

**The Instructional Training Needs of English
Teachers in Ramallah and Jericho
Government Schools**

A Thesis Submitted to the Graduate School in
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Chapter One

Introduction

The teacher is one of the vital factors which affect the structure of teaching and play a major role in the teaching process. Thus, the absence of a qualified teacher might lead to deterioration in the teaching outcomes.

It is noticed that most countries have given attention to teachers' needs. This includes obtaining the desired teaching objectives and enabling them to take their part in the accelerating process of development in various fields of modern life.

Christenson (1981) stressed that teachers should be rehabilitated to enable the educational institution to meet the needs of the rapid change around us in all aspects of life. We can say that improving the quality of teacher training programs in any society, reflects the sense of responsibility a society develops towards the future of its citizens (Ahmad, 1998).

Taking into account certain educational requirements such as qualified teachers, quality improvement, and students' needs, the ministry of education has introduced teacher-training as one of the practical measures in the development process. Thus, the ministry introduced in-service- training to provide the teachers of English with the opportunity of receiving enough training in the field.

The success of the teaching process, of course, depends on various elements. Although the teacher is not the only element in the educational system it is he/ she who can make the best use of all the other elements including school construction, instructional technology, curricula, text books, and teaching strategies. To achieve the objectives of this system, the teacher must be qualified for the task of teaching (Al- Rashdan,

1986). Otherwise; these elements would turn out to be of limited importance in the absence of the teacher who benefits from each one for the achievement of the intended educational objectives set by the Ministry of Education (Al- Khateeb, 1986).

Thus, teacher training institutions have to keep up with modern developments and adapt their plans with trends and attitudes that might enable the teacher to perform his/ her mission in school and his/her role within the community. The teacher's preparation and scientific training enable him/her to perform his/ her teaching tasks and improve his teaching performance.

It is important to recognize the needs of the teachers participating in in-service training. The Palestinian national authority in general and the Ministry of education in particular are aware of those ideas. Nonetheless, the efforts they have shown are still below the level our society is looking forward to achieving. More has to be done, simply due to the new roles assigned to the contemporary teacher.

The teacher is, currently, supported to help in building up the child's' right personality, practicing leadership and counseling and guidance, which in turn, requires professional, cultural and personal preparation of the teachers. (Al- Hila, 2002)

Accordingly, we are in dire need to put forward comprehensive plans the aim of which is to prepare the good teacher to all aspects. Training programs should enrich teachers' experience, modernize their methods and improve their skills. The plan has to be a good guide to a well- organized systematic work relying on specific objectives and procedures which could lead to the graduation of a well- qualified and good quality teacher who would prove to be self- confident and capable of rebuilding the new generations in term of their social, political and

economic trends adapting them to the requirements of different shapes of developments and various challenges of their time (Turkey, 1988).

In order to develop the educational competencies of the teachers in service, their training program should imply that a teacher needs to acquire knowledge related not only to the subject matter of his specialization but also to the art of teaching. Knowledge of teaching methodology classroom management and administration, plus many other skills are essential for any efficient teacher. So, trainees under training program should attain the educational and behavioral background in addition to knowledge of their own subject matter in each field. (Gebhard and Woo, 1992).

In other words, their training should include the two dimensions: firstly, the theoretical part which deals with the teacher's knowledge of the material requirements which he / she teaches, the teaching strategies and new discoveries in education and psychology. Secondly, the practical side which appears in the teacher's ability to do lesson planning class managements and audio- visual, teaching aids mastering and raising questions which require and enhance a thinking (Nashwan, 1991).

Although staff developments is an important concept in commerce, industry, as well a civil service and military organizations, it has become so in education. Staff development is concerned with the means by which the trainee acquires the skills will improve his/ her efficiency and effectiveness. Such skills will lead to the achievement of the anticipated objectives of an organization. These objectives can be obtained through planned influence on an individual's psychological processes to get an attitudinal commitment to the philosophy, values, and goals of that organization (Main, 1985).

Polam (1991) (المشار إليه في مدبولي ، 2002) defined the term “the professional development of teachers’ as the process which aims to provide teachers with:

1. New knowledge.
2. Develop professional values which will support their behavior.
3. Develop their professional skills.
4. Enable them to provide their students with effective teaching.

This definition which was adapted by Kell University manifests three major components.

1. “The professional training”, i.e., to provide teachers with needed skills to improve their performance.
2. “The professional education”, i.e., to modify the teachers’ beliefs about their work, performance, and to concentrate on the professional values through long courses and selective reading, as well as self - observation and diary keeping". (Rammal, 2000)
3. The professional backup, i.e., to provide a stable work atmosphere and to improve the work conditions.

Yen Shang (1996) emphasized that there must be a combination of the three above dimensions in a form of matrix of concepts ideas & activities which aim at reaching the best level of the educational outputs both in quality and quantity.

Billing (1982) (as cited in Main, 1985) defined staff development in a way to meet individual and institutional needs as follows:

Staff development is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programs of staff activities designed for the harmonious satisfaction of those needs. (P. 4)

According to this definition, the following ideas are addressed:

1. The individual and the institution are both sources of needs and objectives.
2. Perceived needs (e.g. job satisfaction and existing courses) and future needs (e.g. career development and proposed courses) have to meet needs to be satisfied.
3. Needs should first be identified, discussed and assessed.
4. Need- satisfying programs should be continuous, taking into consideration those needs which emerge as a result of changes in the contents and plans of the college and career aspirations.

This interest in staff development is reflected in the proliferation of competency- based designs for staff development. Liberman and Miller (1979), P. 6), describing competency based designs, stated:

“In these designs, curriculum and program goals are established in the tradition of the Tylor model- that is, they are based upon a need assessment”.

Then, teacher competencies relevant to these goals are determined. A staff development program is then planned among others, for the purpose of correcting teachers’ deficiencies. Such deficiencies may exist in the required attitudes, knowledge, and / or skills.

The adoption of an objective process in determining the goals of staff development programs is of vital importance. Literature related to teacher education, teacher training and educational staff development, views teacher preparation on a continual process i.e. (teacher education, pre- service and in- service training are complementary). Each effect and is influenced by the other in developing the teacher’s effectiveness (Borich, 1977).

The natural tendency in instruction and planning is to take the learner’s needs into consideration.

But the teacher's needs should receive the same level of attention and care in a way that "a teacher trainer should not violate what he preaches" (Bolitho, as cited in Holden, 1987). This should be done on the basis of a scientific approach which leads to clearly specified elements which meet the professional needs of EFL teachers. These needs should be based on the definition of the professional profile of the EFL teacher in order to arrive at a clear image of actual needs. These needs will, then, determine the objectives of teacher education programs in light of his previous knowledge (Marian, as cited in Holden, 1987).

Billing (as cited in Main, 1985) stated the aims of staff development as follows:

1. To maintain appropriate staff expertise committee and experience for current and projected courses.
2. To encourage staff to be innovative in their subjects and teaching.
3. To broaden and update staff knowledge and to advance their personal development and their academic and professional achievement.
4. To ensure that each member of the staff is or becomes a competent teacher of his subject.
5. To allow staff to change the subject and/ or level they teach to cope with the changing patterns of courses.
6. To provide teachers with means of coping with the social welfare and students' academic needs.
7. To improve personal and academic patterns of interaction.
8. To enhance the personal job satisfaction.
9. To encourage staff positive responses towards change.
10. To encourage periodical staff discussion of their personal development and progress.

In this list, it is evident that Billing shares the objectives of many other schools of teachers training and staff development through paying special attention to the general, as well as the specific, identified goals of teacher development.

The in- service training is one of the methods used to develop the teacher's competencies while in duty and these competencies the teacher should know the following:

1. The requirements of the subject which he teaches with regard to understanding it and being familiar with its books, material and resources.
2. The mental, emotional, physical characteristics of the students he teaches.
3. The general and specific methods of teaching, and the right tools to teach each subject.
4. The general educational goals and the specific goals of every certain subject.
5. The general psychological, social and philosophical basis of the school curricula in general and of the specific curriculum he is teaching.
6. The available financial facilities of the school environment, and how to invest them in the teaching and learning process.
7. The new innovations in the field of education and psychology, and their influence on class teaching and learning.
8. The new modern knowledge which is related to the subject which he is teaching.

As for the practical aspect, it is manifested in the following skills:

1. The ability of the teacher to make a lesson plan.

2. The ability of the teacher to master class management.
3. The ability of the teacher to employ the teaching devices and the means of communication in his teaching.
4. The teacher's ability to use the teaching tools.
5. The teacher's ability to ask brain storming questions (Nashwan, 1991)

*** Planning the training program for teachers in service:**

Phai Delta Kabban society sponsored a study conducted the efforts made to develop teachers in 1300 schools, and collected comprehensive data on the prevailing facts concerning this issue in those schools (King, 1979) (المشار اليه في ديراني 97).

The study found that there are 10 factors which appeared to be crucial in the effective planning for the development program:

1. Goals should be given a consideration, and since teacher development has a training program, planners have to specify their aims.
2. The target groups should be specified, this will help planners to invest the information they have in selecting the material and the procedures which match their levels.
3. There must be a time limit for the development program, and this means specifying the suitable time of the year, week, and day.
4. Materials and activities should be selected according to the goals and in accordance to the school's ability and its attraction for the target group. In addition to the syllabus, the colleges, and workshops, the practical performance is used also as well as teacher's exchange and seminars. Actually the differences in the teacher's experiences, abilities and interests may require more than one given method to be able to cover one issue effectively. For example, materials and activities which are set for teachers who

work with trainers for the first time differ from those set for teachers who participated before supervising other teachers and trainers.

5. The planners should choose the right party to sponsor the program, although sponsoring is done by specific schools. Yet King has mentioned alternatives: self-sponsoring by individuals or groups, or by the educational circles or universities in the USA.
6. Development program should be selected from a wide variety of the available educational experiences.
7. The place and facilities should be carefully chosen, the room in which the meeting is held should be attractive, enough for all the group and suitable for the needed activities.

To sum up, training is an important process, which should be organized in order to fulfill the aims of providing trainees with helpful skills, knowledge, attitudes and behavioral aspects. The importance of training stems from the target, the teacher, who is expected to be a model and a symbol to his students, especially when teaching is to be taken as a profession and not just working in a school (Hansan, 1995).

Consequently, in order for this process to be fruitful, the specific needs of the teachers should be considered. Thus, this study attempts to identify the teacher's needs. It employs systematic analysis and evaluations of these needs as a high priority. This will help prepare the foreground for realistic objectives setting and a realistic design for any teacher training program.

*** Statement of the Problem:**

The significant role the competent teacher plays in the achievement of the intended aims has been recognized by all educational policy makers. The instructional competencies necessary for an efficient teacher have always been under debate discussion, study and investigation.

Research in this area has varied. Some researchers have focused on the competencies/ skills of high relevance to effective teaching (“i.e. activity structures, methods of content organization, etc”). (Borich, 1994, P. 21).

Other researchers have also been most concerned with the skills needed for teachers of a specific subject ESP. The research in this area has addressed relevant skills required of all those in the education profession. In service teacher training programs which are supposed to enable teachers to overcome any possible deficiency in any of these competencies, still suffer from a lack of systemic planning despite the great effort made by educational leadership (Hamdan, 1988).

As long as the teacher is the target of the training activities in order to improve his skills and competencies, the serious identification and consideration of the teacher’s needs may lead to the establishment of successful and efficient teacher training. In other words, an important component that should and cannot ever be neglected if success of teacher training is promoted is teachers’ needs.

Hence, this study is conducted to investigate the training needs of the teachers of English so that trainers can work in light of these needs and consider them when planning for and carrying out teacher training programs.

*** The significance of the study:**

The importance of this work stems from:

Teachers represent the corner stone of the educational system. Thus, it is necessary to identify their actual needs so that they can be taken into consideration, when training programs are planned and designed. So, it is hoped that when the instructional training needs of English language teachers are determined, training programs may be designed in a way to meet the actual needs of these teachers. This will contribute to the assessment of their instructional competencies that may be reflected positively on students' performance in English language. English language supervisors may benefit from the results of this study. It is also hoped that the findings of this study might reveal the factors and different conditions affecting teachers' perception of their training needs.

*** Objectives of the study:**

This study aims at identifying training needs pertaining to teachers of English according to their own perspective, and to what extent this view is affected by gender, qualification, and experience variables.

Research Questions:

The purpose of this study is to identify the instructional training needs of teachers of English in Ramallah and Jericho districts from their perspective, it also aims to investigate whether teacher's perception of these instructional training differs according to gender, teaching experience and qualification.

The study attempts to answer the following questions:

1. What are the instructional training needs of English language teachers in Ramallah and Jericho schools districts?
2. Is there any difference in the instructional training needs of English language teachers due to gender, Teaching experience, and qualification of teachers?

*** Limitations of the study:**

This study is limited to the teachers of English employed by the Ministry of Education to teach English for the first grade to the fifth grade and for the tenth grade in the public basic schools of Ramallah and Jericho districts in the scholastic year 2004/2005 So, care should be taken in generalizing the finding of this study to other teachers in other school districts.

*** Definition of Terms:**

The following terms, wherever they occur in this study, will have the following meaning:

1. A need: The difference between what is actual and what should be.
2. A training need: the difference between what exists and what is desired to exist from the perspective of the teacher of English. It will be measured from the perspective of teachers of English in Ramallah and Jericho districts.
3. Training: it is an organized method that causes change in the individual behavior so that he could get professional and behavioral skills in order to help him improve his professional performance.
4. Classroom management:
A set of integrated processes carried out by one or more person to fulfill the predefined desired goals.
5. Instructional Media:
Aids designed to help learners acquire knowledge and skills.
6. Evaluation:
A process conducted by one or more person to measure the success or failure of a program or a curriculum with regard to goal accomplishment as well advantages and disadvantages.
7. Pre-service Training:
Any planned program set by the society colleges and universities to provide teachers with academic, professional and cultural knowledge and puts them into application for training purposes.
8. In-service Training:
Any preplanned program with clearly stated goals designed to enable teachers to develop their career through acquiring more educational and behavioral competence.

Chapter Two

Review of the Literature

This chapter aims at demonstrating the available relevant literature to the study since the researcher has tackled the concept and goals of training. She has also surveyed previous foreign and Arabic studies that discussed the concept of training, in general, that of teachers of English in Particular.

First: Theoretical literature:

The public educational institutions are now facing many challenges.

Training, for instance, is thought to be one of the important methods with which people who work in the educational field face challenges so as to push the educational process forward.

Training is an educational process in the first place, its major concern is the teacher and its goal is to improve his abilities, teaching methods, and provide him with the recent development in the world of education. This will help him overcome the educational problems that s/he is likely to encounter (Alshiek, 1990: 228).

Considering the fact that in- service training is nowadays becoming a necessity for all professions and sectors, it is though more important, dangerous, and mostly demanded in the profession of teaching because our age is rich with continuous development and inventions. The teaching process indeed faces a number of problems. This, in turn, necessitates teacher training and development. Innovation, varying teaching aids and methods, enable teachers to cope with the different challenges and gain knowledge and new experiences. Without a well organized on-going training, the educational process becomes a stereotype. However, useless in- service training becomes an import factor to increasing the efficiency

of the educational system, training remains an incomplete process. (Subeh, 1981)

Training, as viewed by 'Yousef', is any planned program that enables trainees to gain cultural and behavioral experiences help them to overcome the professional problems and increase their productivity (Abdel Kader Yousef, 1986: 17).

"Gleuk" stresses that training "is a systematic process which aims, in the first place, at modifying the employee's attitude towards his job so that the organization can fulfill its goals effectively. (Gleuk, 1978: 336).

Abdel Rahman Omar (1973: 9- 20) believes that a well planned, and organized in-service training, will cause professional and personal growth, and create stronger desire to get involved in training activities. In addition, the trainee will feel satisfied with his profession as a result of his self- confidence and pride of his performance, a matter that helps him raise his job quality and personal satisfaction.

The concept of providing in-service training for teachers depends on the fact that the teacher is like any other employer, can't form his job properly all through his career term depending only on the basic preparation which he received during the first university stage regardless of how effective that training was.

Thus, good preparation for the Palestinian teacher, qualifies him continuously as well as provides him with the new methods that develop his career is necessary for the process of transferring knowledge to the students and to renew such knowledge by connecting it to their contemporary realm.

The good teacher is a resource for his students. Thus, the Palestinian teachers should be prepared in all possible ways, to increase the middle leveled teachers into high level teachers under the supervision of teacher educators on condition that training and rehabilitation should

always be an on-going process so the teacher will be updated with all new developments which will be implemented to facilitate better professional performance .

Perhaps the need to prepare teachers leads for setting organized plans and strategies for applying teacher training programs for the following reasons:

The increased pace of the vast scientific and technological development led to difficulties in determining and selecting the academic level which led ,in turn, to over burdening the process of education with new complicated responsibilities making it difficult to predict change and prepare for it. (Jirjawi, 1417)

The professional development of teacher's means enriching their scientific knowledge with all what is new in the academic and educational fields. The professional development for teachers involves various instructional techniques such as newsletters, lectures, seminars, workshops, practical and theoretical courses, training programs in other countries, and other methods to raise teacher's abilities and productivity (Jirjawi, 1417)

The importance of the in- service training relates to many factors such as: the severe diminish in the practical training provided for the student-teacher (internship programs) with regard to time, lack of equipment and possibilities which lead to professionally below average teachers.

There are some other factors such as: the increased roles of teachers in the educational process, the attitudes towards more diversity in the profession of education, responsibilities of the teachers in organizing the process of teaching and learning (Salam, 1996)

Since the teacher plays an important role in raising the quality and productivity of the educational process, this case demands that the concerned parties must put emphasis on the process of preparing teachers as well as continue with their in-service training as a second way of developing their professionalism. (The Arab organization for education culture and science, 2000).

It has been argued that certain conditions should be met in order for in-service training programs to succeed. Corno and Clark (1978) argued that in-service training should take into account the following factors:

Characteristics of individual teachers, their background experiences, learning aptitude, present situations, personal preferences, and specific needs... Effective in-service training must reflect the fact that teachers preferences and needs are important and that they know many of the things they need to improve upon” (P. 169).

The concern about the fulfillment of appropriate conditions related to teachers’ needs and participation is of great value since the effect of in-service programs on trainees is essential. Strevens (1981) reports that:

“Learners learn more effectively if taught by teachers who have received specialized instruction in how to be a teacher... learning can be promoted by teaching, teachers vary in the effectiveness of their teaching; this effectiveness is improved by specialized training” (P. 527).

In the area of English language teacher training, Hartig (1974) emphasized the significance of practical acquisition of spoken English. To fulfill this objective, Hartig believed that all modern means and methods should be applied. In addition, integration should exist between modern English language teaching methodology and academic studies. Harrison, Prator and Tucker (1975) classified English teacher training needs into two categories: linguistic and professional. An inadequate

command of English often makes the teacher ineffective, regardless of the training s/he receives. In the same way, a teacher's good command of English alone may be insufficient unless it is accompanied by proper training for the task of teaching. Therefore, Harrison et al. (1975) suggested that any plan for improving the teacher's effectiveness should take into consideration two factors: the improvement of the teacher's command of English and, then, the mastery of the necessary educational techniques and devices.

Second: previous studies:

The researcher divides the studies into two categories:

First; studies related to the concept of training in General.

Second, studies related to competencies and training exclusively required for teachers of English.

Studies related to the concept of training in general:

Eckard study (1991):

The study of Eckard aimed at investigating the effect of the three factors of planning, implementation, and evaluation on student performance in the curriculum competencies of thinking skills, factors in the planning category included a need assessment, teacher involvement, time and follow-up.

Awareness, demonstration, practice and feedback, and follow-up or maintenance comprised the result of student performance. However, teacher evaluation instruments provided identification of successful aspects of the in-service program and the specific activities that student achievement. The sample consisted of (241) students in grades one to five in the classes of twelve volunteer teachers. All teachers in the twelve grades were tested on the three occasions. Based on the findings of the formal result of the data, it appeared that an in-service teacher education program, which includes the essential factors identified in research, had a

significant effect on student learning in creative thinking and creative problem solving skills.

Abu Al- Shaikh study (1992):

This study aimed at assessing the training needs of the Jordanian educational supervisions. It viewed supervisors as educational trainees of the teachers, or at least, supporters of their performance. It also attempted to investigate the extent to which these training competencies were put into practice in the teacher education program.

Those training needs were categorized under ten aspects:

Planning for training, training management, adult learning, communication and interaction, facilitating group work, effective training techniques, teaching/ learning media in training, writing of training material, transferring learning experience to real practice, and training evaluation.

The sample of the study comprised (211) randomly selected male and female supervisors, who constituted (47.4) of the population of the study.

Many statistical procedures were used including means, T test, Chi- square and Anova to answer the questions of the study.

The findings of the statistical analysis showed that:

1. The supervisors varied in their perception of the training competencies required of the teachers they supervise.
2. The supervisors varied in their perception of their ability to put educational training competencies into practice in training their teachers.
3. There was significant difference between supervisor's perception of the importance of the educational competencies and their ability to put them into real practice. This implies that they needed training on certain competencies.

4. The assessment of the training needs was significantly different according to the supervisor's gender and their qualification.
5. There was no significant difference among the perceptions of the supervisors to their training needs according to the experience variable.

Finally, Abu Al- Skeikh recommended that the training needs of supervisors should be taken into consideration, when designing pre- and in- service certification and training programs. He also recommended that teachers should participate in such evaluation. Furthermore, and in addition to the issues, other evaluation devices were suggested in the assessment of training needs.

Al- Khawaldeh study (1996):

This study has assessed the program for preparing Islamic education teachers in the Jordanian public universities. To find out the difference between the current situation and the ideal situation of the program, a forty- item needs assessment survey was employed. The population of the survey was a group of one hundred and sixty senior students in these universities. Among his findings was the need for improvement in methods of teaching.

Al- Kreishah study (1992):

This study aimed to evaluate the educational training needs of teachers of chemistry at the academic secondary level in Jordan. The teaching competencies under investigation were, as in many other studies, related to the topic:

Planning for teaching, curriculum and methods of instruction teaching aids and activities, scientific experimentation and exploitation of elaborations, classroom management and directing classroom behavior, teacher attitudes towards his pupils and professions, and evaluation.

These competencies were included in a seventy- item questionnaire constructed and distributed by the researcher for the purpose of the study.

Analysis of the collected data showed that:

1. The degree of perception of the importance of the teaching competencies was relatively high, but the degree of participation these competencies were relatively low. Teachers indicated their need to 68 instructional competencies out of 70 competencies.
2. The gender of the teacher and teaching experiences were significant in the teachers' perception of their training needs. Teachers with three years of experience or less expressed more need on the total degree of the scale than teachers with seven years of experience or more. There was no difference due to qualification. Based on his research findings, Al- Khreishah recommended an active role for teachers in writing chemistry textbooks and that present teacher training programs to be reconsidered.

Aljuma' Study (1993)

This study was conducted to specify the training needs for teachers of the three first grades at the schools in Irbid governorate. The study sample included 350 male and female teachers who teach the three first grades in Irbid, Jarash, Ajloun, Ramtha, North Al-Aghwar and Bani Kinanah.

The researcher developed a questionnaire for this purpose which contained 59 paragraphs distributed on the following six domains: planning, class interaction, class management, discipline, and individualized teaching, academic and professional development and assessment.

The findings of the study showed a great need for training in all aspects of the study. The aspects were graded decreasingly according to priorities as follows: class interaction, planning, class management, discipline, assessment, individualized teaching and the professional and academic development.

On the basis of the results of this study, the researcher recommended to continue with the rehabilitation programs and to design training programs to meet the needs revealed by the study.

Abdel- Rahman study (1993):

The study conducted by Abel- Rahman (1993) investigated the training needs of Arabic language teachers at the secondary stage. The (481) respondents of his study were the teachers themselves, principals and educational supervisions in Irbid. In addition, he investigated the effect of some variables (gender, experience, and qualification) on the perceptions of Arabic language teachers of their training needs. For the purpose of the study, a fifty-nine items questionnaire was developed. It covered the following seven aspects:

Educational technology, educational planning, teaching methodology, Arabic language textbook content analysis, classroom management, academic knowledge, and evaluation.

The study findings showed that there was a need for training on all the aspects included in the questionnaire. They also showed a statistically significant difference in teachers' perceptions attributed to gender and qualification. The job variable (a teacher, a principal or a supervisor) was also taken into account.

The study results have inspired and recommended a training program which can help fulfill the needs of teachers of Arabic.

(Alkhatib and Al'eileh study 1993)

This study aimed at clarifying how to set new plan for teacher training programs in Gaza strip, and to identify factors needed for the plan success.

The researchers prepared a questionnaire to detect teachers opinions about the problems of planning the in- service training program with regard to limiting the program's outline, proper time of training, sufficient period of training and the proper place for training.

The questionnaire was distributed among a sample of 180 teachers from some schools in Gaza. The research contained some theoretical demonstration on designing the training plan.

The findings of the study showed that teachers prefer that the training programs should be planned by all the interested parties:

Trainees, instructors, principles and training specialists, and that the best time for training is through out the school year, not during holidays, as for the training period, the graduates of the non- educational colleges prefer to join faculties of education to obtain a diploma in education. Those with middle qualification, they prefer to join programs to graduate with BA degree. Graduates from education colleges prefer that training programs shall held for two weeks, as for the place of training of training, teachers prefer training to be held in specialized training centers equipped with the needed facilities, or in a school where all needed conditions are available.

(Qteifan study, 1996)

This study aimed to identify the effects of the training program on the teacher's performance in class in social and national education subjects, the extent of their acquirement of necessary teaching qualifications in teaching the fourth and the fifth grades, and how such qualifications are reflected on the participating teachers. To do this, the

researcher prepared criteria that used personal observation. The criteria contained 4 aspects: to develop thinking, consider the individual differences, employ knowledge in life and teaching technology.

The questionnaire was distributed on the sample of the study which contained 40 teachers of the fifth and seventh grades who participated in the training. The researcher observed the behavior of the sample teachers.

The findings of the study showed that there was an influence of the training programs in qualifying teachers concerning the 4 aspects of the study.

The study recommended to generalize and vary the in- service training program since it has great impact on giving teachers the needed qualifications.

(Al- Rabadi study, 1996)

This study aimed at specifying the efficiency of the principal training program in Irbid which was conducted from 1990- 1994 from the trainees perceptions, and to know to what extent those viewpoints were affected by the variants of gender, qualifications and experience.

To do so, the researcher has prepared a questionnaire which contained three competencies: perception, administration performance and the supervising performance.

The questionnaire was distributed on the study sample which consisted of 102 principal.

The findings of the study showed a positive indicator among principals towards the training program from trainers.

The study also showed that there were no differences in responses of the sample group related to the independent variables of the study.

The study recommended detecting the trainee's opinions while specifying their training needs when designing any training programs.

(Jaradat study, 1991)

This study aimed at identifying training needs for principals in the public basic schools in Irbid from their own perception, and how such needs vary with gender and experience differences.

To do so, the researcher developed a questionnaire for the training needs which include the following aspects: administration, improvement of the educational process, financial affairs, requirements, students' affairs, building, and the local society. The sample surveyed 400 principals from Irbid.

The outcomes of the study showed persisting training needs in all aspects according to the following decreasing scale: financial affairs, requirements, administration, student's affairs, building, improving the process of education, and the local society.

The study also showed that there was no statistics indicating differences at level ($0.05=\alpha$) of those needs that can be related to gender variable. There were differences indicators due to the academic qualifications for the favor of principals with BA degree or below. As for the experience variable, the differences were for the favor of those with short experience. The researcher recommended conducting training courses for principals, and that such training programs will be based on the principal training needs with emphasis on field and scientific training.

(Alshumari study 1992)

This study has aimed at estimating the training needs for secondary school principals and their assistants in San'a, Taes in Yemen from their viewpoints, and to reveal the effect of variables of gender, academic qualification, experience and professional level at the need level.

The tool of the study included the following aspects: administrative executive affairs, financial affairs, student's affairs, improving curricula, the society and the teaching staff affairs.

The outcomes of the study revealed big need for training in all aspects in the following decreasing scale: teaching staff affairs, administrative executive affairs, improving curricula, financial affairs, and student's affairs.

There were no statistical differences found at level ($0.05=\alpha$) due to the gender and academic variants. Meanwhile, indicating differences were found in some aspects due to the rest of variants.

(Abdel Khaleq study 1994)

This study aimed at identifying the in service training needs for teachers of mathematics in the higher basic grades from the teacher's viewpoints in the division of education in Amman.

The means for doing so is by estimating the gap between degree of importance of qualifications, and degree of teacher's application of such qualifications, and by identifying the significant differences indicator between degrees of importance and application, and the influence of gender, experience and qualifications on the teachers training needs.

To do so, the researcher prepared a questionnaire for training needs which included the following aspects: planning for teaching, methods of teaching Arabic, improving the curriculum and books of Arabic language, class management, managing students and the school evaluation.

The study included all teachers of mathematics in the basic higher grades in division of education in Amman.

The outcomes of the study showed that the degree of teacher's application of the qualification was relatively very low; the degree of importance was relatively higher than the application degree of each qualification.

The difference between degree of importance and degree of application was an indicator for all qualifications which means that they all form training needs.

It was also found that there was a sign for gender variable (10) needs for the favor of males and also sign for the experience variable, 4 needs for the favor of experience 4-6, and there was differences with scientific indicator at level ($0.05 = \alpha$) due to qualifications in 62 needs for the favor of holders of college diploma.

Some of the recommendations of the study were the necessity to reconsider rehabilitation program for teachers, train them, design training program for mathematic teachers to meet their actual needs, and to direct the observational activities for the teachers needs.

(Salam study 1996)

This study has aimed at identifying the training needs (the academic and the professional) for the Arabic language teachers in the preparatory and secondary classes in Albuhaiera, Kafre Elshiek, and Alexandria from their viewpoints, and to clarify how such needs were affected by the following independent variables: qualification, experience, and educational level.

To do so, the researcher prepared a questionnaire for the training needs and distributed it on the study sample which consisted of 360 teacher participants.

The outcomes of the study showed that the needs of Arabic language teachers to gain skills and knowledge to teach Islamic culture came on top of all academic and professional needs that were included in the list of training needs. The outcomes also revealed that there was no difference of statistical significant at level ($0.05 = \alpha$) for the training needs due to the independent variables of the study.

But there were statistical differences due to the interaction between qualification and educational level for they favor secondary class's teachers who are not educationally qualified. The study has recommended the necessity to imply the academic and professional needs of the Arabic teachers in the training programs.

(Alnnawawi study 1997)

This study has aimed at identifying the training needs for principals of public basic schools in northern West Bank governorates from their own perspectives, and how such needs differ due to gender differences, academic qualification, supervising authority, monthly income, and number of students in school, number of teachers, school location, and years of experience in administration.

To do so, the researcher prepared a questionnaire with training needs that covered 5 aspects following the steps of the administrative decision making: specifying the problem, data gathering, data analysis, decision making and passing it to teachers to apply. The sample contained 18 principals from Nablus, Tolkarem, Jenin, and Qalqilia.

The outcomes of the study showed that there were great training needs in all aspects. The aspect: 'specifying the problem' occupied the highest degree, 'decision making' came last. It was revealed that there were no differences with statistical indicators at level ($0.05=\alpha$) for those needs due to the independent variables of the study.

One of the recommendations of the study is the necessity that the ministry of education must conduct training courses for principals on the decision making process.

(Davies study 1984)

This study has aimed at identifying the training needs for the elementary grades teachers from the perceptions of teachers and principals themselves, and how such needs are affected by the variables

of qualifications and gender. The outcomes of the study showed indicating differences between views of principals and views of teachers.

The decreasing scale of needs for one teacher was as follows:

Managing student's behavior, teaching, communication, personal skills, and administrative tasks the outcomes revealed that experiences people give too much attention than needed while in service, there was no influence of the variables of qualifications and gender in identifying the degree of teachers needs for training.

(Stieber study 1992)

This study has aimed at specifying the characteristics of the effective training of qualitative development that aims at training on personal relations at work, applying skills, statistical training for some staff in various institutions to improve services offered by such institutions.

To do so, the researcher prepared a questionnaire that contained 4 aspects related to the assessment of the chief trainers and the efficiency of training programs that they design. The questionnaire was distributed among group of people in charge of training on qualitative development in 1500 institutions.

The outcomes of the study showed that in order to guarantee good successful training, it must be accompanied with the following conditions:

The training programs should be basically built on actual training needs, to involve the supervisors in the process of training, and to guarantee the sustainability and support of the higher administration in the institutions during and after the application of the training programs.

Al- Ahmed study (1993)

Al- Ahmad (1993) conducted a study to evaluate the effect of the service training program on classroom teaching practices for teachers of

mathematics in Jordan. It also investigated the effect of teacher variable, gender and teaching experience on teaching methods. A questionnaire, developed by the researcher, was used as a pre- test and post- text. Based on the data analysis, the researcher found that the program had an effect on many classroom teaching practices including:

Teaching methods, aids and activities, thinking development semester and daily planning, classroom management and communication, student's learning, evaluation and remedial teaching, mastery of educational material, and individualized teaching

Still, no effect was shown on practices like applying knowledge in practical life, reinforcement and attempts to motivate the students. Moreover, the study showed no statistically significant difference in the effect of the program due to teacher's gender, or to the interaction between teacher's gender and experience, while the effect of experience was statistically significant in favor of short experience.

The recommendations set according included the notion that the existing training needs should be fulfilled by the training programs designed by the Ministry of Education.

Pohan study (1993)

Polah (1993) examined teacher's perceptions of how well the university responded to the need for good management. Skills among beginning teachers and the teacher's perceptions of how well they were able to implement established principles of classroom management In addition, this study included an analysis of the relationship between teacher's perceptions of the university program and their perception of their own ability to manage classroom life. Participants in this study lacked enthusiasm the role the university played in developing their effective management. Beginning teachers identified different areas of managerial difficulty.

These areas included:

Record keeping, maintaining order, instructional planning and assessment, and responding to student's individual differences.

And the relationship between the perceptions of the university programs and one's ability to manage classroom life was shown to be not statistically significant.

Saleh study (1993):

The study conducted by Saleh (1993) aimed at the assessment of in-service training needs of Malaysian secondary school teachers. The researcher's concern was in finding out the professional needs those teachers have and whether these needs differed according to the difference in teacher's qualification and teaching experience. The study focused on the following major areas:

Knowledge of subject matter content, instructional and classroom skills management, knowledge of and skills in assessing students' progress.

Five hundred and eight questionnaires were distributed covering all teachers in twelve secondary schools in the Batu Pahat in Malaysia. Among these questionnaires, four hundred and twenty seven (nearly eighty four percent) were returned. The analysis of the data in relation to the research questions included descriptive statistics, chi-square, and Anova. The results of the study showed that teachers needed training in the following areas:

The subject matter content of the second subject they taught, knowledge of curriculum and educational policy, developing and utilizing supportive teaching materials, reporting test scores, and understanding general test concepts.

No problems or training needs were reported in the area of classroom management. Teachers were significantly different in their problems and needs according to the difference in qualification and teaching experience. The study showed the importance of needs assessment in the planning of in- service training for teachers. The findings of the study also suggested that training planners and organizers should pay more attention to both the problems and the needs of teachers.

Tarawneh study (1995):

In this study, Tarawneh (1995) investigated the needs of mathematics teachers in the public schools in South Jordan and whether these needs differed according to teachers' experience and qualification. For the purpose of the study, a questionnaire was developed and distributed to (178) teachers. It covered six aspects:

Planning, methods of teaching, evaluation, reinforcement and motivation, classroom management and interaction, and knowledge of the subject matter

The results revealed forty eight out of sixty four competencies as instructional needs for those teachers. The results also showed that teachers' behavioral qualification significantly affected their perception of their training needs in the area of the subject matter only. The variable of experience had statistically significant effect on the teacher's estimation of their instructional needs in the areas of: planning, methods of teaching, evaluation, and classroom management and interaction.

Meanwhile, teaching experience did not affect teacher's motivation and knowledge of the subject matter. The interaction between teacher's qualification and experience significantly affected all the areas except the area of methods of teaching. Accordingly, the recommendations of the study emphasized that training programs should cover the real training needs of teachers.

Wong Study (1995):

This study was conducted to investigate the professional growth needs of teachers in California. The respondents were asked to identify their professional needs and to evaluate these needs. The population selected for the study was the professional clear multiple subject teaching credential holders.

They were prepared at the University of the Pacific between 1985-1991. The findings of the study suggested that there is no answer growth path that addresses teacher's professional needs. For a better understanding of their needs, continuous needs assessment should be conducted since removal of obstacles by the educational systems, the building in support and extending of growth opportunities will maximize teachers' commitment to professional growth.

Al Hardan study (1997):

In this study, the researcher aimed at evaluating an in- service program for teachers of the sixth grade in Greater Amman Directorates as perceived by supervisors and teachers themselves. Many areas were subject to evaluation. These include planning for teaching, curriculum, vocational and academic development, teaching methods, classroom management, and development thinking skills, adjusting teaching to individual differences among pupils, the practical approach in teaching, the role of pupils and assessment and evaluation.

The results indicated the following:

1. As perceived by supervisors, the training program was most effective in the domain of planning for teaching, while it was least effective in vocational and academic development.
2. As perceived by teachers, the program was most effective in the domain of assessment and evaluation, while it was least effective in vocational and academic development.

3. There was no statistically significant difference in teacher's evaluation of the program due to teacher gender, qualification and teaching experience.

Among the recommendation set accordingly was that teachers of Arabic had to take part in curriculum development since this was an ultimate objective of teacher training programs.

Al- Sariereh Study (1996):

Al- Sariereh (1996) has restricted his study to the teachers of science and the aspect of planning for instruction only. His aim was to investigate the extent to which the teachers of science in Al-Karak Governorate carried out instructional planning and whether their perception differed according to the variables of teacher's experience, qualification, and the scholastic stage they taught.

The (341) teachers of science in Al- Karak were the population and sample of the study. The researcher developed an eighty-two item questionnaire for the purpose of the study. It covered the following five domains:

Lesson planning, semester/ year planning, objectives, methods, activities, and evaluation

The findings of the study indicated that there was a statistically significant difference due to the interaction between experience and qualification on all instructional domains except for evaluation. The researcher recommended that teacher trainers should pay attention to instructional planning competences throughout teacher training programs.

Reviewing the above studies indicates that:

1. From the studies concerning the training needs for teachers and principals, it has been noticed that there are training needs for the individuals of the study sample in all the concerned aspects in either a

big or at least medium degree. This emphasizes the need to continue with the in service training and to design such training according to the needs of the trainees.

2. The most common areas among the lists of these studies are: Knowledge of the content, teaching methods, planning for teaching, classroom management, and evaluation. Never the less, the findings of these studies varied from one study to another due to various factors such as the difference in the teaching environments where these studies were conducted, and the difference in the teaching levels the teachers teach. Among the studies which showed no statistically significant difference attributed to teachers' gender is the study of Al-Ahmad (1993). Other studies found out a significant effect of the same variable (gender) such as the studies conducted by Al-Khreishah (1992), and Al-Hardan (1997). The same was also applied to the effect of teachers' qualification which had traces in some studies Tarawneh (1995) and Al-Sariereh (1995). In other studies it did not have an effect (Al-Khreishah (1992) and Al-Hardan (1997)). Teaching experience, has been found significant in some studies (Tarawneh (1995) and Al-Sariereh (1996)), while it was not in some other studies (Al-Ahmad (1993)).

Studies related to English language Teacher Training and

Education:

To investigate in-service training needs of teachers of English as a foreign language (EFL) from the perspective of both teachers and supervisors of English in Thailand, a study was conducted by **Yuawaree** (1984). The study aimed also at measuring the effect of teachers' age, gender and teaching experience on the perception of their training needs. A questionnaire which covered linguistic and

professional skills was distributed among a sample of (180) teachers and (30) supervisors. The results of the study indicated that:

1. There was a significant difference between the perceptions of teacher needs in oral proficiency, pronunciation and writing composition between teachers and supervisors.
2. There was no significant difference in the perception of training needs in professional skills and training methods between teachers and supervisors.
3. There was no effect of teachers' age, gender and experience on their perceptions of the training needs in the areas of research and professional skills. Experience had a significant difference on teachers' attitudes.
4. Teachers indicated their need for more training in two areas: content area and preferred competency.

Abd El Razaq study (1985):

Abd El Razaq's study (1985) has attempted to investigate the relationship of teacher's linguistic ability and pedagogy with the achievement of the first secondary class students in English. Twenty five teachers, distributed in seventeen schools of Irbid General Department of Education and their (751) students were involved in the sample of the study. The findings of the study emphasized that there was no significant difference in students' achievement in English experience in teaching, their qualification, nor to their gender.

In light of these findings, the researcher recommended that further research should be conducted to investigate the effects of the practical capacity of teachers to apply their knowledge and its effects on the students' achievement.

Hosseiny's study (1985):

This study aimed to investigate the preferences of ESL teachers for training in their pre service and in-service training programs. The researcher used a questionnaire which covered the competencies necessary for English as a second language (ESL) teacher. The sample of the study was (330) teachers of English in the New Jersey area. The results of the study were:

1. Most of the respondents perceived the competencies related to language teaching (designing a lesson plan, adapting materials, use of media, use of teaching techniques,etc.) as more important than competencies in the areas of linguistics and language learning.
2. Tests and testing are the areas most needed for in-service training.
3. The number of pre-trained teachers who expressed more need for training in most competencies was lower.

Bani- Abdel- Rahman's Study (1990):

This study has investigated the attitude of EFL teachers and supervisors towards the in-service teacher training program they attended for teaching PETRA Book 5. The researcher was also concerned with the suggestions provided by his subjects to improve these training programs on how to use that same textbook.

The sample of the study consisted of (181) EFL teachers (ninety five males and eighty six females) and twenty EFL trainers. Bani Abdel-Rahman's developed two questionnaires to cover the areas of:

Program content, design, objectives, time distribution, instructional activities, evaluation, and methods of teaching, testing, student problems, and teacher needs

The results of the study showed no statistically significant difference in the attitudes of trainees towards the training program due to

the teacher's gender, qualification, teaching experience, and training required for the teaching of PETRA textbook. However, there was a statistically significant difference in the attitudes of supervisors towards the training program due to the supervisor's experience. The following are some of the recommendations of this study:

1. If the teachers are to be effective in their teaching, planning is to be included in their training as it represents one important need.
2. The engagement of teachers in decision-making concerning the nature of their training programs is important.
3. Training should go hand in hand with the plans for the preparation of curricula and textbooks.
4. Increasing the revision of old systems of ELT. An additional recommendation was enhancing the investment in educational technology.

Arellano study (1994):

This study aimed at analyzing elementary teachers' perceived competency in addressing the academic needs of second language English learning (SLEL) students. Research questions examined teachers' perceived competency based on a one to five rating scale in terms of survey scores in each of the five sections addressing different aspects related to teaching English pertinent to those students. A comprehensive survey was executed. School sites providing services to kindergarten up to six grade students in the state of New Mexico were identified. A twenty percent random selection of school sites identified the target population to be surveyed. A questionnaire was provided to each teacher in each selected site.

The result of the survey showed that teachers' perceived competency increased with age, experience, formal education and funding.

The perceived competency level increased as the years and salary increased. The competency level was perceived as greater for those teachers holding either bilingual or English as a second language (ESL) endorsement than for teachers holding neither bilingual nor English as a second language (ESL) endorsement.

Al-Hajawi Study (1992):

This study was conducted to examine the supervisory practices of basic stage English supervisors as perceived by teachers, school principals and supervisors in Jordan. The researcher also investigated the effect of academic qualification, experience and gender on those practices .The sample of the study consisted of one hundred and fifty seven randomly selected principals (sixty-six males and ninety-one females). The sample also included thirteen English teaching supervisors and teachers of English (one hundred and forty-four males, two hundred and nine females). A 73-item questionnaire was used to answer the questions of the study. The questionnaire covered seven aspects:

Supervisory tasks, supervisory practices, objectives, teaching methods and teaching aids, professional development, communication and interrelations with colleagues, and education

The results of the study indicated that:

1. There was a statistically significant difference between the evaluation of supervisory practices by supervisors, teachers and principals on behalf of supervisors on all aspects of the study. Moreover, there was a difference between teachers' and principals' evaluation of supervisory practices on behalf of school principals on all aspects of the study.
2. There was a statistically significant difference in teachers' perception of supervisory practices according to teachers' gender. This

difference was related to females on evaluation, while to males on teaching methods and teaching aids plus interrelation with colleagues.

3. There was a statistically significant difference in teachers' perception of supervisory practices according to teachers' qualification. This difference was related to supervisory tasks, teaching methods and teaching aids, interrelation with colleagues, and evaluation.
4. There was no statistically significant difference in teachers' perceptions of supervisory practices according to teacher's experience.

Al Shdaifat Study (1993):

Al Shdaifat (1993) conducted a study investigating the attitudes of EFL teachers who graduated from community colleges in Jordan towards the in-service training programs. He explored the trainees' problems, needs and suggestions for improving the training programs. The sample consisted of (210) teachers of English (11 males, 91 females).

The instrument used in the study was a questionnaire developed by Bani Abdel Rahman (1990). The findings of the study indicated the following:

1. There was no statistically significant difference ($p= 0.05$) in the altitudes of the trainees towards training programs due to teachers' experience.
2. There was a statistically significant difference in the teachers' altitudes toward the training programs due to their gender.
3. Teachers' altitudes towards the training programs were positive.
4. Teachers need more training in English as a language (linguistic, English usage, English phonetics, phonology and structure).
5. Teachers needed sample tests for listening and speaking.
6. Teachers needed more facilities in the training centers and they need training sessions in summer.

Drawing on the results, the researcher recommended that studies should investigate the effect of these programs on teachers' classroom performance and evaluate other training programs.

Al-Ansari Study (1996):

In his study, Al-Ansari (1996) set out to find solutions to the problem of improving EFL instruction in Saudi Arabian schools. It represents a descriptive research study in its method and is policy-oriented in its purpose. The objectives of the study were the following:

First, to reveal and shed light on the current In-service Training (INSET) provision for EFL teachers in Saudi Arabia.

Second, to identify the EFL teachers' INSET needs as demanded by the Saudi- taught curriculum.

Third, to identify the future EFL Teachers' INSET needs as perceived by the teachers themselves, EFL inspectors and teacher trainers.

Fourth, to design a model for INSET based on the target needs of the EFL teachers, the current status of INSET provision for the EFL teachers and the related literature.

Fifth, to clarify the educational philosophy underlying the proposed model

This study sought to bridge the gap between the current INSET provision and the target needs.

The study was limited to Saudi secondary EFL teachers. The sample were taken from the whole country (i.e., the five main regions) and comprised (102) EFL teachers, twenty-five EFL inspectors and (32) teacher trainers. Different methods of data collection were used. Three sets of questionnaire were distributed to the three groups of respondents. Follow-up interviews were conducted with samples from each group

(fourteen EFL teachers, seven EFL inspectors, and eleven teacher trainers).

Interviews were also conducted with officials in the Saudi Ministry of Education and from universities. Course observation was used to obtain data showing the real picture of current INSET courses in the country. Documents were analyzed as well.

The findings of the study revealed that there was a gap between the current INSET provided by the Ministry of Education and the perceived INSET needs.

An interim INSET model, called the compensatory collaborative INSET model (CCIM), was designed to fill the gap.

Liu Study (1994):

Liu (1994) identified pre-service teacher education program components, problems, and needs in order to formulate a new model in China. Twenty eight respondents were interviewed, including department deans, trainers, trainees, middle school teachers and students. Three kinds of data were collected: transcripts of interviews, written documents of EFL and ESL program guidelines and classroom observation notes. All transcripts were translated, transcribed coded and analyzed. Content analysis was utilized to identify domains, patterns and themes as the organizational basis for presenting the data analysis.

On the basis of identified problems and needs recommendations and suggestions for program planning and improvement were made. It was hoped that the practical information yielded by the study could be applied in the planning and improvement of EFL teacher education program planning and improvement.

Al-Haddad Study (2002):

This study was conducted to describe the EFL teachers' attitudes towards teaching English as a foreign language in the first four grades of the Primary stage in Jordan. The sample of the study consisted of (89) EFL teachers (58 females, 31 males) at the Primary Stage in Irbid Second Directorate of Education. The study was conducted during the foreign semester of the school year 2000/2001.

For the purpose of this study, an evaluative questionnaire developed by the researcher was used. This questionnaire consisted of two parts and (20) items. The findings of the study indicated that:

1. Teachers' attitudes toward teaching English in the first four Grades were positive according to all tables.
2. There were no statistically significant differences in the EFL teachers' attitudes toward teaching English due to gender, experience, qualification and marital status.

On the basis of the results of this study, it is recommended that teaching English as a foreign language should start from the first grade in order to help children master basic sounds pronunciation. Besides, the EFL teachers should attend workshop programs every other semester without interruption.

Al- Mustafa study (2001):

This study aimed to assess the language proficiency of secondary stage teachers of English as a foreign language and so to determine whether or not they possess the language proficiency necessary for performing their jobs efficiently and effectively.

The population and the sample of the study are all male and female secondary stage teachers of English during the second semesters of the academic year 200/ 2001. For the purpose of the study, the researcher has used an adapted version of the Test of English as a foreign language

(TOFEL) which comprised actual items of the sections of structure, reading comprehension and vocabulary.

The findings of the study showed that:

- 1- Teachers' level is medium in structure while low in both reading comprehension and vocabulary.
- 2- The overall level of proficiency for English secondary stage teachers is low.
- 3- There are not statistically significant differences at ($\alpha= 0.05$) due to sex, experience or qualification or the whole test and on each component.
- 4- There are not statistically significant differences at ($\alpha= 0.05$) due to the interaction between sex, experience and qualification on the whole test and on each component.

Melecio study (1993):

This study aimed to ascertain the perceptions of teachers who served limited English proficient (LEP) children in Pennsylvania. A seven- scoring- item questionnaire to investigate the educational needs of language minority children in Pennsylvania was developed for the study. There were two scales in the questionnaire: 'Presently Exists' (PE) and 'Should Exist' (SE).

The discrepancy between PE and SE was used to define 'need'. The questionnaire was administered to a purpose sample of (67) teachers who worked with LEP children in Southeastern Pennsylvania.

The responses suggested that all teachers, regardless of experience, perceived a need for all the competencies of the questionnaire. Teachers with eleven years or more experience perceived a stronger need for training on the competencies included in the questionnaire when compared to the rest of the sample. The recommendations included that an increase of bilingual education staff at the department of Education

(DE) should provide more technical assistance to local districts. In addition, incentives such as scholarship to attract more bilingual persons to teaching should be provided. A more active role of DE in providing local districts with adequate personnel and training should exist.

The literature reviewed in the areas of teacher preparation, teacher pre-service and in- service training and specifically teacher training needs, indicated that:

- 1- Training is an organized systematic purposeful that develops the knowledge, skills, attitudes, level of performance, competencies and effectiveness of the trainees. It also raises their awareness of the characteristics of the elements related to teaching like curriculum and students.
- 2- Many studies indicated that training programs are not expected to enjoy considerable success unless the needs of trainees are investigated and taken into account when planning, designing and carrying out a training program (i.e. Al- Khreishah, 1992, Al- Abdelrahman, 1993, Al- Ahmad, 1993, Al- Hardan, 1997, ... etc).
- 3- The content- aspect of the training programs shared by most studies conducted to investigate teacher training needs comprised the following: knowledge of content (subject matter), planning for teaching, classroom management, treatment of pupils, use of teaching aids and evaluation (Yuawaree, 1984, Bani Abdel- Rahman, 1990, Al- Khreishah, 1992, Al- Abdel Rahman, 1993, Al- Ahmad, 1993, Tarawneh, 1995, Al- Hardan, 1997).
- 4- Many studies leaned on school headmasters or/ and educational supervisors as a reference in determining the training needs of teachers.

Nevertheless, teachers themselves are, and should always be, the first candidates to tell their training needs. Thus, the majority of the studies

reviewed took the teachers' perspective as a priority (Yuawaree, 1984, Bani Abdel-Rahman, 1990, Al-Khreishah, 1992, Al-Sariereh, 1996,etc).

- 5- The effect of variables related to teachers, namely gender, qualification and teaching experience on the teachers' assessment of their training needs has been considered in most of the studies reviewed. Nevertheless, the effect of these variables has not been absolutely confirmed in a specific direction. Some studies showed that the teachers differ in assessing their instructional needs as a result of the difference in their qualification (Al- Hijawi (1992), Saleh (1993), Salameh (1995), Tarawneh (1995), Al- Haddah, (2002). Some studies showed that the teachers' gender had an effect in teacher's perceptions (Al- Khreishah (1992), Al- Hijawi (1992), and Al- Hardan (1997). As for teacher experience, some studies showed an effect of teaching experience (Yuawaree (1984), Saleh (1993), Tarawneh (1995), and Al- Sariereh (1995), whereas other studies did not show any effect such as Abdel- Razeq (1985), Bani Abdel- Rahman (1990), Al- Hijawi (1992), Al- Ahmad (1993), Al- Shdaifat (1993), and Al- Haddad (2002).

Chapter Three

Methodology and Procedures

This chapter includes a description of the population and the methodology of the study. It also includes a description of the process of preparing the study instrument and means needed to ensure its validity and reliability. The variable of the study, the procedures of application and the statistical treatments are also described and explained in this chapter.

Population of the study:

The population of the study included all basic school male and female teachers of English for grades (1-5 and 10) in the Public Basic Schools of Ramallah and Jericho districts in the scholastic year 2004-2005. The total number of teachers is (123) distributed across two educational directorates; Ramallah (108) and Jericho (15).

Table (1) shows the distribution of the population according to gender, qualification, and experience.

Table (1):

The distribution of the population according to gender qualification, and experience

Gender	Experience / (Years)			Total
	Less than three	3- 7	Above 7	
Female				
Qualification				
C. Diploma *	5	14	24	43
B. A.	14	9	9	32
B.A. + Diploma or M.A.	1	1	2	4
Total	20	24	35	79
Male				
C. Diploma	0	3	27	30
B.A.	3	4	6	13
B.A. + Diploma or M.A.	0	0	1	1
Total	3	7	34	44
Total				123

C. Diploma: College Diploma

Variables of the study:

This study includes four variables; one is dependent and the others are independent. The dependent variable is the instructional training needs of English language teachers from the teachers' perspective. It was represented through six domains included in the questionnaire. These domains are:

- 1- Classroom management which contains (19) items.
- 2- Instructional media which contains (11) items.
- 3- Evaluation which contains (8) items.
- 4- Knowledge of the subject matter (English) which contains (9) items.

- 5- Instructional planning (planning for teaching) contains (12) items.
- 6- Methodology and teaching methods contains (19) items.

The independent variables are the following:

- 1- Gender: The gender of English language teachers (male/ female).
- 2- Teaching experience: refers to the number of years of experience spent by teachers in teaching. It has three levels: less than 3 years, 3-7 years, above 7 years.
- 3- Qualification: refers to the highest degree level earned by the teacher. It has three levels: college Diploma, B.A., and B.A. plus Higher Diploma or M.A.

Instrument of the study:

A questionnaire was constructed as a major tool for obtaining the needed information for this study.

The questionnaire was designed to collect data from the teachers of English language in the school districts of Ramallah & Jericho.

Construction of the questionnaire was based upon:

- 1- Results of previous studies in which, questionnaires were used by colleagues who have investigated the instructional training needs of teachers of other subjects. These questionnaires, which were previously used and proven research instruments, were adopted and modified to make them useful in the context of English language teachers.
- 2- Consultation with university professors and those who are working in the curricula centre, who are known for their knowledge in the area of teacher training and needs assessment.

The primary form of the questionnaire included (97) hypothetical training needs. The researcher then revised the questionnaire in light of the feedback received from the consultants (point No. 2 above).

These items covered the following six domains knowledge of the subject matter (English), methodology and the teaching methods, instructional planning (planning for teaching), classroom management, evaluation and instructional media.

Validity and Reliability of the Instrument:

Before the questionnaire was reproduced and distributed to English language teachers, its clarity, validity and reliability were ensured.

To ensure the validity of the questionnaire, a (97) - item primary form of the questionnaire was distributed to a committee of expertise consisting of (8) members. This form was distributed in two versions: one in Arabic and the other in English to ensure the equivalence of the two versions. The committee consisted of professionals who are both concerned and knowledgeable in the subject of the study.

Members of the committee were requested to provide their opinion about the questionnaire regarding the clarity and the linguistic correctness of each item. (On a five- item scale). They were also requested to suggest any modifications, the comprehensiveness of the domains to the instructional training needs for teachers of English, the adequacy of each item to the domain under which it is labeled (on a five- item scale, a criterion out of 5 for the researcher to adopt for considering an item as a representative of a training need, and to suggest any changes where necessary.

The questionnaires were collected, and all the notes, suggestions, and the frequency of their occurrence were considered. The recommended modifications and additions were accomplished.

After a thorough study of the notes and suggestions provided by the committee, the questionnaire became in its final form.

To ensure the reliability of the questionnaire, 16 respondents were randomly selected and employed as a testing group for the reliability of the study instrument.

So, 16 responses were considered and analyzed.

Cronbach- alpha procedures were applied. Cronbach- alpha coefficient was calculated for the instrument as a whole and it was (0.86).

Procedures of the studies:

After the instrument of the study was prepared, the researcher contacted his respondents in schools. The purpose of the study and its importance were explained to these respondents. They were assured that their responses would be used for academic purposes only. In addition, each teacher of English was to fill out the questionnaire in person and that their responses will be confidential.

In order to assist these teachers to fill out the questionnaire objectively, the following steps were followed:

- 1- The Arabic version of the questionnaire was provided in order to avoid any hesitation or time loss in looking up an unknown word or idea in the English version.
- 2- A formal permission was sent to the Directorate offices in Ramallah and Jericho by the Ministry of education, so that the researcher could distribute the questionnaire.
- 3- Each teacher was given his/ her copy to read and answer the questions during his free time.
- 4- In Ramallah district the questionnaires were distributed through Directorate office whereas in Jericho questionnaires were distributed by the researcher herself.

The researcher had distributed (123) questionnaires and received all of them back after they were responded to.

Statistical Treatment:

Descriptive statistics which included the mean and the standard deviation was used to answer the first question of the study. To answer the second question Analysis of one way (Anova) was employed.

Also, the researcher has used the criteria on the needs degree as follows:

- 1- (4.50) very high.
- 2- (4.49- 3.50) high.
- 3- (3.49- 2.50) medium.
- 4- (2.49- 1.50) low.
- 5- (Less than 1.50) very low.

Chapter Four

Findings of the study

This study aimed at investigating the training needs of English language teachers in Ramallah and Jericho school districts from their own perspective. This chapter presents the statistical analysis of the data which was provided by the respondents (English language teachers). The responses of the subjects were fed on a five- Lickert- scale questionnaire which included seventy eight items. The responses are presented in many tables. The collected data was intended to answer the following questions:

- 1- What are the instructional training needs of English language teachers in Ramallah and Jericho school districts?
- 2- Is there any difference in the instructional needs of English language teachers due to gender, qualification and experience on each domain of the instructional training needs scale?

The findings of the study are presented in the following order: first, findings related to the assessment of the training needs of English language teachers. Second, findings related to the effect of the independent variables (gender, qualification and experience) on the assessment of English language teachers of their training needs on each domain.

Findings related to the assessment of the Training needs of English language Teachers.

To answer the first question above, means and standard deviations were calculated at the item level (and then at the domain level).

An item with a calculated mean of a value not less than 2.5 at the statistical significance level ($p < 0.05$) was considered a training need.

After applying the T- test to the data, it was found that any item whose mean was (2.50) or above, will have a calculated mean which is not less than (2.5) at the significance level ($P < 0.05$).

Accordingly, items of a mean value of more than (2.50) were considered real training needs.

The results of these needs are presented according to the results of teachers' assessment of their training needs on each item in the questionnaire followed by teachers' assessment of their training needs on each domain in the questionnaire.

The study instrument included seventy eight items which were categorized under six domains. These domains are: classroom management, instructional media, evaluation knowledge of the subject matter (English), instructional planning (planning for teaching and Methodology and teaching methods).

Under these domains, each item in the questionnaire represented a hypothesized training need. All of the items included in the study instrument were assessed by teachers as real training needs.

Appendix (B) shows the results of teachers' assessment of their training needs at the level of each item in the questionnaire.

According to Appendix (B), the calculated mean of teachers' assessment of their training needs ranged between 2.85 and 4.04. No calculated mean was less than the criterion adopted by the researcher for

considering an item (competency) to be representative of a real training need (the mean of 2.5 at the significance level ($p < 0.05$)).

Concerning the results of teachers' assessment of their training needs at the level of each domain, they were as follows:

Classroom management:

This domain comprised nineteen hypothetical training needs. The results showed that all these items were assessed by teachers as real training needs.

Table (2) includes the means and the standard deviations of teachers' assessment of their needs under the domain of classroom management. The calculated means for teachers' assessment were between 2.93 and 3.97.

None of these means was less than criterion adopted by the researcher (2.5) at the significance level ($p < 0.05$).

Table (2)

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "classroom management"**

List of training needs	Mean	S. Deviation
1-Guiding pupils' efforts towards the achievement of the scheduled objectives.	3.97	3.48
2-Improving pupils' scholastic attitudes (curiosity, language practice, etc).	3.82	3.89
3-Developing pupils' self- discipline.	3.72	1.11
4-Reinforcing pupils' desired responses and behaviors.	3.66	1.24
5-Improving pupils' respect for the ideas and abilities of each other.	3.65	1.15
6-Helping pupils solve their problems on their own.	3.64	0.98
7-Managing the time of the session effectively	3.64	1.36
8-Preparing the appropriate atmosphere which helps pupils to think and infer in the classroom.	3.63	1.09
9-Setting a ground of mutual respect and confidence between the teacher and the pupils.	3.61	1.27
10-Encouraging positive competition among pupils.	3.60	1.21
- 11-Treating pupils' behavioral problems without disturbing the classroom order.	3.59	1.18
- 12-Keeping discipline in the classroom.	3.56	1.38
- 13-Appreciating pupils' emotions	3.56	1.31
- 14-Explaining the regulations of school and classroom to the pupils	3.48	1.18
- 15-Developing the sense of leadership among pupils	3.47	1.05
- 16-Helping pupils to take part in making decisions	3.45	1.05
- 17-Treating pupils in a democratic matter	3.43	1.22
- 18-Managing pair- work and group- work effectively	3.38	1.22
- 19-Cooperating with the counselor at	2.93	1.31

school in solving learning problems		
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Instructional media:

This domain included eleven hypothetical training needs. The results showed that teachers assessed all these items as real training needs. Table (3) includes the means and the standard deviations of teachers’ assessment of their needs under this domain. The calculated means of the responses were between 3.21 and 3.95. None of these means was less than the criterion adopted by the researcher (2.5 at the significance level ($p < 0.05$)).

Table (3)

Mean and standard deviation for teachers’ assessment of their needs under the domain of “Instructional media”

List of training needs	Mean	s.d
1- Dealing with information resources	3.95	1.14
2-Encouraging pupils to take part in preparing teaching aids	3.91	1.79
3-Preparing or selecting the needed teaching aid	3.78	0.99
4-Preparing worksheets	3.77	1.11
5-Making use of local low-cost materials for preparation of teaching aid	3.75	1.99
6-Defining the best time to use the teaching aid	3.69	1.42
7-Identifying the instructional media appropriate for each lesson	3.68	1.23
8-Using educational technology such as radio, T.V, and video appropriately	3.58	1.10
9-Investing the school broadcast to serve for the achievement of objectives	3.56	1.27

10-Evaluating teachers use of teaching aids	3.56	1.10
11-Using the chalkboard effectively	3.21	1.18

Evaluation:

The domain of evaluation comprised eight hypothetical training needs. All of these items were assessed real training needs. Table (4) shows the means and the standard deviations of teachers' assessment of their needs under this domain. The calculated means on the items of this domain were between 3.55 and 3.90.

These means were all above the criterion adopted by the researcher (2.5 at the significance level ($p < 0.05$)). Teachers expressed their need to be trained on all these competencies.

Table (4)

Mean and standard deviation for teachers' assessment of their needs under the domain of "Evaluation"

List of training needs	Mean	s.dev.
1.Making comprehensive evaluation	3.90	3.70
2.Making evaluation in light of the scheduled objectives	3.68	1.35
3.Using methods of evaluation which are appropriate for the different levels of pupils	3.65	1.33
4.Making objective evaluation	3.65	1.11
5.Writing exam questions in a way that represents the content and the different domains and levels of objectives	3.64	1.33
6.Preparing objective, valid, and reliable examination	3.63	1.28
7. Using a variety of methods of evaluation observation, tests, and examination of different kinds etc)	3.60	1.24

8.Raising questions appropriate for the instructional situation	3.53	1.09
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Knowledge of the subject matter (English):

This domain comprised nine hypothetical training needs. It was found that all these items were assessed by teachers as real training needs. This is illustrated in Table (5).

Table (5)

Mean and standard deviation for teachers' assessment of their needs under the domain of "Knowledge of the subject matter"

List of training needs	Mean	s.dev.
1.Knowing the English material well	3.75	1.45
2.Evaluating the school textbooks	3.73	1.43
3.Pronouncing and writing English words accurately	3.60	1.29
4.Expressing ideas, explanations and instructions in English orally and in the written form	3.52	1.15
5.Realizing the relationship between structural patterns and social / interactive situations and the learner's need for self expression	3.50	1.23
6.Correlating the curriculum with learner's need in his practical life	3.43	1.12
7.Designing appropriate textbooks units	3.36	1.04
8.Analyzing the content of the English textbooks	3.26	1.11
9.Introducing appropriate suggestions to the designers of English textbooks	3.23	1.06

According to these results, the calculated mean for teachers' assessment on the items of this domain were between 3.23 and 3.73. None of these

means was less than the criterion adopted by the researcher (2.5 at the significance level ($p < 0.05$)).

Instructional planning (planning for teaching):

This domain comprised twelve hypothetical training needs. All of these items were assessed by English language teachers as real training needs.

Table (6) shows the means and the standard deviations of the teachers' assessment on each item.

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "planning for teaching"**

List of training needs	Mean	s.dev.
1.Highlighting the interrelationships of language skills (listening, speaking, reading and writing)	3.88	4.05
2.Realizing the relation between the objectives of the English curriculum and specific aims of each lesson	3.86	3.01
3.Writing measurable behavioral objectives	3.75	1.28
4.Administering revision sessions effectively	3.62	1.33
5.Making lesson plans which are comprehensive to the different domains (cognitive, affective and psychomotor)	3.60	1.20
6.Designing a year-plan and a semester-plan	3.56	1.24
7.Investing the different school activities for the improvement of the linguistic ability of the learners	3.52	1.27
8.Introducing the lesson in a logical order	3.48	1.47
9.Designing remedial drills for low-achievers	3.35	1.09
10.Using the teachers' book effectively	3.33	1.19
11.Designing enrichment drills for high achievers	3.28	1.06
12.Using the English language as a communicative approach	3.11	1.31

The calculated means of the teachers' assessment on the items of this domain were between 3.11 and 3.88. All these means were above the criterion adopted by the researcher (2.5 at the significance level ($p < 0.05$)) which implies that they were all assessed by teachers as real training needs.

Methodology and methods of teaching:

This domain comprised nineteen hypothetical training needs. The results showed that all these items were assessed by teachers as real training needs. Table (7) includes the means and the standard deviations of teachers' assessment on each of these items.

Table (7)

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "Methodology and methods of teaching"**

List of training needs	Mean	s.dev.
1. Conducting the strategies of teaching listening comprehension in classroom situations	4.04	1.44
2. Conducting the strategies of teaching structures in classroom situations	3.29	1.35
3. Putting the daily written lesson plan in to practice in the classroom	3.25	1.58
4. Conducting the strategies of teaching role-playing in classroom situations	3.22	1.15
5. Increasing the ratio of "Time on Task"	3.18	1.33
6. Preparing the classroom in a way that serves the instructional situations	3.14	1.61
7. Using appropriate educational strategies in error treatment	3.14	1.26
8. Proposing extra activities complementary to those included in the textbook which addresses the four language skills (listening, speaking, reading, and writing)	3.14	1.19
9. Developing pupils' skills in critical thinking	3.12	1.18
10. Linking prior information the pupils possess with the information in the new lesson	3.11	1.47
11. Conducting the strategies of teaching new vocabulary items in classroom situations	3.11	1.39
12. Using appropriate methods in reinforcing	3.07	1.46
13. Showing the communicative function of language	3.03	1.45
14. Conducting the strategies of teaching writing in classroom situations	3.03	1.28
15. Conducting the strategies of teaching in classroom situations dialogues	3.03	1.09
16. Designing classroom situations relevant to the content of the lesson when introducing new vocabulary items	3.00	1.24
17. Considering the individual differences among pupils	2.93	1.17
18. Using varied teaching methods which lead to the desired outcomes	2.92	1.20

19. Conducting the strategies of teaching reading comprehension	2.85	1.32
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The calculated means of teachers' assessment on the items of this domain were between 2.85 and 4.04. All of these means were above the criterion adopted by the researcher (2.5 at the significance level ($p < 0.05$)). All competencies under this domain were assessed by teachers as real training needs.

As for the domains of the study, the results showed that all of them were assessed by teachers as real training needs. Table (8) shows the means and the standard deviation at the level of each domain. The mean values were between 3.10 for 'Methodology and methods of teaching' and 3.71 for "Instructional Media". At the significance level ($P < 0.05$); all of these values were above the criterion mean adopted by the researcher (2.5).

Table (8)

Mean and standard deviation for each domain of teachers' assessment of their training needs.

Domain	Mean	Standard deviation
Classroom management	3.56	0.98
Teaching aids	3.71	1.29
Evaluation	3.65	1.12
Knowledge of the subject matter(English)	3.48	0.94
Planning	3.58	1.12
Methods of teaching	3.10	1.19

Findings related to the effect of the Independent variables on English language Teachers' Assessment of their Training Needs:

This study aimed at the assessment of the instructional training needs of English language teachers from their own perspective. It was

also an attempt to study the effect of each one of the independent variables (teacher's gender, experience and qualification) and the interaction among these three independent variables on the assessment of their needs. The results are presented in the following tables of the level of each domain of the study instrument. The presentation of these results is arranged according to the order of the domains in the study instrument.

Results related to the effect of the teachers' gender on their assessment of their training needs.

The results of applying Anova statistics to the data related to the effect of teachers' gender are presented in Table (9). It shows the effect of gender in the following areas: classroom management, teaching aids, Evaluation, knowledge of the subject matter (English), planning and Methods of teaching and teaching methodology.

Table (9)**Results of Anova to examine the effect of teachers' gender on their Assessment of their training needs.**

		Sum off squares	Df	Mean Square	F	Sig.
A	Between Groups	22.900	1	22.9010	0.072	0.789
	Within Groups	38562.466	121	318.698		
	Total	38585.366	122			
B	Between Groups	72.930	1	72.930	0.729	0.395
	Within Groups	12113.086	121	100.108		
	Total	12186.016	122			
C	Between Groups	1.702	1	1.702	0.023	0.880
	Within Groups	9010.314	121	74.465		
	Total	9012.016	122			
D	Between Groups	179.196	1	179.196	1.708	0.194
	Within Groups	12693.405	121	104.904		
	Total	12872.602	122			
E	Between Groups	207.063	1	207.063	1.125	0.291
	Within Groups	22263.539	121	183.996		
	Total	22470.602	122			
F	Between Groups	690.016	1	690.016	1.347	0.248
	Within Groups	61966.976	121	512.124		
	Total	62656.992	122			

Table (9) indicates that there was no statistically significant effect ($P < 0.05$) of teachers' gender on their assessment of their training needs at any of the six domains of the study. This is based on the value of "significance of F".

The value under "significance of F" for the effect of teachers' gender on their assessment of their training needs is not less than 0.05.

Therefore; the difference in the gender was not statistically significant ($P < 0.05$).

The interpretation of this is that male and female teachers assessed their training needs in all areas of the study instrument in the same degree.

Results related to the effect of qualification on their assessment of their training needs:

The results of applying Anova statistics to the data, related to the effect of teachers' qualification on their assessment of their training needs are presented in Table (10). It shows the effect of teachers, qualification on their assessment of their training needs on the six domains of the study.

Table (10):**Results of ANOVA to examine the effect of teachers' qualification on their assessment of their training needs**

		Sum off squares	Df	Mean Square	F	Sig.
A	Between Groups	55.418	2	27.709	0.086	0.917
	Within Groups	38529.948	120	321.083		
	Total	38585.366	122			
B	Between Groups	120.312	2	60.156	0.598	0.551
	Within Groups	12065.705	120	100.548		
	Total	12186.016	122			
C	Between Groups	60.978	2	30.489	0.409	0.665
	Within Groups	8951.038	120	74.592	0.409	0.665
	Total	9012.016	122			
D	Between Groups	138.256	2	69.128	0.651	0.523
	Within Groups	12734.345	120	106.120		
	Total	12872.602	122			
E	Between Groups	414.411	2	207.206	1.127	0.327
	Within Groups	22056.191	120	183.802		
	Total	22470.602	122			
F	Between Groups	1724.937	2	862.469	1.699	0.187
	Within Groups	60932.055	120	507.767		
	Total	62656.992	122			

Based on the results shown in table (10), there was no statistically significant effect ($P < 0.05$) of teachers' qualification on their assessment of their training needs at any of the six domains of the study. The values of "significance of F" were not less than 0.05. Thus, the difference in the area of qualification was not statistically significant ($P < 0.05$).

Results related to the effect of teachers' teaching experience on their assessment of their training needs.

The results of applying Anova procedure to the data related to the effect of teachers' experience on the teachers' assessment of their training needs are presented in table (11). It shows the effect of this independent variable on their assessment of their training needs on the six domains of the study.

Table (11)

Results of ANOVA to examine the effect of teachers' experience on their assessment of their training needs

		Sum off squares	Df	Mean Square	F	Sig.
A	Between Groups	1285.338	2	642.669	2.068	0.131
	Within Groups	37300.028	120	310.834		
	Total	38585.366	122			
B	Between Groups	256.778	2	128.389	1.292	0.279
	Within Groups	11929.238	120	99.410		
	Total	12186.016	122			
C	Between Groups	155.078	2	77.539	1.051	0.353
	Within Groups	8856.938	120	73.808		
	Total	9012.016	122			
D	Between Groups	184.135	2	92.068	0.871	0.421
	Within Groups	12688.467	120	105.737		
	Total	12872.602	122			
E	Between Groups	581.838	2	290.919	1.595	0.207
	Within Groups	21888.764	120	182.406		
	Total	22470.602	122			
F	Between Groups	2970.943	2	1485.472	2.987	0.054
	Within Groups	59686.049	120	497.384		
	Total	62656.992	122			

As shown in table (11), there was no statistically significant effect ($P < 0.05$) of teachers' experience on their assessment of their training needs at any of the six domains of the study. None of the values of

“significance of F” was less than 0.05. Difference in the number of years of experience was not statistically significant ($P < 0.05$). This implies that teachers of less than three years of teaching, three to seven years and teachers of above seven years of experience all assessed their training needs in the same degree.

Chapter Five

Discussion of the findings and recommendations

In this chapter, the discussion of the results of data analysis related to the investigation of the training needs is introduced first. Then, they are followed by a discussion of the results related to the effect of the independent variables on the teachers' assessment of their training needs on each domain of the instructional training needs scale.

Discussion of the findings of data analysis related to the investigation of the training needs:

The results of the study showed that English language teachers expressed their need to be trained on all the seventy eight items (competencies) stated in the questionnaire (see appendix B). The highest mean value, 4.04 expressed the teachers need for training on “Conducting the strategies of teaching listening comprehension in classroom situations.” The lowest calculated mean, 2.85, expressed the need for training on “conducting the strategies of teaching reading comprehension in classroom situation. Although the calculated means were above the criterion adopted by the researcher 2.5, at the significant level ($P < 0.05$).

Classroom management:

This domain has been represented by nineteen hypothetical items in the questionnaire. The subjects of the study assessed all these competencies as real training needs.

This finding is similar to the finding of Pohan (1993) who states that teachers lacked enthusiasm about the role of the university in providing them with appropriate strategies for effective classroom management. Although teachers expressed their need for training on all the competencies under this aspect, the extent to which training on these

competencies was required from the teachers' perspective was relative. The mean values were between 3.97 and 2.93. The competency which came at the top of the priorities for teachers to be trained on was "Guiding pupils" efforts towards the achievement of the scheduled objectives" with the mean value of 3.97. A possible interpretation and explanation for this is that teachers might have felt that attention of the pupils was generally destructed and disturbed perhaps because the traditional school and traditional methods of teaching were not helpful for this purpose. Another possible explanation is that the teachers did not have the capability to control and guide the efforts of the pupils in the direction of efficient learning of the subject matter, namely, English.

Generally, it is noted that competencies which have received most attention by the subjects as competencies to be developed in the teacher training programs are (Guiding pupils' efforts towards the achievement of the scheduled objectives, Improving pupils' scholastic attitudes, developing pupils self- discipline). On the other hand, competencies which have received less emphasis in the responses of the study subjects are (Explaining the regulations of school and classroom to the pupils, developing the sense of leadership among pupils, Helping pupils to take part in making decisions, Behaving with pupils in a democratic manner, managing pair- work ..., cooperating with the counselor ... learning problems). This can be interpreted through the many questions asked by the teachers on "how" to behave in order to touch on these issues. This may also reflect the desire of those teachers to share in the preparation of the training programs they engage in.

Some skills teachers expressed their need to be trained on are related directly to pupils such as:

Helping pupils solve their problems on their own, setting a ground of mutual respect and confidence between the teacher and the pupils, encouraging positive competition among pupils. A possible explanation for this need is teachers' high estimation of the importance of such skills and their implementation in teaching. These competencies, despite their significance might have received little attention in the training programs. Although not in the same degree, teachers also needed training on competencies such as: Treating pupils' behavioral problems without disturbing the classroom order, keeping discipline in the classroom, and appreciating pupils' emotions.

These competencies were so viewed perhaps because teachers think the nature of such skills does not require intensive training.

Instructional media:

The teachers have expressed their need for training on all the competencies under this domain. The most needed competency was "dealing with information resources (computer, library, and educational technology, etc) effectively with a mean value of 3.95. This can be attributed to the fact that many schools lack computers and up- to- date publications and other devices because of financial difficulties.

Another problem is the shortage in time and efforts needed for training on locating and manipulating information resources. This study has found out that the competency least assigned for training under this domain was "using the chalkboard effectively" with a mean value of 3.21. The reason seems to be explained through the fact that the chalkboard is the simplest and the most common teaching aid for teachers to use. Another possible justification is that teachers used to adopt conventional methods in teaching which did not trigger the use of instructional media.

Evaluation:

The instrument of the study included eight competencies under this domain. Teachers expressed their need for training on all of these competencies. The mean values for the responses on this domain as a whole was the second highest (3.65). It is possible that teachers have felt the need for training on these competencies because they have not been addressed throughout the training programs. The top priorities which were viewed as requiring more training were related to making comprehensive (3.90), making evaluation in the light of the scheduled objectives (3.68). The high estimation of the need for training on these competencies probably reflects the fact that a language teacher has to evaluate many skills (listening, speaking, reading and writing). This makes it demanding on the part of the teacher to evaluate the oral and written performance of his/her pupils.

In his study of 1990, Bani Abdel Rahman mentioned that testing was among the training needs which were not covered in the content of the English language teacher program which he evaluated. It also agrees with the findings of Hosseiny (1985) in that tests and testing were the areas most needed for in-service training. Moreover, this finding agrees with findings of Bani Abdel Rahman (1990) as he pointed out that teachers expressed their need for training on testing. He also added that trainers themselves lacked the qualification in this area.

Knowledge of the subject matter (English):

Eleven items in the questionnaire covered the probable hypothetical training needs under this domain. As shown in Table (6), English language teachers expressed their need to be trained on all the competencies under this domain. The training need which has received the highest by the respondents under this domain was “Knowing the English material well” (3.75). Although “Introducing appropriate

suggestions to the designers of English textbooks” took the lowest mean value under this domain (3.23), yet the teachers expressed their need to be trained on this competency.

A possible explanation for this is that teachers lack the opportunity to practice the English language orally with native speakers of English or may be due to the way of teaching in some universities or the emphasis on certain subjects.

“Evaluating the school textbooks” has come the second and "Pronouncing and writing English words accurately" items come next. This could be also explained that teachers indirectly indicate that the training programs do not compensate for this lack of exposure to the English language especially since teacher education, pre-service programs, and supervisory activities relatively do not pay much attention to critical issues.

It could also be an indicator that those teachers were not given the opportunity to participate actively in designing and suggesting appropriate modifications in the textbooks they use.

The general feeling in Palestine is that our students do not have the sense that English has the same interactive/communicative value of their native language. It is viewed and seen as sets of forms to be learned.

This might cause a need on the part of teachers to make much effort to emphasize the natural link between structural patterns and the social / interactive situations. Such a case may set a high priority for the teachers’ need on “realizing the relationship between structural patterns and social / interactive situations and the learner’s need for self expression”.

The Palestinian curricula concern in developing the communicative approach so more emphasis should be held on such issues in order to fulfill the teachers’ needs.

The teachers have expressed their need for training on other competencies under this domain. These competencies comprised the following:

- * Correlating the curriculum with learners' need in his practical life. (3.43)
- * Designing appropriate textbooks units. (3.36)
- * Analyzing the content of the English textbooks. (3.26)
- * Introducing appropriate suggestions to the designers of English textbooks. (3.23)

Some of the finding of these items agree with the finding of Al-Shdaifat (1993) who found out that teachers needed more training on the English language as a system (linguistics, phonetics and structure).

Instructional Planning (planning for teaching):

As shown in Table (7), it is clear that teachers expressed their need to be trained on all the thirteen competencies under this domain.

The need with the highest mean was related to the competency of "Highlighting the interrelationships of language skills".

This can be attributed to that teachers needed more training on the English language as a system (linguistics, phonetics and structure).

Much effort has been made in teacher education and in-service training programs for the development of some basic competencies.

These competencies are mainly related to lesson planning and the formulation of behavioral objectives. English language teachers might have felt that such efforts have not been adequate or satisfactory.

The other competencies the teachers need training in under this domain were the following:

- * The ability to administer revision sessions. (3.62)
- * The ability to make lesson plans. (3.60)

- * The ability to design a year and semester plan. (3.60)
- * The ability to invest the different school activities for the improvement of the learners (3.52)
- * The ability to introduce the lesson in a logical order. (3.48)
- * The ability to design remedial drills for low-achievers. (3.35)
- * The ability to use the teachers' book effectively. (3.33)
- * The ability to design enrichment drills for high achievers. (3.28)
- * The ability to use the English language as a communicative approach. (3.11)

Methodology and Methods of Teaching:

It is clear from table (8) that all the items under this domain were also assessed by the subjects of the study population as real training needs. This finding agrees with the finding of Al-Khawaldeh (1996) that attention should be paid to the improvement of methods of teaching. Still, the range between the highest and the lowest mean values of the teachers' responses on this domain was relatively wide. This domain included the items (competencies) of the highest and the lowest mean values at the level of the whole instrument. The training need which was massively highlighted by the respondents was "conducting the strategies of teaching listening comprehension in classroom situations". This need has yielded the highest mean value among all items of the questionnaire (4.04). Although conducting the strategies of teaching reading comprehension took the lowest mean value (2.85), yet the teachers expressed their need to be trained on this competency.

A possible explanation for this is that teachers might have felt the need for training on this competency because they have not been trained throughout the training programs.

This could also explain the mean value and the position of the responses to the item related to “conducting the strategies of teaching structures in classroom situations”. It has come second in the list of training needs under this domain. Therefore, teachers indirectly that the training programs do not compensate for this lack.

Concerning teachers’ need for training on “conducting the strategies of teaching role-playing in classroom situations”, this may be attributed to the idea that such kind of drills is rarely dealt with seriously by teachers. Most of the teachers were usually frustrated when finding their pupils unable to initiate a conversation about a certain issue or playing the role of someone in a situation. Possibly, those teachers would like to be trained on teaching role- playing more effectively in order to help their pupils.

The respondents expressed their need to improve their ability in developing pupil's skills in critical thinking, 3.12.

This might be referred to the phenomenon that some contemporary educational concepts, such as critical thinking, creative thinking and auto learning, are widely used without being well explained. This makes it difficult for teachers to put such concept into everyday teaching practice.

The following competencies were considered to be real training needs by the respondent's teachers:

- The ability to increase the ratio of “Time on Task” (3.18).
- The ability to use appropriate educational strategies in error treatment (3.14).
- The ability to conduct the strategies of teaching new vocabulary items in classroom (3.11).

The lowest mean value of the responses belongs to the ability to conduct the strategies of teaching reading comprehension. This could be explained

that teachers have the impression that this competency has been taken care throughout the teacher training programs.

Following are other items under this domain:

- Using appropriate methods in reinforcing (3.07).
- Conducting the strategies of teaching writing in classroom situations (3.03).
- Considering the individual differences among pupils (2.93).
- Using varied teaching methods which lead to the desired outcomes. (2.92).

Discussing of the findings related to the effect of the independent variables on the degree of assessing teacher needs:

Discussion of the findings for the effect of teachers' gender on their assessment of their training needs.

The result of the study showed that there was no statistically significant effect ($P < 0.05$) of the teachers' gender on their assessment of their training needs.

This means that male and female teachers responded in the same way regardless of their gender. This may be attributed to the fact that there were no real consequences based on the difference in gender. The opportunities laid for both male and female teachers in pre- service and in- service educational academic and training programs are the same. Both genders are permitted to engage in the same educational activities. Their performance is monitored and evaluated by the same supervisors.

This finding agrees with the finding of Yuawaree (1984) who found no statistically significant difference in the assessment of English language teachers of their training needs due to their gender.

Similar findings were also revealed by Bad Elrazzaq (1985), Bani Abdel- Rahman (1990), Al- Ahmad (1993), Al- Haddad (2002) and Al- Mustafa (2001).

Nevertheless, the findings disagree with the findings of Al- Khreishah (1992), Al- Hijawi (1992), Al- Salameh (1995), Saleh (1993), Al- Sariereh (1996), and Tarawneh (1995). Difference in the findings can be referred to contextual differences between this study and the other studies.

Discussion of the findings related to the effect of teacher's qualification on their assessment of their training needs.

Concerning the qualification of those teachers as an independent variable, the findings of the study have pointed out that there was no statistically significant effect ($P < 0.05$) of this variable on their assessment of their training needs under all the domains of the study together. Community college diploma holders, B.A. holders and M.A. holders responded to the study instrument in the same way. One of the possible explanations for this is that despite the difference in their qualification, a minimum level of competency which is required by a normal teacher to handle the instructional activities has been agreed upon by the three groups of teachers.

This is supported by teachers' responses as they expressed their need for training on all the competencies included in the questionnaire. At the same time, the difference in their qualification lead to no significant effect on the training needs they assessed. Another possible justification is that community college diploma holders might have doubled their efforts in the training programs to compensate for any gap in knowledge or skills which could have been attained by their other colleagues. Anyhow, the efforts paid by students throughout the diploma or M.A.

programs, and how much they gain should attract more research and investigation.

The findings of this study related to the effect of teacher's qualification on their need assessment agree with the findings of Abd El Razaq (1985), Bani Abdel- Rahman (1990), Al- Hardan (1997), Al- Khereishah (1992), Al- Haddad (2002), and Al- Mustafa (2001), while they disagree with the findings of Saleh (1993), Salameh (1995), Al- Sariereh (1996), Tarawneh (1995), and Al- Hijawi (1992). Difference in the findings can be referred to contextual differences between this study and other studies.

Discussion of the findings related to the effect of teacher's teaching experience on their assessment of their training needs:

The findings of the study indicate that there is no statistically significant effect ($P < 0.05$) of the teaching experience as an independent variable on the teachers' assessment of their training needs at any of the domain of the study.

The implication of this is that teachers of less than three years of experience, three to seven years and teachers of more than seven years of experience viewed their training needs in the same way. This could be reflective of the quality of the efforts paid by the Ministry of Education to develop the capabilities and skills of all sectors of teachers. As a representation of this, community college holders are provided with the opportunity to pursue a B.A. degree certificate. B.A. holders are capable of smoothly joining programs for a diploma in education or an M.A., etc. Moreover, despite the difference in their teaching experience, teachers are monitored, trained and evaluated by the same supervisors.

Those experienced supervisors are expected to have accumulated sound awareness of the gaps in the performance of novice teachers and the most appropriate fillers of these gaps.

This finding agrees with Yuawaree (1984) who has found no statistically significant difference in English language teachers' assessment of their training needs attributed to the variable of teaching experience.

Although he was concerned with teachers' attitudes towards their in- service training, Al- Shdaifat (1993) also found no significant difference in their attitude due to the difference in the teaching experience of community college holders. In addition, the findings of this study agree with the findings of Bani Abdel- Rahman (1990) who investigated the attitude of English language teachers towards in- service training. Bani Adbel- Rahman found that there was no statistically significant effect of the gender, qualification and teaching experience on the attitude of teachers towards in- service training.

They also agree with the findings of Al- Ahmad (1993), Al- Hijawi (1992), Al- Hardan (1997), Al- Haddad (2002), Al- Mustafa (2001) and Abd El Razaq (1985).

The findings of this study disagree with the findings of Saleh (1993), Salameh (1995), Tarauneh (1995), and Al- Sarierah (1995).

Disagreement between the findings of this study and studies related to the same topic can be attributed to environmental differences. The disagreement of these studies came as a kind of evaluation for one or more of the training programs. Another possible explanation is the subject taught by the variety samples of teachers.

Recommendations of the study:

Based on the findings of the study, the researcher can conclude the following:

- 1- Teachers are a major, if not the main, resource for their need assessment. Therefore, pre- service and in- service teacher trainers should offer teachers the opportunity to participate in planning or executing teacher training programs and also to take their actual instructional training needs into consideration before the implementation of any training program.
- 2- A research should be conducted to investigate the difference between the teachers' instructional training needs from their own perspective compared to these needs from the perspective of their trainers.
- 3- Data provided to training programs planners and who prepare curricula, which might be amended at a later stage.
- 4- Developing prospective teachers training programs even before their embarking on the task.
- 5- Attempting to identify the pitfall weakness in the education system so as to give the ministry an opportunity to prepare training programs in order to solve such problems and overcome obstacles of all possible kinds.

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Appendix A

Appendix (A: 1) English version of the final form Of the instrument of the study

Dear teacher of English

I would like to present this questionnaire to you hoping that you will fill it out honestly and objectively as you are known for being so .It aims to investigate the training needs of English Language teachers in Ramallah and Jericho.

The researcher has put down 80 hypothetical training needs distributed at six domains. As ordered in the questionnaire, these domains are: classroom management, instructional media, evaluation, knowledge of the subject matter (English), instructional planning and methodology and teaching methods.

This questionnaire illustrates the active role a teacher should take. It also stresses the fulfillment of teachers training needs and the significance of participation in decision-making relevant to training and need assessment.

Thus, the researcher hopes you would respond to all items precisely and frankly assuring you that your responses will be confidential and only for academic purposes. No need to write your name. After filling out some general information about you, you are requested to read each item carefully and write (X) in the square you think matches your perception of the degree to which you need training on each of the competencies. Here is an example:

I need very much to be trained on conducting objective evaluation

Domain	Item or competency	Degree of need to training				
		Very much	much	intermediate	little	Very little
Evaluation	Conducting objective evaluation	X				

With Thanks

Item or competency	Degree of need training				
	Very high	High	Medium	Low	Very Low
Guiding pupils' efforts towards the achievement of the scheduled objectives.					
Improving pupils' scholastic attitudes (curiosity, language practice, etc).					
Developing pupils' self-discipline.					
Reinforcing pupils' desired responses and behaviors.					
Improving pupils' respect for the ideas and abilities of each other.					
Helping pupils solve their problems on their own.					
Preparing the appropriate atmosphere which helps pupils to think and infer in the classroom.					
Setting a ground of mutual respect and confidence between the teacher and the pupils.					
Encouraging positive competition among pupils.					
Treating pupils' behavioral problems without disturbing the classroom order.					
Keeping discipline in the classroom.					
Appreciating pupils' emotions					
Explaining the regulations of school and classroom to the pupils					
Developing the sense of leadership among pupils					
Helping pupils to take part in making decisions					

Treating with pupils in a democratic manner					
Managing pair- work and group- work effectively					
Cooperating with the counselor at school in solving learning problems					
Dealing with information resources					
Encouraging pupils to take part in preparing teaching aid					
Preparing or selecting the needed teaching aid					
Preparing worksheets					
Making use of local low-cost materials for preparation of teaching aid					
Defining the best time to use the teaching aid					
Identifying the instructional media appropriate for each lesson					
Using educational technology such as radio, T.V, and video appropriately					
Investing the school broadcast to serve for the achievement of objectives					
Evaluating teachers use of teaching aids					
Using the chalkboard effectively					
Making comprehensive evaluation					
Making evaluation in the light of the scheduled objectives					
Using methods of evaluation which are appropriate for the different levels of pupils					
Making objective evaluation					

Writing exam questions in a way that represents the content and the different domains and levels of objectives					
Preparing objective, valid, and reliable examination					
Using a variety of methods of evaluation observation, tests, and examination of different kinds Etc)					
Raising questions appropriate for the instructional situation					
Knowing the English material well					
Evaluating the school textbooks					
Pronouncing and writing English words accurately					
Expressing ideas, explanations and instructions in English orally and in the written form					
Realizing the relationship between structural patterns and social / interactive situations and the learner's need for self expression					
Correlating the curriculum with learner's need in his practical life					
Designing appropriate textbooks units					
Analyzing the content of the English textbooks					
Highlighting the interrelationships of language skills (listening, speaking, reading and writing)					
Realizing the relation between the objectives of the English curriculum and specific aims of each lesson					
Writing measurable behavioral objectives					

Administering revision sessions effectively					
Making lesson plans which are comprehensive to the different domains (cognitive, affective and psychomotor)					
Designing a year-plan and a semester-plan					
Investing the different school activities for the improvement of the linguistic ability of the learners					
Introducing the lesson in a logical order					
Designing remedial drills for low-achievers					
Using the teachers' book effectively					
Designing enrichment drills for high achievers					
Using the English language as a communicative approach					
Conducting the strategies of teaching listening comprehension in classroom situations					
Conducting the strategies of teaching structures in classroom situations					
Putting the daily written lesson plan in to practice in the classroom					
Conducting the strategies of teaching role-playing in classroom situations					
Increasing the ratio of "Time on Task"					
Preparing the classroom in a way that serves the instructional situations					
Using appropriate educational strategies in error treatment					

Proposing extra activities complementary to those included in the textbook which addresses the four language skills (listening, speaking, reading, and writing)					
Developing pupils' skills in critical thinking					
Linking prior information the pupils possess with the information in the new lesson					
Conducting the strategies of teaching new vocabulary items in classroom situations					
Using appropriate methods in reinforcing					
Showing the communicative function of language					
Conducting the strategies of teaching writing in classroom situations					
Conducting the strategies of teaching in classroom situations dialogues					
Considering the individual differences among pupils					
Using varied teaching methods which lead to the desired outcomes					
Conducting the strategies of teaching reading comprehension					
Designing classroom situations relevant to the content of the lesson when introducing new vocabulary items					
Classroom management					
Teaching aids					
Evaluation					
Knowledge of the subject matter(English)					
Planning					

	Methods of teaching					
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المجال	الفقره أو الكفايه	كبيره جدا	كبيره	متوسطه	قليله	قليله جدا
التمكن من المادة الدراسية	1- المعرفة التامه بمادة اللغه الإنجليزية .					
	2- إستخدام لغه سليمه في التدريس (لفظا وكتابة) .					
	3- تقديم التعليمات والأفكار والتوضيحات شفويا وكتابيا .					
	4- ربط المنهاج الدراسي بحاجات الطالب في حياته العمليه .					
	5- إدراك العلاقه بين التراكيب اللغويه والمواقف الإجتماعيه والإتصاليه .					
	6- تحليل محتوى كتب اللغه الإنجليزية.					
	7- تقديم الآراء والمقترحات المناسبه المتعلقه بالمنهاج للمختصين .					
	8- تصميم وحدات دراسيه مناسبه .					
	9- تقويم الكتاب المدرسي .					
التقويم	10- شمولية التقويم .					
	11- موضوعية التقويم .					
	12- التقويم بدلالة الأهداف .					
	13- تنوع أساليب التقويم (الملاحظه والإختبارات والإمتحانات بأنواعها)					
	14- مناسبة أساليب التقويم لمستويات الطلبه .					
	15- طرح أسئله تناسب الموقف التعليمي .					
	16- إعداد إختبارات تحصيليه بناء على جدول المواصفات .					

					17- إعداد إختبارات تمتاز بالصدق والثبات والموضوعية .	
					18- تحديد خطوات تعليم القراءة والإستيعاب في مواقف صفيه .	الأساليب وطرق التدريس
					19- تحديد خطوات تعليم الإستماع والإستيعاب في مواقف صفيه .	
					20- تحديد خطوات تعليم المفردات اللغوية الجديده في مواقف صفيه .	
					21- تحديد خطوات تعليم التراكيب اللغويه في مواقف صفيه .	
					22- تحديد خطوات تعليم الكتابه في مواقف صفيه .	
					23- تحديد خطوات تعليم الحوار في مواقف صفيه .	
					24- تحديد خطوات تعليم لعب الدور في مواقف صفيه .	
					25- تهيئة البيئه الصفيه بما يناسب الموقف التعليمي	
					26- الربط بين المعلومات السابقه لدى المتعلم بالمعلومات الجديده في الدرس	
					27- تفعيل خطة التحضير الدراسي اليوميه في الصف .	
					28- استخدام جمل في مواقف عمليه ذات علاقة بمحتوى الدرس أثناء عرض المفردات الجديده.	
					29- طرح أنشطه مكمله لأنشطه الكتاب المدرسي تركز على مهارات اللغه المختلفه (استماع ، قراءه ، محادثه ، كتابه) .	

					30- استخدام أساليب تدريس متنوعه تؤدي الى نتائج مرغوبه .	
					31- زيادة نسبة الوقت الفاعل في (TIME ON TASK) الحصه	
					32- استخدام الإستراتيجيات المناسبه للتعامل مع أخطاء الطلبة .	
					33- إبراز الدور الإتصالي للغه الإنجليزيه .	
					34- استخدام الأساليب المناسبه في التعزيز .	
					35- مراعاة الفروق الفردية بين الطلبة.	
					36- تنمية مهارات التفكير الناقد لدى الطلبة.	
					37- وضع الخطط السنوية والفصلية للتخطيط	التدريس
					38- إدراك العلاقة بين الأهداف العامه للمنهاج والأهداف الخاصة بمحتوى الدرس.	
					39- شمولية خطة التدريس لمستويات مجالات الأهداف المختلفه .	
					40- صياغة الأهداف التدريسية بطريقه يمكن قياسها .	
					41- إبراز التكامل بين المهارات اللغوية (استماع، قراءه، محادثه، كتابه) .	
					42- الإفادة من النشاطات المدرسية المختلفه في النمو اللغوي لدي الطلبة (مجالات حائط، مسابقات،)	
					43- إدارة حصص المراجعة في اللغة الإنجليزية بفاعليه .	

					44- عرض الدرس بطريقه منطقيه متسلسلة .	
					45- استخدام دليل المعلم بفعالية واقتدار .	
					46- تصميم أنشطه علاجيه للطلبة ذوي التحصيل المتدني .	
					47- تصميم أنشطه إثرائي للطلبة ذوي التحصيل العالي.	
					48- جعل تعلم اللغة الإنجليزية وظيفيا.	
					49- إعداد الوسائل التعليمية.	الوسائل التعليمية
					50- تحديد الوسائل التعليمية التي تناسب موضوع الدرس .	
					51- تحديد الوقت المناسب من الدرس لعرض أو استخدام الوسائل التعليمية.	
					52- الإستفاده من الإمكانيات المحلية في تجهيز الوسائل التعليمية .	
					53- إشراك أطلبه في إعداد الوسائل التعليمية.	
					54- إستخدام السيورة بفاعليه .	
					55- إعداد صحائف العمل.	
					56- الإستفاده من عناصر المنهاج ومختلف عناصر الغرفة الصفية للمساعدة في تحقيق الأهداف التربوية.	
					57- استخدام وسائل التكنولوجيا التعليمية (تلفاز ، فيديو ،) بفاعليه .	
					58- التعامل مع مصادر المعلومات (حاسوب ، مكتبه ، تقنيات) بفاعليه.	

					59- تقويم استخدام الوسائل التعليمية.
					60- تنمية اتجاهات إيجابية لدى الطلبة نحو الانضباط الذاتي.
					61- حفظ النظام الصفّي .
					62- التعامل مع الطلبة بطريقة ديموقراطية.
					63- تشجيع الطلبة على المشاركة في اتخاذ القرارات .
					64- تقبل مشاعر الطلاب .
					65- إدارة وقت الحصة الصفية بفاعلية.
					66- مساعدة الطلبة في زيادة قدرتهم على حل المشكلات التي يواجهونها .
					67- تنمية الروح القيادية لدى الطلبة.
					68- التعاون مع المرشد التربوي في حل المشكلات .
					69- توجيه جهود الطلبة بفاعلية نحو تحقيق أهداف الحصة .
					70- توفير مناخ صفّي يساعد الطلاب على البحث والتفكير والاستنتاج .
					71- تعزيز الاستجابات المرغوبة التي تصدر من الطلبة .
					72- تنمية الاتجاهات العلمية مثل حب الاستطلاع .
					73- توضيح تعليمات الضبط الصفّي والمدرسي للطلبة .
					74- التعامل مع المشكلات السلوكية للطلبة لحلها بما لا يعيق مسيرة الحصة الصفية

					75- تنمية احترام الطلبة لأراء وقدرات بعضهم البعض .
					76- إرساء علاقة قائمة على الاحترام والثقة المتبادلين بين المعلم والطالب .
					77- إشاعة جو من التنافس الايجابي بين الطلبة .
					78- إدارة أسلوب الأزواج والمجموعات بفعالية .

Appendix B

Means and standard deviations for each item of the questionnaire Mean and standard deviation for teachers' assessment of their needs

under the domain of "classroom management"

List of training needs	Mean	S. Deviation
- 1-Guiding pupils' efforts towards the achievement of the scheduled objectives.	3.97	3.48
- 2-Improving pupils' scholastic attitudes (curiosity, language practice, etc).	3.82	3.89
- 3-Developing pupils' self- discipline.	3.72	1.11
- 4-Reinforcing pupils' desired responses and behaviors.	3.66	1.24
- 5-Improving pupils' respect for the ideas and abilities of each other.	3.65	1.15
- 6-Helping pupils solve their problems on their own.	3.64	0.98
- 7- Managing the time of the session effectively.	3.64	1.36
- 8-Preparing the appropriate atmosphere which helps pupils to think and infer in the classroom.	3.63	1.09
- 9-Setting a ground of mutual respect and confidence between the teacher and the pupils.	3.61	1.27
- 10-Encouraging positive competition among pupils.	3.60	1.21
- 11-Treating pupils' behavioral problems without disturbing the classroom order.	3.59	1.18
- 12-Keeping discipline in the classroom.	3.56	1.38
- 13-Appreciating pupils' emotions	3.56	1.31
- 14-Explaining the regulations of school and classroom to the pupils	3.48	1.18
- 15-Developing the sense of leadership among pupils	3.47	1.05
- 16-Helping pupils to take part in making decisions	3.45	1.05
- 17-Behaving with pupils in a democratic manner	3.43	1.22
- 18-Managing pair- work and group- work effectively	3.38	1.22
- 19-Cooperating with the counselor at school in solving learning problems	2.93	1.31

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "Instructional media"**

List of training needs	Mean	s.d.
1- Dealing with information resources	3.95	1.14
2-Encouraging pupils to take part in preparing teaching aid	3.91	1.79
3-Preparing or selecting the needed teaching aid	3.78	0.99
4-Preparing worksheets	3.77	1.11
5-Making use of local low-cost materials for preparation of teaching aid	3.75	1.99
6-Defining the best time to use the teaching aid	3.69	1.42
7-Identifying the instructional media appropriate for each lesson	3.68	1.23
8-Using educational technology such as radio, T.V, and video appropriately	3.58	1.10
9-Investing the school broadcast to serve for the achievement of objectives	3.56	1.27
10-Evaluating teachers use of teaching aids	3.56	1.10
11-Using the chalkboard effectively	3.21	1.18

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "Evaluation"**

List of training needs	Mean	s.dev.
1.Making comprehensive evaluation	3.90	3.70
2.Making evaluation in the light of the scheduled objectives	3.68	1.35
3.Using methods of evaluation which are appropriate for the different levels of pupils	3.65	1.33
4.Making objective evaluation	3.65	1.11
5.Writing exam questions in a way that represents the content and the different domains and levels of objectives	3.64	1.33
6.Preparing objective, valid, and reliable examination	3.63	1.28
7. Using a variety of methods of evaluation observation, tests, and examination of different kinds etc)	3.60	1.24
8.Raising questions appropriate for the instructional situation	3.53	1.09

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "Knowledge of the subject matter"**

List of training needs	Mean	s.dev.
1.Knowing the English material well	3.75	1.45
2.Evaluating the school textbooks	3.73	1.43
3.Pronouncing and writing English words accurately	3.60	1.29
4.Expressing ideas, explanations and instructions in English orally and in the written form	3.52	1.15
5.Realizing the relationship between structural patterns and social / interactive situations and the learner's need for self expression	3.50	1.23
6.Correlating the curriculum with learner's need in his practical life	3.43	1.12
7.Designing appropriate textbooks units	3.36	1.04
8.Analyzing the content of the English textbooks	3.26	1.11
9.Introducing appropriate suggestions to the designers of English textbooks	3.23	1.06

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "planning for teaching"**

List of training needs	Mean	s.dev.
1.Highlighting the interrelationships of language skills (listening, speaking, reading and writing)	3.88	4.05
2.Realizing the relation between the objectives of the English curriculum and specific aims of each lesson	3.86	3.01
3.Writing measurable behavioral objectives	3.75	1.28
4.Administering revision sessions effectively	3.62	1.33
5.Making lesson plans which are comprehensive to the different domains (cognitive, affective and psychomotor)	3.60	1.20
6.Designing a year-plan and a semester-plan	3.56	1.24
7.Investing the different school activities for the improvement of the linguistic ability of the learners	3.52	1.27
8.Introducing the lesson in a logical order	3.48	1.47
9.Designing remedial drills for low-achievers	3.35	1.09
10.Using the teachers' book effectively	3.33	1.19
11.Designing enrichment drills for high achievers	3.28	1.06
12.Using the English language as a communicative approach	3.11	1.31

**Mean and standard deviation for teachers' assessment of their needs
under the domain of "Methodology and methods of teaching"**

List of training needs	Mean	s.dev.
1. Conducting the strategies of teaching listening comprehension in classroom situations	4.04	1.44
2. Conducting the strategies of teaching structures in classroom situations	3.29	1.35
3. Putting the daily written lesson plan in to practice in the classroom	3.25	1.58
4. Conducting the strategies of teaching role-playing in classroom situations	3.22	1.15
5. Increasing the ratio of "Time on Task"	3.18	1.33
6. Preparing the classroom in a way that serves the instructional situations	3.14	1.61
7. Using appropriate educational strategies in error treatment	3.14	1.26
8. Proposing extra activities complementary to those included in the textbook which addresses the four language skills (listening, speaking, reading, and writing)	3.14	1.19
9. Developing pupils' skills in critical thinking	3.12	1.18
11. Linking prior information the pupils possess with the information in the new lesson	3.11	1.47
11. Conducting the strategies of teaching new vocabulary items in classroom situations	3.11	1.39
12. Using appropriate methods in reinforcing	3.07	1.46
13. Showing the communicative function of language	3.03	1.45
14. Conducting the strategies of teaching writing in classroom situations	3.03	1.28
15. Conducting the strategies of teaching in classroom situations dialogues	3.03	1.09
16. Designing classroom situations relevant to the content of the lesson when introducing new vocabulary items	3.67	1.24
17. Considering the individual differences among pupils	2.93	1.17
18. Using varied teaching methods which lead to the desired outcomes	2.92	1.20
19. Conducting the strategies of teaching reading comprehension	2.85	1.32

**Mean and standard deviation for each domain of teachers’
assessment of their training needs.**

Domain	Mean	Standard deviation
Classroom management	3.56	0.98
Teaching aids	3.71	1.29
Evaluation	3.65	1.12
Knowledge of the subject matter(English)	3.48	0.94
Planning	3.58	1.12
Methods of teaching	3.10	1.19