

## **Chapter III**

# **PROCEDURE OF THE STUDY**

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#### **3.0: INTRODUCTION**

The preceding two chapters were meant to prepare background of the study. Chapter 1 deals with giving the reader a clear background about the different aspects and domains of the English language teachers training and development and the different roles which language teacher has to play in the classroom. It also gives a theoretical framework about training in Palestine for teachers in general and language teachers in particular. Chapter 2 threw some light on the related literature in the field of training, preparation and development of teachers, the training needs of teachers, the roles of teachers, in-service training programs and also about the field of ELT. This chapter deals with the design of the study. The word design refers to the processes and procedures one adopts while conducting study, in order to achieve the objectives specified. In fact, it decides the fate of the study and its outcomes. The design of the present study includes tools and techniques, population, sample, tools' validity and reliability, procedures of data collection, procedures of data analysis and development of the training program.

#### **3.1: POPULATION OF THE STUDY**

The population of the present study consists of the following:

1. All the teachers of English in the Secondary Schools who teach at 11<sup>th</sup> and 12<sup>th</sup> standards in five districts of the West Bank, Palestine, (Jenin, Qabatia, Nablus, Tulkarm, and Tubas)
2. English Supervisors in Palestine in the five mentioned districts.

3. All the 11<sup>th</sup> and 12<sup>th</sup> Grade students in Jenin & Qabatia districts.

### **3.2: SAMPLE OF THE STUDY**

- 1) 50 English teachers from the selected 5 districts were chosen randomly to form the sample of the study. (10 teachers from each district were selected randomly, but as some teachers didn't respond positively, the researcher contacted English supervisors in the selected districts and asked them to help him in selecting other sincere and willing teachers to fill in the questionnaire).
- 2) 25 English classes, for 25 different teachers were attended by the researcher in Jenin and Qabatia districts.
- 3) 299 Secondary Students (11<sup>th</sup> & 12<sup>th</sup> Grades) in Jenin and Qabatia Districts, filled in the reaction scale.
- 4) 10 English Supervisors were interviewed from the 5 selected districts i.e, Jenin, Qabatia and Tubas, Nablus and Tulkarm.
- 5) 2 units were content analyzed from the new 11<sup>th</sup> Grade Curriculum and the 12<sup>th</sup> Grade Curriculum .

### **3.3: TOOLS AND TECHNIQUES**

The researcher used the following tools and techniques to collect the required data for the present study:

1. Questionnaire for Teachers
2. Class observation Schedule
3. Reaction Scale for Students
4. Interview Schedule for Supervisors of English
5. Pre and Post tests for students
6. Feedback Form



## 7. Interview Schedule for Teachers of English

### **3.3.1: QUESTIONNAIRE FOR TEACHERS**

This questionnaire was developed to study the problems of teachers of English in Palestine, in teaching English and to know their requirements with respect to the new English curriculum including the roles to be employed in it. It consisted of problems related to English teaching, other activities done by the teacher, problems related to students and problems related to the training programs. The questionnaire consisted of 3 kinds of questions, open ended, yes or no type and select from the given responses. Respondents were required to read the questions in each field and then write the suitable answers for each question, according to his / her point of view. The researcher followed the following procedures, while developing the questionnaire:

1. Several questionnaires in theses and projects in the field of teaching English have been seen and examined carefully by the researcher.
2. The researcher asked English teachers and supervisors of Palestine about their problems in the field of teaching English. From the above steps and the researcher's personal experience in the field of teaching English, a preliminary questionnaire was developed.

### **3.3.2: QUESTIONNAIRE'S VALIDITY**

The researcher presented his preliminary questionnaire to the Guide and then to two other teaching staff members in The M. S. University of Baroda / India and to two English supervisors in Palestine, two experts in the Ministry of Education, a senior lecturer in Al- Quds Open University and to the Director of English Language Center in the Arab American University / Jenin Palestine. Researcher asked them to give their opinions about the degree of

correspondence between the questions and the dimensions, clarity of language, clarity of meaning in the questions and finally to put any further comments which they see suitable. In the light of their opinions, some questions were deleted, others were added, and some questions were modified. After deleting questions and adding new ones, according to the experts' comments, the questionnaire was finalized which consisted of 9 dimensions, with a total number of 50 questions. (Appended Annexure 1)

### **3.3.3: CLASS OBSERVATION SCHEDULE**

Class Observation Schedule was developed to know teachers' requirements with respect to the new English curriculum including the roles employed in it and to study the problems of teachers of English in Palestine in teaching English. It was divided into three different parts: Part One, Pre Teaching Observation, It consisted of 6 activities. This part was of a two- point scale Yes or No where, 1 indicates Yes and 0 indicates No. Part Two, While Teaching Observation, It consisted of 20 items. It was of a 5 point scale, below average, average, good, very good and excellent, where 1 indicates below average, 2 indicates average, 3 indicates good, 4 indicates very good and 5 indicates excellent. Part Three, Post Teaching Observation. This part was of a three- point scale, never, occasionally and always, where 1 indicates never, 2 indicates occasionally and 3 indicates always.

The researcher followed the following procedures while developing the schedule:

1. Referring to different schedules in the field of observing teachers in their classes, exploring teachers' and students' problems in teaching / learning English.

2. Researcher discussed with three English supervisors to develop relevant items to be included in a class observation schedule.
3. The researcher went through similar class observation schedules, used in the Ministry of Education / Palestine and Al-Quds Open University / Palestine to evaluate teachers' performance. Through the mentioned steps and the personal experience of the researcher in the field of teaching English, developed a preliminary schedule.

#### **3.3.4: CLASS OBSERVATION SCHEDULE'S VALIDITY**

The researcher presented his preliminary schedule to the Guide and then to two other teaching staff members in The M. S. University of Baroda / India and to two English supervisors in Palestine, two experts in the Ministry of Education a senior lecturer in Al- Quds Open University and to the Director of English Language Center in the Arab American University / Jenin Palestine. The researcher asked them to give their opinions about the degree of correspondence between the items and the domains, clarity of language, clarity of meaning in the items and finally to put any further comments which they think suitable. In the light of their opinions, some items were deleted, others were added, and some items were modified. After deleting items and adding new ones according to the experts' comments, the schedule was finalized which consisted of 3 parts. Pre Teaching Part consisted of 6 items. It was a two point scale. While Teaching Part consisted of 20 items, it was a five point scale and Post Teaching Observation Part consisted of 7 items. It was a three level scale. (Appended Annexure 2)

### **3.3.5: STUDENTS' REACTION SCALE**

The Scale was constructed for the students to examine and appraise their English teachers' performance and to see the different roles teachers use while explaining lessons. It consisted of 25 different items. Students were to rate their teachers' performance on 10 point scale ranging from 1 to 10. Here 1 indicates extremely poor and 10 indicates extremely excellent. However, the points on the scale were grouped into 3 distinct categories, namely, Very poor (1-3), Average (4-7), and Excellent (8-10). Each point on the scale was given weight of 10. Thus scores ranging from 10-100. The researcher followed the following procedures to develop the Scale:

1. Referring to different scales in the field of appraising teachers' performance in teaching.
2. Going through several similar scales in the same field, which was used to examine teachers' performance in the class or out side it. like, a scale used in the "Amid East and the scale constructed by Prof. S. Kumar, R. C. Patel & A. Ramachary "in their research project" Development of a Scale for Performance Appraisal of School Teachers by Their Students "
3. The researcher, through the mentioned steps, developed a preliminary scale.

### **3.3.6: VALIDITY OF THE SCALE**

The researcher presented his preliminary scale to the Guide and then to two other teaching staff members in the M.S.University of Baroda/ India and two English supervisors in Palestine, two experts in the Ministry of Education, a senior lecturer in Al- Quds Open University and to the Director of English Language Center in the Arab American University /Jenin Palestine. Comments on the scale were solicited from the panel. The experts reviewed the scale to

judge its face and content validity and its suitability to measure what is intended to be measured. The jury provided beneficial and constructive comments that were taken into consideration in modifying the final version of the scale. After deleting items and adding new ones according to the experts' comments, the scale was final and consisted of 21 items. The researcher tried the scale on 15 students in Al-Salam Secondary School to study it more closely and see any difficulties that may appear. In the light of this try out the researcher took the necessary feedback to implement it as asking teachers to translate items needed and to give students enough time to fill in the scale. (Appended Annexure 3)

### **3.3.7: RELIABILITY OF THE SCALE**

Reliability of the scale was examined by using Chronbach Alpha. A group of 33 students were randomly selected from 11th & 12th Grades. These students were excluded from the sample. The items which had a correlation of less than 0.2 were deleted, they were 4 and the final number of the items in the scale was 21. The correlation of the tool was 0.89 after the deletion of the 4 items. The result was considered satisfactory for the purpose of the study.

### **3.3.8: INTERVIEW SCHEDULE FOR ENGLISH SUPERVISORS**

English supervisors remain in close contact with English teachers and supervise their work. They are expected to know the problems faced by the teachers and are responsible to help teachers in solving their problems. Keeping in mind this an interview schedule was developed to study the problems of teachers of English in Palestine, in teaching English, to know their requirements with respect to the new English curriculum including the roles to be employed in it and to know the views of qualified people concerning the new English curriculum. As they are qualified persons to give a clear background about



teachers, students, curriculum and all other factors related to the teaching / learning process. It consisted of a number of questions related to English teaching, other activities done by the teacher, problems related to students, problems related to the training programs and approaches of teaching English. The schedule was open ended. The researcher followed the following procedures while developing the Schedule:

1. Referring to different schedules in the field of teaching English, problems of language teachers / students, the approaches used in teaching English and other related fields.
2. Reviewing similar related schedules in theses and projects, which were used to explore teachers', & students' problems in teaching / learning English?
3. The researcher asked English teachers and supervisors about the main problems involved in teaching English in general and Palestine in particular. Through the previous steps, teachers' & supervisors' comments and the personal experience of the researcher in the field of teaching English, he developed a preliminary schedule, it was an open ended one and with a total number of 12 questions.

### **3.3.9: VALIDITY OF THE INTERVIEW SCHEDULE**

The researcher presented the first draft to the Guide and then to two other teaching staff members in The M. S. University of Baroda / India and two English supervisors in Palestine, two experts in the Ministry of Education, a senior lecturer in Al- Quds Open University and to the Director of English Language Center in the Arab American University / Jenin Palestine. The researcher asked them to give their opinions about the suitability of the questions to the aim of the study and to put any further comments which they

think suitable. In the light of their opinions, some questions were deleted, others were added, and some questions were modified. After deleting, modifying and adding questions the schedule was ready in its final form and consisted of 10 questions. (Appended Annexure 4)

### **3.3.10: PRE & POST TESTS**

#### **3.3.10.1 PRE TEST**

The test was prepared by the researcher with the help of the teachers who participated in the pilot study. Researcher asked the teachers to give him suggestions for the expected test, number of questions, time needed and types of questions. From the teachers' suggestions and feedback, researcher designed a test which consisted of 11 questions. They required short answers except question number 11 in which students had to write an essay on a topic of their own choice. The total marks allotted were 100. The questions were from the proposed activities related to the content in the new curriculum which was included in the training program. It focused on stress, intonation, word families, grammar, phrasal verbs, / p / or / b /, simple past endings, role play and writing. The researcher prepared a model answer before administering the test. The researcher gave the test to two English supervisors in the Directorate of Education in Jenin District to have their views about the test. The researcher discussed with the supervisors the aim of the test, types of questions and the characteristics of the good question. In the light of their suggestions, some questions were modified to suit the aim of the test and some repeated concepts were deleted. (Appended Annexure 5)

### **3.3.10.2 POST TEST**

The test was prepared by the researcher with the help of the same teachers who participated in the pre test. It consisted of the same number of questions as in the pre test. It contained 11 questions. They required short answers except question number 11 in which students had to write an essay on a topic of their own choice. The total marks allotted were 100. It was an equivalent test to the pre test. The questions were from the same activities in the training program which had just been implemented. It focused on stress, intonation, word families, grammar, phrasal verbs, /p / or / b /, simple past endings, role play and writing. Researcher prepared a model answer before administering the test. Researcher gave the test to the same two English supervisors in the Directorate of Education in Jenin District to have their views about the test. In the light of their suggestions, some questions were modified to suit the aim of the test and others were added. (Appended Annexure 6)

### **3.3.11: FEEDBACK FORM**

In order to obtain participants' opinions related to the effectiveness of the training program, researcher developed a feedback form which contained 9 different questions. They were of 3 types, open ended questions, yes or no questions and select from the given responses. Teachers were to fill in this form immediately after completing their training. Researcher followed the following procedures to develop the feedback form: 1) Referring to other feedback forms in various dissertations. 2) Examining more feedback forms through internet. 3) Referring to Donald Kirkpatrick's four level models for evaluating the impact of training programs on short term or long term goals of the organization. (Appended Annexure 7)

### **3.3.12: INTERVIEW SCHEDULE FOR TEACHERS**

After training teachers, researcher wanted to study whether the training program was effective and brought change in teachers' performance. For this purpose, the researcher developed an interview schedule for 10 teachers who participated in the training program. The schedule consisted of six questions of 2 types, yes or no questions and open ended questions. The researcher developed the schedule through 1) Examining different interview schedules. 2) Referring to previous related studies. 3) Referring to similar schedules used in evaluating training programs in the Ministry of Education / Palestine. (Appended Annexure 8)

### **3.4: THE PROCEDURE OF CONTENT ANALYSIS**

In order to identify the different roles in the new English curriculum, the researcher developed this form of content analysis which consisted of three main items, objectives of each lesson, content point and teacher's activities/ roles. The analysis form was constructed by the researcher to examine the presence of different roles employed in the new English Curriculum "English for Palestine" and to see if the new curriculum has witnessed a change in employing more roles inside the language classroom. Researcher followed the following procedures to develop the analysis form:

1. Referring to different forms in the field of content analysis.
2. Seeking feedback from "The Resource Room" in the English Language Center in the Arab American University / Jenin and the main library in An-Najah National University.
3. Researcher through the above steps developed the present form of content analysis.

### **3.5: PROCEDURES OF THE STUDY**

1. After preparing, finalizing and testing the tools of the study, the researcher wrote to the Ministry of Education (see annexure 13) asking for permission to distribute the tools of the study, in order to gain time the researcher went personally to the Ministry to get permission. 2) After getting permission, the researcher started distributing the teachers' questionnaires and reaction scale for students with the help of other English teachers in the selected schools. 3) Meanwhile, the researcher was doing interviews with English supervisors and analyzing the content of the new English curriculum. 4) The first two months was a period of observing classes for English language teachers in the district of Jenin. The researcher used to observe a class or two each day which depended on his schedule for that day, two English teachers also participated in the process of observing 13 classes. The researcher observed 6 classes with one teacher and 7 classes with the other according to their free time. The researcher and the two teachers got trained first on the process of observation. They went through the items of the class observation schedule many times and rehearsed the process, several times at school. Discussion between the researcher and the two teachers was the way to reduce the inconsistency in the observations. A total number of 25 English lessons were observed in Jenin Schools. 5) The researcher took the advantage of some study days to ask English teachers about the problematic topics in the new English Curriculum so as to include such topics in the proposed training program. 6) Researcher collected back the tools from respondents and started the process of data analysis. 7) After the analysis of the data, the researcher developed the raining program, gave it to 2 experienced English teachers, 2 English supervisors and an expert in the Arab American University to give their views about the different activities in the training program. 8) Researcher conducted a pilot study in one school before

starting the process of training teachers to aid in planning and discussion of the final training program at an early stage of the study 9) A pre test was administered to 4 girls' sections and 4 boys' sections to see the level of students at this stage. 10) A post test was also administered to the same groups at the end of training their teachers to see the effectiveness of the training program..

### **3.6: DATA COLLECTION**

Data collection is an important part of research, In order to collect the requisite data for any theme of research, one has to devise appropriate tools and use suitable measuring techniques. The present study gathered information regarding the problems English language teachers face and the roles language teacher has to use in his class. A questionnaire for teachers and an interview schedule with supervisors were used to identify teachers' problems. Class observation schedules, a reaction scale along with analyzing the content of the new English curriculum were used to identify the roles to be employed by the teacher. In order to get a proper material which suits developing a training program, the researcher visited schools in Jenin district and talked to teachers about their problems in teaching English. The researcher also visited the Directorate of Education in Jenin, met English supervisors, discussed with them the main problems of teaching English in Palestine as well as collected data from the Archive of the Directorate. The researcher took the advantage of some study days organized by the Ministry of Education and collected data from teachers about their problems in teaching English. The researcher also got benefited from 'the Resource Room' in the English Language Center in the Arab American University in collecting suitable data for developing the training program. This went side by side, with the data obtained from the tools of the study developed by the researcher.

### **3.7: DATA ANALYSIS**

Data collected with the help of different tools, were analyzed by applying different techniques. The data collected through teachers' questionnaire, supervisors' interview, class observation schedule, feedback form and interview schedule with teachers were analyzed with the help of frequencies and percentages, for reaction scale means and Std deviations were used, the content of the new English curriculum was content analyzed and pre and post tests were computed with the help of t-test and One Way ANOVA.

### **3.8: DEVELOPMENT OF THE TRAINING PROGRAM**

#### **3.8.1: INTRODUCTION**

This section presents details regarding the development of the training program which was developed and conducted by the researcher to achieve the objectives delineated. The program was developed for the teachers of English of Secondary Schools in the context of the new English curriculum in Palestine. Different tools of the study revealed some problems in teachers' performance and different roles teachers apply in the class. Teachers' questionnaire and supervisors' interview Schedules revealed problems related to stress and intonation, writing, word families, role play, and phrasal verbs. The reaction scale revealed problems related to the roles of the teacher, using pair and group work. The class observation schedule revealed also roles of the teacher. The content analysis revealed the different roles the teacher has to play in the classroom as identified in the new curriculum. The development was according to the feedback researcher collected from teachers, supervisors, students and the content analysis of the new curriculum. The researcher also asked teachers during their study days about areas where training was needed. After collecting the data from the different tools involved in the study and then analyzing the

data using suitable techniques. Clear picture about the areas of training was essential. Researcher wrote down those aspects which formed the material for the training program. Researcher visited three main libraries in Palestine, searching for suitable material to develop the program; they were An-Najah Library in An-Najah National University, Nablus, The Arab American Library in the Arab American University, Jenin and Qattan Library in Rammallah, in addition to the different sites in the Internet, the text book and the Archive of the Directorate of Education in Jenin District. When the material for training was ready, researcher consulted two teachers of English with long experience, two supervisors of English in the same district, Jenin and a lecturer from the Arab American University. Researcher asked them to go through the training material and supply him with the feedback needed. Researcher utilized the suggestions given by the experts.

### **3.9: PROCEDURE OF TRAINING**

The process of training English language teachers went through three phases. They are as follows:

#### **3.9.1: PHASE ONE (PILOT STUDY)**

Al- Salam Secondary Boys' School was chosen to start the process of training for the proposed training program. This preliminary study was conducted before the main research in order to check its feasibility and to improve the design of the research. Four teachers of English formed the first part of chain in training English teachers of Secondary Stage for the New Palestinian English Curriculum. The whole process of arranging, organizing and training was totally personal and no Public or Private institution interfered. Training of teachers went on for five weeks. The four teachers showed great concern and dedication, their comments were valuable and through their notes and



comments, modification in certain areas was necessary to suit the second phase of training. On the basis of the feedback received from teachers the training program was modified. The activities which were considered irrelevant were discarded and certain activities particularly related to stress and intonation, phrasal verbs and more elaboration on derivations content were enhanced and additional activities were developed to make the training program suitable to the requirements of the teachers. The pilot study also indicated that, the program is feasible and would take six weeks time to be completed in a systematic manner. This phase ended with an evaluation sheet which contained three main questions, 1. Which activity / activities do you think is / are the most suitable in the training program? 2. Which activity / activities do you think is / are the least suitable in the training program? Why? 3. What suggestions would you like to offer? Taking into consideration their suggestions and opinions, researcher was preparing the training program towards the second phase. Hence, before completing training in this phase researcher discussed with the participants suggested questions for the pre test. They supplied him with suggestions and different forms of expected questions for the test. The finally developed program is appended as Annexure 11.

### **3.9.2: PHASE TWO**

After pilot study, training program was modified and finalized. A group of 32 male and female teachers were trained for six weeks to improve their skills, and to display the required roles in the classroom for. They were teachers who teach in the city schools or schools not far from the city. The reason for this was that training used to start at 2:30, so time was important for teachers and for this reason only teachers from far schools were excluded. The Ice Breaking activity was the first activity, in which each teacher introduced himself to the whole

group, followed by giving participants a general idea about the training program and the expected time to finish training. In this phase pair and group work was the major procedure as the number of participants allowed for this technique to take place. Discussions after each activity gave training a special taste and meaning, ideas came from the participants which made the discussion fruitful and beneficial. In fact they enriched the core of training and at the end of training participants admitted that this part was the most crucial and fruitful as they always demanded discussions over some problematic areas in the curriculum from the Ministry of Education. During this phase teachers' questions and comments about training and activities formed a valuable feedback for the researcher. At the end of training an evaluation sheet was distributed for teachers to give a clear feedback about the training program, furthermore, the researcher interviewed 10 participants and asked them about their recent experience.

### **3.9.3: PHASE THREE**

In the final phase four schools were selected, two boys' schools and two girls' schools, with a total number of eight English teachers, four male teachers and four female teachers. The choice in this phase was not random, scientific and literary schools (boys and girls) were selected, in this case the researcher took the only four scientific and literary schools. Matching students in schools was not possible for different reasons so the researcher took the chance of administering the pre and post tests for 8 classes at the same time. The researcher in this phase wanted to see the effectiveness of the training program in i) improving students' learning. Only 8 teachers were taken to closely examine their performance in classroom teaching and enhancement in students' learning in different aspects, stress, intonation, grammar, word families, phrasal

verbs, role plays and writing. ii) development in trained teachers, in skills and knowledge, if teachers can display their roles, teachers' views and attitudes about the program.

The present chapter presented the tools researcher developed and used in order to develop and implement the training program for English language teachers in Palestine to suit the new English curriculum. Following chapter is a detail of the analysis of the different tools used which enabled the researcher to develop the training program..