

CHAPTER I

BACKGROUND OF THE STUDY



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1.0 : INTRODUCTION

Language is always considered as a systematic means of communication by the use of sounds and symbols. It's the code that all human beings use to express themselves and to communicate with others. Language is something specific to human beings as it's the basic capacity that distinguishes humans from other living beings. Therefore, language remains a communicative means to express ideas, concepts, thoughts, moods, feelings and attitudes. In fact, language is what makes us humans. It is true that people acquire one language by birth as it is vital for their survival; however, a second language has always brought benefits to its users, power and prestige, if it is learnt and used well. As People are living in multilingual communities, they have always sought to learn other languages for various purposes. During the 20th and 21st centuries English language has become the most widely spoken language in the world, and has more second-language speakers than any other language. It is considered as a universal language. Most of the universities worldwide include English as one of their major subjects. India is also competing with the other countries in terms of education and many other things related to English language teaching. Palestine has also introduced a new English Curriculum in its schools to enable students communicate with speakers of English using oral and written skills. Hence, we are forced to meet global standards as we are living in the world of globalization. English is the first and foremost criteria when someone is applying for a job or he is seeking admission in a reputed

college/university/institution. Companies welcome those candidates who are fluent in English and have the relevant qualification and skill set. However, candidates with the relevant qualification without having proper knowledge of English language are being rejected. As English increasingly becomes the 'international language of communication' between people who are more than likely to be non-native speakers, we should think about the best possible ways of teaching English language, how to produce a capable language teacher who can turn out students with good knowledge of English.

Traditionally, Teaching of English to Speakers of Other Languages (TESOL) classroom has been one which places undue emphasis on the teacher. According to Wright, (1987), the characteristics of this tradition are that teachers are all-powerful and all knowing, set high standards, and exercise tight control over the spread of learning and knowledge. Learners must conform to these standards and their efforts are judged by their results in examinations. This teacher role 'transmission' teacher, who maintains a high degree of control over learners is usually contrasted with the 'interpretation' teacher who maintains control by persuasion, dispenses control and responsibility for learning more among the learners. These two teacher roles are posited against each other but in reality they are two ends of the same continuum. Kanda English Language Proficiency (KELP) (1998), argued that the trend to institute greater learner autonomy in classroom necessitates the adoption of new teacher roles for the foreign language classroom in unison with other curricular changes. So we can argue that in the most general terms the teacher is here, as in any other classroom, to provide the best conditions for learning. The teacher is a means to an end: an instrument to see that learning takes place. As a human

being, he is of course a subtle and sensitive instrument who can't be satisfactorily replaced by a mechanical aid. But in addition to this general function or perhaps we should say in order to implement this function, the language teacher has specific roles to play at different stages of the learning process. The role of the teacher from the beginning to the end is very important. Often there is a belief among the teachers and others that when a student reaches collegiate level, his language acquisition is rather over. The fact is that language acquisition takes place until the very end of an individual's life. Its experience coupled with the systematic teaching of language that improves the effective communicative skills of the students. Thus, it is imperative for the experience in his classroom and outside it. Finally, the responsibility of the language teacher is a continuing process. Language teachers should have a good knowledge of the structures of the concerned language they teach. At present, their knowledge of grammar is largely confined to the traditional system, while knowledge of the traditional grammar is a great asset; teachers need to be aware of the specific characteristics of the dialects of the language, because in actual student performance the structures and characteristics of the dialects play a significant role. Teachers' professional development and training is a term applied to activities that help teachers learn, apply, and refine new skills and knowledge. Yet the topic of training English teachers forms the basis for discussions and studies. It could be deemed redundant, since it could be assumed that anyone who teaches English language would not dare to do so without the requisite professional training and qualification. Brown (1994) optimistically remarks "one of the most interesting things about teaching is that you are learning". But simply, teacher development is the process of lifelong learning in the profession; it involves any activities aiming to

achieve personal and professional growth for the development activities which can range from observing colleagues' classes, reading academic journals and attending conferences, to collaborate with other teachers in classroom research or other projects (Brown 1994; Crandall 1991; Diaz-Rico 1998). Due to the international nature of the English language, English language teacher (ELT) training programs are being implemented all over the world. Great attention and care have been given to the process of training English-as-a-foreign or second language teachers. Topics such as the nature of teacher- training courses, different approaches to language teacher training and several paradigms of teacher- training methodology have been investigated and discussed at conferences and many research centers throughout the world.

Williams (1994) mentions the diversity of these teacher-training programs (which vary considerably in terms of length and qualifications) and discusses the nature of the ELT-training discipline in terms of its uniqueness. He also discusses factors that should be accounted for in a teacher training model, e.g., teacher background and competences, expectations from students, cost and time. Furthermore, much concern and attention have been expressed in the literature regarding the content of teacher training and the methodology used in training programs. Preparation of instructors is considered to be one of the greatest needs in Adult Basic Education (ABE) and English as a Second Language (ESL) programs (Foster, 1988; Kazemek, 1988). Many ABE and ESL teachers and instructors receive little training or even no training, either in subject matter content or in the process of teaching English for adults. The challenge for the adult education field is to design an effective system of staff development within

the constraints of the ABE and ESL delivery systems. These constraints include limited financial resources for adults, high instructor turnover, few state training requirements for ABE and ESL instructors, and lack of a unified adult education research base (Tibbitts, Kutner, Hemphill, & Jones, 1991).

The demand for the preparation of foreign language teachers is great. Teachers may lack not only the native ability to speak the language, but also a proficiency level in speaking. Apart from this serious deficiency in their academic training, teachers also lack a fundamental knowledge of how language is learnt or taught, and how to help students, when entering classroom, to leave behind the social reality created by their native tongue and start constructing a new reality which is potentially very different from the one they would leave Hamad,(2007).

Generally speaking, most EFL teacher-training programs around the world consist of several components. There is a methodological/ pedagogical component, a linguistic component and a literature component Cullen, (1994). Although in most parts of the world greater emphasis is given to methodology. It's true that some situations gave emphasis to raise the language level of the future teacher. Cullen, (1994), states that only a few teacher training courses are able to achieve the objectives of improving the communicative command of the language rather than knowledge of it. Cullen, however, recognizes that in most regions of the world, the main interest of English teachers is the need to improve their own command of the language so more confidently, in the classroom. An in-service teacher course

which fails to take this into account is arguably failing to meet the needs or respond to the wishes of the teachers themselves (p.164).

Planners of teachers' programs should be concerned with the low level of English proficiency among prospective EFL teachers and should adopt techniques that will solve the problem. Schrier (1994), states that teacher-preparation programs usually divide their preparation into three ways: General, specialist and professional education. Foreign language departments have the most influence in the area of specialist education because of the content-knowledge preparation or simply the knowledge base.

An important step that must be taken into consideration while developing programs for teachers is to promote open discussion and clear decisions about the purposes and content of training programs. Programs must be balanced between theory and practice, exam preparation and communication ability, and institutional decision and teachers' needs. More open discussions about uncertainties are needed among curriculum developers, trainers and trainees because no communication often causes misunderstanding and resistance among them. Clarifying uncertainty and ambiguity may not be the solution of all the problems but should be the first step to improve the current training programs.

Continuing professional development is deemed to be the systematic maintenance, improvement, and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life.

In the case of the ESL/ EFL teacher, continuing professional development would aim at updating him or her with knowledge about the field as well as refining the teacher's skill in using procedures and exploiting material. In the process, the ESL/ EFL teacher should become more aware of his or her role as a teacher-facilitator; of the process of teaching and learning; of choice made in the domains of methodology, material, interaction, and so on, enabling self-propelled and self-monitored further development Marks (1990, p.8).

Teachers are required to develop their knowledge and expertise in their field of study. There are two types of education dealing with teachers' professional development: pre-service and in-service education. Pre-service education is provided to those who have not yet worked as teachers, whereas in-service education is provided to those who have worked as teachers. Although these two types of education share the same goal in improving teachers' professional development, they have different features which may influence the degree of success in the efforts of improving teachers' quality.

It is universally accepted that the concept of teacher development is a continuous process encompassing pre-service preparation, introduction into the teaching profession, and in-service activities. In-service training might be conducted by teacher educators, personnel from the Ministry of Education, and professional bodies such as English Language Teacher Associations, usually include modules about new methods, new materials, and new findings in research. However, training via such transmission does not seem to be enough. Saratha& Mogan a, (1992). ESL EFL teachers often come away from in-service courses asking, " But how should it be for me and

my particular group of students in my specific classroom context?" There seems, therefore, to be a need for in-service training to cater to the "real" needs of ESL and EFL teachers as opposed to the experts perceive as being teacher needs Saratha & Mogana (1992).

1.1: WHY IS TEACHER DEVELOPMENT NECESSARY?

The need for teacher development arises from the inadequacy of training courses, which can enable teachers to be dynamic, successful and competent in their job. Any training course, either long-term or short-term, can be criticized for shortcomings. Training courses, even those needed for a graduate degree in Teaching English as A Second Language (TESL) or Teaching English As A Foreign Language (TEFL), can not satisfy all trainees, nor can solve the problems occurring at the trainees' home situations. It is true that practical work seems to be more rewarding to teachers than theoretical information, but they must be made aware of the theories behind the teaching-learning process, otherwise, they may fail to understand the purposes for teaching the language. Teachers need, therefore, to be familiar with a theoretical background about theories of language acquisition in order to know the appropriate conditions and pre-requisites for acquiring the language, and make use of these theories when teaching the language. Furthermore, they need to be acquainted with a theoretical knowledge of the impact of linguistics and theories of learning on the design of language syllabuses and the development of methods and approaches to language teaching. In addition, a qualified teacher is expected to have a broad background of general education, as well as professional preparation that includes the psychology of children or adolescents, the principles and techniques of teaching, and the historical foundation of education.

Therefore, akin training, teacher development must be a vital component in teacher education. Development training by giving teachers opportunities to reflect on classroom practice, gain insight into their experiences, view education as a long-term process, and deals with change and divergence.

1.2: TEACHER PREPARATION AND DEVELOPMENT

Effective English learning depends to a large extent on appropriate initial teacher preparation and continued professional development of teachers throughout their careers. Recently, some widely held beliefs about English teaching have been challenged. For example, the idea that native speakers are the best teachers has been questioned- and has been called the native speaker fallacy (Braine, Canagarajah, 1999; Phillipson, 1992). As advances in travel, communications, and technology have accelerated the pace and frequency of contacts between people and among peoples, traditional needs for learning English have evolved into new needs. These developments have generated concerns about the appropriate initial preparation of language teachers, the standard of target language mastery to be attained by nonnative- English- speaking teachers working in varied contexts, and the nature of the evolving knowledge and the skill bases needed by all teachers. As the demand for English language educational opportunities increases, so will the demand for appropriately prepared teachers.

The following set of concerns entails many potential research questions.

- How do classroom activities planned and executed by teachers relate to students' language learning? Nerenz& Knop, (1982)
- How can effective teaching best be identified, measured, and promoted? What characteristics of teachers are identified as effective, in terms of their behavior and their thinking?

- What are the most effective ways of promoting language learning under the varied conditions to be found around the globe?
- What standards of target language proficiency should be expected of nonnative- English- speaking teachers?
- How can in-service development best be promoted and sustained?
- How can teachers bring about their own continued professional development?
- What role do associations and institutions play in teachers' professional development?

1.3: TWO DIFFERENT STRATEGIES

Training and Development are two principal strategies through which the content of language teacher education is taught.

Training: is a strategy for direct intervention by the trainer, to work on specific aspects of the teacher's teaching. The intervention is focused on specific outcomes that can be achieved through a clear sequence of steps, usually within a specific period of time. The aspects of teaching that are seen as "trainable" are discrete chunks, usually based on knowledge or skills, which can be isolated, practiced, and ultimately mastered. The trainer can take the lead in this process by isolating and presenting a specific issue for the teacher to address and by proposing ways to address it. Furthermore, the trainer can assess the teacher's success in working on the issue by setting out observable criteria for change and a time period within that change can or should be achieved. Training, as a strategy, is clear and direct. It originates with the trainer, is implemented by the teacher, and is evaluated either by the trainer or by two together. It is based on an assumption that through mastery

of discrete aspects of skills and knowledge, teachers will improve their effectiveness in the classroom. Furthermore, training assumes that this mastery of discrete aspects can and does aggregate into a whole form of teaching competence. There is no doubt that training is often effective, although it has clear shortcomings. One of them is the fragmented view it takes of teaching Eisner, (1983).

Development: is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting awareness. Any teacher must learn how to present material or hand out homework, but these types of things can be learned through training. To learn to recognize one's own impatience and how it affects student participation or to learn how one's self-confidence or lack of it affects students' reactions to the lesson; these types of things depend on developing an internal monitoring system. They are aspects of a teacher's teaching that stem from attitude toward, and awareness of, self in the classroom. Here, the trainer must take a different strategy.

Through development, the trainer works to trigger the teacher's awareness of what he is doing. By asking questions, by making observations in a detached way, by sharing personal teaching experience, the trainer endeavors to start the teacher on a process of reflection, critique, and refinement of the teacher's classroom practice.

Development is a far less predictable or directed strategy than training. It is highly dependent on the individual teacher, the trainer, and their interaction. Because the trainer's role is to seek change through the teacher's awareness,

rather than to intervene directly as in training, the changes that result from development can't be foreseen or expected within a designated time period. They are essentially internal, although they can have external manifestations through changes in performance or behavior. There is a critical difference between the two strategies. In development, although the issues raised must fall within the trainer's understanding of teaching, the solutions do not necessarily need to be ones that the trainer knows or can implement. The trainer encourages and supports the teacher in addressing the complex and individual nature of many teaching issues and in sorting out a personal course of action. Development is a strategy which works with the more indivisible, idiosyncratic aspects of a teacher's teaching. In training, however, it is the trainer's role to be responsible both for the issue and its solution.

The process of language teacher education requires differing strategies depending on which constituents of teaching are to be addressed and the kinds of change in teacher performance that are sought. Both training and development are two basic educating strategies that share the same purpose: achieving change in what the teacher does and why. They differ in the means they adopt to achieve that purpose Freeman, (1989).

Looking at needs of training teachers for various aspects, researcher has tried to discuss the concept of training in details.

1.4: THE CONCEPT OF TRAINING

Robinson, (1985) defines training as a group of educational and experimental means which develop the patterns of the individual's behavior in the fields of knowledge and attitudes, in order to achieve a criterion level

of performance, while Yaghi, (1986) sees training as a process of providing knowledge and developed techniques to perform a job, in order to make change in habits, knowledge, skills and the needed abilities for individuals to perform their jobs, to fulfill their aims and the aims of their institution. Tkhas, (1987) defines training as an integrated process which exceeds performing a job or comes after the process of employment in the job. It aims at developing the abilities of the individual to increase his productivity. The American Society for Training and Development defines training as a minor specialization from the field of human power which aims at developing and renewing the main abilities in the form of knowledge, skills and abilities. Tracy, (1991) defines training as the different learning experiences provided to the employees to make changes in their behavior which leads to achieve the aims of the organization. Al-Qarioti, (1999) adds that training is a process of programmed teaching in order to acquire certain behaviors and attitudes to improve trainees' skills and knowledge and make them aware of the aims of their organization. From the above definitions we notice that most of the definitions focused on the following domains:

1. Training is a programmed teaching, includes knowledge and teaching methods.
2. Training is a process of development and includes developing individuals' abilities.
3. Training is the process of developing skills and proficiencies.
4. Training is a connected process starts with the individual before and while in employment.
5. The core of training is the individual in particular and the group in general.

1.5: REASONS FOR TRAINING AND CHALLENGES

There are many reasons that can be mentioned in this particular field.

1. The technological and scientific development the World witnesses, especially in telecommunications, the rapid increase in scientific knowledge, which threatens the role of schools in building new generations.
2. The implementation of new and modern Curriculum.
3. The defects in pre-service programs of preparing teachers in local Universities. Most graduates who become teachers have degrees in their specializations but they are not qualified enough for the profession of teaching.
4. The burning out of the teacher especially when he spends some years in teaching. He needs a continuous development in all sides so as not to enter the stage of burning out and for sure will be reflected on his educational performance.
5. The continuous development in schools, building new computer labs, new scientific labs, this requires the developing of teachers.
6. The political situation being unsuitable hinders the continuity of the whole educational process. This situation requires the process of developing emergency programs.
7. The rapid professional change which is the result of growth and development in technology and knowledge requires adding new subjects for students in New Curricula, as Science of Health and Environment, Home Science, Information Technology, Management and Economy, in addition to the movement of teachers from teaching a stage to another, mainly at the beginning of a new academic year.

8. The rapid change of life requirements in the society forces education to cope up with the change.

1.6: CONDITIONS OF GOOD TRAINING

The most important conditions for good training according to Sbayh,(1991) are the followings:

1. It should aim to develop the ability of creation for the person, it is not important to give solutions but the ability to choose the suitable solution among the ones proposed.
2. It should stem from the local environment where the individual lives and according to the characteristics of the community and its problems.
3. It shouldn't be just a way of providing persons with information, but through discussions over common problems in which the person will possess the ability to find the suitable solution for the problem.
4. The latest methods and technologies should be employed in training.
5. Going through the training material thoroughly and depending on researches which suggest solutions for problems through the local environment.
6. Defining the training needs well and properly and designing the training programs according to these needs.

1.7: KINDS OF TRAINING

Training is divided according to the process of implementation into two main kinds Al shae'r, (1991): They are

1. Pre- service training: which is preparing people in advance, before starting the job, this enables the person to apply all the concepts, facts

and theories practically, or accompany a person with experience, a period of time to learn to practice the job.

2. In -service Training: It means to train workers in a field while working to improve developmental abilities and practical skills for those workers. This kind can be divided into:
 - a) Training in the first stage of employment of the worker.
 - b) Training in new works which are considered as part of the work the person is doing.
 - c) Re-training, to enable a person to take a new position or a new responsibility.

Training can be also divided according to applying the job into two main kinds Alshae'r, (1991): They are

1. Theoretical training: It includes lectures, discussions, seminars, case studies and printed training materials, in which trainers try to provide trainees with certain kinds of information.
2. Practical training: It's the applying of knowledge and skills practically. It's always done through practicing the work directly by following the steps put in advance by the designers of the training program.

1.8: IMPORTANCE OF TRAINING

Training is considered now a need and necessity. It has the following aspects.

1. It changes the behaviors of persons in order to increase their productivity.
2. It creates the positive belonging between the individual and his job.

3. It helps in planning the working power. As any process of comprehensive development concentrates on developing the working power.
4. It increases the self confidence of the workers and then their positive interaction.
5. It develops all the working staff in teaching i.e. teachers, principals, supervisors, administrators and planners as every member contributes according to what suits his work.
6. It enriches developing projects.

1.9: AIMS OF TRAINING

According to Olaimat, (1991) educational aims are derived from the training needs of teachers in any country. If these needs are clearly determined, well specified and reflects the educational situation, the aims will be clear, specific and can be achieved. Most specialists agree that good training programs which aim to develop teachers should be built through determining the needs which form priorities to them. Training has many aims Ibrahim, (1998). Following are some of them:

1. To help teachers overcome some of the inadequate preparation in colleges.
2. To help new teachers to be familiar with the new job and the surrounding conditions of the job.
3. To let teachers know the latest in the field of teaching, methods, teaching aids, and the content of the curriculum.
4. To increase teachers' productivity through improving teachers' technical abilities.

5. To enable teachers to acquire concepts, skills, experiences and abilities needed to improve and develop their performance.
6. To empower teachers with clear concepts about the morals of their profession.
7. To develop educational practices and behaviors like commitment, discipline, initiation and objective thinking. Al-Tanobe,(1996) says that there are some factors which affect the participation of an individual in training, such as :
 1. **Age:** young teachers prefer to participate in training programs more than older teachers.
 2. **Sex:** Male teachers are more participating than female teachers.
 3. **Educational level:** People with high level of education accept and participate better than people with lower level of education.
 4. **Distance:** the farther the distance between residence or working place and the training place the less desire for participating will be.
 5. **Previous training experience:** If the participant has previous successful experience, he will be more motivated towards participating in training.
 6. **Attitudes of participants:** Participants who have positive attitudes towards training accept training more than participants who have negative attitudes.
 7. **Financial incentives:** The presence of financial incentive encourages participants to participate.
 8. **Time of training:** Choosing the proper time of training has always encouraged participants to participate well.

9. **Forced training:** Forcing participants to take part in training programs usually increases the number of participants but at the same time decreases their commitment and their seriousness in training.
10. **Subject of training and its content:** When the subject and content of training stem from the training needs of participants, they will participate better.
11. **Kind of training:** When training focuses on the theoretical part which doesn't suit the interests and needs of the trainees, this will decrease trainees' participation in training, while combining theoretical and practical parts together, makes participants participate well and better.

1.10: THE TEACHER WE NEED

The 21st century requires a teacher with new characteristics, has skills and abilities which make him / her an educational scholar who incorporates in solving problems. A teacher, who has the spirit of initiation and the trend for experimenting and renewing, has the power to organize the educational activities, has the power to fulfill social and educational duties, has the power and ability to use and manipulate the New Educational Technologies. The teacher shouldn't be just a person who performs a career, but he should be an educator, an expert and contributor in the educational creativity. In order to achieve all that he should be a teacher who:

1. Responds to the educational and scientific changes around him, interacts, accepts and benefits from these changes in teaching his subject.
2. Accepts, his work, enthusiastically, has the desire to learn, renew his experiences, cooperates with his colleagues and is an active member in the school as it is an organization of learning.

3. An expert in his subject, searching for any new in his field of specialization; able to use the proper and suitable methods of teaching, especially the new ones and also able to use the suitable ways of evaluation.
4. Has a positive educational philosophy devoted to develop himself professionally and constantly. It's also directed in teaching and interaction with his students, colleagues and local community.
5. Has a good background in education and educational sciences e.g., the history of education and the philosophy of education also.
6. Knows the psychology of children, adolescence and learning.

1.11: A BRIEF REVIEW OF PALESTINIAN EDUCATION

After the year 1948, the West Bank was annexed to Jordan and Gaza was administered by Egypt. Accordingly, West Bank schools followed the Jordanian curriculum, while Gaza schools adopted the Egyptian. In 1967, Israel occupied both areas and maintained the existing curricula for Palestinian schools. It did attempt unsuccessfully to bring its own curriculum into Jerusalem, and it also reviewed Jordanian and Egyptian books, censoring material that it found objectionable. In 1994, Palestinian education in the West Bank (including, to a limited and unacknowledged extent, Jerusalem) and Gaza was transferred to the new Palestinian National Authority (PNA) as a result of the Oslo Agreement between Israel and the Palestine Liberation Organization (PLO). As soon as authority for Palestinian education was transferred from Israeli hands to the Palestinians the educational development started and it's regarded as a unique rich and challenging experience. So for the first time in their life Palestinians became responsible directly about their education. The responsibility was great and



the challenge was even greater because education sector in Palestine formed the biggest sector but received the least attention. It was natural for decision makers to give education the priority. The numbers of students and working staff in education is considered the largest in Palestine in comparison to other sectors as health for example.

The PNA immediately established a '*Curriculum Development Centre*' to formulate its own curriculum and approach. While the Center was working, two interim measures were taken. First, the Jordanian and Egyptian curricula were restored temporarily in their entirety. Second, a supplementary series of texts covering National Education was hastily written for grades 1-6 to compensate for the non-Palestinian nature of the temporary curriculum.

The Curriculum Development Centre completed its work in 1996 and presented a 600-page report that amounted to a stinging indictment of current educational institutions, practices, and pedagogy. The Ministry of Education drew back from some of the radical proposals of the report in developing its own plan, which it presented in 1997 to the cabinet and the Palestinian Legislative Council. After receiving approval from both bodies, the Ministry established a new Curriculum Development Center to write new books, which were to be introduced two grades at a time, beginning with the academic year 2000/2001 school year. As of this writing, the plan has proceeded on schedule, with the new curriculum and textbooks in effect in grades one, two, six, and seven. The other grades will shift over to the new curriculum and books over the next three years. The previous English Curricula for the first ten grades was 'Progress in English Through Relevant Activities' (PETRA) and for the secondary grades (Oxford). Both curricula used traditional approaches mainly the structural approach in teaching English. These approaches focused on grammar drills and vocabulary

exercises. Speaking and listening skills received little or no attention in the classroom which is dominated by the teacher. The final and important point in this field is the introduction of English to all grades whereas in the past children started their English lessons in the fifth grade.

1.12: The Curriculum Development Process

Preparation of the curriculum has involved four consecutive stages:

- i. Formation of the national teams for each subject or subject area
- ii. Formation of teams of authors for specific textbooks
- iii. Linguistic and scientific editing, verification and revision
- iv. Piloting and evaluating the curriculum

The introduction of the curriculum has been phased and there have been only minor deviations from the original plan (see table 1). The introduction has been completed in the academic year 2006-2007.

Table 1: Phased Introduction of the New Palestinian Curriculum

Phase	Target Grade	Planned Introduction	Actual Introduction
Phase 1	Grades 1 and 6	2000	2000
Phase 2	Grades 2 and 7	2001	2001
Phase 3	Grades 3, 8 and 10	2002	2002 Grades 3 & 8 2004 Grade 10
Phase 4	Grades 4, 9 and 11	2003	2003 Grades 4 & 9 2005 Grade 11
Phase 5	Grades 5 and 12	2004	2004 Grade 5 & 10 2006 Grade 12

It is clear from the above table that the planned introduction for the new curriculum started in the year 2000 and it was supposed to end in the year

2004, but actual introduction ended in the year 2006. The introduction of the new curriculum was 2-3 grades each year, started with grades 1 and 6 and ended with grades 5 and 12.

1.13: The New Curriculum

Guiding principles

The Palestinian curriculum demonstrates clearly the aspirations of Palestinians for the future and their understanding of the role that education plays in the development of society. It is based on the general educational philosophy of Palestinian-Arab society, the principles of which have been derived from its heritage, religion, and the Declaration of Independence.

These guiding principles are as follows:

- Palestine is a democratic state, ruled by a democratic parliamentary system.
- Palestine is a peace-loving state, working towards international understanding and cooperation based on equality, liberty, dignity, peace and human rights.
- Palestinian national and cultural identity must be fostered and developed.
- The Palestinian people are an integral part of the Arab nation, working toward unity, liberty, development and prosperity of the nation.
- Social justice, equality and the provision of equal learning opportunities for all Palestinians, to the limits of their individual capacity, must be ensured without discrimination on grounds of race, religion, color, or sex.
- Opportunities must be provided to develop all Palestinians intellectually, socially, physically, spiritually and emotionally, to

become responsible citizens, able to participate in solving the problems of their community, their country and the world.

- Education plays a vital role in social and economic development within the context of the Arab world in particular and the world in general.

1.14: English for Palestine

1.14.1 Overview

English for Palestine, a 12-year course in general English, was written specially for schools in Palestine to realize the aims of the Palestinian Ministry of Education as described in the Ministry's English Language Curriculum for Public Schools (1999). The course takes learners from beginner in Grade 1 level to school-leaving level in Grade 12.

1.14.2 Aims

In the English language curriculum, communicative ability is the main goal. So although it is important for learners to know about the language, real success is measured by what learners can do with the language: how well they can understand meaning and convey meaning in spoken and written English.

1.14.3 Aims for Grades 11 and 12

English for Palestine 11th and 12th Grades is for the first and second years in the Secondary stage, where students are aged 16-17, 17-18. It meets the needs of students in both the academic streams and the vocational streams. It consolidates language and skills from earlier years and teaches practical language skills that are relevant to all students. For the academic students, there is also more challenging work that develops the language skills they

will need for further academic study. The curricula for Grades 11 and 12 aim to enable students to do the following:

*** Oral / Aural communication**

Comprehend the most important information in an extended conversation, extract key information from a talk and take notes.

Exchange everyday information, ideas and opinions in spoken English, narrate a story, make a rehearsed oral presentation, use correct intonation and stress, and maintain a conversation.

*** Reading skills**

Read silently and independently, comprehend, interpret and appreciate slightly simplified and semi authentic texts. This includes the ability to identify and summarize the main ideas and supporting details, distinguish fact from opinion, understand inferred meaning, give personal and critical responses to texts, ideas and arguments.

Use reading micro-skills successfully (e.g. make predictions about content, skim texts for general meaning, scan for specific information, use context to guess meanings of unknown words, and recognize reference words).

*** Writing skills**

Produce a variety of creative written texts of about 150 words with less help; for example, write short personal and formal letters, using the proper format, and write reports on researched topics, using information from more than one source.

Use punctuation and connection correctly, use appropriate text organization and discourse markers.

*** Language, includes**

• Grammar

Revise, understand and use correctly the common grammatical structures of English.

• Functions

Understand and use the functional language that is revised and presented in the course books.

• Vocabulary

Understand and use approximately 3,000 of the most common English lexical items (i.e. words, phrasal verbs and fixed phrases).

• Culture and Cultural awareness

Have some awareness and appreciation of foreign cultural attitudes and values, and (for students in academic stream) a taste of English literature.

• Thinking and learning skills

Use high- order thinking skills, such as problem-solving and inferring.
Take some responsibility for their own learning and use appropriate study skills to become more independent learners.

1.14.4 Curriculum Components for Grades 11 and 12

***Student's Book**

The student's Book contains the teaching materials for classroom use. It consists of twelve units, each with ten pages, which provide material for ten 45- minute lessons. At the front of the language, skills, text types and activities that are covered in the twelve units. At the back of the book, useful reference material includes the following:

a Grammar reference, a Skills reference, a Unit-by-unit alphabetical Word list showing pronunciation, primary word-stress, grammatical information, and page of first use. There is also a key to phonetic symbols used in the list.

*** Workbook**

The Workbook contains exercises that provide written practice of grammar and vocabulary after it has been taught in the Student's Book. Students can do the exercises on their own for homework in the class if time allows.

The Workbook contains the literature component of the course for academic streams. There are also two practice tests in the Workbook with answers in the Teacher's Book. For each test, allow two lessons and one lesson for giving feedback. A list of common irregular verbs is at the back of the Workbook.

*** Audio cassettes**

The two audio cassettes contain the following:

*** Student's Book Cassette**

Recordings of the entire Student's Book listening texts as well as material for pronunciation tasks. The tape scripts are printed in the Teacher's Book in the relevant lesson notes.

*** Work Book Cassette**

Recordings include the poems and the scenes of the novels at the end of the Workbook. The listening items for the two practice tests are at the end of the Workbook cassette.

*** Teacher's Book**

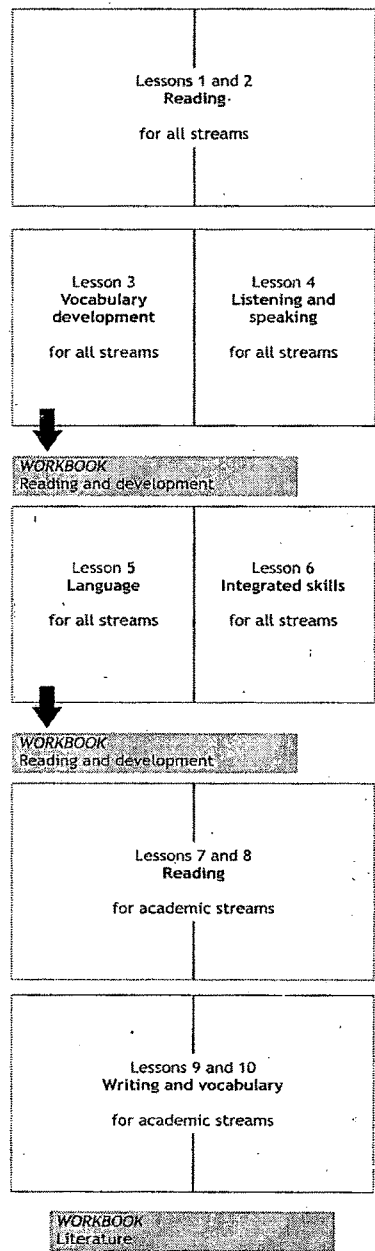
The Teacher's book provides information and advice to the teacher. The aims of each lesson are clearly stated, and answers for the Student's Book and Workbook exercises are provided. Tape scripts and extra information about topics and language are included where necessary.

1.14.5 Units and Lessons

All units have ten lessons, and in the Student's Book these units have ten pages. Chart 1 presents a unit of Student's Book, showing the pattern of lessons and how the Workbook relates to the Student's Book.

The last four lessons in each Student's unit are highlighted with a dark blue flash in each corner. This is to indicate that these lessons are for academic streams only. Vocational streams study only lessons 1-6.

Chart 1: The division of the lessons in each unit



The preceding chart illustrates the division of the lessons of each unit in the new English Curriculum for 11th and 12th grades for academic and non-academic streams. Each unit consists of 10 lessons for academic streams and 6 lessons for non-academic streams.

1.15: CURRENT SITUATION OF EDUCATION IN PALESTINE

The Ministry of Education, since the Palestinian National Authority assumed its responsibilities towards the Palestinian people, sets the educational policies for General Education, prepares plans to secure compulsory education for grades 1-10, and promotes free education for both 1st and 2nd secondary grades. The Ministry is responsible for the administrative as well as the technical aspects related to improving the quality of education, its development, and providing appropriate environment to ensure the implementation of these plans. The general education system provides the broad base for the three stages of education in Palestine: Kindergartens, Basic, and Secondary. Its huge size and the great number of personnel involved characterize it. Based on the statistical indicators of the Ministry of Education for the year 2005-2006, Table -2 shows the number of schools, classrooms, teachers and students.

Table -2: Number of students, schools and teachers in Palestine in the year 2005-2006.

	Public	UNRWA	Private	Total
Students	757615	254552	6634	1078488.
Schools	1725	279	272	2276
Teachers	35013	8477	5184	48674

* UNRWA= United Nations Relief and Works Agency

Public (Government) schools: The Ministry of Education bears major responsibility for student education, reaching approximately 70.2% of students in 2005-2006 (excluding kindergartens). Education is generally funded by the Palestine National Authority (PNA), constituting about 17% of its annual budget.

UNRWA schools: These schools offer education to refugees, including grades 1-9, and provide schooling for 23.6% of students.

Private schools: These schools provide education for 6.2% of the total number of students.

1.16: AIMS OF TRAINING FROM A PALESTINIAN PERSPECTIVE

The process of training teachers, principals and supervisors in order to:

1. Develop the abilities of those who are in charge of the teaching process and adopt the principle of continuous education.
2. Reinforce the experiences of teachers in the field of specialization; develop their ability to deal with educational problems and how to solve them.
3. Improve and raise the level of performance for the different crews and staffs through developing their educational and professional ability for creation and renewing.
4. Modify teachers' attitudes and behaviors and develop their knowledge about their role and responsibility in the educational process.
5. Increase the productivity for the teacher, principal and supervisor and help them to perform their jobs in a better way with less effort and shorter time.
6. Study and examine pre-service training programs for teachers and give suitable solutions.

7. Brief newly joined teachers, principals and supervisors about rules and systems.
8. Give teachers the chance to know the attitudes and newly developed methods in education and improve human relationships inside work.
9. Improve the quality of teaching and learning which should be reflected on the attitudes of students' behaviors.
10. Acquainting teachers, principals and supervisors to acquire educational knowledge and the administrative processes which lead to improve the educational level for those who are in charge of the educational process and improve the standard of educational and administrative services.

1.17: PROCEDURES OF MINISTRY OF EDUCATION TO RAISE PROFESSIONAL DEVELOPMENT OF TEACHERS AND ITS FUTURE OUTLOOK

Ministry of Education and Higher Education took the responsibility of education In Palestine. From the very first moment of establishing the Ministry of Education in (1994) officials realized the importance of developing an outlook that exceeds the past and copes with the new era. An era which witnesses explosion in technology and knowledge maintains and keeps the role of educational institutions namely schools in achieving their goals. This needs the rehabilitation of all people involved in the process of teaching, teachers, principals and supervisors, through an outlook which believes in qualitative learning and teaching. Concentrating on training programs is a matter of great importance for planners in the Ministry, but it must be made clear that such training programs must focus on the new roles for teachers, new methods and techniques of teaching, self learning, new

trends in using technology in teaching. So the professional growth is connected with the process of research and it is also connecting theory with practice.

1.18: TRAINING PROGRAMS FOR ALL TEACHERS IN PALESTINE

Since 1994, Palestine has witnessed a dramatic change in the process of teaching. As the teacher is always considered to be the base of development and progress for any nation, the ministry of Education started the educational change through the concept of using in-service training programs to raise teachers' professional and developmental growth. For this purpose different kinds of in-service training programs were introduced. They are divided into three kinds, compulsory programs, developmental programs and elective programs, following are the details of each kind.

1. Compulsory Training Programs: These programs are usually organized for every teacher; especially new teachers who need to know the basics of teaching. They include different topics which help teachers understand their new job. These programs are presented in Table-3.

Table_3: Compulsory Training Programs for Teachers

Serial No.	The Program	Aims	Target group	No. of hours
1.	Orienting new teachers	1. To bridge the gap between university preparation and teaching profession. 2. To brief new teachers about their duties and responsibilities.	New teachers	35
2.	Testing and Measurement	2. To develop teacher's abilities to	Teachers of grades 4-12	30

		build good exams.		
3.	New Palestinian Curricula	1. To introduce the principles and philosophy of the new curricula for teachers. 2. To develop teacher's ability to use suitable methods and ways in teaching. 3. To introduce the new topics in the new curricula. 4. To foster teachers' understanding of the content of his specialization.	All teachers	15 for each subject covered
4.	General Methods of Teaching	1. To develop teacher's ability to employ methods of teaching in different educational situations.	All teachers	30
5.	General Education	1. To develop teacher's ability to understand the general characteristics of students.	All teachers	30
6.	Class Management	1. To develop teacher's ability to organize the educational process inside the class	All teachers	20

The above table shows the Compulsory Training Programs are of six types, viz., Orienting new teachers, Testing and measurement, New Palestinian Curriculum, General methods of teaching, General Education and Class management. The aims of every program vary from bridging the gap between university preparation to develop teachers' professional

abilities. The target group of these programs is all teachers and the number of hours vary from 15-35.

2. Developmental Programs: This kind of programs is given to teachers who have been in-service for some years because this kind requires talking about experiences, some teachers reach a level in which they feel they are taking the form of routine. In this case the ministry offers developmental programs to return teachers to the right track to continue their development and do their responsibilities in the right way.

Table – 4: Developmental Training Programs for Teachers

Serial No.	The Program	Aims	Target group	No. of hours
1.	Let's think	1. To develop teachers' ability to teach the skills of thinking.	Teachers who teach classes 1-4	20
2.	Computer in teaching (ICT)	1. To develop teachers' ability to use computer in teaching.	All teachers	60
3.	To stimulate thinking through teaching Maths Science and Technology	1. To develop teachers' ability to move to an advanced stage of thinking. 2. To deepen students' understanding of the scientific concepts.	Teachers who teach Maths Science and Technology for grades1-6	20
4.	Using lab. devices and tools	1. To develop teachers' ability to use lab.	Science teachers 4-12	20

		devices and tools.		
5.	Producing and using educational means	1. To develop teachers' ability to produce and use educational means.	Teachers who teach grades 7-10	20 hours for each educational stage
6.	Wrong concepts	1. To develop teachers' ability to use the strategy of changing concepts.	Teachers who teach grades 7-10	20
7.	Advanced skills in training	To develop teacher-trainers abilities in the skills of training.	Teacher – trainers	20

The above table shows 7 programs, the aims of each program, the target group and the number of hours for each program. The programs vary in dealing with different topics, which are considered important for teachers' professional development, such as let's think, using I.C.T, using different methods of teaching and wrong concepts. The aims of these programs are usually 'to develop' different abilities needed for teachers to suit the development intended. Time of these programs also vary from 20 hours to 60 hours.

3. Elective Programs: Teachers attend these programs according to their desires; they are not forced to attend. Flexibility in this form is available, yet the teacher is to decide which program he wants to join. They include 7 programs presented in table no. 5.

Table – 5: Elective Training Programs For Teachers

Serial No.	The Program	Aims	Target group	No. of hours
1.	Drama in teaching	1. To train teachers to use drama in teaching.	Teachers of all subjects for grades 1-6	30
2.	Active learning	To develop teacher's ability to train students to get the knowledge and use it properly.	All teachers	20
3.	Citizenship	To develop teacher's ability to teach concepts as democracy and problem solving.	Teachers who participate in the project	20
4.	Using story in teaching	To develop teacher's ability to use the story in explaining educational concepts.	Teachers who teach classes 1-4	24
5.	Arabic script	To develop teacher's abilities in using different kinds of Arabic script.	All teachers	25
6.	The technology of learning	To develop teacher's abilities to deal with different levels of students.	All teachers	15
7.	Theories of learning	To introduce teachers to different learning theories and different educational points of view.	All teachers	30

The above table shows 7 Elective Training Programs, they are Drama in teaching, Active learning, Citizenship, Using story in teaching, Arabic script, the technology of learning and theories of learning. It also shows the aims of each program, target group and number of hours for each program which vary from 15 hours to 30 hours.

1.19: TRAINING PROGRAMS FOR ENGLISH TEACHERS ONLY

The Ministry of Education has a general policy which is the development of all teachers, and a specific policy which is developing the teachers of each subject separately, as they have their own conditions, requirements and demands. The following table shows the most common programs organized for English language teachers. The material deals with specific areas of specialization that English language teachers need through their years of experience.

Table – 6: Training Programs for English Teachers

Serial No.	Training program	Aims	Target group	No. of hours
1.	Designing tests	To develop teachers' abilities to prepare good exams.	All teachers	24
2.	The project of English as a foreign language	To provide teachers with different methods and techniques in teaching English.	All teachers	20
3.	Content and methods	To provide teachers with the latest methods in the field of teaching English.	All teachers	30
4.	New English Curriculum (1st	To familiarize teachers with the	1 st Secondary teachers	20

	secondary)	new curriculum.		.
5.	To develop teachers abilities to use different techniques to teach Silas Marner	To develop teachers abilities to use different techniques to teach Silas Marner.	1 st Secondary class teachers	15
6.	Phonetics	To refresh teachers memories of some basic rules in phonetics.	All teachers	15
7.	Stress and intonation	To train teachers to teach pronunciation well.	All teachers	10
8.	Literature for children	To develop teachers abilities to teach children in an enjoyable and interesting way.	Teachers who teach grades 1-5	17
9.	New curriculum (2 nd Secondary)	To familiarize teachers with the new English curriculum	2 nd Secondary class teachers	20
10.	Orienting new teachers	1. To bridge the gap between university preparation and teaching profession. 2. To inform new teachers with their duties and responsibilities.	New teachers	30

Table-6 shows the training programs of English language teachers which serve English language teachers in different areas of their daily teaching, such as stress, intonation, phonetics, methods of teaching and new curriculum. The aims of the training programs vary according to the

programs themselves, target group and number of hours which vary from 10 to 30 hours of training.

1. 20: THE REAL SITUATION OF TRAINING IN PALESTINE

Most Arab countries qualify teachers and develop them professionally in a way that helps to achieve the general aims of the country which are always derived from the philosophy of education. The ways of training teachers differ from one country to another; here it's important to see how Palestine trains teachers. The traditional pattern in preparing teachers, and within this pattern there are two systems, they are:

1. The First System: In which the student joins faculty of education after graduation from the university, he studies for a year or more to get a Diploma or Master in Education. The program of study concentrates on the professional development of the teacher. But this system is not providing schools with the increasing numbers of qualified teachers and it's also concentrating on the details of the courses without giving attention to the basics. In fact the contents of the courses are not enough to adjust students with the profession of teaching. Kareem, Al-Bohi, Othman, (2003).
2. The Second (Integrated) System: In which the student studies courses in his specialization and in education at the same time, and gets his degree in Education and Science or in Education and Arts. This system graduates larger numbers of teachers, helps in supplying the country with more teachers and has a greater power to form positive attitudes about teaching more than the first system. But at the same time, the period of training is not enough to graduate qualified teachers as they lack some important information in the field of specialization. Kareem, Al-Bohi, Othman, (2003).

1.21: IN-SERVICE ENGLISH TEACHER TRAINING IN PALESTINE

In-service training is a means of self-improvement and acquaints oneself with the new educational and professional approaches and trends in English teaching. It also serves to compensate for the insufficiency of pre-service training. Teachers should be made aware of the importance of such training, and should be motivated to attend in-service training programs in several ways. The Ministry of Education is the main institution which works hard to train teachers and provides them with new methods and techniques in order to help teachers perform better. Constant meetings and workshops are held to discuss different issues related to English teaching. There are some other private and non-governmental institutions which help in training English teachers. The following heading mentions some of the institutions which work in Palestine in training English language teachers.

1.22: SITES OFFERING IN-SERVICE TEACHER TRAINING IN PALESTINE

- The Palestinian Ministry of Education
- United Nations Relief and Work Agency (UNRWA) administration
- Some qualified governmental and private institutes, e.g., The British Council, AMIDEAST.
- The National Institute for Educational Training (NIET)
- Some research centers, such as: Qattan Center for Educational Research and Development.
- Local Universities.

1.23: THE MINISTRY OF EDUCATION: IN-SERVICE ROGRAMMS

The General Directorate for Supervision & Educational Training at the Ministry is the official unit responsible for designing, offering and monitoring all in-service training programs. The aim of this Directorate is to provide in-service training for all teaching and non-teaching staff, teachers, principals and supervisors. The Directorate has been conducting intensive training programs for teachers in all subjects over the past eight years, following the introduction and application of the new Palestinian curriculum. Similarly, the Directorate has conducted intensive training programs following the gradual introduction of the new series of the Palestinian English syllabus 'English for Palestine' (EFP), which started eight years ago. For each program there is a cascade model process, which includes the following steps: (Saleh, 2008)

1. Define training needs by various means, such as interviews, questionnaires and Observations.
2. Experts from the Ministry prepare training materials (kits).
3. Choose well-qualified trainers for central training either supervisors or qualified teachers.
4. Train new trainers through intensive training programs held in the Ministry by local experts or experts from out side Palestine and some times send trainers abroad.
5. Manage district teacher training.
6. Conduct continuous evaluation for each training program including the material and the trainers.

The English- training courses for EFP (the new curriculum) includes, all the grades already introduced. For each grade, a training kit, prepared by the

authors, was designed to introduce the teachers to the new material, and give them guidelines on how to deal with the new textbooks. The training was initially carried out centrally for trainers, supervisors and well-qualified teachers, who then carried out the chain of district training. It also allowed for suggestions and feedback from the teachers themselves about the new curriculum. These courses ranged from 20–30 training hours, and have proved to be very helpful in orienting English teachers about EFP, its goals and strategies, methods, unit-by unit coverage, and other components, including literature selection. Nevertheless, more training, especially regarding EFP, is still needed. The English textbook for each grade contains a unit-by-unit self-monitoring sheet designed to elicit feedback about the material, and to discover the training needs of the teacher. A detailed unit-by-unit well-prepared Teacher's Book, including methodological instruction, is also offered for each grade. Other more specialized training programs are also conducted frequently and systematically. The Ministry is also constantly trying to increase the use of instructional technology related to English-language teaching. Some programs and teaching materials are available on the Ministry's internet for both teachers and students to benefit from.

1.24: THE SCHOOL AS A UNIT OF TRAINING (SUT)

The Ministry of Education adopted a SUT Program in 1999/2000, which aims to make a school capable of running its own affairs and help improve its performance through auto-administration and through strengthening its relation with the community. In the beginning, there were 162 schools participating in this program. In 2005, the number had risen to 1,100 schools. The idea of the school as a unit of training is supposed to meet the

specific needs of each school with the help of the other specialized institutes in the community. Each school is to identify its training needs and plan for its own training programs. The Ministry helps by providing trainers and supervision committees. (Saleh, 2008)

1.25: COMMON ROLES OF THE LANGUAGE TEACHER

Massive changes within the English language teaching in recent years have significantly affected the roles of the English language teacher. The role of the teacher in the classroom has definitely changed accordingly. Following are the most common roles for the teacher to play in the classroom. They are: the teacher as controller, assessor, organizer, prompter, participant, resource, tutor and investigator. Here is the detail of each role.

The teacher as controller: In this role teacher is in complete charge of the class. He controls not only what the students do, but also when they speak and what language they use. Certain stages of a lesson lead themselves to this role very well, for example, the introduction of new language. The teacher as controller is closely allied to the image that teachers project of themselves. Some appear to be natural leaders and performers, while some are more patient and feel happier when students are interacting amongst themselves. Where teachers are addicted to being the center of attention they tend to find it difficult not to perform the controlling role and this has both advantages and disadvantages. When teachers act as controllers, they tend to do a lot of the talking, while this has a great effect on the possibilities for studying talking time. It's vital that control should be relaxed if students are to be allowed a chance to learn, otherwise the students will not have a chance to participate properly.

The teacher as assessor: A major part of the teacher's job is to assess the student's work, to see how well they are performing or how well they performed. Not only is this important pedagogically, but the students quite naturally expect it even in other communicative activities. Harmer (1995) makes a difference between two types of assessment: correction and providing feedback.

1. Correction: the teacher's function is to show where incorrectness occurs and help students to see what has gone wrong so that it can be put right. A slightly less formal style of correction is called gentle correction: involves showing students that a mistake has been made but not making a big fuss about it. e.g.: well that's not quite right or we don't say he goed we say went. The important point is that the students do not have to repeat the sentence correctly; it is enough that a mistake has been acknowledged.

2. Providing feedback: occurs when students have performed some kind of task, and the intention of this kind of assessment is for them to see the extent of their success or failure and to be given ideas as to how their language problems might be solved. There are two kinds of feedback: Content feedback: Concerns an assessment of how well the students performed the activity as an activity rather than as a language exercise. The main concern of the teacher in this kind of feedback is the subject matter, appropriateness of the activity and its social relevance not the language features. Thus, when students have completed a role play the teacher first discusses with the students the reasons for their decision in the simulation. Form feedback: Teacher tells the students how well they have performed linguistically, how accurate they have been when students are involved in a communication activity, the teacher will record the errors that are made so that they can be

brought to the students' attention after whatever content feedback is appropriate.

The teacher as organizer: perhaps the most important and difficult role the teacher has to play is that of organizer. The success of many activities depends on good organization and on the students knowing exactly what they are to do. The main aim of a teacher while organizing an activity, is to tell the students what they are going to talk about write or, read about, give clear instructions, get the activity going. And then organize feedback when it is over. Certain things should definitely not be done when organizing an activity.

- i) Teacher should never assume that students have understood the instructions.
- ii) Teachers should never issue unclear instructions.
- iii) Teachers should give instructions before handing out any material.

The organization of an activity and the instructions the teacher gives are of vital importance since if the students have not understood clearly what they are to do, they will not be able to perform their task satisfactorily.

The Organization of An activity can be divided into three main parts.

- i) The teacher gives the lead in: it takes the form of an introduction to the subject. The teacher and students may briefly discuss the topic in order to start thinking about it.
- ii) When the lead in has been accomplished the teacher instructs “when the students are told exactly what they should do. At this stage it may be a good idea to get translation of these instructions to make sure the students are told exactly what they should do at this stage it may be a student has understood.

iii) Finally, the teacher initiates the activity. A final check is given that students have understood, for example, “has any one got any question?”

(The lead in → instruct (demonstrates) → initiates → organize feedback).

The teacher as prompter: often the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next. The teacher may also need to prompt the students with information they have forgotten. The role of prompter has to be performed with discretion for if teachers are too aggressive they start to take over from the students. Whereas the idea is that they should be helping them only when it is necessary.

The teacher as participant: there is no reason why the teacher should not participate as an equal in an activity especially where activities like simulations are taking place. The danger is that the teacher will tend to dominate, and the students, will allow and expect this to happen. It will be up to the teacher to make sure it does not. Teacher should not be afraid to participate since not only will it probably improve the atmosphere in the class, but it will also give students a chance to practice English with someone who speaks it better than they do.

The teacher as a resource: we have stressed the importance of teacher non-intervention where a genuinely communicative activity is taking place in the classroom and this means that the teacher is left, to some extent, with nothing to do. There are still two very important roles, however. One is to be aware of what is going on as an assessor. And the other is to be a kind of walking resource center. In other words the teacher should always be ready to offer help if it is needed. After all we have the language that the students may be missing, and this is especially true if students are involved in some

kind of writing in some task. Thus we make ourselves available so that students can consult us when they wish.

The teacher as tutor: we can talk about the teacher as a tutor in the sense of someone who acts as a coach and as a resource where students are involved in their own work and call upon the teacher mainly for advice and guidance. This is the role the teacher adopts where students are involved in self- study or where they are doing project work of their own choice. The teacher will be able to help them clarify ideas and limit the task, for example, the teacher can help them by pointing out errors in rough drafts; the teacher can also offer the students advice about how to get the most out of their learning and what to do if they want to study more. This tutorial role which approximates to a counseling function is often appropriate at intermediate and advanced levels. It is a broader role than the others.

Finally, the teacher as investigator: All the roles mentioned earlier are connected with the teacher's behavior as it is related to the students. But teachers themselves will want to develop their own skills and they will hope for a gradually deepening insight into the best ways to foster language learning. Of course it is possible to go on teacher training courses and to attend teacher's seminars. These will certainly help teachers to come across new ideas and keep abreast of what is happening. But teachers can develop by themselves or with colleagues, too. The best way to do this is by investigating what is going on, observing what works well in class and what does not, trying out new techniques and activities and evaluating their appropriateness. Teachers who do not investigate the efficiency of new methods and who do not actively seek their own personal and professional development may find the job of teaching increasingly monotonous, teachers who constantly seek to enrich their understanding of what learning is all

about and what works, on the other hand, will find the teaching of English constantly rewarding.

1.26: SPECIFIC ROLES OF THE LANGUAGE TEACHER

The type of classroom activities proposed in the language classroom requires new specific roles for teachers to play and learners, too. Learners now have to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Thus the language teacher has to play the roles in accordance to the changes occurred inside the language classroom. These roles contribute in several ways to the overall role of the teacher as facilitator of learning. The following teacher roles can be identified as specific roles, they are as follows:

The teacher as creator: The language teacher must create a good learning environment. The teachers' skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Their teacher may be the only English speaking person available to students, and although his time with any of them is limited, he can structure effective communication skills in the classroom. A good language teacher should create an atmosphere in the language classroom which supports the students.

The teacher as developer: The language teacher is expected to develop the four language skills (reading, writing, listening and speaking). He can't make students good readers, writers, listeners and speakers of English by explaining English to them. Instead he must help students learn how to practice effectively and also encourage them to practice a lot even when he is not around. This role demands more concentration on each skill alone and on integrating the four skills together. Integration of skills deals with

language skills as a unit and developing one skill leads to the development of the other.

The teacher as group process manager: The language teacher first forms suitable groups of about 4-5 students in each group, trying to mix students with different levels of achievement so that good students can help average or below average students. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher as a model. They are expected to take on a greater degree of responsibility for their own learning. Teachers now have to assume the role of facilitator and monitor, rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences. The teacher has to develop a different view of learners' errors and of his/her own role in facilitating language learning.

The teacher as a facilitator of interaction: Learning involves two types of interaction: interaction with content and interpersonal interaction, (i.e., interaction with other students). Both are critical in many types of learning. It becomes important to provide an environment in which both kinds of interaction can occur. It is increasingly possible for students to interact with one another, and with the teacher also. Again, different channels of communication can hinder or facilitate content and interpersonal interaction. It is the role of the teacher as a facilitator of interaction to provide a suitable environment rich in various opportunities for interaction. As a facilitator of interaction, the teacher encourages, monitors and supports student interaction in the world of language.

The teacher as a communicator: the teacher provides opportunities for students to engage in purposeful communication and to demonstrate cultural



understanding. The communication activities the teacher provides for his students in the lesson should serve as a framework in which students have the opportunity to communicate with and support one another as they develop language skills and explore the products, practices, and perspectives of the culture. For example, students can role-play bargaining in a market or practice ordering meals at a restaurant. Effective communication skills improve the message without calling attention to themselves. The most effective teachers try to use good communication techniques to get their message across. Such skills include looking into learners' eyes to capture their attention, changing voice inflection and volume, providing emotional emphasis when appropriate, moving away from tables or lecterns, and occasionally touching people on the shoulder, arm, or hand.

The teacher as an agent of social change: Language teacher can use the micro-society of the language classroom as a model for the greater society that students will meet when they leave school. He can focus on the sort of problem-solving skills and critical thinking skills that students will need when they enter that society, and he can provide his students with situations in which they can experiment with the social skills that they will need to develop. Situations that can serve students in learning the language and at the same time give students positive attitudes. In short, language teacher can promote the sort of positive qualities that are needed in society; he can help his students develop the moral strength to refuse and fight negative qualities; he can give them responsibility for learning and assessment and help them learn how to use and respect that responsibility.

1.27: CONTEMPORARY CHANGES IN THE SECOND- LANGUAGE CLASSROOM

1. Learner-Centeredness:

As opposed to the traditional classroom, the concept of learner centeredness advocates the use of students input and feedback in structuring and modifying the curriculum. This concept of learner centeredness is not as Nunan (1995) has recently pointed out 'all or no concept', but rather relative one. Nunan defines a learner centeredness curriculum as one which will contain similar components to those contained in traditional curricula. However the difference is that in a learner centered curriculum, key decisions will be made with reference to the learner. Nunan (1988) saw learner centeredness in terms of negotiation with and input from learners, but recently has enlarged his definition to include full learner autonomy. Accepting such a view demands many changes in the classroom.

2. Interpersonal communication

It's defined by communication scholars in many ways, usually describing participants who are dependent upon one another and have a shared history. Communication channels, the conceptualization of mediums that carry messages from sender to receiver, take two distinct forms: direct and indirect.

Direct channels are obvious and easily recognized by the receiver. Both verbal and non-verbal information is completely controlled by the sender. Verbal channels rely on words, as in written or spoken communication. Non-verbal channels encompass facial expressions, controlled by movements (police present gestures to control traffic), color (red signals 'stop', green signals 'go'), and sound (warning sirens).

Indirect channels are usually recognized subconsciously by the receiver, and are not always under direct control of the sender. Body language, comprising most of the indirect channel, may inadvertently reveal one's true emotions, and thereby either unintentionally taint or bolster the believability of any intended verbal message. Subconscious reception and interpretation of these signals is often described with arbitrary terms like gut-feeling, hunch, or premonition. The paradigm shift to meaningful and contextually-based communication is the development of interpersonal communication. Richards and Rodgers (1986) note that primary purpose of language is to serve "as a vehicle for the realization of interpersonal relations" (p.17). Language is seen as the tool used to describe and interpret experience. Yet one's view of the experience is never absolute, it creates meaning as input and output through social interactions. In an educational setting, this negotiated creation of meaning may occur between students, students and the teacher, or the teacher, students, and the community.

3. Learner Autonomy:

What began with an increased awareness of the importance of learner input in creating a curriculum and materials has enabled learners to have a greater say in every aspect of their learning. There is a current trend towards increased autonomy for learners. This not only entails the student conferring with the teacher in order to allow the teacher to make more informed decisions about the directions the programs and materials should take, but should also allow the students to design their own programs of study as the managers and directors of their own learning. Nunan (1995) is finally recognizing the later and stronger view of learner autonomy, has recently advocated "the development of curricula and material which encourage learners to move towards the fully autonomous end of pedagogical

continuum.” The outcomes of this type of system are: they will gradually learn to see themselves as the controllers of their own learning, the other outcome is to encourage life long learning. According to Knowles (1975) it is our duty as educators to make learners understand that learning can be achieved in this way, and then to provide them with the training to do so.

1.28: A PREDICTIVE VIEW OF THE FUTURE SECOND LANGUAGE CLASSROOM

1. Discussions of learner autonomy until now have usually pointed to the need for student centered activities and negotiated curricula to ensure that tasks are meaningful for the students Nunan,(1983). Yet often student input has been limited to group decisions. Students have been discussed only in plural, rarely have allowance been made for individual likes and dislikes.(in general as a class, not as individuals with unique needs so autonomy is limited).
2. We should expect to see an increase in strong end learner centeredness and in the behavioral autonomy of the learner. The individual needs, wants, desires of each student within the classroom will eventually be fully recognized and allowed for within a maximally learner, centered educational system. Learners and not instructors will increasingly be the ones who decide what they will study, and learners, not instructors, will increasingly define for themselves why they are studying as they set their own goals and objectives.
3. Learning may not be confined to the traditional four-walled classroom. The interactional component of modern language teaching

will continue to emphasize the performance of social interactions not only with the teacher and peers but also with the community.

These changes are consistent with the belief that students should acquire the needed skills to design and manage their own learning, to evaluate their own progress and continue to learn even outside a formal institution. As such, these changes should be welcomed rather than feared by educators.

1.29: 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.

1.30: RESEARCH QUESTIONS

A new curriculum for English school level is being implemented in Palestine which witnessed a vital change in the content. The new content needs adopting new roles for the English language teacher. This makes orienting and training teachers a must to perform the roles perfectly and lead to a deeper understanding of the new curriculum. This study tries to answer the following questions in order to develop an effective training program for secondary teachers of English stems from their needs.

1. What are the roles that English language teachers can play in the classroom?
2. What are the most frequently roles Palestinian teachers play in English classroom?
3. What are the factors that can affect applying new roles?
4. Can we develop an effective training program?
5. Do years of experience affect the applying of the required roles?

1.31: STATEMENT OF THE PROBLEM “Development of a Training Program for the English Teachers of the Secondary Schools in the Context of the New Palestinian Curriculum”.

1.32: 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.

1.33: HYPOTHESES OF THE STUDY

1. There will be no significant difference in the performance of male and female teachers.
2. There will be no significant difference in the performance of teachers according to experience variable.
3. There will be no significant difference in the performance of teachers having a B.A degree or an M.A degree.
4. There will be no significant difference in the performance of teachers in the pre and post tests' scores of their students.

1.34: 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.

1.35: DELIMITATION OF THE STUDY

1. 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).

1.36 ORGANIZATION OF THE THESIS: The Thesis has been organized into Five Chapters.

Chapter One : Introduction, why is teacher development important, teacher preparation and development, two different strategies, the concept of training, reasons for training and challenges, conditions of good training, kinds of training, importance of training, aims of training, the teacher we need, a brief review of Palestinian education, the curriculum development process, the new curriculum, English for Palestine, current situation of education in Palestine, aims of training from a Palestinian perspective, procedures of ministry of education to raise the professional development of teachers and its future outlook, training program for all teachers in Palestine, training programs for English teachers only, the real situation of training in Palestine, in-service English teacher training in Palestine, sites offering in-service teacher training in Palestine, the ministry of education: in-service programs, the school as a unit of training program (SUT), common roles of the language teacher, specific roles of the language teacher, contemporary changes in the second language classroom, a predictive view of the future second language classroom, rationale of the study, research questions, statement of the problem, objectives, hypotheses, definition of terms, delimitation of the study and organization of the thesis.

Chapter Two: Reviews related studies conducted in India, International studies and the Arab World.

Chapter Three: deals with tools and procedure of the study, which includes research methods, sample, tools for data collection, procedure of the study, data collection, data analysis, development of the training program and the training program.

Chapter Four: presents analysis and results based on the identification of the different roles of language teachers, teachers' difficulties, development of the training program, the relationship of the training program to sex, experience, qualifications and performance and the effectiveness of the training program.

Chapter Five: Presents the summary, suggestions for further studies and Improvement, conclusion and implications.