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Developing EFL Teachers' Performance at Sana'a Secondary Schools in the Light of their Professional and Specialist Needs

A Thesis

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Abstract:

The main aim of the present study was to develop EFL teachers' performance at Sana'a secondary schools in the light of their professional and specialist needs. Based on literature review, related studies and a panel of jury members' points of view and English teachers' interview, a list of four needs was proposed and used as the most necessary needs for English teachers at Sana'a secondary schools: (effective communication skills, reflection, integrating language skills and intercultural competence). The experimental design of the study depended on the voluntary basis of choosing the group of the study, which consisted of (25) English teachers. In the light of review of literature and the results of the pre administration of the observation checklist, the researcher designed a training program based on the four professional and specialist needs to develop teaching performance of EFL teachers at Sana'a secondary schools, the program was implemented over a period of seven weeks. Beside the observation checklist mentioned above, a pre-post achievement test was used to assess the knowledge aspects of the EFL teachers' professional and specialist performance. Results proved that there were significant differences between the mean scores of the experimental group of the study on the observation checklist and the achievement test in favor of the post administrations mean scores due to the effect of the training program.

Key words: Teaching English language in Yemen, teacher evaluation, EFL teachers' professional and specialist needs, in-service teacher training, professional development, in-service training programs.

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Chapter One
Background and Problem

1.1. Introduction

The present chapter deals with the background and problem of the study. It includes context of the problem, pilot study, statement of the problem, questions, hypotheses, purpose, significance, delimitations of the study, definition of terms and overview of the study.

EFL teaching and learning face serious changes and challenges in the 21st century. The modification of educational policies, the expectations of the society, and the demands of the information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas, so that students can be fully prepared for future educational possibilities and be able to survive in an economically competitive world. Students may not reach the desirable literacy standards in English and in other subject areas unless schools are provided with competent teachers.

EFL teachers have to be able to deal with a lot of skills and abilities. Rahimi (2007: p.4) suggests that EFL teachers have to get three kinds of knowledge: Firstly; knowledge of language: content knowledge and knowledge of the subject matter. Secondly; knowledge of teaching: pedagogical knowledge, knowledge of teaching strategies, beliefs, practices, and the knowledge of the various disciplines that would enrich teachers' approach to the teaching and learning of English. Thirdly; knowledge/competency of teaching in reality: pedagogical content knowledge, the specialized knowledge of how to represent content knowledge in the classroom and how students understand the subject matter in the context of real teaching; the students' problems and how to overcome

those problems by considering all variables related to their learning (teaching materials, assessment procedures and dealing with parents, etc.).

Language competence is considered as the most important need for EFL teachers. Selim (2009: p.2) states that EFL teachers should have language competence to a greater degree than that expected of their learners. They should also be competent in language teaching "pedagogic competence". The ability to teach language in turn involves explicit knowledge of the language system and how it operates in communication "language awareness". It is generally recognized that a language teachers' confidence is likely to be based on an ability to model the language correctly and appropriately. Thus second stage English teachers need to have linguistic competence. Wang (2010: p.261) asserts that EFL teachers' quality is very important for the improvement of students' English language performance.

Developing EFL teachers' performance becomes very important, for that reason, Zuheer (2008: p.1) indicates that EFL teachers are expected to have the abilities and skills of dealing with many related fields. Magno (2009: p.1) asserts that EFL teachers need to be developed in order to be effective in: 1- Knowing how language is acquired. 2- Holding specific beliefs about learning of EFL. 3- Improving attitudes to teaching and learning. McDonald (2010: p.135) claims that the spread of English globally has raised various issues in the field of English language education for second language teachers and learners.

EFL teachers need to be developed in multiple areas, namely language skills, linguistics, culture and literature, pedagogy, psychology, and ways of evaluation. Al-Mekhlafi (2007: p.2) points out that EFL teachers need to be proficient in the target language and its culture, well qualified in pedagogy, curriculum design and curriculum implementation, and excellent in using

modern technologies. However, such areas may not be fixed and final. For instance, the development of the teachers' language proficiency skills in English, especially in environments where English is a FL, should be the most serious questions and when preparing programs for developing EFL teachers' performance designers and providers need to provide satisfactory answers to such questions. Among these questions are:

- What are the necessary competencies that EFL teachers need to acquire to be successful in their professional career?
- To what extent such programs provide their candidates with adequate opportunities to acquire such competencies?
- Have teachers enrolled in such programs really acquired such competencies during their course of study?
- How do program designers and providers measure program effectiveness?
- What assessment tools do they use to ensure that candidates receive suitable training?

The teacher training programs have to develop teachers who understand the theory behind the methodologies. Kreidler (1987: p.15) suggests that the teacher trainer's first task is to find out how people learn to teach and to understand the processes through which individuals learn to be language teachers. Only then we can concentrate our efforts on improving the quality of language teacher education.

Developing and training EFL teachers' performance has to fulfill most of the participants' needs. Martinet, et al. (2001: p.187) indicate that developing EFL teachers' performance should specifically verify the subject-related aptitudes of all candidates applying for admission to a second language teacher training program. The teacher training program should

prepare teachers to meet the specific needs of the school community. Abdul-Ghany (2003: p.21) asserts that there is a gap between theories that have been taught for EFL teachers and practices in teaching reality.

Before developing teachers' performance there must be a kind of evaluation for their teaching performance to specify the real level and performance. Thus, Stanley (2003: p.33) explains that teachers get evaluated in many ways and for a range of different purposes. Evaluation usually has to be a tool to help teachers, improve their classroom approach and sometimes the evaluation process is seen as an idiosyncratic judgment, which is officially recorded to meet requirements of administrative bodies. Input into a final evaluation can be from different sources, among them single or multiple observations by peers or by administrators, test results of students exiting a course or program, review of syllabi and participation in and contribution to professional activities or publications.

Developing teachers' professional and specialist performance has become increasingly important to ensure that they succeed in matching their teaching goals with their students learning needs. As for foreign language teachers, professional and specialist development is needed to enable them to help their students develop proficiency in the target language and understanding of the cultures associated with that language. Professional development focuses especially on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learners' needs (Diaz and Gabriel, 2003: p.18).

Professional and specialist development plays an essential role in improving EFL teachers' performance. Hill (2005: p.53) determines that developing professional and specialist competence of EFL teachers involves

examining and developing their opinions and beliefs about learning and teaching based on their own experience of language classrooms and extending their knowledge of language theories, language learning psychology, opinions, and beliefs. Also, Abdel-Halim (2008: p.48) states that professional and specialist development serves as the bridge between where EFL teachers are now and where they have to be for the purpose of meeting the new challenges of guiding all students in achieving higher standards of learning and development.

Teaching and learning EFL in Yemen faces so many obstacles and problems. Alsofi (2009: p.3) points out that the main problems of teaching English in Yemen are that many in-service teachers are not adequately competent to teach a communicative syllabus. Some of the teachers who did not get a pre-service training course such as those graduates from the Faculties of Arts and Languages are also appointed by the Ministry of Education to be teachers of English in the government schools. Teaching English becomes a mere repetition in the sense that the techniques teachers used in their classes of the last year are used in the next years. Teachers are not using new ones. This is why designing a refresh course comes as an urgent need to in-service teachers of English. Also there are other reasons why a refresher course is important such as:

- The Ministry of Education does not conduct in-service training for teachers.
- Most inspectors of English do not provide their teachers with ideas about the latest teaching techniques.
- Teacher's guide is not available for all teachers.

Professional and specialist development for English language teachers is critical for many reasons. The importance of English language in the world

has grown so much. This requires more qualified teachers, who need to be able to manage a broader range of teaching and to meet the diverse learners' needs. Effective English language teachers are obliged to look carefully and continuously at their professional development in order to improve their experiences in the classrooms.

1.2. Context of the Problem

There are obvious shortcomings in EFL teachers' performance at Sana'a secondary schools that necessitates developing their teaching performance. To come to a closer identification of the problem a pilot study was conducted by the researcher.

1.2.1. The Pilot Study

The pilot study consisted of a questionnaire prepared by the researcher. The questionnaire contains 10 questions, distributed to 20 EFL teachers at Sana'a secondary schools and 7 of their supervisors. This questionnaire was designed to help the researcher determine the problem of the study (see appendix 9, p. 271). The results of this questionnaire showed that:

- There was no training or development for EFL teachers at Sana'a secondary schools.
- They did not attend any kind of development programs, seminars, courses or workshops that are related to their professional and specialist needs.
- They need professional and specialized development.

The previous questionnaire was also included unstructured interview with some EFL teachers at Sana'a secondary schools and some of their supervisors. They highlighted the following:

- Most of EFL teachers were unable to use new ways of teaching and they were not able to manage the classroom effectively. Their only way of control was either shouting or punishment.

- EFL teachers were talking most of the time while students were just listening to them. Most of their talking was in Arabic. No pair or group work was conducted in classes.

- EFL teachers were not active and unable to use variety of instructional media and activities to achieve productive and interesting learning atmosphere.

- EFL teachers' lack of confidence affected their teaching performance. Their lack of confidence was due to the fact that they were not competent enough either linguistically or in using the appropriate methodology.

- There were no opportunities, centers, or places specialized for evaluating, discussing and developing their teaching performance.

- There were no special programs or courses for developing EFL teachers' performance at Sana'a secondary schools.

- EFL teachers' teaching performance was in great need of development.

1.2.2. Related Studies

The problem of the study was further supported by the results of some previous related studies. Recent related studies were done in the area of Yemeni EFL teachers' performance such as: Morshed (2001); Arsalan (2006); Eshaq (2006); Ahmad (2008); Alsofi (2009) and Al-Qatwani (2010). All these studies assured the weakness of Yemeni EFL teachers' performance and recommended the necessity of developing their teaching performance.

Also, the researcher felt the problem throughout his experience in teaching EFL. He found that most of EFL teachers have low abilities, low language proficiency, low awareness and low interest in teaching EFL.

All of the above confirmed the problem and highlighted the dire need of Yemeni EFL teachers' performance to receive further professional and specialist training program to develop their teaching performance during their teaching to be more effective in their classrooms. Thus, the present study tried to develop EFL teachers' performance at Sana'a secondary schools in the light of their professional and specialist needs.

1.2.3. Statement of the Problem

Based on the above, the problem of the present study could be summarized in the following statement: EFL teachers at Sana'a secondary schools suffer from weakness in their teaching performance that affects badly their roles as EFL teachers. Hence, the present study sought to develop EFL teachers' performance at Sana'a secondary schools in the light of their professional and specialist needs.

1.3. Questions

The present study attempted to find answers to the following main question:

What is the effect of a program for developing EFL teachers' professional and specialist performance at Sana'a secondary schools?
In answering this main question, the following sub-questions were also answered:

1- What is the current state of EFL teachers' professional and specialist performance at Sana'a secondary schools?

2- What are the EFL teachers' professional and specialist needs at Sana'a secondary schools?

3- What are the features of a program that develops EFL teachers' professional and specialist performance at Sana'a secondary schools?

1.4. Hypotheses of the Study

1. There would be statistically significant difference in the mean scores of the participants in the pre and post administrations of **overall needs** in **the achievement test** favoring the post-testing.

2. There would be statistically significant difference in the mean scores of the participants in the pre and post administrations of **each need** in **the achievement test** favoring the post-testing.

3. There would be statistically significant difference in the mean scores of the participants in the pre and post administrations of **the observation checklist** favoring the post one.

1.5. Purpose of the Study

The purpose of the present study was to:

1- Identify the necessary professional and specialist needs for EFL teachers at Sana'a secondary schools.

2- Prepare a program to develop EFL teachers' professional and specialist performance at Sana'a secondary schools.

3- Determine the effect of using the program in developing EFL teachers' professional and specialist performance at Sana'a secondary schools.

1.6. Significance of the Study

The present study might be significant to the following:

1- Determining the current state of professional and specialist performance of EFL teachers at Sana'a secondary schools.
2- Determining the necessary professional and specialist needs for EFL teachers at Sana'a secondary schools.
3- Providing a broad picture about EFL teachers' professional and specialist performance.
4- Helping supervisors, trainers and Training and Qualifying Sector at Yemeni Ministry of Education to know the real performance of EFL teachers and how to develop it.
5- Preparing a program to develop EFL teachers' professional and specialist performance at Sana'a secondary schools.
6- Knowing the effect of the program in developing EFL teachers' professional and specialist performance at Sana'a secondary schools.

1.7. Delimitations of the Study

The present study was limited to the following:

1- The necessary professional and specialist needs for EFL teachers at Sana'a secondary schools: (effective communication skills, reflection, integrating language skills and intercultural competence).
2- EFL teachers "males and females" at Sana'a (Al-Amanah) governmental secondary schools, Republic of Yemen.
3- The school year 2011-2012, 7 weeks during the second semester.

1.8. Definition of Terms

1.8.1. Teacher Performance

Badawi (2009: p.25) defines teachers' performance as teachers' teaching/learning practices and activities inside and outside classroom such as lesson preparation, lesson delivery, teaching/learning materials manipulation, and test preparation and correction. He added that EFL teachers' performance refers to four specific areas namely; learner feedback, learner strategies, authentic material, and alternative assessment.

In this study, EFL teachers' performance refers to the teaching practices and activities inside classroom such as: lesson preparation, lesson delivery, using the target language skills, dealing with teaching/learning materials, dealing with learners, dealing with discipline, and dealing with evaluation.

1.8.2. Professional and Specialist Needs

Holmes (1992: p.4) describes professional and specialist as a description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behavior or outcome which a person should be able to demonstrate.

Al-Dawely (2006: p.22) views professional in-service needs: as the practical knowledge and skills that enable the teachers to perform or apply practical knowledge. (e.g. preparation of lesson plans and activities, use of audio-visual aids, classroom management skills, managing large classes with mixed abilities groups, organizing pair and group work,….etc., and evaluation techniques to measure students' learning, etc.)

Al-Mekhlafi (2007: p.4) defines specialist skills for EFL teachers as the ability to demonstrate an effective use of the target language in all skills (i.e. listening, speaking, reading and writing). He added that proficiency in English is the backbone of the teaching profession of non-native EFL teachers. Whereas, Rahimi (2007: p.3) defines professional needs in teaching as learning about teaching and it is presented to teachers through a collection of courses on content knowledge and pedagogy. Also, Selim (2009: p.4) describes professional in methodology to refer to the most important teaching skills that achieve efficiency in teaching inside classrooms.

In this study, professional and specialist needs will be used to refer to knowledge, abilities, behaviors, skills, and beliefs a teacher of EFL has to possesses either in language or in methodology skills that are highly required for secondary stage English teachers to improve performance and to cope better with the demands of their profession.

1.9. Overview of the Study

Chapter 1: has shown the background and problem of the study.

Chapter 2: deals with the theoretical background and related studies. This chapter contains three sections: section one; developing EFL teachers' performance, section two; EFL teachers' professional and specialist needs and section three; review of related studies.

Chapter 3: presents the design, variables, participants, setting, tools, professional and specialist needs, classroom observation checklist, a pre-post achievement test, the program, observation on the program application and comments.

Chapter 4: presents data analysis and results of the study.

Chapter 5: presents discussion, conclusions, recommendations and suggestions for further research.

Chapter Two

Theoretical Background and Related Studies

2.1. Section One: Developing EFL Teachers' Performance:

    2.1.1. Teaching English Language in Yemen.

    2.1.2. In-Service Teacher Training in Yemen.

    2.1.3. Pedagogical Performance.

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    2.2.6. In-Service Teacher Training (INSET) Programs.

    2.2.7. In-Service Training Program for EFL Teachers.

    2.2.8. Teachers' Professional Development Strategies and Models.

    Conclusion.

2.3. Section Three: Review of Related Studies.

    2.3.1. Studies on Teachers' Performance.

    2.3.2. Studies on Professional and Specialist Development of Teachers.

    Conclusion.

Chapter two

Theoretical Background and Related Studies

This chapter reviews the literature that is pertinent to the problem under investigation. it contains three sections: section one deals with developing EFL teachers' performance and this section includes, teaching English language in Yemen, in-service teacher training in Yemen, pedagogical performance, teacher evaluation and essential background of the English language teacher. Section two deals with EFL teachers' professional and specialist needs and this section includes: EFL teachers' professional needs, EFL teachers' specialist needs, professional development, some EFL teachers' professional standards, EFL teachers' professional competencies, in-service teacher training (INSET) programs, in-service training program for EFL teachers, teachers' professional development strategies and conclusion. Section three contains review of the related studies.

2.1. Section One: Developing EFL Teachers' Performance

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

Teaching is a complex process because it combines knowledge about learning, the learners, the school setting, and instructional practices. Therefore, Al-Dawely (2006: p.37) suggests that teachers must have

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

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

In the case of EFL teacher, he/she has to be able to deal with a lot of skills and abilities in order to be successful in his/her work. Al-Modaffari (2009: p.5) claims that he/she must be equipped with a wide range of abilities that will enable him/her to teach effectively. The role of EFL teachers is viewed by many educationists as a crucial factor for the success of English language teaching, especially in environment where English is not used outside the classroom. Thus, an English language teacher must continue to be proficient in English throughout his career. He must keep up-to-date by practicing all the language skills, and stay always knowledgeable in all the aspects of knowledge while teaching. This can be done through participating in summer training courses, seminars and any other activities that are useful for keeping his/her proficiency in the acceptable standards.

To achieve a better understanding of what language teacher education should be, Cheng and Wang (2004: p.4) indicate that it is important to take a closer look at the knowledge base of second or foreign language teachers of English, their pre-service education and in-service training. By doing this, it enables teacher educators to understand where language teachers are, what their professional needs are, and how they can be assisted to attain their professional goals in various teacher education programs.

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

2.1.1. Teaching English Language in Yemen

English language becomes the most important language all over the world. Whenever you want to do anything you have to be able to speak English, wherever you want to travel you have to be able to speak English, whatever you want to study you have to be fluent in English and even when you think to join a good occupation you have to be excellent in English. So, English language becomes the most important requirement in so many fields.

Secondary education in the Republic of Yemen covers three years. In the first year, the students study a common curriculum and in the second and third years, they study either scientific or literary studies. English language is taught as a compulsory subject in both streams. "English for

Yemen" course was taught until 1995 which depended on the Yemeni culture. The "Crescent English for Yemen" was introduced in 1995 to be taught instead of "English for Yemen". The Crescent Course pioneered the "Communicative Approach" to language learning and teaching (Al-Dawely, 2006: p.6).

In the importance of English language for Yemeni students, Nagi (1983: p.6) declares that teaching English language in Yemen has been given an adequate proportion of the total time in the syllabus of the secondary school in Yemen, which if utilized properly will no doubt lead learners to an acceptable mastery of the foreign language, and should in turn enable the teaching of that particular language to meet the demands and requirements of the general goals in the secondary education in Yemen.

English language in Yemen is taught as a compulsory school subject from the seventh grade to the twelfth grade. The Republic of Yemen has so many valid reasons to teach English language. Yemen is one of the developing countries. It needs to be in contact with the changing world. Hence, English language is an important course in secondary education in Yemen (Al-Dawely, 2006: p.5).

The educational system in Yemen faces many problems that work as serious obstacles for development of the teaching-learning process in general and teaching-learning of foreign languages, particularly English. Therefore, Al-Khowlani (2004: p.23) determines that the major problems of teaching English in secondary schools in Yemen are:

- Schools lack even the most essential educational resources for the teaching-learning of English.
- Constant shortage of English language teachers.

- Crowded classrooms.
- The lack of a surrounding community of English speakers outside the classroom.
- There is no training for EFL teachers in the secondary schools.

There are other difficulties that face EFL teachers not only in the Yemeni schools but also in most of the Arab world countries. So, Alwan (2000: p.30) points out that the working environment may have a negative effect on teachers. Therefore, it will not provide teachers with opportunities to build awareness. The teachers are bounding to routines that do not allow for creativity. Another example is the lack of time due to the teachers' school activities, such as the number of lessons per day. Some teachers work in evening centers for adult education too. These factors do not allow time for practising development activities that lead to awareness.

There are so many difficulties that face teaching EFL in the Yemeni schools. Alsofi (2009: p.13) states that teaching English in Yemen still has many problems that are based on the following factors:

- The profession of teaching is considered as a non-attractive one to many people. This may be due to the less pay for teachers and to the non-existence of any encouraging incentives.
- The huge expansion in schools and enrollment was not accompanied by an appropriate preparation for teachers.
- Some graduates of English Faculties or Institutes prefer to join other occupations.
- There are no clear policy and long-term plans to foresee future needs of teachers.

Teaching/learning English language is very importante in the Republic of Yemen for all stages of study, because learners will need it in so many fields. Though, there are a lot of difficulties and problems in the context of teaching and learning English language in Yemen, such as there are no real opportunities given for learners to practise what they have learnt. Also, there are not enough specialized or qualified English teachers for all schools. Even if there are some English teachers, but there is no training or development for their abilities.

2.1.2. In-Service Teacher Training in Yemen

There is an internationally growing awareness of the necessity for teacher-training in general and special training for teachers of English language in particular. Educational authorities in the Republic of Yemen felt that and started a kind of teacher-training program for teachers who are teaching levels from 1-4 in the basic education. Institutes of Teacher-Training or High Institutes for Teacher Training are offering such programs under the supervision of the Training and Qualifying Sector in the Ministry of Education and several programs have been conducted for all teachers of different subjects with the exception of English.

There are a lot of reasons for not conducting real and valuable training for English language teachers at secondary schools in Yemen. Al-Dawely (2006: p.11) states that the officials in the Ministry of Education pointed out some reasons for not conducting training for EFL teachers at secondary schools as follows:

- Conducting in-service training programs for English teachers consumes a lot of money.

- It requires a kind of arrangement with Foreign Educational Organizations such as the British Council or American Educational Institutes, etc., to provide these programs with ELT experts and teacher trainers in the field of English language.

Developing EFL teachers' performance in the Yemeni schools becomes very necessary for many considerations. Alsofi (2009: p.2) declares that the teaching method that should be used in teaching the new course of English in Yemen is the communicative approach. Hence, teachers who teach it should use various techniques. This needs not only a competent teacher as a good user of the language but also a skilled teacher who has a well-equipped repertoire of professional strategies to teach English as a set of skills. So, training in-service teachers is commonly acknowledged to be important for the previous factors and also for economic, socio-cultural and informatics factors.

There are so many reasons for the necessity of designing training programs for EFL teachers in the Yemeni schools, Al-Qatwani (2010, p: 31) states some rationales for in-service teacher training in Yemen in the following points:

- Teachers have and had different qualifications background.
- Teachers lack a solid preparation for teaching practice.
- All curriculum are changed into new courses, most of these courses present the content in a new way.
- Many teachers are secondary graduates.
- Some teachers are not educationally qualified.
- Graduate teachers spend some years until join teaching.

Therefore, in-service training is necessary for teachers to enable them to deal with the changes and to equip themselves with the new techniques and methods that are needed in their jobs.

Also, till the moment of writing this research in the year of (2011/2012) there are not any kind of in-service training activities for the teachers of English in the secondary school in Yemen, such as programs, courses, workshops, discussions meeting and so on. No real effort has been done to solve this problem so far.

2.1.3. Pedagogical Performance

Teachers' performance includes two sides: professional and specialist. The two sides are very important for teacher to be successful in his/her occupation. The first side called professional or pedagogical performance that means how teacher can be able to use the suitable methods during teaching.

There are some definitions for pedagogical performance for example, Badawi (2009: p.25) defines it as: teachers' teaching/learning performance and activities inside and outside classroom such as lesson preparation, lesson delivery, teaching/learning materials manipulation, test preparation and correction, and educational technology utilization. He adds that pedagogical performance refers to EFL teachers' in-class-practices concerning four specific areas namely: learner feedback, learner strategies, authentic material, and alternative assessment.

Also, Abdel-Halim (2008: p.15) defines teaching performance as: what the teachers do to create the appropriate conditions for language learning in the classroom through their ability to make and implement a set

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

2.1.4. Teacher Evaluation

Before in-service training program process can go ahead, it requires more information about the real performance, the present provision, the degree of involvement of teachers, and their views on the training that should be provided. So, evaluation of teachers' performance may help in determining the weakest aspects that have to be developed.

A- What Is Teacher Evaluation?

There are so many definitions for teacher evaluation for example, Joan (1986: p.2) defines teacher evaluation as: collecting and using information to judge. Evaluation is a tool used to improve instruction and to make personnel decisions. Whereas, Sawa (1995: p.4) describes teacher evaluation as a complex process. It is a series of activities and actions that are interconnected and relate to a specific purpose. Teachers should be evaluated as professionals, and their evaluation should focus on the degree to which they solve professional problems competently. The emphasis of their evaluation should be on their teaching and not on them as individuals.

Sometimes teacher evaluation considered as a kind of needs assessment to determine the most needed skills that have to be developed for teachers so, Al-Dawely (2006: p.28) views needs assessment as a systematic exposition of the way things are and the way they should be. These things are usually associated with organizational and/or individual performance. Needs assessment process is considered to be necessary to INSET. Before organizing any kind of in-service program, it is of much significance to organize the current provision for the teachers, the teaching\learning problems they face, and the needs of the teachers who are going to be met in the in-service programs. Moreover, needs assessment serves to identify the gaps, it is a part of the planning process and considers if the problem can be solved by training.

B- Purposes of Teacher Evaluation

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

The general purpose of teacher evaluation is to improve performance and quality of instruction not to attack individual teachers. Sawa (1995: p.7) determines six purposes of teacher evaluation:
- It should improve instruction by fostering self-development.
- Staff development activities can be rated and identified. It is an essential element to improve instructional programs.

- The selection process can be validated.
- A well-designed and properly functioning teacher evaluation process provides a major communication link between the school system and teachers.
- Personnel decisions such as retention, transfer, tenure, promotion, demotion, and dismissal can be enhanced through an effective evaluation process.
- Teacher evaluation is capable of protecting students from incompetent teachers by bringing structured assistance to marginal teachers.

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

Any in-service program will not be successful if it does not meet the current needs of teachers. In this respect, identifying the needs of the teachers is considered to be the most important factor in initiating in-service education or training programs. With respect to that, Al-Dawely (2006: p.30) specifies some advantages of needs assessment process which are:
- Will provide for renewal in the school.
- Will help to find the causes of the difficulties and set priorities for allocating scarce resources.
- Will both uncover new information or document and validate policies and program already in action.

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

There are specific strategies that have to be followed during evaluating teachers. Joan (1986: p.8) specifies some of these strategies that can help in implementing an effective evaluation:

- Evaluation procedures must address needs, standards, and norms.
- Procedures must be consistent with the stated purposes for evaluation.
- Resources must be used efficiently to achieve reliability, validity, and cost-effectiveness.
- Teachers should be involved in developing evaluation procedures.
- Teacher evaluators should be concerned with words, behaviors and methodologies.

C- Evaluation Methods

Classroom Observation: This is the most popular evaluation method. Observation reveals information about such things as teacher interaction and rapport with pupils that is unavailable from other sources. Observation is the most common form of data collection for evaluation. The goal of class observation is to obtain a representative sample of a teacher's performance in the classroom. Evaluators cannot accomplish this goal with a sample of only a few hours of observation or with an observation of only one class. Observations can be formal and planned or informal and unannounced. Both forms of evaluation can provide valuable information (Joan, 1986: p.70).

Observation can be conducted through many ways such as:

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

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

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

Self-Assessment: This method usually supplements more formal assessment methods and it is used with other data to identify weak areas of instruction and classroom management skills (Joan, 1986: p.8).

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

- Questionnaires.
- Consultation with persons in key positions and/or with specific knowledge.
- Review of relevant literature.
- Interviews.
- Focus group.
- Test.
- Records and reports of studies.
- Work samples.

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

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

- Stick with facts, evaluation should be based on facts not rumor or gossip.
- Information gleaned from students, other teachers, and parents should be checked out before used as part of an evaluation report.
- Be honest, effective evaluation depends on trust and communication that should exist in the organization.
- Evaluation comments and feedback should be shared in private by the evaluator and the person being evaluated.
- Don't try to be funny, evaluation is a serious business.
- Talk about problems not people. The goal of evaluation is to improve performance not to attack individual teachers.

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

2.1.5. Essential Background of the English Language Teacher

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

examples to explain concepts, using attractive methods, being able to control the class, fluency in English language and so on.

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

Professional foreign language teachers are expected to have multiple roles along with target language competence: to be a manager who facilitates language acquisition, an analyst who observes and evaluates what is happening in the classroom. An ideal language teacher should have high level of education, subject matter competence, professional competence which involves lesson planning, textbook selection, materials and tests design, awareness of current teaching approaches, educational theory, the ability to organize, explain, reflect, analyze critically, select the tools and materials of teaching, and evaluate the products and performance of the learner and the ability to arouse and sustain interest and motivation among students (Sevim, 2008: p.216).

The effective teacher has a command of a large repertoire of competencies, skills, abilities, and knowledge. This includes classroom management, ratio of student talk to teacher talk, and time on task. EFL teachers have a primary responsibility of keeping up to date with current research and techniques after they complete their studies and training. An

important part of being an effective EFL teacher is keeping abreast of developments in the field (Tushyeh, 2007: p.16).

Poor command of English language proficiency can cause teachers to lose self-assurance, self-esteem and professional status. Teachers with poor proficiency level in English tend to rely on the social management of the classroom environment rather than on the productive construction of a positive learning environment. This will not only undermine the teachers' credibility in the classroom, but also deprive the learners from a good language model which the teacher ought to represent. This justifies why many researchers have looked at the EFL teachers' proficiency in English as the bedrock of the teaching profession and rated it as the most essential characteristic of good language teachers (Al-Mekhlafi, 2007: p.6).

EFL teachers need to understand what is language, how it is acquired and developed, and how to provide students with experiences and opportunities to use it in order to develop expertise in communication. Thus, Stover (2006: p.15) points out that English language teacher should be able to do the following:

- Implement lesson planning with flexibility.
- Use learner-centered learning environments that respect individuals and engage learners.
- Foster critical thinking.
- Use a variety of discussion-based teaching strategies and models (effective oral communication).

To meet the new expectations, teachers need to deepen their knowledge and learn new methods of teaching. They need more time to work with colleagues, to critically examine the new standards being

proposed, and to revised curriculum. They need opportunities to develop, master and reflect on new approaches to work with children and they must enhance their knowledge of subject-matter and learn to use new teaching strategies. All these activities fall under the general heading of professional development (Thomas, 1995: p.1).

Developing and training competent teachers especially teachers of second or foreign languages require a special kind of competence based on academic principles, practical experiences, personal attributes, educational technology, learners' needs and environment requirements that result in truly remarkable professionals.

2.2. Section Two: EFL Teachers' Professional and Specialist Needs

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

2.2.1. EFL Teachers' Professional Needs

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

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

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

According to Badawi (2009: p.25), pedagogical knowledge refers to teachers' knowledge about the basic teaching/learning matters such as learning theories, teaching approaches, curriculum designs, evaluation techniques, and relevant managerial issues. The pedagogical knowledge also refers to EFL teachers' awareness of four specific teaching/learning areas namely: learner feedback, learner strategies, authentic material, and alternative assessment.

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

Language

Techniques   Culture
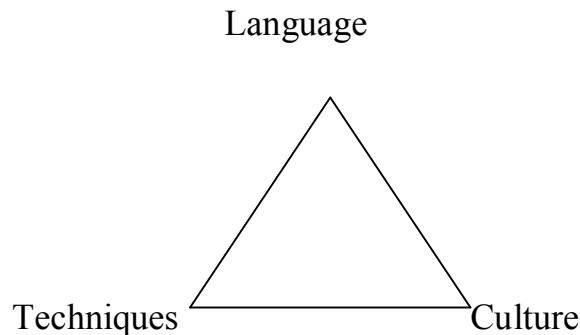
Figure (1) success triangle of EFL teacher "Millrood, 1999"

Professional teachers have to:

- Be strict towards the class.
- Be kind towards individuals.
- Help students overcome learning problems even if it requires sacrificing one's own time after classes.
- Empathize with the learner.
- Be always available, even on the telephone for consultations.
- Translate the material into a digested form (Millrood, 1999: p.6).

It is crucial for teachers to study their teaching context, paying special attention to their students, their materials, and their own teaching. Michael (1997: p.13) determines that teachers need to study their own teaching methods and overall classroom style. Do they incorporate various ways that students can learn the language that are modeling, practising or presenting, in order to appeal to a variety of learning styles and strategies? Does teaching allow learners to approach the task at hand in a variety of ways? Is training implicit, explicit, or both? By audio-taping or video-taping one's classroom teaching an instructor may objectively consider just what was

actually taught and modeled, and how students responded and appeared to learn. Do they allow students to work on their own and learn from one another? As they circulate in class, are they encouraging questions, or posing ones relevant to the learners with whom they interact?

Effective professional English language educators do not come to pedagogical content knowledge by osmosis, but rather they develop that knowledge base by reading about, reflecting on, and practicing strategies and techniques as described and refined by many scholars, researchers, theorists, and other practitioners in their particular field. A body of pedagogical knowledge related to specific content and processes of the English language arts does exist that can and should inform what we do in our classrooms (Stover, 2006: p.34).

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

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

2.2.2. EFL Teachers' Specialist Needs

EFL teachers need to be able to deal with so many related skills in order to be effective in teaching. They have to be fluent in listening, speaking, reading and writing. Also, EFL teachers have to be intercultural

competent, this means that they have to understand their own culture and English culture to be familiar with the similarities and differences between them.

Al-Mekhlafi (2007: p.4) defines teachers' language proficiency as the teachers' ability to demonstrate an effective use of the target language in all skills (i.e. listening, speaking, reading and writing). Proficiency in English is the backbone of the teaching profession of non-native EFL teachers. Rahimi (2007: p.5) states that language proficiency is one of the most essential characteristics of a good language teacher and it has constituted the bedrock of the professional confidence of non-native English teachers.

The National Council for Accreditation of Teacher Education (NCATE) (2008: p.58) determines what a foreign language teacher must know and be able to do:

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

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

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

- They understand language acquisition at various developmental levels and use this knowledge to create supportive and meaningful classroom environments. Teachers provide a range of learning opportunities to meet the needs of diverse language learners.

- They understand the goal areas of the standards for foreign language learning in the 21st century and integrate them into planning and

instruction. They use standards and curricular goals to evaluate, select, adapt, and design instructional materials.

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

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

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

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

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

Zhou (1999: p.3) assures that proficiency at the target language includes the teacher's ability to understand, to speak, to read, to write English, to have accuracy in pronunciation, knowledge of foreign customs, culture and cross-cultural communication, knowledge of linguistics and of the essence of language acquisition, ability to initiate, to sustain, and to close basic communicative tasks in an appropriate way. The teacher should bear an open attitude towards foreign culture, share with students what he/she knows

about how foreign culture differs from his/her own, and present them in teaching.

EFL teacher's specialist proficiency includes so many abilities and skills that he/she has to deal with such as demonstrating an effective use of the target language in all the important skills, seeking opportunities to develop his/her proficiency in different aspects, understanding the linguistics elements and changing nature of the target language, recognizing the similarities and differences between the target language and other languages, understanding similarities and differences between culture of the target language and culture of the mother tongue.

2.2.3. Professional Development

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

Teacher development is more involved with in-service teacher development, it relies more on teachers' personal experiences and background knowledge as the basis of the input content, and its typical teacher development activities include: teacher study groups, practitioner research, or self-development activities. The outcome is generally evaluated through self-assessment techniques like reflective thinking and journal writing. On the other hand, the teacher training process is mostly viewed as an in-service strategy, its content is generally defined externally, and the input content is presented through conventional processes such as lectures,

readings, and observations or participant-oriented processes such as project work and case studies (Rahimi, 2007: p.5).

Professional development has become increasingly important way to ensure that teachers succeed in matching their teaching goals with their students learning needs. According to Sevim (2008: p.216), teacher training takes an important place in the reformation and development of educational systems of all countries nowadays. And teachers are central and a determining factor in the realization of successful teaching practices of this training.

Professional development has to be related to the most important needs that teachers have to deal with. Andrea (2010: p.54) suggests that teachers learn most effectively when (a) the professional development addresses their content knowledge and how to convey that knowledge to students; (b) they understand how students acquire specific content; (c) they have opportunities for active, hands-on learning; (d) they are empowered to acquire new knowledge, apply it to their own practice, and reflect on the results; (e) their learning is an essential part of a reform effort that connects curriculum, assessment, and standards; (f) learning is collaborative and collegial; and (g) professional development is intensive and sustained over time.

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

- Reflective teaching is an impetus for the development of EFL teachers. There are many approaches to reflective teaching in EFL classroom, such

as, teaching journals, lesson reports, surveys and questionnaires, audio and video recordings, observation, and action research.

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

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

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

2.2.4. Some EFL Teachers' Professional Standards

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

important tool for teachers as they consider their growth and development in the profession. In addition, these standards may serve many other purposes.

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

a. **Knowledge standards:**

- Content knowledge.

- Human development.

- Learning and diversity.

b. **Pedagogical standards:**

- Planning for instruction.

- Learning environment.

- Instructional delivery.

- Assessment.

c. **General professional and human standards**:

- Communication.

- Collaborative relationships.

- Reflection and professional growth.

- Professional conduct and leadership.

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

Standard 1. a. Language as a system.

          b. Language acquisition and development.

Standard 2. Culture as it affects student learning.

Standard 3.a. Planning for standards-based EL and content instruction.

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

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

Standard 4. a. Issues of assessment for English language learners.

        b. Language proficiency assessment.

Standard 5. Classroom-based assessment for EL.

Standard 6. a. EL research and history.

        b. Professional development, partnerships, and advocacy.

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

Standard i: Designs/plans instruction.

Standard ii: Creates/maintains learning climates.

Standard iii: Implements/manages instruction.

Standard iv: Assesses and communicates learning results.

Standard v: Reflects/evaluates teaching/learning.

Standard vi: Collaborates with colleagues/parents/others.

Standard vii: Engages in professional development.

Standard viii: Knowledge of content.

Standard ix: Demonstrates implementation of technology.

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

Standard i: Teachers demonstrate leadership.

Standard ii: Teachers establish a respectful environment for a diverse population of students.

Standard iii: Teachers know the content they teach.

Standard iv: Teachers facilitate learning for their students.

Standard v: Teachers reflect on their practice.

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

Standard one: Subject matter knowledge.

Standard two: Human growth and development.

Standard three: Diverse learners.

Standard four: Instructional planning and strategies.

Standard five: Assessment.

Standard six: Learning environment.

Standard seven: Special needs.

Standard eight: Communication.

Standard nine: Collaboration and partnerships.

Standard ten: Professional development.

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

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

- A teacher teaches students with respect for their individual and cultural characteristics.

- A teacher knows the teacher's content area and how to teach it.

- A teacher facilitates, monitors, and assesses student learning.
- A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.
- A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.
- A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
- A teacher works as a partner with parents, families, and the community.
- A teacher participates in and contributes to the teaching profession.

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

2.2.5. EFL Teachers' Professional Competencies

There are different levels of competencies that EFL teachers should possess in order to create quality in instruction. Competencies of EFL teacher considered as the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely.

Egan and Akdere (2004: p.32) define competency in general as: the optimal level at which a person is able to or expected to perform within a specialized realm of human activity. Holmes (1992: p.6) views competence as a description of something which a person who works in a given occupational area should be able to do. It is a description of an action,

behaviour or outcome which a person should be able to demonstrate. Competence is the ability to perform to the standards expected in any job.

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

- To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.
- To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
- To evaluate student progress in learning the subject content and mastering the related competencies.
- To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
- To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.
- To engage in professional development individually and with others.

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

- communicate-clearly, simply and avidly,
- deal with unexpected and/or problematic learning/teaching situations,
- establish a culture of trust and a culture of partnership,

- remember the mission of a leader (i.e. school teacher) and work towards achieving specific aims, and finally
- be creative, balanced, and reflective all the time.

EFL teacher need to be professional compete in preparing and organizing suitable lessons that promote real learning, communicating clearly and effectively in English, dealing with all levels of learners, using different and suitable evaluation styles, cooperating with all members of teaching team and being able to reflect and evaluate his/her performances.

2.2.6. In-Service Teacher Training (INSET) Programs

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

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

To develop professional teachers, Rahimi (2007: p.3) indicates that teacher training programs should develop teachers to be able to:

- Master the content knowledge of the discipline they are specialized to teach.
- Have skills and knowledge about teaching/learning in order to teach properly.
- Notice any shortcomings in their teaching and constantly try to improve them.

- Take on a broader pedagogical and moral responsibility.

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

- development of attitudes,
- development of skills,
- development of knowledge, and
- application of these in a real situation.

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

- Stimulate and support site-based initiative. Professional development is likely to have greater impact on practice if it is closely linked to school initiatives to improve practice.
- Support teacher initiative as well as school initiatives.
- Are grounded in knowledge about teaching.
- Model constructivist teaching.
- Offer intellectual, social and emotional engagement with ideas, materials and colleagues.
- Demonstrate respect for teachers as professionals and as adult learners.
- Provide sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice.
- Are accessible and inclusive.

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

- To acquaint teachers with basic knowledge of various disabilities and their identification.
- To orient teachers with classroom management strategies to meet challenges.
- To develop teachers' skills of knowledge and usage of aids.

Martinet et al. (2001: p.201) point out that when designing teacher training programs it should be:
- Designed in a way that is more in keeping with professional logic.
- Designed in a manner consistent with professionalization involved recognizing the interactive dimension of teaching.
- Intended to develop professional competencies and required a more program-based approach and must promoted integrated training.
- Intended to develop professional competencies and have a connection with actual teaching.
- Included elements relating to the development of an ethic of responsibility.

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

2.2.7. In-Service Training Program for EFL Teachers

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

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

According to Cheng and Wang (2004: p.11), the most important elements of language teachers' competence in the training program should consist of language ability, subject content knowledge and language awareness, and pedagogic content knowledge in English. More specifically, language ability should be benchmarked in reading, writing, listening, speaking, and classroom language, which considered as paramount in order to improve their classroom teaching.

English teacher training programs have to provide them with confidence in themselves, knowledge of students, understanding of their discipline, awareness of the ways in which context affects education, appropriate choices of goals, objectives, materials, strategies and assessments to help as

many teachers as possible to learn and grow in skills, content knowledge, and understanding of self and others (Stover, 2006: p.4).

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

Progress in education depends very much on keeping up with the various trends that emerge around the world. In-service teacher training (INSET) is a formal means through which EFL teachers are constantly updated with the new findings in the field. There are also self-directed development activities that complement formal training. The need for this approach is a must when INSET is not found and this is the case of EFL teachers at the secondary schools in Yemen. It is essential for teachers in Yemen to take up their professional accountability in the absence of an efficient teacher training system.

2.2.8. Teachers' Professional Development Strategies and Models

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

Peer Coaching

Peer coaching is a professional development strategy through which teachers observe, assist and support each other for the purpose of refining, learning new skills, and/or solving classroom-related problems to improve teaching.

Suleyman (2005: p.9) argues that peer coaching can be an important means for instituting collaborative efforts and it warrants consideration as a solution for improving teacher effectiveness. When teachers are supported by their peers as well as their principals, they are likely to take greater risks to improve their instruction, remain in the teaching profession and show more interest in building activities and goals. Peer coaching is a process in which teams of teachers regularly observe each other to provide suggestions, assistance and support.

Peer observation involves visiting a class of another teacher to observe different aspects of teaching. Its purpose in this context is to gather information about teaching. It can be done by recording one's lesson. It makes teachers gain awareness of their teaching. For observation to contribute to development, it should include planning. It should consist of pre-observation and post-observation meetings, beside the observation itself. The most essential factors in successful observations are having a clear, specific purpose, together with objective recording, followed by an open discussion. Peer observation makes the teachers gain insight into their teaching performance. They become more aware of their actual performance and, therefore, decide on what and how to develop it (Alwan, 2000: p.41).

Peer collaboration facilitates teacher development and helps to bridge the gap between what is done in teacher development and what actually

needed in the future. In peer coaching, teams of teachers regularly observe each other, exchange ideas, provide assistance and support, and try to understand their peers' perspectives. This process helps teachers use skills learned during training in their future classes, to exchange feedback with peers and colleagues more actively and become more reflective teachers.

Teaching Diary (Learning Diary Sheet)

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

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

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

Reflection

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

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

It is useful for teachers to reflect on their own positive and negative experience in FL teaching. As Michael (1997: p.16) suggests that those teachers who have thought carefully about how they teach a language, about which strategies are most appropriate for which tasks, are more likely to be successful in developing strategic competence in their students. After each class, for example, one might ponder the effectiveness of the lesson. Do students seem to have grasped the point? Did they use the suitable strategy that was modeled in the task? What improvements for future lessons of this type or on this topic might be gleaned from students' behaviour? An informal log of such reflections and one's personal assessment of the class, either in a notebook or on the actual lesson plans, might be used later to reflect on.

Through reflective teaching, EFL teachers can not only solve the problems existing in the teaching process, such as low efficiency of language learning, lack of awareness of doing teaching research, but they can also achieve a better understanding of teaching and learning process and reconstruct their own practical theories from practice, making their teaching principles explicitly (Wang, 2010: p.275).

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

Cooperative Learning Strategy

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

Zuheer (2008: p.12) defines cooperative learning as an instructional method that depends on the exchange of information among pairs or group members. Each learner is held responsible for his or her own learning and responsible for learning all the group members as well. Learners are also motivated to increase both their own learning and learning of others.

EL-Deghaidy and Nouby (2007: p.30) define cooperative learning as a range of concepts and techniques for enhancing the value of learner-learner interaction. Collaborative learning refers to a wide range of formal and informal activities that include any form of peer learner interaction. Cooperative learning is an instructional approach in learning that encourages interaction between and among two or more learners to maximize their own

and each other's learning. And of course cooperative learning strategy can be implemented in every grade level and subject area.

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

- Action Research.
- Appreciated Inquiry.
- Scenario Educational Software.
- Strategic Questioning.
- Structured Group Discussion.
- Analyzing Critical Incidents.
- Case Analysis.
- Team Teaching.
- Professional Development Portfolios.

Cooperative learning is a pedagogical strategy in which participants of different levels work together in small and mixed groups on a structured learning task with the aim of maximizing their own and each other's learning. Cooperative learning strategy is one of the most widespread and fruitful areas of theory, research, and practice in education. This learning strategy has been applied to a wide variety of content areas at all levels.

2.2.9. Conclusion

The previous parts reviewed the related theoretical background in two sections. Section one provided an overview of literature that tackled the subject of how to develop EFL teachers' performance. This section presented

a number of points from literature such as; describing the case of teaching English language in Yemen. In this section, it has been argued that there is no training for EFL teachers at Sana'a secondary schools. Many points discussed such as: what is teacher evaluation, how to evaluate teachers' performance, purposes of teacher evaluation and evaluation methods of teachers' performance. The final point in this section described the essential background of the English language teacher in order to be effective teacher.

Section two in this chapter reviewed the related theoretical background such as: the necessary professional and specialist needs of EFL teacher and definition of professional development. In this part it was necessary to provide an overview of literature about some standards of EFL teachers' profession in some countries. Also, in this section light was shed on the matter of an in-service teacher training program. It mainly focused on the definition of an in-service teacher training program and how to design it for EFL teachers. This section ended with describing some strategies and models for the purpose of developing teachers' profession.

From what have been presented in these two sections, it becomes clear that:

- Teaching English language in Yemen has been given an adequate proportion in the syllabus of the secondary school in Yemen.
- There is no training for EFL teachers at secondary schools in Yemen.
- Before developing teachers' performance, it's necessary to evaluate their performance in order to determine the negative points that have to be developed.
- Before developing teachers' performance, it's necessary to identify the essential background of the English language teacher.

- Developing EFL teachers' performance has to include the two important aspects: professional and specialist.

- Good designed in-service teacher training programs help in developing teachers' performance.

- Teachers' professional and specialist development has to include a lot of suitable strategies and models.

- Reviewing the related theoretical background makes a clear picture in how to develop teachers' performance.

The following section will be the third one that reviews the related studies.

2.3. Section Three: Review of Related Studies

This section presents a survey of the previous studies that are related to the present study. It contains two parts: the first one deals with studies related to the teacher's performance and how to develop it and the second part deals with studies related to the professional and specialist development of teachers. Then, a conclusion is provided for the two parts.

2.3.1. Studies on Teachers' Performance

Bailey (1996) investigated the role of collaborative dialogue in teacher training. The sample of the study consisted of 33 EFL and bilingual teachers. They were divided into six small groups and given the task of researching a particular topic in second language teaching, planning and executing a 90 minute presentation in which they taught their classmates about each groups topic. Data collection was based on classroom observation, interviews with participants, and materials written by group members. An important source of written materials was the dialogue journals that each group member wrote

with his/her small group facilitator. In order to ensure successful group interactions and presentations through collaborative dialogue the problem posing approach was utilized.

Findings of the study assured the effective role of collaborative dialogue in teacher training as follows: First, collaborative learning provided a powerful mechanism for teachers to explore their own conceptions of teaching and learning. Second, the learning that took place in the small group was not just limited to the group topic. Actually, group participants had the opportunity to experience for themselves the benefits and challenges of task-based, collaborative learning. Third, the results of this study showed that in dialogue journals and in small and large group discussions, group members had opportunities to reflect upon their own experiences with members of their class and to confront the difficulties of collaborative learning.

Reviewing this study thoroughly was of great benefit to the present study in how to use suitable ways to improve EFL teachers' performance such as collaboration and reflection.

Alwan (2000) investigated the effectiveness of the INSET provision in the UAE and the possibility of introducing self-directed (school-based) teacher development activities for teachers of English as a foreign language. This was done with regard to educationists' perceptions: EFL teachers, school principals, supervisors and other administrators. Two research instruments were used to collect the data: a questionnaire for teachers and interviews with administrators.

The main findings were categorized and discussed under two major headings. The first one was the structure of current in-service training. This includes frequency length of courses optional training available for EFL

teachers and attitudes of teachers towards training courses. The second heading was self development activities. This includes journal writing, self-appraisal, peer-observation, reading, research and action research. The findings of this study revealed that INSET in the UAE was unsystematic and EFL teachers practice self-directed activities on a limited basis. It was found that it is possible for EFL teachers to practice more self-directed development activities on the condition that the workload is reduced and that development time is planned and included within the working hours.

This study was useful to the researcher of the present study because it clarified the characteristics and steps of the INSET program to develop EFL teachers' performance. The difference between this study and the present research is that this study investigated the effectiveness of the INSET provision in the UAE. Whereas, the present study will suggest a new program to develop EFL teachers' performance at Sana'a secondary schools.

El-Dib (2003) presented a study that had three purposes. The first purpose was to design a program that aims at developing action research skills appropriate for prospective teachers. The second was to examine the effectiveness of the suggested program in developing the specified skills. The third was to investigate the effects of the suggested program on two teacher variables: teacher efficacy and reflective thinking

The sample of the study consisted of 74 students (graduate prospective teachers, who have earned their bachelor degree in arts and joined the Faculty of Education in order to receive a general diploma in education), enrolled in one group. Instruments of the study included: action research rubric (ARR), teacher efficacy scale (TE) and reflective thinking questionnaire.

The results of the study have theoretical and practical implications. First, it presents further proof of the importance of adding a research component to the professional preparation of teachers. Second, the results of the study demonstrate the positive influence of action research over the participants' beliefs about the value of the profession in facing societal and contextual difficulties preventing students' learning. Finally, the instructional program developed in this study could be adapted, supplemented and developed for use with other populations of pre-service and in-service teachers.

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

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

The study revealed the following: most of the techniques implemented by the English teachers in the field were not those recommended by the teacher's guide, rural teachers were more committed to the implementation of the recommended techniques than the urban teachers. Those who graduated

from the Faculties of Education did a better job than those who graduated from Faculties other than the Faculties of Education, and experience alone has no great role in the implementation of the recommended techniques.

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

Mostafa (2005) conducted a study to explore the levels of reflection prevalent among the pre and in-service EFL teachers and whether there were any differences between them concerning these levels. It also aimed at investigating the relationship of these levels of reflection and the teaching performance of both groups. The sample of the study consisted of 25 third year student teachers, Faculty of Education, Mansoura University and five in-service teachers.

The instruments of the study included reflective reports, reflective logs, a scoring rubric for identifying the levels of reflection, and an observation checklist for assessing the teaching performance. The findings of the study revealed that there were no differences between the pre-service EFL teachers and the in-service EFL teachers on all the levels of reflection. Based on the findings of the study, the technical level of reflection was found to be the most dominant among both the pre-service and the in-service teachers, amounting to over 60% of the attained reflective entries of the sample. Also, it was found that there was a strong positive correlation between pre and in-service teachers' teaching performance and their level of reflection.

This study is partly similar to the present study, because it investigates the relationship between reflection levels and teaching performance of the pre and in-service EFL teachers. Therefore, it is quite important for the researcher of the present study to review this study thoroughly with the awareness of the difference between the two studies.

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

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

The researcher of the present study benefited from reviewing the practices and activities used in this study mainly: how to motivate teachers, how to develop their performance and how to build the suitable tools.

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

The results identified that there were inconsistencies/mismatches between teachers' practice and the theories underlying their practice. Some feasible suggestions were made for teacher development, such as reflective teaching and combination of teaching practice and research. This research can be helpful in identifying the current state of college EFL teacher development and in promoting education reform. This study was useful to the researcher of the present study because it displayed some techniques that could be used in improving the teaching performance.

2.3.2. Studies on Professional and Specialist Development

Almekhlafi (1990) conducted a study to determine the development needs of secondary school teachers in Yemen as perceived by teachers, principles, supervisors, coordinators and teacher educators. One hundred and sixty-three secondary school classroom teachers, twenty-one supervisors, twelve principals, six university teachers and seven coordinators were randomly selected from Sana'a and Taiz public schools in Yemen.

The instruments in this study were divided into eight categories as follows: developing students' interpersonal skills and teacher self-improvement, instructional planning, individualizing instruction,

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implementing instruction, classroom management, diagnosing students' needs, evaluating and reporting students' achievements and identifying and using community resources. In addition, follow-up interviews were conducted with a random sample of respondents. The results of the study showed that there was a need for in-service training for the secondary school teachers in Yemen.

This research is partly similar to the present study, because it concentrated on the importance of developing EFL teachers' performance in Yemen. But the difference between this study and the present one is that this study just determined the needs of those teachers; whereas, the present study dealt with the needs of the EFL teachers and suggested a program to develop these needs.

Al-Mutawa (1997) assessed the current state of competencies of EFL primary school teachers in Kuwait, and compared external and self-evaluation of these competencies of the teacher. An evaluation checklist was administered to 100 government EFL primary school teachers. It consisted of 28 competencies divided into three components, namely language level, lesson planning and implementation. Moreover, teachers were asked to use the same format for self-evaluation.

The results of the study indicated that these competencies were normally distributed among the sample with slight tendency to being positive. Statistically significant differences were found between males and females on one hand, and between Kuwaitis and non-Kuwaitis on the other. There was also a wide discrepancy between the teachers' self-evaluation of competencies and the external evaluation in the three components. Other variables such as teaching load, classroom density and teacher qualification proved non-significant.

This study is useful to the researcher of the present study, because it displayed some techniques that could be used in evaluating EFL teachers' performance.

Mostafa (1999) attempted to identify the professional needs of pre-service EFL teachers' preparation at the primary stage branches in the Faculties of Education in Egypt and present a proposed professional needs-based program. The instruments used in this study consisted of: 1- A needs assessment questionnaire to determine points of views of the specialists in the field on the EFL primary pre-service teachers' professional needs. 2- An observation checklist to evaluate student-teachers EFL teaching performance skills during teaching practice. 3- An achievement test to assess the knowledge of EFL teaching performance skills before and after attending the course. Results showed that pre-service teachers needed training in the linguistic skills, academic areas, teaching English language skills, methods and approaches of teaching language, cross culture and professional skills.

In this study, the researcher directed her effort to the identification of the needs of the primary prospective teachers to design a needs-based program to train them in order to be able to teach English after graduation, while the present study depended on suggesting a program to develop in-service EFL teachers in the light of their professional and specialist needs. This study was interested in dealing with nearly all the teaching performance skills, while, the present study concentrated on the most needed ones. This study was helpful to the researcher of the present research in designing the program tasks and the achievement test.

Butler (2004) prepared a study called "case studies" from Korea, Taiwan, and Japan to identify what level of English proficiency elementary

school teachers need to attain to teach EFL. The study focused on teachers' English proficiency, which has been recognized as an important qualification for successful English teaching. Elementary school teachers from Korea, Taiwan, and Japan were asked to self-evaluate their English proficiencies as well as to specify the minimum level of proficiency that they felt to be needed to teach English at the elementary school level.

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

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

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

understanding of the professional development needs and entailed implications on second/foreign language teacher education programs in such a context.

This study helped to inform other teaching contexts where there is also a predominated centralized examination driven system. In addition, the study concluded that the transformation will not occur in China or in other similar ESL/EFL contexts unless teachers themselves feel the need for such a transformation.

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

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

Al-Dawely (2006) conducted a study to identify the in-service needs of English teachers in Yemen public secondary schools in Amran governorate. The study aimed to propose a framework for an in-service course for the teachers of English. This research was descriptive-analytical in nature. The sample of the study was (100) English teachers in public secondary schools in Amran Governorates. Research instruments used to collect the needed data were: open-ended questionnaire, close-ended questionnaire, and semi-structured interviews. The result of the study included some academic and professional in-service needs that were necessary for English teachers in public secondary schools at Amran governorate.

This study is partly similar to the present study, because its main purpose was to identify the in-service needs of English teachers in Yemen public secondary schools in Amran governorate. The difference between this study and the present one lies in the different target groups and this study suggested just a framework of the course for the English teachers.

Al-Mekhlafi (2007) investigated the prospective EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the TEFL program (Teaching English as a Foreign Language) at Ajman University of Science and Technology (AUSTN) in the UAE. The study tried to find answers to questions related to the prospective teachers' perception on the acquisition of: 1) necessary language competencies; 2) cultural, literary competencies; 3) linguistic competencies and 4) whether or not the TEFL program has provided them with adequate coursework in the above areas. One hundred and forty-three (143) prospective teachers were selected to fill out a questionnaire.

The findings of the study indicated that the participants scored reasonably high in 'basic level competencies', but they scored low in 'high level competencies'. The study also showed that the participants did not acquire adequate coursework in language skills, culture and literature, and linguistics. The findings suggested that there is a need for rigorous revision of pre-service TEFL programs in the region in order to cater to the needs of prospective teachers so that they might perform their jobs more effectively and meet the changing and challenging needs of the 21st century. It is very crucial to restructure the TEFL program taking into account the overall distribution of the courses over the main components of the program, the teaching strategies, restricting students' numbers per class especially in those courses with practical or skill development nature.

Reviewing this study was of great importance to the researcher of the present study as it helped in determining the necessary specialized competencies for the prospective EFL teachers.

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

showed that the professional development program designed and implemented by the researcher with a group of primary EFL teachers led to changes in their classroom practices to meet the requirements of the curriculum mandated by the Thai National Education Act of 1999.

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

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

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

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

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

Al-Qatwani (2010) conducted a study to evaluate the current in-service English language teachers training program in the light of the teachers' required professional competencies and to suggest a framework for the in-service training program. To achieve this aim, a list of the required professional competencies was developed by the researcher. The sample of the study, that was selected randomly, included the teachers of English for grades (7-9) who have long teaching experience, advisors, teachers' trainers in Al-Amanah (Sana'a) and teaching staff of English Department who answered the questionnaire.

The obtained data was analyzed descriptively. Results revealed that the current status of the in-service training program was poor and had shortcomings. They also showed that 55 out of 57 competencies in the checklist were regard as very important and important whereas, two competencies were considered as partially important. Also, a framework for the in-service English language teacher-training program was suggested.

There are some similarities between this study and the present one, because its main aim was to evaluate the current in-service English language teachers training program in the light of the teachers' required professional

competencies. Also, the sample of the study was chosen from among EFL teachers in Al-Amanah (Sana'a). The difference between this study and the present one lies in the way of choosing the target groups and this study suggested just a framework for the in-service-training of the English teachers whereas, the present study suggested a full training program.

Conclusion

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

1. Most of these studies are in harmony with the necessity of the training programs to update the teachers' knowledge and to provide them with the latest teaching techniques that will enable them to be effective in conducting their tasks.

2. Stressing the importance of developing teaching performance of EFL teachers.

3. Stressing the importance of needs assessments of teachers before conducting any in-service training.

4. The importance of the teachers' belief that they are in need for development.

5. Giving importance to teachers' collaboration and communication during their teaching as this gives them a chance to explore their own conceptions of teaching and learning.

6. Reflection should be seriously regarded as a valuable methodology for professional growth and development of EFL teachers.

7. The positive correlation between teaching performance and levels of reflection.

8. Suggesting some suitable ways and strategies to improve EFL teachers' performance.

On the other hand, the present study differs from the previous studies in the following points:

1. The purpose of the present study is to: determine the necessary professional and specialist needs for EFL teachers at Sana'a secondary schools, to prepare a program to develop EFL teachers' professional and specialist performance at Sana'a secondary schools, and to determine the effect of using the program in developing EFL teachers' professional and specialist performance at Sana'a secondary schools.

2. It uses the research design of one experimental group.

3. The treatment group of the study consisted of some of EFL teachers at Sana'a secondary schools (Yemen).

4. It focuses on some domains of EFL teachers' performance.

Review of the above studies was especially crucial at the preparatory phase of this research. It gave insight into the areas which were given a fair share of investigation. The reviewed studies were beneficial to the present study in many ways theoretically and practically. They provided it with:

1. Theoretical and practical guidelines to follow from the beginning till the end.

2. Putting forward a number of tools to be used in identifying the needs or points of weakness of teachers during teaching.

3. An insight into the domains of teaching performance to be developed.

4. How to design the study tools to be used for data collection.

5. How to design the suggested training program.

6. How to follow scientific bases when conducting the research procedures.

7. How to follow specific steps in analyzing and discussing the data and results of the study.

Finally, through reviewing the related literature and studies, the researcher found that there are many studies conducted in the field of professional and specialist competencies either with EFL teachers or with other school subject teachers and how to develop their performance in teaching. However, to the researcher knowledge there is no study conducted on the field of developing EFL teachers' performance at Sana'a secondary schools in the light of their professional and specialist needs. So, this study is filling a gap in the Yemeni EFL context.

Chapter Three
Method and Procedures

3.1. Design of the Study.

3.2. Variables of the Study.

3.3. Participants.

3.4. Setting of the Study.

3.5. Tools of the Study.

      3.5.1. Professional and Specialist Needs.

      3.5.2. Classroom Observation Checklist.

      3.5.3. A Pre-post Achievement Test.

3.6. The Program.

3.7. Observations on the Program Application.

3.8. Comment.

Chapter Three

Method and Procedures

This chapter deals with the method of the study. It deals with five main points: firstly, the design of the study; secondly, the participants; thirdly, the setting of the study, i.e. its place and its time; fourthly, the steps followed by the researcher in order to design the tools of the study and its proposed program and finally, the procedures followed in conducting the experiment.

3.1. Design of the Study

The present study followed the analytical, descriptive method for reviewing related literature and studies and the quasi-experimental method for examining the effect of the proposed program on developing the teaching performance of English language teachers at Sana'a secondary schools.

The present study followed the one pre-post experimental group design in which only one experimental group was used in the implementation process.

3.2. Variables of the Study

Drawing on the main aim of the present study, the experiment was designed and conducted targeting one independent variable and one dependent variable (contains four needs). The suggested program, based on the professional and specialist needs was the independent variable, whereas developing the teaching performance, mainly the following needs: effective communication skills, reflection, integrating language skills and intercultural competence, was the dependent variable. Figure (2) shows a diagrammatic illustration of the research variables.
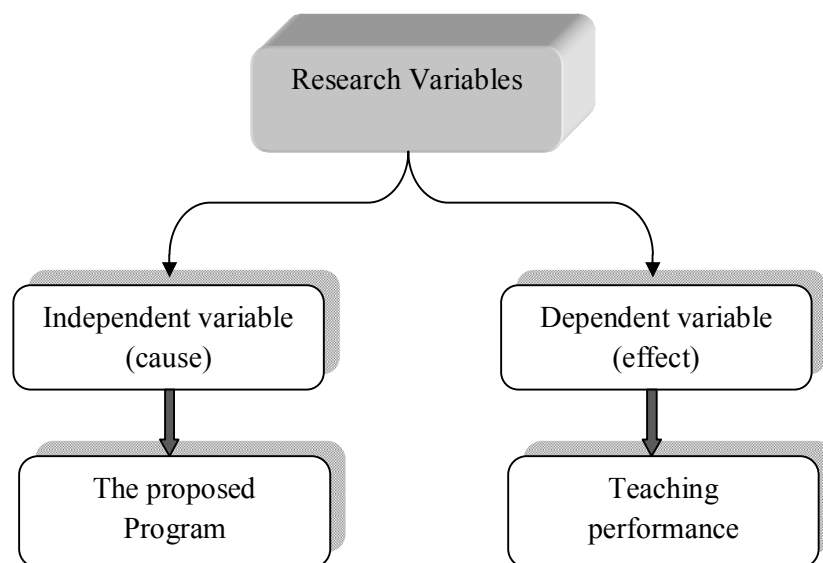
Figure (2): Research Variables.

3.3. Participants

Since the main aim of this study was to develop EFL teachers' professional and specialist performance at Sana'a secondary schools, the group under investigation was derived from EFL teachers at Sana'a secondary schools. Twenty five teachers (8 males and 17 females) participated in the experiment voluntarily (random selection was not easy, because the researcher does not have the official authority to choose randomly).

3.4. Setting of the Study

The present study was conducted in Al-Amanah office (Training and Qualifying Sector), because there was a suitable hall for the cooperative learning groups and brainstorming sessions. The experiment lasted for seven weeks, in the school year 2011-2012, the second semester. It started on the 5th of April and ended on the 27th of May.

The first meeting was for the pre-test and the second session was an introductory one in order to determine the general points that are related to

the program: aim, needs, objectives, content, time, strategies, procedures, tasks, teaching/learning techniques, and evaluation system that will be used in the program. The program itself was applied to the treatment group in 12 sessions. The final session was for discussing many related point to the training program such as, advantages, disadvantages of the program or for any other suggestions. In the final session a program satisfaction questionnaire was distributed for each participant.

3.5. Tools of the Study

The present study has used the following tools:

a) A list of professional and specialist needs that are necessary for EFL teachers at Sana'a secondary schools.

b) An observation checklist to assess the behavioural aspects of the EFL teachers' professional and specialist performance at Sana'a secondary schools.

c) A pre-post test to assess the knowledge aspects of the EFL teachers' professional and specialist performance at Sana'a secondary schools.

All the previous tools were prepared by the researcher. These tools will be explained below in detail.

3.5.1. Professional and Specialist Needs

Aim

In order to answer the second question of the present study: What are the EFL teachers' professional and specialist needs at Sana'a secondary schools? The researcher designed a list of professional and specialist needs that were necessary for EFL teachers at Sana'a secondary schools.

Description

This list of professional and specialist needs was prepared after surveying the related literature on what EFL secondary teachers need especially in the Yemeni context. This list was categorized under two domains, the first one was for the specialist needs which contained 10 needs and the second part was for the professional needs which contained 12 needs. This list of needs was submitted to a panel of jury members specialized in the field of (TEFL). After receiving the jurors' comments on the first version of the list, the required modifications were made and the final version was completed and validated. (as shown in appendix 1, p. 132).

The final version of the list was distributed to a group of EFL teachers at Sana'a secondary schools in order to choose the most necessary needs. The following four needs were the ones with the highest obtained frequency:

- Effective communication skills.
- Reflection.
- Integrating language skills.
- Intercultural competence.

3.5.2. Observation Checklist and Self-Assessment

Aim

In order to determine the state of EFL teachers' professional and specialist performance before and after conducting the program, the researcher designed a classroom observation checklist to observe the teachers' performance during their teaching in actual classroom setting at Sana'a secondary schools. The self-assessment was designed to be given to

the participants in the training program to elicit their point of view about their performance before and after the training. These two tools measure the behavioral aspects of the participants. The following is a full description of these tools.

Description

The observation checklist and self-assessment were constructed after surveying the related literature on EFL teaching performances that are required for English teachers at Sana'a secondary schools. The first version of each tool consisted of 60 items. Each item represents a teaching performance indicator. These indicators were categorized under the four main needs: effective communication skills, reflection, integrating language skills and intercultural competence. The same content of the observation checklist was modified to be suitable to be distributed to the participants as a self-assessment to assess their performance by themselves.

This observation checklist and self-assessment were submitted to jurors specialized in the field of (TEFL). After receiving the jurors' comments on the first version of these two tools, the required modifications were made and the final versions were completed and validated. The final version of the observation checklist consists of 44 items and so on the self-assessment version (as shown in appendices 1&2 p. 137& p. 144).

Administering the Observation Checklist and Self-Assessment

The assessment scale adopted for the observation checklist and the self-assessment was mainly a five point scale. The five grades included in these tools were: excellent, very good, good, satisfactory, and poor. Each participant was observed and evaluated for two separated periods before

participating in the training program and two separated periods after presenting the training program.

The self-assessment was distributed just one time for the participants before the training program and the other one after participating in the program. Observing and evaluating all participants before and after the training program really were the most difficult phase in this research.

Validity of the Observation Checklist and Self-Assessment

The observation checklist and self assessment tools were validated by jurors in the field of (TEFL) as mentioned above. In the light of their comments and suggestions, some items were modified or substituted and others were deleted. The jury members agreed that the final form of the observation checklist and self-assessment were generally valid.

Reliability of the Observation Checklist

Using the SPSS program (Cronbach's Alpha), the reliability of the observation checklist was computed and proved to be reliable at (0.78) and significant at (0.01).

3.5.3. The Achievement Pre-Post Test

Aim

The pre-post test was designed by the researcher. The pre administration of the test aimed at measuring trainees' actual level before receiving any training. The post administration of the same test aimed at establishing how successful trainees are in achieving the objectives of the treatment as well as measuring the progress they made due to the received training.

The pre-post test measures the knowledge aspects of the research group in the following two different levels:

- **Memorization:** the teacher's ability to recall information related to the topic that had been dealt with.
- **Comprehension:** the teacher's ability to change the knowledge from one form to another without changing its meaning.

Content of the Test

The test was constructed in the light of the following points:
- Reviewing literature and studies that were related to the test construction.
- Identifying the teaching performances that the test will measure.

The final form of the test was 4 main sections including 50 items. The description of the test 50 items is shown in the following table:

Table (1) description of the test items

No.	Format	No. of Items	Weight
A.	True/false questions	20	40%
B.	Choose the correct answer	10	20%
C.	Matching terms & their definitions	10	20%
D.	Complete	10	20%
Total	Four main items	50	100%

Piloting the test

The achievement test was piloted on 20 EFL secondary teachers other than the participants. Piloting the test, aimed at the following:
- timing the test.
- testing the practicality of the test.

- identifying the items that might be misunderstood to be modified.

Timing the Test

Recording the time taken by the 20 English teachers during the piloting phase, it was found that the minimum time was 25 minutes and the maximum 40 minutes. The researcher took the average, which is 30 minutes, and decided to be the time allowed for the test.

Test Validity

To determine the validity of the test, it was submitted to a jury of professionals specialized in the field of TEFL (see appendix 7, p. 266). In the light of their comments and suggestions, some items were modified or substituted and others were deleted. Some of the deleted items:

-   Accuracy is an essential requirement for communicative competence (_____).
-   Content-based language approach emphasizes learning language through tasks (_____).

The jury members agreed that the final form of the test was generally valid.

Test Reliability

Using the SPSS program (Cronbach's Alpha), the reliability of the test was computed and proved to be reliable at (0.77) and significant at (0.01).

Modification of the Test

As a result of submitting the test to a jury of specialists and pilot-testing, the following modifications were made.

1. The too easy and too difficult items of test were eliminated because they might reduce the content validity of the test. Some of the eliminated items:

    -   There is a big difference between segregated approach and integrated language skills approach (___)

- Intercultural competence is not important for the new learner of EFL (____)

2. The order of some items was changed. The fairly easy items were rearranged to be at the beginning of the test to foster teachers' motivation.

3. Items of the test were reduced to 50 items instead of 65 after eliminating the irrelevant items.

Conditions of Pre-Post Test Administrations

After modifying the test according to the results of the pilot-testing, the test was pre-administered to the experiment group on the 5th of April 2012. Then, the test was post-administered to the experiment group after applying the training program which ended on the 27th of May 2012. All the conditions of the pre and post administrations of the test were nearly the same especially in terms of place and time (see appendix 4, p. 149).

Scoring the Test

The test items were scored as follows:
   a. The correct answer of each item was given one score.
   b. The wrong answer was given zero.
   c. The full mark of the test was 50 scores.
   d. The answer of the final question (complete) was required to be written on the same test sheet.

Program Satisfaction Questionnaire (PSQ)

The suggested program was evaluated in the light of the participants' satisfaction level. Specifically, this questionnaire was developed and applied to determine to what extent participants are satisfied with the suggested program.

In accordance with its objective, the content of the PSQ was planned to cover thirteen aspects of the suggested program namely: aim, subjects, objectives, content, procedures, strategies, tasks, duration, benefits, trainer, place, practicality, and assessment. This PSQ was distributed at the final session (see appendix 5, p. 157).

As a simple questionnaire, the PSQ was written in a table format, with five-response scale (very satisfied, satisfied, neutral, dissatisfied and very dissatisfied), all that for eliciting the participants' responses. Fifteen minutes were enough time for completing the PSQ. After completing the PSQ, participants met in groups in the final session to discuss what they had noted. At the end of this final session participants were asked to collect the answer of the PSQ.

3.6. The Program

Aim

The main aim of the suggested program was to develop the teaching performance of EFL teachers at Sana'a secondary schools, in the light of their professional and specialist needs: (effective communication skills, reflection, integrating language skills and intercultural competence). After identifying the four teaching performance needs, the initial aim of the program was to develop these specific needs.

General Objectives of the Program

The general objectives of the present program were stated in the light of the following criteria:

1. They were stated operationally in order to be observed and assessed.

2. They were defined clearly so that the content of the program could be selected in a way that would fulfill these objectives.

3. The general objectives of each module were comprehensive: this means that it included all aspects of the desired behaviors.

4. The program was learner-centered, because each and every component in the program aimed at improving a certain aspect of teaching performance.

The general objectives of the four modules in the program were stated at the beginning of each module. Each module included three sessions, and there were behavioral objectives for each session. The following are the general objectives of the four modules in the program:

Module one: entitled "Effective Communication Skills"

General objectives: by the end of this module, participants were expected to:

1. Define effective communication skills.
2. Determine some communication skills.
3. Get a general idea about kinds of communication skills.
4. Propose how to develop communication skills.
5. Determine the necessary communication skills for EFL teachers.

Module two: entitled "Reflection"

General objectives: by the end of this module, participants were expected to:

1. Define reflection.
2. Determine steps of reflection.
3. State the advantages of reflection.
4. Determine how to develop teaching performance through reflection.

Module three: entitled "Integrating Language Skills"

General objectives: by the end of this module, participants were expected to:

1. Define integrating language skills.

2. Get a general idea about integrating language skills.

3. State the importance of integrating language skills.

4. Determine how to develop teaching performance through integrating language skills.

Module four: entitled "Intercultural Competence"

General objectives: by the end of this module, participants were expected to:

1. Define intercultural competence.
2. Get a general idea about intercultural competence.
3. State the importance of intercultural competence.
4. Determine how to develop intercultural competence.

Content of the Program

The content of the program was selected to reflect its aim, general and behavioral objectives. The criteria that were put into consideration in selecting the content of the program:

- The content includes some websites that have to visited and read before sessions, a video record for a professional person explaining the general idea about the next subject, a short text to give participants a kind of introduction to the subject of the session. The texts were prepared to be concise and brief so that the trainees would not get too involved in the theoretical issues.

- The content goes side by side with the aim, the general objectives and the behavioral objectives of the program.

- The content helps the English teacher to develop self autonomy and self learning.

- The content is convenient and suitable to the trainee's level.

- The individual differences of the trainees were considered.

- The content of the program is task-based and in the form of training sessions.

- The program includes 14-2 hour sessions; the first session was assigned as an introductory one. Each session has its own objectives, materials and tasks. The total time of the program is 30 hours. The program's sessions were distributed under four main modules as follows:
  - Module one entitled "effective communication skills" contains 3 sessions.
  - Module two entitled "reflection" contains 3 sessions.
  - Module three entitled "integrating language skills" contains 3 sessions.
  - Module four entitled "intercultural competence" contains 3 sessions.

Strategies Used in the Program

Literature and previous studies that dealt with EFL teachers' teaching performance and their professional development were reviewed to determine the strategies that have to be used in the present study. The researcher of the present study used three strategies, namely: cooperative learning, brainstorming, and pair work, as the most recommended ones because they helped greatly in:

- Providing participants a chance to think and talk about what they are doing.

- Increasing the amount of time participations spend on discussing instructional issues.

- Providing technical feedback from respected peers and exchanging of experiences.

- Helping professionalize teaching, since they offer participants a chance to be involved in decisions that would have an impact them and their students (shared decision making).

- Providing opportunities to work together for the common good of the school environment.

- Believing that they can take charge of their own professional development by being in a collaborative and supportive relationship.

- Helping participants value their students and to be more concerned about their ability to achieve the expected outcomes of education.

- Creating professional knowledge that is shared, so that the knowledge can benefit a wider community of participants to improve teaching and learning.

- Fostering problem solving and critical thinking skills by: engaging participants in careful observation of their behaviors and suggesting new ways to approach problems or common topics.

- Developing cooperation skills, learning to work as members of a team with peers and understanding responsibilities that come with group participation.

There are also some techniques that were used during the training program such as, learning diary sheet: after each session, participants were required to fill in a learning diary sheet to be attached to their portfolio. Writing learning diaries is useful in many ways. The trainee writes down what has been learned, reactions to information presented on a course,

insights, difficult issues, and questions. Learning diaries help the trainee to conceptualize his/her thoughts and to relate them to each other. They also help develop self-assessment skills, because the trainee can follow the development of his/her own thinking.

The other technique was "graphic organizers" that is different form of papers containing representations, pictures or models used for processing visual information. They facilitate understanding of knowledge when there is a large amount of information to be discussed within a given limited time.

Validity of the Program

In order to make sure that the suggested program is suitable for application, it was validated by a group of professors of TEFL methodology at the Egyptian and Yemeni universities in terms of the following criteria:

1. Relatedness of the behavioral objectives to the general aim of the program.
2. Fitness of the organizations, strategies and procedures to achieve the objectives.
3. Applicability of the program in developing EFL teachers' performance at Sana'a secondary schools.
4. Adding any other related information.

After receiving the jurors' comments on the first version of the program, the required modifications were made and the final version of the program was completed (As shown in appendix 5, p. 157).

The suggested program was constructed and applied by the researcher.

Procedures of the Program

The proposed program proceeded as follows:

- The pre-post test was administered before starting the application of the program in order to determine the exact level of the trainees before receiving the program.

- In the introductory session, participants were welcomed, and introduced to what they were going to do during the program to be aware of it; from the very beginning till the end. So, the researcher explained to the participants the general points that are related to the program, such as: aim, needs, objectives, content, time, strategies, procedures, tasks, teaching/learning techniques, benefits, and evaluation system that will be used in the program.

- The program includes three strategies namely: cooperative learning, brainstorming, and pairs work, and each strategy has followed specific procedures.

- Dividing participants into groups according to the steps of each strategy; cooperative learning groups, brainstorming groups, or pair work.

- Asking participants in each group to assign roles for each member in the group, clarifying the tasks they are going to do (leader, reporter, writer, facilitator, and timer).

  - The **Leader:** who is supposed to lead the group during discussion.
  - The **Reporter** (presenter): who is supposed to present the summary of the discussion.
  - The **Writer:** who is supposed to write the summary of the group discussion.
  - The **Facilitator**: who is supposed to facilitate matters and clarify difficulties for the group, and monitoring members' voices.

- The **Timer**: who is supposed to control the time of the discussion.

- Asking participants to listen and watch to the prepared video record for a professional person talking about the general ideas of the subject of each session.

- Distributing a suitable graphic organizer for each member in the groups.

- Asking participants to read the prepared text individually and silently.

- Asking participants to think and write individually their own ideas on the graphic organizer (remind participants that written ideas are just for reminding the speaker, not for reading).

- Asking participants to start discussion about what they have noticed. There are some prepared points that may help in discussion.

- The trainer has to go around of participants to check that they are working properly and provide help and guidance when necessary (he may join some groups either to participate as any member or just to listen and assess).

- Asking participants to cooperate with each other to summarize the discussion and choose one from each group to come out to deliver the summary of the discussion orally in front of all participants.

- Asking participants to write down (reflect) briefly the positive things or the negative ones that they have noticed during the session and what could be done differently to be given to the trainer.

- Reminding participants to fill the learning diary sheet after each session. It is a sheet that they fill at home and attach to their portfolio. It includes the following headings: (Date – session number – main activities – how I performed – what difficulties I had – what difficulties I still have – what I prefer to do next).

- Asking participants to see the home assignment (in their handout), as preparation for the next session to read about it and write down brief notes.

- At some sessions, participants were asked to prepare a lesson for the next session to be delivered in front of all participants in order to notice practically the behavioral performance.

- The final session was for distributing the program satisfaction questionnaire for the purpose of evaluating the program and to know the level of each trainee's satisfaction with the program and the training.

- The pre-post test was administered for the second time after the application of the program in order to evaluate the effectiveness of the suggested program in developing the trainee's teaching performance in the four specific needs.

The following figure (3) presents a diagrammatic illustration of the sequence and phases of most sessions according to the usage of the three strategies:
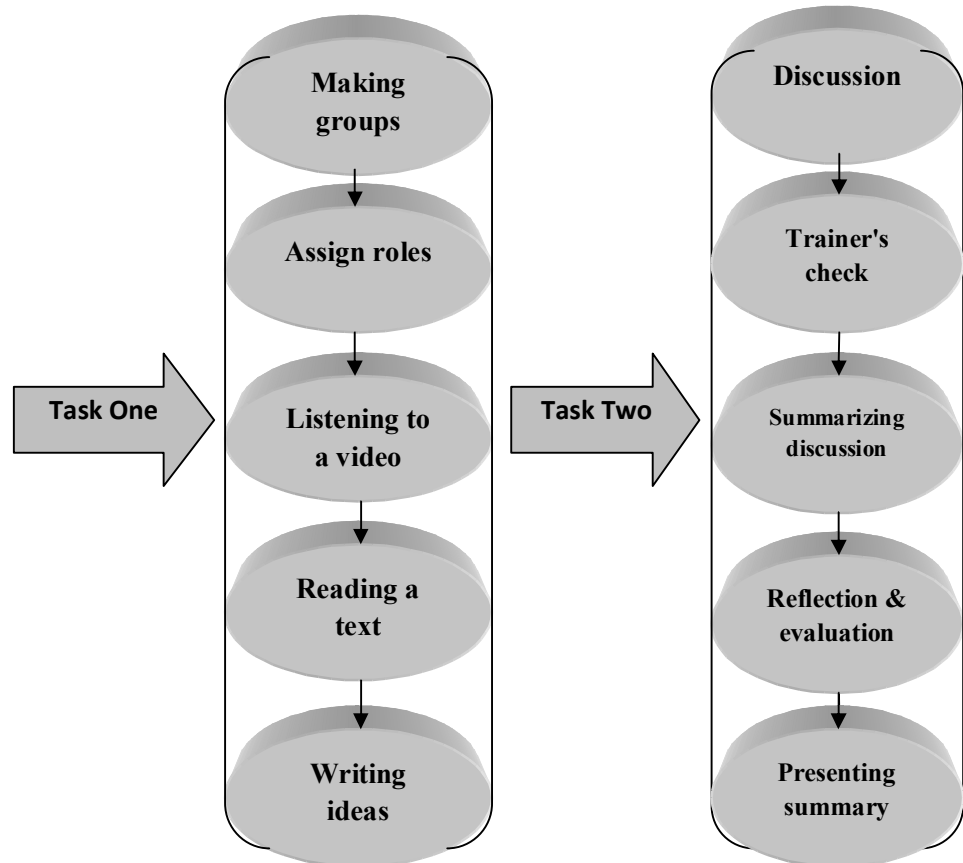
Figure (3): A model of most sessions' sequences.

The Trainer's Role

During the training program, the trainer's role was as a guide, a facilitator, a friend, a manager, a monitor, a social worker, a helper, an assessor, and a model for the trainees. These are the roles that are consistent with the program strategies environment in which trainees are supposed to feel relaxed and motivated to talk and have discussion with each other.

Duration

The program comprised 14 - 2 hour sessions; in addition to one hour assigned for the pre-test. Also, there was one hour assigned for the final test at the end of the program. The total number of the program hours is 30. The experiment lasted for seven weeks, in the school year 2011- 2012, the second semester. It started on the 5th of April and ended on the 27th of May.

Evaluation of the Program

The evaluation techniques that were used through the program were as follow:
- The researcher prepared and used a Rating Scale of group performance (see appendix 5, p. 161) to evaluate the group's performance in each session.
- The researcher prepared some suitable questions to be asked after each session (see appendix 5, p. 159).
- After each session a participant was required to fill in a learning diary sheet. It is a sheet that he/she will fill at home and attach to his/her portfolio (see appendix 5, p. 160). It is a kind of self-assessment that used by the trainee to get information about his/her own performance level and it is a way of checking understanding, progress and finding out about weaknesses and strengths.
- After each session and module, participants were required to write down (reflect) briefly the positive things or the negative ones that they have noticed, and to suggest what could be done differently to be given to the trainer.

- At the end of the application of the program trainees were requested to fill out a program satisfaction questionnaire in order to evaluate whole of the program and the training.

Trainer's Manual

The program has a trainer's manual to help any trainer to understand the program and to be able to use it easily and effectively. The manual includes the following:

a. Introduction to the program.

b. General objectives for each module and specific objectives of each session.

c. Procedures, tasks, strategies, and steps to be followed from the very beginning of each session to the end.

d. The prepared video for each session (on a CD).

e. The allotted time for each step in the session.

f. Home assignments to be done outside the classroom as a preparation for any next session (see appendix 5, p. 157).

Trainee's Handout

The program has a trainee's handout that trainees suppose to use during the sessions. The handout includes the following:

a. Introduction to the program.

b. General objectives of each module and specific objectives of each session.

c. Procedures, tasks, strategies, and steps to be followed from the very beginning of each session to the end.

d- Home assignments to be done outside the classroom as a preparation for any next session.

e- Related websites to be visited and read as preparation for any next session

f- Suitable graphic organizer for each session.

g- A learning diary sheet that has to be filled at home after each session and attached to the trainee's portfolio.

h- The prepared text for each session.

i- The allotted time for each step in the session (see appendix 6, p. 207).

To conclude, this chapter (3) has given a detailed description of the research method, tools, proposed program and procedures of actual implementation of the program to obtain the required data. The following chapter (4) will present the data analysis, results and discussion. The discussion will include the results of the pre-post achievement test and the results of the observation checklist and the self-assessment.

Chapter Four

Data Analysis and Results

4.1. Verifying Research Hypotheses.

    4.1.1. The First Hypothesis.

    4.1.2. The Second Hypothesis.

    4.1.3. The Third Hypothesis.

4.2. Discussion of the Results.

4.3. Conclusion.

Chapter Four

Data Analysis and Results

This chapter deals with data analysis and displays results to verify the research hypotheses and to answer the research questions. The data presented in quantitative and qualitative form. The efficiency and effectiveness of the proposed program in developing teachers' teaching performance in the targeted four needs: effective communication skills, reflection, integrating language skills and intercultural competence. The improvement of the teachers' performance determined by the achievement test, the observation checklist and self-assessment results. Finally, the results of the study and their discussions are provided.

4.1. Results

Results of the study will be presented in terms of the study hypotheses.

4.1.1. The First Hypothesis

The first hypothesis of the present study stated "There would be statistically significant difference in the mean scores of the participants in the pre and post administrations of **overall needs** in **the achievement test** favoring the post-testing".

In order to verify this hypothesis, the achievement test was pre administered to all the participants and after training the same test was post administered to all the participants. To test the validity of this hypothesis, a paired t-test (SPSS program) was used to compare the trainees' total mean scores of the pre-post test.

Table (2) t-test results of the overall pre-post test comparison of the participants

No of Ts	Test	Mean	Std. Error Mean	SD	T-Value	DF	Sig.
25	Pre.	19.5600	.59744	2.98719	25.778	24	.01
	Post.	37.4000	.52915	2.64575			

Tables (2) show that there is a high significant difference between the mean scores of the pre and post administrations of the treatment group on the test in favor of the post one as the t-value (25.778) was significant at the (0,01) level.

The following diagram (4) states the difference between the pre and post administrations of the whole test.
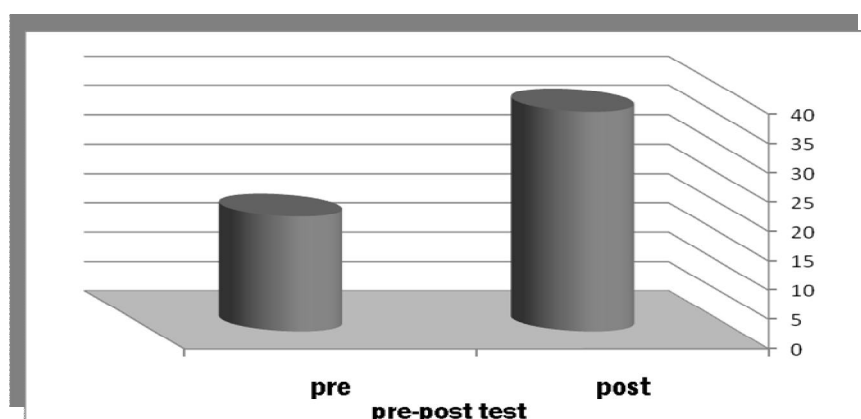
Figure (4) the difference between the pre and post administrations of the test

This diagram shows that there is statistically significant difference between the mean scores of the treatment group on the pre and post administrations of the achievement test favoring the post one.

So, it is clear from the results shown in tables (2) that the improvement in the post administration of the achievement test is significant at (0,01)

level. The achievement is significant because the EFL teachers developed their teaching performance in the four targeted needs. These results assure that the program was effective in developing the professional and specialist needs of the participants. Therefore, the first hypothesis is accepted.

4.1.2. The Second Hypothesis

The second hypothesis of the present study was "There would be statistically significant difference in the mean scores of the participants in the pre and post administrations of each need in the achievement test favoring the post-testing".

In order to verify this hypothesis, the achievement test was pre administered to all the participants and after training; the same test was post administered to all the participants. To test the validity of this hypothesis, a paired t-test (SPSS program) was used to compare the participants' total mean scores of **each need** on the pre-post test.

Table (3) t-test results of each need in the pre-post test comparison of the participants

Need	No of Ts	Test	Mean	Std. Error Mean	SD	T-Value	DF	Sig.
Effective communication skills	25	Pre.	4.2000	.23805	1.19024	15.377	24	.01
		Post.	7.7600	.17588	.87939			
Reflection	25	Pre.	3.8400	.17963	.89815	17.359	24	.01
		Post.	7.6800	.19765	.98826			
Integrating language skills	25	Pre.	3.6800	.21385	.89815	16.672	24	.01
		Post.	7.8000	.20817	.98826			
Intercultural competence	25	Pre.	3.6000	.19149	.95743	19.000	24	.01
		Post.	7.4000	.21602	1.08012			

Tables (3) shows that there is a high significant differences between the mean scores of **each need** in the pre and post administrations of the treatment group on the test favoring the post administrations as the t-value of the first need "Effective communication skills" (15.377) was significant at the (0,01) level, then, the t-value of the second need "Reflection" (17.359) was significant at the (0,01) level, also, the t-value of the third need "Integrating language skills" (16.672) was significant at the (0,01) level and the t-value of the fourth need "Intercultural competence" (19.000) was significant at the (0,01) level.

This result can be clarified in the following diagram (5) to show the difference between the pre and post administrations of the test in **each need**.
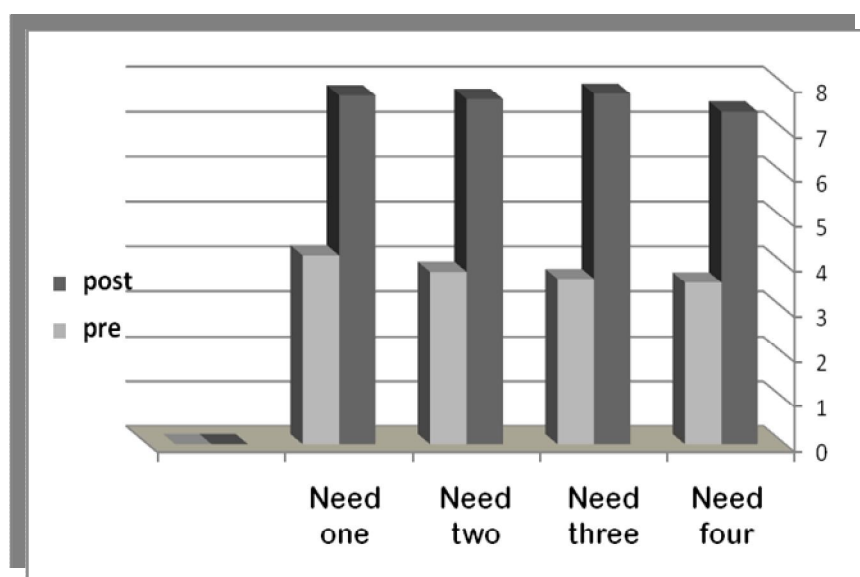
Figure (5) the difference between the pre and post administrations of the achievement test in each need.

The results of the post administration of the test indicate that more than 50% of the participants got more than 74% out of the total score on the test, and 100% of the participants got more than 65% out of the total score of the test. This shows that the proposed program was efficient in terms of developing teaching performance in the specific needs of the English

teachers at Sana'a secondary schools. Thus, the second hypothesis of the present study is verified.

4.1.3. The Third Hypothesis

The third hypothesis of the present study was "There would be statistically significant difference in the mean scores of the experiment group in the pre and post administrations of **the observation checklist** favoring the post one".

In order to verify this hypothesis, the observation checklist was pre administered with all the participants before training and after applying the program, the same observation checklist was post administered with all the participants.

To test the validity of this hypothesis, a paired t-test (SPSS program) was used to compare the trainees' total mean scores on the pre-post administrations of the observation checklist.

Table (4) t-test results of the overall pre-post observation checklist comparison

No of Ts	Obs. Chec.	Mean	Std. Error Mean	SD	T-Value	DF	Sig.
25	Pre.	21.1200	.41360	2.06801	22.054	24	.01
	Post.	34.0000	.57446	2.87228			

Tables (4) shows that there is a high significant difference between the mean scores of the pre and post administrations of the observation checklist in favor of the post one. The t-value (22.054) was significant at the (0,01)

level. These gains assure that the program was effective in developing professional and specialist needs of the experimental group.

The following diagram (6) shows the difference between the pre and post administrations of the whole observation checklist.
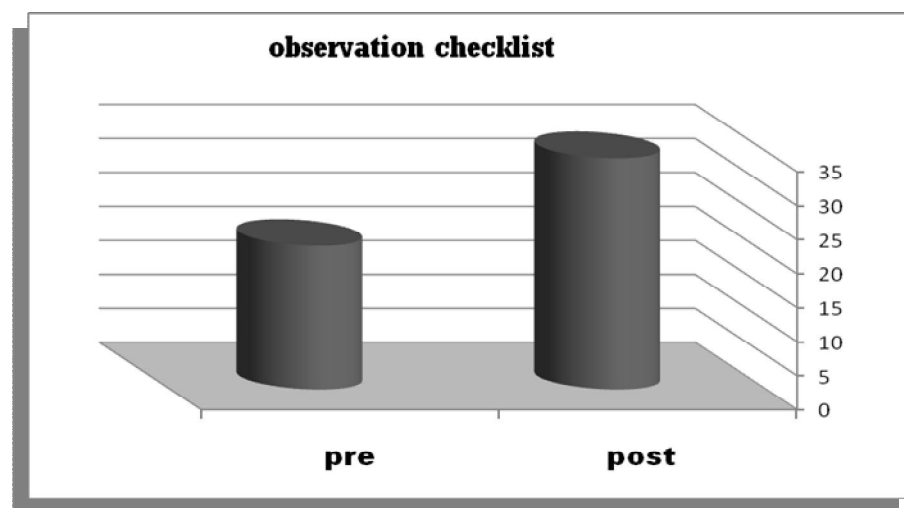
Figure (6) the difference between the pre and post administrations of the observation checklist

This diagram shows that there is statistically significant difference between the mean scores of the treatment group on the **overall** pre and post administrations of the observation checklist favoring the post one.

Also, to test the validity of this hypothesis, a paired t-test "SPSS" program was used to compare the trainees' total mean scores on **each need** in the pre-post administrations of the observation checklist.

Table (5) t-test results of each need in the pre-post administrations of
the observation checklist

Need	No of Ts	Obs. Chec.	Mean	Std. Error Mean	SD	T-Value	DF	Sig.
Effective communication skills	25	Pre.	3.8400	.17010	.85049	18.800	24	.01
		Post.	7.4400	.17397	.86987			
Reflection	25	Pre.	4.2800	.13565	.67823	18.746	24	.01
		Post.	7.2400	.17588	.87939			
Integrating language skills	25	Pre.	4.0400	.13515	.67577	13.642	24	.01
		Post.	6.8000	.16330	.81650			
Intercultural competence	25	Pre.	4.1600	.18868	.94340	14.715	24	.01
		Post.	6.7200	.22745	1.13725			

Tables (5) shows that there is a high significant difference between the
mean scores of **each need** in the pre and post administrations of the
treatment group on the observation checklist favoring the post
administrations as the t-value of the first need "Effective communication
skills" (18.800) was significant at the (0,01) level, then, the t-value of the
second need "Reflection" (18.746) was significant at the (0,01) level, also,
the t-value of the third need "Integrating language skills" (13.642) was
significant at the (0,01) level and the t-value of the fourth need
"Intercultural competence" (14.715) was significant at the (0,01) level.

This result can be clarified in the following diagram (7) to show the
difference between the pre and post administrations of the observation
checklist in each need.
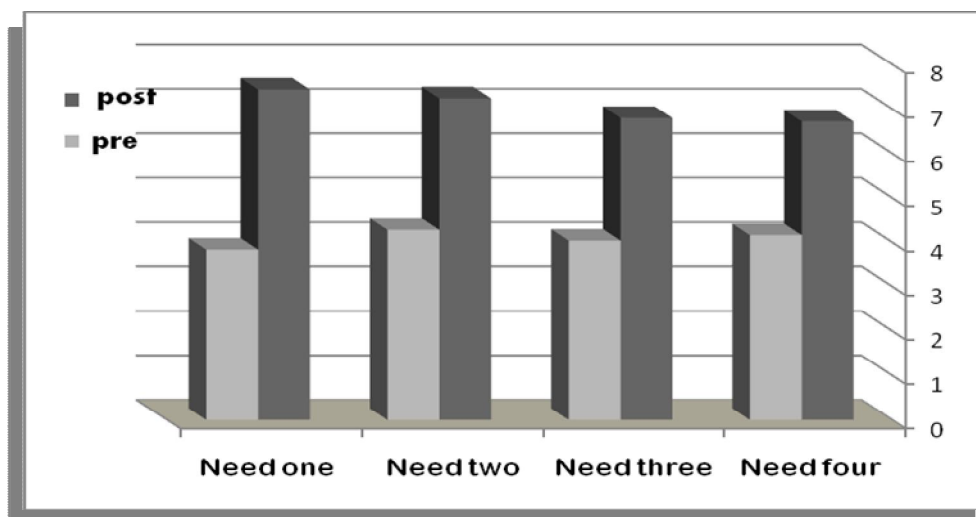
Figure (7) the difference between the pre and post administrations of the observation checklist in each need.

This diagram shows that there is statistically significant difference between the mean scores of the treatment group on **each need** of the pre and post administrations of the observation checklist favoring the post administrations.

So, it is clear from the results shown in tables (4 and 5) that the improvement in the post administration of the observation checklist is significant. The performance is high because EFL teachers dealt with the proposed program to develop their teaching performance in the four targeted needs. These results assure that the program was effective in developing professional and specialist needs of the experimental group.

The results of the post administration of the observation checklist show that more than 50% of the study group got more than 68% out of the total score on the observation checklist and 100% of the study group got more than 60% out of the total score of the observation checklist. This shows that the proposed program was efficient in terms of developing teaching performance in the targeted needs of the English teachers at Sana'a

secondary schools. Thus, the third hypothesis of the present study is verified.

The same observation checklist with some changes was given to the participants as a self-assessment in order to assess their performance by themselves. The self-assessment was distributed before and after the training.

After receiving the self-assessment from participants, a paired t-test "SPSS" program was used to compare the trainees' total mean scores on the pre-post administrations of the self-assessment.

Table (6) t-test results of the pre-post administrations of the self-assessment

No of Ts	Self-assessment	Mean	Std. Error Mean	SD	T-Value	DF	Sig.
25	Pre.	37.9545	1.53527	7.20104	5.231	24	.01
	Post.	42.1364	5.10178	5.10178			

The following diagram (8) states the differences between the pre and post administrations of the self-assessment.
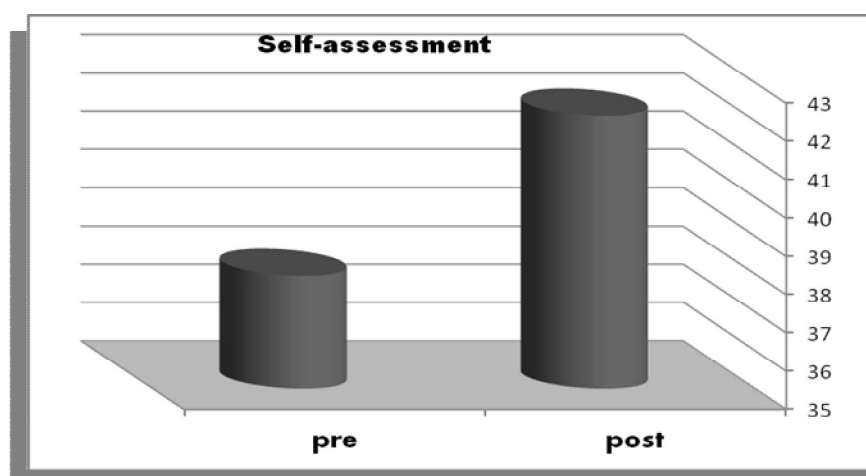
Figure (8) the differences between the pre and post administrations of the self-assessment.

Table (6) shows that there is a high significant difference between the mean scores of the pre and post administrations of the self-assessment in favor of the post one. As the t-value (5.231) was significant at the (0,01) level. These gains from trainees' point of view assure that the program was effective in developing their teaching performance in the targeted needs. So, all this support what has been mentioned previously that the third hypothesis of the present study is verified.

Going through Tables (2,3,4,5 and 6) of the analysis of the obtained data and results in the pre-post administrations of the achievement test, observation checklist and self-assessment with the experiment group, it becomes clear that the suggested program is effective in developing English teachers' professional and specialist performance in the four chosen needs.

Beside all that, there was a program satisfaction questionnaire (PSQ) distributed to the participants at end of the program in order to determine their satisfaction with the program. The frequency and percentage of the participants' responses to the items of the program satisfaction questionnaire were calculated and summed up as shown in table (7).

Program Satisfaction Questionnaire (PSQ)

Program Aspects	Participants' Response									
Questionnaire statements	*Very satisfied*		*Satisfied*		*Neutral (not sure)*		*Dissatisfied*		*Very Dissatisfied*	
• Aim	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
	10	40	13	52	2	8	0	0	0	0
• Subjects	9	36	10	40	3	12	3	12	0	0
• Objectives	12	48	10	40	1	4	2	8	0	0
• Content	14	56	8	32	2	8	1	4	0	0

• Procedures	10	40	9	36	3	12	3	12	0	0
• Strategies	11	44	10	40	2	8	2	8	0	0
• Tasks	13	52	10	40	1	4	1	4	0	0
• Duration	6	24	7	28	3	12	5	20	4	16
• Benefits	12	48	13	52	0	0	0	0	0	0
• Trainer	18	72	7	28	0	0	0	0	0	0
• Place	3	12	6	24	4	16	5	20	7	28
• Practicality	9	36	12	48	3	12	1	4	0	0
• Assessment	10	40	10	40	3	12	2	8	0	0
Total	137	42.15	125	38.46	27	8.30	25	7.69	11	3.38
	Satisfaction level			*Neutral level*		*Dissatisfaction level*				
	80.61%			8.30%		11.07%				

Table (7)

Results of the Participants' Responses to the PSQ

Table (7) above shows the participants' satisfaction level with the thirteen items of the program. As shown, all the thirteen items got high level of satisfaction on the part of the participants. According to the total data in table (7), most of the participants (80.61%) agreed that they were satisfied (i.e. "satisfied" and "very satisfied") with the suggested program, whereas, few participants (11.07%) were dissatisfied (i.e. "dissatisfied" and very dissatisfied") with some items of the suggested program. Those who responded neutrally were also few (8.30 %).

In summary, the three hypotheses of the study were verified and all the study questions were also answered. And all the findings of the study proved to be positive, thus, proving the effectiveness of the proposed program in developing English teachers' professional and specialist

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performance in (effective communication skills, reflection, integrating language skills and intercultural competence).

This chapter has shed light on the results of the study together with discussion of these results and concluded with the main findings and conclusion. Summary, conclusions, recommendations and suggestions for further research are provided in chapter (5) that follows.

Chapter Five

Discussion and Recommendations

5.1. Discussion.

5.2. Conclusions.

5.3. Recommendations.

5.4. Suggestions for Further Research.

Chapter Five

Discussion and Recommendations

This chapter deals with discussion of the results and the main conclusions that the researcher has come to as a result of the analysis and discussion of the results, it also deals with the suggested recommendations and ends with suggestions for further research.

5.1. Discussion of the Results

The main aim of the present study was to develop English teachers' professional and specialist performance at Sana'a secondary schools. In the light of the results of the study, it can be concluded that the program proved to be effective in developing participants' performance in the four needs: effective communication skills, reflection, integrating language skills and intercultural competence. This was clear in verifying the three hypotheses of the study and the positive answers to its four questions.

The results of the study proved that there is statistically significant difference between the mean scores of the research group in each of the pre and post administrations of the achievement test, observation checklist and self-assessment. The results indicated that the suggested program helped in developing the participants' teaching performance, because the activities and tasks encouraged participants to read, listen, talk, communicate and practice the specific needs. This result is consistent with the results of studies conducted by: Almekhlafi (1990); Bailey (1996); Alwan (2000); Morshed (2001); Cheng and Wang (2004); Al-Dawely (2006); Arsalan (2006); Eshaq (2006); Al-Mekhlafi (2007); Ahmad (2008); Abdel-Halim (2008); Alsofi (2009) and Al-Qatwani (2010).

During training, it was noticed that there was an active involvement, interaction, cooperation, and exchange of experiences between participants where language was used and where real learning could take place. Participants were more serious, responsive and active.

Cooperative learning groups, brainstorming sessions and pair work activities in the program were effective at increasing the leadership skill and enhancing participants' self esteem through assigning roles for each member in the group to be responsible of his role, which in turn motivated them to participate in the learning process. Participants helped each other to build a supportive community which raised the performance level of each member.

Cooperative learning groups, brainstorming sessions and pair work activities have proven effective in increasing motivation for learning, fostering positive feelings toward classmates, and increasing performance on learning, reasoning, and problem solving. The results of the study are generally indicative that this three strategies promote academically and personally supportive learning climate as well as maximize positive interdependence and achievement among trainees.

Activities in the cooperative learning groups, brainstorming sessions and pair work helped all participants in the training to organize, manage, be responsible, be active, participate, making suggestions, summarize, elaborate, explain and defend. This result is consistent with some studies such as: Nichols (1996); Nagib (2003); Ghaith (2004); Norman (2005); Liang (2005) and Zuheer (2008).

The results of the post administration of the achievement test indicated that more than 50% of the study group got more than 74% out of the total score on the test, and 100% of the study group got more than 65%

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out of the total score of the test. Also, the results of the post administration of the observation checklist showed that more than 50% of the study group got more than 68% out of the total score on the observation checklist, and 100% of the study group got more than 60% out of the total score of the observation checklist. This shows that the proposed program was efficient in terms of developing teaching performance in the targeted needs of the English teachers at Sana'a secondary schools.

These positive results could be due to the reason of using the program as a task based one, and it was applied under the activities of cooperative learning groups, brainstorming sessions and pair work. This led to a better performance, because:

- Teachers can play an active role in their own professional development.
- Meaningful knowledge and learning are centered on the participants and all that have to be through collaboration and reflection around personal experience.
- Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.

When comparing both the treatment group subjects' mean scores on the pre and post administrations of the achievement test, the estimated value of "t' (25.778) was significant at the level of 0.01 where tabulated 'T' is 2.81. Also, for the pre and post administrations of the observation checklist, the estimated value of "t' (22.054) was significant at the level of 0.01 where tabulated 'T' is 2.81. This indicates the gain in their teaching performance in favor of the post administration on tools.

The researcher would like to add other factors, which were not less important than the above ones in the success of the present study program:

- Communication and collaboration provides teachers with rich opportunities to recognize and understand their tacit knowledge and gives them further exploration as a means of learning about teaching.

- Teachers reported that their communication skills were also developed as a result of their participation in the program sessions.

Observations on the Program Application

The application of the program and its tools revealed the following positive and negative aspects:

Some Qualitative Aspects

- Most of the participants were punctual in the training program.
- Most of the participants were highly motivated and usually asked for more tasks to carry out with their colleagues.
- During the phases of each session the participants showed interest in the video recording.
- The trainees' face-to-face meetings enabled them to feel free to ask about whatever came to their minds.
- The training program encouraged participants to be active learners.
- Participants have developed commitment, motivation and enthusiasm for teaching EFL to students.
- Participants play an active role in the program, because it is a trainee-centered program. Moreover, it is based on collaboration and participation between each other.

Some Negative Aspects

- Most of English teachers at Sana'a secondary schools were not have willingness to participate in a training program.
- The suggested program contains just some professional and specialist needs.
- The researcher was not able to have an official authority to choose a random sample from among English teachers at Sana'a secondary school.
- Some participants were unwilling to work in groups, as they preferred individual work. This may be because that was the only form of learning they are used to in their learning at schools and faculties.
- Some sessions required more time than the allowed.

4.2. Conclusions

The analyses of the results of the present study revealed that the participants achieved the main aim of the study program as their teaching performance level was improved due to the program of the study. The results proved that participants seem to have opportunities to improve their teaching performance when:

- Interaction is arranged so that they can process aspects of their teaching through multiple activities.
- Interaction and communication afford them chances to talk about their teaching and to exchange experiences with each other and with their trainers.
- They are given a break from their usual teaching setting and a chance to teach in a new setting.

To sum up, the three hypotheses of the study were accepted through the statistical analysis of results and all the study questions were also answered. Thus, the findings of the study were positive, providing a large effect of the proposed program and high effectiveness on developing the teaching performance, concerning the four targeted needs "effective communication skills, reflection, integrating language skills and intercultural competence" of the participants.

5.3. Recommendations

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

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

- There should be well designed programs to be used as in-service training for the English teachers at all Yemeni secondary schools.

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

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

- The aims of the in-service teacher training programs have to be reconsidered in the light of teaching reality, experts' views and teachers' needs.

- Cooperative learning groups, brainstorming sessions and pair work should be incorporated in in-service teacher training programs.

- Communicating, observing and working with colleagues should be recommended in in-service teacher training programs as these

techniques are intellectually stimulating and promote professional growth.

- Using diversity assessment techniques to assess the EFL teachers' teaching performance.

- Consulting teachers, supervisors, school principals and sometimes students to identify in-service teacher training needs.

- Offering certified or official training courses would lead to improvement of the rate of attendance and participation.

- Incorporating school-based training within the timetables of all schools to make it easy for supervisors or trainers to call teachers to a central place for training during the working hours without affecting the progress of lessons.

- Designing intensive planning of staff development times or meetings that should include staff presentations, awareness-raising conferences or reviews of current progress in development. These could also be through connecting teachers who have similar interests. Bringing the staff together initiates dialogue and generates agendas representing common concerns.

- Establishing a systematic network to support staff development. As stated earlier, this provides a deliberate exposure to various educational issues. Peer networking can play a catalytic and a supportive, non-competitive role.

- Encouraging teachers to keep a portfolio of development feedback obtained from the various techniques practised to keep a record of their development.

- Constructing flexible time-tables to allow all trainees to participant in the development activities.

- Providing well-resourced libraries may encourage teachers to read. There are also other requirements that may encourage this development practice such as writing researches and planning for staff presentations.
- Making the Internet available for teachers to benefit from the vast databases and teaching resources that it encompasses.

5.4. Suggestions for Further Research

In the light of the present study results, conclusions and recommendations, the following suggestions for further research seem pertinent:

- Replicating the present study. It could be replicated on other samples and over a longer period of time in order to further test its hypotheses.
- Developing EFL teachers' performance at preparatory schools in light of their professional and specialist needs.
- Developing EFL teachers' performance at secondary schools in another governorate.
- Evaluating the teaching performance of EFL in-service teachers at secondary schools, using standardized instruments, for the sake of development.
- Suggesting a training program to familiarize EFL teachers' trainers and supervisors with the pedagogical implication of the professional development strategies in EFL teacher training.
- Investigating the effect of the dual roles of supervisors as assistants and assessors of teachers.
- Investigating the effectiveness of the self-study development activities on teacher development in the context of Yemeni schools.

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Appendices

Appendix (1): **Needs Questionnaire.**

Appendix (2): **The Observation Checklist.**

Appendix (3): **The Self-Assessment.**

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Appendix (5): **The program (Trainer's Manual)**.

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Appendix (1)

Needs Questionnaire

Questionnaire of Determining the Necessary Professional and Specialist Needs

Jury Letter

Dear Professor,

The researcher is conducting a study for the Ph.D. degree. This study is concerned to develop EFL teachers' performance at Sana'a secondary schools in the light of their professional and specialist needs.

The following questionnaire is a part of the study. Data that will be collected via this instrument will help to answer the following question:

What are the EFL teachers' professional and specialist needs at Sana'a secondary schools?

You are kindly asked to judge the suitability and validity of the enclosed instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yours faithfully,
The researcher
Khaled Zuheer

Dear Teacher,

The present study is intended to develop EFL teachers' performance at Sana'a secondary schools in the light of their professional and specialist needs.

The following questionnaire contains many statements representing some specialist and professional needs that are important for the in-service secondary EFL teachers' training, (as a sample of any other needs). Please read each statement, examine it carefully, and then choose just the most important needs from the list of (specialist and professional needs).

1- If you feel that you need in-service training in that particular area put a (√) mark beside the phrase (more needed).

2- If you are sure that a certain area is least needed, put a (√) mark beside the phrase (least needed).

You can add any other important need(s).

Thanks for your cooperation

Khaled Zuheer

The researcher

1- Specialist needs

No.	Need	Least Needed	More Needed
1.	Grammatical cohesion		
2.	Command of vocabulary		
3.	Adequate pronunciation		
4.	Intercultural competence		
5.	Fluent listening skills		
6.	Integrating language skills		
7.	Lexical cohesion		
8.	Clarity and cohesion in writing		
9.	Effective communication skills		
10.	Reading skills		

Other important specialist needs:

……………………………………………..

……………………………………………..

……………………………………………..

……………………………………………..

……………………………………………..

2- Professional needs

No.	Need	Least Needed	More Needed
1.	Preparing and planning		
2.	Classroom Management		
3.	Questioning skills		
4.	Collaborates with colleagues/parents/others		
5.	Reflection		
6.	Self-directed professional development		
7.	Learner feedback		
8.	Learning strategies		
9.	Large heterogeneous classes		
10.	Assessments		
11.	Using technology in the EFL teaching		
12.	Cooperative learning		

Other important professional needs:

…………………………………………..

…………………………………………..

…………………………………………..

…………………………………………..

The End

Thank you

Appendix (2)

The Observation Checklist

Jury Letter

Dear Professor,

The researcher is conducting a study for the Ph.D. degree. The study is concerned with designing and implementing a suggested program based on some professional and specialist needs, namely: effective communication skills, reflection, integrating language skills and intercultural competence. The aim of this program is to develop EFL teachers' performance at Sana'a secondary schools.

The following observation is a tool of the study. Data that will be collected via this tool will help to know the state of EFL teachers' professional and specialist performance before and after conducting the program.

You are kindly asked to judge the suitability and validity of the enclosed measuring instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yours faithfully
The researcher
Khaled Zuheer

Observation Checklist

Guidelines

This observation checklist aims at assessing the EFL teachers' teaching performance during teaching in classroom at the secondary stage.

Suggested procedures:

1. Depending on observing teacher's performance and checking his/her preparation copybook, fill in the boxes beside performance criteria by ticking (√) one of the grades for each skill, i.e. Ex - VG - G - S - P - or doesn't apply.

The level of performance skills demonstrated in the sheets may show:

Symbol	Meaning	Level
Ex	Excellent	High
Vg	Very good	High
G	Good	Average
S	Satisfactory	Low
P	Poor	Very low

2. If the skill is not required in the lesson, (doesn't apply) must be ticked.

3. If you have any comment, please write it down beside the grades boxes.

4. When you give the self-assessment sheets to the teachers, please explain how to do it.

Teacher's name: ……………………..…… **School** …………….…………………

Scorer's name: ………….………....…… **Date**……………………….….……

Need	Performance	Grades						Comments
		Ex	**Vg**	**G**	**S**	**P**	**Doesn't apply**	
Effective Communication Skills	1. T promotes and maintains positive communication between students.							
	2. T demonstrates effective and appropriate communication techniques.							
	3. T communicates clearly, effectively, gives clear and explicit directions.							
	4. T uses a range of verbal and nonverbal communication techniques to get and keep students' attention.							
	5. T fosters effective communication in the learning environment.							
	6. T designs/plans instruction that develops student abilities to use communication skills.							
	7. T encourages and helps students to actively participate in the classroom communication.							
	8. T listens attentively.							
	9. T uses a variety of topics, methods, strategies and activities.							
	10. T engages all students on tasks and puts ideas across logically.							
	11. T offers options for competition and collaboration.							
	12. T makes good use of time allowed for activities.							
	13. T designs useful practice to all students of different levels.							
	14.T allows plenty of time for students to think.							
	15. T moves around classroom to answer questions.							

Need	Performance	Grades						Comments
	"Checking teachers' preparation copybook"							
Reflection	1. T leaves some cognitive and topical issues open for ongoing discussion to encourage reflection.	Ex	Vg	G	S	P	Doesn't apply	
	2. T asks questions that prompt evaluation, understanding and reflection.							
	3. T encourages opportunities for investigations, challenging, evaluation, stimulating and motivating.							
	4. T evaluates continually the effects of his/her choices and actions.							
	5. T encourages each student to assess the knowledge and values.							
	6. T takes responsibility for engaging in continuous and purposeful professional development.							
	7. T provides opportunities for ongoing discussions about learning, thinking and knowing.							
	8. T strives continually to improve classroom performance.							
	9. T asks questions that prompt reflection and understanding.							
	10- T reflects on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.							

Need	Performance	Grades						Comments
		Ex	Vg	G	S	P	Doesn't apply	
Integrating Language Skills	1. T uses tasks, activities and materials for simulating situations.							
	2. T allows students to practice all the language skills.							
	3. T uses the language skills in social interaction.							
	4. T uses content and tasks that support learning all the language skills.							
	5. T uses body language such as facial expressions and gestures.							
	6. T employs varies modes of presentation.							
	7. T allows students to express their ideas in multiple ways.							
	8. T provides opportunities for communication.							
	9. T emphasizes learning language skills through content.							
	10. T provides tasks that require communicative language use.							

Need	Performance	Grades						Comments
		Ex	**Vg**	**G**	**S**	**P**	**Doesn't apply**	
Intercultural Competence	1. T understands, shows and explains the culture(s) associated with the language.							
	2. T understands and shows the relationship between the practices and the perspectives of the culture(s) being studied.							
	3. T understands the similarities and differences between the target culture(s) and that of the learners' culture.							
	4. T understands and shows how the language and the target culture(s) have affected and have been affected by other languages and cultures.							
	5. T understands the nature and role of culture and cultural group identity in language development.							
	6. T understands how cultural differences can affect communication in the classroom.							
	7. T understands the relationships between cultural perspectives, products and practices within cultures.							
	8. T helps students to understand when/how to use the suitable expression.							
	9. T explains the different aspects that are related to the target culture.							

Total score: _____

Comments …………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………………...

Appendix (3)

The Self-Assessment

Teacher's name: …………………………… School ……………………. Date……………

Need	Performance	Grades						Comments
		Ex	**Vg**	**G**	**S**	**P**	**Doesn't apply**	
Effective Communication Skills	1. I promote and maintain positive communication between students.							
	2. I demonstrate effective and appropriate communication techniques.							
	3. I communicate clearly, effectively, give clear and explicit directions.							
	4. I use a range of verbal and nonverbal communication techniques to get and keep students' attention.							
	5. I foster effective communication in the learning environment.							
	6. I design/plan instruction that develops student abilities to use communication skills.							
	7. I encourage and help students to actively participate in the classroom communication.							
	8. I listen attentively.							
	9. I use varieties of topics, methods, strategies and activities.							
	10. I engage all students on tasks and put ideas across logically.							
	11. I offer options for competition and collaboration.							
	12. I make good use of time allowed for activities.							
	13. I design useful practice to all students of different levels.							
	14. I allow plenty of time for students to think.							
	15. I move around classroom to answer questions.							

Need	Performance	Grades						Comments
		Ex	Vg	G	S	P	Doesn't apply	
Reflection	1. I reflect critically upon my teaching experience and identify areas for further professional development as part of a professional development.							
	2. I work as a reflective practitioner and continually evaluate the effects of my choices and actions to seek out opportunities to grow professionally.							
	3. I engage in professional development opportunities and reflect on my practice.							
	4. I understand methods of inquiry that provide me with a variety of self-assessment and problem-solving strategies.							
	5. I assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.							
	6. I take responsibility for engaging in continuous and purposeful professional development.							
	7. I reflect on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.							
	8. I strive continually to improve classroom performance.							
	9. I ask questions that prompt reflection and understanding.							

Need	Performance	Grades						Comments
		Ex	**Vg**	**G**	**S**	**P**	**Doesn't apply**	
Integrating Language Skills	1. I use tasks, activities and materials for simulating situations.							
	2. I allow for plenty of practice.							
	3. I use the language skills in social interaction.							
	4. I use content and tasks that support learning all the language skills.							
	5. I use body language such as facial expressions and gestures.							
	6. I employ varies modes of presentation.							
	7. I allow students to express their ideas in multiple ways.							
	8. I provide opportunities for communication.							
	9. I emphasize learning language skills through content.							
	10. I provide tasks that require communicative language use.							
	11. I allow students to practice all the language skills.							

Need	Performance	Grades						Comments
		Ex	Vg	G	S	P	Doesn't apply	
Intercultural Competence	1. I understand the culture(s) associated with the language.							
	2. I understand the relationship between the practices and the perspectives of the culture(s) being studied.							
	3. I understand the similarities and differences between the target culture(s) and that of the learners' culture.							
	4. I understand how the language and the target culture(s) have affected and have been affected by other languages and cultures.							
	5. I understand the nature and role of culture and cultural group identity in language development.							
	6. I understand how cultural differences can affect communication in the classroom.							
	7. I understand the relationships between cultural perspectives, products and practices within cultures.							
	8. I help students to understand when/how to use the suitable expression.							
	9. I explain the different aspects that are related to the target culture.							

Comments…………………………………………………………………………………

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…………………………………………………………………………………………

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Appendix (4)

The Pre-Post Test

Jury Letter

Dear Professor,

The researcher is conducting a study for the Ph.D. degree. This study is concerned to develop EFL teachers' performance at Sana'a secondary schools in the light of their professional and specialist needs.

The following is a pre-post achievement test, the pre administration of the test aims at measuring trainees' actual level before receiving any training. The post administration of the same test aims at establishing how successful trainees are in achieving the objectives of the treatment as well as measuring the progress they made due to the received training program. The test consists of 4 main questions (sections) including 50 items.

The pre-post test is a part of the study. Data that will be collected via this instrument will help to answer the following question:

What is the effect of a program for developing EFL teachers' professional and specialist performance at Sana'a secondary schools?

You are kindly asked to judge the suitability and validity of the enclosed measuring instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yours faithfully,
The researcher
Khaled Zuheer

Time: 30 minutes.

Teacher's name ……………………..   Date   ………………..

Answer the following Questions:

<u>**Section (A)**</u>

Decide whether the following statements are true (T) or false (F):

1- Diversity in interaction involves only verbal communication. (_____)

2- Language is more than a tool for communication; it also represents social and cultural background. (_____)

3- Communicative competence involves just the important structural features of language. (_____).

4- Listening skill is not important in communicating effectively. (_____)

5- Fluency is an essential requirement for communicative competence. (_____)

6- Language teaching activities in the classroom should aim at maximizing individual language use. (_____)

7- Reflection refers to an activity or process in which an experience is recalled, considered, evaluated and improved. (_____)

8- Reflective teaching suggests that experience alone is sufficient for professional growth. (_____)

9- Unreflective teachers tend to accept everyday reality. (_____)

10- There is a big difference between self-assessment and reflection. (_____)

11- The segregated approach is more important than the integrated-skill approach. (_____)

12- The integrated-skill approach is very important for all learners of all ages and backgrounds. (_____)

13- Task-based instruction is not valuable at all levels of proficiency. (_____)

14- Content-based language approach emphasizes learning language through content. (_____)

15- Integrating all the language skills emphasizes the focus on realistic language which leads to the communicative competence. (_____)

16- Intercultural competence reflects the view that EFL learners have to gain insight into both: their own and the foreign culture. (_____)

17- With intercultural competence, the goal is to be exactly as a native speaker. (_____)

18- Linguistic competence alone is enough for learners of a language to be competent in that language. (_____)

19- The foreign language teacher is expected to mediate between the native language and the target one. (_____)

20- Intercultural competence is not part of communicative competence. (_____)

Section (B)

Choose the correct answer from a, b, c, or d:

1- Diversity in interaction involves not only verbal communication, but also paralinguistic elements. Paralinguistic here means:

a- Pitch, stress, and intonation...   b- Nonverbal skills.

c- Listening.   d- Cooperation.

2- …………is an essential requirement for communicative competence.

a- Confidence.   b- Politeness.

c- Fluency.   d- Cooperation

3- In the classroom the teacher has to encourage learners to ………………..

a- Listen.   b- Communicate.

c- Sit-down.   d- Be polite.

4- …………….is a skill, involving observation, asking questions and putting facts, ideas, and experiences together to add new meaning to them all.

a- Reading.   b- Writing.

c- Reflection.   d- Comprehension.

5- One of the following is not related to the critical reflective teaching:

a- Peer observation.   b- Team teaching.

c- Diary writing.   d- Punishment.

6- Which of the following is not an interaction pattern:

a- Group work.   b- Individual work.

c- Collaboration.   d- Professionalism.

7- Two types of integrated language skills: content-based language instruction and (TBI). TBI means:

a- Task-based instruction.   b- Technical-based information.

c- Teaching-based input.   d- Task-based input.

8- ………… allow teachers to track students' progress in multiple skills at the same time.

a- Integrated skills.   b- Lectures.

c- Competition.   d- Encouragement.

9- ……………..reflects the view that EFL learners have to gain insight into both their own and the foreign culture.

     a- Reflection.   b- Intercultural competence.

     c- Fluency.   d- Accuracy.

10- Intercultural competence includes all the following except one choice, which is:

     a- Thoughts and beliefs.   b- Values and customs.

     c- Courtesies and rituals.   d- Learning and languages.

Section (C)

Match the terms and their definitions by inserting the number of the term in the bracket next to the definition:

1- CBI and TBI. 2- Nonverbal. 3- Unreflective. 4- Reflection. 5- Brainstorming. 6- Integration. 7- Language. 8- Graphic. 9- Culture. 10- Intercultural.	1. (_____) is more than a tool for communication; it also represents social and cultural background. 2. (_____) refers to the message we send through our body language. 3. (_____) encourage listing as many ideas as possible and no judgment until the end of the session. 4. (_____) involves assessments, changes and improvement in the process of teaching. 5. (_____) teacher who tends to accept everyday reality without any improvement. 6. (_____) contains two items; content-based language instruction and task-based instruction. 7. (_____) are the exponents of integrated-skill approaches. 8. (_____) competence that defined as the acquisition of

	cultural knowledge in language learning.
	9. (_____) organizers that are used to representing, illustrating or modeling of information.
	10. (_____) have an inextricable and interdependent relationship with the language.

Section (D)

Write short definitions for the following:

1- Professional development:

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………..

2- Effective communication skills:

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………..

3- Cooperative learning groups:

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………..

4- Reflection:

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………..

5- Brainstorming:

………………………………………………………………………………
………………………………………………………………………………

…………………………………………………………………………………………………
……………………………………………………………………………..

6- Integrating language skills:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………..

7- Graphic organizer:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………..

8- Intercultural competence:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………..

9- Communicative competence:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………..

10- Learning diary sheet:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………………………………………………………………..

The end

Thank you

Appendix (7)

The Jury Members

The Jury Members

Name	Position
Dr. Abde Rehim Saadd Din El-hilaly	Professor of Curriculum and EFL Instructions, Faculty of Education, Al-Azhar University.
Dr. Ismail Masaod Nagi	Associate Professor of Curriculum and EFL Instructions, Faculty of Education, Sana'a University.
Dr. Abdelsalam Edries	Lecturer of Curriculum and EFL Instructions, Faculty of Education, Zagazig University.
Dr. Hafsah Saeed Ali	Associate Professor of Curriculum and EFL Instructions, Faculty of Education, Sana'a University.
Dr. Fazee khalid Al-muslimi	Lecturer of Curriculum and EFL Instructions, Faculty of Education, Sana'a University.
Dr. Baleig Passim Al-wasy	Lecturer of Curriculum and EFL Instructions, Faculty of Education (Khawlan), Sana'a University.
Dr. Khadija Ramadan	Associate Professor of Curriculum and EFL Instructions, Faculty of Education, Sana'a University.

Appendix (8)

Trainees' Raw Scores in the Observation

Checklist and Pre-Post Test

Trainees' Raw Scores in the Observation Checklist

No. of T	Need one		Need two		Need three		Need four		Pre	post
1.	4	7	5	7	4	7	3	6	20	33
2.	3	6	4	8	5	6	5	7	21	33
3.	4	8	5	8	4	7	4	6	18	35
4.	2	7	3	7	4	7	5	8	19	35
5.	4	8	5	8	5	8	6	8	25	38
6.	3	7	4	7	3	7	5	7	20	34
7.	4	9	5	9	4	8	4	6	22	38
8.	3	7	4	7	4	6	3	5	20	31
9.	3	6	4	8	4	7	4	8	21	27
10.	4	8	3	6	3	7	3	6	18	33
11.	5	7	4	6	4	6	4	7	22	32
12.	4	8	4	8	4	8	4	8	21	38
13.	5	8	5	8	5	7	5	8	24	37
14.	3	8	4	7	4	7	4	6	20	34
15.	4	8	4	6	5	6	5	6	23	32
16.	3	6	4	6	4	6	3	5	19	31
17.	5	7	5	7	4	7	4	8	23	35
18.	3	8	4	7	5	6	5	6	22	33
19.	5	9	5	9	4	9	3	7	21	40
20.	3	6	4	7	3	6	4	6	20	31
21.	5	7	5	7	4	7	3	5	22	32
22.	4	8	3	6	3	6	3	6	18	33
23.	5	7	5	7	4	6	5	8	24	34
24.	4	8	5	7	5	7	6	9	25	37
25.	4	8	4	8	3	6	4	6	20	34

The Trainees' Raw Scores in the Pre-Post Test

No. of T	Need 1		Need 2		Need 3		Need 4		All	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	5	7	4	7	4	8	3	7	19	35
2.	4	6	3	8	3	8	4	7	17	36
3.	6	8	2	9	2	9	2	8	15	41
4.	6	8	4	7	5	8	3	7	22	36
5.	7	9	5	9	5	9	5	9	27	43
6.	5	8	3	7	3	7	3	6	18	35
7.	3	7	4	8	4	8	3	9	18	39
8.	4	7	4	7	4	9	2	7	17	37
9.	3	8	3	8	3	6	3	7	16	36
10.	5	8	5	9	4	9	4	8	21	41
11.	4	9	4	8	2	6	3	7	16	37
12.	5	8	4	7	4	9	4	6	22	37
13.	4	9	2	8	3	9	4	8	17	41
14.	3	8	5	9	2	7	5	9	19	40
15.	4	8	4	8	4	8	4	8	21	39
16.	5	9	3	7	2	7	3	6	17	36
17.	3	8	5	7	5	6	5	7	23	34
18.	2	7	3	6	3	7	3	8	16	34
19.	4	8	5	9	4	9	5	9	23	42
20.	3	7	5	9	3	7	3	6	19	36
21.	3	8	3	6	5	9	2	5	18	34
22.	5	9	4	8	3	7	4	8	21	38
23.	4	7	4	6	5	8	4	7	22	35
24.	3	6	4	7	5	8	4	8	22	36
25.	5	7	4	8	5	7	5	8	23	37

Appendix (9)

The Pilot Study

The Pilot Study

1. How do you see EFL teachers' performance at Sana'a secondary schools?

   Weak ⬭ Satisfied ⬭ Good ⬭ Excellent ⬭

2. Have you notice any training or development for EFL teachers at Sana'a secondary?

   Weak ⬭ Satisfied ⬭ Good ⬭ Excellent ⬭

3. Do you think that Sana'a secondary EFL teachers need professional development?

   Weak ⬭ Satisfied ⬭ Good ⬭ Excellent ⬭

4. Do you notice that Sana'a secondary EFL teachers participate in development programs, seminars, courses, workshops, others……?

   Weak ⬭ Satisfied ⬭ Good ⬭ Excellent ⬭

5. How many times did you participate in training courses related to teaching EFL?

   Weak ⬭ Satisfied ⬭ Good ⬭ Excellent ⬭

6. How were that training courses?

   Weak ⬭ Satisfied ⬭ Good ⬭ Excellent ⬭

7. When did you have a final training course about EFL teaching?

   Weak ⬭ Satisfied ⬭ Good ⬭ Excellent ⬭

8. What are the most important **professional skills** for Sana'a secondary EFL teachers that have to be developed?

   ……………………………………………………………………………………
   ……………………………………………………………………………………

9. What are the most important **specialist skills** for EFL teachers that have to be developed?

   ……………………………………………………………………………………
   ……………………………………………………………………………………

10. Please determine any other suggestions or recommendations?

   ……………………………………………………………………….…………………
   …………………………………………………………………………………………..

Thank you

Appendix (10)

Answer Key of the Pre-Post Test

Answer Key of the Pre-Post Achievement Test

Section (A)	Section (B)	Section (C)
1- False.	1- A. Pitch, stress, and intonation.	1- Language.
2- True.	2- C. Fluency.	2- Nonverbal.
3- False.	3- B. Communicate.	3- Brainstorming.
4- False.	4- C. Reflection.	4- Reflection.
5- True.	5- D. Shouting.	5- Unreflective.
6- True.	6- B. Individual work.	6- Integration.
7- True.	7- A. Task-based instruction.	7- CBI and TBI.
8- False.	8- A. Integrated language skills approach.	8- Intercultural.
9- True.	9- B. Intercultural competence.	9- Graphic.
10- False.	10- D. Learning and languages.	10- Culture.
11- False.		
12- True.		
13- False.		
14- True.		
15- True.		
16- True.		
17- False.		
18- False.		
19- True.		
20- False.		