

# **CHAPTER IV**

## **DATA ANALYSIS AND RESULTS**

## **CHAPTER IV**

### **DATA ANALYSIS AND RESULTS**

#### **4.0 INTRODUCTION**

The present chapter gives the analysis of the data collected from various tools, the information collected from various sources through different tools (presented in chapter three). It also presents hypotheses testing and results. The chapter is divided into five main sections mentioned below:

1. Identification of the different roles of English language teachers
2. Identification of teachers' difficulties
3. Development of the training program
4. Relationship of the training program to sex, experience, qualifications and performance.
5. Effectiveness of the training program

In section 4.1, the data collected for identifying the teachers' roles through different ways, viz., (i) Class Observation (ii) Reaction Scale and (iii) Content Analysis have been analyzed and results are presented accordingly. In section 4.2, the data collected for identifying teachers' problems through different ways, viz., (i) Teacher's Questionnaire (ii) Supervisor's Interview Schedule have been analyzed and results are presented accordingly. In section 4.3 Development of the training program, on the basis of identification of teachers' roles and problems that the teachers face, which were collected through different ways, viz., (i) Class Observation, (ii) Reaction Scale, (iii) Content Analysis, (iv) Teacher's Questionnaire and (v) Supervisors' interview presented in sections 4.1 and 4.2. In section 4.4, the data collected for studying the relationship of the training program to sex, experience, qualifications and

performance through a Post Test and a Pre Test (for the variable of performance) have been analyzed and results are presented accordingly. In section 4.5, the data collected for identifying the effectiveness of the training program through different tools, viz., Feedback Form, Interview Schedule, Classroom Observations and Achievement tests have been analyzed and results are presented.

#### **4.1: IDENTIFICATION OF DIFFERENT ROLES OF ENGLISH LANGUAGE TEACHER**

In order to identify the different roles of the English language teacher required for the new English curriculum, the relevant data were obtained through class observations and reaction scale. In addition to these, the content of the textbooks of 11<sup>th</sup> and 12<sup>th</sup> grades was also analyzed to identify the roles of teachers in dealing with the subject matter.

##### **4.1.1: IDENTIFICATION OF THE TEACHERS' ROLES THROUGH CLASS OBSERVATION**

The researcher observed in Jenin and Qabatia districts 25 English classes for 25 different teachers who were teaching 11<sup>th</sup> and 12<sup>th</sup> classes. Researcher used an observation schedule to see whether teachers vary their roles in their classrooms and play new roles applied in the new English curriculum. The researcher also wanted to see teachers' performance in the class and other problems, they faced. The schedule was divided into three parts, pre-teaching part, while-teaching part and after teaching part. Here are the details of each part.

**Pre-Teaching Observation:** It Involved 6 activities, they are annual planning, lesson planning, objectives, procedures, audio visual aids and evaluation. From the planned and written pre-teaching activities of the teacher, each activity was observed for all the 25 teachers and frequencies

were obtained for each activity whether it was done or not. Percentages were calculated. Results are presented in table no. 7.

**Table-7 : Percentage of teachers doing different activities in pre teaching observation**

No.	Item	Scale	Frequency	Per cent
1	Annual Panning	No	----	----
		Yes	25.0	100.0
2	Lesson Planning	No	8.0	32.0
		Yes	17.0	68.0
3	Objectives	No	5.0	20.0
		Yes	20.0	80.0
4	Procedures	No	12.0	48.0
		Yes	13	52.0
5	Audio Visual Aids	No	20.0	80.0
		Yes	5.0	20.0
6	Evaluation	No	----	----
		Yes	25.0	100.0

From the above table, it can be observed that, all teachers had written two activities, annual planning and evaluation with a per cent of 100. Objectives and lesson plans were written by majority of teachers, 80% and 68% respectively. Procedures were written by 52% of the teachers, whereas only a small number of teachers (20%) had written audio visual aids to be used while teaching.

Close observation of the table indicates that, performance in annual planning, objectives and evaluation was very good, as all Palestinian English teachers had written annual planning and evaluation. It was perhaps due to the reason that, all teachers had to submit their annual plans

to their principals and Directorate of Education, while evaluation was also given special attention from principals and supervisors. However, teachers' performance in lesson planning and procedures was not good. The percentage of using-audio visual aids was the lowest in the table. It was perhaps that, teachers didn't go through the teacher's book thoroughly, as it provided teachers with clear steps how to perform all the activities in each unit. It was perhaps that teachers were not acquainted to the new curriculum, so they needed more time to prepare audio- visual aids needed for their classroom teaching.

**While Teaching Observation:** This part was divided into two portions for the sake of size, suitability and clarity. The two portions are: teacher competencies and teaching / learning process. Each part is presented in a separate table.

**Teacher competencies:** It involved 11 competencies shown in table no. 8 below. From the 11 competencies of the teacher, each competency was observed for all the 25 teachers. Five point scale was used to indicate the degree of performance of different competencies for each teacher. Percentages were calculated. The results are presented in table no. 8.

**Table- 8 : Teacher competencies while teaching observation**

No.	Item	Below Average per cent	Average per cent	Good per cent	Very Good per cent	Excellent per cent
1.	Introducing the topic	....	16.0	32.0	52.0	....
2.	Language of the teacher					
	a. Simplicity	....	12.0	56.0	32.0	....
	b. Fluency	....	8.0	36.0	56.0	....
	c. Correct use of grammar	....	8.0	12.0	80.0	....

	d. Clarity of sentences	....	12.0	64.0	24.0	....
	e. Inter linking the ideas	32.0	24.0	40.0	4.0	....
3.	Knowledge of the subject	....	....	16.0	56.0	28.0
4.	Communicating ability					
	a. Correct Pronunciation	....	4.0	36.0	60.0	....
	b. Voice Modulation	16.0	48.0	36.0	....	....
	c. Body language	72.0	28.0	....	....	....
5.	Providing differentiated instructions to meet individual differences.	8.0	8.0	60.0	24.0	....
6.	Variety of methods	....	44.0	44.0	12.0	....
7.	Relating the content delivered with context.	4.0	20.0	48.0	28.0	....
8.	Concentrating on the four skills.	12.0	60.0	20.0	8.0	....
9.	Using I.C.T	68.0	28.0	4.0	....	....
10.	Creating an environment for ELT.	28.0	44.0	28.0	....	....
11.	Assigning homework.	4.0	32.0	28.0	36.0	....

It can be observed from the table that, 16.% of the teachers were average in introducing the topic, 32.% were good and 52.% were very good. Language of the teacher was between below average and very good. In simplicity, 12% were average, 56% were good and 32% were very good. In fluency, 8% were average, 36% were good, 56% were very good. In correct use of grammar, 8% were average, 12% were good and 80% were

very good. In clarity of sentences, 12% were average, 64% were good and 24% were very good. In interlinking ideas, 32% were below average, 24% were average, 40% were good and only 4% were very good. The results indicate that with respect to the teacher's knowledge of the subject, the teachers were more competent as performance ranged from good to excellent. Moreover, large percentage of teachers 84% was found to be very good and excellent, 56% and 28% respectively. Teacher's communicating ability was between below average and very good. In correct pronunciation, 4% were average, 36% were good and 60% were very good. In voice modulation 16% were below average, 48% were average and 36% were good. In body language, 72% of the teachers were below average and 28% were average. Providing differentiated instructions to meet individual differences was between below average and very good. Only 8.0% were below average, the same per cent was average, 60% were good and 24% were very good. Variety of methods was between average and very good, 44% were average, 44% were good and 12% were very good. Relating the content delivered with context, only 4% were below average, 20% of the teachers were average, 48% were good and 28% were very good. Concentrating on the four skills, 12% of the teachers were below average, 60% were average, 20% were good and 8% were very good. Using I.C.T., 68% of the teachers were below average. 28% were average and only 4% were good. Creating an environment for ELT, 28% were below average, 44% were average and 28% were good. Assigning homework, only 4% of the teachers were below average, 32% of the teachers were average, 28% were good and 36% of the teachers were very good.

Results of the table indicate that, performance of English teachers in Palestine was good in the areas of knowledge of subject, correct use of grammar and clarity of sentences, whereas some areas in which teachers'

performance was quite satisfactory as introducing the topic. But there were some areas where performance of the teachers was not good as body language, variety of methods, using I.C.T and creating an environment for ELT. It was perhaps of the quality of English language teachers and the Ministry's strict procedures in appointing good teachers every year after passing a special exam prepared for this purpose which made teachers' knowledge of subject good, while correct use of grammar and clarity of sentences reflected careful preparation of the teachers to provide students with clear and correct sentences which suited the level of students in the class, whereas teachers introducing the subject was quite satisfactory. It was perhaps through experience teachers possessed this skill. But the performance of teachers was not so good in using I.C.T. This was due to the lack of trained teachers and the lack of this facility in Palestinian schools. For creating an environment for ELT, it was perhaps because of the lack of employing different approaches in teaching English as a foreign language in Palestine.

**Teaching / learning process:** It involved 9 activities shown in table no. 9 below. From the 9 activities of the teacher, each activity was observed for all the 25 teachers. Five point scale was used to indicate the degree of response for each activity. Percentages were calculated. The results are presented in table 9.

**Table-9 : Teaching / learning process while teaching observation**

No.	Item	Below Average Per cent	Average Per cent	Good Per cent	Very Good Per cent	Excellent Per cent
1.	Student's participation	8.0	8.0	60.0	24.0	....
2.	Healthy & fearless teacher's student's interaction .	8.0	64.0	28.0	....	....



3.	Student-Teacher interaction	4.0	16.0	68.0	12.0	....
4.	Student-Student Interaction	32.0	52.0	16.0	....	....
5.	Pair work / group work	56.0	40.0	4.0	....	....
6.	Individual work	24.0	52.0	24.0	....	....
7.	Different roles played by the teacher	20.0	32.0	44.0	4.0	....
8.	Time management	24.0	64.0	12.0	....	....
9.	Class management	....	....	16.0	52.0	32.0

The table shows that, students' participation was between below average, and very good. Only 8% of the teachers were below average, 8% were average, 60% were good and 24% were very good. Healthy & fearless teacher's student's interaction was between below average and good, 8% were below average, 64% were average and 28% were good. Student-teacher interaction was between below average and very good. Only 4% were below average, 16% were average, 68% were good and 12% were very good. Student-student interaction was between below average and very good. Around 32% were below average, 52% were average and 16% were good. Pair work / group work was between below average and good. About 56% were below average, 40% were average and 4% were good. Individual work was between below average and good. Around 24% were below average, 52% were average and 24% were good. Different roles played by the teacher was, between below average and very good. Around 20% were below average, 32% were average, 44% were good and 4% were very good. Time management was between below average and good.

About 24% were below average, 64% were average and 12% were good. Class management was between good and excellent. About 16% were good, 64% were very good and 32% were excellent.

The following observations were made through the analysis of the previous table.

1. Teachers were the best in class management. It was the only item that teachers were between good and excellent. This was perhaps due to the discipline used in Palestinian schools, while time management was not the same as class management. Teachers' were between below average and good. This was perhaps due to the overloaded material of the new curriculum which required more time to be covered as teachers and supervisors indicated in the questionnaire and also expressed at the time of interview.
2. Teachers did not vary their roles to accommodate with the new curriculum including pair, group and individual work. This was because of having a new curriculum in which more roles were to be used, while teachers were accustomed to using a less variety of roles in language classes and many of them may not be even aware of these roles.
3. Student –student interaction was not so good. It was perhaps because the language class in Palestine was still teacher centered and high sense of students' discipline on part of teachers' restrains student- student interaction.
4. In general, except item number 9, teachers' performance was not so good. This was because teachers still lack the experience in dealing with the different aspects of the new English curriculum.

**After Teaching Observation:** It involved 7 activities shown in the following table. From the 7 activities of the teacher, each activity was

observed for all the 25 teachers. Three point scale was used to indicate the degree of response for each activity. Percentages were calculated. Results are presented in table no. 10.

**Table-10: Percentages of teachers doing different activities after teaching observation**

No	Item	Scale	Frequency	Per cent
1.	Going through the Work Book (W.B) To find successes and failures.	Never	2	8.0
		Occasionally	12	48.0
		Always	11	44.0
2.	Assigning homework	Never	4	16.0
		Occasionally	18	72.0
		Always	3	12.0
3.	Checking assignment	Never	6	24.0
		Occasionally	17	68.0
		Always	2	8.0
4.	Providing students with worksheets	Never	2	8.0
		Occasionally	10	40.0
		Always	13	52.0
5.	Tests	Never	3	12.0
		Occasionally	21	84.0
		Always	1	4.0
6.	Doing W.B. exercises	Never	1	4.0
		Occasionally	23	92.0
		Always	1	4.0
7.	Small projects	Never	25	100.0
		Occasionally	----	----
		Always	----	----

It can be noticed from the table that, only 8% of the teachers had never gone through the W.B to find successes and failures; 48% of the teachers

went occasionally through the W.B. and 44% of the teachers went always through the W.B. to find successes and failures. About 16% of the teachers never assigned home works to students, 72% of the teachers occasionally assigned home works. Only 12% of the teachers always assigned home works. About 24% of the teachers had never checked assignments, 68% occasionally checked assignments and only 8% always checked assignments. Only 8% of the teachers had never provided students with work sheets, 40% of the teachers occasionally provided students with work sheets and 52% of the teachers always provided students with work sheets. About 12% of the teachers never did tests to students and 84% of the teachers, occasionally did tests and only 4% always did tests. Only 4% of the teachers did W.B exercises, 92% of the teachers occasionally did the W.B exercises, only 4% of the teachers always did the W.B exercises. All teachers (100%) never did small projects.

After studying carefully the previous table, several observations can be Drawn out:

1. Occasionally level was the most common level in the table. It may be due to the overloaded material of the new curriculum, more time was needed, so teachers referred to occasionally level in order to save time to cover all the units of the textbook.
2. Always level was quite satisfactory in 2 items, going through the W.B to find successes and failures and providing students with worksheets. Perhaps, this may be due to the care of teachers to concentrate more on the material explained.
3. All teachers had neglected "small projects" activity in teaching English. This may be due to the lack of time to concentrate on small

projects or any other activities other than the textbook to develop students' skills in language.

#### **4.1.2: IDENTIFICATION OF TEACHERS' ROLES THROUGH STUDENTS' REACTIONS (REACTION SCALE)**

Reaction scale for students was the second tool researcher used to study students' reactions about English teachers' performance in the classrooms in order to develop a training program for teachers in the context of the new English curriculum in Palestine. The scale consisted of 21 items shown in table no. 11. Each statement was rated by students on a ten point scale ranging from 1 extremely poor and 10 indicates excellent. However, the points on the scale were grouped into 3 distinct categories, namely, Very poor (1-3), Average (4-7), and Excellent (8-10). Each point on the scale was given weight of 10. Thus scores ranging from 10-100. In all 299 students had rated their teachers' performance on all the 21 aspects. For each aspect mean performance of the teacher was calculated by dividing the sum of scores on a particular aspect by the total number of students (299). The standard deviation was also calculated for each item. The results related to the performance of teachers as perceived by students are presented in table no. 11.

**Table-11: Performance of teachers as seen by students**

<b>No.</b>	<b>Item</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>1</b>	Uses pair work and group work.	299	55.55	34.35
<b>2</b>	Checks homework regularly.	299	60.03	33.17
<b>3</b>	Gives homework regularly.	299	61.94	31.50
<b>4</b>	Applies more roles in the class.	299	62.37	28.09
<b>5</b>	Using teaching aids.	299	64.41	27.26

<b>6</b>	Speaks English all the time.	299	65.59	26.93
<b>7</b>	Varies his methods of teaching.	299	71.97	24.34
<b>8</b>	Uses instructional means other than the text book.	299	73.71	27.33
<b>9</b>	Creates real life situations.	299	75.52	23.77
<b>10</b>	Provides students with feedback.	299	76.49	26.53
<b>11</b>	Employs different ways of reinforcement.	299	77.06	23.45
<b>12</b>	Uses relevant activities.	299	77.36	21.63
<b>13</b>	Gives students opportunity to communicate.	299	77.99	24.69
<b>14</b>	Deals with the different levels in the class.	299	78.36	23.47
<b>15</b>	Teacher's ability to simplify the material	299	80.70	20.46
<b>16</b>	Evaluates students' performance.	299	82.68	21.08
<b>17</b>	Encourages students' initiatives.	299	83.28	20.13
<b>18</b>	Clarity and simplicity of the language.	299	85.35	16.65
<b>19</b>	Distributes questions well.	299	86.76	17.49
<b>20</b>	Objective with his students.	299	88.96	18.50
<b>21</b>	Teacher's knowledge of subject.	299	89.67	16.85

It can be noticed from the table that the items are arranged in ascending order. The lowest mean was 55.55 for using pair work and group work, 60.03 for checking homework, 61.94 for giving homework, 62.37 for applying more roles in the class, 64.41 for using teaching aids, 65.59 for

speaking English all the time, 71.97 for varying his/ her methods of teaching, 73.71 for using instructional means other than the text book, 75.51 for creating real life situations, 76.49 for providing students with feedback, 77.06 for employing different ways of reinforcement, 77.36 for using relevant activities, 77.99 for giving students opportunities to communicate, 78.36 for dealing with the different levels of students in the class, 80.70 for teacher's ability to simplify the material, 82.68 for evaluating students' performance, 83.28 for encouraging students' initiatives, 85.35 for clarity and simplicity of the language, 86.76 for distributing the questions well, 88.96 for objectivity with students and 89.85 for the teacher's knowledge of the subject .

Through a close observation of table 14, it can be noted that, teachers' performance was very good in 7 items. They are: His ability to simplify the material evaluates students' performance, encourages students' initiatives, clarity and simplicity of the language, distributes the questions well, objectives with his students and his knowledge of subject, while Teachers' performance was good in 8 items. They are: varies his/ her methods of teaching, using instructional means other than the text book, creates real life situations, provides students with feedback, employs different ways of reinforcement, using relevant activities, gives opportunity to communicate and deals with the different levels in the class. However, teachers' performance was not so good in 6 items. They are: using pair work and group work, checking homework regularly, giving homework regularly, applies more roles, uses teaching aids and speaks English all the time.

#### 4.1.3: IDENTIFICATION OF TEACHERS' ROLES THROUGH CONTENT ANALYSIS

In order to identify the different roles revealed in the New English Curriculum, researcher used content analysis as a procedure. The content analysis for 11<sup>th</sup> and 12<sup>th</sup> textbooks was done in the following way. Two units were content analyzed for each textbook, as all the units in the new curriculum were developed and presented in the same way, had the same features and the same sequence of skills and sub skills, it was decided to take 4 units out of the 24 units, the total number of the units in both textbooks, which is equal to about 16.6% of the entire courses. It may also be specified here that each unit consisted of 10 lessons, thus content of 40 lessons was analyzed. The lessons are presented in the same sequence in all the units. This division of lessons in a unit is presented in Chart-1, Chapter-1, p.29. This was considered enough to be representative of the textbooks and fulfill the aim of the study, (see Chart 1 Chapter 1 p. 29). Content analysis form, included objectives of each lesson, content point, and teachers' activities / roles. The content analysis of two units, one from 12<sup>th</sup> grade and the other from 11<sup>th</sup> grade is presented in tables 12 and 13 respectively. The analysis of other units is given in Annexure 9 and 10.

**Table -12: Content analysis form –1 Unit 1: 12<sup>th</sup> Grade Curriculum**

Objectives	Content point	Teachers Activities & Roles
To focus on the topic of world wide oil production.	Reading Lessons 1 / 2 (focus)	<b>Instructor:</b> Teacher observes students, asks them questions about places of oil production. <b>Facilitator.</b> Teacher makes the task easy and understandable. <b>Assessor:</b> Teacher checks students' answers orally.



To introduce the topic of world wide oil production.	Reading Lessons 1 / 2 (before you read)	<b>Instructor:</b> Teacher observes students, instructs them what to compare their answers to the focus task. <b>Facilitator:</b> Teacher makes the task easy and understandable. <b>Assessor:</b> Teacher checks students' answers orally.
To learn the new vocabulary.	Reading Lessons 1 / 2 (key words)	<b>Provider of information:</b> Highlighted words: Teacher presents the new words by giving students the English meaning of the words.
To check general comprehension while reading.	Lessons 1/ 2 (while you read)	<b>Instructor:</b> Teacher tells students to work silently, quietly or in pairs to complete the tables. <b>Facilitator:</b> Teacher helps students in any difficult or new point. <b>Assessor:</b> Teacher checks students' understanding through questions given in the text.
To extract relevant information from the text about oil.	Reading Lessons 1 / 2 (after you read)	<b>Instructor:</b> Teacher tells students to work silently, quietly or in pairs. <b>Facilitator:</b> Teacher explains new or difficult points. <b>Assessor:</b> Teacher checks students' understanding after answering the questions.

To study and expand vocabulary groups from lessons 1 / 2 and practice using these vocabulary activities.	Lesson 3: ( vocabulary development / phrasal verbs)	<b>Instructor:</b> Teacher asks students to collect vocabulary (from the previous reading passage). Teacher asks students to practice using these activities. <b>Assessor.</b> Teacher elicits some examples from students to check if they can use the words correctly and appropriately in different ways.
To listen and obtain relevant information.	Listening: Lesson 4 (listening for gist and detail)	<b>Introducer:</b> Teacher introduces the situation and speakers. <b>Facilitator:</b> Teacher helps students through repeating the cassette to make sure that students understand better. <b>Instructor:</b> Teacher tells students to go through the questions in the activity. <b>Assessor:</b> Students answer the questions and teacher checks the answers orally.
To Identify and use / p / & / b / correctly.	Pronunciation lesson 4 (pronunciation of p / b)	<b>Instructor:</b> Teacher tells students to listen and write P or B to complete the sentences. <b>Assessor:</b> Students repeat the 2 sounds and teacher checks their pronunciation.

<p>To Practice making and dealing with enquiries.</p> <p>To practice using spoken English in situations.</p>	<p>Speaking Lesson 4 (Making enquiries and dealing with them)</p> <p>Speaking Lesson 4 (role play)</p>	<p><b>Instructor:</b> Teacher asks students to listen and repeat the expressions they hear.</p> <p><b>Participant:</b> Teacher demonstrates the beginning of the role play with a good student.</p> <p><b>Organizer:</b> Teacher organizes students in pairs.</p> <p><b>Observer:</b> Teacher walks around and listens to the students performing the situation.</p> <p><b>Assessor:</b> Teacher gives feedback when students complete the role play.</p>
<p>To revise and contrast present and past tenses.</p> <p>To use the tenses correctly to exchange information.</p>	<p>Language Lesson 5 (Language Requesting and giving information present &amp; past).</p>	<p><b>Introducer:</b> Teacher sets up the task. <b>Instructor:</b> Teacher tells students what to do.</p> <p><b>Facilitator:</b> Teacher explains the target lesson.</p> <p><b>Observer:</b> Teacher observes students while they are doing the activity.</p> <p><b>Assessor:</b> Teacher checks students work after doing the activity.</p>

<p>To use a variety of language skills to gather information, discuss alternatives and produce an informative leaflet.</p>	<p>Lesson 6 Integrated Skills, (reading, speaking, listening and writing)</p>	<p>Reading: <b>Introducer:</b> Teacher introduces the task.( leaflet for the people of Forestville) <b>Instructor:</b> Teacher tells students to read the text and then make notes. <b>Facilitator:</b> Teacher helps students in dealing with the text. Listening: <b>Instructor:</b> Teacher asks students to look at the map and listen to the planners and tick places in town which need bus stops. <b>Assessor:</b> Teacher checks students' understanding. Speaking: <b>Instructor:</b> Teacher asks students to work in pairs to agree on the buses they want to take and draw a route for the buses they take. <b>Assessor:</b> Teacher checks students' understanding. Writing: <b>Introducer:</b> Teacher introduces the activity to the class. <b>Instructor:</b> Teacher tells students what to do. <b>Facilitator:</b> Teacher helps students in dealing with the activity and</p>
--	---	--

		<p>tries to make it easy and understandable.</p> <p><b>Observer:</b> Teacher walks around and observes students to see how they work.</p> <p><b>Assessor:</b> Teacher checks students' understanding.</p>
To introduce the topic of using oil better.	Reading Lessons 7 / 8 (before you read)	<p><b>Instructor:</b> Teacher tells students to answer the questions orally. <b>Facilitator:</b> Teacher helps students in difficult or new points. <b>Assessor:</b> Teacher checks students' understanding.</p>
To identify the new vocabulary in the text.	Reading Lessons 7 / 8 (highlighted words)	<p>Presenting the highlighted</p> <p><b>Provider:</b> Teacher presents the new words by giving students the English meaning for these words.</p>
To check general comprehension while reading.	Reading Lessons 7 / 8 (while you read)	<p><b>Instructor:</b> Teacher tells students to go through the questions in the text.</p> <p><b>Facilitator:</b> Teacher moves around and helps students in any difficulty appears.</p> <p><b>Assessor:</b> Teacher checks students' understanding.</p>
To answer questions about the text.	Reading Lessons 7 / 8 (after you	<p><b>Instructor:</b> Teacher tells students to work silently,</p>

	read)	<p>individually, in pairs or in groups.</p> <p><b>Motivator:</b> Teacher motivates students to answer the questions.</p> <p><b>Assessor:</b> Teacher checks students' understanding.</p>
To write a summary of the text from lessons 7 & 8.	Lessons 9 / 10 (writing, summary)	<p><b>Instructor:</b> Teacher tells students to read the sentences 1-7 and match notes for connected ideas a-g. <b>Facilitator:</b> Teacher helps students in matching the sentences. <b>Assessor:</b> Teacher checks students' matched sentences.</p>
To expand vocabulary from the text.	Lessons 9 / 10 (vocabulary)	<p><b>Organizer:</b> Teacher organizes students in groups or pairs.</p> <p><b>Instructor:</b> Teacher tells students to do the exercises.</p> <p><b>Assessor:</b> Teacher checks students' understanding through their answers.</p>
To write a report comparing options and making a recommendation.	Lessons 9 / 10 (writing)	<p><b>Introducer:</b> Teacher introduces the composition task " about the two most suitable vehicles in the table".</p> <p><b>Instructor:</b> Teacher tells students to work individually to write a complete draft.</p>

		<p><b>Facilitator:</b> Teacher helps students when they need help.</p> <p><b>Assessor:</b> Teacher evaluates students' essays and gives enough feedback.</p>
<p>To read chapter 1 silently.</p> <p>To answer questions about the chapter.</p>	<p>Lesson 10 (literature)</p>	<p><b>Instructor:</b> Teacher tells students to read the chapter or parts of it silently. <b>Motivator:</b> Teacher encourages students' interests in the story.</p> <p><b>Facilitator:</b> Teacher helps students in any new or difficult point. <b>Assessor:</b> Teacher assesses students' understanding.</p>

**Table -13: Content analysis form -2: Unit 1: 11<sup>th</sup> Grade Curriculum**

Objectives	Content point	Teacher's Activities / Roles
<p>To focus on the topic of travel.</p>	<p>Reading lessons 1 / 2 (focus)</p>	<p><b>Instructor:</b> Teacher observes students, asks them to add countries and capital cities to the table. <b>Facilitator.</b> Teacher makes the task easy and understandable. <b>Assessor:</b> Teacher checks students' answers orally.</p>

To introduce the topic of travel.	Reading lessons 1 / 2 (before you read)	<b>Instructor:</b> Teacher observes students, instructs them to answer the given questions. <b>Facilitator:</b> Teacher makes the task easy and understandable. <b>Assessor:</b> Teacher checks students' answers orally.
To learn the new vocabulary.	Reading lessons 1 / 2 (highlighted words)	<b>Provider:</b> teacher gives students the English meaning of the key words.
To check general comprehension while reading.	Reading lessons 1 / 2 (while you read)	<b>Instructor:</b> Teacher tells students to go through the text silently to find out the given information. <b>Facilitator:</b> Teacher helps students in any difficult or new point. <b>Assessor:</b> Teacher checks students' understanding through the given questions.
To extract relevant information from the text.	Reading lessons 1 / 2 (after you read)	<b>Instructor:</b> Teacher tells students to answer the questions. <b>Facilitator:</b> Teacher helps students in any difficult question. <b>Assessor:</b> Students read the passage silently to answer "after you read " questions.
To revise and extend air travel vocabulary.	Lesson 3 (vocabulary	<b>Instructor:</b> Teacher asks students to collect vocabulary



	development)	(from previous reading passage). Teacher asks students to practice using these activities. <b>Assessor</b> : Teacher elicits some examples from students to check if they can use the words correctly and appropriately in a variety of ways.
To listen and obtain relevant information.	Lesson 4: listening: (listening for detail)	<b>Introducer/ Instructor / facilitator / Assessor:</b> Pre-listening: Teacher introduces the situation and the speakers through asking them some questions .The listening task: Teacher instructs students carefully. Teacher checks that they understand what to do and all the questions or other items. Teacher plays the tape once or twice as needed. After listening: Students answer the questions and teacher checks the answers orally.
To mark the intonation of questions & requests correctly.	Lesson 4: Listening (pronunciation)	<b>Instructor:</b> Teacher tells students to listen to the questions / requests and mark the intonation. <b>Assessor:</b> Teacher checks students' answers.

To use spoken English in situations to communicate.	Lesson 4: Speaking (role play)	<p><b>Instructor:</b> Teacher tells students what to do in the situation. <b>Participant:</b> Teacher demonstrates the beginning of the role play with a good student.</p> <p><b>Organizer:</b> Teacher organizes students in pairs. <b>Observer:</b> Teacher moves around and listens to the students performing the situation. <b>Assessor:</b> Teacher gives feedback as soon as students finish doing the role play.</p>
To revise the present simple and past simple.	Lesson 5 Language ( tenses )	<p><b>Introducer:</b> Teacher introduces the target lesson. <b>Instructor:</b> Teacher tells students what to do. <b>Facilitator:</b> Teacher makes the task easy and understandable. <b>Observer:</b> Teacher observes students while doing the activity. <b>Assessor:</b> Teacher checks students' work after doing the activity.</p>
To use all four skills to gather information about Jamal's conference in London and produce two e-mail	Lesson 6 ( Integrated Skills ) ( Reading / Listening / Reading & Writing )	<p>Reading: <b>Introducer:</b> Teacher introduces the activity to the class.</p> <p><b>Instructor:</b> Teacher tells students what to do.</p>

messages.		<p><b>Facilitator:</b> Teacher helps students in any new or difficult point.</p> <p>Listening: <b>Instructor:</b> Teacher instructs students what to do in the activity.</p> <p>Reading &amp; writing: <b>Introducer:</b> Teacher introduces the activity to the students.</p> <p><b>Instructor:</b> Teacher tells students what to do.</p> <p><b>Facilitator:</b> Teacher helps students in new or difficult points.</p> <p><b>Observer:</b> Teacher observes students while they are doing the activity</p> <p><b>Assessor:</b> Teacher evaluates students' work after completing the activity.</p>
To introduce the topic the trouble with travel.	Reading Lessons 7 & 8 (before you read)	<p><b>Instructor:</b> Teacher tells students to answer the questions orally. <b>Facilitator:</b> Teacher helps students in difficult questions. <b>Assessor:</b> Teacher checks students' understanding.</p>
To identify the new vocabulary in the	Reading Lessons 7 & 8 (highlighted	<p>Presenting the highlighted</p> <p><b>Provider:</b> Teacher presents the</p>

reading passage.	words)	new words by giving students the English meaning for these words.
To read a discursive text and understand the gist.	Reading Lessons 7 & 8 (while you read)	<p><b>Instructor:</b> Teacher tells students to go through the questions in the text.</p> <p><b>Facilitator:</b> Teacher moves around and helps students in any difficulty appears.</p> <p><b>Assessor:</b> Teacher checks students' understanding.</p>
To extract relevant information from the text.	Reading Lessons 7 & 8 (after you read )	<p><b>Instructor:</b> Teacher tells students to work silently, quietly or in pairs.</p> <p><b>Motivator:</b> Teacher encourages students to answer the questions.</p> <p><b>Assessor:</b> Teacher checks students' understanding.</p>
<p>To write a summary of the text from lessons 7 &amp; 8.</p> <p>To practice vocabulary fro the reading text.</p>	Lessons 9 & 10 (summary& vocabulary	<p><b>Instructor:</b> Teacher tells students to read the sentences.</p> <p><b>Facilitator:</b> Teacher helps students in any difficult point.</p> <p><b>Assessor:</b> Teacher checks students' sentences and paragraph.</p>
To write a topic about famous travelers.	Lessons 9&10 (writing)	<p><b>Introducer:</b> Teacher introduces the composition task about 2 great travelers. <b>Instructor:</b></p>

		<p>Teacher tells students to work individually to write the topic.</p> <p><b>Facilitator:</b> Teacher helps students in any difficult point.</p> <p><b>Assessor:</b> Teacher evaluates students' topics.</p>
<p>To read chapter 1 of Silas Marner silently.</p> <p>To answer questions about the chapter.</p>	<p>Lesson 10 ( literature)</p>	<p><b>Instructor:</b> Teacher tells students to go through the chapter or parts of it silently.</p> <p><b>Motivator:</b> Teacher encourages students to participate and answer questions. <b>Facilitator:</b> Teacher helps students in any new or difficult point. <b>Assessor:</b> Teacher checks students understanding.</p>

It can be noticed from the content analysis of the two units in tables no. 12 and 13 and in Annexure 9 and 10 that, the different roles employed in each lesson in the new English curriculum for Palestine in four units are the followings: organizer, introducer, instructor, motivator, facilitator, assessor, provider, observer, and participant. Some roles appeared to be more than others, as instructor, assessor and facilitator. This may be due to the need of these roles to develop skills of self learning and give more autonomy to the students. These roles are in agreement with the roles mentioned by Jermy Harmer (1991) "The Practice of English Language Teaching, chapter 1 p. 44.

#### **4.1.4: TEACHERS' ROLES EMERGED IN THE NEW ENGLISH CURRICULUM**

On the basis of the analysis of the identification of teachers' roles through class observations, students' reactions and content analysis it can be noticed that the main roles identified are the followings.

1. Writing annual and lesson plans. ( planner )
2. Writing objectives. ( organizer, facilitator )
3. Writing procedures. ( organizer, facilitator )
4. Writing evaluation. ( assessor )
5. Writing audio visual aids ( facilitator)
6. Introducing the topic ( introducer )
7. Communicating ability ( communicator)
8. Providing differentiated instructions to meet  
Individual differences ( instructor, facilitator )
9. Using variety of methods ( facilitator )
10. Relating the content delivered to the context ( facilitator / developer )
11. Using of teaching aids, I.C.T and audio visual aids ( facilitator )
12. Creating an environment for ELT ( facilitator, developer, creator )
13. Giving and assigning homework ( assessor )
14. Student's participation ( facilitator, motivator, assessor )
15. Using pair work, group work and individual work
16. Student- teacher interaction ( communicator, motivator )
17. Student- student interaction ( motivator, facilitator of interaction )
18. Class and time management (controller / manager)
19. Providing feedback and employing reinforcement ( assessor )
20. Encouraging students' performance (motivator)
21. Teacher's ability to simplify the material (facilitator)
22. Going through the W.B to find successes and failures ( assessor )
23. Providing students with worksheets ( facilitator / assessor )

24. Doing tests ( assessor )
25. Doing W.B exercises ( assessor )
26. Assigning small projects ( assessor )
27. Using instructional means other than the textbook ( facilitator )
28. Creating real life situations ( facilitator / developer )
29. Using relevant activities ( facilitator )
30. Giving students opportunity to communicate ( motivator, facilitator of communication )
31. Dealing with the different levels in the class (facilitator, needs and level analyst)
32. Encouraging students' initiatives ( motivator )
33. Clarity and simplicity of the language ( facilitator )
34. Distributing questions well ( controller, distributor )
35. Knowledge of the subject ( researcher, facilitator )
36. Language of the teacher (, facilitator )

## **4.2: IDENTIFICATION OF TEACHERS' DIFFICULTIES**

In order to identify the difficulties Palestinian English language teachers face in teaching English and to know their requirements with respect to the New English Curriculum, two different techniques were used to obtain the relevant data from two different sources, namely; teachers and supervisors. They are teachers' questionnaires and supervisors' interview schedule.

### **4.2.1: DIFFICULTIES AS PERCEIVED BY TEACHERS**

#### **4.2.1.1: TEACHERS' QUESTIONNAIRE**

In order to identify teachers' problems, data were collected through a questionnaire, which was distributed to 50 English language teachers in 5 different districts who were teaching 11<sup>th</sup> and 12<sup>th</sup> classes. The

questionnaire contained 9 dimensions. They are problems related to listening, problems related to speaking, problems related to writing, problems related to reading, problems related to grammar, problems related to vocabulary, problems related to teachers, problems related to students and problems related to training programs. Each dimension of the questionnaire contained 3 types of questions, open ended questions, select from given responses and yes or no questions. Teachers' responses were analyzed for each question of all the 50 teachers question wise, either quantified or content analyzed. Percentages were calculated for each question and results are presented in the following way. The analysis of data related to each dimension is presented in the subsequent sections.

### **Problems related to listening**

The listening dimension of the questionnaire contained 8 questions. For the first question all the 50 teachers' responses were content analyzed.

1. What listening exercises are available for teaching English?

Most teachers mentioned the following exercises. Listen, write and complete, listen tick and repeat, listening for gist and details.

2. Are listening exercises adequate for developing students' listening comprehension? Yes / No

If No, what kind of more exercises is required?

About 72% of the teachers indicated that listening exercises were adequate. It may be due to the effectiveness of these activities as seen by English teachers through their daily teaching, while 28% of the teachers indicated that listening exercises were inadequate. They suggested other exercises such as 'listen and speak briefly and respond to the given situations'.

3. Are these exercises suitable to the level of students?

Yes / No . If No, Why?



About 70% of the teachers indicated that these exercises were suitable to the level of students. It may be due to their daily teaching experiences so they indicated listening exercises to be suitable. About 30% of the teachers indicated that the exercises were not suitable. Main reasons given by teachers for unsuitability were (i) dialogues were long (ii) they didn't fit students' level and (iii) they needed more time.

4. Can teachers reading listening passages instead of listening to the cassette be useful to the students?      Yes / No

If No, Why?

If Yes, How?

About 38% of the teachers indicated reading listening passages instead of listening to the cassette to be useful. Main reasons given by teachers were: (i) it was easier for students to follow and understand and (ii) the teacher could read according to the students' level. About 62% of the teachers indicated no. They explained their indication through this answer 'students should listen to the language from native speakers'.

5. Use of Cassette :

- a. Is speed appropriate? Half of the teachers indicated it was appropriate. About 30% indicated it was not appropriate and About 20% indicated it was sometimes appropriate.
- b. Is it clear for students? More than half of the teachers indicated the cassette to be clear, while 24% indicated it was not and the same percentage indicated it was some times clear.
- c. Does pronunciation create any problems? About 44% indicated that pronunciation created problems, 20% of the teachers indicated that pronunciation did not create problems and 36% indicated it created problems some times.

The given percentages for question 5 might reflect the experiences teachers had in dealing with speed, clarity and pronunciation.

6. Are students able to answer listening activities? Why?

Around 24% of the teachers indicated students to be able to answer listening questions. Main reason given was that, listening activities were easy and clear and most activities demanded just short answers. Around 28% indicated students not to be able to answer listening activities. Main reasons given by teachers were (i) students were lacking practice and (ii) students were not accustomed to hearing native speakers. Nearly half of the teachers indicated some times, the reason was that, students were exposed to English just inside the class.

7. What difficulties do students face in listening activities? Why?

The following difficulties were given by most teachers: (i) students needed to hear the same text many times (ii) students could not follow the cassette well and (iii) students were lacking vocabulary. Main reasons given by most teachers were: (i) students were not accustomed to hearing native speakers (ii) some texts were long and fast and (iii) students' are weak in English in general.

8. Which pronunciation activities do students find difficult? Why?

Most answers indicated the following activities: Stress and intonation, verb endings and / b / & / p / sounds.

Reasons indicated by teachers were: (i) students' level (ii) lack of practice and (iii) students could not follow the cassette.

### **Problems Related to Speaking**

The speaking dimension of the questionnaire contained 7 questions.

For the first question all the 50 teachers' responses were content analyzed.

1. What speaking exercises are available for teaching English?

Most teachers mentioned the following exercises. Role plays, descriptions, asking and answering questions and giving directions

2. Are speaking exercises adequate for developing students' speaking skills? Yes / No. If No, What kind of more exercises is required?

About 72% of the teachers indicated that speaking exercises were adequate for developing students' speaking skills. It may be due to the effectiveness of these activities as seen by English teachers through their daily teaching, while 28% of the teachers indicated that, speaking exercises were inadequate. They suggested alternative exercises such as, talking about personal experiences or speaking about urgent issues.

3. Are they suitable to the level of students? Yes / No. If No, Why?

About 70% of the teachers indicated that speaking exercises were suitable to the level of students. It may be due to the effectiveness of speaking exercises as seen by teachers. About 30% of the teachers indicated that speaking exercises were not suitable. Main reasons given by the teachers for unsuitability of speaking exercises were: (i) speaking exercises were above students' level and (ii) they were so long.

4. Do you face any difficulties in performing speaking activities?

Yes / No. If Yes, Mention some of those difficulties?

Around 68% of the teachers indicated that they faced difficulties in performing speaking exercises. Main difficulties indicated by teachers were: (i) students couldn't form sentences (ii) students were lacking needed vocabulary, (iii) students were unable to express themselves, and (iv) students were lacking the courage and interest. Nearly 32% of the teachers expressed no difficulties in dealing with these exercises; this may be due to the level of students they were teaching.

5. Are Role Play activities suitable to the level of students? Yes / No

If No, Why?

Majority of the teachers indicated that role plays were suitable to the level of students. About 22% of the teachers indicated that role plays were not suitable. Main reasons indicated by teachers were the followings: (i) they were higher in level (ii) students could not express themselves and (iii) some students were shy to stand in front of the class to participate .

6. Do students participate in speaking activities? Yes / No.

If No, Why?

More than half of the teachers indicated that students participated in speaking activities. It may be due to the level of students in the class, while 44% indicated that students did not participate in speaking lessons. Main reasons indicated by teachers were: (i) students were lacking language competence and vocabulary, (ii) students were not able to produce meaningful and correct sentences and (iii) students were lacking interest and confidence.

7. Is the language of speaking activities familiar to students?

Yes / No. If No, Why?

About 72% of the teachers indicated that speaking activities were familiar to the students. Around 28% of the teachers indicated the language of speaking activities to be not familiar. Main reason given by teachers was: speaking activities were related to the Western culture and not to the Palestinian culture.

### **Problems related to Writing**

The writing dimension of the questionnaire contained 6 questions. For the first question all the 50 teachers' responses were content analyzed.

1. What kind of writing exercises is available for teaching English?

Almost most teachers mentioned the following activities: letters, paragraph writing, composition writing and summary writing.

2. Are they adequate for developing students' writing skills? Yes / No

If No, What kind of more exercises is required?

About 68% of the teachers indicated that writing exercises were adequate for developing students' writing skills. About 32% indicated writing exercises to be inadequate. Main exercises suggested by teachers for inadequacy were: more simple activities, shorter paragraphs, and topics related to students' surroundings.

3. Are they suitable for the level of students? Yes / No. If No, Why?

About 64% of the teachers indicated writing exercises to be suitable to the level of secondary students. About 34% of the teachers indicated writing exercises to be unsuitable to the level of students. Main reasons given by teachers were: (i) lack of vocabulary to form sentences, (ii) students' attitudes towards writing, and (iii) dependence of students on teachers and guides.

4. Do you face difficulties while doing writing activities? Yes / No

If Yes, What?

Nearly 66% of the teachers indicated that they faced difficulties while doing writing activities. Main difficulties mentioned by teachers were: (i) time was not enough, (ii) lack of students' vocabulary and (iii) translation problem. About 34% of the teachers indicated that they did not face difficulties. This may be due to the level of students teachers were teaching in their classes.

5. Which activities are difficult for students? Why?

Almost all teachers indicated that all writing activities were difficult. The main reasons given by teachers were (i) students'

level, (ii) lack of vocabulary (iii) lack of attention given to writing and (iv) general weakness of students.

6. Which part of composition writing do students have difficulty in?

Why?

Teachers gave the same answers as in the previous question indicating (i) no seriousness given to develop this skill, (ii) lack of vocabulary and general weakness of students.

### **Problems Related to Reading**

The reading dimension of the questionnaire contained 7 questions. For this question all the 50 teachers' responses were content analyzed.

1. What are the activities which are involved in teaching reading?

Most teachers mentioned the following activities: Focus and before you read, while you read, after you read, summary texts and literature.

2. Are they adequate for developing students' reading skills? Yes / No

If No, What kind of more exercises is required?

Almost 86% of the teachers indicated reading activities to be adequate for developing students' reading skills. Only 14% indicated reading activities to be inadequate. They suggested other activities which may be simpler suiting students' level with less difficult words.

3. Are they suitable to the level of students? Yes / No. If No, Why?

Most teachers indicated that reading activities were suitable to the level of students. It may be due to the effectiveness of reading activities. About 22% of the teachers indicated that reading activities were not suitable to the level of students. Main reasons given by teachers for unsuitability were: (i) reading activities were higher in level, (ii) students were lacking the vocabulary needed to

enable them read well and (iii) general weakness in students' ability to read.

4. Do you face difficulties in teaching reading activities? Yes / No

If Yes, What are they?

About 36% of the teachers indicated that they faced difficulties in teaching reading activities. Main difficulties mentioned by teachers were: (i) students were lacking the needed vocabulary; (ii) students wanted the teacher to paraphrase and translate every single word and (iii) general weakness of students. More than 76% of the teachers said that they didn't face difficulties in teaching reading. This indicates that as per teachers the activity was proceeding in the right direction.

5. Do students have difficulties in reading literature? Yes / No

If Yes, What are they?

Most teachers indicated that students had difficulties in reading "literature". Main difficulties students faced in reading literature were: (i) relating events to the characters, (ii) lack of coherence, lack of experience and (iii) students depended on the teacher to explain every thing. About 22% indicated that they didn't have problems in dealing with literature. This may be due to the level of students those teachers were teaching.

6. Do students have difficulty in silent reading? Yes / No

If Yes, Why?

About 74% of the teachers indicated that students had difficulty in silent reading. Main reasons indicated by teachers were: (i) lack of concentration, (ii) lack of experience as they used to practice loud reading and (iii) lack of vocabulary. About 26% of the teachers indicated that students didn't have difficulties. This may be due to the level of students those teachers were teaching.

7. Do you practice reading aloud with your students? Yes / No Why?

Nearly 76% of the teachers indicated that they practiced loud reading. Main reasons given by teachers for practicing loud reading were: (i) teachers wanted to be good and correct models and (ii) teachers wanted to teach students correct reading through giving students good pronunciation, voice modulation, stress and intonation. Nearly 24% of the teachers indicated that they did not practice loud reading. Main reason for that was: Teachers followed the guidelines of the teacher's book, which always advised teachers to avoid loud reading as much as possible.

### **Problems Related to Grammar**

1. Are grammar exercises adequate for developing students' correct language forms? Yes / No.

If no, What kind of more exercises is required?

Most teachers indicated grammar exercises to be adequate for developing students' correct language forms. This may be that teachers through experience perceived the adequacy of grammar exercises. Only 14% of the teachers indicated grammar exercises to be inadequate. Teachers suggested other exercises such as, translation exercises and correction exercises to be added.

2. Are they suitable to the level of students? Yes / No. If No, Why?

About 82% of the teachers indicated grammar exercises to be suitable to the level of students. About 18% of the teachers indicated grammar exercises to be unsuitable. Main reason given by teachers for their indication was: Teachers saw grammar exercises higher in level, as some of them were beyond students' capacities who were still learning to know the basics of the language.

3. Do you find repetition in grammar exercises? Yes / No



If Yes, Give some examples.

Almost all teachers indicated repetition in some exercises, as conditional sentences, English tenses and modal verbs.

4. Is teaching grammar given the required time? Yes / No.

If No, Why?

About 38% of the teachers indicated grammar to be given the required time. This may be due to following the general guidelines of the teacher's book as it provided teachers with procedures and the exact time for doing the activities. About 62% of the teachers indicated that grammar was not given the required time. Main reasons given by teachers were: (i) grammar needed more time, because of the explanations needed to cover the topics and (ii) the curriculum was overloaded with grammar activities which needed extra time.

### **Problems Related to Vocabulary**

1. Are vocabulary exercises adequate for increasing students' repertoire of words? Yes / No

If No, What kind of more exercises is required?

Large number of teachers (92%) indicated vocabulary exercises to be adequate for increasing students' repertoire of words. This may be due to the huge numbers of vocabulary words that students had every year in almost all skills. Only 9% of the teachers indicated that vocabulary exercises were inadequate. Teachers suggested alternative exercises such as, using words in sentences of their own and students should have the choice to produce their own sentences.

2. Are they suitable to the level of students? Yes / No. If No, Why?

About 82% of the teachers indicated vocabulary exercises to be suitable to the level of students. This may be due to the number of

new words students had in every unit. About 18% indicated that vocabulary exercises were not suitable. Main reasons given by teacher for unsuitability were: (i) they were long and complicated, (ii) they were difficult to pronounce and learn, (iii) they had ambiguous meanings.

3. Do students face difficulties in learning new vocabulary? Yes / No  
If Yes, What are the difficulties?

About 70% of the teachers indicated that they faced difficulties in learning new vocabulary. Main difficulties provided by the teachers were: (i) spelling and pronunciation of some words, (ii) students didn't practice these words outside the class. About 30% indicated that, students didn't face difficulties in learning new vocabulary. This may be due to the level of students, and the ways teachers used in teaching vocabulary exercises.

4. Can students practice new vocabulary after learning them? Yes / No  
If No, Why?

More than half of the teachers indicated that students could practice the new vocabulary after learning them. This may be due to the explanations teachers provided their students with and the variety of exercises available in the new textbooks. About 44% of the teachers indicated that, students couldn't practice the new words after learning them. Main reasons given for their answer were. (i) students easily forgot the new vocabulary as they did not use them. (ii) students were not able to form correct sentences. (iii) Students learnt words to get marks not to improve their language.

### **Problems Related to Teachers**

1. Do you have problems in English language communication?  
Yes / No. If Yes, How do they hinder teaching?

About 88% of the teachers indicated that they had problems in language communication. Main reasons given by teachers for their answer were: (i) it was difficult for teachers to keep on speaking English all the time inside the classroom, (ii) having to speak Arabic in the class to make sure that students understand, minimized the time of speaking English. Only 12% of the teachers indicated that they didn't have the difficulty of communication. It may be due to the opportunity those teachers had in practicing the language more than the others.

2. How do you consider yourself as a competent teacher, in regard to good communications, content mastery, clarity of sentences and reaching to the level of students?

The following table presents 4 competencies as seen by the teachers themselves. They are good communications, content mastery, clarity of ideas and reaching to the level of students shown in table no.14 below, a three point scale was rated by the teachers themselves. From teachers responses percentages were calculated for each competency and results are presented in table no. 14.

**Table-14: Language competencies of the English teacher**

	<b>Characteristic</b>	<b>Good (per cent)</b>	<b>V .Good (per cent)</b>	<b>Excellent (per cent)</b>
<b>a.</b>	Good Communications	38 %	44 %	18 %
<b>b.</b>	Content Mastery	40 %	40 %	20 %
<b>C .</b>	Clarity of Ideas	38 %	42 %	20 %
<b>d.</b>	Reaching to the Level of Students	34 %	44 %	22 %

It can be seen from the above table that, 38% of the teachers saw themselves good, 44% very good and 18% excellent in regard to good communications. About 40% of the teachers saw themselves good, 40% very good and 20% excellent in regard to content mastery. About 38% of the teachers saw themselves good, 42% very good and 20% excellent in regard to clarity of ideas. About 34% of the teachers saw themselves good, 44% very good and 22% excellent in regard to reaching to the level of students. This may be due to the opportunities teachers had in developing these competencies during training to practice the language.

3. Is time allotted to English teaching adequate? Yes / No

If No, What do you suggest?

About 24% of the teachers indicated the time to be adequate, while 76% indicated the time to be inadequate. Teachers suggested the deletion of some repeated activities, adding more periods or reducing the number of units.

4. Are regular meetings and discussions between teachers useful?

Yes / No. If Yes, How?

About 88% of the teachers indicated meetings and discussions to be useful. Main reasons given for their answer were: (i) meetings were a good chance to exchange ideas or experiences and (ii) a good chance to adopt the benefits of others. Only 12% of the teachers saw regular meetings useless. This may be due to negative experiences for this group of teachers in regard to regular meetings.

### **Problems Related to Students**

1. Do students participate regularly in the English class? Yes / No

If No, Why?

About 30% of the teachers indicated that students participated in the English class. This may be due to the level of students teachers had

in their classes. About 70% of the teachers indicated that students did not participate regularly in the English class. Main reasons given by the teachers for not participating were: (i): general weakness of students, (ii) lack of self confidence and (iii) lack of fluency.

2. Do students suffer from general weakness in English? Yes / No

If Yes, Why?

Almost all teachers indicated that students suffer from general weakness. Main reasons given by the teachers for students' weakness were: (i) English is a foreign language, (ii) lack of motivation and interest, (iii) lack of practice and vocabulary and (iv) lack of attention for English especially during basic levels. Only 6% of the teachers indicated that students did not suffer from general weakness of English.

3. Do students have negative attitudes towards learning English?

Yes / No. If Yes, Why?

Nearly all teachers indicated that students had negative attitudes towards learning English. Main reasons given for students having negative attitudes towards English were: (i) the inner feeling of students that English is a difficult language, (ii) students' poor background in English and (iii) lack of motivation. Only 10% of the teachers indicated that students did not have negative attitudes.

4. Do students have poor motivation in English? Yes / No.

If Yes, Why?

About 80% of the teachers indicated that students had poor motivation in English. Main reasons given by the teachers for students' poor motivation were: (i) lack of encouragement, (ii) English was not used in their daily life and (iii) students considered English as a difficult language. About 20% of the teachers indicated

that students were motivated. This may be due to the level of students teachers were teaching.

5. Do you think that student's home environment affects language?

Yes / No. If Yes, How?

Majority of the teachers (78%) indicated home environment to affect language. Main reasons given by teachers were: (i) well educated parents could have a positive influence over their children regarding learning a language, (ii) well educated parents could help their children develop better and (iii) home environment always created the feeling and thoughts towards learning the language. About 22% indicated that home environment had negative effect over students. Main reasons given by teachers were: (i) Parents' negative attitudes towards foreign language affected students' acquisition of the language and (ii) Many parents had nothing to do with a foreign language so this affected their children.

6. Does the socio-economic and cultural context affect language?  
How?

Most teachers indicated that socio-economic and cultural context affect language. Main explanations given by teachers were: (i) the general atmosphere towards the foreign language might affect learning it, (ii) family economic needs could affect students' interests regarding learning a language and (iii) home environment could be a factor of motivating or de motivating learning a language.

### **Problems Related to Training Programs**

1. The time of the training programs held by the Ministry of Education:
  - a. Convenient for teachers: Yes / No. If No, Why?

About 60% of the teachers indicated that the time was convenient. About 40% of the teachers indicated the time to be inconvenient. Main reasons given by teachers for inconveniency were: (i) students missed classes and (ii) Training programs started after 11 o'clock, which considered quite late.

Is time of training enough to cover the training material? Yes / No. If No, What do you suggest?

About 28% of the teachers indicated time of training programs to be enough to cover the material. About 72% indicated time of training programs not enough to cover the material. Teachers suggested enrichment materials which teachers can go through at home, or giving more attention to practical topics not theoretical ones. This agrees with Gomes (1997) who showed in his study that training programs concentrated more on theoretical side and neglected the practical side.

2. Who trains teachers? Are they qualified enough to perform the job of training?

All teachers supplied the same answer which is, supervisors and qualified teachers.

Most teachers indicated that trainers were qualified enough as they had training sessions before starting the job of training.

3. Which institutions can help in training teachers other than the Ministry of Education?

Teachers supplied unanimous answers on this aspect and stated that, local universities and private institutions as Qattan, Al-Mawred or international ones as the British Council and the Amid East may conduct the training programs.

4. Are the topics covered in these training programs enough to help teachers in dealing with the new English Curriculum? Yes / No

If No, What do you suggest?

About 30% of the teachers indicated that, topics covered in the training programs were enough to help teachers in dealing with the new English Curriculum, while 70% of the teachers indicated that the topics were not enough. This may be due to the overloaded new curriculum which needed much more material to cover it properly. This indicates that teachers feel the need to develop adequate training materials.

With respect to the results drawn from the 9 dimensions in teachers' questionnaire, the following implications can be drawn out.

1. Activities of the new textbook were mostly found to be adequate to develop students' skills or sub skills required, ( vocabulary 92%, grammar 86%, reading 86%, writing 64%, speaking 72% and listening 72% ).
2. Activities of the new textbook were mostly found to be suitable to the level of students, (vocabulary 82%, grammar 82%, reading 88%, writing 64%, speaking 70% and listening 70%).
3. Almost all teachers faced difficulties while performing the activities of the new text book.
4. Lack of vocabulary was a major difficulty among Palestinian students.
5. Writing was the most difficult activity for students in the new curriculum.
6. Almost all teachers saw repetition in grammar exercises in the new curriculum.
7. Almost all teachers saw that students suffered from general weakness, de-motivation and negative attitudes towards English.
8. Majority of teachers saw training topics to be not enough to deal well with the new curriculum.



#### **4.2.1.2: INTERVIEW SCHEDULE FOR SUPERVISORS**

In order to identify teachers' problems related to teaching English in secondary schools and to know the views of qualified people concerning the new English curriculum. Data were collected through Interview schedule from 10 supervisors in 3 districts namely; Jenin, Qabatia and Tubas. The interview schedule contained 10 questions of 2 types, open ended questions and yes or no questions. Supervisors' responses for each question of the 10 supervisors were analyzed question wise, either quantified or content analyzed. Percentages were calculated for each question and results are presented in the following.

1. What are the major problems that English language teachers face in the secondary stage?

Most supervisors mentioned the following problems, the carelessness and de-motivation of students, lack of time to cover the overloaded curriculum, general weakness of "literary" students, various levels of achievement in the same class, large and crowded classes and difficulty of testing listening and speaking.

2. What are the main difficulties that secondary students face in learning English?

- a. About 60% of the supervisors indicated the lack of well-trained and qualified teachers; the material was intensive and overloaded.

- b. About 40% of the supervisors indicted the difficulty of writing composition as students were lacking the vocabulary to form correct sentences.

3. How is the new curriculum different from the previous one?

- a. About 70% of the supervisors indicated that the new curriculum focused on the four skills equally, the way of presenting these

skills was impressive and new and it was a major shift towards learner autonomy.

- b. About 30% of the supervisors indicated it tackled language teaching and learning communicatively and it was relevant, modern, didactic and authentic.
4. How can supervisors help English language teachers in overcoming the problems?
- a. About 60% of the supervisors indicated that supervisors can help teachers in many ways. Some of the ways they indicated were i) arranging training courses for teachers, (ii) arranging regular meetings to discuss problems and other important issues to arrive at solutions. This agrees with Ahmed (1990) who showed in his study that workshops, seminars, in-service training courses were considered as useful areas for teachers.
  - b. About 40% of the supervisors indicated attending teachers' classes followed by notes, comments, remedial plans and follow them up.
5. Do you think that in-service training programs are useful for teachers? How?

All supervisors indicated in-service training programs to be useful.

Main indications given by the supervisors were:

- a. By making teachers aware of the new methods and techniques of teaching English.
  - b. by exchanging opinions and experiences. This agrees with Suzler (1998) who showed in his study a need for training in the field of methods and techniques.
  - c. By making teachers reflect what they learn from in-service training programs on his / her teaching and the curriculum.
6. What kind of material can you suggest for these programs?

- a. About 70% of the supervisors suggested practical training materials and materials in the methodology of teaching.
  - b. About 30% of the supervisors suggested instructional material for developing listening and speaking and developing planning and preparation procedures.
7. There are some methods and approaches for teaching English, as the translation method, direct method, structural method and communicative approach. Which of the methods / approaches are appropriate for new secondary curriculum? Why?

About 70% of the supervisors indicated communicative approach to be suitable for new English curriculum. Main reasons for supervisors' indication were: (i) the new curriculum was designed through this approach, (ii) Communicative approach helps students express themselves, gives students more opportunities to speak, and (iii) the center of the lesson is the student and the teacher here is a facilitator. About 30% of the supervisors indicated eclectic approach as the teacher would be free to select and apply what suits each activity as well as the students.

8. Do you think that the new curriculum fits the age of students in the secondary stage?

All supervisors indicated that the curriculum was designed after taking feedback from local experts concerning the age and in their view it fits the age of students.

9. Do you think that the new curriculum is suitable for the different levels of students in the same class? How?

Half of the supervisors indicated that the new curriculum suited mixed-ability-classes. Main reasons given by supervisors were: (i) the new curriculum contained simple, direct rules or functions and also different levels of questions and activities. (ii) the new

curriculum takes into consideration individual differences. Half of the supervisors indicated that the new curriculum was not suitable to the different levels of students in the same class. Main reason given by supervisors was that the new curriculum was for high levels and neglected students of lower achievement.

10. Do you think the time given is enough to cover the material?

All supervisors indicated that more time is needed to cover the material. Main reasons given by supervisors concerning time were: (i) material of the new curriculum was overloaded; (ii) students always needed more explanations and practice to understand better.

These observations can be drawn out from the analysis of the interview schedule:

1. All supervisors agreed on the importance of in-service training for teachers.
2. Time was not enough to cover all the activities in the new curriculum as it is overloaded.
3. Supervisors and teachers agreed on the same problems which teachers face in their daily teaching experiences as well as the difficulties of secondary students face in learning English.
4. Most supervisors saw communicative approach as the best approach to teach the new curriculum.
5. All supervisors indicated that the new curriculum fits the age of students, while half of the supervisors indicated that the new curriculum was suitable for the different levels of achievement.

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

The training program was developed on the basis of the roles identified and problems teachers faced in their classes, researcher collected through

class observation, reaction scale, content analysis, teachers' questionnaire, teachers' comments and supervisors' interview. Researcher gave the training program to experts to examine it. After the scrutiny of the training program by the experts, its further development and examination of its effectiveness was carried out in three phases, namely, phase one the training program was tried out in a pilot study to check its feasibility in a single school with a number of 4 teachers. The second phase was the training of 32 male and female teachers. In the third phase 4 schools were selected, 2 boys' schools and 2 girls' schools with a total number of 8 and 204 students. This experiment was performed to study the effectiveness of the training program in terms of students' achievements. It may be mentioned here, that, since matching was not possible and examining 32 teachers at the same time was not possible too, instead pre and post tests were administered to 204 students to see the effectiveness of the training program. Procedures of developing the training program were discussed in details in Chapter 3. The analysis of the data, collected through different tools which led to the development of the training program has been already presented in the preceding sections, 4.1 and 4.2 of this chapter. The investigation also aimed at studying relationship of the training program with sex, experience of teachers, qualifications and performance. This is presented in the following section.

#### **4.4: RELATIONSHIP OF THE TRAINING PROGRAM TO SEX, EXPERIENCE, QUALIFICATIONS AND PERFORMANCE**

In order to study the relationship of the training program with sex, experience, qualifications and performance, researcher administered a post test for secondary students in 8 sections in 4 secondary schools, 2 boys' schools and 2 girls' schools with a total number of 204 male and female students to see their achievement after training their teachers. In order to

study the effectiveness of the training program in terms of students' achievement, they were administered pre test in the beginning and a post test after six weeks teaching by the trained teachers. In general, male or female teachers can perform the same, but in the case of a conservative society as Palestine education is separated. Researcher saw it would be better to see the relationship of sex with the training program. Qualifications have also positive effect on teachers' performance, researcher saw it would be better to study the relationship between the training program and qualifications variable for teachers whether they have B.A or M.A degrees. The study included 159 student whose teachers have B.A and 45 students whose teachers have M.A degrees. Experience is expected to have positive effect on teachers' performance, but sometimes it may not be so. To study the relationship between the training program and experience variable the teachers were divided into 3 categories, 7-10 years of experience, 11-20 years of experience and 20+ years of experience. The study included 100 student whose teachers belong to the first category, 50 students whose teachers belong to the second category and 54 students whose teachers belong to the third category. It is true that training leads to a better performance, but sometimes for a reason or another it doesn't lead to the desired results. Researcher examined performance variable to see its relationship with the training program. The study included 204 students in the pre test and a similar number in the post test.

The following table presents the 3 variables, number of students, mean and Std deviation for each variable.

**Table-15: Means, Std Deviations for the variables of the post test**

Variable		N	Mean	Std
Sex	Male	102	68.93	16.34
	Female	102	69.04	17.04
Qualification	B.A	159	68.94	16.97
	M.A	45	69.13	16.62
Experience	7-10	100	67.14	16.81
	11-20	50	74.06	17.06
	20+	54	67.72	16.07

It can be observed from the table that the mean ranged from 67.14 to 74.06. In case of sex and qualifications, they were similar and less variation in mean can be noticed. With respect to experience the first category (7-10) years and the third category (20+) were similar in mean, whereas the second category (11-20) had a higher mean. These variations have been further studied in the sub sequent portion.

## **RESULTS RELATED TO EXAMINING THE HYPOTHESES**

In order to study the relationship of the training program with the 4 variables mentioned above, 4 hypotheses were used and results are presented here under hypothesis wise.

### **1st Hypothesis**

"There will be no significant difference in the performance of male and female teachers."

To examine the first hypothesis, t-test was used to see the level of significance between male and female teachers through their students' scores. As boys are taught by male teachers and girls are taught by female teachers. Results are shown in the following table.

**Table – 16 : Means, t-value, df, and level of significance for the sex variable**

Variable		N	Mean	t	df	Sig	Level of Significance
Sex	Male	102	68.93	.050	202	.96	Not Significant
	Female	102	69.04				

The table clearly shows that, the mean for the boys' scores was 68.93 and the mean for the girls' scores was 69.04. The table also shows that there was no statistical difference at Alpha 0.05 between boys and girls scores in the post test. When the total means were checked, it was found that, the significance was .96. As it was more than 0.05, this means that there was no significant difference in the performance of male and female teachers which led to accept the null hypothesis.

## 2<sup>nd</sup> hypothesis

"There will be no significant difference in the performance of teachers according to experience variable."

To examine the second hypothesis, One Way- ANOVA was used to see the level of significance between teachers with years of experience (7-10 , 11-20, 20+), through their students' scores, means and Std Deviations were also used to compare between the 3 categories and results are shown in the following table.

**Table-17: Means and Std Deviations in the post test for experience variable**

Variable		N	Mean	Std Deviations
Experience	7-10	100	67.14	16.81
	11-20	50	74.06	17.06
	20 +	54	67.72	16.07



The table shows that, the means of the three categories were 67.14, 74.06 and 67.72 respectively. The second category (11-20) was the highest mean (74.06), while the first category (7-10) and the third category (20+) were very near in means.

To examine if there were significant differences due to experience variable, One Way ANOVA was used.

**Table -18: One Way ANOVA summary: f, Sig and level of significance**

Variable	Source of Variation	Sum of Squares	df	Mean Square	f	Sig	Level of significance
<b>Experience</b>	<b>Between Groups</b>	1714.287	2	857.144	3.079	.048	<b>Significant at 0.05 level</b>
	<b>Within Groups</b>	55961.693	201	278.416			
	<b>Total</b>	57675.980	203				

The table shows that, there were significant differences between the categories, 7-10, 11-20, and 20+. As the significant level was .048, which was less than Alpha 0.05, even the minimum level of significance accepted in Education is 0.05. This led to reject the Null hypothesis.

To know the differences and their direction, Tukey test was used and results are presented in table no. 19.

**Table-19: Tukey test for teachers' performance in the experience variable**

<b>Experience</b>	<b>7-10 Mean(67.14)</b>	<b>11-20 Mean(74.06)</b>	<b>20 + Mean(67.72)</b>
7-10 Mean(67.14)	-----	-6.92000*	-.58222
11-20 Mean(74.06)	-----	-----	6.33778
20 + Mean(67.72)	-----	-----	-----

The above table shows that, there is a significant difference between the first category 7-10 and the second category 11-20, in favor of the second category. As the mean of the first category is (67.14), less than the mean of the second category which is (74.06), while there are no significant differences between the first and third categories, the second and third categories. This led to reject the Null hypothesis. As the teachers in the category 11-20 years, performed significantly better.

### **3<sup>rd</sup> hypothesis**

"There will be no significant difference in the performance of teachers having a B.A or M.A. degrees"

To examine the third hypothesis, t-test was used to see the level of significance between teachers who have B.A or M.A degrees through their students' scores. The results are shown in the following table.

**Table -20 : Means, t-value, df and level of significance for qualifications' variable**

Variable		N	Mean	t	df	Sig	Level of significance
Qualifications	B.A	159	68.94	.064	202	.95	Not Significant
	M.A	45	69.13				

The table clearly shows that, the mean for B.A Qualifications was 68.94 and the mean for M.A Qualifications was 69.13. The table also shows that, there was no statistical difference at Alpha (0.05) level between students taught by teachers who have B.A or M.A degrees.

When the total means were checked, it was found that the significance was .95. As it was more than 0.05 this means that there was no significant difference in the performance of teachers having a B.A or an M.A degrees, which led to accept the null hypothesis.

#### **4<sup>th</sup> hypothesis**

"There will be no significant difference in the performance of teachers in the pre and post test scores."

To examine the fourth hypothesis, t-test was used to see the level of significance between the pre test scores and the post test scores of the students taught by the trained teachers. Results are shown in the following table.

**Table-21: Means, t-value, df, Sig and level of significance for the pre and post test scores**

Performance		N	Mean	t	df	Sig	Level of significance
Test	Pre	204	65.38	10.37	203	0.000	Significant at 0.01 level
	Post	204	68.99				

The table clearly shows that, the mean for the pre test was 65.38 and the mean for the post test was 69.99. The table also shows that there was a significant statistical difference at Alpha (0.01) between students' scores in favor of the post test scores. When the total means were checked it was found that the significance was (0.000). As it was less than 0.01 this means that there was a significant difference in the pre test and post test scores of students in favor of the post test scores. Therefore the Null hypothesis was rejected. This means, that, the developed training program is effective as it enhanced students' achievement and they achieved significantly better on the post test when taught by teachers trained through the developed training program.

#### **4.5: EFFECTIVENESS OF THE TRAINING PROGRAM**

Effectiveness of the training program has been seen in 3 parts

Part 1: Studying the performance of teachers for a second time. Researcher used the same class observation form which was used in the first class observation, to see the difference in performance of teachers after training.

Part 2: Studying the opinions of participants through a feedback form and interview schedule with 10 participants, to see teachers' reactions, attitudes, improved knowledge and skills.

Part 3: Studying the achievement of students through pre and post tests, to see the difference in their teachers' performance before and after training.

##### **4.5.1: OPINIONS OF PARTICIPANTS: i) FEEDBACK FORM**

In order to identify participants' opinions related to the effectiveness of the training program, data were collected through a feed back form at the end of training. There were a total number of 32 feedback forms distributed for participants at the end of training. The form contained 9 questions of 3 types, open ended, yes or no and select from given responses. Participants'

responses for each question were analyzed question wise, either quantified or content analyzed. Percentages were calculated for each question and results are presented in the following.

1. The training program made me more aware of the activities involved in the new English curriculum. Yes/ No. How

About 75% of the teachers indicated that the training program made the teacher more aware of the activities in the new curriculum. Main indications given by teachers were: (i) the discussion was lively and fruitful, (ii) the way the material was presented was interesting and impressive, and (iii) there was more practice than theory and (iv) supplied him / her with solutions for problematic activities in the new curriculum. About 25% of the teachers indicated that the training program did not make the teacher aware of the activities in the new curriculum. Main indications given by the teachers were: (i) activities followed the same pattern as previous training modules, (ii) the program was overloaded with activities and (iii) most teachers had enough experience to deal with the activities and exercises in the new textbook.

2. To what extent were the training objectives achieved?

Fully achieved: 60%

To some extent: 25%

Not achieved : 15%

3. Did the training program improve your knowledge and skills? Yes / No  
How ?

About 68% of the teachers indicated that the training program improved teacher's knowledge and skills. Main indications given by the teachers were: (i) the training program reminded the teacher of some rules and basic information needed for every language teacher, (ii) provided the teacher with good techniques to deal with students and the new textbook and (iii) more practice and more English speaking.

About 32% of the teachers indicated that the training program did not improve teacher's knowledge and skills. Main indications given by the teachers were: (i) similar activities were presented in regular training sessions and (ii) activities presented in the training program were familiar to most English teachers.

4. Did the training program change your attitudes towards training? Yes  
No. How?

About 68% of the teachers indicated that the training program changed their attitudes towards training. Main indications given by the teachers were: (i) the content of the training program was useful and helpful for any teacher, (ii) the activities were adequate to meet teacher's needs, (iii) principals visited them and praised their efforts in the class and (iv) teachers started to see the benefits of in-service training.

About 32% of the teachers indicated that the training program did not change their attitudes towards training. Main indications given by teachers were: (i) it would be better to supply teachers with enrichment materials, (ii) time was not suitable and (iii) activities were similar to activities presented in previous training program.

5. I feel more comfortable now meeting the needs of my students. Yes  
No / How?

About 66% of the teachers indicated that the training program made him/her feel comfortable to meet the needs of students. Main indications given by teachers were: (i) the teacher was able to handle different kinds of activities after training; (ii) the teacher was able to explain difficult activities easily and without any difficulty and (iii) training gave the teacher a clear idea about how to teach different activities.

About 34% of the teachers indicated that the training program did not make him/her feel comfortable in meeting the needs of students. Main reasons given by teachers were: (i) some activities in the training program

were not important for 12<sup>th</sup> Grade students and (ii) teachers needed more activities related to writing and grammar.

6. The training program made me find relevant solutions to some problematic areas in the new curriculum.

Strongly disagree	disagree	neutral	agree	strongly agree
5 %	15 %	5%	50%	25%

7. Do you recommend this training program for other teachers? Yes. No Why?

About 75% of the teachers recommended the training program for other teachers. Main reasons for their recommendation were: (i) the training program contained different kinds of exercises, (ii) the content was varied and adequate to help teachers, (iii) activities were relevant and (iv) it stemmed from teachers' needs.

About 25% of the teachers did not recommend the training program for other teachers. Main reasons given by teachers for not recommending the training program were: (i) it took long time, (ii) it was theoretical and (iii) it was similar to other training programs.

8. I like this training program, as it .....( rate the scale you feel suitable )

- a. contains different kinds of exercises 20%
- b. mixes the textbook with other sources 33%
- c. has added new knowledge for me 25%
- d. is relevant and adequate to help teachers in dealing with the new curriculum. 10%
- e. is interesting and not monotonous 12%

9. Any further suggestions you would like to add.

Following suggestions were given by teachers: (i) the training program to be organized during holidays, (ii) it should include more writing topics,

(iii) it should apply some activities as model lessons and (iv) the time of the sessions should be reduced.

It can be observed from the above feedback form the following observations:

1. Training had positive behavioral and learning impacts on teachers as expressed in their answers.
2. Training gave teachers a good chance to discuss problematic issues in the new curriculum and to find workable solutions for these issues.
3. Participants demanded more concentration on writing.
4. The content of the training program was varied, adequate and relevant to satisfy teachers' needs.
5. Majority of teachers recommended the training program for other teachers.

## **ii) INTERVIEW SCHEDULE FOR TEACHERS**

In order to identify participants' opinions related to the effectiveness of the training program, 10 participants were interviewed by the researcher.

The schedule contained 6 questions of 2 types, yes or no questions and open ended questions. Participants' responses for each question were analyzed question wise, either quantified or content analyzed. Percentages were calculated for each question and results are presented in the following.

1. Which aspect(s) do you think the training program succeeded in developing? Why?

Teachers indicated the following aspects:

- |   |     |
|---|-----|
| a. Using pair and group work  | 35% |
| b. Giving students more time to participate                             | 20% |
| c. Presenting writing in an easier and more productive way for students | 25% |



d. Presenting roles needed in the language class 20%

**Why:** Teachers indicated the following reasons: (i) nearly all activities were performed through pair and group work, (ii) all the roles were identified in the new curriculum and (iii) there was more concentration on writing as always teachers demanded.

2. Which activities did the program deal with well?

Teachers mentioned the following activities:

- a. Writing 30%
- b. Grammar 30%
- c. Teachers' roles 20%
- d. Role plays 20%

3. Which activities of the program did you like/ dislike? Why?

Teachers indicated their liking of following activities.

- |                        |     |
|------------------------|-----|
| a. Writing             | 15% |
| b. Past simple endings | 25% |
| c. Role plays          | 35% |
| d. Word Families       | 15% |
| e. Phrasal verbs       | 10% |

**Why:** Teachers indicated many reasons for their liking of the training program. Main reasons were: (i) the content of the program was suitable to their needs, (ii) the atmosphere was good and friendly and (iii) teachers had the chance to discuss many important issues.

Teachers indicated the following activities they disliked.

- |                     |     |
|---------------------|-----|
| a. Stress           | 30% |
| b. Grammar          | 20% |
| c. /e/ & /i/ sounds | 30% |
| d. Intonation       | 20% |

**Why:** Teachers indicated some reasons for their disliking of the training program. Main reasons were: (i) time was not suitable, (ii) sessions were

long, (iii) some activities were repeated from previous training programs and (iv) it was not comprehensive.

4. Have you noticed changes in your performance after training?

Yes / No. Give examples.

About 73% of the teachers indicated changes in their performance after training. Main reasons given by teachers to indicate changes in their performance were: (i) arranging students to work in pairs and groups instead of working individually, (ii) giving more emphasis to speaking activities than before and (iii) giving students more opportunities to express themselves. About 27% of the teachers indicated that their performance did not change after training. Main reasons given by teachers for indicating no change in performance were: (i) it was difficult to change performance after one training program, (ii) students' level did not help in applying new roles and techniques and (iii) the training program was not much different to change teachers' performance.

5. Does this training program have advantages over other training programs? Yes / No. Give examples.

Most teachers(80%) indicated the training program to have advantages over other training programs. Main reasons given by teachers for having advantages were: (i) more discussion after each activity made it more practical, (ii) it came from teachers' needs not imposed on them by some other authority, (iii) the way it was conducted through more concentration on group work and (iv) the mode of training was comfortable and relaxing. About 20% indicated the training program not to have advantages over other training programs. Main reasons given by teachers were: (i) it was similar to other training programs, (ii) it was long and took more time and (iii) it had more details.

6. Do you suggest more supporting materials? Yes / No, Give examples.

Most teachers indicated that more supporting materials could be added. The suggested material by the teachers was: (i) more writing topics, (ii) more grammar exercises and (iii) model lessons could be video taped and presented to teachers in their training programs.

It can be noticed from the above interview schedule the following observations:

1. Improvement in teachers' performance as they expressed.
2. The training program had advantages over other training programs, through using more discussion in the sessions.
3. Group work was the main method used in training.
4. Teachers suggested more focus on writing as in the case of feedback form.
5. Mode of training was comfortable and helping teachers quite well.
6. The time of training was not suitable for teachers.

#### **4.5.2: CLASS OBSERVATION**

Researcher observed English classes for 12 different teachers who were teaching the 11<sup>th</sup> and 12<sup>th</sup> classes in Jenin and Qabatia districts. Researcher used a class observation schedule to see if there was a difference in teachers' performance before and after training in employing new roles applied in the new English curriculum. Researcher used the same division of the schedule into three parts: They are pre, while and after teaching. Here are the details of each part.

**Pre-Teaching Observation:** It involved 6 activities, they are annual planning, lesson planning, objectives, procedures, audio visual aids and evaluation. From the planned and written pre-teaching activities of the teacher, each activity was observed for all the 12 teachers. Frequencies were obtained for each activity whether it was done or not. Percentages

were calculated and results are presented in 2 tables, table no.22 before training and table no. 23 after training.

**Table-22: Pre Teaching Observation for female / male teachers before training**

No.	Item	Gender	Scale	Frequency	Per cent
1.	Annual Planning	F	No Yes	.... 6	.... 100.0
		M	No Yes	.... 6	.... 100.0
2.	Lesson Planning	F	No Yes	.... 6	.... 100.0
		M	No Yes	4 2	66.7 33.7
3.	Objectives	F	No Yes	1 5	16.7 83.3
		M	No Yes	2 4	33.3 66.6
4.	Procedures	F	No Yes	2 4	33.3 66.7
		M	No Yes	2 4	33.3 66.7
5.	Audio Visual Aids	F	No Yes	3 3	50.0 50.0
		M	No Yes	3 3	50.0 50.0
6.	Evaluation	F	No Yes	.... 6	.... 100.0
		M	No Yes	.... 6	.... 100.0

It can be seen from the above table that, all male and female teachers had written annual planning and evaluation with a per cent of 100.0. All female teachers wrote lesson planning while only one third (33.3%) of male teachers wrote lesson planning. Most female teachers (83.3%) wrote objectives, while two thirds (66.7%) of male teachers wrote objectives. One

third (33.3%) of female and male teachers wrote procedures. Half of female and male teachers (50.0%) wrote audio visual aids.

**Table-23: Pre Teaching Observation for female / male teachers after training**

No.	Item	Gender	Scale	Frequency	Per cent
1.	Annual Planning	F	No Yes	.... 6	.... 100.0
		M	No Yes	.... 6	.... 100.0
2.	Lesson Planning	F	No Yes	.... 6	.... 100.0
		M	No Yes	1 5	16.7 83.3
3.	Objectives	F	No Yes	1 5	.... 100.0
		M	No Yes	2 4	33.3 66.7
4.	Procedures	F	No Yes	2 4	.... 100.0
		M	No Yes	2 4	33.3 66.7
5.	Audio Visual Aids	F	No Yes	3 3	50.0 50.0
		M	No Yes	3 3	50.0 50.0
6.	Evaluation	F	No Yes	.... 6	.... 100.0
		M	No Yes	.... 6	.... 100.0

It can be seen from the above table that, all female and male teachers had written annual planning and evaluation with a per cent of 100.0. All female teachers wrote lesson planning, objectives and procedures while 83.3% of male teachers wrote lesson planning, 66.7% of male teachers wrote objectives. All female teachers (100%) wrote procedures, while

66.7% of male teachers wrote procedures. Half of the female and male teachers (50.0%) wrote audio visual aids.

A deep look at the above two tables shows that, all female teachers had a per cent of 100.0 in annual planning, lesson planning, objectives, procedures and evaluation. The same explanation given in the first class observation could be given again, which is, all teachers were required to submit annual plans at the beginning of the year for principals and supervisors. Principals and supervisors always gave importance to writing evaluation, lesson planning, objectives and procedures when they see teachers' daily preparation. Male teachers had a similar percentage in annual planning and evaluation and a less percentage in lesson planning, objectives and procedures. It was perhaps that, female teachers tended to follow rules and regulations and gave more time for their job than male teachers. Audio visual aids were the lowest in the tables for both male and female teachers (50.0%). It was perhaps that Palestinian teachers were not acquainted to the new curriculum, so they needed more time to prepare audio-visual aids needed in their teaching.

**While Teaching Observation:** This part was divided into two portions for the sake of size, suitability and clarity. The two portions are: teacher competencies and teaching / learning process. Each part was presented in 2 separate tables, one for before training and the other for after training.

**Part One:** Teacher competencies (before training): It involved 11 competencies shown in table no. 25 below. From the 11 competencies of the male or female teacher, each competency was observed for all the 12 teachers. Five point scale was used to indicate the degree of performance of different competencies for each teacher. Percentages were calculated and the results are presented in tables no. 24&25.

**Table-24: While teaching observation for female / male teachers  
before training (Teacher competencies)**

No	Item	Gender	Below Average Per cent	Average Per cent	Good Per cent	Very Good Per cent	Excellent Per cent
1.	Introducing the topic	F	....	....	16.7	83.3	....
		M	....	66.7	16.7	16.7	....
2.	Language of the teacher	F					
	a. Simplicity		....	....	....	33.3	66.7
	b. Fluency		....	....	....	33.3	66.7
	c. Correct use of grammar		....	....	....	16.7	83.3
	d. Clarity of sentences		....	....	....	50.0	50.0
	e. Inter linking the ideas		16.7	50.0	33.3	....	....
	.....	.....	.....	.....	.....	.....	.....
		M					
	a. Simplicity		....	33.3	33.3	33.3	....
	b. Fluency		....	33.3	16.7	50.0	....
	c. Correct use of grammar		....	33.3	....	66.7	....
	d. Clarity of sentences		....	33.3	33.3	33.3	....
	e. Inter linking the ideas		50.0	....	50.0	....	....
3.	Knowledge of the subject		....	....	16.7	66.7	16.7
			....	....	33.3	33.3	33.3
4.	Communicating ability	F					
	a. Correct Pronunciation		....	....	33.3	66.7	....
	b.Voice Modulation		....	50.0	50.0	....	....
	c. Body Language		....	66.7	33.3	....	....
	a. Correct Pronunciation	M	....	16.7	16.7	66.7	....
	b.Voice Modulation		33.3	33.3	33.3	....	....

	c.Body Language		66.7	33.3	....	....	....
5.	Providing differentiated instructions to meet individual differences	F M	.... ....	.... 16.7	66.7 66.7	33.3 16.7	.... ....
6.	Variety of Methods	F M	.... ....	33.3 66.7	16.7 33.3	50.0 ....	.... ....
7.	Relating the content delivered with context	F M	.... ....	.... 16.7	66.7 50.0	33.3 33.3	.... ....
8.	Concentrating on the four skills.	F M	.... ....	.... 50.0	66.7 16.7	33.3 33.3	.... ....
9.	Using I.C.T	F M	50.0 66.7	33.3 33.3	16.7 ....	.... ....	.... ....
10.	Creating an environment for ELT.	F M	.... ....	16.7 33.3	33.3 66.7	50.0 ....	.... ....
11.	Assigning homework.	F M	.... 16.7	.... 50.0	33.3 ....	66.7 33.3	.... ....

It can be inferred from the above table that, female teachers were good in introducing the language with a per cent of 16.7 and very good with a per cent of 83.3, whereas male teachers were average with a per cent of 66.7, good with a per cent of 16.7 and very good with a per cent of, 16.7 too. Language of the teacher, females' language was between below average and excellent, in simplicity and fluency were very good and excellent, 33.3% and 66.7% respectively. Correct use of grammar was very good with a per cent of 16.7 and excellent with a per cent of 83.3. Clarity of sentences was very good and excellent with a per cent of 50.0, 50.0 respectively. Females' interlinking of sentences was below average with a per cent of 16.7, average with a per cent of 50.0 and good with a per cent of 33.3. Male teachers' percentages were between below average and good, with the same per cent of 50.0 for each level. Simplicity was between average and very good with a per cent of 33.3 for each level. Fluency was average with a per cent of 33.3, good with a per cent of 16.7 and very good with a per cent of 50.0. Correct use of grammar was



average with a per cent of 33.3 and very good with a per cent of 66.7. Clarity of sentences was between average and very good with a per cent of 33.3, for each level. Interlinking of ideas was between below average and good with a per cent of 50.0 for each level. Knowledge of the subject was between good and excellent for both female and male teachers with a per cent of 16.7, 66.7 and 16.7 respectively for female teachers and an equal percentage of 33.3 for male teachers. Females' communicating ability was between average and very good. In correct pronunciation, 33.3% were good and 66.7% were very good. Voice modulation, 50.0% were average and 50.0% were good. Body language, 66.7% were average and 33.3% were good. Males' correct pronunciation was average with a per cent of 16.7, good with the same per cent and very good with a per cent of 66.7. Voice modulation was below average, average and good with a per cent of 33.3 for each level. Body language was below average with a per cent of 66.7 and average with a per cent of 33.3. Providing differentiated instructions to meet individual differences, female teachers' were good and very good, 66.7% and 33.3% respectively, while male teachers were average, 16.7%, good 66.7%, and very good, 16.7%. Variety of methods, female teachers were between average, and very good with the percentages of 33.3, 16.7 and 50.0 respectively. Male teachers were between average and good, 66.7% and 33.3% respectively. Relating the content delivered to the context, female teachers were between good and very good, 66.7% and 33.3%, whereas male teachers were between average, and very good, 50.0%, 33.3% and 16.7%. Concentrating on the four skills, was between good and very good, 66.7% and 33.3% for female teachers, whereas male teachers were between average and very good, 50.0%, 16.7% and 33.3%. Using I.C.T was between below average and good, 50.0% 33.3% and 16.7% for female teachers, while male teachers were below average and average, 66.7% and 33.3% respectively. Creating

an environment for ELT was between average and very good, 16.7%, 33.3% and 50.0% for female teachers, while male teachers were below average and average, 33.3% and 66.7%. Assigning homework was between good and very good, 33.3% and 66.7% for female teachers, while male teachers were between average and very good, 16.7%, 50.0% and 33.3%.

**Table-25: While teaching observation for female / male teachers after training ( teacher competencies )**

No	Item	Gender Per cent	Below Average Per cent	Average Per cent	Good Per cent	Very Good Per cent	Excellent Per cent
1.	Introducing the topic	F	....	....	33.3	66.7	....
		M	....	33.3	50.0	16.7	....
2.	Language of the teacher	F	....	....	50.0	50.0	....
	a. Simplicity		....	....	16.7	83.3	....
	b. Fluency		....	....	16.7	83.3	....
	c. Correct use of grammar		....	....	16.7	83.3	....
	d. Clarity of sentences		....	16.7	66.7	16.7	....
	e. Inter linking the ideas		....	16.7	66.7	16.7	....
	a. Simplicity	M	....	33.3	33.3	33.3	....
	b. Fluency		16.7	16.7	16.7	50.0	....
	c. Correct use of grammar		....	33.3	....	66.7	....
	d. Clarity of sentences		....	16.7	66.7	16.7	....
	e. Inter linking the ideas		....	16.7	66.7	16.7	....
3.	Knowledge of the subject	F	....	....	16.7	66.7	16.7
		M	....	....	16.7	33.3	50.0
4.	Communicating ability	F	....	....	33.3	66.7	....
	a. Correct Pronunciation		....	....	33.3	66.7	....
	b. Voice Modulation		....	33.3	66.7	....	....
	c. Body Language		....	33.3	66.7	....	....
	.....		.....	.....	.....	.....	.....

	a. Correct Pronunciation	M	16.7	....	16.7	66.7	....
	b. Voice Modulation		16.7	50.0	33.3	....	....
	c. Body Language		33.3	50.0	16.7	....	....
5.	Providing differentiated instructions to meet individual differences	F M	.... ....	.... 16.7	66.7 83.3	33.3 ....	.... ....
6.	Variety of Methods	F M	.... ....	33.3 50.0	16.7 50.0	50.0	.... ....
7.	Relating the content delivered with context	F M	.... ....	.... 33.3	66.7 50.0	33.3 16.7	.... ....
8.	Concentrating on the four skills.	F M	.... ....	.... 66.7	66.7 33.3	33.3 ....	.... ....
9.	Using I.C.T	F M	33.3 66.7	50.0 33.3	16.7 ....	.... ....	.... ....
10.	Creating an environment for ELT.	F M	33.3 ....	50.0 33.3	16.7 66.7	.... ....	.... ....
11.	Assigning homework	F M	.... 16.7	.... 50.0	33.3 16.7	66.7 16.7	.... ....

It can be inferred from the above table that, female teachers were good in introducing the language with a per cent of 33.3 and very good with a per cent of 66.7, whereas male teachers were average with a per cent of 33.3, good with a per cent of 50.0 and very good with a per cent of 16.7. Language of the teacher, females' language was between average and very good, in simplicity 50.0% of the teachers were good and 50.0% were very good. Fluency was between good and very good, 16.7% and 83.3%. Correct use of grammar and clarity of sentences were between good and very good, 16.7% and 83.3%. Interlinking of ideas was average with a per cent of 16.7, good with a per cent of 66.7 and very good with a per cent of 16.7. Male teachers' percentages were between below average and very good. Simplicity was between average and very good with a per cent of 33.3 for each level. Fluency was below average and good with a per cent

of 16.7 for each level and very good with a per cent of 50.0. Correct use of grammar was average with a per cent of 33.3 and very good with a per cent of 66.7. Clarity of sentences was average with a per cent of 16.7, good with a per cent of 66.7 and very good with a per cent of 16.7. Interlinking of ideas was average with a per cent of 16.7, good with a per cent of 66.7 and very good with a per cent of 16.7. Knowledge of the subject was between good, very good and excellent for both male and female teachers. Females' percentages were 16.7, 66.7 and 16.7 respectively. Males' percentages were 16.7, 33.3 and 50.0 respectively. Females' correct pronunciation was good with a per cent of 33.3 and very good with a per cent of 66.7. Voice modulation and body language were between average and good with percentages of 33.3 and 66.7. Males' correct pronunciation was below average with a per cent of 16.7, good with the same per cent and very good with a per cent of 66.7. Voice modulation was below average with a per cent of 16.7, average 50.0 and good 33.3. Body language was below average with a per cent of 33.3, average 50.0 and good 16.7. Providing differentiated instructions to meet individual differences, females' percentages were good and very good, 66.7 and 33.3 respectively. Male teachers were average and good, 16.7% and 83.3%. Variety of methods, female teachers were average with a per cent of 33.3, good with a per cent of 16.7 and very good with a per cent of 50.0. Male teachers were average and good with the same per cent of 50.0 for each level. Relating the content delivered to the context, was good with a per cent of 66.7 and very good with a per cent of 33.3 for female teachers. Male teachers' percentages were between average, and very good, 33.3, 50.0 and 16.7. Concentrating on the four skills, was between good and very good, 66.7% and 33.3% for female teachers, while male teachers were between average and good also with percentages of 66.7 and 33.3. Females' Using I.C.T was between below average and good 33.3%,

50.0% and 16.7%, while male teachers were below average and average with percentages of 66.7 and 33.3. Creating an environment for ELT was between below average and good, 33.3%, 50.0% and 16.7% respectively for female teachers. Male teachers were average and good, with percentages of 33.3 and 66.7. Assigning homework was between good and very good, 33.3% and 66.7% for female teachers. Male teachers were below average with a per cent of 16.7, average with a per cent of 50.0, good with a per cent of 16.7 and very good with the same per cent.

Close observation of the above 2 tables indicate that, performance of female teachers after training remained the same nearly in most aspects while the performance of male teachers changed positively in most aspects. It was perhaps that female teachers' performance reached a point considered to be the best for them, while male teachers got benefited from training and consequently improved their performance. It was also noticed that female teachers' performance changed negatively in the language of the teacher from very good and excellent to good and very good. It was perhaps that the change before and after training confused them a little so the performance was not stable even though their performance was still better than male teachers in general.

Teaching / Learning Process (before training): It involved 9 activities shown in table no. 27 below. From the 9 activities of the male or female teacher, each item was observed for all the 12 teachers. Five point scale was used to indicate the degree of performance of different teaching and learning processes for each teacher. Percentages were calculated and the results were presented in tables no. 26&27.

**Table-26: While teaching observation for female / male teachers before training (teaching / learning process)**

No	Item	Gender Per cent	Below Average Per cent	Average Per cent	Good Per cent	Very Good Per cent	Excellent Per cent
1-	Student's participation	F	....	....	50.0	50.0	....
		M	33.3	16.7	50.0	....	...
2.	Healthy & fearless teacher's student's interaction.	F	....	....	50.0	50.0	....
		M	....	33.3	66.7	....	....
3.	Student-Teacher interaction	F	....	....	83.3	16.7	....
		M	16.7	16.7	66.7	....	....
4.	Student-Student Interaction	F	....	50.0	50.0	....	....
		M	66.7	33.3	....	....	....
5.	Pair work / group work	F	16.7	83.3	....	....	....
		M	16.7	83.3	....	....	....
6.	Individual work	F	....	33.3	33.3	33.3	...
		M	....	16.7	50.0	33.3	....
7.	Different roles played by the teacher	F	...	16.7	83.3	....	....
		M	33.3	50.0	16.7	....	....
8.	Time management	F	....	....	16.7	83.3	....
		M	....	....	16.7	66.7	16.7
9.	Class management	F	....	....	....	33.3	66.7
		M	....	....	16.7	50.0	33.3

The previous table shows that, female teachers were good and very good in student's participation with percentages of 50.0 for each level, whereas male performance was between below average and good, with percentages of 33.3, 16.7 and 50.0. Healthy and fearless teacher's student's interaction was good and very good with the same percentage of 50.0 for both level,

while male teachers were between average and good with percentages of 33.3 and 66.7. Student-teacher interaction was good and very good with percentages of 83.3 and 16.7, while male teachers were between average and very good with percentages of 16.7, 16.7 and 66.7 respectively. Females' student-student interaction was average and good with the same percentage of 50.0 for both. Male teachers were between below average and average with percentages of 66.7 and 33.3. Pair work and group work was also between below average and average with percentages of 16.7 and 83.3. for both female and male teachers. Individual work was between average and very good, with a percentage of 33.3 for all levels, while male teachers were between average, and very good with percentages of 16.7, 50.0 and 33.3. Different roles played by the teacher were between average and good with percentages of 16.7 and 83.3, while male teachers were between below average and good with percentages of 33.3, 50.0 and 16.7. Time management was between good and very good with percentages of 16.7 and 83.3, while male teachers were between good and excellent with percentages of 16.7, 66.7 and 16.7. Females' class management was between very good and excellent with percentages of 33.3 and 66.7, whereas male teachers were between good and excellent with percentages of 16.7, 50.0 and 33.3.

**Table 27: While Teaching Observation for female / male teachers after training (teaching / learning process)**

No	Item	Gender Per cent	Below Average Per cent	Average Per cent	Good Per cent	Very Good Per cent	Excellent Per cent
1-	Student's participation	F	.....	.....	50.0	50.0	.....
		M	16.7	33.3	50.0	.....	.....
2.	Healthy & fearless teacher's student's interaction.	F	.....	.....	66.7	33.3	.....
		M	.....	.....	66.7	33.3	.....

3.	Student- Teacher interaction	F M	..... .....	..... 33.3	83.3 66.7	16.7 .....	..... .....
4.	Student- Student Interaction	F M	..... .....	16.7 16.7	83.3 83.3	..... .....	..... .....
5.	Pair work / group work	F M	..... .....	33.3 33.3	66.7 66.7	..... .....	..... .....
6.	Individual work	F M	..... 16.7	50.0 16.7	50.0 66.7	..... .....	..... .....
7.	Different roles played by the teacher	F M	..... .....	..... 33.3	50.0 66.7	50.0 .....	..... .....
8.	Time management	F M	..... .....	..... .....	..... 33.3	83.3 50.0	16.7 16.7
9.	Class management	F M	..... .....	..... .....	..... 16.7	33.3 50.0	66.7 33.3

The previous table shows that, females' student's participation was good and very good with percentages of 50.0 for each level, whereas male performance was between below average and good, with percentages of 16.7, 33.3 and 50.0 respectively. Healthy and fearless teacher's student's interaction was also good and very good with percentages of 66.7 and 33.3 and the same percentages were for male teachers. Student-teacher interaction was good and very good with percentages of 83.3 and 16.7, while male teachers were between average and very good with percentages of 33.3 and 66.7. Student-student interaction was between average and good with percentages of 16.7 and 83.3 for male and female teachers. Pair work and group work was also between average and good with percentages of 33.3 and 66.7 for female and male teachers. Individual work was between average and good, with percentages of 50.0 for each level, whereas male teachers were between below average and good with percentages of 16.7, 16.7 and 50.0. Different roles played by the teacher were between good and very good with a percentage of 50.0



for both levels, whereas male teachers were between average and good with percentages of 33.3 and 66.7. Time management was between very good and excellent with percentages of 83.3 and 16.7, while male teachers were between good and excellent with percentages of 16.7, 16.7 and 66.7. Class management was between very good and excellent with percentages of 83.3 and 16.7, whereas male teachers were between good and excellent with percentages of 16.7, 66.7 and 16.7.

Close observation of the above two tables show that, female teachers' performance witnessed improvement in student-student participation, pair work / group work and different roles played by the teacher. It could be also noticed that female performance remained the same in student's participation and student-teacher participation. It was perhaps that, the items of improvement were main activities of training so teachers improved their performance according to the training they received, while their performance stayed the same in the two mentioned items" student's participation and student-teacher participation", it was perhaps that, the participation was satisfactory so it stayed the same, while male teachers' performance improved in almost all items, in student participation, healthy & fearless teacher's student's interaction, student-teacher interaction, pair work/ group work, individual work, roles played by the teacher, time management and class management. It was perhaps that training had direct impact on male teachers so they improved their performance and some of the items were main activities in training as pair work / group work and roles so it seemed logical to see improvement.

### **After Teaching Observation**

It involved 7 activities they are: Going through the W.B to find successes and failures, assigning homework, checking assignment, providing students with

worksheets, tests, doing W.B. exercises, small projects. From the planned and written post-teaching activities of the teacher, each activity was observed for the 12 teachers. Percentages were calculated and results are presented in tables no. 28 and 29.

**Table-28: After teaching observation for female / male teachers before training**

No	Item	Gender	Never Per cent	Occasionally Per cent	Always Per cent
1.	Going through the W.B to find successes and failures	F	....	50.0	50.0
		M	16.7	66.7	16.7
2.	Assigning homework	F	....	83.3	16.7
		M	....	50.0	50.0
3.	Checking assignment	F	16.7	83.3	....
		M	....	50.0	50.0
4.	Providing students with worksheets	F	....	33.3	66.7
		M	16.7	33.3	50.0
5.	Tests	F	16.7	66.7	16.7
		M	33.3	16.7	50.0
6.	Doing W.B. exercises	F	....	33.3	66.7
		M	....	16.7	83.3
7.	Small projects	F	100.0	....	....
		M	100.0	....	....

The table shows that, female teachers went through the W.B to find successes and failures occasionally and always with the same percentage of 50.0 for both levels, while 16.7% of the male teachers never went through the W.B to find successes and failures, 66.7% occasionally and 16.7% always went through the W.B to find successes and failures. Assigning homework, 83.3% of female teachers occasionally assigned homework and 16.7% always assigned homework, whereas 50.0% of male teachers occasionally assigned homework and the same per cent (50.0%) always assigned homework. Checking assignment, 16.7% of the female teachers never checked assignment and 83.3% occasionally checked assignments, whereas for male teachers, 50.0% occasionally and the same

per cent always checked assignments. Providing students with worksheets, 33.3% of female teachers occasionally provided students with worksheets, and 66.7% always provided students with worksheets, whereas 16.7% of male teachers never provided students with worksheets, 33.3% occasionally provided students and 50.0% always provided students with worksheets. Tests, 16.7% of female teachers never did tests, 66.7% occasionally did tests and 16.7% always did tests, whereas 33.3% of male teachers never did tests, 16.7% occasionally did tests and 50.0% always did tests. Doing W.B.exercises, 33.3% of female teachers occasionally did W.B exercises and 66.7% always did W.B. exercise, while 16.7% of male teachers did the W.B exercises and 83.3% always did W.B exercises. Small projects, neither female teachers nor male teachers had small projects.

**Table- 29: After teaching observation for female / male teachers after training**

No.	Item	Gender	Never Per cent	Occasionally Per cent	Always Per cent
1.	Going through the W.B to find successes and failures	F M	.... ....	16.7 66.7	83.3 33.3
2.	Assigning homework	F M	.... 33.3	.... 66.7	100.0 ....
3.	Checking assignment	F M	.... 33.3	83.3 66.7	16.7 ....
4.	Providing students with worksheets	F M	.... ....	66.7 33.3	33.3 66.7
5.	Tests	F M	.... ....	16.7 16.7	83.3 83.3
6.	Doing W.B. exercises	F M	.... ....	33.3 66.7	66.7 33.7
7.	Small projects	F M	83.3 83.3	16.7 16.7	.... ....

The table shows that, female teachers went through the W.B to find successes and failures occasionally and always with percentages of 16.7 and 83.3, while 66.7% of the male teachers occasionally went through the W.B to find successes and failures, 33.3% always went through the W.B. Assigning homework, all female teachers (100%) always assigned homework, while 33.3% of male teachers never assigned homework and 66.7% occasionally assigned homework. Checking assignment, 83.3% of the female teachers occasionally checked assignment and 16.7% always checked assignment, whereas 33.3% of male teachers never checked assignments and 66.7% occasionally checked assignments. Providing students with worksheets, 66.7% of female teachers occasionally provided students with worksheets, and 33.3% always provided them with the worksheets, whereas 33.3% of male teachers occasionally provided them with worksheets and 66.7% always provided them with the worksheets. Tests, 16.7% of female and male teachers occasionally did tests and 83.3% always did tests. Doing W.B.exercises, 33.3% of the female teachers occasionally did W.B exercises and 66.7% always did W.B exercises, while 66.7% of male teachers occasionally did the W.B exercises and 33.3% always did the W.B exercises. Small projects, 83.3% of female and male teachers never had small projects and 16.7% of them Occasionally have small projects, as the W.B has plenty of activities which can replace worksheets.

Close observation of the previous two tables show that, female and male teachers' performance showed improvement in almost all items as going through the W.B to find successes and failures, assigning homework, checking homework, tests and small projects. It was perhaps the same explanation could be given here, which was the impact of training on teachers. Female teachers remained the same in doing W.B exercises and

retracted in providing students with work sheets. It was perhaps that, they started to depend on the activities in the textbook more than worksheets.

**4.5.3: PRE AND POST TESTS**

In order to study the achievement of students to see the effectiveness of the training program, researcher administered pre and post tests. The 2 tests were equivalent to each other, contained the same number of questions and followed the same sequence. Each test consisted of 11 questions, all questions demanded short answers except question number 11, which demanded free writing. The total mark for each test was 100. The details of each test were presented separately in the following.

**PRE TEST**

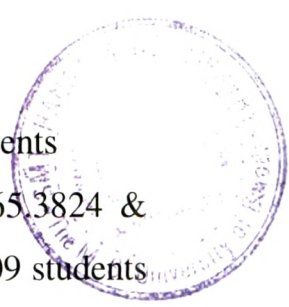
The test was administered to the students just before starting the process of training. It consisted of 11 questions, which required short answers except question number 11 which required writing a topic of their own. The total mark was 100. The questions were from the proposed activities in the training program. It focused on stress, intonation, /p/ or /b/, simple past endings, word families, grammar, phrasal verbs, role play and writing.

The following table shows the Mean, students below and above mean and Std. Deviation for students' scores in the pre-test.

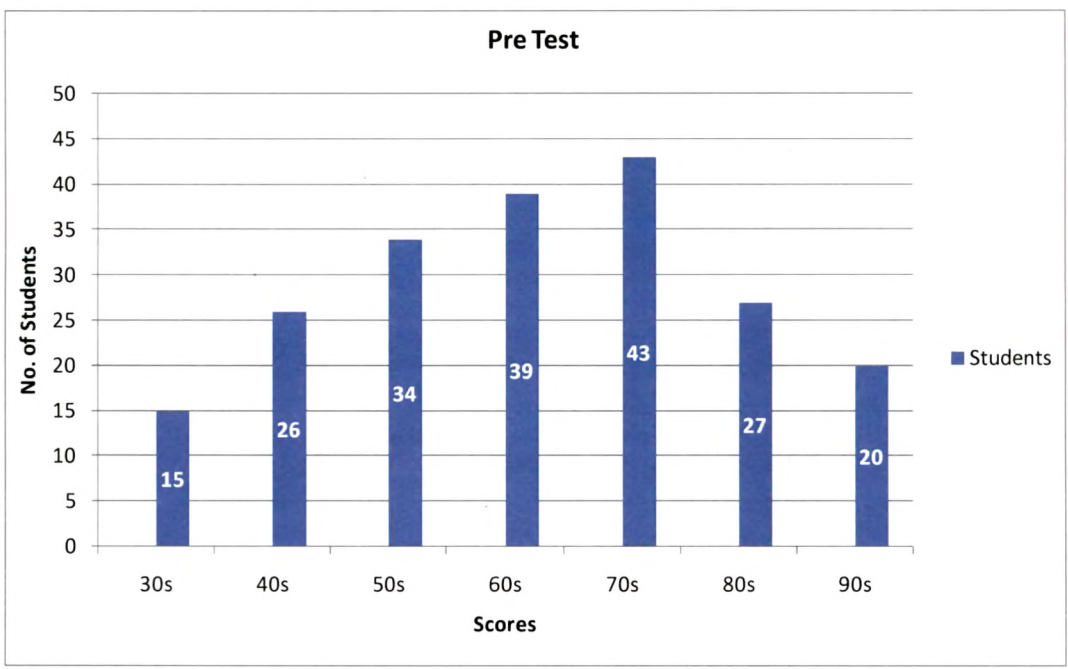
**Table -30: Students below and above mean in the pre test**

Test	N.	Mean	Below Mean	Above Mean	Std. Deviation
Pre Test	204	65.38	95	109	17.36

The table shows the Mean & Std. Deviation of the scores of students before starting the process of training teachers. They were 65.3824 & 17.36314 respectively, 95 students were below the mean and 109 students were above the mean.



**Graph -1: Students' Scores in the Pre Test according to categories of scores**



Graph No. 1 shows students' scores in the pre test. Number of students scored different scores, from 30- 90s. Number of students scored 30-39 was 15 students, number of students scored 40-49 was 26, number of students scored 50-59 was 34, number of students scored 60-69 was 39, number of students scored 70-79 was 43, number of students scored 80-89 was 27, and number of students scored 90 and above was 20.

**POST TEST**

The test was administered to the students just after completing the process of training. It consisted of 11 questions, which required short answers except question number 11 which required writing a topic of their own. The total mark was 100. It was an equivalent test for the pre test. The

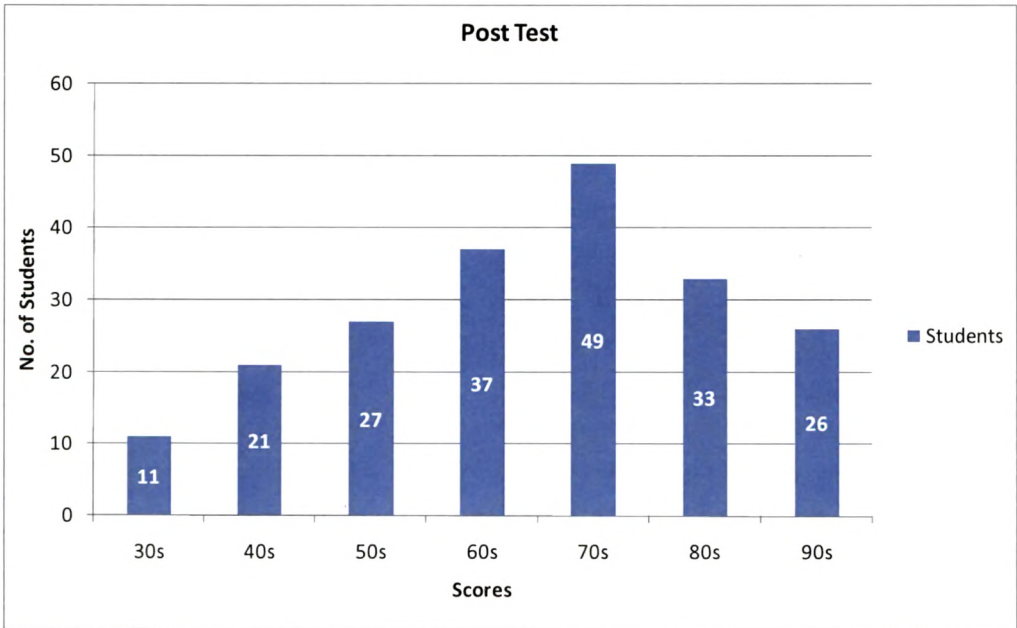
questions were from the same activities in the training program which was implemented. It focused on stress, intonation, /p/ or /b/, simple past endings, word families, grammar, phrasal verbs, role play and writing. The following table shows the Mean, students below and above mean and Std. Deviation for students' scores in the pre-test.

**Table -31: Students below and above mean in the post test**

Test	N	Mean	Below Mean	Above Mean	Std. Deviation
Post Test	204	69.99	82	122	16.85

The table shows the Mean & Std. Deviation of the scores of students after completing the process of training teachers . They were 69.99 & 16.85 respectively, 82 students were below the mean and 122 students were above the mean.

**Graph- 2: Students' Scores in the Post Test according to the categories of scores**

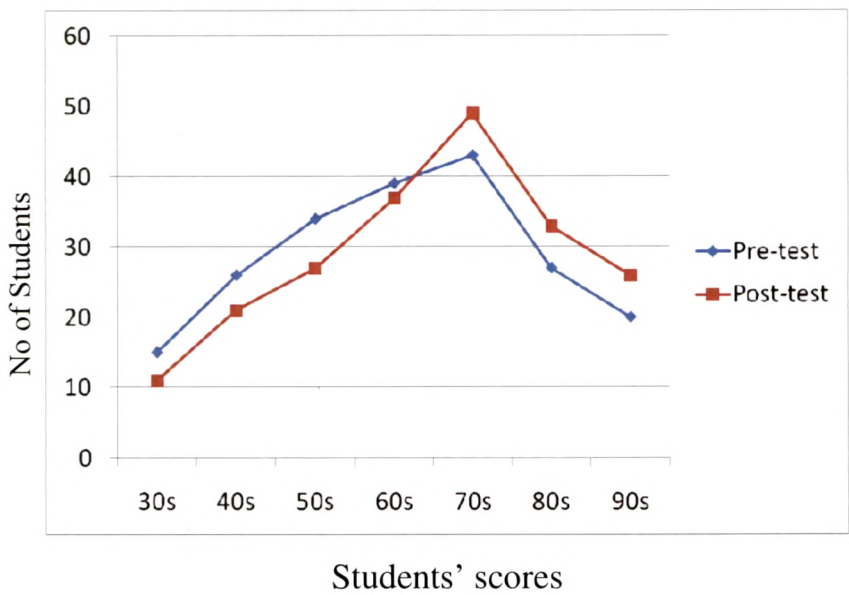




Graph No. 2 shows students' scores in the post test. Number of students scored different scores, from 30- 90s. Number of students scored 30-39 was 11 students, number of students scored 40-49 was 21, number of students scored 50-59 was 27, number of students scored 60-69 was 37, number of students scored 70-79 was 49, number of students scored 80-98 was 33 and number of students scored 90 and above was 26.

**Graph- 3: Students' Achievement in the Pre and Post Tests**

The following graph illustrates students' scores in the pre and post tests.



It can be observed from the previous two tables and graphs that there was a difference between the mean of the pre and post tests in favor of the post test as the mean of the pre test was 65.38 while the mean of the post test was 68.99. It can be also noticed that, increase of students scores in the post test in all categories, especially the categories from 70 and over. As in the pre test 43 students were, in the 70s, while in the post test the number increased to 49 students. 27 students in the pre test were in the 80s, their number rose to 33 students. 20 students in the pre test were in the 90s and in the post test their number rose to 26 students.



#### **4.6: MAJOR RESULTS**

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

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

1. All Palestinian English language teachers had prepared and written annual planning and evaluation.
2. Most of the English language teachers did not use audio- visual aids during their teaching, and I.C.T.
3. Most of the English language teachers (80%) had written their objectives.
4. Performance of English language teachers was good in areas of knowledge of subject, correct use of grammar and clarity of sentences.
5. The communicating ability for the English language teachers was not satisfactory.
6. Student-Student interaction in the English language class was not satisfactory.
7. English language teachers' concentration on the four skills of the language was not in the same degree.
8. The English language teachers' ability to create a good environment for ELT teaching was not satisfactory.
9. Student's participation in the English class was not satisfactory.
10. The use of pair work and group work was still limited in the English class in Palestine.
11. The English language teachers didn't vary their roles in the English class.
12. The English language teachers in Palestine had no problems related to class management, while time management seemed to be a problem.

13. About 72 % of the English language teachers occasionally assigned home works while 68 % of them checked the home works.
14. About half of the English language teachers always provided students with worksheets.
15. Almost all English language teachers occasionally did the W.B. exercises.
16. All the English language teachers in Palestine neglected small projects.
17. The study revealed the major common and specific roles of the English language teacher in the classroom identified in the New English Curriculum.
18. About 65 % of the students indicated that English language teachers spoke English all the time in the class.
19. Majority of the students indicated that their English language teachers created real life situations in the English classes.
20. Majority of the students indicated that their English language teachers employed different ways of reinforcement, encouraged their initiatives, distributed the questions well and were objective with them.

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

1. More than 70 % of the English language teachers indicated that the different activities of the new curriculum were mostly found to be adequate for developing students' skills and sub skills.
2. A round 70 % of the language teachers indicated that the different activities of the new curriculum were found to be suitable to the level of students.
3. Lack of vocabulary hindered Palestinian students from developing their skills in the English language.

4. Stress and intonation, verb endings and / b / & / p / sounds were the most difficult activities Palestinian students faced in pronunciation activities.
5. A round 70 % of the English language teachers faced difficulties in teaching English.
6. Palestinian students had difficulties in almost all forms of writing.
7. Most of the English language teachers (88%) indicated that students had problems in reading literature.
8. Majority of the Palestinian students had problems in silent reading, therefore teachers practice loud reading even they are not advised to do it.
9. All teachers found repetition in grammar exercises.
10. English was not given the required time to cover all the activities in the textbooks as indicated by teachers and supervisors.
11. Almost all teachers saw that vocabulary exercises were adequate to increase students' reservoir of words.
12. Most of the English language teachers had problems in language communication.
13. Most of the English language teachers encouraged regular meetings between language teachers and considered these meetings useful and helpful.
14. Almost most Palestinian students had negative attitudes towards learning English, de motivated and suffered from general weakness in English.
15. Majority of the English language teachers indicated that home environment, socio-economic and cultural context had their effects on the chances of language learning.
16. Exciting training programs in Palestine were not enough to cover all the material of training well.
17. The new Curriculum was intensive and overloaded with activities.

18. Local, private and international institutions helped in training language teachers other than Ministry of Education.
19. About 70 % of the English language supervisors said that the new curriculum concentrated on the four language skills equally.
20. Most supervisors agreed that the way the new curriculum was presented was new and impressive.
21. All the English language supervisors saw that the new curriculum was different from the previous one.
22. About 70 % of the English language supervisors suggested practical training material for teachers.
23. About 70 % of the English language supervisors indicated that the communicative approach was suitable for the new curriculum.
24. All English language supervisors agreed that the new curriculum fitted the age of students, but half of them indicated that it suited the level of the students.

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

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

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

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

2. About 95 students out of 204 scored less than the mean (65.3824) in the pre-test, while 109 scored more than the mean.
3. About 82 students out of 204 scored less than the mean (68.9902) in the post-test.
4. Girls scored higher mean than boys in the pre and post tests.
5. Training improved male teachers' performance more than female teachers' performance.
6. A clear improvement in teachers' performance was observed in the direct activities of training.
7. Retraction of female teachers' performance in some aspects after training.
8. Training made majority of the teachers aware of the activities in the new English Curriculum.
9. Nearly 60 % of the English language teachers indicated that the training aims were achieved.
10. About 68 % of the English language teachers indicated that training improved their knowledge and skills.
11. Nearly 64 % of the English language teachers indicated that the training program succeeded in changing their attitudes towards training.
12. Nearly 64 % of the teachers felt comfortable after training.
14. Most teachers who participated in the training program recommended this training program for other teachers.
15. All trained teachers noticed changes in their performance after training.
16. All trained teachers indicated that this training program had advantages over other training programs.
17. All trained teachers suggested more supporting writing and grammar materials for training.

#### **4.7: MAJOR FINDINGS**

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

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

1. Pair and group work manager: the study revealed that many activities in the new English curriculum were designed to be presented through pair and group work, is still limited in the language classroom in Palestine, including forming pairs and groups according to students' abilities and the class layout, preparing situations and engaging all students to work at the same time.
2. Another major role revealed, is the teacher as a participant who takes part in an event or activity as role plays or discussions. The study revealed that this role is still limited in the language classroom in Palestine.
3. The teacher as a facilitator of interaction with students: The study revealed that most of the activities in the new curriculum depend on performing this role, the success of the teacher in performing this role leads to the success of doing other activities and situations successfully. The study revealed that this role is played well in some aspects as simplifying the material for students, while in other aspects as using teaching aids, I.C.T and audio visual aids is not satisfactory.

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

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

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

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

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

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

4. Language teachers indicated that students suffer from lack

of vocabulary which hinders them from developing their skills efficiently.

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

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

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

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

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

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

1. The mean of the post-test was higher than the mean of the pre- test.
2. Training improved male teachers' performance in some aspects more than female teachers' performance. Such as student's participation, females' student participation remained the same before and after training with a per cent of 50, whereas males' student participation was 33.3% below average, 16.7 average and 50% good. After training, it became 16.7% below average, 33.3 average and 50% good. In student-teacher interaction, females remained the same before and after training with a per cent of 50 in good and very good levels, while males' per cents improved from 16.7 below average, 16.7 average and 66.7 good before training to 33.3 average and 66.7 good after training.
3. A clear improvement in teachers' performance in the direct activities of training as indicated by teachers in the feedback form.
4. Training made majority of the teachers aware of the activities in the new English Curriculum as indicated in the feedback form.
5. All teachers noticed changes in their performance after training as indicated in the interview schedule for teachers.

The main contribution of the study is the successful developing of the training program and training 32 teachers of secondary schools, orienting



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