

# **CHAPTER V**

## **SUMMARY AND SUGGESTIONS**

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#### **5.0: INTRODUCTION**

Enlightened, emancipated and trained teachers lead their communities in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings.

To improve the quality of learning in any educational system is an ultimate goal. To achieve this, educational leaders should positively influence the four common elements of education, which are: teachers, subject matter, students and the context or the environment. Therefore, the training track is an important means to influence and improve the quality of the teaching performance of teachers in addition to improve the quality of school curriculum. Through the training track, the teachers will participate in a well- designed and structured training program that will eventually enable them to design, and deliver a good curricula. Not only, teachers but also other relevant employees in the education system such as school principals, supervisors and others will participate in different training or awareness programs that aim at facilitating the implementation of the teachers' training program in one hand and support the teachers in applying the knowledge and skills gained in their classrooms on the other hand. A successful training program should have a great impact on the teaching / learning process; in other words, the teachers should apply the

knowledge and skills gained in their teaching classes. The existing programs of teacher education at primary and secondary levels are generally base on teacher education philosophy brought out by the Ministry of Education in Palestine in 1998. In fact the development and changes in the new English curriculum require a fresh look at teacher education.

### **5.1: TITLE OF THE STUDY**

“Development of a Training Program for the English Teachers of the Secondary Schools in the Context of the New Palestinian Curriculum”

### **5.2: OBJECTIVES OF THE STUDY**

1. To identify the emerging roles in English as for the new curriculum.
2. To identify difficulties faced by teachers in applying the new roles and find out the suitability of the current training program to the changed English curriculum.
3. To develop a training program for orienting teachers to the new roles.
4. To study the relationship of the training program with sex, experience, qualifications and performance.
5. To study the effectiveness of the training program.

### **5.3: DEFENITION OF TERMS**

**Curriculum:** Some total of activities done with respect to teaching of English to 11th and 12th standard students inside or outside the classroom in Palestine with respect to the new text books.

**Training program:** refers to the proposed program for English teachers who teach secondary classes, of definite time period consisting of various skills and sub skills that help English language teachers teach better.

**Effectiveness:** the positive reactions of both teachers and students towards the developed training program and the achievement of students in the test would be measure of effectiveness.

#### **5.4: DELIMITATION OF THE STUDY:**

The study is delimited to the teachers of English in the secondary schools who teach at 11th and 12th standards in five districts in the West Bank (Palestine).

#### **5.5: RATIONALE OF THE STUDY**

English language has become an international language after the Second World War (WWII). It's considered as the window from which we can see the world. Teaching English whether it's a second language or a foreign language, depends basically on three main domains (curriculum, teacher and student). Recently, many studies have appeared which focus on the best methods and techniques for teaching English. This surely, depends on the teacher, materials and techniques used and on the ability of the teacher in creating an atmosphere of encouragement for the students. But the teacher for sure, can't perform his job well unless he receives enough and constant training. Therefore, education and preparation of English teachers are very important to enable them to become professional teachers, as teaching English is not just a profession, it is also considered a vocation. It can be argued that the most important factor which leads to students' failure to reach a satisfactory level in English pertains

to the insufficient training of the teacher of English, on the one hand, and the inadequate programs on the other hand. We can probably expect good results if we have well-trained teachers, as a trained teacher will be able to overcome or become able to deal with most of the problems. A trained teacher will know how to get the best results from a crowded class. He will be able to make the most even if he has unsuitable textbooks. A trained teacher will be able to avoid the defects and add what is necessary. In addition, he will be acquainted with various methods of teaching and will be able to choose the most appropriate methods for his own students. Thus, most of the problems, then, will be removed if we have well- trained teachers (Hamad, 2007).

Qualified English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers and educators not only should demonstrate a high level of written and oral proficiency in the English language, but also should demonstrate teaching competency. Moreover, qualified ESL and EFL teachers and educators should be aware of current trends and research and their instructional implications in the field of linguistics, applied linguistics, second language acquisition, sociolinguistics, language pedagogy and methodology, literacy development, curriculum and material development, assessment, and cross-cultural communication. Where applicable, ESL and EFL educators should receive on going professional development, and should receive both the resources and support for continued professional growth and achievement. Buchman (1984), claims that knowledge gives the teacher both social and epistemic control of management problems.

The aim of teaching English in Palestine is to enable students communicate with English speakers of English who use oral and written skills. However,

such students fail to express themselves properly in speaking, despite the fact that they have a good repertoire of vocabulary. In fact, language teaching in Palestine has and until recently been concerned with grammatical rules rather than communication competence. Teachers were trained according to this. The curriculum was designed in the same way. Although there have been major changes in methodology over the years, and the main principle remains the same without any change. This can be considered as one of the major reasons for training language teachers.

In Palestine a new English curriculum has just been implemented. The curriculum witnessed a big change in the content and approach. It's supported by suitable audio-visual aids. This change needs a fundamental change in teacher's role inside the classroom, so as to cope with the new content. Training of English teachers to do their job in the effective way should be a priority by the Ministry of Education. It is necessary that teachers must be trained whenever a new curriculum is introduced. This is because every new curriculum has different facets and if teachers are not taking care of even one, the whole purpose of training and effectiveness of training will be useless. Furthermore, the new English curriculum consists of skills and sub skills presented in a way which is considered different from the previous curriculum. This assures the importance of training language teachers in order to deal with the new curriculum successfully and achieve the best desired results.

From the researcher's personal experience as a teacher of English in secondary schools, much effort has to be done. Teachers still play traditional roles, limit their techniques and don't use audio-visual aids. Results in general exams show that Palestinian students have a major problem in English. Parents complain

from the disability of their children in expressing themselves in English. Even most students find English as the toughest subject. Teachers for sure, can neither manage and play the new desired roles by their own nor improve students' level in English. The help of supervisors emerge as a vital necessity. They are supposed to assess and train their teachers by organizing constant and regular meetings to discuss problems teachers face and try to find suitable solutions. They can visit teachers in their schools, provide them with feedback to help them and encourage them to vary their methods of teaching. But the challenging question is: Are Palestinian supervisors well trained and qualified to provide English teachers with the knowledge they need to achieve the task successfully?

Further more training programs to orient teachers with the new curriculum are essential elements in completing the task successfully. Local trainers, lecturers, educators and experts are all needed. Workshops, conferences, and seminars should be held regularly so as to evaluate the achieved results. Universities and private institutions are also required to help performing this heavy but important task. All this, requires the careful and sincere efforts from all concerned in general and English language teachers in particular. Teachers need to have knowledge and skills in order to develop effective curriculum that engage English language learners, develop their academic skills, and help them to negotiate their identities as bilingual learners.

This emphasizes the importance of varying and adopting new roles for teachers in the classroom in order to achieve the desired outcomes in the teaching process. But if teachers continue to teach in and use traditional ways, things will

not change and reports will always show that students' achievement in English is poor.

When teachers are better trained, they can apply the required roles in the classroom, progress in using the four language skills will be achieved. This will also lead to better results for students in their general examination.

It's true that teachers whether they are male or female still they are teachers, but in the case of Palestine as a conservative society education is separated, male teachers teach boys and female teachers teach girls. In addition male teachers have more freedom in going out which enables them to acquire more knowledge and experience. This gives them the privilege to perform better. On the other hand, there is a belief that female teachers have more commitment and self-discipline in their work than male teachers.

Normally, it's well known that experience has positive effect on teachers' performance. Sometimes experience can be long but without enough training and development. Furthermore, it can be experience based on wrong performance and does not cope with the latest in the fields of education, methods of teaching and technology. Moreover, teachers with long experience seem sometimes to be rigid and may not accept changing their methods of teaching.

In general, qualifications have also positive effect on teachers' performance. It's natural that people with better qualifications can perform better, but , on the other hand, some people with less qualifications may have more determination and faithfulness, which help them achieve similar results.



Finally, studying the different factors which help teachers to adopt or reject the new roles and developing suitable pre and in-service training programs which emerge from teachers' needs are of great importance. Hence, looking into these all, it was felt by the researcher that there was a need to conduct a study on developing a training program for teachers of English in the new Palestinian English curriculum. Therefore, he has taken the chance to investigate the same in the West- Bank districts.

## **5.6: METHODOLOGY OF THE STUDY**

### **5.6.1: SAMPLE OF THE STUDY**

- 1) 50 English teachers from 5 different 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 (11th & 12th Grades) in Jenin and Qabatia Districts filled in the reaction scale.
- 4) 10 English Supervisors were interviewed from 3 different districts Jenin, Qabatia and Tubas.
- 5) 2 units were content analyzed from the 11th Grade Curriculum and the same in the 12th Grade Curriculum.

### **5.6.2: DATA REQUIRED FOR THE STUDY**

In order to achieve the stated objectives, both quantitative and qualitative data were required. Though both qualitative and quantitative data were used in the study, the primary focus of the study was on qualitative data. The quantitative data were used to supplement the information gained through qualitative data. To elaborate, for objectives one and two, to identify the teaching roles in English as for the new curriculum and to identify difficulties faced by teachers in applying the new roles, data were collected through class observation of teachers' performance, reaction scale for students, teacher's questionnaire, interview with English supervisors and content analysis of the new English curriculum. These data paved the way for building a training program for English teachers of secondary schools in Palestine.

### **5.6.3: 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) Students' Reaction Scale
- 4) Interview Schedule for English Supervisors
- 5) Pre and Post Tests for Students
6. Feedback Form
7. Interview Schedule for Teachers

**5.6.3.1 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.

**5.6.3.2 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. 1 indicates never, 2 indicates occasionally and 3 indicates always.

**5.6.3.3 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.

**5.6.3.4 Interview Schedule for 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.

#### **5.6.3.5 Pre and Post Tests**

##### **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.

### **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.

**5.6.3.6 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.

**5.6.3.7 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.

**5.7 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 the each lesson, content point and teacher's activities/ roles. The analysis form was constructed by the researcher to examine and see the presence of different roles employed in the new English Curriculum "English for Palestine" to see if the new curriculum has witnessed a change in employing more roles inside the language classroom to help students to be more effective in using the language and to give them more self learning.

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

### **5.8.1 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.

### **5.8.2 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.

### **5.8.3 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.

#### **5.8.4 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.

#### **5.9: 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. In order to get the proper material which suits developing a training program, the researcher visited schools in Jenin district, 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 and 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 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.

#### **5.10: 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.

### **5.11: MAJOR RESULTS**

Major results revealed in this study were presented according to sections presented at the beginning of the present chapter.

#### **RESULTS RELATED TO THE IDENTIFICATION OF THE NEW ROLES IN THE NEW ENGLISH CURRICULUM**

1. All Palestinian English language teachers had prepared and written annual planning and evaluation.
2. Most of the English language teachers did not use audio- visual aids during their teaching, and I.C.T.
3. Most of the English language teachers (80%) had written their objectives.
4. Performance of English language teachers was good in areas of knowledge of subject, correct use of grammar and clarity of sentences.
5. The communicating ability for the English language teachers was not satisfactory.
6. Student-Student interaction in the English language class was not satisfactory.
7. English language teachers' concentration on the four skills of the language was not in the same degree.
8. The English language teachers' ability to create a good environment for ELT teaching was not satisfactory.
9. Student's participation in the English class was not satisfactory.

10. The use of pair work and group work was still limited in the English class in Palestine.
11. The English language teachers didn't vary their roles in the English class.
12. The English language teachers in Palestine had no problems related to class management, while time management seemed to be a problem.
13. About 72 % of the English language teachers occasionally assigned home works while 68 % of them checked the home works.
14. About half of the English language teachers always provided students with worksheets.
15. Almost all English language teachers occasionally did the W.B. exercises.
16. All the English language teachers in Palestine neglected small projects.
17. The study revealed the major common and specific roles of the English language teacher in the classroom identified in the New English Curriculum.
18. About 65 % of the students indicated that English language teachers spoke English all the time in the class.
19. Majority of the students indicated that their English language teachers created real life situations in the English classes.
20. Majority of the students indicated that their English language teachers employed different ways of reinforcement, encouraged their initiatives, distributed the questions well and were objective with them.

## **RESULTS RELATED TO TEACHERS' PROBLEMS**

1. More than 70 % of the English language teachers indicated that the different activities of the new curriculum were mostly found to be adequate for developing students' skills and sub skills.
2. A round 70 % of the language teachers indicated that the different activities of the new curriculum were found to be suitable to the level of students.
3. Lack of vocabulary hindered Palestinian students from developing their skills in the English language.
4. Stress and intonation, verb endings and / b / & / p / sounds were the most difficult activities Palestinian students faced in pronunciation activities.
5. A round 70 % of the English language teachers faced difficulties in teaching English.
6. Palestinian students had difficulties in almost all forms of writing.
7. Most of the English language teachers (88%) indicated that students had problems in reading literature.
8. Majority of the Palestinian students had problems in silent reading, therefore teachers practice loud reading even they are not advised to do it.
9. All teachers found repetition in grammar exercises.
10. English was not given the required time to cover all the activities in the textbooks as indicated by teachers and supervisors.

11. Almost all teachers saw that vocabulary exercises were adequate to increase students' reservoir of words.
12. Most of the English language teachers had problems in language communication.
13. Most of the English language teachers encouraged regular meetings between language teachers and considered these meetings useful and helpful.
14. Almost most Palestinian students had negative attitudes towards learning English, de motivated and suffered from general weakness in English.
15. Majority of the English language teachers indicated that home environment, socio-economic and cultural context had their effects on the chances of language learning.
16. Exciting training programs in Palestine were not enough to cover all the material of training well.
17. The new Curriculum was intensive and overloaded with activities.
18. Local, private and international institutions helped in training language teachers other than Ministry of Education.
19. About 70 % of the English language supervisors said that the new curriculum concentrated on the four language skills equally.
20. Most supervisors agreed that the way the new curriculum was presented was new and impressive.
21. All the English language supervisors saw that the new curriculum was different from the previous one.

22. About 70 % of the English language supervisors suggested practical training material for teachers.

23. About 70 % of the English language supervisors indicated that the communicative approach was suitable for the new curriculum.

24. All English language supervisors agreed that the new curriculum fitted the age of students, but half of them indicated that it suited the level of the students.

### **RESULTS RELATED TO THE RELATIONSHIP OF THE TRAINING PROGRAM TO SEX, EXPERIENCE, QUALIFICATIONS AND PERFORMANCE**

1. There was no significant difference in the performance of male and female teachers.

2. There was no significant difference in the performance of teachers having B.A or M.A degrees.

3. There were significant differences in the performance of teachers according to experience variable in favor of 11-20 years of experience.

### **RESULTS RELATED TO THE EFFECTIVENESS OF THE TRAINING PROGRAM**

1. The mean of the post-test was higher than the mean of the pre- test of students' scores.

2. About 95 students out of 204 scored less than the mean (65.3824) in the pre-test, while 109 scored more than the mean.



3. About 82 students out of 204 scored less than the mean (68.9902) in the post-test.
4. Girls scored higher mean than boys in the pre and post tests.
5. Training improved male teachers' performance more than female teachers' performance.
6. A clear improvement in teachers' performance was observed in the direct activities of training.
7. Retraction of female teachers' performance in some aspects after training.
8. Training made majority of the teachers aware of the activities in the new English Curriculum.
9. Nearly 60 % of the English language teachers indicated that the training aims were achieved.
10. About 68 % of the English language teachers indicated that training improved their knowledge and skills.
11. Nearly 64 % of the English language teachers indicated that the training program succeeded in changing their attitudes towards training.
12. Nearly 64 % of the teachers felt comfortable after training.
14. Most teachers who participated in the training program recommended this training program for other teachers.
15. All trained teachers noticed changes in their performance after training.

16. All trained teachers indicated that this training program had advantages over other training programs.

17. All trained teachers suggested more supporting writing and grammar materials for training.

## **5.12: MAJOR FINDINGS**

The present study aimed at developing a training program for teachers through identifying the new roles in English as for the new curriculum, difficulties teachers face in applying the new roles, seeing its relationship to sex, experience, qualifications and performance and studying its effectiveness. From the results presented in this chapter, the following major findings emerge.

**New Roles:** To identify the new emerging roles in the new curriculum, researcher used Class Observation Schedule, Reaction Scale for Students and Content Analysis. The major roles emerge through the mentioned procedures are:

1. Pair and group work manager: the study revealed that many activities in the new English curriculum were designed to be presented through pair and group work, is still limited in the language classroom in Palestine, including forming pairs and groups according to students' abilities and the class layout, preparing situations and engaging all students to work at the same time.

2. Another major role revealed, is the teacher as a participant who takes part in an event or activity as role plays or discussions. The study revealed that this role is still limited in the language classroom in Palestine.

3. The teacher as a facilitator of interaction with students: The study revealed that most of the activities in the new curriculum depend on performing this role, the success of the teacher in performing this role leads to the success of doing other activities and situations successfully. The study revealed that this role is played well in some aspects as simplifying the material for students, while in other aspects as using teaching aids, I.C.T and audio visual aids is not satisfactory.

4. The teacher as a developer: The study revealed that the role of the teacher as a developer of the 4 skills (reading, writing, listening and speaking) is not given the same attention by teachers.

5. Provider of relevant and rich environment for language learning: The study revealed that Palestinian language teachers' ability to create a good environment for language learning is not satisfactory.

**Teachers' Problems:** To identify the difficulties faced by language teachers in Palestine, researcher used Teachers' Questionnaire and Supervisors' Interview Schedule. Major findings are the following:

1. Most of the language teachers indicated that they have problems in language communication as they lack the opportunity to practice English.

2. Teachers indicated that negative attitudes of students towards English, de motivation and general weakness of students are major problems they face in teaching English.

3. The new curriculum is intensive and overloaded with activities and the time allotted to English is not enough to cover these activities properly.

4. Language teachers indicated that students suffer from lack of vocabulary which hinders them from developing their skills efficiently.

#### **The Relationship of the Training Program to Sex, Experience, Qualifications and Performance:**

Relationship of the training program with the mentioned variables was seen in terms of students' achievement. Following are the major findings

1. There was no significant difference in the performance of male and female teachers.
2. There was no significant difference in the performance of teachers having B.A or M.A degrees.
3. There were significant differences in the performance of teachers according to experience variable and results were in favor of 11-20 years of experience

#### **The Effectiveness of the Training Program:**

Effectiveness of the training program was seen in terms of teachers' opinions through Feedback Form and Interview Schedule for Teachers, Class Observation, and Students' Achievement. Major findings are:

1. The mean of the post-test was higher than the mean of the pre- test.
2. Training improved male teachers' performance in some aspects more than female teachers' performance. Such as student's participation, females' student participation remained the same before and after training with a per cent of 50, whereas males' student participation was 33.3% below average, 16.7 average

and 50% good. After training, it became 16.7% below average, 33.3 average and 50% good. In student-teacher interaction, females remained the same before and after training with a per cent of 50 in good and very good levels, while males' per cents improved from 16.7 below average, 16.7 average and 66.7 good before training to 33.3 average and 66.7 good after training.

3. A clear improvement in teachers' performance in the direct activities of training as indicated by teachers in the feedback form.
4. Training made majority of the teachers aware of the activities in the new English Curriculum as indicated in the feedback form.
5. All teachers noticed changes in their performance after training as indicated in the interview schedule for teachers.

The main contribution of the study is the successful developing of the training program and training 32 teachers of secondary schools, orienting them with the activities included in the new English curriculum including the new roles the language teacher has to play in the class for 6 successive weeks. Researcher hopes that this training program could help teachers more in applying new required roles for the new curriculum which enables teachers to perform better in the class. This will lead to improve students' level in English as it is always considered as a problematic subject for both students and teachers.

## **5. 13: SUGGESTIONS**

### **5.13.1: SUGGESTIONS FOR FURTHER STUDIES**

The present study of developing a training program for English teachers in Palestine is a developmental and experimental study. The focus of the study

was to develop a training program, through identifying the different roles the English language teacher has to apply in his class. The study also made an effort to understand the problems of teaching English in Palestine in order to develop the training program. The insight and experiences gained through the research impels the researcher to throw light on the related areas of research for forthcoming researchers. These would enrich the field and could bring out concrete suggestions for all concerned.

1. The developed training program was intended to equip teachers with certain skills for dealing with the new English Curriculum. Training programs for 'specific' problems could be designed and developed.
2. As 'English for Palestine' is still a new Curriculum, more studies are needed to focus more light on it and come with results that can help teachers in a better performance.
3. Research studies in Palestine concentrate on training needs for teachers in general. Studies of specific needs could be helpful.
4. Research studies in Palestine show lack of studies in the field of EFL, more studies can help in understanding in depth the problems of English language teaching.
5. Input of teacher training on classroom transactions.
6. Specific requirements of language teachers.

#### **5.13.2: SUGGESTIONS FOR IMPROVEMENT**

On the basis of the major results, the following suggestions were arrived at for improvement.

1. More training for teachers in the field of using audio visual aids, using I.C.T, methods of teaching, and the four skills of English.
2. Increasing the number of periods for English per week to cover all the activities of the New Curriculum.
3. Special attention could be given to vocabulary lessons.
4. More practice for guided writing to overcome writing problems.
5. More practice of English for both teachers and students inside and outside the classroom through English clubs and magazines.
6. Regular meetings and workshops for teachers to discuss English language problems and come with workable solutions.
7. Teachers should go through the Teacher's Book thoroughly, as it provides them with good examples and models for their daily teaching process.
8. Re-constructing in-service and pre-service training programs in order to satisfy the training needs of teachers.
9. More emphasis on practical training than theoretical training.
10. Time and place of training should be feasible for training teachers.
11. More time should be given for discussion in training.
12. Re-arranging the units so that easier units come first.
13. Establishing an easy and clear list of all English highlighted words.
14. More focus on fluency than accuracy.
15. To give care to the maxim of quality of activities over the maxim of quantity.

#### **5.14: CONCLUSION**

The researcher in this study made a genuine attempt to design, develop and try out a training program for English teachers in Palestine of secondary schools to

meet the needs of the new English curriculum which was implemented a few years ago. The research project revealed that the training program was effective to orient teachers to the new English curriculum in the following aspects, stress, intonation, vowel sounds, / p / & / b /, simple past endings, role plays, word families, conditional sentences, tenses, phrasal verbs, writing and teacher roles. The researcher believes therefore that there is a need for producing such programs on mass scale that can encourage teachers to participate in order to gain more knowledge and skills in English language itself, new methods and trends in teaching English as a foreign or second language. As this for sure will benefit Palestinian students, improve their level and enrich their knowledge of the language.

Only a trained and qualified teacher is expected to have a broad background of general education, as well as professional preparation that includes the psychology of students, the principles and techniques of teaching, and the historical foundations of education. If teacher training is such a vital and a fundamental element in the language teaching process, it becomes necessary to consider the best ways for training. In the light of the foregoing discussion, it can be noted that a well prepared English teacher is the cornerstone of a vibrant education and frequently essential for a high quality of teaching. More than ever, and likely increasingly so in the future, reading, writing, speaking and listening are the basic building blocks for jobs.

### **5.15: IMPLICATIONS OF THE STUDY**

The importance of any training lies mainly in its appropriate material and methodology used in training trainees, which must have been developed, based on the knowledge of the needs and requirements of the particular group in



relation to their activities. In this regard, the developed training program not only provides Palestinian English teachers with skills and knowledge, but also enables them to convey a clearer message for their students and help them to meet their needs in improving their level in English.

The study revealed results showing that there is a real problem in Palestinian schools related to English. Students' level is not satisfactory. Their participation in the English class is not encouraging. Teachers' performance in certain aspects is still limited and needs more training. Teachers do not vary their roles in the language classroom, even the new curriculum demands more roles from the teacher to be played in order to arrive at a better performance from language teachers which will certainly benefit students and help them to improve their level in English. Therefore, national level plans should be drawn and implemented to come with workable solutions that can help in this aspect. Language teachers are also invited to do their best to come with better performance which leads to better results for students. This will not be truly fulfilled unless English language teachers are well trained and qualified.