

CHAPTER II

REVIEW OF RELATED LITERATURE

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2.0 : INTRODUCTION

Review of previous related literature is one of the significant aspects of research. It enables the researcher to know the amount of work done in the concerned area and unknown and unexplored area. It is necessary that the researcher is aware of the knowledge generated and ongoing process of knowledge generation for a better clarity of the problem and insight into its methodological issues. For any researcher, review forms the basis for the problem under investigation and helps him / her to arrive at the proper perspective of the study. The related studies have been classified in three categories; viz., Studies conducted in India, International studies and Studies conducted in the Arab World. The implications for the present study have been drawn from the review of the related literature and presented in the end of this chapter.

2.1: STUDIES CONDUCTED IN INDIA:

It is observed that, in the most Indian classrooms, students spend much of their time sitting in rows, listening to teachers lecture, scribbling notes by hand and reading from textbooks that do not involve students actively. Many times knowledge one gets from the books separates the world inside the school from the world outside. Meaningful knowledge dispensed by the media, internet etc. makes their students savvy and global citizens. The world tomorrow would need workers, who are global trade literate, sensitive to foreign cultures and

conversant in different languages particularly in English skills. Are we preparing our students for much future? Special teaching for conversation in English is lacking in Indian classrooms. Teacher Training Institutions do not have suitable training programs for developing conversational skills in languages. English teaching and training of teachers both need research and accordingly some research work has been indicated in India, which is reviewed in the following.

Brahmbhatt (1983) studied the preparation of a language program in English for pupils of class VIII and its effect on achievement in relation to some psycho-socio factors. The aims of his study were (i) To examine the efficacy of the language program, (ii) To develop an effective language program and (iii) To study the relationship of sex and area with the achievement in English. A sample of 130 students was taken in the experimental group and an equal number in the control group. Analysis of covariance was used to draw conclusions. Some of the important findings were: (i) The language program prepared by the researcher produced better results so far English language learning was concerned, (ii) The main effect of sex was not significant and (iii) The program proved to be more effective than the usual material without being affected by sex or pre achievement in language.

Butala (1987) conducted a critical inquiry into in-service educational programs conducted by secondary teachers training Colleges in Gujarat. The objectives of the study were (i) To study the existing position of in-service educational programs in secondary teachers training colleges and (ii) To study the usefulness of such programs for teachers. The inquiry included the study of in-service educational programs according to the assessments of the participants,

resource personnel and coordinators. Stratified incidental sampling was used to select the sample of teachers and lecturers. The tool used was questionnaire for the teachers, resource personnel, coordinators and directors. In addition to questionnaires, interview schedules for the principals and the coordinators were also used. Frequency distribution and percentages were used for analysis of data. The major findings of the study regarding different dimensions of in-service education were as follows. (i) From 1980-85 only nine colleges conducted in-service education programs. (ii) The main modes employed in the programs were lectures, seminars and workshops, no audio-visual aids were employed. (iii) The in-service programs concentrated mainly on school curriculum while very few training colleges focused on areas like educational technology and administration. (iv) The teachers were in favor of in-service programs being organized on working days, the second preference was summer vacations and working on weekend was their last preference. (v) Teacher participants considered an attendance certificate to be proper incentive for participating in programs and this certificate should be a necessary qualification for the purpose of incentive. (vi) Teacher participants indicated that the major achievement of in-service education was update in the teacher's performance and content area of the programs. (vii) The second gain of these programs was the subject of training as they dealt with subjects considered vital for teachers. (viii) The teacher participants felt that the programs were useful, especially to enable them perform more effectively.

Kapadia (1989) investigated developing and trying out a program for remedial teaching in English for the HSSC level. The aims of his study were: (i) To identify grammatical errors of students who passed the Higher Secondary Certificate Examination, (ii) To develop program learning material for remedial

teaching and (iii) To observe the effectiveness of the program. The sample consisted of 160 students. Pre- test and post-test were carried out and the difference between the means was tested with t-test. The major findings of the study showed that program I was found relevant and had the instructional potential as aimed at; program II was more difficult to learn than the first one. Program III was the largest of all. Program IV was considered the most complex.

Ahmed (1990) conducted a study for assessing training needs of heads of minority language primary and secondary schools in city district of Bangalore in Karnataka. He used diverse strategies for assessing training needs: He used different tools, a Pro-forma, questionnaire and interview. Apart from this, he used employee involvement records and impact matrix, documents, records, reports etc. The findings of the study were: (i) 94 percent principals were never deputed for advance training or studies, (ii) Principals felt greater satisfaction in raising academic standard and least satisfaction in administration, (iii) Workshops, seminars, in-service training courses were considered as useful areas. Need for special administration training for principals for developing managerial skills was recommended (iv) 89.47 per cent principals prepared second leadership. They seemed to be vociferating about change in accountability criterion, (v) In setting key aims of the work plan, improved academic standards were stressed by 73.68 per cent of the principals studied, (vi) There was a need to strengthen the research and development wing in the school and 95 per cent of the principals had decentralized their administration; though powers were delegated and duties were divided, yet responsibility could not be delegated.

Bardoloi (1990) studied teacher education in Assam at Primary level during the post-independence period with special reference to the curriculum and in-service training. The main objectives of his study were: (i) To trace the historical development of primary teacher education in Assam, (ii) To find out the major drawbacks of present curriculum, (iii) To find out the place of practice teaching in the total program of teacher preparation and the method of evaluating it, (iv) To analyze the problems which are faced by the trainees and teacher educators, and (v) To make suitable recommendations for solving the same. In this study the researcher used questionnaire, interview and observation as tools. The major findings of the study showed that despite the exercises of 22 training centers to train lower primary teachers, there was still a backing of untrained primary teachers in Assam and the quality of entrants in these institutes was not up to the mark.

Goel (1990) undertook a project entitled, 'Identification of Training Needs for Headmasters of Primary Schools in Delhi'. He used a rating scale for HMs, Assistant Teachers and supervisors, in different areas viz. (i) Maintenance of School records; (ii) Stocks; (iii) Log books; (iv) Submission of Statistical and other information to higher authorities as and when demanded; (v) Financial work; (vi) Academic functions; (vii) Resource mobilization; and (viii) Miscellaneous activities. The main findings of the study were: i) training in new and innovative teaching methodology was very essential, ii) knowledge of record maintenance was very poor iii) another aspect on which the training was needed was, was knowledge / skill development / development of community relationship.

Sadananthan (1990) investigated the role expectations and role performance of teacher- educators. The objectives of his study were (i) to identify the role expectations of teacher- educators in the colleges of education. (ii) To study the role performance of the teacher- educators. (iii) To compare their role expectations and role performance. The sample of the study constituted 300 B.Ed. trainees and 55 teacher- educators from various colleges of education in the Madurai Kamaraj University area. A Teacher- Educator's Role Expectations- Role Performance Scale was used to collect the data. Percentages, mean, SD and t- test were used for the treatment of data .The study revealed the following findings(i) Male and female teacher- educators differed in the perception of their role as guide, educator and professional and educational technologist. (ii) Female teacher- educators seemed to give more importance to their supervisory role than the male teacher- educators.

Das (1991) attempted to compare the evaluative procedures of the secondary teacher- training institutions in the Gujarat state. The objectives of the study were (i) to find out the differences in evaluative procedures among the secondary teachers' training institutions in Gujarat state. (ii) To study the opinions of the principals of the institutions regarding the evaluative procedures which they were adopting. A sample of 36 teachers' training institutions and their principals was selected for the study. A questionnaire was developed by the researcher to collect information regarding the evaluation procedures followed in the teacher training colleges and the opinion of principals regarding them. Percentage analysis was carried out. The major findings were (i) Diversity exists in the evaluation process in teacher – training colleges. (ii) The majority of the institutions follow a mixture of internal and external evaluation procedures. (iii) An external- cum- internal marking system with continuous

evaluation, and the semester system should be adopted in all teacher- training colleges.

Pande, Manisha and Chandra, (1992) analyzed the role- enactment of home science teachers in teaching, research and extension for improving the quality of teachers' performance in these areas. The study had two main objectives and they were (i) To study the teacher role of a teacher as an instructor with specific reference to his/her communication and evaluation. (ii) To study the extension role of a teacher as an extension worker and an extension work guide. A total of 139 college teachers of home science having two or more specializations at M.sc level comprised the sample. A questionnaire was used to collect the data. Mean and chi-square were computed while treating the data. The major findings of the study were (i) The teachers highly communicated their role as instructors and as communicators by imparting effectively knowledge, thoughts and skills to students; guiding and directing them by making themselves available for guidance outside the classroom; and by praising good answers by students. (ii) The role activities performed less frequently included preparation of hand-outs for complex topics; use of teaching and other methods like field trips, role playing, project methods, special talks and reports. (iii) Lack of command over English on the part of the students, heavy workload, difficulties in preparing appropriate teaching aids, lack of office support presented major role constraints in the role- enactment of teachers.

Sharma, Subhash, Chandra (1992) investigated the impact of in-service education on the professional efficiency of teachers of PGT scale working in Kendriya Vidyalayas of Lucknow region. The objective of the study was to investigate the impact of in-service education of teachers in the PGT scale on

their professional efficiency. The survey method was adopted in this study. A sample of 60 postgraduate students was taken. The tools used were Information Schedule, Questionnaires and Interview Schedule prepared by the researcher. Percentages were calculated and graphical and pictorial presentation was done while treating the data. The study revealed major findings, here are some of them (i) Teachers in the age- range of 45 to 60 years or with experience of more than 15 years were having less and unproductive impact of in-service education. (ii) Eighty- five per cent teachers could get their concepts ' in their subject ' clear through in-service education. (iii) Seventy – five per cent teachers could get the opportunity to discuss the syllabus they taught. (iv) A maximum number of teachers listed common defects such as unsuitability of time, lack of incentives, lack of material, lack of experience and lack of follow – up action.

Duggal (2005) studied the arrangement for in- service education of the assistant teachers at DIETs. The major focus of the study was three week orientation program which was organized with the aim of making the assistant teachers aware of the nuisance of schools practices, the idiosyncrasies of a subject were dealt with in the one week theme- based programs. The major findings of the study were (i) The target group i.e., the number of assistant teachers stated that the intimation about the schedule of the in-service training programs was not provided to them well in advance due to poor coordination among the coordinators of these programs and the managements of schools . (ii) Most of the assistant teachers were to be trained in the in- service training program was quite large. (iii) Majority of teachers and resource persons told that the guidelines for the organization of in-service training programs and their monitoring were not followed by the coordinators of in-service training programs in terms of assessment and prioritization of the training needs,

selection of resource persons etc. which in turn, de motivated the teachers to participate in the in-service training programs .

Susmita P. (2006) conducted a study entitled ' Teacher Development Through Reading Strategy Instruction.' The purpose of the study was to investigate the following questions. (i) What was the participants' response to the reading strategy instruction program? (ii) In what ways did the reading strategy instructions help the participants become more strategic readers? (iii) In what ways did the reading strategy instruction help the participants develop as teachers of reading? Fifty secondary school teachers were selected as a sample for the study. Data were collected through a variety of instruments a questionnaire, diaries of participants and the researcher and semi-structured interviews. Data analysis methods were both descriptive and interpretive. The major findings were: (i) improvement in the participants' cognitive strategies such as, prediction and skimming, (ii) Development of participants as teachers of reading and (iii) Improvement in planning and monitoring.

Patel (2007) conducted a study entitled ' In-service training programs conducted by DIETs of Gujarat State.' The objectives of the study were (i) To analyze the in-service training programs in terms of objectives, content and mode of presentation. (ii) To study the infrastructure facilities available for implementation of various in-service training programs at DIETs. (iii) To study the problems and expectations of primary teachers, resource persons and teacher educators of DIETs regarding in-service training programs. (iv) To study the process of selection of resource persons and the theme of the in-service training programs. Multi sampling method was used in the study. Data collected with the help of different tools were analyzed by applying different

methods. Frequencies, percentages and chi square were used in the analysis. Some of the main findings were (i) Majority of the teachers opined that the objectives of the in-service training programs were clear leading them towards effectiveness in the in-service training programs, so teachers could work more effectively . (ii) 90% of the teachers responded that enough educational discussion took place in the in-service training programs. (iii) All the lecturers felt that in-service training programs were useful for primary education. (iv) All the resource persons used lecture method for teaching in the in-service training programs.

Bhargava (2009) designed a study to take into account the comparison of in-service teachers trained by regular and distance mode with respect to use of teaching skills in the classroom. The main aims of the study are (i) To find out how teaching skills are used differently by the teachers in the classroom. (ii) To investigate significance of difference, if any, between teachers trained through regular and distance mode with respect to use of teaching skills. (iii) To examine improvisations made by teachers while applying teaching skills in the classroom. A sample of 100 secondary school teachers was randomly selected from eight schools of the city. Sixty-two (62) teachers were trained by regular mode and 38 through distance mode. Out of the 8 schools, 3 were Government, 3 were semi-aided and 2 were public schools. Forty-nine (49) teachers from Government Schools, 31 from semi-aided and 20 teachers from public schools responded to the questionnaire. A questionnaire comprising of questions on seven skills practiced in the classroom was developed. Cross tabulation analysis for two rows vs. four/ five columns was carried out by applying Chi-square test to find out significance of difference between teachers of regular and distance mode in application of teaching skills. The principal finding is that skills taught

are different to the way they are used in actual classroom situations. There is a need for reexamination of the way teachers are taught in initial training and in-service training.

Jayesh (2009) conducted a study to develop and implement a CAI to teach grammar to Standard VIII students in different modes. The main aims of the study were: (i) to develop the CAI to teach English grammar to standard viii, (ii) to see the effectiveness of the developed CAI in terms of students' achievement, reactions of students and differences in the adjusted post test mean achievement. The sample of the study was Standard VIII students studying in two schools of Vadodara. Data collected were analyzed with the help of ANCOVA, frequency, percentage and t-test. The study revealed that the developed CAI was found to be effective in terms of students' achievement and reactions. In comparison to traditional method of teaching through CAI has enhanced the learning of the students better.

Umesh, Denis and Sanjeev (2009) examined attitudes and concerns of pre-service teachers regarding implementation of inclusive education. Participants were 480 pre-service teachers enrolled in a one year Bachelor of Education (B.Ed) program at Pune University, in the state of Maharashtra. A questionnaire was administered at each of the three institutions to pre-service teachers during the first week of a unit of study on teaching children with special needs. All pre-service teachers enrolled in these units were invited to participate in the study. The response rate was approximately 95% across all three jurisdictions. Data collected with the help of different tools were analyzed by applying different methods, percentages, means and t-test were used in the analysis. The results of the study showed that participants had somewhat negative attitudes and a moderate degree of concern regarding the inclusion of students with

disabilities in their classes. Participants with higher level of education (i.e. postgraduate degrees) were found to have significantly more positive attitudes compared to their counterparts. Perceived level of confidence in teaching students with disabilities was also associated with lower degree of concerns amongst participants.

2.2: INTERNATIONAL STUDIES: (OTHER THAN INDIA AND THE ARAB WORLD)

Prosorpked (1984) investigated the training needs of English language teachers, in a study aimed to know if English language teachers and their supervisors are aware of their training needs in the following fields. How English teachers are skillful in the language, trends and other suitable needs? A sample of 180 teachers and 30 supervisors was taken from Thailand. The researcher developed a questionnaire for this purpose. The results of the study indicated that: (i) Material of teaching and teaching skills were first needed for training. (ii) There were significant differences between teachers and their supervisors in arranging the needs in the material of teaching, in the fluency of speaking, pronunciation and writing. (iii) Variables related to age, sex and experience did not indicate a degree of awareness of the teachers in training in the field of teaching skills. (iv) Teachers' educational background was the only indicator in the needs of teachers in the field of trends. (v) There were no significant differences between teachers and supervisors due to methods of teaching.

A study was conducted by Ondrejka (1988) entitled, "Affective pedagogy in professional education" in three different graduate level courses. This study was an interpretive exploration of affective pedagogy in the courses which were part

of professional degree programs for medical workers, pastoral counselors and nurses. Affective pedagogies included specific strategies and encompassed the use of care theory, immediacy theory and theories on ways of knowing. The researcher studied the classroom cultures using an observation tool he designed for the study, gathered data from students through focus groups and individual interviewed the participating faculty both before and after the courses. Questions about the student, faculty and researcher perspectives of what occurred and how well it worked guided the data analysis. Data from the student, faculty and researcher perspectives were subjected to theme analysis and integrated to create five global themes. The most significant refinement identified in the study was the need to interweave cognitive and affective pedagogy for the greatest learning impact. In addition to recommendations for refining affective learning environments, the researcher also outlined recommendations for training faculty in affective pedagogy, devising affective outcomes and conducting future research. This study offered an initial theoretical perspective and tools for helping researchers and educators understand affective pedagogy more fully. It set the stage for educators to become more deliberate in their efforts to help students develop towards being mature, whole persons.

Slaughter (1988) had a study entitled ' Choosing New Teachers, where and what do they need?' The study aimed at knowing, determining new teachers' needs and the way to help them at the beginning of their work as teachers in Maryland State in the United States of America. The researcher used a questionnaire developed for this purpose. The main findings of the study were as follows: (i) The most urgent need for the teachers was experience. (ii) New teachers needed small classes, talk to teachers with more experience to

exchange experiences with them and they needed more information about the curriculum, educational policy, means of evaluation, class discipline and class management. (iii) There was no significant effect for sex or ethnic group in the need for training. (iv) New teachers reported that teachers with experience, Teacher's book and their supervisors helped them in training.

Chadwick (1990) conducted a case study of four elementary schools involved with a professional development programs in arts. This program focused on the integration of arts through out the curriculum with intension of using the arts as a methodology for learning other subject's area. The research instrument for this case study was the interview, documentation, and observation of the program. The study found that most variables within the programs origin, operation, and evidence of results were consistent among all four school sites. A common philosophy of programs was understood by participants and administrators. There was a need for planning time between the arts coaches and the teachers. Advisory councils, parents, and the community were not generally aware of the operation of the program. Evidence of results indicated that the integration of the arts increased positive students' attitude and efforts. Students achieved through the arts, and made gains in academics following their involvement in the program. Teacher attitudes indicated a favorable view toward the program; most will continue to teach through the arts. Data collected through this study suggested the integration of the arts can be a powerful teaching tool for teachers and an interesting way for students to learn. Informing parents and community about the existence and results of the program may generate additional support. The development of additional form of the students' assessment would be beneficial.

Blunck (1993) evaluated the effectiveness of the Iowa Chantiqua science in-service program. The study examined the growth in teachers' confidence related to teacher reculturing behaviors over a six-year period from 1986- 1992. "Reculturing" behavior empowers teachers' to work with students, other teachers, administrators, parents, and community experts in new ways as part of Science and Technology Society (STS) approach. The Iowa Chantiqua program has been validated by the National Diffusion Network as a model in-service program. The Teacher Confidence at the end of the Iowa Chantiqua in-service experience. Analysis of variance and t-test were used to analyze the data and found that teacher confidence improves significantly when a teacher is involved in the program for longer duration, teacher at all grade levels were effected equally in terms of growth in confidence with any given year. The Iowa Chantiqua program has been able to stimulate steady growth in teacher confidence for a number of "Reculturing" behaviors across the six year period.

Hussien (1993) investigated the attitudes of current directors and coordinators of College and University English as a second language programs, concerning the effectiveness of graduate programs in training them for their professional and administrative responsibilities. The objective of the study was to answer the following two main questions. These are (i) what level of satisfaction does current graduate TESL programs directors have with the graduate training of the programs from which they graduated? (ii) What is the relationship between the current directors' level of satisfaction and the perceived level of effectiveness of the master and doctoral TESL program directors in preparing them for their duties used the investigator mailed a questionnaire for 143 participants in the United States. Data analyses revealed that all the participants were satisfied with all their academic training, but not with their managerial

training. However, they reported that they were effective in directing their programs due to the experience and other reasons.

Gomes (1997) conducted a study entitled ' Training Teachers in Portugal, studying the new mental techniques.' The study aimed to know the effect of first training on the process of teaching and its effect in solving the problems which emerge during years of service. After analyzing the data statistically, the results showed an urgent need to train English language teachers of secondary stages in using new techniques and sources of teaching .There was a gap between in-service training programs and environmental and cultural variables the teacher deals with. There was a general weakness in the training programs and they concentrated more on the theoretical side and neglected the practical side.

Kang (1997) conducted a study entitled ' Training needs for English language teachers as a foreign language, an evaluative study for educational workshops for preparatory schools in South Korea." The study aimed to know how to develop educational workshops for English language teachers. The researcher designed a questionnaire and an interview for participants in the workshops. The findings of the study showed that there was an urgent need for training in the field of planning and implementing workshops, a unanimous acceptance for participants to have workshops outside Korea and participants indicated that training in the field of dual cultures and culture conflict.

Atchade (1998) had a study entitled ' The effect of developmental activities for the teacher of English as a foreign language in the University of South Africa'. The study aimed at analyzing and determining teachers' training needs and activities related to the development of teachers' performance in the University of S. Africa .The researcher used personal interviews and recording of lectures.

After analyzing the data statistically, he obtained the following findings. (i) Experience variable for the teacher had a big role on students' activities and their participation in the teaching process. (ii) Group work was one of the best educational techniques used. (iii) Teaching students how to take notes and ask questions had an obvious role on students' achievements. (iv) Teachers' participation in designing the curriculum and in choosing teaching materials led to a greater effectiveness on students' understanding. (v) Educational workshops had a major effect on the process of professional growth for teachers.

A study was conducted by Gainor La Pierre (1998) entitled, "A student in my own classroom: A study of shifting authority in teacher education". This narrative self-study explored the researcher's place as a teacher in the classroom, as it shifted with her understanding of how she could best prepare future teachers to work with children. The first theme to emerge from this four year study was how the researcher's use to ease-based instruction evolved into an emphasis on personal stories of experience, how they embody personal stories of experience, how they embody personal knowledge and how telling these stories helped to develop reflective professional practice. As she struggled with how best to facilitate this process, her authority as the expert in the classroom began to shift. Examining this shifting authority became the second theme of this study. Slowly, her perspective on herself as a teacher also began to shift as she allowed more space for student's voice in her classroom. Exploring this shifting relationship with students became the third theme of this study. The field texts for this narrative self-study were derived from an on-going record of the researcher's practices and her reflection on those practices as contained in her research journal and in excerpts from student's work, closely examined videotapes of her teaching, and formal and informal student

evaluations. The understanding of this work in-progress is represented in the conclusion through a series of “reflective turns”. The researcher linked teaching and learning in these reflective turns, as she addressed her own teaching as a model for her students’ teaching and her own learning experiences as a model for the experiences of her students. An awareness of the link between personal and professional lines and how that connection is an integral part of teaching became the third reflective turn of this study. Cultivating the habit of reflection on her teaching and finding ways to encourage her students to develop the reflection so critical to professional growth became the fourth turn. The other turns reflected on her shift from being the expert in the classroom to becoming a curious learner, how important it is to remain aware of the “hidden curriculum”, teaching model and a growing understanding of how a teacher is shaped by her students as her teaching stories are shaped by her family stories.

Johnson and others (1998) examined trends reflecting changes in the role of the classroom foreign language teacher, particularly as these trends affect English as a second language instruction. Their study was based on relevant literature and research being carried out in the English language Institute at Kanda University of International Studies (Japan). Past and Present teacher roles were examined first, and then discussed in relation to contemporary language learning theories. Next, they moved to an extended description and discussion of the Kanda English Language Proficiency (KELP) classroom of Kanda University in which students assume responsibility for their own learning program. The aim of their study was to see (KELP) classroom as a plausible design for the future foreign language classrooms and then discuss the roles of the teacher in such an instructional system. The main finding of their study was that the trend towards greater learner autonomy in classroom

necessitates the adoption of new teacher roles for the foreign language classroom in unison with curricular changes.

Sulzer (1998) had a study entitled ' Developing the self efficacy for English teachers in their first year.' The study aimed to analyze and determine the means and training in which they can develop teachers' effectiveness in their first year after graduating from the stage of learning to the stage of teaching. The researcher used for this purpose a questionnaire and lectures. After analyzing the data statistically, the study revealed the following results. (i) A need for training teachers in the field of class management, evaluation and relations with students. (ii) The variable of experience had its effect in the field of professional growth for teachers. (iii) A need for training in the fields of methods and techniques and teaching skills in order to increase self-efficacy of teachers.

Walkui (1998) investigated the development of teachers, in a study entitled 'The development of teachers' In-service professional growth for teachers of English of English learners.' The study aimed to know and determine the needs of English language teachers who deal with specific programs for teaching English in the United States. The sample included all the participants in the program. The researcher used the personal interview and observation methods for 9 months. After analyzing the data statistically, the study showed the following results. (i) Essential training needs for participants in this program in the practical side. (ii) A need for training teachers in the fields of professional growth and self scientific development. (iii) A need for training in the psychological field and interaction with others was also clear in this study.

Ratler (1999) studied the professional growth of two multidisciplinary teams within a professional development school (PDS). Research has shown that professional development to teacher has rarely succeeded within a learning vacuum. Teachers need support, follow through and opportunity to use the content information or teaching strategies in which they have just been trained in their own contexts. A more effective concept of professional development is needed in order for teachers to truly develop professionally and for school and student learning to improve. Narrative case studies were drawn from interviews, journals and observations for two teams of teachers and their administrators within a (PDS). Overall, it was found that school cultures are very particular things made up of individual mind and action that provide the context that drives the culture. A good leader can use the mission and philosophy to focus and channel these energies and work to create something that benefits the whole as well as the parts. It is the individuals involved however, who have to trust one another and agree to work together; find ways to make connections among their Individuals interests and those of the others, and share their knowledge and resources to make the whole better as they are better themselves. Within this framework, these individuals are professionally developed. Recognizing these schools can work to support these practices and the individuals understand their ultimate power within this highly complex relationship. Knowing this, the individuals involved can choose to become life long learners, teaching professionals committed to their learning community.

Mihsmanoglu (2000) confirmed the importance of language learning strategies during the process of foreign language learning and the role of the teacher in strategy training. He also stressed that the development of metacognitive, cognitive, and schizoaffective strategies can help the language learner build up

learner independence and autonomy whereby he can control his own learning. Moreover, he focused on the fact that each learner within the same classroom may have a different learning style and varied awareness levels of strategies use and preference. A learner is also affected by factors like age, gender, personality, motivation, self-concept, life experience, learning, style, excitement, anxiety, etc. These factors affect the way in which language learners learn the language. Therefore, Mihsmanoglu confirmed that it is not reasonable that all language learners should be trained in using and developing the same strategies to become successful learners. Eventually, the most important teacher role in foreign language teaching is the provision of a range of learning strategies to meet the needs and expectations of students possessing these factors.

Hoffman and Roller (2001) reported that nowadays, teacher preparation programs continue to expand in reading area to place well-prepared professional teacher in every class in comparison of previous decades, however, the notion of teacher education as a life long learning process must be emphasized in research agenda. They indicated that since 1960s till these days, attacks for shortcomings in teaching reading have been launched. With a distinctive characteristic that the attacks nowadays are not directed towards teachers or schools but directly charged at the teacher education community. The charge is the failure in preparing teachers with necessary knowledge and skills that they need to be effective. Another failure is the lack of infusing preparation programs with understanding from research on teaching and learning to read.

Kalebic (2005) investigated an attempt to provide contribution towards the development of standards in foreign language teacher preparation and to find out the competencies of a language teacher as seen by the students of English language and literature, future teachers of English as a foreign language. The study aimed to answer the following questions. (i) What are the competencies that a future language teacher should develop in the undergraduate degree program? (ii) How do student teachers rank the stated competencies in terms of their importance? (iii) To what extent do student teachers think that they have developed the stated competencies? (iv) What are the implications of the obtained results for teacher preparation? A questionnaire was distributed for 57 students of English language and literature who formed the sample of this research. The researcher used descriptive statistics (Means and Standard Deviation) in analyzing the data obtained from the questionnaire. Results showed that: (i) Students think that they have developed all the competencies of a language teacher mentioned in the questionnaire. (ii) Students consider some of these competences to be better developed than others.

Jane M. and Carine M (2008) investigated the effects of training foreign language teachers in the American Council on the Teaching of Foreign Languages, Oral Proficiency Interview (ACTFL-OPI)-type training on student performance, instructional methods, and classroom materials in the secondary foreign language classroom. Proficiency-based instruction is one of ACTFL's most significant contributions to foreign language education; however, scarce research data are available on the effects of the ACTFL-OPI training at the secondary level. The hypothesis of this study was that teachers who had been trained in the ACTFL-OPI-type training would become more aware of factors contributing to a proficiency-oriented curriculum. It was carried out in the

secondary schools in Pinellas County, Florida, in which teachers who were trained in the ACTFL-OPI-type training showed a 35 percent increase in personalized communication, more specifically when expressing feelings, opinions, and judgments in class. The analysis of variance (ANOVA) was found to be statistically significant in this communicative category ($F(1,4) = 13.07$) at the .05 alpha level. Both quantitative and qualitative data were collected and analyzed. The results of the teacher interviews and questionnaires also supported the hypothesis that trained teachers were more aware of a proficiency-oriented curriculum. No significant differences were found on student performance. Further studies are suggested due to the large effect sizes found in the teacher categories.

2.3: STUDIES CONDUCTED IN THE ARAB WORLD

What is observed in the Indian classrooms can be similarly observed in the Arab World classrooms. Methods of teaching still stick to traditional ones such as lecturing. Students have to write down notes and read from their textbooks with no or little interaction in the language class. Time has changed and accordingly should the methods of teaching, the way the teacher deals with the language and the students, too. Time has come to prepare our students to be active learners and to be more open to the World around them. More attention to language teaching should be given. Ministries of Education and other Teacher Training Institutions don't have suitable programs that train language teachers to teach English effectively, taking into consideration that English language consists of four skills not less. In fact, English language teaching and training need more research and accordingly some research work has been indicated in the Arab World, which is reviewed in the following.

Al-Rabadi (1985) investigated the urgent training needs for teachers in both upper elementary and preparatory stages, and their relation to variables like, sex, specialization, qualification and experience in Irbid District / Jordan. The researcher developed a questionnaire for this purpose. It consisted of 73 items divided on 8 dimensions. They were: professional preparation, behavioral preparation, class management, problems of students, planning, evaluation, understanding the nature of science and directing education. The sample of the study was 187 male / female teachers from the District of Irbid. The main results of the study were: (i) Specialization had an effect on the degree of estimating teachers' needs in students' problems and the effect of social and financial atmosphere fields and (ii) Experience variable had an effect on determining teachers' needs in some fields of the study.

Joma'h (1993) conducted a study entitled “training needs for English Language Teachers' male / female' who teach the first three graders in Irbid District / Jordan. The study aimed at deciding the training needs for this group of teachers. The sample of the study included 350 male/ female teachers. The researcher designed a questionnaire for this purpose which included 6 dimensions and 59 items distributed on the following dimensions, Planning, class interaction, class management, individualizing teaching, professional growth and evaluation. After analyzing the data statistically, the study showed the following results. (i) Teachers needed training in 6 dimensions but in different degrees, (ii) There were significant differences due to planning and class interaction and (iii) There were no significant differences due to experience in the domain of individualizing of teaching.

Al-Shalalfa (1995) conducted a study entitled ' Training needs for the teachers of the first 4 grades, as they are seen by teachers (trainees) and supervisors (trainers)'. To answer the questions of the study the researcher developed a questionnaire which contained 7 dimensions (planning, class management, teaching methods, curriculum, skills of communication and interaction, testing and measurement, Educational means and technology). A group of 553 male and female teachers in Amman / Jordan formed the sample of the study. After analyzing the data statistically, the study revealed the following findings. (i) The need for training ranged from 41- 79%. (ii) Arranging the needs differed, class management was first. (iii) There were no significant differences in the training needs due to sex, qualification or experience.

Sabri, Khawla (1997) aimed to assess the effectiveness of the in-service teacher training programs in Palestine in a study entitled' In-service teacher training programs: the case of Palestine', based on the opinion of the teacher participants in order to improve future in-service program. The Spearman's coefficient of rank correlation p test has been used to examine the null hypotheses. It indicated that the participants considered the concept of planning a lesson plan as the most important competency. The study found that there is a positive association among all groups of teachers (except one group) concerning the importance of the listed objectives of the in-service program, at a significant level of .05. Finally, the study recommended that in-service teacher programs should place more emphasis on class applications and teaching techniques using different training programs.

Alwan (2000) investigated the effectiveness of the current INSET provision and the possibility of introducing self-directed teacher development activities to teachers of English as a foreign language (EFL teachers) in the UAE. Two

research instruments were used to collect the data: a questionnaire for teachers and interviews with administrators. There were a total of 172 respondents. The data were analyzed statistically. The findings of the study revealed that INSET in the UAE is unsystematic and EFL teachers practice self-directed activities on a limited basis. It was found that it is possible for EFL teachers to practice more self-directed development activities on the condition that the workload is reduced and that development time is planned and included within the working hours.

Sadek (2000) investigated the development of special education services in Egypt, in a study entitled 'Attitudes Towards Inclusive Education in Egypt & Implications for Teachers' Preparation and Training'. The purpose of the study was to give a report on the attitudes towards inclusive education in Egypt, as it can be used as a guideline to enhance special education services in Egypt, particularly in the field of teacher preparation and training. The sample of the study consisted of 100 teachers, 100 parents, 40 administrators and 100 students. Data collected with the help of a questionnaire developed for the study were analyzed by applying means, Std deviations and ANOVA. Results of the study have revealed in general a positive attitude towards inclusive education (IE) in the view of parents, teachers and administrators. The same trend was revealed in students' scores, relatively lower but positive attitude towards (IE).

Barbour (2001) investigated the training needs for English language teachers in Jordan from supervisors' points of view. The researcher had developed a questionnaire for this purpose which contained 6 dimensions (the four skills plus evaluation and planning). A group of 54 English supervisors formed the sample of the study. The researcher used means and standard deviations to answer the study questions. The major findings were the followings: (i) High

degree of need for training in the fields of evaluation, planning, speaking, writing, reading and listening. (ii) There were differences in the degree of the training needs for English language teachers from their supervisors' points of view, which can be attributed by experience "less than 12 years ". (iii) There were differences in the degree of the training needs for English language teachers from their supervisors' points of view, which can be attributed by sex with favor to female. (iv) There were differences in the degree of the training needs for English language teachers from their supervisors' points of view, which can be attributed by the level of qualifications with favor to Master degree. (v) There were differences in the degree of the training needs for English language teachers from their supervisors' points of view, which can be attributed by the region of the supervisor work with favor to the south region.

Al-Saadat (2004) investigated the position and scope of language testing in the pre-service and in-service training and preparation programs of EFL teachers in Saudi Arabia as shown by training schemes delivered to such teachers. The objectives of the study were: (i) To investigate the position and scope of language testing in the pre-service/ in-service training and preparation programs of EFL teachers in Saudi Arabia as reported and perceived by the teachers who have enrolled in such programs. (ii) To assess the scope and nature of the in-service training needs of EFL teachers in Saudi Arabia in language testing as perceived by the teachers themselves. A three-section questionnaire was developed for the purpose of collecting the required data. The questionnaire comprised 63 items. Sixty EFL teachers responded to the questionnaire. All teachers came from intermediate and secondary schools of the Al-Hasa, Dammam, and Riyadh school districts in Saudi Arabia. All respondents were male teachers. 54 teachers or 90% hold BA degrees in English, 4 teachers or

6.7% hold post-secondary diplomas in teaching English, and only two teachers or 3.3% hold a post graduate diploma in teaching English. The study revealed (i) EFL teachers in Saudi Arabia are in great need for further training on sound practices of language testing and performance appraisal of learners of English. (ii) EFL teachers have shown a high degree of awareness in assessing their needs and determining their language testing priorities and the ways to fulfill them. Most importantly, they have stressed their desire to be well informed about and experienced in recent and most effective language learning assessment and evaluation techniques and practices which should be presented to them in the most practical and meaningful contexts using the most qualified professionals to do the job.

Palestinian Ministry of Education (2005) conducted a study entitled 'Evaluating in-service training for teachers'. A sample of 26 case studies, 13 interviews with principals 211 teachers, a survey questionnaire and revising 11 groups of training materials. After analyzing the data statistically, the study came with the following results. (i) Teachers had a positive look for in-service training. (ii) Compulsory training programs and (SUT) program supported developing the culture of professional development. (iii) System and services of Education are much more mature than it was first put during the five year plan.

Tushyeh (2005) examined the need for revising and improving English as Foreign Language (EFL) teaching programs in Palestine. The researcher first discussed the objectives of the English departments in different Palestinian Universities highlighting points of similarity and contrast in these programs and evaluating them by focusing on positive as well as negative aspects of these programs. Then the researcher discussed different problems facing the English departments in Palestinian Universities which limit their effectiveness in the

preparation and qualification of Teachers of English. The researcher followed the descriptive method in his study. He came up with the following findings. (i) Lack of close cooperation among the various English departments of the Palestinian Universities. There is unhealthy competition and duplication of programs, resources and materials, (ii) Lack of professionalism which is evident in the meager number of IATEFL and TESOL members in Palestine, (iii) The failure of the English departments to make full use of and benefit from available and valuable expertise and resources whether locally or internationally and (iv) Failure to establish a local EFL center to coordinate activities and house EFL materials in general and teacher training materials in particular.

Hana M. Kanan (2005) examined the role perceptions of superintendents and their supervisors in Palestine regarding the roles of training needs of superintendents. It was part of a larger study conducted by the Department of Administration and Educational leadership of Teachers College, Columbia University. The researcher used a grounded theory approach. Data were collected by interviewing 16 superintendents and four directors using guided qualitative interviews in addition to examining Ministry of Education documents and archival data. The grounded theory approach analysis revealed that superintendents and general directors held variant perceptions regarding the roles and training needs of superintendents. Most of them felt they were ill prepared for the job and had to rely on the Ministry of Education for support and direction. They perceived their role as a combination of educational managers and educational leaders. Their supervisors however perceived them as keepers of the status quo. The findings showed that superintendents in countries like Palestine appear to experience problems similar to their counterparts in their transitional societies.

Abou Hadid (2006) had a study entitled *Scaffolding Instruction And Developing Facets of Understanding English Reading Texts for Post-graduate Learners In Higher Education*. Deep understanding is necessary for foreign language learners reading academic English texts in higher education. A program was designed for this purpose. The principles of the teaching for understanding framework is integrated in this program with the principles of scaffolding instruction together with the scaffolding instructional activities of shared reading, guided-reading and guided writing activities for the purpose of developing students' deep understanding that is demonstrated through written explanation. A pre-post test was administered twice both before and after the experiment. Qualitative and quantitative interpretations of results reveal that the hypotheses of the study are confirmed and students reached the understanding goals.

Al-Mekhlafi (2007) investigated prospective English as Foreign Language (EFL) teachers' perceptions concerning the necessary specialized competences they have acquired during their study in the of Teaching English as a Foreign Language (TEFL) program at Ajman University of Science and Technology (AUST). The researcher sought answers to the following questions related to the prospective teachers' perception on the acquisition of: (i) necessary language competencies; (ii) Cultural, literacy competencies; (iii) Linguistic Competencies provide them with adequate course work in the above areas. To achieve that 143 prospective teachers were selected to fill out a questionnaire. The data analysis was conducted using SPSS 10.0; basic descriptive statistics (means, frequencies and standard deviations) were computed. The findings of the study showed that the participants scored reasonably high in "basic level competencies"; but they scored low in "high level competencies". The findings

of the study suggested that there is a need for rigorous revision of pre service EFL programs in the region in order to cater for the needs of prospective teachers so that they might perform their jobs more effectively and meet the changing needs of the 21st Century.

Palestinian Ministry of Education (2007) investigated the training needs of teachers who teach 1 -6 graders in the following subjects, Arabic, Mathematics, Science and English. To achieve the aim of the study 4 questionnaires were designed one for each subject. The sample of the study included 13995 male/female teachers who teach those subjects. Means, Standard Deviation and t-test were used to analyze the data. Some of the main findings of the study were as follows.' Findings related to English teachers only are included' (i) The highest level of training needs were in sources of learning and strategies of teaching. (ii) There were no significant differences between male and female teachers in the subject of training needs, educational efficacy and specialization. (iv) There were significant differences between male and female teachers due to experience (1-5 years). (v) There were significant differences between male and female teachers due to qualifications.

Ismail and others (2009) aimed in their study to measure the effect of a training module in improving knowledge competencies for resource room teachers in Jordan. The training module consisted of 10 training sessions, covered three domains, namely, planning, instruction and classroom management, and evaluation competencies. The sample of the study consisted of 50 teachers. The participants of the sample were distributed into two equal groups, with 25 teachers in each group. The teachers in the experimental group were attached with the training module for five weeks; whereas the teachers in

the control group were exposed for the same period to the conventional training adopted by the Ministry of Education in Jordan. The results of (ANCOVA) revealed that there were statistically significant differences between the means of the two groups' means on the post-achievement test, favoring to the experimental group. Furthermore, results of the experimental group on the achievement test revealed no statistically significant differences across the demographic variables, namely, gender, specialization, qualification, and experience.

2.4: IMPLICATIONS FOR THE PRESENT STUDY

The studies reviewed above are of five kinds: (i) Studies emphasizing the need for training, (ii) Studies emphasizing teacher education/preparation/development or training, (iii) Studies dealing with developing training programs, (iv) Studies about teachers' roles and (v) Studies about EFL programs or teachers.

Studies conducted by Prosorpked (1984), Al-Rabadi (1985), Slaughter (1988), Joma'h (1993), Al-Shalalfa (1995) Kang (1997), Atchade (1998), Barbour (2001), Hana (2005), Palestinian Ministry of Education (2005), Ministry of Education (2007) dealt with the different needs of training for teachers, headmasters and supervisors. All the studies have stressed the importance of knowing teachers' training needs in advance through taking their opinions in order to develop training programs suit them and help them improve their performance for the benefit of their students. Studies have come up with different training needs for teachers.

Studies conducted by Butala (1987), Ondrejka (1988), Ahmed (1990), Bardoloi (1990), Goel (1990), Das (1991), Sharma (1992), Blunk (1993), Sabri (1997), Gainor (1998), Sulzer (1998), Walki (1998), Ratler (1999), Alwan (2000),

Mihsmanoglu (2000), Al-Saadat (2000), Hoffman and Roller (2001), Bhargava (2009) and Umesh (2009) dealt with teacher preparation. All the mentioned studies have described present teacher preparation programs, either pre-service or in-service. They have also examined some current programs and their effectiveness. Furthermore, some studies revealed the impact of teacher training on the efficiency of the teacher inside the classroom.

Studies conducted by Brahmhatt(1983), Kapadia (1989), Chadwick (90), Susmita (2006), Patel (2007), Jayesh (2009) and Ismaill (2009) dealt with preparing and developing training programs. The emphasis has been laid on developing training programs to improve teacher competencies, the effect of the developed programs on students' achievement and different language aspects such as grammar.

Studies conducted by Sadananthan (1990), Pande, Manisha and Chandra Arvind (1992), and Johnson (1998) dealt with teacher's roles. Only three studies dealt with roles of the teachers, one was about teacher educators in colleges and compared their role expectations with their role performance. The second study analyzed role enactment of home science teachers in teaching. The third study explained in details the changed roles for English language teacher, contemporary roles and even predictive roles in the future.

Studies conducted by Hussien (1993), Kalebic (2005), Tushyeh (2005), Abu-Hadid (2006), Al-Mekhlafi (2007), Jane M. and Carine M (2008) dealt with EFL programs and EFL teachers. All the studies emphasized the shortage of research in different competencies needed in the language teacher and teaching.

From the review of above studies, following implications for research can be drawn.

1. Teachers showed their need for training in methods of teaching, practical applications, performance, language skills and other general fields as planning, class management Methods of teaching and using technology.
2. There is a clear shortage in training teachers while preparing them before they graduate from colleges, and there is a need for experience in the field of class management and evaluation.
3. Training teachers in the different educational fields is according to the degree of need in those fields.
4. Only one study from the Arab World dealt with INSETs in the UAE.
5. Studies conducted in India and Around the World covered different fields of training for teachers, mainly teacher preparation or developing training programs, while studies conducted in the Arab world focused on training needs for the teacher in general without dealing with specific aspects within the field of specialization.
6. Teachers need to have a role in determining their training needs.
7. Enough number of studies covered the topic of in-service training for teachers in different aspects including effect of training on teachers and students, evaluation, professional development and growth, language strategies and effectiveness.
8. Quite a small number of studies dealt with developing and implementing training programs.
9. Review indicates that, training programs have not been developed for specialized skills like speaking, reading, writing and listening. It is clear that, teachers are not trained to display their roles effectively in the classroom.

10. A limited number of studies focused on the different roles of the teacher inside the classroom.
11. Not more than two studies in the Arab World dealt with EFL programs or teachers.
12. No Palestinian studies dealt with English language roles and developing training programs for them.
13. Lack of studies in Palestine concerning EFL problems EFL teaching. On the Palestinian side, as a new curriculum has been implemented, more studies should be conducted to focus on the different sides and aspects of it in order to achieve the best possible results expected through implementing this curriculum.

Considering the above implied aspects, the present study is an attempt to develop an in-service training program for English teachers in order to develop teachers' competencies needed to teach English effectively, and to enable teachers to play their roles efficiently as per the requirement of the new English curriculum. What distinguishes this study is that it deals with English language problems through taking into consideration the opinions of teachers, supervisors and students, and it is the first attempt in Palestine to develop a training program for English teachers which stem from the people concerned and not imposed on them through a formal authority. So the present study tries to avoid the shortcomings in some of the studies mentioned especially the studies in the Arab World and Palestine.