiences and background knowledge.
• Formative evaluation to find weaknesses and strengths of each part and stage of the program, and provides feedback.
• Summative evaluation to judge the effects and results at the end of the program.
• Follow up support to measure the effects of the program on the EFL teachers’ performance in their daily career. It can be achieved by using questionnaires and meetings for teachers who attend the program.
After implementing the program, EFL teachers should be directed to new resources that can be used individually or in groups to involve in effective self-training development. In other words, in-service training should be continuously along life career.

To conclude, this section has suggested a training program that may help the teachers develop their competencies. To ensure success, teacher development should go with the development of the other inputs of the teaching situation i.e. materials, curriculum, programs, administration, etc. Moreover, universities and faculties should be responsive to the teachers' needs and demands, and take the responsibility of leading this continuing process. On the teachers' side, they should be self-critical and accept the possibility of change.

**Findings of the present study have shown that:**

1. Teachers showed willingness and motivation towards assessing their performance and improving their knowledge and teaching skills.

2. The majority of teachers were satisfied with their proficiency of the four skills in their points' of view in the interviews.

3. In spite of teachers’ admission of their need for more training in their interviews and in the items related to training in the questionnaire, their responses to the questionnaire's items were in general highly positive and indicated a high level of proficiency and competence.

4. Teachers expressed their need of being followed up by well qualified experts and specialists of teaching English to keep in touch and in pace with progressive
techniques of teaching and up to date strategies related to their subject.

5. Teachers’ results according to the items of the observation sheet indicated discrepancy with the results of the questionnaire.

6. Concerning practical and pedagogic skills, results showed low level of achievement especially in teaching English language skills since integrating the skills was neglected by majority of teachers.

7. Implementing and using resources was neglected in the classroom except for the use of the board.

8. Supervisors suggested that all the teaching process needs change which requires analysis and development of all the components of the inputs and development of all of them.

9. A framework of a suggested training program of EFL teachers is introduced according to the needs of the present study’s subjects.

To sum up, the researcher has presented the results obtained through implementing the instruments of the study. Also, the answers for the questions of the study were displayed.
Chapter Six
Summary, Conclusions, Recommendations and Suggestions for Further Research

This chapter will include a summary of the research, conclusions, in addition to the recommendations and suggestions for further research in the light of the results of the present study.

Summary

As a result of the current situation in Palestine, education has suffered of many difficulties and problems. One of them is the lack of well qualified teachers who are supposed to teach the English language, taking into account, that teaching a foreign language is not an easy task. This study has attempted to evaluate the EFL teachers’ performance in the prep stage in Gaza. The study has tried to answer the following questions:

1. What are the criteria for evaluating the EFL teachers’ performance?
2. To what extent are these criteria applied to the Prep Stage EFL teachers’ performance in Gaza in the points of view of the teachers and their supervisors?
3. What is the framework of a suggested training program for improving EFL teachers' performance in Gaza prep schools?

To achieve this aim, many issues related to the research subject were discussed such as: the teacher’s role in the classroom, characteristics of the EFL teacher, teachers’ view of their tasks, teachers’ needs in the different aspects of their work and mastering the language skills. The present study adopted the analytical descriptive method. The
instruments of the study were developed in the light of the information
gathered from related literature and instruments previously employed in
previous studies and literature pertinent to TEFL. The instruments
developed for the present study are: a questionnaire includes components
of English teacher competencies, a classroom observation sheet, structured
and unstructured interviews with both supervisors and teachers to assess
the teacher’s performance. The instruments were judged by a jury
specialized in teaching English in Gaza to know the clarity and accuracy of
the items and their relevance to the subject of the study. After receiving the
jury responses, the researcher modified some items of the instruments
before administering them to the subjects of the study.

This evaluation process was effective in finding out the points of
weaknesses in the EFL teacher’s performance and also showed that EFL
teachers need more training and assistance to be competent in their work.

The present study answered the first question by identifying the
major areas of EFL teacher's performance: 1- Personality
2- Pedagogic skills and, 3- linguistic skills.

The second question was answered by determining the extent to
which the previous criteria were applied in the prep stage EFL teacher's
performance through the analysis of the results of the questionnaire, the
observation sheet and the interviews with the EFL teachers and their
supervisors.

To answer the third question, the researcher recommended that the
educational situation should be analyzed and a training program for
developing teaching skills of English language teachers should be
developed according to their needs that were answered through the use of the instruments of the present study.

To sum up, results of the present study showed that EFL teachers need more training to be competent in their work. So, the researcher suggested a training program for this purpose.

**Conclusions:**

1- Investigating the teaching of EFL in Gaza governorates reflected the different circumstances in which it is carried out and the need for changing these circumstances.

2- Surveying the related literature to the competencies of EFL teaching, the researcher of the present study developed criteria for evaluating EFL teacher’s performance in the prep stage in Gaza governorates.

3- Using different instruments designed by the researcher of the present study i.e. the teachers’ questionnaire and the observation sheet and teachers’ and supervisors’ interviews showed the discrepancy in the results of the evaluation of the teachers’ performance due to the factors of subjectivity and objectivity and theoretical knowledge and real application.

4- According to the results of the study’s instruments, the teachers and their supervisors as well as the researcher of the present study see that the teachers need training and support in the field of teaching EFL in different aspects.

5- As a result of the evaluation of the teacher performance in the present study, a framework for a suggested training program
for EFL teachers in Gaza is introduced according to the needs of the subjects of the present study.

6- Finally, the three questions of the study were answered as:

- The criteria for evaluating the EFL teachers’ performance were suggested in the following areas: a- personal skills b- pedagogic skills, and c- linguistic skills.

- The extent to which the criteria is applied to the performance of the EFL teachers in the prep stage in Gaza governorates was decided and proved to be insufficient.

- A framework for a suggested program for training those teachers was contributed as a result of the evaluation and their needs.

**Recommendations**

In the light of the findings of the present study, the following recommendations seem to be pertinent to EFL teachers:

- EFL teachers in Gaza should be involved in assessing their performance through self and peer evaluation.

- EFL teachers in Gaza are recommended to develop their language skills and the listening skill in particular.

- EFL teachers in Gaza should be encouraged to use internet, since it helps in the development of many aspects for finding materials and resources, updating language skills, keeping in
touch with friends and colleagues, and working on class projects and activities.

- EFL teachers in Gaza have to play a variety of roles according to the recent theories of teaching
- EFL teachers in Gaza are to improve and develop their planning for teaching according to modern theories of teaching.
- EFL teachers in Gaza are advised to vary the activities and use different materials and available resources such as pictures, diagrams, flash cards, and worksheets.
- EFL teachers in Gaza should give feedback directly to students through different strategies.
- EFL teachers in Gaza have to teach most of the language skills each period interactively and insist on using appropriate techniques that involve listening skills beside the other three skills of the language.
- EFL teachers in Gaza are advised to encourage cooperative work among students by managing group and pair work and organizing them.
- EFL teacher in Gaza should change the teaching / learning process from teacher centered to learner centered approach.
- EFL teachers in Gaza should be motivated to provide appropriate support and motivation to increase the student’s participation.
• Finally, EFL teachers in Gaza have to use the language in real communication whether oral or written as mastering the four skills of language is a pre-requisite for success.

**Suggestions for further research:**

The present study suggests the following points for further research:

• Establishing standards for EFL teachers’ performance.

• Studying the level of proficiency of English language and the degree of mastering skills of language required for EFL teachers in Gaza.

• Investigating the difficulties of teaching that EFL teachers might encounter while teaching EFL and how they can be overcome.

• Conducting training programs for developing teaching skills of English language teachers in Gaza.
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Teachers' Questionnaire

This questionnaire is applied to the EFL teachers' performance in the prep stage in Gaza governorates. So, You are kindly required to read each statement and then decide if you:

(1) = strongly agree, (2) = agree to some extent, (3) = uncertain, (4) = disagree to some extent, 5) = strongly disagree.

Your additional remarks and suggestions are mostly
Welcome to enrich this study. You can write them in the space provided at the end of the questionnaire.

______________________________

Zone: North ☐ Middle ☐ South ☐
Sex: Male ☐ Female ☐
Qualifications: .........................................................
Years of experience : .............................................
<table>
<thead>
<tr>
<th>Statements</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>Personal skills</strong> :</td>
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<tr>
<td>1- I am interested in teaching kids</td>
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<td>2- I like to be with people</td>
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<td>3- I think working with others is a waste of time</td>
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<td>4- Teaching is not a preferable job</td>
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<td>5-I am aware of the learning teaching components</td>
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<td><strong>Pedagogic skills</strong></td>
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<tr>
<td>1- I can engage in and reflect different teaching tasks</td>
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<tr>
<td>2- I participate in lectures and workshops</td>
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<td>3- I am interested in creating a motivating atmosphere in the classroom</td>
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<td>4- I do not accept the idea of being trained for linguistic tasks</td>
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<td>5- I am interested in improving my performance.</td>
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<td>6- I am able to use resources effectively e.g. boards, audio visuals realia, library etc…</td>
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<td>7- I can apply pair and group work to increase student talking time</td>
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<td>8- Exams should have one form</td>
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<td>9- I motivate students to participate in the activities</td>
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<tr>
<td>10- I am always afraid of losing control over the class.</td>
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<tr>
<td>11- I use effective ways to provide positive and continuing feedback to the students</td>
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<tr>
<td>12- It is not necessary to encourage students participate in the lesson.</td>
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<tr>
<td>13- Technology is not reliable in EFL teaching</td>
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<td>14- Using different resources can be confusing</td>
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<td>15- I make use of life events</td>
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<td>16- I develop lessons with clear objectives</td>
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<td>17- I use various appropriate teaching strategies</td>
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<td>18- I use technology in EFL teaching.</td>
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<td>19- I can set exams for different purposes</td>
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<tr>
<td>20- I can evaluate my students performance through various techniques</td>
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<td>21- I consider individual differences</td>
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<td>22- I need more training to develop appropriate lesson plans</td>
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<tr>
<td><strong>Linguistic skills</strong></td>
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<td><strong>Reading skill</strong></td>
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<tr>
<td>1- I can determine the main ideas of a given text.</td>
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<td>2- I find it difficult to distinguish between main ideas and supporting details</td>
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<td>3- I can make successful inferences.</td>
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<tr>
<td>Statements</td>
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<td>4- I can guess the meaning of unfamiliar words</td>
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<td>5- I can read a whole text with understanding</td>
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<td>6- I can skim / scan a text</td>
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<td>7- I can complete skeleton outlines of the structure of the text</td>
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</table>

**Writing skill:**

1- I can express my ideas in writing
2- I am able to write with clarity.
3- I can develop paragraphs from topic sentences
4- I am able to write a summary or an outline of a text.
5- I always suggest some strategies for my students to write sentences, paragraphs,
6- I can integrate writing activities with other skills

**Speaking skill:**

1- My students’ responses show that they can formulate meaning out of my phrases
2- I am able to express my ideas orally
3- I can pronounce words accurately while speaking
4- I can express myself easily
5- I can not communicate with native speakers of English easily.

**Listening skill:**

1- I can listen to and understand speech of native speakers of English
2- I can recognize cohesive devices, e.g. Such as, which, linking words, pronouns, references, etc…
3- I’m able to understand intonation patterns and uses of stress which give clues to meaning and social setting
4- I can recognize discourse markers, e.g. Well, now, finally etc…
5- It’s easy to use my prior knowledge of the subject to understand
6- I can guess unfamiliar words or phrases easily
7- I need more training to be a good listener
# Classroom Observation Sheet for EFL Teachers

**Date:** ……………….  
**Class:**…………

**Time:**……………….  
**Teacher No.:………**

<table>
<thead>
<tr>
<th>Observed Scope</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td><strong>A- Lesson Planning:</strong></td>
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<tr>
<td>1- preparing a whole year plan</td>
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<td>2- preparing a daily lesson planning</td>
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<tr>
<td>3- defining pedagogic objectives</td>
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<tr>
<td>4- defining language learning objectives.</td>
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<td>5- determining teaching points</td>
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<td>6- selecting relevant activities</td>
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<td>7- preparing activities geared to student’s interests &amp; needs</td>
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<td>8- using balanced and various activities</td>
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<td>9- using teachers guide effectively</td>
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<td><strong>b-Implementation:</strong></td>
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<td>1- Practicing warm up activity</td>
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<td>2- Practicing revision activity</td>
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<td>3- Presenting the new teaching points in a logical order</td>
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<td>4- using the textbook effectively</td>
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<td>5- practicing students drills</td>
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<td>6- practicing formative evaluation</td>
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<td>7- consolidating students learning</td>
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<td>8- encouraging students for production</td>
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<tr>
<td><strong>C- Classroom Management:</strong></td>
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<tr>
<td>1- giving instructions</td>
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<td>2- managing pair and group work</td>
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<td>3- timing the class work</td>
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<td>4- motivating students for further activities</td>
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<td>5- control of class and discipline of students</td>
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<td>6- applying questioning techniques</td>
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<td>7- encouraging students initiatives</td>
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<tr>
<td>8- integrating English skills</td>
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<td></td>
</tr>
</tbody>
</table>
### E- Using resources:
1. using cassettes
2. board
3. pictures
4. diagrams
5. flash cards
6. worksheets
7. computer
8. students initiatives

### G- Personality:
1. sociable attitude
2. appropriate appearance
3. sympathy
4. willingness to work
5. motivating attitude
6. awareness of learning teaching components
7. flexible character

### General Comments:
1. ........................................................................................................
2. ........................................................................................................
3. ........................................................................................................
4. ........................................................................................................
5. ........................................................................................................
Dear supervisor of English:

This study aims at evaluating the EFL teacher performance. You are invited to participate in determining the EFL prep schoolteachers in Gaza Governorates.

Your cooperation is very much appreciated.

Degrees you have got: ...........................................................

Your experience in the field of education: ..............................
Based on your experience of supervision, please write your answers that express your points of view for the following questions:

1. How would you describe the status of teaching English in Gaza?

2. How would you define the process of evaluation of the performance of English foreign Language Teacher i.e. your job?

3. What are the components of EFL teacher's specific knowledge background that should be evaluated in Gaza basic stage?.

4. What are the strengths and weaknesses of the EFL teacher performance in Gaza?
5. What are the factors that affect their performance?

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6. What would you suggest to improve the EFL teacher performance?

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Comments and suggestions:

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The jury list

1. Dr. Mohamed Abu Mallouh
   Head of El Qattan centre for educational research and development in Gaza

2. Mr. Bassil Skeik
   A lecturer in Al Azhar University in Gaza

3. Mr. Rafeeq Mohsen
   General inspector of English in the ministry of Education

4. Mr. Kamal Hasaballa
   A supervisor of English in the educational Dep. in the UNRWA schools

5. Mr. Ismail El-Faqawi
   A supervisor of English in the educational Dep. in the UNRWA schools.
ملخص البحث

المقدمة:

يعتبر المعلم من أهم العناصر المؤثرة في سير العملية التربوية وتتركز مهمته في تعليم الأجيال وتزويدهم بالمعرفة والقيم التربوية على حد سواء، ويلعب المعلم دورًا هاماً داخل الفصل ويتصل في الأدوار المختلفة التي يؤديها، ويحتاج معلم اللغة الإنجليزية إلى إقنان عدد من المهارات بالإضافة إلى المؤهلات التربوية الأساسية التي لديه.

يحتاج التعليم من كثير من المشاكل والصعوبات من نتائج الوضع الحالي الناجم عن الاحتلال في فلسطين والذي استمر لأكثر من خمسة عقود، ومن أهمها الحاجة إلى المعلمين المسؤولين جيداً في مجال تعليم اللغة الإنجليزية حيث إن تعليم أي لغة أجنبية ليس بالأمر الهين، وإفما يحتاج إلى إمكانات ضخمة تقع على كاهل وزارة التربية والتعليم.

الحاجة إلى الدراسة:

لقد كانت الخمسة عشر عاماً الأخيرة من أكثر الفترات تأثيراً في المجتمع الفلسطيني حيث عاش فيها عدة اتفاقات استمرت الأولى سبع سنوات متتالية وثانياً الأخرى مستمرة منذ أربع سنوات، ورغم صعوبة الوضع إلا أن الفلسطينيين بذكائهم وانشطتهم اليومية بقدر ما تسمح به ظروف كل منطقة على حدة.

لقد تأثر التعليم بمراحله المختلفة (من التعليم الابتدائي وحتى الجامعي) بهذه الظروف ونتجت عنه آثار سلبية جدًا على العملية التعليمية بشكل عام وعلى تعليم اللغة الإنجليزية بشكل خاص نظراً لمتطلباته واحتياجاته الخاصة.

تحديد المشكلة:

من أجل إلغاء الضوء على واقع تعليم اللغة الإنجليزية في فلسطين فقد حاولت هذه الدراسة تقديم أداء معلم اللغة الإنجليزية في المرحلة الإعدادية في محاورات غさせて واقتراح برنامج لتحسين أدائه ومن أجل إنجازها فقد تم مناقشة الموضوعات التي تتعلق بهذا الموضوع وهي كالآتي:

1- أدوار المعلم داخل الفصل
2- الصفات التي تميز معلم اللغة الإنجليزية الكفاء
3- وجهات نظر المعلمين فيما يتعلق بالمهام الملقاة على عاتقهم واحتياجاتهم.
4- مهارات اللغة.

أسئلة البحث:

يعد البحث محاولة للإجابة على الأسئلة الآتية:

1- ما هي المعايير التي يتم على أساسها تقييم أداء معلم اللغة الإنجليزية؟
2 - إلى أي مدى يتطلب أداء مدرسي اللغة الإنجليزية مع هذه المعايير في محافظات غزة؟

3 - ما هو الإطار المقترح لبرنامج تدريبي من أجل تحسين أداء معلمي اللغة الإنجليزية في المرحلة الإعدادية بمحافظات غزة؟

هدف البحث:

يهدف هذا البحث إلى:

1 - تحديد المعايير التي يتم على أساسها تقييم أداء معلمي اللغة الإنجليزية
2 - تقييم أداء معلمي اللغة الإنجليزية في المرحلة الإعدادية بغزة.
3 - تحديد احتياجات المدرسين الخاصة والتي تحتاج إلى مزيد من التدريب.
4 - اقتراح إطار لبرنامج تدريبي لتحسين أداء المدرسين طبقا لاحتياجاتهم.

حدود البحث:

بحث الدراسة واقع تعلم اللغة الإنجليزية كلغة أجنبية في محافظات غزة. تركز الدراسة على أداء مدرسي اللغة الإنجليزية في المرحلة الإعدادية من وجهة نظر المعلمين وموجهاتهم.

منهج وخطوات البحث:

1 - تابعت الدراسة المنهج الوصفي التحليلي ويشمل:
   - مسح الأدب التربوي المرتبط بمهارات تدريس اللغة الإنجليزية كلغة أجنبية والمعايير التي تتقدم على أساسها عملية تقييم أداء معلمي اللغة الإنجليزية.
   - تصميم أدوات البحث.
   - تطوير معيار لتقييم أداء معلمي اللغة الإنجليزية من خلال تحديد المهارات التعليمية الأساسية اللازمة للمعلمين.
   - عرض قائمة بهذه المهارات على لجنة من الخبراء والمختصين بتعليم اللغة الإنجليزية للحكم عليها.
   - تقييم أداء المدرسين من خلال تطبيق أدوات البحث.
   - تحليل ومناقشة نتائج البحث.
   - تحديد نقاط الضعف التي تحتاج إلى مزيد من التدريب والممارسة.
   - اقتراح إطار لبرنامج تدريبي لعلاج هذه النقاط.
   - كتابة مقترحات ونصوص الدراسة.

أدوات البحث:

تتم تصميم أدوات البحث في ضوء الأدب التربوي والدراسات السابقة المتعلقة

بموضوع البحث وهي:
1- استبان يحتوي على الكفاهات الأساسية الخاصة بمعلم اللغة الإنجليزية
2- بطاقة ملاحظة لتقديم أداء المدرس داخل الفصل
3- مقابلة مفتوحة مع المدرسين الذين تحت ملاحظتهم
4- مقابلة مع مشرفي اللغة الإنجليزية في محافظات غزة.

هذا وقد تم تحكيم الأدوات من قبل لجنة من الخبراء والمختصين بتعليم اللغة الإنجليزية في غزة لمعرفة مدى الوضوح والدقة وبناءً على رأي اللجنة فقد تم تعديل وحذف وإضافة البيانات التي اقترحها اللجنة.

العينة:

تنتكون عينة الدراسة من مدرسي اللغة الإنجليزية في المرحلة الإعدادية في محافظات غزة، وقد تم اختيارها عنوانياً من كل محافظات غزة، ويلغ عدد العينة 120 مدرس ومدرسة بالنسبة للإستبان، أما بالنسبة لبطاقة الملاحظة فقد بلغ عدد العينة 15 مدرس ومدرسة.

نتائج البحث:

توصلت الدراسة إلى النتائج التالية:

- أبدى المدرسون ارتياحهم لمستوى أدائهم للمهارات التعليمية من وجهة نظرهم من خلال فترات الاستبان.
- أظهر المدرسون حاجتهم إلى التدريب والمتابعة بواسطة خبراء ومختصين في تعليم اللغة الإنجليزية.
- أظهرت نتائج الملاحظة أن أداء المدرسين الفعلي لا يتفق مع المعايير المطلوبة كما أنه لا يتفق مع النتائج المرتقبة التي ظهرت في نتائج الاستبان.
- أظهرت نتائج المقابلة مع موجهي اللغة الإنجليزية أن تعليم اللغة الإنجليزية في محافظات غزة يتم بطريقة تقليدية بعيدة عن نظريات التعلم الحديثة وأنه بحاجة إلى تغيير.

الخلاصة:

بحثت هذه الدراسة مهارات تعلم اللغة الإنجليزية في المرحلة الإعدادية بغزة، وأظهرت النتائج اختفاءاً في مستوى الأداء الفعلي، وقد اعتبر المشرفون التربويون أن عملية تعلم اللغة الإنجليزية بحاجة إلى تغيير جذري من خلال تحليل كامل لكل المحتويات والمدخلات في العملية التربوية من أجل تطويرها.

وفي ضوء نتائج البحث فقد اقترحت الدراسة تصميم برنامج تدريبي لتطوير مهارات تعلم اللغة الإنجليزية يعتمد على حاجات المعلمين ويقوم بتطبيقه مجموعة من الخبراء والمتخصصين في تعليم اللغة الإنجليزية وفقاً لمجموعة من الشروط والضوابط التي تضمن عملية التنفيذ والتقييم المتابعة.
برنامج الدراسات العليا المشتركة

"تقييم أداء معلم اللغة الإنجليزية في المرحلة الأساسية الخاصة بمهارات اللغة من وجهة نظرهم ومشارفهم بغرزة"

رسالة مقدمة
للحصول على درجة الماجستير
في المناهج وطرق تدريس

إعداد الطلبة
رجاء حسن عبد الله أبو مراحيل

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أستاذ المناهج وطرق التدريس اللغة الإنجليزية

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