

University of Algiers 2
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Department of English

**Evaluation of the Teaching Competencies of English
Teachers in Jordan from Multiple Perspectives**

**Thesis submitted in fulfillment of the requirements for the
Degree of Doctorate in English Linguistics and Didactics**

Submitted by

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Algiers, 2012

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Teachers in Jordan from Multiple Perspectives**

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Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date:

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Mohammad M. Alhishoush

Dedication

To the soul of the greatest people in my life, 'my mother'

and 'my father',

to my dear wife and children for their endless love and support,

to my brothers and sisters for their endless love,

to the memory of my dearest friends Salem Alhishoush and Fawwaz Ramadan

to all my friends, the people who love me and I love so much,

to all the good people in the world,

and to the people who sacrificed their lives to make our lives better ...

I dedicate this work.

Acknowledgements

My great debt of gratitude and appreciation is to my supervisor Professor Faiza Bensemmane whose guidance and encouragement have always been of great help to me during the four years I spent at the University of Algiers 2. Her endless efforts and support were really behind this work. Many thanks for her kindness and patience.

My gratitude is extended to the board of examiners for their valuable comments and advice. I do believe that I learned a lot from them.

I am greatly indebted to Prof. Deramchia for being helpful all the time by facilitating all the obstacles I faced in the department. I would like also to thank the English Department at the University of Algiers 2, represented by the Mr. Emoun, the Head of the Department, Dr. Mansouri, the former head of this department, and all the staff specially Dr. Boukhedimi for being very nice and cooperative.

Special thanks are due to Mu'ta University represented by the Jury members whose comments were of great help in developing the study instruments, especially Dr. Essa Al-Khota, for his great help and cooperation in the matter.

I am also indebted to all the directorates of Education in the South Region represented by the teachers, the students and mainly the English supervisors for being helpful and cooperative in the administration of the survey in these directorates.

My heartfelt gratitude is to my brothers, my sisters and my dear wife and children for their love and support.

Many thanks to the Algerian people for their kindness and never ending help given to their guests, something I had never seen in any other place so far. I wish them and their country all the best.

Abstract

The study aimed at evaluating the current situation of the teaching competencies of secondary English teachers in Jordan by showing multiple perspectives, namely the students', the English supervisors' and those of the teachers themselves. Moreover, the researcher analyzed the content of the training materials of a number of teacher training programs offered by the Ministry of Education during the last 15 years for evidence of the teaching competencies that secondary English teachers actually need.

A number of instruments were used for data collection that included 3 questionnaires, interviews with experienced teachers (teachers and supervisors) and training program content analysis table.

The three questionnaires and the content analysis table consisted of 40 essential specialized teaching competencies for English language teachers. These competencies were in 4 categories:

- Subject knowledge and proficiency based competencies: Items 1 -12
- Cultural knowledge competencies: Items 13 – 18
- Teacher/ students relationship competencies: Items 19 – 24
- Instructional competencies: Items 25 – 40

The interview, on the other hand, consisted of one question in which the interviewees were asked to suggest a number of teaching competencies that they consider necessary or important for secondary English teachers in Jordan.

The results of the study have shown the following:

- The teachers' rating of their teaching competencies was very high in most of the teaching competencies except in '*cultural competencies*' which were rated clearly lower than the rest of competencies.
- The teachers' rating of their teaching competencies did not change according to their sex, qualifications or teaching experience for most competencies, though

significant differences were found at the level of $\alpha \leq .05$ between the males and the females in favor of the 'females' in '*instructional competencies*', and in favor of the longest experience' for '*cultural competencies*'.

- The students' rating of the teaching competencies of their teachers was relatively low in 2 areas when compared to their teachers' perceptions of their teaching competencies, namely '*instructional competencies*' and '*cultural competencies*'.
- The students rating did not change according to their sex except for '*cultural competencies*' where significant differences were recognized in favor of the males.
- The supervisors rating of the teaching competencies of the teachers was clearly low in the four categories when compared to the teachers' own rating of their teaching competencies, regardless of the sex of these supervisors, their qualifications or their experience.
- The results of the interviews with experienced teachers emphasized 24 teaching competencies as most important for English teachers in Jordan. The most frequently selected competencies of these were '*teaching speaking skills*', '*teaching writing skills*', and '*classroom management*'.
- The results of the content analysis of the training programs were consistent with those appearing in the other questions where 2 categories, namely '*cultural competencies*' and '*subject knowledge competencies*', were clearly lower than the rest of competencies. This indicates that the training programs offered to teachers need to provide more materials that can help teachers in these two areas.

In general, the results of the study have shown that teachers need help in a number of teaching competencies. Therefore, the study suggests a new model based on the findings of the study which can be a core of future training program for English teachers in Jordan as well as for assessing their performance.

List of Abbreviations

- *CELTA*: Certificate of English Language Teaching to Adults
- *EFL*: English as a Foreign Language
- *EL*: English Language
- *ELT*: English Language Teaching
- *ERfKE*: Educational Reform for Knowledge Economy
- *L1* Mother tongue
- *MoE*: Ministry of Education
- *TESOL*: Teaching English to Speakers of Other Languages
- *TKT*: Teacher Knowledge Test

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Background to the Study

English is widely viewed by many people all over the world as a language of international communication. As a result, most countries found themselves strongly committed to teach this language in order to prepare their children for a changing world which is characterized by new sophisticated technologies and massive communication where they have to communicate with all people around them in such a global language.

This great pressure to communicate in English made the need for teaching the language even greater. Thus, the need for English language teacher education has become a significant factor for improving the quality of teaching English. This could be easily noticed in the efforts exerted by many public and private educational organizations or academic institutions on teacher qualification and preparation.

Such efforts were reflected in a large number of pre-service and in-service training programs for English teachers all over the world that aim mainly at preparing competent teachers by providing them with the basic knowledge and practice they need to qualify as successful teachers in the field.

Like in many countries, English in Jordan is viewed as an important means of international communication with native and non-native speakers (MoE, 1991). In fact, this interest in the language resulted in many revolutionary changes in the educational

system and the policies concerning English language teaching and teacher education in the country. These changes were clear in a number of reform projects such as the Educational Reform Project in 1989 and the Educational Reforms for Knowledge Economy (ERfKE I) in 2004 and ERfKE II in 2008 which responded to the growing needs of the country to improve the quality of Education in order *"to prepare our children for a global world"* (MoE, 2003, p. 7) and correct the defects of the older systems.

In fact, the period between 1989 and 2008 in Jordan witnessed many fundamental changes in all aspects of education such as teacher training programs, curricula, school infrastructure and educational policies. Examples of such changes were the introduction of English at the elementary stage in the academic year 2000-2001, having new up-to-date matrix of outcomes for teaching English, and teacher qualification which was raised to become a university degree in the subject as a minimum requirement for anyone to become a teacher in Jordan.

One more important aspect of the reform projects in Jordan was the change in the roles of teachers who have the responsibility to help the Jordanian learners reach the required outcomes. Another important aspect was the construction of new curricula which were meant to help these learners become *'innovative thinkers'* who can communicate information, and work cooperatively to *"create a prosperous knowledge economy for all"* (MoE, 2003, p. ii)

In response to these high expectations of the Jordanian teachers, the government exerted many efforts on teacher preparation and qualification in order to improve the quality of teaching and learning of English in the country and to meet the requirements of the new stage of knowledge economy. Therefore, the country provided a number of training programs for teachers at universities, teacher colleges, the Ministry of Education or organized them with the help of international organizations such as the American Embassy or the British Council in Jordan.

However, these rapid changes in education, unexpectedly, led to many shortcomings in the educational system in general and, to some extent, the quality of English teachers and teaching English in particular. For example, because of the introduction of English at the elementary stage, the demand for English teachers was greater which led to a shortage of teachers, specially the males, in many parts of the country. This shortage of teachers resulted in lack of competition in the employment and selection process of teachers. This, in fact, led to a lower quality of the new, inexperienced English teachers who often started their job without sufficient training at universities or having a chance to practice teaching in a school context.

This problem was very clear in the marginal areas such as those in the South Region of Jordan which are characterized by having large number of new teachers, limited resources and very weak students who usually require skillful teachers rather than inexperienced ones. This problem became even greater because the pre-service

and in-service training programs provided for these teachers are often very short, general and, in many cases, did not satisfy the needs of English teachers who are, sometimes, exposed to almost the same training of the teachers of other subjects such as science, mathematics or social studies.

Introduction

Teachers play a key role in improving the quality of education. Indeed, the teacher's performance in the classroom is crucial in the learners' development and in shaping the minds of future generations. Aggarwal (as cited in Afolabi et al., 2008) said that *"the destiny of a nation is shaped in its classroom and it is the teacher who is very important in molding that destiny."* (p. 99)

Although many studies in the past gave greater attention to other variables of education such as the learner, the school and curricula, many studies nowadays recognize the role of the teacher as the most significant factor in the achievement of the desired outcomes (Shulman, 1987). For example, McGettrick (1997) recognized the essential role of teachers in education by attributing the quality of education to the quality of teachers in the schools.

The United Nations Declaration of Human Rights emphasized this fact by *"recognizing the essential role of teachers in the educational advancement and the importance of their contribution to the development of man and modern society."* (UNESCO, 2000, p. 151)

Traditionally, teachers received great respect and esteem by many nations throughout the history of mankind. The role of the teacher was sometimes compared to

the role of great thinkers and political leaders of societies. Plato, Aristotle and Confucius were very good examples in the history of old nations.

In most countries, as well as in Jordan, teachers constitute the largest manpower and any investment in teachers is viewed as one of the most cost-effective investments in a country which is very poor in natural resources (MoE, 2007; Al-Nahar, 1992). His Royal Highness Prince El Hassan Bin Talal (1996) emphasized this fact by explaining how the country's investment in education should be recognized as an investment in human resources. He also valued the *'human capital'* and the need to focus *"upon the wholesome development of values, knowledge, skills, attitudes and beliefs in a society."* (p. 66)

However, in order for teachers to play the roles expected of them effectively and take the responsibilities associated with such roles they need to manipulate much more information in several areas of knowledge and use different ways for organizing and applying that knowledge (De Lopez, 1989). Therefore, knowledge of linguistics for a language teacher, for example, is not sufficient nowadays. Teachers must also use their knowledge of psychology, sociology and pedagogy for better ways of presenting this knowledge and to help their students learn the target language.

These different kinds of knowledge, in fact, constitute major teaching competencies and qualities of a teacher which have recently become attractive topics in a large number of studies in teacher education in general and, more specifically, in

language teacher education. Therefore, some of these studies suggested classifying competencies into knowledge based competencies (content knowledge or subject matter mastery) and pedagogical or instructional knowledge (which focuses mainly on the practical side of teaching or ways of presenting the basic knowledge and skills of a subject) (McDonald, 1978; Shulman, 1987; Richards, 1990; Cullen, 1994; Butler, 2003).

As a result, many researchers and organizations produced lists of the qualities and characteristics of good teachers (For example: Prodromou, 1991). Driscoll et al. (2004), on the other hand, tried to find evidence of the characteristics of effective teaching by focusing on the teaching practices which are usually associated with high achievement of students.

However, in order to help teachers improve their performance and become more competent in their job there is a great need for teacher training which is also receiving a considerable attention nowadays. For example, Craft (1996) emphasized the role of in-service training in improving the teachers' practices and students' learning. Shaw (1995), on the other hand, maintained that the school managers should support teachers by providing *"acceptable working conditions for all teachers through their induction and staff development programs in a planned and coherent way."* (p.23),

This pressing need for teacher training made many universities, teacher colleges, public and private educational institutions and organizations prepare special training programs for teachers that aim at providing them with the basic knowledge and skills they need to qualify as successful teachers in the field before they start teaching at schools.

Yet, undesirably, there always continued to be a gap between the actual levels of competence of many teachers and the claim of many ELT training programs which were criticized by many researchers as being far from what teachers actually need (Drummond, 1991; Darling- Hammond, 2000; Pham, 2001; Zawawi, 2001; Nunan, 2003; Levine 2006; Inal, 2008). In fact, many teacher preparation programs have often been described as being irrelevant, more theoretical than practical and not responding to the new existing realities of the classroom and the changing world around. Levine (2006) for example, was very critical in his description of how some teachers complained that their tutors at university or teacher colleges themselves had very limited 'real world experience' as teachers.

Furthermore, many teacher training programs were not balanced in terms of their content. For example, Hundleby and Breet (1988) and Berry (1990) claimed that many teacher-training programs in China concentrated on the improvement of the language level and linguistic knowledge of the language at the expense of the methodological aspect of language or students' ability to use the language for real communication.

Like many countries, the situation of teacher education in Jordan, to a great extent, is the same as revealed by numerous local studies which criticized many teacher training programs for having a number of shortcomings. For example, the pre-service training programs provided by Jordanian universities in their academic plans have often been described as being irrelevant and, in many cases, emphasize theory more than practice in the cooperative schools which are also described as being ineffective and do not satisfy the actual needs of the student teachers in practice (Abu Naba'h et al., 2009). Therefore, the new teachers who graduate from these programs at these universities need the appropriate knowledge of subject-matter as well as the pedagogical skills to teach the subject effectively (ibid).

In another investigation of community college teachers' attitudes towards the in-service training programs Al-Shdaifat (1998) found out that many of these teachers needed more training on language proficiency topics such as linguistics, phonology, and language usage.

This criticism has also been extended to the in-service training programs offered by the Ministry of Education in Jordan. For example, Ibrahim (1975) pointed out that most EFL teachers in Jordan were not qualified and needed more specialized training that includes both proficiency based activities and professional ability based activities. Likewise, Bani Abedl-Rahman (1990) criticized the in-service training programs offered by the Ministry of Education in Jordan as being very short, less practical and did not cover many essential topics such as testing.

Alhishoush (2008) explained how teachers in South Ghour have serious problems in using English as a medium of instruction in the classroom as many of them use Arabic instead most of the time. He also pointed out that these teachers need more training on giving instructions in English or '*teaching English through English*'.

Twalbeh (2005) on the other hand, concluded that very little attention is given to teachers' needs in many of the in-service training programs in Jordan which he described as being very short and lack organization. He also stated that some of the teacher trainers themselves are unqualified and the training centers are not well equipped with the required facilities for training. Therefore, he stressed the need for teachers to develop '*key teaching competencies*' which can only be developed by specialized in-service training programs which must necessarily be based on the actual needs of the teachers themselves.

However, in order to be able to judge the effectiveness of training programs and make sure that they achieve the desired goals and objectives many of these programs need regular evaluation. For this purpose, different ways and models are used to evaluate programs or courses such as those suggested by Hamblin (1974), Brinkerhoff (1987), and Kirkpatrick (1994) and others who gave detailed explanation and levels and procedures for program evaluation.

These evaluation models provide researchers and decision makers with useful information about the programs as they focus on some aspects of a program or the whole program sometime. However, the main purpose of evaluation is always improving these programs by adapting them or by making necessary changes in some aspects so as to make them more appropriate for the target population.

Based on these facts about English language teacher education, and having been an English supervisor and teacher trainer for many years, in Jordan as well as in other neighboring countries, the researcher calls for systematic efforts for identifying the teaching competencies that Jordanian English teachers' need from multiple perspectives. The aim of this research is to provide useful information for the preparation of a national training program for English language teachers in the country.

1. Research Problem

The roles of EFL teachers nowadays are more complex than they were any time before. Thus, a mere knowledge of vocabulary, grammar and basic structures of the language can no longer be viewed as the only requirement for the success of a language teacher. As a matter of fact, there are many specialized teaching competencies that are needed for anyone to qualify as an EFL teacher, that include good background knowledge of all the variables that might affect learning and teaching such as the socio-cultural context where teaching and learning take place, a good pedagogical knowledge, different ways of language assessment, the social and cultural aspects of

the language being taught, the learners' characteristics and their learning styles and strategies, the use of teaching and learning media as well as information and internet technology.

Moreover, the current situation of English language teaching and English teacher education in Jordan reveals many shortcomings in terms of teacher preparation and training programs. English teachers need more training on major areas of language teaching which constitute the specialized teaching competencies of English language teachers.

Therefore, this study aims to evaluate the current situation of the teaching competencies of English teachers in Jordan by investigating multiple perspectives, in an attempt to identify valid and reliable research evidence of the variables necessary for effective teaching. This will help English teachers improve the quality of their teaching and, consequently, improve their achievement of the English language learning outcomes at the secondary stage.

By involving the main actors in the educational process such as the supervisors, the students and the teachers themselves and examining the current in-service English teacher training programs, the study aims at providing a wider view of the problem and at offering useful data for the Ministry's future plans of English language teacher education programs in Jordan.

2. Significance of the Study

The research can be described as a needs' analysis as it provides useful framework for future training and development programs for secondary English teachers in Jordan and, to some extent, to the teachers of English as a foreign language at the different levels in Jordan as well as in other countries with similar contexts.

Moreover, the study provides a broader view of the problem as it involves different perspectives including those of the students who give their own view and judgment of their teachers' competency levels, and thus, provides educators with useful feedback about EFL teaching and learning in the country.

The study is also an attempt to bridge the gap of the lack of studies on teaching competencies and those on evaluation of pre-service or in-service teacher training programs at the secondary stage in Jordan as well as in the field of EFL teacher education in general

3. Research Questions

This research attempts to answer the following main research questions:

- What are the specialized teaching competencies that Jordanian secondary English teachers have?
- What teaching competencies do English teachers at the secondary stage actually need?

A number of questions come out of these main questions. These are:

1. How do secondary English teachers in Jordan rate their teaching competencies?
2. Is there any relationship between the sex of these teachers, their qualifications, their experience and their rating of their teaching competencies?
3. How do secondary students in Jordan rate the teaching competencies of their English teachers?
4. Is there any relationship between the sex of these students and their rating of the teaching competencies of their English teachers?
5. How do English supervisors rate the teaching competencies of the secondary English language teachers in Jordan?
6. Is there any relationship between the sex of these supervisors, their qualifications, their experience and their rating of the teaching competencies of the secondary English language teachers in Jordan?
7. Are there any differences between the three ratings (i.e., by the teachers', the students' and the supervisors') of the teaching competencies of the secondary English language teachers due to their position?
8. What teaching competencies are suggested by experienced teachers as necessary for secondary English language teachers in Jordan?
9. To what extent do teacher training programs in Jordan match the teaching competencies that Jordanian Secondary English teachers actually need?

4. Hypotheses of the Study

In this study the researcher attempts to test the following hypotheses

1. There are no statistically significant differences (at the level of $\alpha \leq .05$) between the ratings of the secondary English teachers of their teaching competencies due to gender.
2. There are no statistically significant differences (at the level of $\alpha \leq .05$) between the ratings of the secondary English teachers of their teaching competencies due to their qualification (i.e., Intermediate Diploma, Bachelor degree and higher than B.A).
3. There are no statistically significant differences (at the level of $\alpha \leq .05$) between the ratings of the secondary English teachers of their teaching competencies due to their experience (i.e., 1-5 years, 6–10 years and more than 11 years).
4. There are no statistically significant differences (at the level of $\alpha \leq .05$) between the ratings of the secondary students of their teaching competencies due to gender.
5. There are no statistically significant differences (at the level of $\alpha \leq .05$) between the ratings of the teachers, the supervisors and the students of the teaching competencies of English teachers at the secondary stage due their position (i.e., supervisor, teacher and student).

5. Operational Definitions

- **Competency:** the simplest and most comprehensive definition of competency is given by the International Board of Standards for Training, Performance and Instruction (IBSTPI, 2011) as

"...an integrated set of skills, knowledge, and attitudes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment..."

- **English Language Teaching Competencies** refer to the knowledge, skills and attitudes required for English teachers to teach the subject effectively. However, researchers did not agree about what knowledge and skills that English language teachers need or the degree of importance of these. Therefore, the researcher derived them from the major teaching competencies that appeared in a number of studies, mainly those by Butler (2003), Sprat, Pulverness and Williams (2005) and Mekhlafi (2007). These competencies include¹:

1. **Subject Knowledge and Proficiency-Based Competencies:** describe language (such as concepts and terminology describing language grammar, phonology and functions) and language skills and sub-skills and proficiency in the targeted language in listening, speaking, reading, and writing).

¹ For more details about these competencies see chapter one 'teaching competencies'.

2. *Cultural Knowledge Competencies*: describe target culture's society such as their values, life styles, products, institutions...
 3. *Teacher-students Relationship Competencies*: describe teacher's background to language learning such as their knowledge of the theories of learning and language acquisition, motivation, the role of errors in language learning and learner characteristics such as learning styles and learning strategies...
 4. *Instructional Competencies*: describe teacher's pedagogical knowledge or language instruction skills and general instructional skills (e.g., skills in employing various pedagogical methodologies such as presenting vocabulary, asking questions, teaching grammar or language skills ...).
- ***Teacher Qualities*** refer to the characteristics and properties of a teacher such as knowledge of the subject, patience...
 - ***Evaluation*** means examining or assessing something in order to judge its value or quality.
 - ***Training Program Evaluation***: Robinson (2003) defined training program evaluation as "*the collection, analysis, and interpretation of information ... for forming judgments about the value of a particular program.*" (p.199).
The purpose of such evaluation is to provide information on '*perceptions of a program's value*', examining how far they meet their objectives, and

giving suggestions to the people concerned about necessary changes for improving the program.

- ***Teaching Practices*** refer to the classroom events which are usually practiced by the teachers in order to achieve the desired learning outcomes.
- ***Pre-service Training*** refer to the process of helping teachers acquire the knowledge and skills to become competent teachers by universities, teacher colleges and public or private institutions before they start their job as teachers at schools.
- ***In-service Training*** refer to the process of helping teachers acquire the knowledge and skills needed for the purpose of professional development of teachers who have already started their job at schools.
- ***The South Region*** refers to the Southern part of Jordan which consists of 11 directorates of education, namely Kerak, Al-Qaser, South Ghour, Mazar South, Badia South, Tafila, Busaira, Ma'an, Petra, Shoubak and Aqaba.
- ***The Secondary Stage:*** this stage in Jordan refers to Grades 11 and 12 in the Jordanian schools.

Part I

Theoretical Considerations

Chapter 1

Teaching Competencies

Chapter 2

Teacher Education and EFL Teacher Training

Chapter 3

The Jordanian Context: History and Challenges

Organization and Structure of Part I

Part one of this study aims at providing a theoretical background to the topic of discussion, which is mainly *'English language teaching competencies'*, and introduces related topics. This part consists of three chapters each of which shows one aspect of the overall picture of the problem under study.

Chapter 1 describes teaching competencies such as the concept and the components, and then reviews the related literature by presenting a number of studies on the topic done in Jordan as well as in other countries. However the chapter starts with a brief discussion about *'teacher qualities'* and *'effective teaching practices'* which are very much connected to *'teaching competencies'* in an attempt to introduce the new concept and understand the term more clearly.

Chapter 2 is entitled *'Teacher Education'*. This chapter discusses a number of issues related to teacher education in general as well as English language teacher education such as the components of teacher education, EFL teacher training, training needs and training program evaluation. These topics are assumed to show the practical side of the topic where the researcher attempts to derive the specialized teaching competencies from the related literature and a number of training courses for English teachers implemented all over the world. These teaching competencies, in fact, constitute the main body of the study instruments which were intended to measure the

current status of EFL teachers' teaching competence at the secondary stage. This chapter also presents a number of related studies on '*teacher training needs*' as well as on '*training program evaluation*' so as to provide reliable evidence and supporting ideas for the main topic of discussion.

Chapter 3 is entitled '*the Jordanian Context: History and Challenges*'. This chapter discusses a number of topics which help to introduce different aspects of the Jordanian context such as providing facts about Jordan, the educational system and educational reforms in the country. Moreover, the chapter provides a historical background about teacher education in Jordan and presents a number of issues and challenges related to teaching education in general, and, more specifically, to English language teaching and EFL teacher education in the country.

Chapter 1

Teaching Competencies

1.0. Introduction

Although many studies in the past few years have focussed on the student as the centre of the educational process, there is general agreement among researchers that the success of learning and teaching is greatly affected by the qualities and characteristics of their teachers.

However, teaching is a very complicated process in which teachers have to control a number of variables. Thus, in order for teachers to be competent in their job they must be aware of subject matter they are teaching to their student and of the best methods and strategies of teaching the subject-matter to the students. They must also have a good knowledge of the characteristics of their learners and be able to provide appropriate classroom conditions that help students to construct their knowledge.

Furthermore, teachers must be aware of new technologies which can provide them with effective tools for a better control of many variables of the teaching and learning process.

These behaviours and characteristics of a teacher do interact with the job demands, organizational environment and professional culture to constitute the major teaching competencies required by a teacher (Panda and Mohanty, 2003).

However, in order to understand what teaching competencies are, we also need to understand a number of related terms such as teacher qualities and effective teaching practices.

1.1. Teacher Qualities

Teacher qualities refer to the characteristics that a teacher needs to be competent in the job. The base of teachers' ability to make the necessary changes in the classroom is largely determined by the teachers' personal abilities and experiences they have. These abilities and experiences such as verbal ability, content knowledge, educational coursework and teacher certification have been classified by many researchers as prerequisites of effective teaching. (Strong et al., 2004)

Teachers are expected to acquire high qualities as professionals as well as human beings due to the roles and responsibilities which are associated with teaching. For example, teachers must acquire knowledge of curriculum, the learners' characteristics, learning resources, and at the same time they must be good communicators in the subject area as well as of all the changes around (Rajput, 2000).

Qualities of teacher and effective teaching practices are much interrelated. They can also be compared to poor teaching and ineffective practices in teaching. Adval (cited in Panda and Mohanty, 2003), for example, explained how the identification of specific qualities and characteristics of an effective teacher can help in the selection of a competent teacher and elimination of inefficient and ineffective ones.

1.1.1. Qualities of Effective Teachers

Although a considerable body of research was written on qualities of teacher and effective teaching practices, there is still no consensus about '*what constitutes good teaching*' or '*what good teaching is*'. However, there are certain characteristics and skills that are usually demonstrated by effective teachers (Levine, 1971; Prodromou, 1991). Wotruba and Wright (1975) suggested a number of characteristics such as knowledge of and enthusiasm for the subject matter, good organization, effective communication, positive attitudes toward students, fairness in evaluation and grading and flexibility in approaches to teaching.

Rosenshine and Furst (1971) in a research review of the teacher's characteristics suggested a number of variables of effective teaching that include clarity, variability, enthusiasm, task-oriented and businesslike behaviour, opportunity to learn criterion material, use of learner ideas and general in directedness, criticism, use of structuring comments, types of questions, probing, and level of difficulty of instruction.

Stronge et al (2004) mentioned a number of qualities that effective teachers should demonstrate before they start their job at schools which they consider as prerequisites to teaching. Some of these qualities are content knowledge, educational course work, teacher certification and teaching experience. They also suggested a number of personal qualities such as caring, fairness and respect, attitude toward the teaching profession, social interactions with students, promotion of enthusiasm and

motivation for learning, and reflective practice, and considered these as indicators of effective teaching.

The National Commission on Teaching and America's Future (NCTAF) in two reports (1996 and 2003) emphasized the need for a high quality teacher in every classroom. However, in the 2003 report, the commission went further by identifying list of characteristics of highly qualified teachers based on research studies. This list includes:

- *deep knowledge of the subjects they teach;*
- *evidence of a sound understanding of how students learn;*
- *application of teaching skills necessary to help all students achieve high standards;*
- *ability to create a positive learning environment;*
- *use of a variety of assessment strategies to diagnose and respond to individual learning needs;*
- *demonstration and integration of modern technology into the school curriculum to support student learning;*
- *collaboration with colleagues, parents and community members, and other educators to improve student learning;*
- *reflection on practice to improve teaching and student achievement;*
- *pursuit of professional growth in content and pedagogy; and*
- *instilling in students a passion for learning. (p. 5)*

Learners can also tell who *is* a good teacher and who *is not*. In fact, the learners' appraisals of their teachers are good indicators of what constitutes essential characteristics of effective teachers (Adval, cited in Panda and Mohanty, 2003). In a survey of students' opinions of their favorite and the least favorite characteristics of language teachers, Prodromou (1991) produced two long lists of the qualities of both the good and bad language teacher. Although these qualities represent a learner's point of view, they still provide evidence of what qualities are required for effective teachers. The good and bad language teacher is described as:

The good language teacher:

- *Friendly*
- *Explained things*
- *Gave good notes*
- *Knew how to treat someone who sits at the desk for six hours*
- *Let the students do it by themselves*
- *Group work*
- *We did the lesson together*
- *Took out (elicited) things we know*
- *Talked about life*
- *Talked about problems of the school*
- *Talked about other subjects*

- *Played games*
- *Told jokes*
- *She was one of us*
- *Didn't push weak learners*
- *Asked students' opinions, there was a dialogue*
- *She was like an actress, pretended a lot*
- *She was forceful but not strict*
- *She was educated*
- *She knew psychology*
- *Used movements to make meaning clear*
- *She made sure everyone understood*
- *She was funny*
- *Read in tone that made meaning clear*
- *She got close to students*
- *She believed in me, made me believe in myself*
- *I wanted him to be proud of me*
- *He had a personality of his own*
- *Was very experienced*
- *She made grammar clear*
- *They tried to communicate*
- *She gave advice*

- *He talked about personal problems*
- *She gave me a lot of books to read*
- *She used questions a lot*
- *She asked all students questions*
- *Social work – it was their job*
- *We cut up animals (=did experiments, practical work)*
- *Talked about the lesson*
- *She knew mathematics (i.e. subject matter)*
- *She was more like a comedian*

The bad language teacher:

- *Very strict*
- *Did not let us speak*
- *Gave us a text to learn and checked it*
- *Gave marks all the time*
- *She was fixed in a chair*
- *Always above our heads (dominates)*
- *Shouted (for no reason)*
- *Gave a lot of tests*
- *Forced us to do things*
- *Didn't discuss other problems*

- *Started the lesson immediately*
- *Didn't smile*
- *She stared at you and you couldn't say a word*
- *His tests were too difficult*
- *We were not prepared for the test*
- *He just showed us a grammar rule and we forgot it*
- *Shouted when we made mistakes*
- *Very nervous (=bad tempered)*
- *Talked and talked*
- *She spoke flat*
- *She just said the lesson and nothing else*
- *There was a distance from us*
- *We didn't do experiments*
- *Believed students all knew the same things*
- *Like a machine*
- *Not prepared*
- *Treated kids like objects*
- *She was rigid*
- *Sarcastic and ironic*
- *Only lessons- didn't discuss anything else*
- *Avoided answering questions*

- *You couldn't laugh, you couldn't speak*
- *He was the teacher, I was the student*
- *He had blacklist and said 'you, you, you'*
- *She had a little book with the marks in*
- *No communication, nothing*
- *She made me feel anxious*
- *She said we weren't well prepared. (pp: 19-21)*

Although researchers agree that most of the characteristics of effective teachers are consistent across different subjects, there is very little agreement about the characteristics of the teachers of a specific subject area or discipline (Bell, 2005). Moreover, teachers who are effective with particular students may not be the same with all students. This, in fact, depends, to a great extent, on the context where the teaching and learning are taking place.

Teacher qualities are related to students' achievement. Although there is no universal agreement about what effective teaching is, any acceptable definition of the term should take into consideration what the teacher does in the classroom as well as the students' learning which is largely dependent on the teachers' qualities (Darling-Hammond, 2000).

Several studies investigated the relationship between teachers' qualities and students' achievement and found evidence that the teacher's characteristics and behaviors in the classroom have a decisive impact on the achievement of the learning outcomes and the students' achievement in general (Rosenshine and Furst, 1971; Wright et al, 1970; Sanders & Rivers, 1996, Darling-Hammond, 2000; Rice, 2003).

According to a report by the National Commission on Teaching & America's Future (NCTAF) (2004) a knowledgeable and skillful teacher can make the most difference in the student's achievement. Darling- Hammond (2000) and Rice (2003) also emphasized this fact by citing a number of studies which linked the teachers' verbal abilities to higher levels of students' achievement.

Rosenshine and Furst (1971) in their review of the teacher's characteristics found a good relation between the teacher's observable behaviours and educational outcomes. Medley (1977), on the other hand, examined the relationship between teacher behaviour and educational outcomes in a number of studies and found gains in the achievement of students who were taught by effective teachers and not in those who were taught by less effective ones. Rice (2003) explained how field experience has a positive impact in reducing anxiety of the teacher and can improve professionalism.

Effective teachers can inspire greater learning when they are compared to ineffective ones. Sanders and Rivers (1996) compared the results of students in

standardized tests and noticed that students who were taught by high-quality teachers had higher scores than those who were taught by low-quality teachers.

Other researchers even correlated teacher test scores with those of their students on standardized tests for evidence of significant gains in student achievement when compared to lower achievers (Strauss & Sawyer, 1986; Ferguson & Ladd, 1996).

1.1.2. Components of the Quality of EFL Teachers

It is needless to say that the effectiveness of language learning and teaching, to a great extent, depends on the qualities of EFL teachers. However, in order for language teachers to understand their roles in the teaching and learning process and improve the quality of their teaching, they must be aware of the basic components of the quality of teachers. Qin (2006) cited three basic components of quality of teachers that should be involved in quality of foreign or second language teaching. These components are *'theory component'*, *'information component'* and *'skill component'*.

According to Qin (2006), *'the theory component'* refers to knowledge of the subject matter and the theory of learning and teaching which provides teachers with an intellectual basis and guidance for what they are teaching. *'The information component'* refers to the information EFL teachers have acquired about education, about the different approaches to teaching, syllabus, teaching materials and teaching aids etc. *'The skill component'*, on the other hand, is three-fold: *'command of the language'*

which refers to the teacher's language proficiency where the teacher acts as a model for the students, '*teaching techniques*' which refer to the teaching methods used by the teacher, and '*management of learning*' which determines the ways the teacher manages the teaching activities so as to make them appropriate to students.

In order to improve the level of EFL teaching, Qin suggested a number of procedures which he considers *urgent* for teachers to acquire the basic components of the quality of EFL teachers. These procedures are:

- *tutorial explanations, reading or attending lectures related to EFL teaching;*
- *the observation of specially-devised demonstrations, both of specific techniques and of complete lessons;*
- *the observation of actual classes;*
- *practice in the preparation of lesson plans;*
- *micro-teaching: the teaching of specific items or techniques, possibly with the use of some teaching aids;*
- *peer -group teaching as a form of practice;*
- *Teaching real classes under supervision;*
- *post-class discussion of one's teaching;*
- *long-term attachment to an experienced teacher;*
- *in-service training courses of various kinds. (pp: 19-21)*

1.2. Teaching Competencies

As mentioned in the introduction to this research, competence or competency can be defined as the state of being well qualified to perform a task or an activity in a certain situation. A person is described as competent to do a certain task or a job if he or she has acquired the knowledge and skills required for this specific task or job. Competence also involves motives, traits, self- image, social roles, skills and knowledge which Boyatzis (1982) considered as components of a competency.

To Katz (as cited in Panda and Mohanty, 2003, p. 17), competence refers to the underlying characteristics of an individual's quality performance in a job or a situation. The International Board of Standards for Training, Performance and Instruction (IBSTPI) (2011) defines competency as

"...an integrated set of skills, knowledge, and attitudes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment. ...competencies are statements of behavior - not personality traits or beliefs, but they do often reflect attitudes. ... competencies are correlated with performance on a job and are typically measured against commonly accepted standards."

Teaching competence includes a number of variables that affect the teacher's performance such as process and product and personality; however, it is restricted to the teacher's behaviours during the classroom teaching, unlike '*teacher competence*' or '*teacher qualities*' which refer to the characteristics and variables affecting teacher's performance in general, and they are not restricted to any particular situation (Panda and Mohanty, 2003).

Because teaching competencies include a number of complex variables, it has been very difficult to have general agreement about which behaviours teachers need or areas more concerned. Richard (1990), for example, identified two components of any teacher education program which includes 'a *knowledge base component*' about linguistics and '*language learning theory*', and a practical component which is based on teaching methodology. McDonald (1978), on the other hand, suggested *content knowledge of the curricula, teaching methods, performance skills and strategies* and added *attitudes towards teaching and learning* as main competencies for a language teacher.

Shulman (1987) identified different types of knowledge that teachers must have, including (1) *content knowledge* (2) *general pedagogical knowledge* (3) *curriculum knowledge* (4) *pedagogical content knowledge* (5) *knowledge of learners and their characteristics* (6) *knowledge of educational contexts* and (7) *knowledge of educational ends, purposes, values, and their philosophical and historical grounds* (p. 8).

1.2.1. English Language Teaching Competencies

English language teaching competencies refer to the knowledge, skills and characteristics that teachers must have in order to meet the quality of instruction expected of them as language teachers. Such competencies describe English language competence and cultural knowledge of this language, in addition to knowledge of pedagogy for presenting this language to all kinds of students. These competencies are

sometimes introduced as rules or standards for prospective English language teachers at a certain stage. For, example, North Carolina Department of Public Instruction and Center for Applied Linguistics (1992) suggested 14 standards for second language teachers that emphasized a number of competencies such as linguistic competence and language proficiency, cultural competence, knowledge of the theories of language learning and teaching, second language instruction and curricula, classroom management, instructional resources and technology, assessment strategies and background knowledge of students' characteristics.

The Oklahoma State Department of Education (2009), on the other hand, produced full (subject matter) competencies for licensure and certification for all teachers including English and English as second language teachers. Thus, according to this department, a candidate for licensure and certification in the State should:

1. *maintain current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, and pragmatic);*
2. *apply comprehension, analysis, interpretation, synthesis and evaluation of auditory, written, and visual messages;*
3. *apply appropriate learning strategies for reading, writing, studying, and researching;*

4. *communicate effectively in speaking and writing, using appropriate language conventions;*
5. *understand the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly;*
6. *use the understanding of language acquisition and language learning processes to develop student proficiencies and to modify instruction for second-language learners.*
7. *establish a reflective and creative learning environment.*
8. *use a variety of assessment strategies to evaluate student proficiencies in the language arts and to modify instruction appropriately.*
9. *use technology to accomplish professional goals and to develop student's literacy proficiencies.*
10. *understand and teach strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print;*
11. *understand the literacy process (i.e., reading process and writing process), and provides effective instruction in literacy skills and strategies;*
12. *understand, teach, and implement Oklahoma's core curriculum (p. 14).*

Oliva and Henson, (2001) in the State of Florida gave a good example of Competency-Based Teacher Education by citing 23 generic competencies that teachers should demonstrate as a basic requirement for all teachers in the State. These

competencies in fact describe the attitudes, skills and characteristics of effective teachers in a number of areas or competencies that include (1) *communication skills*, (2) *basic knowledge*, (3) *technical skills*, (4) *administrative skills* and (5) *interpersonal skills*" (p. 119).

Butler (2003) identified a number of competencies for 'a good foreign language teacher' which included four major competencies, namely:

1. *Proficiency-based competencies (e.g., proficiency in the targeted language in listening, speaking, reading, and writing).*
2. *Knowledge-based competencies (e.g., knowledge of pragmatics, knowledge of language acquisition and linguistic theories, knowledge of the targeted society and culture, and (for English teachers in particular) knowledge of global issues and of the broader world).*
3. *Instructional competencies: language instruction skills and general instructional skills (e.g., skills in employing various pedagogical methodologies, classroom management skills, etc.).*
4. *Personal and interpersonal-based competencies (e.g., a friendly personality, flexibility, a sense of humor) (p. 4)*

Allen (cited in Brown, 2001, p.429), suggested nine competencies for what he considers as a 'good language teacher' that included:

1. *competent preparation leading to a degree in TESL;*
2. *a love of the English language;*
3. *critical thinking;*
4. *the persistent urge to improve oneself;*
5. *self-subordination;*
6. *readiness to go the extra mile;*
7. *cultural adaptability;*
8. *professional citizenship;*
9. *a feeling of excitement about one's work.*

From all these lists of competencies that constitute a good language teacher, four major competencies can be derived. These competencies are:

- *Subject knowledge and proficiency- based competencies*
- *Instructional competencies*
- *Teacher/ student relationship competencies*
- *Cultural knowledge competencies*

Each of these competencies will be examined in detail in the following sections.

1.2.1.1. Subject Knowledge and Proficiency-based Competencies

Logically speaking, a teacher cannot teach what he (or she) does not know. For example, a teacher of Mathematics must be aware of a wide range of Mathematics' concepts, facts, theories and relations to be able to find ways of making Mathematics easy and attainable to the students. Likewise, a language teacher must be aware of the target language basic vocabulary, grammar, syntax, phonology as well as language skills such as listening speaking, reading and writing to be able to make the target language accessible to his students.

Subject-matter knowledge, therefore, refers to the specific information of the content that teachers transfer to their students. This includes ideas, facts, and concepts of the subject and the relationships between them, and how the new knowledge can be created and evaluated (Driscoll et al. 2004). In language teaching, subject-matter knowledge includes a *linguistic component* which refers to the teacher's knowledge of the target language such as its phonological, morphological, syntactical and semantic systems, and language skills (i.e. as reading, writing, listening and speaking) and language *proficiency* which refers to the teacher's ability to use the target language effectively in all these skills.

Subject-matter knowledge is seen by some researchers such as Andrews (2003) "*as being the core of a teacher's language awareness*" (p. 82). According to Bachman (1990) this competence includes three components such as "... *a set of specific*

knowledge components that are utilized in communication via language", "... the mental capacity for implementing the components of language competence in contextualized communicative use" and "...the psycho-physiological mechanisms involved in language use." (p. 84)

Although some researchers such as Wilson et al. (2002) believe that subject matter knowledge of a teacher is not sufficient for effective teaching, many others still believe that teacher's knowledge of the subject he or she is teaching is essential in achieving the desired outcomes.

Recently, teacher's subject matter knowledge has received great attention by both native and non-native speakers of English. For example, the Education Commission, in Hong Kong (1995) reported that many local teachers needed in depth subject matter training as part of their initial teacher education.

Subject matter knowledge can affect the teacher's performance. Many studies have shown that deep subject related knowledge of a teacher has a positive impact on student performance. In a review of 30 studies that investigated the relationship between teacher's subject knowledge and students' achievement, Byrne (1983) found that student achievement in the majority of these studies was positively related to teachers' subject matter knowledge as measured by subject knowledge exams or coursework taken.

Teacher's knowledge is also related to effectiveness in teaching. Driscoll (cited in Driscoll et al 2004) for example, has shown that the teacher's deep subject knowledge of the structure and patterns of the language, ways of speaking and knowledge of the foreign culture lead to a deeper understanding of grammatical structures and vocabulary by students.

Teachers' knowledge can affect teachers' performance in the classroom and determine the way they use for their teaching (Edelenbos and Suhre, 1994). Driscoll (cited in Driscoll et al 2004) also noticed that teachers with greater subject knowledge were more successful in identifying and correcting errors and making short-term and long-term plans for their students' language development. This knowledge can also help teachers in deciding which areas are more helpful for their students. Similarly, Langer (2001) noted that successful teachers know their subject well and can easily decide what kind of knowledge is more important for helping students to master the subject and how to integrate this knowledge in their teaching.

Although there is no consensus about what is more important for EFL teachers, many studies emphasized the need for linguistic knowledge as well as language proficiency as major requirements for effective language teaching. For example, Buchmann (1984), Lange (1990), Murdoch (1994), Brown (2001) and Cullen (1994) have shown in their studies that language proficiency in speaking, listening, reading, and writing is one of the most essential characteristics of a successful language teacher

and can play an important role in improving the students' command of English. Some studies demonstrated that teachers' command of English can also affect their confidence and professional status as English language teachers (Doff, 1987).

The role of linguistics in language teacher education is also very important. Cullen (1994) maintained that the main goal of any TEFL program is improving the teacher's command of language. He also explained that the teacher's linguistic knowledge is part of this command. Likewise, Phillipson (1988) made it clear that concentrating on linguistics, psychology and education in the professional training can best serve ELT.

1.2.1.2. Instructional Competencies

This kind of competencies describes the teacher's pedagogical knowledge and general instruction skills such as presentation skills, questioning techniques, evaluation...etc. including the teacher's knowledge of theories and principles of learning and teaching.

Prentice (1996) stated that pedagogical content knowledge *"addresses how to teach a subject and how learners learn it with reference to subject-specific difficulties, particularities, misconceptions, and how the curriculum materials are organized"* (p.417). To Shulman (1987) this kind of knowledge

"...identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction." (p. 4)

In language teaching, pedagogical content knowledge refers to the teacher's knowledge of theories, concepts and practices regarding second language learning and teaching which, in turn, constitutes the content of second language teacher education (Richards, 1991).

Shulman (1987) explained that pedagogical content knowledge embodies the ways of representing and formulating the subject that make it easy to others including all useful forms of representation, analogies, illustrations, examples, explanations, or demonstrations that are useful.

Pedagogical content knowledge is important for teachers because it provides them with methods and strategies to use in the classroom to get their students to learn, and the necessary knowledge of the best utilization of these methods and strategies. This explains why many researchers claim that pedagogical knowledge is essential for all language teachers. In a survey of the practicum course in US graduate programs, Richards & Crookes (1988, p. 11), found that *"to provide practical experience in*

classroom teaching" and *"to apply instruction from theory courses"* were the most frequently cited objectives by the participants.

Students' learning is much affected by the strategies used by the teacher. Many studies have shown the teachers' pedagogical knowledge and strategies they use have a positive impact on students' learning. Korthagen et al. (2006) for example, explained how pedagogical knowledge of the teacher can improve the quality of students' learning if it enables the teacher to transfer the knowledge in a way that benefits the community.

Although there is no general agreement about what constitutes pedagogical knowledge or which areas or skills should be covered in foreign or second language program, many researchers (for example, Rivers 1981; Richards 1991; Nunan, 2003) seem to agree about certain areas and skills to be included in teacher education program such as planning, language teaching methods, theories of language and language learning, testing, class management, productive skills (speaking and writing) and receptive skills (reading and listening), etc.

1.2.1.3. Teacher/ Students Relationship Competencies

Teacher/ students relationship competencies refer to the relationship between the teacher and the students in the classroom. Such competencies include the teacher's knowledge of the students' socio-cultural background, theories of learning, motivation,

the learners' characteristics such as learning styles and learning strategies, etc. The main aim of such competencies is facilitating the teaching and learning processes and creating appropriate conditions for successful achievement of the desired objectives of language teaching.

Teacher /students relationship competencies are important because of the nature of teaching which can be described as a *'helping profession'* depending on the relationship which is created between the teacher and the students (Freeman, 1990). Harmer (2001) argues that *"the character and personality of the teacher is a crucial issue in the classroom"*, though he also believes that what makes a good teacher does not have much to do with the teachers themselves, but rather with *"the relationship between the teacher and the students"* (p. 2).

Breen (1985), on the other hand, described the process of learning a language as a social activity which is affected by a number of social conventions. The role and the nature of this relationship is central in the classroom as it affects all aspects of learning and teaching such as the forms of delivery as well as well as the forms of assessment.

Teacher-students relationship competencies are referred to as classroom management which is sometimes described as learner management because it is much affected by how much teachers know about their students and the nature of the relationship that exists between them. Moreover, classroom management usually entails using rules, procedures and routines by the teacher in order to involve the

students actively in learning. These procedures necessarily require a broad knowledge about the learners and skills of using necessary procedures to provide safe and effective learning atmosphere.

Therefore, classroom management, which is *"the actions and strategies teachers use to solve the problem of order in classrooms"* as defined by Doyle (1986, p. 397), is an important area where the relationship between the teacher and the students appears to be crucial, and the teacher's knowledge about the learners is of great importance. Driscoll (cited in Driscoll et al 2004) found that the specialist teachers who knew a little about their students such as their social background, learning difficulties, interests...etc had lower achievement and poorer classroom management. Driscoll also noted that teachers who had more contact with their students had more impact on their students' life at school and at home, their students were more responsive to them when compared to teachers who had less contact with their students.

1.2.1.4. Cultural Knowledge Competencies

Language and culture are closely related. Understanding a language involves more than understanding vocabulary, grammar or sounds of the language. In order to understand a language, we need to be aware of the aspects of its speaking community such as their life styles, products, institutions, values, norms, and above all the communication styles of the people of the target culture that distinguish them from other cultures.

Cultural competencies can be defined as "*a set of congruent behaviors, attitudes, structures, and policies that come together to work effectively in intercultural situations*" (Cross 1995, p. 4). However, in language teaching, cultural knowledge is reflected in many aspects of language such as those relating to favorite or appropriate topics of conversation, ways of expressing feelings, of using the tone of the voice, forms of address, greetings, ways of accepting or refusing invitations, ...etc.

In fact, the view of culture as an integral part of language teaching is supported by many researchers (For example, Rivers, 1981; Byram, 1997; Kramsch, 1993) who believe that besides linguistic competence, a certain level of cultural competence must be achieved by students learning a foreign or a second language. Cakir (2006) suggested that learners of a foreign language must be familiarized with the cultural component of the target language in order to be able to:

- *develop the communicative skills,*
- *understand the linguistic and behavioral patterns both of the target and the native culture at a more conscious level,*
- *develop intercultural and international understanding,*
- *adopt a wider perspective in the perception of the reality,*
- *make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication (p. 157).*

This close relationship between language and culture was discussed in a great number of researches which emphasized the need to provide the teachers as well as the students with cultural awareness in addition to language proficiency and pedagogical skills (Rivers, 1981). Some researchers argued that in order for teachers to develop their students' cultural awareness, they need special preparation on intercultural understanding (Driscoll, cited in Driscoll et al 2004; Byram, 1997). Other researchers such as Curtain and Pesola (1994) suggested cultural goals for language learning at a certain stage and divided them into categories such as cultural symbols, products and practices.

However, teaching culture and cultural competence was subject to conflicting views concerning the nature of this competence. One of such arguments was about the objectivity of the EFL cultural component, or whether or not EFL teachers should completely adopt the target culture's norms and standards and ignore their native cultures (Al-Mekhlafi, 2007). One sound point of view put forward by Lafayette, (1993) explained that intercultural competence should provide the teacher as well as the students with reasonable background knowledge of the target culture for a broader understanding of the language and enhancing their expressions.

From this discussion about competencies, we may conclude that researchers on teacher education and language teaching specialists have attempted to identify the characteristics of an effective teacher. Our general impression is that most researchers

agree upon the major competencies required for teachers, although there is some disagreement about the labels/categories or the degree of importance of each of these competencies. As a matter of fact, the competencies needed for one language teacher may not necessarily be the same as those required for other teachers in different contexts. In fact, any choice of teaching competencies is determined by a number of factors such as the subject matter to be taught, the goals of learning, the characteristics of the learners and teachers, and the socio-cultural context in which the learning takes place (Butler, 2003).

1.3. Related Studies on Teaching Competencies

This review of related studies consists of a number of studies on teaching competencies presented in chronological order. These studies are made in Jordan as well as in a number of different countries where English is taught as a mother tongue, as a second language or as a foreign language. However, these studies will be presented mainly as:

- Studies of teaching competencies relating to English as L1 subject at school and at university
- Studies of teaching competencies relating to English as L2 subject at school and university

1.3.1. Studies of Teaching Competencies Relating to English as L1 Subject at School and at University

Crisp (1968) surveyed the professional competencies of secondary English teachers in the United States. This study examined (1) how secondary school English teachers evaluated themselves in knowledge of English and in English teaching abilities; (2) the relationship between teachers' self-evaluation and variables such as teaching experience and teachers' qualifications.

The study was conducted in Illinois, in 1967 where 577 teachers responded to a questionnaire that consisted 27 items. These items covered four areas that included personal qualifications, knowledge and skill in English (language, writing composition, literature and oral communication), and knowledge and skill in teaching English.

The results of the study have shown that secondary teachers in general considered themselves 'good' in professional competencies. However, teachers with more teaching experience and higher qualifications tended to rate themselves higher than those with less experience and lower qualifications. The strongest score was given to oral communication and the lowest was given to knowledge and skill in teaching English, especially reading.

Drummond (1991) examined the principals' perspectives of the teaching competencies of pre-service graduate teachers of the University of Florida graduates. The study aimed mainly at identifying the teaching competencies that these teachers needed and suggesting ways for improving their performance.

The instrument of the study consisted of two parts. In the first part teachers were asked to rate themselves in 27 generic competencies, and in the second was open-ended where beginning teachers were asked to write about their weaknesses and strengths, and provide their own suggestions on how teacher preparation programs can help future teachers improve their performance in skills such as classroom management and organization.

The results of the study showed high ratings of the teachers' *'interpersonal skills'*, though many of these teachers rated themselves as weak in *'conferencing skills'*. Moreover, the teachers explained that they expected to have teacher preparation programs that are based on the realities of the classroom and field experience rather than theory. They also suggested establishing supporting groups that can provide immediate help for teachers whenever they needed such help.

Wayne (1992) analyzed the teaching competencies of secondary educators in the State of Missouri in the United States from teachers' and administrators' perceptions. The study attempted to identify the competencies that are considered important for secondary teachers of English (as L1) and other subjects by professional educators and

to examine the differences between the perceptions of the teachers and administrators of what is important for effective teachers of the secondary majors.

For data collection, the researcher developed a questionnaire that used Likert's four-scale format and consisted of 45 teaching competencies covering the major goals and outcomes of the stage. The questionnaires were sent out to 200 teachers and administrators who responded to them by identifying the degree of importance of each of these competencies.

The findings of the study revealed that both teachers and administrators agree about the importance of most of the competencies established by the State University, though in five of these competencies they did not agree. Moreover, the administrators' responses were higher than the teachers' in 38 competencies out of 45, such as the administrators' perceptions about the teachers' ability to implement a variety of effective teaching techniques, their ability to provide for individual differences or their ability to utilize performance based evaluation for improving instruction.

Whittington et al. (1995) examined the teaching competencies of student teachers at the University of Akron, Ohio State, USA who are prepared to teach English as L1 and other subjects in the state as viewed by cooperative teachers in the State. The study aimed to identify the Beginning Teacher Competencies (BTCs) for consideration in initial teacher preparation program at the university.

The sample of the study consisted of 308 cooperative teachers in Ohio State between 1992 and 1993. The participants were males and females at both secondary and elementary levels. The researchers collected the data of the study by means of questionnaires and interviews with the cooperative teachers.

The results of the study revealed that teacher students needed more help in the following areas:

1. *Practical experience and knowledge of how schools function;*
2. *Teaching or instructional skills;*
3. *Knowledge of content; and*
4. *Personal qualities.*

However, the cooperative teachers stated that these students were extremely competent in the following areas

1. *Communication;*
2. *Value of life-long learning;*
3. *Working with parents;*
4. *Diversity; and*
5. *Equal access.*

Furthermore, the findings of the study revealed a lack of consensus among the participants regarding which particular competencies are more important or when any of these competencies should be developed in a teacher preparation program.

Abbott-Chapman et al. (2001) conducted a longitudinal research of the characteristics and qualities of effective teachers as well the teaching competencies which were perceived as more important than others. The researchers surveyed four samples of teachers of different subjects including English (as L1). Some of these teachers included in the study were nominated by their students as successful in their job and others were not nominated by the students. The study continued for a period of 8 years between 1991 and 1998.

The researchers investigated the similarities and differences between the teachers who were nominated by their students as effective and those who were not nominated in a number of areas that affected teaching such as teaching styles, classroom behaviours and reactions to change.

The researchers used a number of measures for data collection such questionnaires and interviews. The results of the data collected showed that teachers were more concerned about teacher/ learner relationship competencies than administrative demands of organization. Moreover, teachers ranked competencies such as *'planning for students' learning'*, *'classroom management'* and *'the use of teaching*

strategies' as the highest and *'administrative competencies'* and *'accessing curriculum resources competencies'* as the lowest.

Faltis et al. (2010) described English teachers' knowledge-base competencies from three perspectives, namely (a) *the competencies recommended for teachers in general by the current literature*, (b) *the competencies recommended for secondary teachers in particular*, and finally (c) *the competencies perceived as necessary competencies by the practicing secondary teachers themselves*. The views of the secondary teachers who teach English (as L1) in a number of states were then compared with their current practices and teacher preparation.

The researchers used qualitative methods for data collection of the teaching competencies in general and those recommended for secondary teachers. However, they used qualitative and quantitative methods in the survey which they developed mainly to assess secondary teachers' views about the teaching competencies they perceived as necessary for teachers at the secondary stage. The survey covered four areas which include:

- *language and language learning;*
- *multiple assessments and language standards;*
- *students' backgrounds and communities; and*
- *the social, cultural, and political dimensions of language.*

In this survey 40 teachers out of 100 secondary teachers were asked to rate a number of statements using a rating scale in which they expressed their degree of agreement or disagreement with each statement in the survey.

The researchers were able to identify a number of necessary competencies for teachers in general as well as for secondary teachers in particular. The study also revealed a relatively high correlation between two factors, namely 'language' and 'language learning', and students' backgrounds and communities, and a slightly lower correlation between the other factors.

Edwards (2010) conducted a survey of the perceptions of first year education students at Queensland University about the expected levels of competency in literacies for L1 school teachers. The researcher examined eight aspects of language teaching to identify the skills which teachers classified as essential for effective teaching. These skills were then compared with the students' estimations of their own levels of competence in these areas such as *ICT* and computing, grammar, spelling, reading, viewing and listening...

The participants of the study were 309 male and female students out of a population of 419 students enrolled in the program in the first semester of the academic year 2006 -2007. These participants were asked to indicate the level of competence that a prospective primary school teacher should possess. Then they were asked to compare these levels with their own level and to explain what they intend to do to develop their skills in the future.

The results of the study showed a higher rating of spelling and grammar competencies while *ICT/computing* and visual aspects were the lowest of all the competencies in students' rating. Moreover, the students' estimation of their level of competence in spelling was very high when compared to their estimation of the genre competence which was the lowest of all. Regarding to how these students intend to develop their level of competence, many of the participants explained that this could be achieved by concrete and discrete experience, study as well as practice.

1.3.2. Studies of Teaching Competencies Relating to English as L2 Subject at School and University

Al-Mutawa (1997) assessed the state of competencies of EFL primary school teachers in Kuwait by comparing both external evaluation and self evaluation of the competencies of 100 teachers in the government schools in the country. The instrument used by the researcher consisted of 28 teaching competencies covering three areas of language teaching including language level, lesson planning and implementation.

The findings of the study showed a normal distribution of these competencies among the participants, though they were slightly positive sometimes. Although the researcher did not find any statistically significant differences between males and females, teaching load, classroom density, teacher qualification or Kuwaitis and non-Kuwaitis, she found a wide discrepancy between the teachers' perceptions of the degree of acquiring these competencies and those of the external evaluation in the three

components as many of these teachers seemed to have overestimated views about their abilities.

In an empirical study, Tsakiridou and Griva (1998) investigated the in-service training programs for the primary EFL teachers in Greece. The purpose of the study was to identify the training needs of these teachers as perceived by the teachers themselves and compared these needs with the current training provided for teachers. The basic instrument used in the study was a questionnaire that included 43 items covering four areas of language teaching, namely '*theoretical linguistics*', '*general education*', '*teaching methodology*' and '*teaching techniques*'. The sample consisted of 856 teachers selected from 12 main geographical regions that covered the whole country.

The results of the study showed that content of the current training programs provided by the Ministry of Education was not satisfactory to most of the participants and did not reflect the actual need of the target teachers in many areas such as the use of technology and some teaching techniques.

A study by Zawawi (2001) in Palestine investigated the EFL UNRWA² English teachers' perceptions of their communicative skills and college preparation. The sample of the study consisted of 182 male and female teachers which was the overall number

² The UNRWA normally runs primary school from Grade 1 to grade 10 only.

the teachers who were employed in the UNRWA schools during the Academic year 2000- 2001.

For data collection, the researcher used a questionnaire that included a number of items that measured teachers' perceptions of their communicative skills as well as those of the preparation program.

The Findings of the study showed that UNRWA EFL teachers did not receive sufficient training in a number of areas including sociolinguistics, psycholinguistics, non-verbal communication, English culture, language acquisition, and research in language teaching. The teachers also thought that more emphasis in the program should be placed on the conversation part as well as using the computer, whereas they believe that less emphasis should be placed on the theoretical part. Moreover, many of the prospective teachers believed that they were not prepared enough to the realities of the classroom, and many of them claimed that, though they believe that their communicative skills were sufficient at the school level, they were not very much satisfied when they communicated with native speakers outside their schools.

Butler (2003) studied the Korean elementary EFL school teacher's perceptions of the competencies they need and their concerns about their teaching practices in the Korean context. The researcher surveyed the opinions of 204 EFL elementary school teachers about the teaching competencies they have and those they don't have by using a number of instruments including questionnaires and interviews that measured their

attitudes about issues related to English language education in Korea, their language proficiency and their perceptions of teaching competencies they need.

The results of the study revealed a gap between the teachers' current English competencies and those required to teach '*productive skills*' (i.e., speaking and writing). The researcher also found that the surveyed teachers were very much concerned about teaching English at the elementary stage in Korea as well as the great need to improve their instructional competencies such as those related to teaching oral skills, lesson planning or dealing with diverse level proficiency classes.

Abdel-Kabeer et al. (2003) investigated the teaching competencies of primary EFL teachers in Yemen by surveying the perceptions of 1358 male and female teachers about the extent of practicing the basic competencies of teaching language. For this purpose the study used a questionnaire which included a number of items that represented the basic competencies of teaching the four language skills (i.e. reading, writing, listening and speaking).

The results of the study showed that teachers scored high in a number of areas such as teaching writing personal letters, teaching pupils how to use the dictionary, selecting reading texts which are related to real-life situations, using audio materials by native speakers to teach listening, and involving the whole class in group discussion. The study also revealed that male teachers scored higher than females in general,

though no differences could be attributed to the region, qualification or experience of these teachers.

Al-Nezami (2003) investigated the English language proficiency levels of in-service secondary English language teachers in Jordan. In this study the researcher examined the teachers' level of proficiency in two main skills, namely reading and writing, and tested whether the teachers' levels of proficiency were interrelated or affected by a number of variables such as qualification or experience.

The sample of the study consisted of 40 English language teachers teaching in Amman-2 Directorate of Education during the academic year 2001-2002. The data collection of the study was done by means of a proficiency test for reading and writing skills developed by the researcher himself.

The results of the study revealed that many participants had a poor level of reading proficiency in general, though some of them were 'average' readers in reading comprehension. Unexpectedly, the teachers with a shorter teaching experience were more proficient in writing than those who had a medium experience or longer teaching experience. Moreover, the study showed a strong relationship between the writing proficiency levels and reading proficiency levels of the teachers. Teachers' qualifications, on the other hand, had no significant effect on the teachers' writing levels though in the case of reading neither experience nor qualification had any significant effect on the teachers' level proficiency.

Perhaps the most comprehensive study about teaching competencies, qualities of teachers and effective teaching practices was the systematic review of the characteristics of effective language teachers by Driscoll et al. (2004). This study aimed at identifying the teaching competencies required to teach foreign languages to primary pupils by investigating the characteristics of effective teaching that are consistently associated with good achievement of language learning objectives. For this purpose, the researchers made an in-depth review of the related studies published between 1988 and 2003 by using variety of search techniques including electronic databases, websites, citations from other reviews and personal contacts identified potentially relevant studies. The main focus of the study was on the characteristics of effective foreign language teaching to children between the ages of 7 and 11 in Europe.

The main questions of the systematic review were:

- *What teacher competencies are required to teach foreign languages effectively in the later primary phase?*
- *What are the conditions which impact on effective teaching?*

The Results of the review showed the following:

- Teacher's knowledge of the language is a key issue in effective teaching. This includes subject knowledge of the foreign language, skills, teaching methods, resources, learners characteristics and needs ...etc.
- Purposeful use of activities, such as games and songs, and the use of audio-visual and other resources are useful aids to teaching and learning.

- The teachers' in-depth knowledge of the language and culture, their fluency, their ability to identify and correct errors as part of their teaching are very important factors for effective teaching.
- The study also emphasized the role of adequate conditions for effective teaching such as teacher training programs that provide teachers with the necessary knowledge and skills they require, and the active support of school leadership in order to develop the teaching practices in the school framework.

A study by Guven (2005) investigated the teaching competencies of the first stage primary school teachers' in Turkey. The purpose of the study was to find out the teachers' perceptions of the professional competencies across variables such as sex, age, training, professional experience and university departments. The instrument used for data collection was a questionnaire that consisted of 34 items and covering four domains including '*professional competence*', '*subject matter competence*', '*management of teaching and learning process competence*', '*materials development competence*' and '*planning competence*'. The participants of the study were 266 EFL primary school teachers in the city of Mersin.

The results of the study showed the following:

- EFL teachers' competencies did not change according to sex, age and professional experience.
- Teachers graduating from departments other than English perceived

themselves as less competent than those graduated from English departments.

- Teachers who did not attend any training courses about teaching English to children perceived themselves as less competent than those who had attended such courses.
- Teachers who had taken an in-service course perceived themselves as more competent in management of teaching and learning process and material development.
- Teachers' perceptions about their competence in the subject matter and planning were not attributed to in-service training.

Al-Mekhlafi (2007) investigated the prospective EFL teachers' perceptions of the specialized teaching competencies they have acquired in the TEFL program at Ajman University of Science and Technology in UAE. The study attempted to find answers to a number of questions related to the provision of a number of necessary competencies in the TEFL program and the acquisition of these competencies by these teachers. The competencies investigated by the researcher were *'language competencies'*, *'cultural literacy competencies'* and *'linguistic competencies'*.

The findings of the study showed that 143 of the participants in the study scored reasonably high in *'basic level competencies'* (i.e. the ability to use the language in highly predictable and familiar situations), though their scores were low in *'high level competencies'* (i.e. the ability to use the language fluently). The study also showed that

the course work provided in '*language skills*', '*culture and literature*', and '*linguistics*' was inadequate.

Atay et al. (2009) investigated Turkish teachers' opinions and attitudes of the teaching of intercultural competence and how their attitudes were reflected in their teaching practice in the classroom. The data were collected from a random sample that consisted of 503 EFL Turkish teachers from all regions of Turkey teaching in public and private schools and representing primary, secondary and tertiary levels in Turkey.

The data of the study were collected by means of a questionnaire that consisted of seven sections. In the first section of the instrument the participants were asked to check their priorities in teaching English out of a list of seven statements and then to indicate the three most important items for their teaching situation. In the second section teachers revealed their opinions about the aims of foreign language teaching. The third section investigated the teachers' perceptions of the aims of teaching culture in their EFL context. The fourth section examined insights about teachers' knowledge of target language culture(s), and the fifth section teachers revealed the amount of contact of these teachers with the target culture. In section six teachers gave their opinion about the role of culture in foreign language education and the last section focused on the application of culture in the classroom.

The findings of the study revealed that most Turkish language teachers were aware of the role of culture in foreign language teaching, however, many of them admitted that they did not integrate culture into their teaching in order to develop intercultural competence in their learners because of the lack of experience and training.

Akbasli (2010) investigated elementary supervisors' views of the competencies of EFL teachers in Turkey, and their contributions in the professional development of these teachers. The aim of the study was to identify the teaching competencies that teachers needed and give practical suggestions for helping these teachers to grow professionally.

The sample of the study consisted of 178 male and female elementary supervisors who participated in a training course for improving teaching in Turkey. These supervisors responded to some open-ended questions concerning EFL teachers' competencies in a number of areas including subject knowledge, general knowledge, and pedagogic formation.

The findings of the survey revealed that elementary English teachers are competent in the three areas namely in field knowledge, general knowledge, and pedagogic formation; however, according to the elementary supervisors, these teachers have some deficiencies in practice rather than in what they actually know. Regarding to

how these supervisors can help these teachers improve their competencies; the elementary supervisors suggested a number of procedures that include:

- *Guidance*
- *In-service training, seminars, courses and meetings*
- *Show resources, distribute photocopies and other tools*
- *Hands-on training*
- *Perform only the duties that are stated in the regulations*
- *Class visits*
- *Motivating teachers*

Summary and Conclusion

This chapter aimed at defining the construct of *'teaching competencies'* in light of the relevant studies done in L1 and L2, at school and university levels in many places around the world. Also a number of related terms such as *'teacher qualities'* and *'effective teaching practices'* were explained to enhance our understanding of teaching competencies.

The diversity of opinions about the qualities of teachers and teaching competencies which are discussed in the theoretical background and the review of related literature chapters have provided evidence that there is no specific *'formula'* for what constitutes *'good teaching'* or *'a good language teacher'*, though a number of characteristics or qualities can be considered as a base for effective teaching and constitute what can be called the *'teaching competencies'* of a language teacher.

Throughout this chapter, a number of terms were mentioned to describe teachers' ability to teach. However, in most of the literature written on the topic, the researcher could not find any clear difference in the use of terms such as *'teacher qualities'*, *'teacher competencies'* or *'teaching competencies'*. One distinction was made by Panda and Mohanty (2003) who explained that *'teacher competency'* is wider than *'teaching competency'* as it includes a number of variables such as teacher's behaviours, personality, process and product while *'teaching competency'* is restricted to the teaching behaviours presented during classroom teaching. Likewise, this interpretation

can also be extended to *'teacher qualities'* and *'teaching qualities'* which are similar to a great extent.

In the review of related literature, a number of studies which investigated teaching competencies in Jordan as well as in other countries all over the world were presented to provide a reliable evidence of the importance of the main topic and a wider view of the problem. These studies covered both the primary school level as well as the secondary school level in both L1 and L2 contexts. The main reason behind this is the fact that English language teaching competencies at the different levels are similar to a great extent, though their differences can not be ignored either.

Out of the review of the related studies a number of core competencies emerged as important and necessary for all teachers in general and for English language teachers in specific. The review of the related literature has shown that most of the studies emphasized the need for a number of competencies such as *'subject matter competence and language proficiency'*, *'management of teaching'*, *'planning'*, and *'cultural competence'*. Although many of these studies were made in different contexts including L1, as L2 contexts, many of them seemed to agree about similar competencies.

In fact, the major competencies and sub-competencies which appeared in many of these studies constitute the core competencies used in present study which will be used later in the study instrument, though they are approached differently in terms of organization, methodology and perspectives.

Chapter 2

Teacher Education and EFL Teacher Training

2.0. Introduction

All countries are much concerned about preparing their teachers to take an active role in teaching the new generations for the purpose of achieving their desired outcomes. This need for teacher education has become even greater nowadays as a result of the complexities of the modern world and the tremendous changes in all aspects of life such as the new technologies and massive communication.

However, in order for teachers to take responsibility of their job, they have to be able to play roles which are quite different from those of the older generation of teachers in the past. In fact, teachers now are expected to achieve a very big number of outcomes when compared to those required from any generation in the history of mankind. (Levine, 2006)

In response to the requirements of the new era, there has been greater recognition of the role of the teacher as the most significant factor in the achievement of the desired outcomes (Shulman, 1987). For example, Tedesco (1996) considered teachers as the key actors in '*educational transformation*'. A report by UNESCO (2000, p. 153) claimed that '*the advance in education*', to a large extent, depends on the qualifications and pedagogical qualities of teachers. McGettrick (1997), on the

other hand, recognized the essential role of teachers in school reforms as the main tool for change. He stated:

"School reforms require teacher reforms. Teachers are the essential power for change in Education. The quality of education in schools is largely determined by the quality of teachers in them. In the development of programs of school reform a great deal of confidence and trust has to be placed in abilities of teachers and their professionalism as educators." (p. 206)

This important role that teachers play in improving the quality of education, in fact, created a great need for teacher education which has become an attractive topic in a growing body of the educational literature nowadays (Levine, 1971; Willis, 1983; Doff, 1988; Richards, 1990; Richards, 1991; Ur, 1996; Harmer, 2001; Levine 2006).

In order to help teachers take this role and increase their effectiveness they need to be exposed to different forms of development such as training, action research and teachers' readings on methodology of teaching before, and even after, they start their job as teachers in the field. This may also continue for life time as long as they continue to be in the teaching profession. These different kinds of experience that teachers need to grow professionally are, indeed, the main aspects of what can be called teacher education.

2.1. Teacher Education

Teacher education can be defined as the process of helping teachers to improve the skills of teaching in a number of ways such as training, practicing teaching or observing others in the act of teaching. It can also be defined as providing teachers with the knowledge and skills of teaching including mastery of their own subject knowledge and pedagogical knowledge that help them use appropriate strategies of teaching in the different situations (Furlong and Maynard, 1995).

Unlike the traditional view of teacher education which was restricted to pre-service training before joining the teaching profession or actually become teachers, teacher education is described now as a continuous process of professional growth of the teacher which never stops till retirement (Burke, 1987). Teacher education is more than just a degree, qualification or a teaching certificate. In fact, there are other qualifications, skills and competencies that can only be achieved by work through teaching practice in a school environment (Anderson, 1998).

Teacher education can either be *pre-service*, before teachers start their job at school or *in-service*, which is provided for teachers when they start the actual teaching in a school context. Richards and Schmidt (2002, p. 542) made a clear distinction between pre-service education which focuses mainly on basic teaching skills and techniques that new teachers need, and in-service teacher education, which goes beyond the basic techniques and focuses on other dimensions such as lesson planning,

classroom management, teaching the four skills, presenting new teaching and practicing items, error correction, etc. For them in-service teacher education deals with deeper issues such as teacher professional development, teacher self evaluation and the different approaches to teaching.

There are other terms that are related to teacher education such as teacher development and teacher training. Ur (1996) defined teacher professional development as a means by which teachers learn by reflecting on their own current classroom experiences. Freeman (1989) and Richards & Nunan (1990) believe that professional development has much to do with the teachers' personal experiences and background knowledge of the input content. Similarly, Wallace (1991, p. 2), maintained that teacher development *"is something that can be done only by and for oneself"* unlike teacher training and education which needs to be managed by other people.

Although both terms *'teacher training'* and *'teacher education'* are used in the literature to refer to the professional preparation of teachers, some researchers prefer to make some distinction between the two (Ur, 1996). Whereas training is mostly a pre-service strategy which aims at *"instilling habits or skills"*, as Kojima and Kojima (2006, p. 104) suggest. Teacher education can be described as *"a process of learning that develops moral, cultural, social and intellectual aspects of the whole person as an individual and member of society"* (Ur, 1996, p.3). However, in general, it can be concluded that teacher education is wider than teacher training while training is only

one aspect of education which usually takes different forms and involves different activities other than training and needs longer time.

Gebhard et al. (1990), for example, suggested a number of activities for helping teachers to gain the skills they need in their job such as teaching in real classroom setting, observing teaching, conducting investigative projects of teaching and discussing teaching in several contexts such as seminars, conferences or discussions between the student teachers and educators and between the student teachers themselves.

Teacher education is very important for teachers' professional development. This was emphasized in a number of studies which discussed the need for helping teachers to improve their classroom teaching practices. For example, Sapre (2000) stressed the need for teachers to recognize their roles as professionals and, thus, be able to take the responsibilities of their professional duties. Craft (1996) on the other hand, maintained that improving teacher's performance and the students' learning can be achieved through in-service training programs which, as she suggested, must respond to the teachers needs.

The UNESCO (2000) stressed the need for teachers to have appropriate training and to be able to choose the topics that satisfy their needs to secure *"a systematic*

improvement of the quality and content of education and teaching techniques" (p. 159). The UNESCO also made a call for authorities and teachers themselves to recognize the essential role of in-service teacher training in improving the quality and content of education.

Edge (1988) stated that teachers must be fully prepared for the classroom by providing them with a wide range of teaching procedures as well as the knowledge of how to make decisions about the appropriate use of these procedures. Pennington (1991) emphasized the need to provide teachers with '*a wide-ranging repertoire*' of both the knowledge and skills required for certain students or classroom situations.

Larsen-Freeman (1983), on the other hand, remarked that teacher preparation should go beyond the narrow sense of enabling teachers to use their skills in specific situations, and that teachers should be able to use these skills in any situation and make their own choices in teaching.

2.1.1. Components of Teacher Education

This controversial issue of how to help teachers acquire the knowledge and skills they need raises important questions concerning the nature of teacher education and the basic components of pre-service or in-service training programs such as the knowledge or skills that teachers need to acquire or teaching competencies required for effective teaching.

In answer to such questions, researchers gave several suggestions which concentrated on two main components, namely the theoretical component which focussed on linguistics and theories of language and learning, and the practical component which focussed on methodology.

Traditionally, teacher education emphasized theory which is usually '*transferred*' to teachers in the form of '*lectures*' whereas professional knowledge or '*learning about teaching*' was produced to the student teachers in a number of courses that included both content knowledge and pedagogy (Korthagen et al., 2006, p. 1021)

MacDonald et al. (2001) suggested two kinds of knowledge for teachers including '*declarative knowledge*' which refers to knowledge about subject areas and theory of education and '*procedural knowledge*' which refers to knowledge of how to teach or knowledge of instructional routines that teachers use in the classroom.

Like many others, Hawley (1992) suggested that prior to teaching, teachers must be provided with subject-matter content and subject matter method, in addition to pedagogical knowledge and skills for teaching the subject. Similarly, Schelfhout et al. (2006) stated that teacher education programs should prepare student teachers in a number of areas including providing them with content knowledge of the discipline they are teaching and skills, giving them a chance to work in a school context, providing them with feedback about their teaching and helping them to overcome shortcomings and taking on pedagogical and moral responsibility.

2.1.2. English Teacher Education

The great interest in English language teacher education is the natural result of the widespread of English as an international language which created a great need for competent English teachers and, consequently a greater need to train these teachers to take responsibility of this task (Wallace, 1991). This can be noticed in a growing number of studies and manuals for preparing teachers of English as a second or a foreign language (for example, Willis, 1983; Doff, 1988; Richards, 1991; Ur, 1996; Harmer, 2001). Though varied in terms of audience and approaches, most of them include theoretical and practical components of second language teaching (Ellis, 1990).

English language teacher education involves different approaches. Richards (1990) referred to two different approaches to teaching and language teacher education, namely '*the micro-approach*' and '*the macro- approach*'. The micro-approach to language teaching and teacher education focuses mainly on examining the characteristics of teacher such as interest, attitudes, self control, enthusiasm... and how these characteristics can affect student learning. The macro-approach to teacher education, on the other hand, focuses on the nature and significance of classroom practices and suggests a description of these practices for best performance.

English language teacher education shares the main components of teacher education such as subject knowledge or pedagogical knowledge though it differs in what constitutes each of these components, the nature of the subject and the activities

and tasks used for teaching. Wallace, (1991), for example, referred to two kinds of knowledge that must be included in professional English language teacher education, namely '*received knowledge*' in which the trainee becomes aware of the vocabulary of the subject, concepts, research findings, widely accepted theories and skills of the subject considered as an important part of '*the intellectual content*' of the profession. The other kind of knowledge he described is '*experiential knowledge*' in which the trainee develops a practical knowledge of the job through practice and also by being able to reflect upon this knowledge in action.

Cullen (1994, p. 162) mentioned three components of language teaching training program, namely (1) *the methodological or pedagogical skills component* (i.e. different methods and techniques for teaching English, and the various classroom skills), (2) *the linguistic component* (i.e. theoretical component, including theories of language and language learning, curriculum, and awareness of the language itself, grammatical and phonological systems of the language) and (3) *the literature component* (i.e. the study of 'classical' or indigenous English literature) in order to increase their understanding and appreciation of language texts.

For Richards (1991), the main components of second language teacher training programs are a '*knowledge base component*', which is drawn from 'linguistics and language learning' and a '*practical component*' which is based on teaching methodology and practice.

Parla (1994) added that teacher education programs must develop the teachers' cultural awareness and prepare them to teach diverse learners, culturally and linguistically.

Doff (1987) stressed the need for language proficiency in a teacher training program as he believes that a teacher's command of English determines self-confidence of the teacher in the classroom. Berry (1990) criticized language teacher training programs in China for excluding the methodological component and concentrating only on language proficiency.

Pennington (1990) provided more details about content by suggesting a list of explicit goals for a language teacher development program that includes:

- *a knowledge of the theoretical base in the field of language learning and classroom research;*
- *information knowledge of self and students;*
- *attitudes of flexibility and openness to change;*
- *decision making and communication skills;*
- *the analytical skills necessary for assessing different teaching situations and the changing conditions in a classroom;*
- *awareness of the alternative teaching approaches and the ability to put these into practice;*
- *the confidence and the skills to alter one's teaching approach as needed;*
- *practical experience with different teaching approaches (p. 150)*

These components of teacher education, in fact, constitute the main qualities of a language teacher and the teaching competencies which are perceived as the main goals of teacher education programs. Richards (1990) maintained that the goal of teacher preparation is mainly to convey strategies of teaching as competencies to teachers under training. Medley (1977) commented that the quality of teachers and the difference between effective and ineffective teachers can only be measured by the repertoire of competencies, skills, abilities and knowledge that a teacher is able to acquire. Therefore, he suggested that teacher preparation programs must provide opportunity for new language teachers to acquire a repertoire of the skills and competencies required for effective teaching. This kind of preparation is called '*competency based teacher education*' since it uses competencies as a base for deciding for the quality of language teachers (Richards, 1990).

Murdoch (1994), on the other hand, argued that the activities in an in-service training program should focus on two main components: the main aspects of the language and teaching methods.

Stevens (1977) explained that any foreign language teachers must take into consideration three main areas including personal qualities, foreign language competence and pedagogical skills.

Breitenstein (1974) identified a number of skills that foreign language students-teachers must learn including:

1. *The history of English-teaching in his own country;*
2. *various methods, with their pros and cons;*
3. *audio-visual aids, their possibilities, use and maintenance;*
4. *periods of English the whole course comprises and how they are spread over the year;*
5. *the intellectual level of his classes or groups;*
6. *the different skills and the level aimed at;*
7. *the selection of vocabulary and grammar;*
8. *the language attitudes, interests and motivation of pupils and how to stimulate them;*
9. *receptive and productive language control and its implications;*
10. *the similarities and differences between the sounds and structures of the two languages; the cultural differences between the two nations. (p. 45)*

2.2. Teacher Training and EFL Teachers' Training Needs

In order to help teachers to be effective in their teaching and acquire the necessary levels of competence in language and culture they need training courses that provide them with the basic knowledge and skills for doing so. This was discussed in a growing body of literature that described the necessary competencies in English language teacher preparation (Rivers, 1981; Willis, 1983; Doff, 1988; Richards, 1991; Ur, 1996; Harmer, 2001).

Although there is no consensus about the content of language preparation programs or the degree of importance of the topics to include, most researchers agree about the need to provide English language teachers with teaching methodology and to raise their level of language proficiency as explained by Cullen (1994), Richards (1991), Rivers (1981) and many others. Harmer (2001) considered some topics for teacher preparation and tried to answer specific questions concerning English language teaching such as teaching reading, speaking, listening and writing, using textbooks, planning lessons. Richards & Hino (cited in Richards, 1991) on the other hand surveyed the views of expatriate teachers in Japan of the topics that they perceived as most important for those wishing to pursue a Master's degree in a TESOL program. Their list includes the following 10 topics:

1. *Teaching of listening*
2. *Teaching of speaking*
3. *Second language acquisition*
4. *Materials writing, selection and adaptation*
5. *Curriculum and syllabus design*
6. *Use of audiovisual aids*
7. *Psycholinguistics*
8. *Sociolinguistics*
9. *Teaching of writing*
10. *Teaching of reading*

These views of the content of an English language training program were reflected in the content of the majority of local English language training programs as well as international teacher training courses all over the world such as CELTA (Certificate of English Language Teaching to Adults), Trinity Certificate, TESOL (Teaching English to Speakers of Other Languages and TKT (Teacher Knowledge Test). These training courses and tests for teachers suggest a list of topics and skills which constitute the major competencies of an English language teacher preparation program.

Doff (1988) for example, in his training course *'Teach English'* suggested 24 areas of competencies which he considered as important areas for teachers in Egypt. This list includes:

- *Presenting vocabulary: (such as showing the meaning of new words and giving examples...)*
- *Asking questions and questioning strategies*
- *Presenting structures (such as showing structures in examples, showing the form of a structure...)*
- *Using the blackboard (such as organizing the board and writing examples and prompts for practice...)*
- *Using reading text (such as introducing a text, guiding questions and follow-up activities...)*
- *Practicing structures (such as using meaning and mechanical drill...)*

- *Using visual aids (such as using real objects, using flashcards...)*
- *Planning a lesson (such as using teacher's notes, aims and content...)*
- *Teaching basic reading (such as word recognition, simple reading tasks...)*
- *Teaching pronunciation (such as difficult sounds, stress, intonation...)*
- *Teaching handwriting (such as recognizing individual letters, joining letters, copying tasks...)*
- *Pair-work and group-work (such as pair and group activities, advantages and problem of Pair-work and group-work...)*
- *Writing activities (such as preparing for writing and correcting errors...)*
- *Eliciting from pictures, getting students to imagine...*
- *Reading activities (such as using pre-reading activities, using questions on a text, eliciting personal responses...)*
- *Correcting errors, its approaches and techniques...*
- *Listening activities (such as helping students to listen and using and using audio materials...)*
- *Communicative activities (such as information gap exercises and games...)*
- *Using English in class (such as giving opportunities to use English, using social language....)*
- *Role play (such as dialogues and interviews...)*
- *Using worksheets (such as those prepared for oral practice or reading...)*
- *Classroom tests (such as deciding what to test, testing skills and grammar...)*

- *Planning a week's teaching (such as planning a series of lessons or leaning a activities...)*
- *Self-evaluation (such as recognizing categories for observation, helping students to learn...)*

Another internationally well-known English language teacher training course prepared by Cambridge University is the Certificate in Teaching English to Adults (CELTA). This is an introductory course that provides intensive training and assessment of both theory and practice in a number of areas that are perceived as important for people with little or no previous English teaching experience. The topics included in the theoretical and practical parts of this course are (Cambridge University, 2011):

1. Learners and teachers and the teaching and learning context

- *Cultural, linguistic and educational backgrounds*
- *Motivations for learning English as an adult*
- *Learning and teaching styles*
- *Context for learning and teaching English*
- *Varieties of English*
- *Multilingualism and the role of first languages*

2. Language analysis and awareness:

- *Basic concepts and terminology used in ELT for describing form and meaning in language and Language use*
- *Grammar – Grammatical frameworks: rules and conventions relating to words, sentences, paragraphs and texts*
- *Lexis: What it means to 'know' a word; semantic relationships between words*
- *Phonology: The formation and description of English phonemes; features of connected speech*
- *The practical significance of similarities and differences between languages*
- *Reference materials for language awareness*
- *Key strategies and approaches for developing learners' language knowledge*

3. Language skills: reading, listening, speaking and writing:

- *Reading*
 - *Basic concepts and terminology used for describing reading skills*
 - *Purposes of reading*
 - *Decoding meaning*
 - *Potential barriers to reading*

- *Listening*
 - *Basic concepts and terminology used for describing listening skills*
 - *Purposes of listening*
 - *Features of listening texts*
 - *Potential barriers to listening*
- *Speaking*
 - *Basic concepts and terminology used for describing speaking skills*
 - *Features of spoken English*
 - *Language functions*
 - *Paralinguistic features*
 - *Phonemic systems*
- *Writing*
 - *Basic concepts and terminology used for describing writing skills*
 - *Sub-skills and features of written texts*
 - *Stages of teaching writing*
 - *Beginner literacy*
 - *English spelling and punctuation*
- *Key strategies and approaches for developing learners' receptive and productive skills*

4. Planning and resources for different teaching contexts:

- *Principles of planning for effective teaching of adult learners of English*
- *Lesson planning for effective teaching of adult learners of English*

- *Evaluation of lesson planning*
- *The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology based resources)*
- *Knowledge of commercially produced resources and non-published materials and classroom resources for teaching English to adults*

5. Developing teaching skills and professionalism:

- *The effective organization of the classroom*
- *Classroom presence and control*
- *Teacher and learner language*
- *The use of teaching materials and resources*
- *Practical skills for teaching at a range of levels*
- *The monitoring and evaluation of adult learners*
- *Evaluation of the teaching/learning process*
- *Professional development: responsibilities*
- *Professional development: support systems*

Teacher Knowledge Test (TKT) on the other hand, is well known as a teacher test more than being a training course, though some institutions provide training and practice for teachers taking the test. This test is prepared by Cambridge University, and like many other teacher training courses, TKT provides teachers with both subject matter knowledge and pedagogical content knowledge on a number of areas including the following:

1. *Describing language and language skills:*

Concepts and terminology for describing language:

- *grammar, lexis, phonology and functions*
- *Concepts and terminology for describing language skills*
- *and sub-skills, e.g. reading for gist, scanning*

2. *Background to language learning*

Factors in the language learning process, e.g.

- *motivation*
- *exposure to language and focus on form*
- *the role of error*
- *differences between L1 and L2 learning*
- *learner characteristics, e.g.*
- *learning styles*
- *learning strategies*
- *maturity*
- *past language learning experience*
- *learner needs*

3. *Background to language teaching:*

The range of methods, tasks and activities available to the language teacher, e.g.

- *presentation techniques and introductory activities*
- *practice activities and tasks for language and skills development*
- *assessment types and tasks (Sprat et. al, 2005)*

A very good example of an elaborate training course for English teachers in Jordan was an In-service Training Program prepared by the MoE (1991) for the primary teachers who taught with the Petra English textbooks. This course was originally prepared by the curriculum providers who trained a central team of English supervisors and a number of experienced teachers who, in turn, took the responsibility of training the teachers in all regions in the country. This course reflects all the views of the National Reform Project set up by the MoE in 1989. This course focuses mainly on pedagogy rather than other aspects of language teaching such as the study of language or language proficiency. The course includes an introductory unit and 10 other units that cover the following topics:

1. *Presenting Vocabulary*
2. *Listening Activities*
3. *Early Reading and Writing*
4. *Presenting and Practicing Functions and Structures*
5. *Developing Writing Skills (1)*
6. *Communicative Activities*
7. *Developing Reading Skills*
8. *Developing Writing Skills (2)*
9. *Writing Classroom Tests*
10. *Planning Your Teaching*

As can be seen from the above, language teacher education specialists have suggested different contents for an English language teacher training program; most of the programs they offered do provide English teachers with the necessary knowledge and skills they need. The importance of such training courses, manuals and teacher tests lies in the fact that many of them provide good examples of the types of competencies required for teachers' pre-service or in-service training programs in general and, to a great extent, they may constitute the basis of any locally prepared training courses for EFL teachers in Jordan.

2.3. Training Program Evaluation

It is generally accepted that in order for teachers to develop their teaching, they need to evaluate their performance, and make the right decisions accordingly. The training departments are also required to evaluate their programs so as to justify their existence by providing concrete evidence of the value of their training programs (Marsden 1991).

Evaluation means examining or assessing something in order to judge its value or quality. Educational evaluation, on the other hand, refers to

the process of delineating, obtaining and providing information on merits of goals, design, implementation and outcomes of educational activities, product during the process of its development, and / or demonstrate the merit of the final product when its development is completed. (Nevo, 1977, p. 127)

Training program evaluation can be defined as *'the collection, analysis, and interpretation of information ... for forming judgments about the value of a particular program'* (Robinson 2003, p.199). The purpose of such evaluation is to provide information on *'perceptions of a program's value'*, examining how far they meet their objectives, and giving suggestions to the people concerned about necessary changes for improving the program (Ibid).

The importance of training program evaluation in teacher education is emphasized by many researchers. For example, Rea-Dickins and Germaine (1998, p. 8) stressed *'the importance of having systematic evaluation at the heart of a program'*. Bartolome (1994, p. 179), also suggested that training programs should be evaluated in terms of EFL teachers' performance and how well these programs can prepare teachers to perform in the sociocultural context. Marsden (1991) provided seven reasons for evaluating programs such as validating needs assessment and methods, revising solution options, revising training strategies, establishing trainee-trainer reaction, assessing trainees' knowledge acquisition as well as trainers', and deciding whether or not the goals of the program have been achieved.

Many training program evaluation models do exist; however, there is no agreement about the best way to conduct an evaluation (Anderson, 1992). Program evaluation is usually determined by a number of factors such as the purpose of evaluation, the nature of the program, time frame and resources available for the target program (Turner, 1999).

Data collection in a program evaluation should be varied in terms of resources as well as methods used because different resources complement each other and give a wider scope of view of the programs. Therefore, for effective teacher training program evaluation, it is important to collect data about all the people involved in the program, that is, the stakeholders, the teachers participating in this program, the trainers, the students who are directly affected by their teachers' training as well as the content of such programs and whether or not this content meets the stated goals and objectives. These views are reflected in the works of a number of researchers who suggest asking the student teachers whether these programs meet their needs or prepare them for classroom teaching (Wallace (1991).

2.3.1. Program Evaluation Models

For program evaluation, several models have been used. However, the most commonly used ones are those suggested by Hamblin (1974), Brinkerhoff (1987), and Kirkpatrick (1994). For example, Brinkerhoff's model (1987) consists of six interrelated stages presented in a circular form. The stages of this model are:

1. Goal setting (What is the need?)
2. Program design (What will work?)
3. Program implementation (Is it working?)
4. Immediate outcomes (Did they learn it?)
5. Intermediate or usage outcomes (Are they keeping and/or using it?)
6. Impacts and worth (Did it make a worthwhile difference?)

Kirkpatrick's evaluation model which was devised for assessing the effectiveness of training programs consists of four levels of evaluation. These levels are:

1. *Reaction (of student): what the participants think or feel and felt about the training.*
2. *Learning: the change or increase in the acquired knowledge and abilities as a result of training*
3. *Behavior: the implementation or application of the acquired knowledge and skills as a result of training.*
4. *Results: the effects of training on target population (such as students) or environment as a result of the trainee's performance. (p. 19)*

The levels of evaluation implemented in these models are also flexible as some of them could be skipped sometimes because they may not be directly related to the target. Moreover, the measures used at each level are diverse as researchers can use a variety of measures such as tests, questionnaires, interviews, or any other measures which they think more appropriate to the program.

No matter which model is used, all models provide researchers with different ways for measuring the effectiveness of programs and show which aspects of a training program should be focused more than others. Yet, the decision about which model is

most appropriate for any context depends on a number of factors such as the nature of the program, the purpose of evaluation and the people involved.

The present research study does not follow any of these models, though, to a great extent, it meets many of these models at certain levels and it uses the evaluation techniques implemented in some of them. This study should provide useful information about the current situation of the teaching competencies of English language teachers in Jordan by studying different perspectives and involving several aspects of the problem. These perspectives will be carefully examined and matched with the current EFL in-service training programs so as to give a broader view of the problem for the decision makers in the country to consider in their future plans for English language teacher education programs.

2.4. Review of Related Studies on Training Needs and Program Evaluation:

This review of literature is in two parts. The first part presents studies related to English teachers training needs and the second presents studies related to evaluation of teacher training programs.

2.4.1. Studies Related to English Teachers' Training Needs

Folsom (1973) investigated the relationship between the teacher training materials of a training program and the teachers' needs based on the teachers' evaluation of the usefulness and applicability of these materials in their teaching.

The survey was conducted in Montana State by means of questionnaires that were designed for this purpose. The researcher collected data from 332 junior and senior high school teachers of English in the State.

The results of the study revealed that teachers needed more help in some areas such as using workable and effective teaching methods, knowledge of certain areas of language such as writing composition, creative writing and teaching grammar which was cited by the majority of the teachers investigated.

Dweik (1986) conducted a study that assessed the students' English learning needs at the secondary stage in Jordan in 1986 where the researcher used a sample for his study that consisted of 120 students, 30 teachers and 3 supervisors representing three different areas namely, Al-Karak, Jerusalem and Hebron.

To identify the EFL learning needs of the target students, the researcher implemented three questionnaires; one for the students, one for the teachers and a third one for the supervisors.

The findings of the study revealed that the secondary students' needs fall in four categories that included the following:

- The use of traditional methods in teaching English such Grammar Translation Method which gives very little attention to speaking and the value of understanding.
- Teachers of English were not qualified enough in the subject.
- Students' needs are not satisfied and they lack motivation for learning English.
- The teaching materials were irrelevant and did not respond to what students actually need in the subject.

The researcher suggested a reform in EFL curriculum which must give more attention to a number of areas such as:

- the implementation of a combination of teaching methods that help students acquire both the skills and components of language;
- improving the quality of teachers to meet the students' needs;
- motivating students and being more tolerant with their mistakes;
- providing materials that are more interesting, more appropriate to the students' mentalities and more relevant to their attitudes and backgrounds.

Al-Ansari (1996) investigated the training needs of EFL teachers in Saudi Arabia as perceived by the EFL inspectors, teacher trainers as well the teachers themselves.

The study was an attempt to bridge the gap between the current situation of in-service training programs and the actual needs of EFL teachers in the country.

The sample of the study consisted of 102 EFL teachers, 25 EFL inspectors and 32 teacher trainers who represented the whole country. These participants responded to three different questionnaires, and a number of them responded to follow up interviews which aimed at providing a deeper insight of the problem.

The finding of the study have revealed a great gap between the actual needs of EFL teachers in Saudi Arabia and the current training programs provided to these teachers by the Ministry of Education. In order to bridge this gap, the study suggested a Compensatory Collaborative In-service Training Program.

Al-Shdaifat (1998) conducted a study that aimed at identifying the EFL teachers' teaching needs for the purpose of designing a training course for teachers based on these needs. The researcher also investigated the effect a number of variables on these needs such as the sex of the teachers, their experience and their qualifications.

The study was conducted in Al-Mafraq First Directorate of Education which is in the North of Jordan in the Academic year 1997-1998. The study consisted of 201 male and female teachers.

To identify the EFL teachers' training needs the researcher used two instruments that included a questionnaire and observation checklist which were both used as a base for the training program suggested by the researcher for these teachers.

The results of the study showed that all the skills suggested in the questionnaire were important for teachers, though some skills such as '*classroom management*' and '*teaching procedures*' were more important than the rest. The teachers who were exposed to the suggested program also indicated that the program was useful and responded to what they actually needed.

Barbour (2001) examined the training needs of English teachers in Jordan from supervisors' perspective. In his study he attempted to identify the training needs of Jordanian teachers and examine the relation between these needs and other variables such as the teachers' sex, qualification, experience or the region where they worked.

The sample of the study consisted of 54 supervisors which is the total of English supervisors in the country. For the purpose of data collection, the researcher used a questionnaire that consisted of 58 items covering six areas of language teaching including reading, writing, speaking, listening, planning and evaluation.

The results of the study have shown that EFL teachers in Jordan were in great need of training in a number of areas such as teaching reading, writing, speaking, listening,

speaking as well as planning and evaluation. However, the researcher could not find any relation between these needs and the sex of teachers or their qualification. Moreover, the researcher noticed some differences in the needs that can be attributed to the teachers' experience and the region, mainly in the South Region of Jordan.

Al-Sa'adi (2005) investigated the Jordanian UNRWA English teachers' perceptions of their professional development. The researcher examined the teachers' attitudes towards professional development, their evaluation of teacher training programs, their self-evaluation, and their training needs and whether or not any of these variables is affected by the teachers' sex, qualification or teaching experience. Moreover, the study provided suggestions for improving training and professional development of UNRWA English language teachers in Jordan.

The sample of the study consisted of 170 teachers located in North Amman Education Area. This sample represented 25 % of the overall number of UNRWA English language teachers in Jordan. The data was collected by means of a questionnaire which consisted of a number of areas that measured teacher professional development and training needs.

The results of the study did not show any statistically significant differences in the teachers' attitudes towards professional development, their self-evaluation and their training needs. However, the results showed that teachers with lower qualifications and

less experience needed more training. Moreover, the males in this study responded higher than females in their self-evaluation.

The study recommended that UNRWA at North Amman Education Area should give more attention to teachers' needs in a number of areas including reflection on their teaching practices, team work, administrative responsibilities, and the provision of longer training workshops.

Inal (2008) conducted a research study that investigated the professional needs of EFL language teachers in Turkey. The study aimed at providing EFL teachers with profiles of their specific needs and describing major sources of reference to receive knowledge for the professional development of these teachers as well as suggesting workable EFL teaching methods with the available resources at workplaces.

The data of this study were collected from 132 male and female pre-service teachers who responded to a questionnaire and open-ended questions that were intended to measure the professional development needs of EFL teachers in the country. The instrument of the study covered a number of areas such as biographical information about the teachers, major sources to receive knowledge and teachers' preferences of profession-specific topics for future in-service seminars and availability of instructional resources at work places.

The data analysis of the study revealed that many Turkish teachers associated professional development with studying grammar textbooks. Moreover, many of these teachers stated that the training programs provided by the government are not adequate and, in many cases, beyond the actual needs of EFL teachers.

In a descriptive study in the United States, Gupta (2010) investigated elementary school teachers' perceptions regarding African American English and their professional capabilities to address the linguistic needs of the African American students.

The participants of the study were 156 teachers who responded to the survey among 500 elementary school teachers (k-6) in the selected schools. The instrument of the study was a questionnaire that consisted of 25 items using Likert's scale that covered both linguistic and pedagogical areas of teaching.

The results of the study revealed that the target teachers believe that they had limited understanding of the linguistic features of African American English as well as limited pedagogical skills that are required to address their students' needs. Moreover, the study indicated that the pre-service training program that these teachers attended was inadequate and had to be examined in with respect to language and literacy based courses.

2.4.2. Studies Related to Evaluation of EL Teacher Training Programs

Bani Abedl-Rahman (1990) evaluated teachers' and supervisors' perceptions of the in-service training program provided by the Ministry of Education for teachers teaching Petra textbooks which were taught at the primary government schools in Jordan.

The study consisted of both male and female teachers, and English supervisors who described their attitudes towards the training programs they attended for teaching Petra 5 textbooks and gave suggestions for the improvement of future training programs. Teachers also described in general the actual problem and needs of teaching Petra textbooks.

The results of the study showed that the teachers' attitudes about the training program were positive regardless to their sex, qualification or experience; however, many of the trainees indicated that a number of areas must be given more attention in the training program such as testing and micro-teaching. Moreover, many teachers indicated that the training program was very short and the trainers were not qualified enough and needed more preparation.

Al-Mutawa and Al-Dabous (1997) evaluated the teaching competencies of the student teachers in the practicum course for the intermediate and secondary school English teachers in Kuwait.

The sample of the study consisted of 36 student teachers including males and females, under-graduate and post-graduate students teaching in different schools with different loads of teaching hours. The study was conducted in the academic year 1994 - 1994 in Kuwait.

The data of the study were collected by means of invented an observation form by the researchers that consisted of 36 basic teaching competencies divided into five categories. These categories included personal qualities, language or linguistic knowledge, interpersonal relations, planning and implementation.

The results of the study showed that the five categories were significantly correlated with each other as well as with the overall score of these competencies together. Moreover, the study proved that a significant improvement in the student teachers' performance was achieved by the practicum course, though some differences were noticed due to some variables such as work load or qualification of the teachers in the three observations made by the English inspectors.

Peacock (2009) evaluated the EFL teacher training Programs in Hong Kong by focusing on the strengths and weaknesses of the programs, and how far these programs meet the students' needs. The data were collected by using of a number of instruments that included interviews, questionnaires, essays and analysis of the content of the program materials.

The findings of the study revealed that the program has many strengths such as the teaching of pedagogic skills as well as enhancing reflection and self-evaluation. However, the program has also some shortcomings that included the need to increase the amount of teaching practice and the knowledge input in certain areas such as teaching in a local socio-cultural context and classroom management.

Skinner (2009) evaluated the preparation program for teaching English as additional language in Ireland by investigating the perspectives of primary and post primary teachers on their preparation program. The researchers used qualitative methods to study the reflections of 15 English teachers on the content of their initial teacher education program and the skills and knowledge they needed for effective teaching.

The results of the study revealed the many of the teachers participating in the program needed more advanced practical coping strategies such as learning a range of techniques of how to adapt the planning and preparation of lessons, the importance of visual aids and the use of voice and classroom language, how to assess an EAL child's language competence. Most of the participants explained that they need a thorough foundation of related theory about teaching English as an additional language such as language and understanding stages of language development and language acquisition.

Coskun (2010) evaluated the English teacher education program in Turkey by using Peacock's evaluation model for the purpose of revealing which components of this program needed improvement from teachers' as well as students' perspectives. The participants in the study were 55 fourth year student teachers; 41 of them are females and three instructors in the department. The researcher collected data from the participants by means of a questionnaire and interviews.

The results of the study revealed that, though both teachers and students have similar views about the components of the program, they did not agree about which component should be given more attention in the program. Thus, while teachers believe that the program needs to improve the linguistic competence; student teachers believe that more emphasis should be given to the pedagogical side.

Al-Wreikat, (2010) evaluated the Jordanian EFL teacher in-service training courses in terms of teaching techniques and effectiveness of these courses. The researcher used a combination of qualitative and quantitative methods in his study by using a questionnaire and interviews as instruments of the study.

The data of the study were collected from 798 participants (331 males and 467 females) who responded to the questionnaires, in addition to considerable number of teachers who answered a number of interview questions about the in-service training courses in Jordan.

The findings of the study revealed that teachers were not satisfied with the techniques used in the training courses. However, they valued the importance of using certain techniques such as those used for teaching the four language skills, drama techniques and feedback discussion between the teachers and the trainers. Moreover, the results of study showed a gap between the MoE's policies concerning certain practices (such as using the technology in the classroom) and the content of training courses. Some teachers also complained that the teachers' learning styles were not considered to a great extent in training and the fact that the in-service training courses did not equip EFL teachers with key techniques and techniques of language teaching in the classroom. The data obtained by using qualitative data methods supported the results of the quantitative analysis to a great extent and showed a gap between the content and practices of the EFL in-service training courses and the claims of the ministry in such courses.

Summary and Conclusion

This chapter introduced a number of topics, namely 'teacher education' and 'training program evaluation'. These terms were connected to teaching competencies in the sense that they represent the practical side of teaching competencies where teachers are helped to acquire the teaching competencies they required in their subject.

The chapter also discussed a number of related terms to teacher education such as the concept and components of teacher education in general as well as English language teacher education. The study also provided information about EFL teacher training and the basic skills and competencies required in an EFL training program.

Moreover, the chapter provided information about training program evaluation in the sense that the study is mainly an evaluation of the current situation of the teaching competencies of English language teachers in Jordan. A number of models are introduced so as to clarify the concept and process of program evaluation as a tool for developing teachers' training programs which, in turn, are intended to prepare teachers by providing them with the basic knowledge and skills to qualify as successful teachers in the field.

The chapter presented a number of related studies in two main areas, namely training needs and training program evaluation. These studies provided good examples of the teaching competencies that English language teachers need in different areas as

well as those teaching at the different levels. Moreover, these studies provided useful information about the current situation of EFL training programs in a number of countries and the emphasized the need to improve, and sometimes, to change both pre-service and in-service EFL training programs.

Although a considerable number of studies were presented on the topic, it can be clearly noticed that there is a great need for more studies at the secondary level as most of the studies focused on the primary level only.

The review of related studies showed that, though a big number of teaching competencies were suggested by different researchers, there was no agreement about which of these is more important for EFL teachers or the classification of these competencies. However, in general, many of the studies emphasized the need for certain skills and competencies such as '*classroom management*' and '*instructional competencies*' more than the others. The studies that are related to training program evaluation also revealed a gap between the claim of many of the training programs and the actual needs of English language teachers.

Chapter 3

The Jordanian Context: History and Challenges

3.0- Introduction

Effective teaching does not only depend on the qualities of teachers and the teaching competencies they have; in fact, there are more factors which can affect teaching a language such as the socio-cultural context in which education is taking place. Therefore, factors such as general assumptions of teaching and learning a language as a second or foreign language, allocation of the subject in the curriculum or whether it is a compulsory or optional subject in the curriculum, time allocation of the subject, the amount of exposure to the language inside and outside the school, the specific characteristics of the learners such as the specific culture's learning styles and their views of the language and native...etc can affect the process of teaching in the classroom for both the students and the teachers themselves (Driscoll et al. 2004).

Thus, the aim of this chapter is to describe the Jordanian context and explain general issues about education in the country such as educational policies, challenges and basic assumptions about language teaching as well as English teacher education in Jordan.

3.1- Facts about Jordan

The Hashemite Kingdom of Jordan is a small Arab country on the East Bank of the River Jordan in Western Asia. The area of Jordan is 89,342 sq. km, and its

population according to the most recent estimation in 2009 is 5,980,000 people, about 70% of them live in urban areas. The official language in Jordan is Arabic, though English is widely used in the country and considered as a main language in business and higher education (Department of General Statistics, 2011).

3.2. Education in Jordan

Jordan gives great attention to education in particular and considers this as part of the country's main investment in human resources. Since the 1900s education in Jordan has played an important role in the country's development and transforming the country from a predominantly agrarian country to an industrialized one. Jordan is also well known for its advanced educational system. This system has been ranked as one of the best in the Arab World and the developing countries. For example, Jordan has the lowest illiteracy rate in the Arab World and a high primary gross enrolment ratio, and a high rate of transition to the secondary school as well as to higher education with 90 % parity in illiteracy and full parity of enrolment for both primary and secondary levels (The World Bank, 2009).

The structure of School education in Jordan is based on two cycles that include 10 years of compulsory basic education followed by two years of secondary education which can be either academic or vocational education that is offered as an option for students at this stage (USAID, 2007).

There are three types of school education in Jordan, namely government schools, private schools and the schools operated by United National Relief and Works Agency (UNRWA) in refugee camps. Students in all these schools are exposed to the same curricula, though some private schools offer additional foreign language courses or sometimes use English as a main medium of instruction. The academic year in Jordan starts in September and ends in June every year. At the end of the secondary stage all students in Jordan sit for Tawjihi exam which is the General Certificate of Secondary Education Exam for all students intending to go to university or a college (USAID, 2007).

In Jordan there are 37 directorates of educations distributed in three regions, namely the Southern region which includes the cities of Kerak, Tafeela, Shubak, Maan and Aqaba, the Northern Region which includes the cities of Irbid, Ajloun, Ramtha, Mafraq and the Mid-region which includes Amman, Madaba, Salt, Zarqa and Rusaifa.

3.3. Educational Reforms in Jordan

Educational reforms in Jordan started early in the twentieth century, though the process has been accelerated in the last 20 years. The first revolutionary reform started in 1987 after the Educational Reform National Conference whose recommendations became effective in the 1990s. This period witnessed increased efforts towards universality compulsory stage and extending it to 10 years rather than nine and improving the quality of education. Such efforts resulted in a relatively high number of

educational institutions which were given the responsibility of providing varied and high quality education as the country's main investment in human resources (El Hassan Bin Talal, 1996). This reform was clear in many aspects of the educational system such as extending the compulsory stage to become 10 years instead of nine, constructing a big number of new educational institutions, school infra structure, changing curricula and many of the educational policies in the country concerning teaching certain subjects (e.g. the number of hours, teacher qualification ...etc).

This reform was characterized by focusing on a number of areas such adopting a student's centered approach, critical thinking and problem solving, relating knowledge to real life. These aspects were reflected in the new curricula as well as in many teacher training programs (MoE, 1991).

Educational reform was accelerated by the new vision of His Majesty King Abdullah II in 2003 for the 'remodeling' the educational system towards creating and educational system based on Knowledge Economy that aimed at transforming the country into a regional information technology (IT) hub. This reform was reflected in a number of quality E-learning training programs provided for teachers to be fully implemented as an integral part of teaching and providing appropriate computerized infrastructure that helps in the implementation of these programs. This stage was called *Education Reform Project for Knowledge Economy one* (ERfKE I) as it adopted a more practical view of education as a means for improving the wealth of the country in a

global *'knowledge Economy'*. This reform targeted all sectors of education such as the structure of education, e-learning and computerization, examinations, teacher training, curricula, administration and organization, as well as financial administration (USAID, 2007).

This stage was characterized by a adopting a constructivist approach to the teaching and learning, curriculum improvement, quality training programs and adopting higher standards and accreditation system in order to "ensure high quality, consistency, and competitive educational opportunities for Jordan's children. (USAID, 2007)

The most recent reform is *ERfKE II* which aimed at increasing the learners' participation in the knowledge economy by providing them with a higher level of skills. This reform is a continuation and review of the previous reform as it attempted to correct the shortcomings of *ERfKE I* by giving more attention to school as a central unit of change, giving more focus to teachers as tools and implementers of change, stressing the role of the ministry of education as a facilitator of this change, building a capacity at both school and district levels and adopting a more "*participatory approach*" rather than "*directive approach*" to change. This reform did not only plan for change in the educational policies and the practices but also provided a system for monitoring and evaluation of the development process (The World Bank, 2009).

As a result of such reforms, and to ensure high quality of education in Jordan, the Jordanian MoE (2006) suggested a comprehensive list of the National Teacher Professional Standards that introduced the basic knowledge and skills of a teacher in Jordan. This list includes:

- *Understanding the foundation of education system of Jordan, its major characteristics, and its development trends;*
- *Understanding the content of the subjects that he or she teaches and its transformation into learnable forms;*
- *Planning for effective instruction;*
- *Implementing effectively instructional plans;*
- *Assessment of students' learning and instruction;*
- *Using accessible tools, means and resources to develop himself or herself professionally;*
- *Demonstrating professional ethics in her/ his behavior and actions inside and outside school. (MoE, 2006)*

These standards, in fact, play a vital role in controlling the quality of education and provide guidelines for the teachers who are responsible of leading the change in these reform projects.

3.4. Teacher Education in Jordan: History and Challenges

Jordan is one of the main producers of manpower in the region. As a result, teacher education in Jordan is viewed as a main part of the country's overall plan of investment in human resources of high quality in a country well known for being very poor in its natural resources (MoE, 2007; Al-Nahar, 1992).

Prior to 1987 teacher education in Jordan was limited to a few days of in-service training spent with teachers at the beginning of the academic year on general topics such as classroom discipline or planning. However, this training was very short and did not satisfy the needs of many teachers who were unqualified and usually started their job with very little or no experience in teaching. This approach to teacher preparation was applied to teaching English and all subject areas as well (Abu Naba'h et al., 2009)

The current system of teacher education only started after the Educational Reform Program in 1987 which gave more focus to efforts of improving the quality of education through investment in human resources, represented mainly by teachers. Many of these efforts were, in fact, a response to the recommendations of the First Conference on Education held in Amman in 1987 which resulted in a relatively big number of educational institutions that were responsible for providing high quality teachers for leading the change. Therefore, teacher education has recently received considerable attention by the country leaders as can be seen in a number of educational

policies such as those concerning teacher qualification which made it mandatory for anyone intending to be a teacher in Jordan nowadays to have a university degree in the subject and to study courses in education as a minimum requirement for the job (MoE, 1989).

As a response to the needs of preparing qualified teachers, many public and private universities in Jordan also produced education programs that gave teachers opportunities to acquire a wide range of materials in order to provide them with knowledge of subject area and pedagogy. As a result, the departments of curriculum and instruction in many Jordanian universities nowadays teach various subjects, such as Languages, Science, Mathematics and Social Studies; whereas students in these departments must also study the theories of teaching and learning in education of each subject area as a main part of their academic plan. (Abu Naba'h et al., 2009)

The Program of Practical Education did not start till 1993 within the Department of Curriculum and Instruction in the Jordanian universities. This department took responsibility of the organization and implementation of the practical component of teaching in all pre-service teacher preparation programs at these universities. The academic plan of many of these programs included subject area courses, courses in pedagogy and a practical component which included teaching practice in a school context supervised by the academic supervisor at university and the teacher mentor at the co-operative schools whose job was to help the student teachers in developing their teaching competencies and skills.

In the practicum course teachers spent one day per week for two semesters (approximately sixteen weeks each) divided into three stages, namely the observation stage, the partial practice stage and the full practice stage. The assessment of the practicum course was usually shared by both the staff of the co-operative school and the academic staff of the university who give an overall grade to the teachers (ibid.).

In-service teacher education in Jordan is usually provided by the training department in the Ministry of Education. Many of these teacher training programs are prepared by the Ministry of Education or organized in cooperation with other local or international educational institutions and organizations such as local universities, the British Council or the American Embassy. This training is often provided to new teachers in their first year of teaching or when new curricula or programs are implemented in the country. Such training is usually given on a regular basis at the beginning and during the academic year to all new teachers or to those teaching with new textbooks. The trainers to most of these programs are usually the subject supervisors who have a longer teaching experience and higher qualification in the subject and / or in education.

3.5- Teaching English in Jordan

The teaching of English in Jordan is gaining more and more importance nowadays. Like many countries, people in Jordan learn English to communicate with native and non-native speakers of English all over the world. English for them is a

lingua franca as it is used to communicate with other people abroad or for business or academic purposes (Al-Mutawa and Kilani, 1989; Zghoul, 2003) In fact one of the basic assumptions that constitute the rationale for teaching English in Jordan is stated by the MoE (2002) as follows:

"English is a lingua franca and hence is a means of promoting relations, understanding and cooperation between Jordan and other countries of the world. It is a major medium through which Jordan communicates, explains and proclaims itself to the world, and it is a medium through which other countries communicate with Jordan. (p. 7)

Although English is taught as a foreign language in Jordan; however, it enjoys the position of a second language after the native language Arabic. English in Jordan is taught as a compulsory subject in all public and private schools and, sometimes, as a medium of instruction in a big number of private schools and universities.

The Jordanian 'Culture and Education Law' of 1964 did not mention teaching English explicitly as one of its general or specific aims, however, one of the specific aims of the compulsory stage of education is (for pupils) to learn "one foreign language which will assist him in later stages of education, or the practice of his profession in future or life generally". (Harrison, et al, 1975, p. 1)

Nowadays English is gaining more and more importance in the country. The teaching of English in all schools in Jordan starts in the first year of school at Grade 1 at a rate of four to five 45-minute-periods per week for 12 years of school education. Furthermore, English is used throughout the country for industrial, technological, administrative and commercial purposes. Thus, for any person looking for a job in Jordan some knowledge of English has become a basic requirement for even some ordinary posts such as a receptionist or a driver in a private company. TOEFL or ILETS have become now a pre-requirement for graduate students wishing to get a Master's or Doctorate degree in any field of study.

Being such an important language in Jordan, the country adopted a number of educational policies concerning teaching and learning English such as the introduction of English at the elementary level in the academic year 2000- 20001 which resulted in an increasing exposure to the language for 12 years instead of eight.

3.5.1. General Goals of Teaching English in Jordan:

After 12 years of learning English as a foreign language, students are expected to be able to:

- 1. produce and comprehend the English sound system as realized in segments, syllables, words, phrases, and sentences; communicate intelligibly and fluently in English with native or non-native speakers of the language, using native or near native pronunciation; and understand English spoken at normal speed in different real life situations.*

2. *communicate intelligibly using variety of language structures and vocabulary to express notions and functions relevant to every day life situations such as: greetings; leave-taking; polite formulas and expressions; asking and answering questions (about oneself, others, age, price, weight, measurement, time, place, quantity, frequency, distance, etc.) introductions; accepting and declining offers and invitations; identification; requesting; expressing likes, dislikes, wishes and preferences; making suggestions; apologizing; complaining; threatening; promising; expressing hope, doubt, anger, anxiety, pleasure, surprise and disappointment, etc.*
3. *read and understand both simplified and authentic English texts of a general nature and / or technical language within vocabulary of about 1000 words for Lower Basic Stage (Grades 1-6), 2000 words for the Upper Basic Stage (Grades 7-10), and 2000 or more for the Secondary Stage (Grades 11-12); read and identify the main ideas from newspapers, magazines, articles, brochures, catalogues, and instruction manuals; acquire the skills of reading silently at reasonable speed without sub-vocalization or translating; get specific information from reading passages and other sources of printed material (e.g. internet, e-mail, letters, etc.), and progressively acquire the habit of reading for pleasure, which is the ultimate objective of the skill of reading.*
4. *master the graphemes (letters) of English and shape them correctly, legibly and neatly; use the English punctuation system correctly; spell correctly the*

vocabulary contained in the curriculum; write properly structured sentences; write a logical well-structured paragraph; retell a story in writing, write or complete a dialogue; write a short letter for some practical purpose; describe how a machine functions; fill in forms; extract information from maps, graphs and diagrams and use it in a written form; write a report based on observation or experience; gather information from a written text and arrange it in a tabular or diagrammatic forms; carry out other communicative functions in writing; and express in writing one's own ideas, feeling and points of view on a variety of topics using correct and appropriate English.

- 5. translate appropriate short texts from Arabic into English and vice versa.*
- 6. acquire the skills of critical thinking, reasoning and problem solving through reference to factual information, textual and discoursal signals, and contextual clues (situational and linguistic) as well as to social and ethical norms, particularly Arab Islamic culture, beliefs and values.*
- 7. acquire the skills necessary for efficient utilization of information technology as well as the linguistic registers used.*
- 8. acquire positive attitude towards English and realize its importance as a world language and as a means of promoting mutual understanding among peoples and countries as well as a means for professional development of individuals.*

3.5.2. Specific Objectives of Teaching English at the Secondary Stage in Jordan:

By the end of the Secondary Stage, the students are expected to have achieved the objectives listed under the following skills:

3.5.2.1. Listening and Speaking:

- 1. develop more the skills of sound and word discrimination and recognition*
- 2. get the gist of a taped talk on a variety of interesting topics*
- 3. engage in varied oral and aural activities to enhance the skills of successful oral and non-verbal communication*
- 4. discern the attitude and mood of speakers in addition to paralinguistic features accompanying the oral discourse*
- 5. take notes from cassettes, videos, etc. and respond to questions based on short talks*
- 6. practice oral expressions and engage in debate on a wide range of topics*
- 7. engage in conversations on everyday subjects*
- 8. respond to oral presentations, e.g., visual and authentic lectures, commentaries, reports, instructions as well as other resources of information such as the internet by asking relevant questions*
- 9. give a presentation on issues related to their study and personal needs*

3.5.2.3. Reading

- 1. read silently with comprehension and reasonable speed a variety of text types including technical topics*
- 2. develop interest as keen readers who gain joy from reading*
- 3. get the gist of various types of texts*
- 4. utilize efficient reading on varied interesting topics to develop the writing skill, i.e. to benefit from the text-based approach of learning writing*
- 5. develop more the skills of skimming and scanning texts in order to get the main idea and find answers to specific queries*
- 6. identify the attitude, tone, mood, etc. of the writer and respond accordingly*
- 7. invest various contextual and grammatical clues to predict and understand deeply the contents of reading passages*
- 8. distinguish the various writing modes: descriptive, narrative, expository, argumentative including technical texts*
- 9. develop the skills of word study, text analysis, dictionary usage*

3.5.2.3. Writing

- 1. utilize strategies for exploring and generating ideas*
- 2. organize ideas, write effective topic and produce sentences, order and limit information in a paragraph*
- 3. develop the skills of establishing cohesion and coherence lexical items that serve to unify a paragraph*

4. *e-mail others on topics related to their academic and non-academic needs*
5. *develop reasonable accuracy and fluency in continuous writing*
6. *take down notes that summarize the main ideas in spoken or written authentic text*
7. *transform given notes, figures or diagrams into reasonably lengthy texts*
8. *write description of an event or diagrams into reasonably lengthy texts*
9. *complete forms appropriately such as questionnaires, application forms, etc.*
10. *write appropriate business and personal letters*
11. *write a well organized essay about 200 words on non technical topics with varied rhetorical focuses such as persuasion, exposition, narration, etc.*
12. *compose extended dialogues on topics falling within their general interests*
13. *write clear and appropriate instructions on how to accomplish a certain task or job*
14. *translate from English into Arabic and vice versa paragraphs on topics falling within their general interest (MoE, 2002, pp: 6-16)*

3.6. English Language Teacher Education in Jordan

As a result of the great changes in the educational policies relating to the teaching of English in Jordan, there was a great demand for new English teachers and a greater need for English teacher education to help these teachers who must take care of teaching the new generation and lead the change at this stage.

In response to this great demand of more qualified and well prepared English teachers nowadays many public and private universities and teacher colleges provided pre-service teacher education programs that aim at preparing English teachers both in the English subject matter as well as in pedagogy. Although many universities offer English courses in their departments of curricula and instruction, they also have optional courses in pedagogy for those who study English as a major in their faculties. (Abu Naba'h et al., 2009)

In-service English language teacher education has always been on the agenda of the country's overall plan of teacher education nationwide. The Ministry of Education, represented by the Training Department and Curricula and Textbooks Department, provides training for English teachers working at the Ministry. This training is usually given to English supervisors centrally by the Ministry, or sometimes by local and international institutions such as universities or the British Council. These supervisors, in turn, are responsible for training teachers in their regions in accordance with the ministry's overall plan of teacher education. English supervisors also prepare remedial plans for helping teachers in areas where there is a need for groups or individual teachers as observations in the field might reveal.

English supervisors or teacher trainers are usually administrators with good teaching experience and have post graduate qualification, usually a Master's degree or higher in education or in English. The task of these supervisors is mainly to help

teachers improve their performance by providing them with basic pedagogy as well as in the subject matter they teach (e.g., Mathematics, Geography, Chemistry, English...)

This training provided by the ministry is part of a general plan for all in-service teachers whether or not they teach English. These in-service programs focus on the general educational policy in Jordan as well as on skills for teachers in general rather than on those needed for a certain subject. Moreover, many of the training programs are presented by the trainers in Arabic rather than in English. A typical training program for new teachers in Jordan lasts from 10 to 20 days during the academic year, and usually consists of the following topics:

1. ***Civil Service Law in Jordan:*** The teachers are provided with all that they should know about the education law in Jordan as well as their rights and duties as teachers for the Ministry of Education.
2. ***National Teacher Professional Standards:*** These standards represent a number of principles or framework for teachers of all the subjects which show the level of performance these teachers should achieve.³
3. ***Queen Rania Award for Teachers:*** The training material provides teachers with information about this award which is given to a number of teachers for high quality performance at the country level every year.

³ See Educational Reforms in Jordan (p. 116)

4. ***Education Reform for Knowledge Economy (ERfKE)***: The training material introduces the concept of knowledge economy and provides teachers with information about the applications of knowledge economy as a learning tool in the classroom.
5. ***Content Analysis***: The training material provides teachers with techniques on how to analyze the content of their subject and how to use this in planning for their teaching of the different components of this content, whether this is short term or long-term planning.
6. ***Classroom Management***: Teachers discuss a number of strategies which help them manage their classes successfully and understand the learners' characteristics such as their learning styles...
7. ***Action Research***: The training material provides teachers with basic information about research in education and application of action research in their subjects.
8. ***Instructional Strategies***: The training material presents a number of teaching and learning strategies and the benefits of each strategy or how to apply these strategies when teaching their subject. These strategies include the following:
 - a. Direct Instruction
 - b. Problem Solving and Investigation

- c. Group Learning
- d. Activity-based Learning

9. *Assessment Strategies:* The training material provides teachers with a number of assessment strategies they need and suggestions about the best choices of activities for getting information about student learning. A number of strategies are introduced. These are:

- a. Performance-based: performance, exhibition, demonstration, presentation
- b. Pencil and paper: essay, quiz/test/exam, select response
- c. Observation
- d. Communication: conference, interview, questions and answers
- e. Reflection: response journal, portfolio, self-assessment

10. *Information and Communication Technologies (ICT):* The training material provides teachers with basic information on computer technology and the applications of the computer to teaching their subject such as:

- a. Accessing information on the Internet
- b. Creating graphs from data
- c. Using educational software
- d. Developing multimedia presentations
- e. Searching for references on CD-ROM encyclopedia

In addition to these programs, teachers are given four to six training days on the subject matter whenever new textbooks are being introduced. In very few cases, when International Donors such as the USAID launch a new educational project in Jordan some programs are introduced. Examples of such programs are *TKT* by the British Council, and *Shaping the Way We Teach English* by the University of Oregon. However, these programs are restricted to a small number of English teachers out of the overall population of English teachers in the country.

Summary and Conclusion:

This chapter introduced the Jordanian context where English is generally taught as a foreign language, though it holds a position of a second language in many aspects such as using English as a medium of instruction in many institutions of further education and being the language for business and medicine as Jordan is a growing country trying to take its position in a highly competitive world.

The educational system in Jordan has also been introduced with some focus on Educational Reforms and Teacher Education Programs. These facts may shed some light on the context in which the Jordanian English teachers work and the kind of challenges they must meet as a result.

The chapter also provided information and facts about teaching English in Jordan and English language teacher education with a brief discussion about the in-service training programs provided for EFL teachers in the country.

These facts and information have shown a number of weaknesses and shortcomings in the educational system which appeared mainly in the training programs which were general, and in many cases, did not respond to the actual needs of English language teachers who need programs that provide them with specialized teaching competencies rather general ones.

Part II

Empirical Research

Chapter 4

Research Methodology

Chapter 5

Presentation of the Results

Chapter 6

Discussion of the Results

Organization and Structure of Part II

Part II aims at presenting empirical research. It introduces the research methodology, presents the results and discusses them in depth. It consists of three chapters:

- Chapter 4 describes in detail the process followed to achieve the aims and objectives of the present study. The chapter is divided into a number of sections that include:
 1. Research methodology
 2. Population and Sample
 3. Instruments of the Study
 4. Validity of the Instruments
 5. Reliability of the Instruments
 6. Data collection
 7. Design of the study and statistical analysis
 8. Procedures of the study

The chapter describes each of these sections so as to provide valid and reliable evidence of the data collected, the process followed as well as the results which will appear in the following chapter.

- Chapter 5 presents the answers to the research questions and tests the related hypotheses to these questions. This chapter focuses mainly on the data analysis which is supported by means of tables and charts.
- Chapter 6 discusses the results presented in the previous chapter and gives an interpretation of the findings. In this chapter the results are compared with other related studies as evidence to support the findings of the current study. Pedagogical implications are also discussed in a number of areas where the study can be useful for further research and applications are suggested. Some recommendations to the people concerned are also provided at the end of the chapter.

Chapter 4

Research Methodology

4.0 - Introduction

The present study can be classified as a descriptive survey which collects data through field investigation. The purpose of data collection is mainly to test the hypotheses and to answer the research questions concerning the target population. In this specific study the researcher investigated the teaching competencies of the Jordanian English teachers from multiple perspectives by means of questionnaires, interviews and content analysis of the training programs. He used both qualitative and quantitative methods for collecting and analyzing the data in order to achieve the aims of this study.

4.1. Population and Sample

Although this study investigates the teaching competencies of English teachers in Jordan, the researcher concentrated only on one part of the country which is the South Region to represent the entire population of English teachers in the public schools of the country. For a balanced representation of the population, the researcher used a multi-stage sampling technique (described below) to select samples of secondary school teachers, secondary students, and English supervisors from the 11 directorates of education in the region including males and females from both urban and rural areas in these directorates.

4.1.1. Sampling Technique and the Sample

The present study uses a multi-stage sampling technique which is used in a large scale survey as well as for comprehensive investigation. The data were collected from public schools in the South Region of Jordan.

The number of teachers involved in the study was initially 341, which is the overall number of English teachers teaching in the public secondary schools of the region. However, only 234 teachers responded to the questionnaires. This number represents about 69 % of the teachers involved.

The number of supervisors participating in the study is 21. This is, in fact, the overall number of English supervisors in the region including three heads of supervision in the directorates who have been appointed as English supervisors recently.

The number of students who responded to the questionnaire is 559 out of 16907. This number represents about 3.3 % of all the students studying at the secondary stage, namely Grade 11 and Grade 12 in 11 directorates of education in the South Region of Jordan. This percentage, though apparently small, it is still a considerable size with large population for sampling error of 5% with a confidence level of 95%. (Cohen et al, 2005, pp: 94-95)⁴.

⁴ See the tables of samples and their sizes for different population sizes.

The respondents to the questionnaires (i.e. teachers, students and supervisors all added together) are both males and females. The number of males is 416 (which represents 51 % of the students), and the females are 398 representing 49 % of the sample. Although there was a small difference between the numbers of males and females in the study, the male supervisors were a majority when compared to the females. The qualifications of the teachers range between *'Intermediate Diploma'* to *'Bachelor Degree and higher'*, though, most of them hold a *'Bachelor's Degree'*. The supervisors, on the other hand have higher qualifications than the teachers as most of them have either a *'Post Graduate Diploma'* or a *'Master's Degree'* in addition to *'a Bachelor Degree'* in the subject.

As for teaching experience, many teachers and supervisors had a long experience, whereas new ones were a minority among the participants. The details of the sample are displayed in table (1) below.

Table (1)
Sample of the Respondents to the Questionnaires

No	Variables	Supervisors		Teachers		Students		
		Number	%	Number	%	Number	%	
1	Sex	Male	18	85.7%	107	45.7%	291	52.1%
		Female	3	14.3%	127	54.3%	268	47.9%
2	Qualification (supervisors)	Bachelor Degree	0	0.0%	–	–	–	–
		B.A + Diploma	10	47.6%	–	–	–	–
		M.A or Higher	11	52.4%	–	–	–	–

No	Variables	Supervisors		Teachers		Students		
		Number	%	Number	%	Number	%	
2	Qualification (Teachers)	Intermediate Diploma	–	–	10	4.3%	–	–
		Bachelor Degree	–	–	173	73.9%	–	–
		Higher than B.A	–	–	51	21.8%	–	–
3	Experience	1 - 5 years	0	0.00%	61	26.1%	–	–
		6 - 10 years	5	23.81%	64	27.4%	–	–
		More than 11 years	16	76.19%	109	46.6%	–	–
Total		21		234		559		

More details of the sample are in appendices 1, 2, and 3, pp: 247-249.

The respondents to the interviews were purposively selected from different directorates of education. However, in the process of selection, due care was taken to include teachers with a longer teaching experience at the secondary stage as well as English supervisors in these directorates. The sample included both males and females. The details are displayed in table (2) below.

Table (2)

Sample of Teachers and Supervisors Responding to the Interview

No.	Subjects	Male	Female	Total
1	Teachers	8	9	17
2	English Supervisors	4	2	6
	Total	12	11	23

4.1.2. Rationale behind Choosing the Secondary Stage

The secondary stage in Jordan extends over two years (11- 12) where students have to choose either vocational or academic streams. However, whatever the student's choice, English is always a compulsory subject which all students must pass in order to be able to join a university or a college. Moreover, English for the majority students continues to be a very important subject especially for those enrolled in the science departments where English is the medium of instruction. Therefore, students' knowledge of English becomes essential for all students in the following years of their study at college or university as well as when they start their profession in the job market which is highly competitive and considers English as pre-requisite for almost any job.

The study concentrates on the teaching competencies of English teachers at the secondary stage which is challenging in many respects. For example, teachers at this stage must have high classroom management skills as well as a high level of English language proficiency skills which are different from those required from primary school teachers. Moreover, many English teachers starting their teaching profession at the secondary stage usually have received very limited or no pedagogical training at universities and, to a great extent, most of them lack such level of proficiency expected of a language teacher at this stage.

4.2. Instruments of the Study

For data collection, the researcher employed a number of instruments that include:

1. Three competency questionnaires for teachers, students and supervisors
2. Interviews with experienced teachers (teachers and supervisors)
3. Training course analysis table

4.2.1. The Competency Questionnaires

The researcher designed three questionnaires for English supervisors, teachers and students. These questionnaires include 40 specialized teaching competencies which can be termed as essential for English language teachers at the secondary stage. These competencies cover four main areas or categories that include:

1. Subject knowledge and proficiency based competencies: Items (1 -12)
2. Cultural knowledge competencies: Items (13 – 18)
3. Teacher/ student relationship competencies: Items (19 – 24)
4. Instructional competencies: Items (25 – 40)

The three questionnaires were intended to measure the teaching competencies that Jordanian English teachers have and those they actually need. The items presented in these questionnaires were carefully selected in accordance with the guidelines laid down by a number of educational institutions or research studies such as universities or

language institutions, review of related literature, MoE documents, in addition to the researcher's experience in the field as a teacher and a supervisor for more than 20 years. Moreover, the researcher gave due attention to consult people of expertise in the field such as supervisors and experienced teachers in the region.

The questionnaires have a Likert's five-scale format. The participants responded to the items by choosing one of the following options: *strongly agree*, *agree*, *undecided*, *disagree*, and *strongly disagree*. The three questionnaires were in English, though the students' questionnaire was translated into Arabic. The details of the questionnaires are displayed in appendices 4, 5, and 6, on pp: 250-258

4.2.2- The Training Course Analysis Table

The training course analysis table includes the same categories and items used for the three questionnaires. However, this table used the Likert's three-scale format, namely *available*, *somewhat available* and *not available at all*. The aim of this instrument is mainly to examine the degree of inclusion of the teaching competencies in the content of the training materials in a number of in-service English language teacher training programs in Jordan during the last 15 years. The details of this instrument are shown in appendix 7, p. 259.

4.2.3 The Interviews

The interviews include an open ended question that elicits from the respondents what they consider as necessary topics, areas or competencies for English teachers in Jordan. The aim of these interviews is to provide an in-depth perception of the topic of discussion and add reliability to the research.

The respondents were asked to write at least 10 topics or areas which they consider as most important for secondary English language teachers in Jordan. The details of this instrument are shown in appendix 8, p. 261

4.3. Validity of the Instruments

The researcher reviewed the related literature written on the topic and designed the three questionnaires, the analysis table, and interview question based on the variables for effective teaching practices and teaching competencies that are recommended for English teachers in teacher training programs such CELTA, TESOL, TKT and many others. These three instruments were given to a number of people for expertise including university teachers, supervisors and experienced teachers in the field who gave their opinion and suggestions on these instruments before administration of the survey. The jury agreed about all the items. Their suggestions, which were focused on the scale of the questionnaire, were taken into account and adapted accordingly. The details of the Jury and Jury's letter are in Appendices 9 & 10, pp: 262-263

The students were given an Arabic translation of the questionnaire so as to make sure they understood the items before responding to them. The Arabic translation of this questionnaire is Appendix 11, pp: 264-266 The English supervisors in the region were also requested to be available for students when they responded to the questionnaires to explain any difficult items to them. Moreover, in the students' questionnaires due care was given to the form of the items which evaluated the teaching competencies of their teachers, so many of the statements took the form of an outcome so as to avoid using direct statements which many students might feel reluctant to respond because many of them may not like to be in a position of someone evaluating his or her teacher, besides their feeling of being unqualified to do so.

4.4. Reliability of the Instruments

Reliability of the instruments was examined by using Cronbach Coefficient Alpha of internal consistency for all the questionnaires. The results of this test have shown very high reliability estimate of the three questionnaires for the individual categories as well as for the categories grouped together. The details of the reliability test are displayed in Table 3 below.

Table 3**Reliability Coefficient for the three Questionnaires**

	Items in the Questionnaire	Categories	Cronbach Coefficient Alpha
Supervisor's Questionnaire	Items: (1 - 12)	Subject knowledge competencies	0.91
	Items: (13 - 18)	Cultural knowledge competencies	0.95
	Items: (19 - 24)	Teacher/ student relationship competencies	0.93
	Items: (25 - 40)	Instructional competencies	0.94
	Items: (1 - 40)	All the Items together	0.92
Teacher's Questionnaire	Items: (1 - 12)	Subject knowledge competencies	0.90
	Items: (13 - 18)	Cultural knowledge competencies	0.93
	Items: (19 - 24)	Teacher/ student relationship competencies	0.85
	Items: (25 - 40)	Instructional competencies	0.94
	Items: (1 - 40)	All the Items together	0.96
Student's Questionnaire	Items: (1 - 12)	Subject knowledge competencies	0.86
	Items: (13 - 18)	Cultural knowledge competencies	0.89
	Items: (19 - 24)	Teacher/ student relationship competencies	0.87
	Items: (25 - 40)	Instructional competencies	0.92
	Items: (1 - 40)	All the Items together	0.96

As for the training program analysis table, the researcher employed inter-rater reliability where the content of these programs was analyzed twice in different times, and then the results of the two analyses were compared. The differences between the two judgments were very small and did not exceed 20 % for the four programs. However, to ensure more reliability of the results, the researcher re-considered his judgments whenever any differences were found and changed the values accordingly.

4.5. Data Collection

The data of the study were collected from teachers, supervisors as well as students from 11 directorates of education in the South Region of Jordan. The supervisors in these directorates were requested to take charge of collecting the data from the teachers and the students in their regular visits to the schools and explaining any items which needed clarification.

Most of the schools showed great collaboration, though a few directorates took longer time because some of the schools were located in very remote areas. However, the questionnaires obtained from the schools exceeded 80 % in most cases, though about twenty teachers and students questionnaires were excluded because they had a missing or unanswered page. The number of supervisors who responded to the questionnaires in the eleven directorates is 22, including three supervisors who have recently been promoted heads of supervision in the directorates.

The interviews with language specialists were organized when teachers and supervisors met for marking the end-of-year general examination for the secondary stage in Jordan. However, no response was received by mail, though some letters were sent by the researcher requesting to answer the interview question. In the interview question, the interviewees were requested to suggest at least 10 areas or topic; however, the number of areas suggested by many of them was less than 10 in most cases.

4.6. Design of the study and statistical analysis

The study can be termed as a descriptive survey where the data of the content analysis are primarily collected by means of questionnaires, interviews and content analysis of the training programs provided for teachers in order to match the competencies with those needed by the teachers as a result of the responses to the questionnaires. The interviews aimed at providing a deeper insight of the teaching competencies that teachers need through collecting a number of competencies that the participants consider as most important for teachers.

The study used both qualitative and quantitative methods where the perceptions of English teachers, language teaching supervisors as well as those of the learners are compared and contrasted. The data analysis used in the study is mainly the means, the standard deviations of the responses of the participants to the questionnaires, and

sometimes frequencies when needed. The data collected by means of interviews and training programs were analyzed by using both qualitative and quantitative methods.

A number of tests were conducted such as T-test for two independent samples, Scheffe test and Tukey HSD test which are used for post comparisons. The aim of these tests was mainly to test the hypotheses of the study.

The dependent variable in the study was mainly '*the teaching competencies of the secondary English teachers*' whereas the independent variables were the teachers, the students, the supervisors and the training programs. Other independent variables were also examined such as gender, qualifications and experience of both teachers and supervisors.

4.7. Procedures of the Study

To achieve the aims of the study the researcher employed the following procedures:

1. Reviewing the related literature.
2. identifying the population and sample of the study.
3. preparing the instruments of the study and testing their validity and reliability;
4. implementing the instruments and collecting data;
5. analyzing the data and discussing the results;
6. giving conclusions and recommendations.

Summary and Conclusion

This chapter aimed at describing the research methodology of this study. A number of issues were discussed in detail such as population and sample, study instruments, design of the study, statistical analysis and main procedures followed in the study.

The study aims at investigating the teaching competencies of English language teachers in Jordan; the population, restricted to the South of Jordan, was selected purposively because this area is characterized by a large number of remote schools and relatively inexperienced teachers.

Despite the difficulties relating to the location of the schools, the researcher was able to collect data from the majority of students and teachers in these schools which sometimes, as already mentioned were located in very remote areas.

The researcher used both qualitative and quantitative methods and instruments such as questionnaires, interviews and content analysis of training programs. These instruments, which showed high validity and reliability rates, were mainly intended to present multiple perspectives of the problem and through triangulation, provide reliable results of the study as a whole.

Chapter 5

Presenting the Results

5.0. Introduction

This chapter examines the results of the study in relation to the research questions stated in the introduction and tests the hypotheses relating to these questions.

These questions are:

- RQ1. How do secondary English teachers in Jordan rate their teaching competencies?
- RQ2. Is there any relationship between the sex of these teachers, their qualifications, their experience and their own rating of their teaching competencies?
- RQ3. How do secondary students in Jordan rate the teaching competencies of their English teachers?
- RQ4. Is there any relationship between the sex of these students and their own rating of the teaching competencies of their English teachers?
- RQ5. How do English supervisors rate the teaching competencies of the secondary English teachers in Jordan?
- RQ6. Is there any relationship between the sex of these supervisors', their qualifications, their experience and their own rating of the teaching competencies of the secondary English language teachers in Jordan?

- RQ7. Are there any differences between the three ratings (i.e., the teachers', the students' and the supervisors') of the teaching competencies of the secondary English language teachers due to their position?
- RQ8. What teaching competencies are suggested by experienced teachers as necessary for secondary English language teachers in Jordan?
- RQ9. To what extent do teacher training programs in Jordan match the teaching competencies that Jordanian secondary English teachers actually need?

5.1. Limitations of the Study:

The study was applied only in the South Region of Jordan because it was very difficult to cover the whole country. This makes the results of the study limited to the eleven directorates of education that were involved in the survey. The sex variable was included in the data analysis because of the fact that there are no co-education schools in Jordan basically at the secondary stage.

The number of students who participated in the survey was relatively small because of the large number of the students studying at the secondary stage, despite the fact that the size of the students' sample is still acceptable from a statistical point of view for very large population.

The training programs examined in the study are those provided by the Ministry of Education for all new teachers before they start their job as teachers at schools or those done during their service as teachers in the field. The study covers a period of 15 years between 1995-2010 during which the researcher himself was part of the educational system as a teacher and a supervisor in the region. However, any pre-service training programs provided by universities, teacher colleges or any academic institutions in Jordan were excluded because of the diversity of the programs and the policies controlling them when compared to those provided by the ministry of education.

The survey was administered in the second semester of the academic year 2010-2011 which is more appropriate as the schools are more stable in terms of staff availability.

5.2. The Results

The results of the data collected by the three instruments used in this study were analyzed by using both qualitative and quantitative means. The data analysis of the three questionnaires was conducted by using SPSS 9.0.0. The basic descriptive statistics computed in the study were the means, frequencies, standard deviations, and the percentages of each variable. The responses of the participants were correlated

with the study's main questions which investigated the teaching competencies of the Jordanian secondary English teachers.

The researcher employed Likert's five-scale format where the statements used had the following values:

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

In this study the researcher assumed that values greater than ($M=3$) can be termed as positive, and those below this value can be termed as negative. However, the researcher suggested grading these values as follows:

3.68 - 5	2.34 - 3.67	1- 2.33
High (competent)	Average (need some help)	Low (Need much help)

Therefore, means that have values between (3.68–5.00), for example, are termed as high or competent, and those that have values between (2.34–3.67) can be termed as average or needing some help and so on.

5.2.1. The Results of the Study Related to Question one: (How do secondary English teachers in Jordan rate their teaching competencies?)

To answer this question, the researcher computed means and standard deviations for the four categories of competencies as well as the items representing each category in the teachers' questionnaires. Tables (4, 5, 6, 7, and 8) show the details of this analysis.

Table (4)

Teachers' Rating of their Teaching Competencies in the four Categories

No	Domain	Items	N	Means	Std. Deviation	Level of Competence
1.	Subject Knowledge and proficiency based competencies	1 – 12	234	4.13	0.52	High
2.	Cultural Knowledge Competencies	13-18	234	3.69	0.82	High
3.	Teacher/ student relationship Competencies	19-24	234	4.05	0.62	High
4.	Instructional Competencies	25-40	234	4.19	0.59	High
	All competencies	1 – 40	234	4.02	0.53	High

The above table shows the results of the teachers' responses to the questionnaire in each of the four categories and all the categories grouped together. As can be seen in the table, the teachers' rating of their teaching competencies is clearly 'high' in the four categories. However, their rating of their '*cultural competencies*' is relatively low (M=3.69) when compared to the other categories, namely '*subject knowledge competencies*' (M=4.05), '*teacher-student relationship competencies*' (M=4.05), and '*instructional competencies*' (M=4.19).

When the four categories together are measured, the teachers' rating also appears to be 'high' (M=4.02) which indicates clearly that most of the teachers believe that they have acquired a good level of competence in all the teaching competencies that an average secondary English teachers should have.

Table (5)
Teachers' Rating of their Subject Knowledge Competencies

No.	Competencies	N	Mean	Std. Dev	Level
1.	I have good knowledge of English grammar	234	4.41	0.60	High
2.	I am well aware of English functions and structures	234	4.25	0.70	High
3.	I am well aware of English punctuation	234	4.24	0.70	High
4.	I have relatively good knowledge of English vocabulary which enables me to understand almost any text of interest	234	4.23	0.64	High
5.	I understand the terminology describing language skills and sub-skills (e.g. reading for gist, scanning, intensive reading...)	234	4.22	0.69	High
6.	I am well aware of English spelling	234	4.21	0.77	High
7.	I can express myself clearly in English without hesitation or making any mistakes	234	4.18	0.77	High
8.	I am well aware of English phonology (pronunciation, word stress, intonation...)	234	4.15	0.65	High
9.	I can read and understand authentic English texts about variety of topics	234	4.03	0.84	High

No.	Competencies	N	Mean	Std. Dev	Level
10.	I can write well organized paragraphs and essays without any mistakes	234	3.97	0.79	High
11.	I can listen to and fully understand short and longer texts by native and non-native speakers of English	234	3.94	0.91	High
12.	I am well aware of the differences between American English and British English	234	3.79	0.86	High

Table (5) shows the details of the teachers' responses to the first category, '*subject knowledge competencies*' (items: 1-12) in descending order. This table indicates that most teachers believe that they have good '*subject knowledge*' as many of them rate themselves as competent in the items such as '*knowledge or English grammar*' (M=4.41), '*knowledge of English functions and structures*' (M=4.25) and '*knowledge of English punctuation*' (M=24) and '*knowledge of English vocabulary*' (M=4.23). However, there were some competencies such as '*writing paragraphs and essays*' (M=3.97), '*listening to native and non-native speakers*' (M=3.94), and '*knowledge of the differences between American English and British English*' which, though they were rated relatively lower than the rest of competencies, the teachers in general considered themselves competent in them.

Table (6)
Teachers' Rating of their Cultural Competencies

No.	Competencies	N	Mean	Std. Dev	Level
13.	I have good knowledge about native English target culture's values and beliefs	234	3.73	0.90	High
14.	I have good knowledge about native English target culture's life style(s)	234	3.70	0.98	High
15.	I have good knowledge about native English target culture's customs, habits, dress, food...	234	3.69	0.96	High
16.	I have good knowledge about native English target culture's communication styles	234	3.68	0.95	High
17.	I have good knowledge about native English target culture's organizations and institutions such as universities, football teams...	234	3.68	0.93	High
18.	I have good knowledge about native English target culture's literature, art, music...	234	3.65	1.03	Average

Table (6) displays the details of the teachers' responses to the second category, '*cultural knowledge competencies*' (items: 13-18) in descending order. This table indicates that most teachers believe that they have relatively good '*cultural knowledge*' as many of them rate themselves as competent in most of the items with minor differences between the highest score (M=3.73) given to '*knowledge about native English target culture's values and beliefs*' and the lowest score (M=3.65) given to '*knowledge about native English target culture's literature, art, music...*'

Table (7)
Teachers' Rating of their Teacher–Students Relationship Competencies

No.	Competencies	N	Mean	Std. Dev	Level
19.	I have good knowledge of how to motivate my students	234	4.25	0.74	High
20.	I am well aware of the learner needs and interests...	234	4.06	0.80	High
21.	I am well aware of the differences between learning mother tongue and second language learning	234	4.06	0.86	High
22.	I am well aware of learner characteristics such as learning styles, learning strategies, maturity or past learning experience	234	4.03	0.79	High
23.	I am well aware of the role of error in language acquisition	234	3.99	0.78	High
24.	I have a good knowledge of the theories of learning and language acquisition	234	3.91	0.91	High

Table (7) displays the teachers' responses to the third category, '*teacher–students relationship competencies*' (items: 19-24) in descending order. This table indicates that most teachers believe that they have good '*teacher–students relationship competencies*' as many of them rate themselves as competent in the items representing this category. However, the teachers' responses to the items show some discrepancies between the highest score (M= 4.25) given to '*knowledge of how to motivate my students*' and the lowest score (M=3.91) given to '*knowledge of the theories of learning and language acquisition.*'

Table (8)
Teachers' Rating of their Instructional Competencies

No.	Competencies	N	Means	Std. Dev	Level
25.	I know well how to teach grammar	234	4.42	0.65	High
26.	I know well how to write good quality classroom tests	234	4.35	0.72	High
27.	I know well how to present vocabulary	234	4.34	0.71	High
28.	I know well how to correct students' Errors	234	4.28	0.74	High
29.	I know well how to teach reading activities	234	4.27	0.85	High
30.	I know well how to use pairwork and groupwork in my lessons	234	4.26	0.80	High
31.	I know well how to teach listening Activities	234	4.21	0.74	High
32.	I know how to plan my lessons as well as executing these plans effectively	234	4.21	0.81	High
33.	I know well how to teach pronunciation	234	4.19	0.79	High
34.	I know well how to use the blackboard in an effective and well organized way	234	4.19	0.76	High
35.	I know well how to use questioning techniques in my lessons	234	4.15	0.79	High
36.	I know well how to teach communicative activities	234	4.13	0.82	High
37.	I know well how to teach English through English	234	4.12	0.80	High

No.	Competencies	N	Means	Std. Dev	Level
38.	I know well how to teach writing activities	234	4.08	0.84	High
39.	I know well how to use audio, visual and audio-visual aids	234	3.97	0.97	High
40.	I know well how to use computer technology in teaching	234	3.94	1.00	High

Table (8) presents the teachers' responses to the fourth category '*instructional competencies*' (items: 25-40) in descending order. This table indicates clearly that teachers believe that they have good '*instructional competencies*' as many of them rate themselves as very competent in items such as '*knowledge of how to teach English grammar*' (M=4.42), '*writing classroom tests*', (M=4.35), and '*teaching vocabulary*' (M=4.34). However, a few competencies such as '*using audio, visual and audio-visual aids*' (M=3.97) and '*using computer technology in teaching*' (M=3.94) were rated relatively lower than the rest, though the teachers still perceive themselves as competent in all these competencies.

5.2.2 The Results of the Study Related to Research Question Two: (Is there any relationship between the sex of these teachers, their qualifications, their experience and their rating of their teaching competencies?)

Question two investigates the relationship between the teachers' rating of their teaching competencies and other independent variables namely, the sex of the teachers, their qualifications and their experience.

In order to answer this question and test the related hypothesis, the researcher conducted a number of tests including T-test for two independent samples, One-way ANOVA test in addition to Scheffe and Tukey HSD tests which are used for post comparisons.

A – Sex of teachers

In order to test the teachers' responses to the items of the questionnaire in relation to the sex of these teachers, the researcher employed a T-test for two independent samples. The following table shows the results of the test.

Table (9)
Results of the T-test of the Teachers' Rating of their Teaching Competencies in Relation to their Sex

No.	Competencies	Sex	N	Mean	Std. Dev	df	t	(Sig) P-value
1.	Subject Knowledge Competencies	male	107	4.09	0.53	232	1.23	.218
		female	127	4.17	0.50			
2.	Cultural Knowledge Competencies	Male	107	3.70	0.83	232	0.23	.818
		female	127	3.68	0.82			
3.	T-S Relationship Competencies	male	107	3.97	0.68	232	1.88	.062
		female	127	4.12	0.56			

No.	Competencies	Sex	N	Mean	Std. Dev	df	t	(Sig) P-value
4.	Instructional Competencies	male	107	4.10	0.60	232	2.35	.020 *
		female	127	4.28	0.57			
	All Competencies	male	107	3.96	0.57	232	1.40	.162
		female	127	4.06	0.49			

As revealed in the above table, there are no significant differences (at the level of $\alpha \leq .05$) between the teachers' rating of their teaching competencies that can be attributed to the sex of the teacher in three categories as well as in all the categories grouped together where $P > .05$ for all these categories. However, the results of this test show a significant difference between the males' and females' estimations of their '*instructional competencies*' in favor of the females who scored 4.28, a little higher than males who scored 4.10 which is a significant difference at the level of ($\alpha \leq .05$) where ($P = .02$) is clearly less than .05. Therefore, *the null hypothesis is true* for all the categories except for instructional competencies.

B -Teachers' Qualifications

In order to test the teachers' responses to the items of the teachers' questionnaire in relation to the qualifications of the teachers, the researcher employed One-Way ANOVA test. The results of this test are displayed in tables (10, 11 and 12) below.

Table (10)
Descriptive Statistics of the Teachers' Rating of their Teaching Competencies in Relation to their Qualifications

No.	Dependent Variable	Qualification	N	Mean	Std. Dev
1.	Subject Knowledge Competencies	Intermediate Diploma	10	4.13	0.43
		B.A	173	4.09	0.54
		More Than B.A	51	4.28	0.43
		Total	234	4.13	0.52
2.	Cultural Knowledge Competencies	Intermediate Diploma	10	3.13	0.68
		B.A	173	3.66	0.83
		More Than B.A	51	3.90	0.77
		Total	234	3.69	0.82
3.	T-S Relationship Competencies	Intermediate Diploma	10	4.08	0.52
		B.A	173	4.02	0.65
		More Than B.A	51	4.14	0.52
		Total	234	4.05	0.62
4.	Instructional Competencies	Intermediate Diploma	10	4.28	0.56
		B.A	173	4.15	0.61
		More Than B.A	51	4.33	0.51
		Total	234	4.19	0.59
	All Competencies	Intermediate Diploma	10	4.34	0.44
		B.A	173	3.90	0.55
		More Than B.A	51	3.98	0.45
		Total	234	4.02	0.53

As can be seen in the descriptive statistics in table (10), the teachers' rating of their teaching competencies was high in most of competencies regardless of the teachers' qualification (Intermediate Diploma, B.A or More than B.A). This was true for individual categories as well as for the categories grouped together. However, as

can be seen in table (11) below, this difference in the teachers rating was only significant in one category, namely the '*cultural knowledge competencies*' where ($P = .016$) is less than .05 which is clear evidence that there is significant difference at the assumed level of confidence in the study ($\alpha \leq .05$).

Table (11)
Results of One-Way ANOVA-Test of Teachers' Rating of their Competencies in Relation to their Qualifications

No.	Dependent Variable	Source of Variance	Sum of Squares	df	Mean Square	F	(Sig) P-Value
1.	Subject Knowledge	Between Groups	1.31	2	0.66	2.49	0.085
		Within Groups	60.76	231	0.26		
		Total	62.08	233			
2.	Cultural Knowledge	Between Groups	5.57	2	2.79	4.22	0.016*
		Within Groups	152.65	231	0.66		
		Total	158.22	233			
3.	T-S Relationship	Between Groups	0.57	2	0.29	0.75	0.476
		Within Groups	88.98	231	0.39		
		Total	89.55	233			
4.	Instructional Competencies	Between Groups	1.34	2	0.67	1.95	0.145
		Within Groups	79.75	231	0.35		
		Total	81.09	233			
	All Competencies	Between Groups	1.44	2	0.72	2.57	0.078
		Within Groups	64.55	231	0.28		
		Total	65.99	233			

In order to identify the source of difference between the means of the teachers' rating of their '*cultural knowledge*', a Scheffe test was conducted. The results of this test are displayed in table (12).

Table (12)

Results of Scheffe-Test of the Relation between Teachers' Qualifications and their Perceptions of their Cultural Knowledge

Qualifications	N	Mean	Sig. P-Values		
			Intermediate Diploma	B.A	More than B.A
Intermediate Diploma	10	3.13	-	0.141	0.025*
B.A	173	3.66	-	-	0.173
More than B.A	51	3.90	-	-	-

* refers to values of probability score (P) when it is less than 0.05

As shown in table, (12), it is clear that the difference in the teachers' rating of their '*cultural knowledge competencies*' was determined by their qualifications (the teachers with 'Intermediate Diploma' scored M=3.13); the rating was higher (M=3.90) when done by the teachers with higher qualifications (M=3.90). As a result, *the null hypothesis is true* for all the categories except for '*cultural competencies*'.

C - Teachers' Experience

In order to test the teachers' responses to the items of the questionnaire in relation to their experience, a further One-Way ANOVA-test was conducted. The results of this test are displayed in tables (13, 14 and 15) below.

Table (13)**Descriptive Statistics of the Teachers' Responses in Relation to their Experience**

No.	Dependent Variable	Qualification	N	Mean	Std. Dev
1.	Subject Knowledge Competencies	1-5 years	61	4.11	0.41
		6-10 years	64	4.06	0.56
		More than 10 Years	109	4.19	0.54
		Total	234	4.13	0.52
2.	Cultural Knowledge Competencies	1-5 years	61	3.60	0.70
		6-10 years	64	3.53	0.83
		More than 10 Years	109	3.83	0.86
		Total	234	3.69	0.82
3.	T-S Relationship Competencies	1-5 years	61	4.07	0.54
		6-10 years	64	4.00	0.55
		More than 10 Years	109	4.07	0.70
		Total	234	4.05	0.62
4.	Instructional Competencies	1-5 years	61	4.13	0.50
		6-10 years	64	4.14	0.60
		More than 10 Years	109	4.27	0.63
		Total	234	4.19	0.59
	All Competencies	1-5 years	61	4.11	0.41
		6-10 years	64	4.06	0.56
		More than 10 Years	109	4.19	0.54
		Total	234	4.13	0.52

The descriptive statistics in the above table show that the teachers' rating of their teaching competencies was relatively high in most of competencies regardless of their teaching experience, though it was a little lower in '*cultural knowledge competencies*'. This was true for individual categories as well as all the categories grouped together. However, as it is clearly shown in table (14) below, this difference was not significant in most of the categories where ($P > .05$) except in the case of '*cultural knowledge competencies*' where ($P = .04$) is less than .05 as an indication of a significant difference between the means of the teachers at the level of ($\alpha \leq .05$).

Table (14)
The Results of One-Way ANOVA-Test of the Teachers' Rating of their
Competencies in Relation to their Experience

No.	Dependent Variable	Source of Variance	Sum of Squares	df	Mean Square	F	(Sig) P-Value
1	Subject Knowledge Competencies	Between Groups	0.73	2	0.36	1.37	0.256
		Within Groups	61.35	231	0.27		
		Total	62.08	233			
2	Cultural Knowledge Competencies	Between Groups	4.34	2	2.17	3.26	0.040*
		Within Groups	153.88	231	0.67		
		Total	158.22	233			
3	T-S Relationship Competencies	Between Groups	0.25	2	0.12	0.32	0.726
		Within Groups	89.30	231	0.39		
		Total	89.55	233			

No.	Dependent Variable	Source of Variance	Sum of Squares	df	Mean Square	F	(Sig) P-Value
4	Instructional Competencies	Between Groups	1.04	2	0.52	1.50	0.225
		Within Groups	80.05	231	0.35		
		Total	81.09	233			
	All Competencies	Between Groups	1.24	2	0.62	2.02	0.135
		Within Groups	62.71	231	0.27		
		Total	63.95	233			

In order to identify the source of difference between the means of the teachers' rating of their 'cultural knowledge', a Tukey HSD test was conducted. The results of this test are displayed in table (15).

Table (15)
Results of Tukey HSD Test of the Relation between Teachers' Experience and their Perceptions of their Cultural Knowledge Competencies

Experience	N	Mean	Sig. P-Values		
			1 – 5 years	6 – 10 years	More than 11 years
1 – 5 years	61	3.60		0.872	0.181
5 – 6 years	64	3.53	-		0.048*
More than 11 years	109	3.83	-	-	

* refers to values of probability score (P) when it is less than 0.05

As shown in table, (15), it is clear that the low rating of the teachers' '*cultural knowledge competencies*' was done by the teachers with medium experience (M=3.53) and those with longer experience scored higher (M=3.83). But the difference in rating

though significant at the level of ($\infty \leq .05$) was in fact very small and could not be easily recognized. It required more than one post-comparisons test such as Scheffe test. As a result, *the null hypothesis is true* for all the categories except in the case of 'cultural competencies'.

5.2.3. The Results of the Study Related to Question Three: (How do secondary students in Jordan rate the teaching competencies of their English teachers?)

In order to answer this research question, the researcher computed means and standard deviations of the four categories as well as the items representing each category in the teachers' questionnaires. Tables (16, 17, 18, 19, and 20) below show the details of this analysis.

Table (16)
Students' Rating of the Teaching Competencies of their English Teachers
in the Four Categories

No.	Competencies	Items	N	Means	Std. Dev	Level
1.	Subject Knowledge and Proficiency based competencies	1 - 12	559	3.82	0.73	High
2.	Cultural Knowledge	13-18	559	3.10	1.05	Average
3.	Teacher/ students relationship	19-24	559	3.95	0.87	High
4.	Instructional Competencies	25-40	559	3.77	0.79	High
	All Categories	1 - 40	559	3.66	0.76	Average

Table (16) displays the results of the students' responses to the questionnaire in each of the four categories and all the categories grouped together. As revealed in this table, the students' rating of the teaching competencies of their teachers was relatively high in three categories out of four. The rating of the teachers' *'cultural competencies'* (M=3.10), on the other hand, was clearly lower than the other categories, namely *'subject knowledge competencies'* (M=3.82), *'teacher/student relationship competencies'* (M=3.95) and *'instructional competencies'* (M=3.77) respectively. However, when these categories grouped together are considered, their rate (M=3.66) can be termed as 'low' which seems to imply that secondary English teachers in Jordan need some help in general.

Table (17)
Students' Rating of their Teachers' Subject Knowledge Competencies

No.	Competencies	N	Mean	Std. Dev	Level
1.	My English teacher provides me with good information about English grammar and always corrects my grammatical mistakes	559	4.33	0.88	High
2.	My English teacher is aware the meanings of all difficult words and gives me clear examples to understand them	559	4.24	0.99	High
3.	My English teacher's pronunciation is good, clear and sounds like native speakers	559	4.18	0.94	High

No.	Competencies	N	Mean	Std. Dev	Level
4.	My English teacher speaks in English most of the time in clear way	559	4.12	1.02	High
5.	My English teacher helps me understand the basic skills of language such as reading, writing, speaking and listening	559	4.00	1.11	High
6.	My English teacher helps me improves my spelling and gives me useful tips on how to spell English words correctly	559	4.00	1.08	High
7.	My English teacher teaches me how to use punctuation marks such as full stop, question marks and commas, and gives me useful tips to improve my punctuation	559	3.85	1.16	High
8.	My English teacher helps me understand language structures and use them to express myself in different situations such as asking for permission or greeting someone...	559	3.82	1.12	High
9.	My English teacher gives me well organized paragraphs and essays about variety of topics	559	3.72	1.20	High
10.	My English teacher gives me variety of listening texts by native speakers and helps me understand them	559	3.42	1.31	Average
11.	My English teacher gives me examples from authentic texts such as newspapers, magazines, websites...	559	3.11	1.29	Average
12.	My English teacher teaches me the differences between American English and British English	559	3.02	1.27	Average

Table (17) shows the details of the students' responses to the first category, '*subject knowledge competencies*' (items: 1-12) in descending order. This table shows some discrepancies in the students responses to the questionnaire, with a relatively big difference between the highest scores for '*teachers' knowledge of English grammar*' (M= 4.33), and '*knowledge of vocabulary*' (M=4.24) when compared with the lowest rates given to '*teachers' knowledge of authentic texts*' (M=3.11) and '*teachers' knowledge of the difference between American English and British English*' (M=3.02). The students' responses to the questionnaire indicate clearly that students believe that their teachers have relatively good '*subject knowledge*' in general, , but they seem more “dubious” about the last three items in the table which were rated much less than the rest of the competencies.

Table (18)
Students' Rating of their Teachers' Cultural Competencies

No.	Competencies	N	Mean	Std. Dev	Level
13.	My English teacher gives useful information about native English target culture's customs, habits, dress, food...	559	3.25	1.34	Average
14.	My English teacher gives useful information about native English target culture's communication styles	559	3.21	1.26	Average
15.	My English teacher gives the me useful information about native English target culture's life style(s)	559	3.11	1.23	Average
16.	My English teacher gives me useful information about native English target culture's values and beliefs	559	3.07	1.29	Average

No.	Competencies	N	Mean	Std. Dev	Level
17.	My English teacher gives me useful information about native English institutions such as universities, football teams...	559	3.03	1.32	Average
18.	My English teacher gives me useful information about native English target culture's literature, music...	559	2.95	1.33	Average

Table (18) displays the details of the students' responses to the second category, '*cultural knowledge competencies*' (items: 13-18) in descending order. This table shows that most students believe that their teachers are not very competent in this category as their rating of their teachers' '*cultural knowledge*' is relatively low if compared to their rating of the other competencies. It is quite clear that the difference between the highest score given to teachers' '*knowledge of target culture's customs, habits, dress, food...*' (M=3.25) and lowest score given to teachers' '*knowledge about native English target culture's literature, music...*' (M=2.95) is relatively small which shows some general agreement that their teachers might need help in all the items.

Table (19)
The Students' Rating of their teachers' Teacher–Students
Relationship Competencies

No.	Competencies	N	Mean	Std. Dev	Level
19.	My English teacher is aware of the best ways of helping students to learn English	559	4.18	1.05	High
20.	My English teacher knows the best ways for correcting my mistakes and gives me useful tips for correcting them	559	4.09	1.04	High

No.	Competencies	N	Mean	Std. Dev	Level
21.	My English teacher is well aware of individual differences and teaches students accordingly	559	3.96	1.09	High
22.	My English teacher understands the difficulties that Arab students face in learning English and teaches us accordingly	559	3.89	1.15	High
23.	My English teacher always motivates students and encourages them to learn English	559	3.80	1.18	High
24.	My English teacher is well aware of my needs and interests...	559	3.76	1.12	High

Table (19) shows the student' responses to the third category, '*teacher-students relationship competencies*' (items: 19-24) in descending order. This table indicates that most students believe that their teachers have good '*teacher-students relationship competencies*' as they rated their teachers as competent in most of the items representing this category with a relatively small difference between the highest score to teachers' '*knowledge of theories of learning and teaching*' (M= 4.18) and lowest score to '*knowledge of students' needs*' (M=3.76).

Table (20)
Students' Rating of their Teachers' Instructional Competencies

No.	Competencies	N	Means	Std. Dev	Level
25.	My English teacher uses the blackboard in clear and well organized way during the lesson.	559	4.18	1.03	High
26.	My English teacher is self-confident and knows exactly what to do at every stage of the lesson and gives me extra examples	559	4.17	1.07	High
27.	My English teacher can explain rules of grammar clearly and effectively	559	4.16	1.02	High

No.	Competencies	N	Means	Std. Dev	Level
28.	My English teacher writes good quality classroom tests which are suitable to all levels students	559	4.11	1.08	High
29.	My English teacher presents the meanings of new words in an easy and clear way	559	4.01	1.12	High
30.	My English teacher teaches me reading texts in simple and effective ways.	559	3.90	1.05	High
31.	My English teacher asks variety of questions that guide me to the answers and encourage creative thinking	559	3.90	1.10	High
32.	My English teacher knows well how to teach me pronunciation	559	3.88	1.18	High
33.	My English teacher knows well how to teach me writing activities	559	3.79	1.16	High
34.	My English teacher is aware of my errors and can correct them in an effective way.	559	3.76	1.15	High
35.	My English teacher uses English most of the time and encourages students to use it in the class.	559	3.75	1.23	High
36.	My English teacher teaches me listening Activities in simple and clear ways.	559	3.66	1.18	Average
37.	My English teacher encourages me and my colleagues to work in pairs and groups, and monitors their work effectively	559	3.64	1.22	Average
38.	My English teacher knows well how to teach communicative activities	559	3.63	1.22	Average
39.	My English teacher uses computer technology in teaching in an effective way	559	3.00	1.44	Average
40.	My English teachers uses audio, visual and audio-visual aids such as tape recorder, T.V and video in the class	559	2.73	1.51	Average

Table (20) presents the students' responses to the fourth category '*instructional competencies*' (items: 25-40) in descending order. This table shows clearly that students believe that their teachers have relatively good *instructional competencies* as many rated them as competent in items such as '*using the blackboard*' (M=4.18), '*lesson planning*', (M=4.17), '*teaching grammar*' (M=4.16) which were given the highest scores. However, in 5 items out of 16 the students' rating was clearly lower than the required level of competence for an English teacher in general. The lowest items were '*using computer technology to enhance students' learning*' (M= 3.00) and '*the use audio, visual and audio-visual aids in the class*' (M= 2.79) respectively.

5.2.4. The Results of the Study Related to Question Four: (Is there any relationship between the sex of the students and their rating of the teaching competencies of their English teachers?)

This question investigated the relationship between the students' rating of their teachers' teaching competencies and the sex of the students. In order to answer this question and test the related hypothesis, the researcher conducted a T-test of two independent samples. The results of this test are shown in Table (21) below.

Table (21)

**Results of the T-test of the Students' Rating of their Teachers' Teaching
Competencies in Relation to the Sex of the Students**

No.	Competencies	Sex	N	Mean	Std. Dev	df	T	(Sig) P-Value
1.	Subject Knowledge Competencies	male	291	3.84	0.73	557	0.78	0.436
		female	268	3.79	0.73			
2.	Cultural Knowledge Competencies	male	291	3.19	1.01	557	2.08	0.038*
		female	268	3.01	1.08			
3.	T-S Relationship Competencies	male	291	3.99	0.83	557	1.14	0.255
		female	268	3.90	0.91			
4.	Instructional Competencies	male	291	3.76	0.78	557	0.42	0.676
		female	268	3.78	0.81			
5.	All Competencies	male	291	3.69	0.74	557	1.11	0.266
		female	268	3.62	0.78			

As shown in the above table, no significant difference is noted at the level of ($\infty \leq .05$) between the students' rating of their teachers' teaching competencies that can be attributed to the sex of the students in most of the categories or when all the categories are grouped together where $P > .05$. However, the results of this test show a significant difference between the males' and females' estimations of their teachers' '*cultural knowledge competencies*' in favor of the females who scored 3.19, a little higher than the males who scored 3.01, where the value of P was .038 which is significant at the level of ($\infty \leq .05$) as this value is clearly less than .05.

5.2.5. The Results of the Study Related to Question Five: (How do English supervisors rate the teaching competencies of the secondary English language teachers in Jordan?)

In order to answer this question, the researcher computed means and standard deviations for all categories and the items representing each category in the supervisors' questionnaire. Tables (22, 23, 24, 25, and 26) below show the details of this analysis.

Table (22)

**Supervisors' Rating of the Teaching Competencies of Secondary English Teachers
in the Four Categories**

No.	Competencies	Items	N	Means	Std. Dev	Level
1.	Subject Knowledge and proficiency based competencies	25-40	21	3.37	0.61	Average
2.	Cultural Knowledge	1 - 12	21	2.86	0.94	Average
3.	Teacher/ student relationship	19-24	21	3.21	0.90	Average
4.	Instructional Competencies	13-18	21	3.46	0.74	Average
5.	All Categories	1 - 40	21	3.23	0.68	Average

Table (22) shows the results of the supervisors' responses to the questionnaire in each of the four categories and the categories grouped together. As can be seen in the table, the supervisors' rating of the teaching competencies of the secondary English teachers was 'average' in the four categories as it ranged between 3.37 and 2.86 for '*instructional competencies*' and '*cultural knowledge competencies*' respectively. This rating shows that the English supervisors believe that the secondary English teachers in Jordan need some help in all competencies, though they believe that a little more help could be provided in '*cultural competencies*' which appears to be the lowest of all the categories.

Table (23)
Supervisors' Rating of the Subject Knowledge Competencies of the Secondary English Teachers

No.	Competencies	N	Mean	Std. Dev	Level
1.	English teachers can understand terminology describing language skills and sub-skills (e.g. reading for gist, scanning, intensive reading...)	21	3.71	0.56	High
2.	English teachers have good knowledge of English grammar	21	3.67	0.91	Average
3.	English teachers are well aware of English spelling	21	3.67	0.66	Average
4.	English teachers have relatively good knowledge of English vocabulary which enables them to understand almost any text of interest	21	3.67	0.97	Average

No.	Competencies	N	Mean	Std. Dev	Level
5.	English teachers are well aware of English punctuation	21	3.62	0.74	Average
6.	English teachers can read and understand authentic English texts about variety of topics	21	3.62	0.80	Average
7.	English teachers are well aware of English functions and structures	21	3.57	1.03	Average
8.	English teachers can listen to and fully understand short and longer texts by native and non-native speakers of English	21	3.52	0.87	Average
9.	English teachers are well aware of English phonology (pronunciation, word stress, intonation...)	21	3.19	0.93	Average
10.	English teachers can express themselves in English clearly without hesitation or making any mistakes	21	2.86	0.96	Average
11.	English teachers are well aware of the differences between American English and British English	21	2.81	1.08	Average
12.	English teachers can write well organized paragraphs and essays without any mistakes	21	2.57	0.75	Average

Table (23) displays the details of the supervisors' responses to the first category, '*subject knowledge competencies*' (items: 1-12) in descending order. This table shows that the supervisors believe that English teachers need some help in '*subject knowledge*' as they rated them as 'average' in items such as their knowledge of '*terminology*'

describing language skills and sub-skills' (M= 3.71), *'knowledge of English grammar'* (M=3.67), *'knowledge of English spelling'* (M=3.67) and *'knowledge of English punctuation'* (M=3.62). However, some competencies such as *'expressing themselves in English without hesitation or making any mistakes'* (M=2.86), *'knowledge of the difference between American English and British English'* (M=2.81) and *'writing well organized paragraphs and essays without any mistakes'* (M=2.57) were given lower scores which indicates that supervisors believe that teachers need more help in these categories to achieve the required level of competence at the secondary stage.

Table (24)
Supervisors' Rating of the Cultural Competencies of the Secondary English Teachers

No.	Competencies	N	Mean	Std. Dev	Level
13.	English teachers have good knowledge about native English target culture's customs, habits, dress, food...	21	3.00	1.00	Average
14.	English teachers have good knowledge about native English target culture's organizations and institutions such as universities, football teams...	21	2.95	1.02	Average
15.	English teachers have good knowledge about native English target culture's literature, art, music...	21	2.95	1.07	Average
16.	English teachers have good knowledge about native English target culture's communication styles	21	2.86	1.11	Average

No.	Competencies	N	Mean	Std. Dev	Level
17.	English teachers have good knowledge about native English target culture's life style(s)	21	2.76	1.09	Average
18.	English teachers have good knowledge about native English target culture's values and beliefs	21	2.62	1.02	Average

Table (24) displays the details of the supervisors' responses to the second category, '*cultural knowledge competencies*' (items: 13-18) in descending order. The above table shows clearly that supervisors believe that teachers need help in most of items of this category because their rating of these items is 'average'. For example, the highest score (M=3.0) was given to '*knowledge about native English target culture's customs, habits, dress, food...*' which is an 'average' rate, though it can still be considered as relatively low when compared with the scores of the other items in the questionnaire. This is true for the rest of the items in this category which were rated even a little lower as they ranged between (M=2.95) given to '*knowledge about native English target culture's organizations and institutions such as universities, football teams...*' and the lowest score (M= 2.62) given to "*knowledge about native English target culture's values and beliefs*'

Table (25)
**Supervisors' Perceptions of the Teacher–Students Relationship Competencies of
the Secondary English Teachers**

No.	Competencies	N	Mean	Std. Dev	Level
19.	English teachers are well aware of the learner needs and interests...	21	3.48	0.98	Average
20.	English teachers have good knowledge of how to motivate students	21	3.43	0.93	Average
21.	English teachers have good knowledge about the theories of learning and language acquisition	21	3.29	0.90	Average
22.	English teachers are well aware of the differences between L1 and L2 learning	21	3.24	1.22	Average
23.	English teachers are well aware of learner characteristics such as learning styles, learning strategies, maturity or past learning experience	21	3.05	1.07	Average
24.	English teachers are well aware of the role of error in language acquisition	21	2.81	1.12	Average

Table (25) shows the supervisors' responses to the third category, '*teacher–students relationship competencies*' (items: 19-24) in descending order. This table reveals that supervisors believe that secondary English teachers in Jordan need some help in '*teacher–students relationship competencies*' as they rated these teachers as 'average' in most of the items representing this category. Moreover, these responses

show some discrepancies between the highest score (M=3.48) given to *'knowledge of the learner needs and interests...'* and the lowest score (M=2.81) given to *'knowledge of the role of error in language acquisition'*

Table (26)
Supervisors' Perceptions of the Instructional Competencies
of the Secondary English Teachers

No.	Competencies	N	Means	Std. Dev	Level
25.	English teachers well how to teach reading activities	21	4.00	0.95	High
26.	English teachers know well how to teach grammar	21	3.81	0.87	High
27.	English teachers know well how to present vocabulary	21	3.76	0.70	High
28.	English teachers know well how to plan lessons	21	3.67	1.11	Average
29.	English teachers know well how to write good quality classroom tests	21	3.57	1.08	Average
30.	English teachers know well how to use the blackboard effectively	21	3.57	1.16	Average
31.	English teachers know well how to use questioning techniques in their lessons	21	3.52	0.81	Average
32.	English teachers know well how to correct students' Errors	21	3.43	0.75	Average
33.	English teachers know well how to teach listening Activities	21	3.38	1.12	Average
34.	English teachers know well how to teach communicative activities	21	3.38	0.86	Average

No.	Competencies	N	Means	Std. Dev	Level
35.	English teachers know well how to use pairwork and groupwork in their lessons	21	3.33	1.06	Average
36.	English teachers know well how to teach pronunciation	21	3.29	1.15	Average
37.	English teachers know well know how to use audio, visual and audio-visual aids	21	3.29	1.15	Average
38.	English teachers know well how to teach writing activities	21	3.19	1.21	Average
39.	English teachers know well how to teach English through English	21	3.14	1.11	Average
40.	English teachers know well know how to use computer technology in teaching	21	3.00	1.00	Average

Table (26) displays the supervisors' responses to the fourth category '*instructional competencies*' (items: 25-40) in descending order. This table reveals that supervisors believe that secondary English teachers in Jordan need some help in '*instructional competencies*' as many of them rated teachers as 'average' in most of the items with '*teaching reading activities*' (M=4.0) being the highest and '*knowledge of how to use computer technology*' (M=3.0) being the lowest. However, 3 items out of 16 were rated a little higher than the rest of competencies where teachers are termed as 'competent'. These competencies are '*teaching reading activities*' (M=4.0), '*teaching grammar*' (M=3.81) and '*presenting vocabulary*' (M=3.76).

5.2.6. The Results of the Study Related to Question Six: (Is there any relationship between the sex of these supervisors', their qualifications, their experience and their rating of the teaching competencies of the secondary English language teachers in Jordan?)

Question six investigated the relationship between the supervisors' rating of the teaching competencies of secondary English teachers in Jordan and other independent variables, namely the sex of the supervisors, their qualifications and their experience.

In order to answer this question and test the related hypothesis, the researcher conducted a number of tests including T-test for independent samples and One-Way ANOVA test.

A- Supervisors' Sex

In order to test the supervisors' responses to the items of the questionnaire in relation to their sex, the researcher employed T-test for two independent samples. The following table shows the results of the test.

Table (27)**Results of the T-test of the Supervisors' Rating of the teaching competencies of the Secondary English Teachers in the Four Categories**

No.	Competencies	Sex	N	Mean	Std. Dev	df	t	(Sig) P-value
1.	Subject Knowledge Competencies	male	18	3.32	0.64	19	0.89	0.386
		female	3	3.67	0.46			
2.	Cultural Knowledge Competencies	male	18	2.82	1.01	19	0.39	0.704
		female	3	3.06	0.34			
3.	T-S Relationship Competencies	male	18	3.14	0.90	19	0.94	0.358
		female	3	3.67	0.88			
4.	Instructional Competencies	male	18	3.44	0.78	19	0.36	0.719
		female	3	3.61	0.47			
5.	All Competencies	male	18	3.18	0.71	19	0.74	0.419
		female	3	3.50	0.53			

As shown in table (27), the values of (P) were .386 for '*subject knowledge*', .704 for '*cultural knowledge*', .358 for '*teacher-students relationship competencies*' .719 for '*instructional competencies*' and .419 for the four categories grouped together. As can be seen, the value of (P) is greater than .05 in all the items which indicates clearly that no significant difference can be recognized at the level of ($\alpha \leq .05$) between the supervisors' rating of the teaching competencies of the secondary English teachers that can be attributed to their sex in the four categories. Therefore, these results show that the supervisors, regardless of their sex, agree about the rating of the teaching competencies of secondary English teachers in Jordan which indicates that that *the null hypotheses is true* concerning the sex of supervisors.

B- Supervisors' Qualification

Supervisors' qualification was described as Bachelor Degree (B.A), B.A + Post Graduate Diploma, and M.A or higher). The data collected from the supervisors revealed that none of them had a qualification less than (B.A + Post Graduate Diploma). As a result, the researcher employed a T-test for two independent samples instead of One-Way ANOVA to test the differences in the means and the related hypothesis. The results of this test are displayed in table (28) below.

Table (28)

Results of the T-test of the Supervisors' Rating of the Teaching Competencies of Secondary English Teachers in Relation to Supervisors' Qualifications

No.	Competencies	Qualifications	N	Mean	Std. Dev	df	t	(Sig) P-value
1.	Subject Knowledge	B.A + P.G Diploma	10	3.39	0.81	19	0.13	0.896
		M.A or higher	11	3.36	0.42			
2.	Cultural Knowledge	B.A + P.G Diploma	10	2.95	1.03	19	0.42	0.677
		M.A or higher	11	2.77	0.90			
3.	T-S Relationship Competencies	B.A + P.G Diploma	10	3.27	1.12	19	0.25	0.808
		M.A or higher	11	3.17	0.69			
4.	Instructional Competencies	B.A + P.G Diploma	10	3.67	0.99	19	1.26	0.221
		M.A or higher	11	3.27	0.35			
5.	All Competencies	B.A + P.G Diploma	10	3.32	0.92	19	0.592	0.561
		M.A or higher	11	3.14	0.39			

As shown in table (28), the values of (P) were .896 for '*subject knowledge*', .677 for '*cultural knowledge*', .808 for '*teacher-students relationship competencies*', .221 for '*instructional competencies*' and .561 for the four categories grouped together. It can be noticed that the value of (P) is greater than .05 for all the categories tested which is evidence that no significant difference can be recognized at the level of ($\alpha \leq .05$) between the supervisors' rating of the teaching competencies of secondary English teachers that can be attributed to the qualification of the supervisors in the four categories, and thus, *the null hypothesis is true* here.

C- Supervisors' Experience

Likewise, supervisors' experience was described in terms of three groups, namely (1 - 5) years, (6 – 10) years and (More than 11) years. The data revealed that none of the supervisors had an experience less than (6) years, which changed the number of groups to two instead of three. As a result, the researcher employed a T-test for two independent samples instead of One-Way ANOVA test to compare means and test the related hypothesis. The results of this test are displayed in table (29) below.

Table (29)**Results of the T-test of the Supervisors' Rating of the Teaching Competencies of the Secondary English Teachers in Relation to the Supervisors' Experience**

No.	Competencies	Experience	N	Mean	Std. Dev	df	t	(Sig) P-Value
1.	Subject Knowledge	6 -10 years	5	3.05	0.81	19	1.38	0.183
		More than 11 years	16	3.47	0.53			
2.	Cultural Knowledge	6 -10 years	5	2.53	1.23	19	0.87	0.394
		More than 11 years	16	2.96	0.86			
3.	T-S Relationship Competencies	6 -10 years	5	2.80	1.37	19	1.20	0.246
		More than 11 years	16	3.34	0.70			
4.	Instructional Competencies	6 -10 years	5	3.19	1.18	19	0.94	0.361
		More than 11 years	16	3.54	0.57			
5.	All Competencies	6 -10 years	5	2.89	1.12	19	1.46	0.222
		More than 11 years	16	3.33	0.49			

As shown in the above table, the values of (P) were .183 for '*subject knowledge*', .394 for '*cultural knowledge*', .246 for '*teacher-students relationship competencies*', .361 for '*instructional competencies*' and .222 for the four categories grouped together. It can be noticed that the value of (P) is greater than .05 for all the categories tested which indicates that no significant difference exists at the level of ($\infty \leq .05$) between the supervisors' rating of the teaching competencies of secondary English teachers that can be attributed to the experience of the supervisors in any of their estimations of the four categories. Consequently, these results show that there is no significant

relationship between the supervisors' rating of the teaching competencies of secondary English teachers in Jordan and their experience. As a result, *the null hypothesis* here is *rejected*.

5.2.7. The Results of the Study Related to Question seven: (Are there any differences between the ratings of the teachers', the students' and the supervisors' of the teaching competencies of the secondary English teachers in Jordan due to their position?)

In order to answer this question, the researcher conducted a One-Way ANOVA test of variants. The results of this test are displayed in Tables (30, 31 and 32) below.

Table (30)
Descriptive Statistics of the Three Ratings of the Teaching Competencies of the Secondary English Teachers

Dependent Variable	Respondents	N	Mean	Std. Dev
Teaching Competencies	Supervisor	21	3.23	0.67
	Teacher	234	4.02	0.52
	Student	559	3.66	0.74
	All participants	814	3.75	0.72

The descriptive statistics in table (30) show that the ratings of all the respondents to the questionnaires (i.e., the teachers, the students and supervisors) of the teaching competencies of the secondary English teachers were discrepant, with relatively higher

estimation of these competencies on the part of the teachers ($M = 4.02$), average from the students ($M = 3.66$) and a lower estimation from the supervisors ($M = 3.23$).

In order to decide whether these differences are significant at the level of confidence assumed in the study, the researcher conducted a One-Way ANOVA test. The results of this test are displayed in table (31) below.

Table (31)
Results of One-Way ANOVA Test of the three Ratings of the Teaching Competencies of Secondary English Teachers in Jordan

Dependent Variable	Source of Variance	Sum of Squares	df	Mean Square	F	(Sig) P-value
Teaching Competencies	Between Groups	27.12	2	13.56		
	Within Groups	399.53	811	0.49	27.53	0.000*
	Total	426.65	813			

As can be seen in the above table, the value of (P) was .000 for the target competencies, which is clearly less than .05. As a result, it can be concluded that there is a significant difference between the means of the supervisors, the teachers and the students at the assumed level of confidence in the study ($\alpha \leq .05$).

In order to identify the source of difference between these means of the three ratings, a Scheffe test was conducted. The results of this test are displayed in table (32) below.

Table (32)
The Results Scheffe Test of three Ratings of the Teaching Competencies of Secondary English Teachers in Jordan

Job	N	Mean	Sig. P-Values		
			Supervisor	Teacher	Student
Supervisor	21	3.23	-	0.000*	0.022*
Teacher	234	4.02	-	-	-
Student	559	3.66	0.000*	-	-

As revealed by the Scheffe test in the above table, all the values of (P) are less than (0.05) which indicates that there are significant differences between the three ratings of the teaching competencies due to the position of the respondents, whether they were teachers, students or supervisors. The source of these differences was clearly shown in the high estimation of the teachers of their own competencies when compared to that of the students or the supervisors. Moreover, the students' estimation, though significantly less than that of the teachers, was significantly different from that of the supervisors. Therefore, *the null hypothesis* related to this question is *rejected* as the results of the test proved that significant differences do exist at the level of ($\alpha \leq .05$) between the three ratings due to the change in the position of the respondents in favor

of the teachers, in the first place, and then the students and the estimation of the supervisors proved to be the lowest of all. Consequently, *the null hypothesis is rejected*.

5.2.8. The Results of the Study Related to Question Eight: (What teaching competencies are suggested by experienced teachers as necessary for secondary English language teachers?)

In order to answer this question the researcher interviewed 23 experienced teachers (including supervisors and English teachers with long experience in the region) who responded to the following question:

- In your opinion, what areas, topics or teaching competencies should be included in an in-service English language teacher training course for the secondary teachers in Jordan?

This question was answered by 6 supervisors and 17 teachers including males and females, who suggested a number of teaching competencies which they consider as most important for the secondary English language teachers in Jordan.

The researcher computed the frequencies of the competencies suggested by the respondents and percentages of these frequencies. Table (33) and figure (1) show the results of the analysis of this question.

Table (33)
Frequencies and Percentages of the Teaching Competencies that Secondary English Teachers Need as Appeared in the Interviews with Experienced Teachers

No	Skills	Frequencies	Percentage
1.	Teaching Speaking Skills	20	12.99%
2.	Teaching Writing Skills	16	10.39%
3.	Classroom Management	14	9.09%
4.	Teaching English through English	10	6.49%
5.	Teaching Listening Skills	9	5.84%
6.	Cooperative Learning	9	5.84%
7.	Assessment Strategies	9	5.84%
8.	Using the Computer in Teaching	8	5.19%
9.	Teaching Vocabulary	7	4.55%
10.	Teaching Language Games	6	3.90%
11.	Extra Curricular Activities	6	3.90%
12.	Critical Thinking	6	3.90%
13.	Communication with Native Speakers	6	3.90%

No	Skills	Frequencies	Percentage
14.	Instructional Competencies	5	3.25%
15.	Teaching Grammar	3	1.95%
16.	Teaching Reading Skills	3	1.95%
17.	Planning	3	1.95%
18.	Motivation Techniques	3	1.95%
19.	Technical Language	2	1.30%
20.	Teaching Aids	2	1.30%
21.	Word Stress and Sentence Stress	2	1.30%
22.	Teaching Structures	1	0.65%
23.	Presentation Skills	1	0.65%
24.	Learning Styles	1	0.65%
25.	Intonation	1	0.65%
26.	Elicitation Techniques	1	0.65%
Total		154	100%

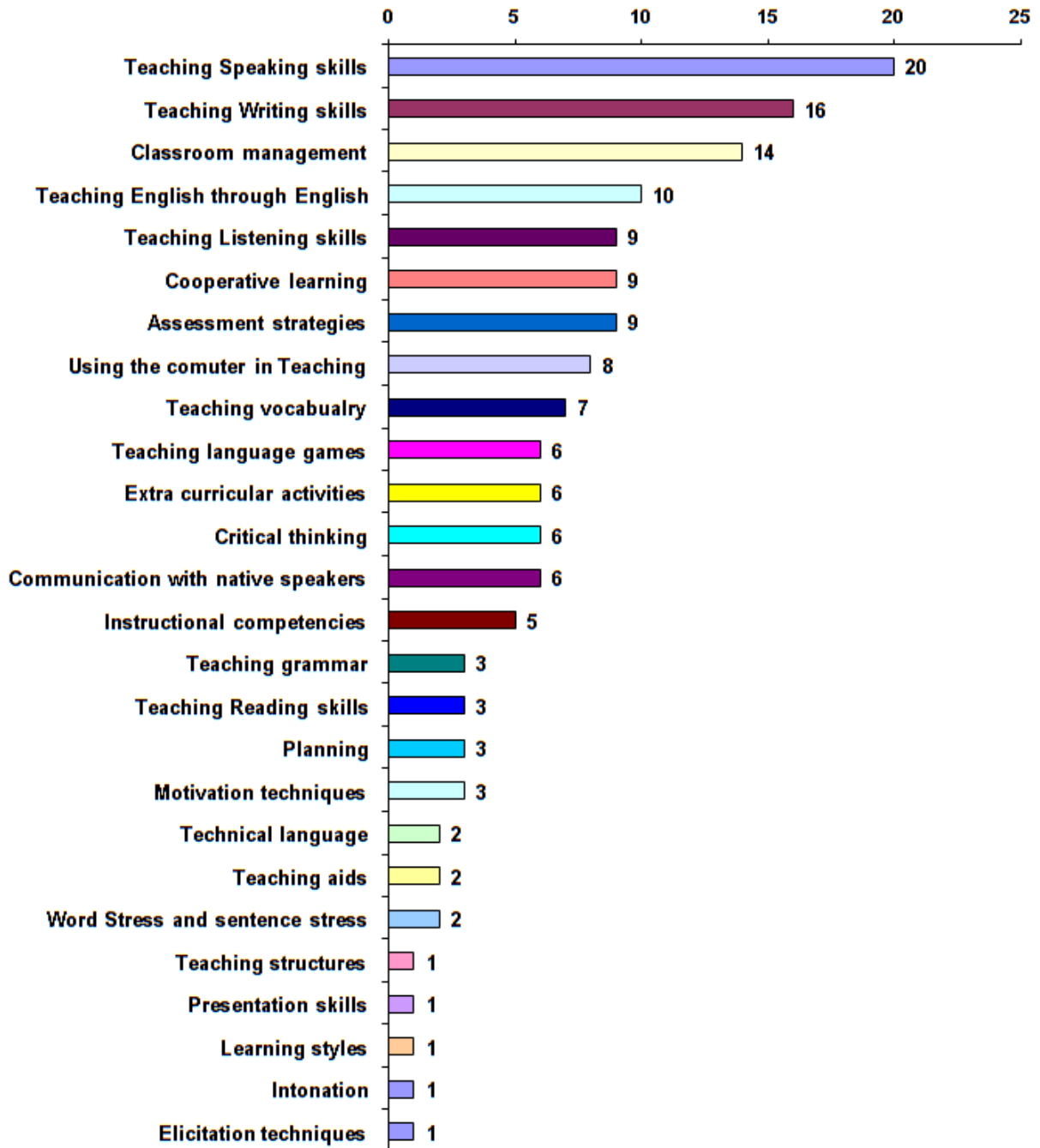


Figure (1)

Frequencies of the Teaching Competencies that Secondary English Teachers Need as Appeared in the Interviews with Experienced Teachers

As can be seen in table (33) and figure (1), the 23 respondents identified 26 items as most important or necessary for secondary English teachers in Jordan. Although the respondents did not agree about all the items, they emphasized the need for some competencies more than others. The item which was suggested by most of these respondents was *'teaching speaking skills'* as it was selected by 20 respondents out of 23. *'Teaching writing skills'*, on the other hand, came second as it was selected by 16 respondents and *classroom management* was selected by 14. The lowest frequencies were given to *'teaching structures'*, *'presentation skills'*, *'learning styles'* intonation and presentation skills which were selected by only one respondent each. The rest of the items ranged between 2 and 10 where *'teaching English through English'* was selected by 10 respondents, *'teaching listening skills, cooperative learning'* and *'assessment strategies'* were selected by nine respondents each. Next, comes *'using computer technology'* which was selected by eight respondents, and *'teaching vocabulary'* selected by six respondents. Four other items were selected by six people. These items are *'language games'*, *'extra-curricular activities'*, *'critical thinking'* and *'communication with native speakers'*. *Instructional competencies*, which can be termed as a general competency, was selected by five respondents. The skills which were selected by a relatively small number of respondents are *'teaching grammar'*, *'teaching reading skills'* and *'planning'* selected by three respondents each, and *'technical language'*, *'technical language (ESP)'* and *'word stress'* selected by only two respondents each.

Table (34)

The Teaching Competencies Selected by the Interviewees as Important or Necessary for Secondary English Teachers'

No	Competencies	Number	Percentage
1	Subject Knowledge	3	2%
2	Cultural Knowledge	6	4%
3	T-S Relationship	23	15%
4	Instructional	122	79%
	All competencies	154	100%

Table (34) shows the frequencies and percentages of the teaching competencies that were selected by the interviewees as important for the secondary English teachers in Jordan in each of the four categories suggested in the study.

As can be seen in the table, the biggest proportion was given to *'instructional competencies'* where 79% of the items selected fell under this category as important and necessary for teachers. *'teacher/students relationship competencies'* came second as this category comprised 15% of the competencies selected by the respondents. *'Cultural competencies'* and *'subject knowledge competencies'*, on the other hand, represents a relatively small proportion of all the competencies that these respondents consider as important with 4% and 2% respectively for each .

The results of this question show clearly that all the respondents agree that secondary English teachers in Jordan need help in a number of teaching competencies, though they disagree about the areas of competencies that should be given more importance.

5.2.9. The Results of the Study Related to Question Nine: To what extent do teacher training programs in Jordan match the teaching competencies that Jordanian Secondary English teachers actually need?

In order to answer this question, the researcher examined a number of documents related to the in-service English teacher training programs provided by the MoE for the last 15 years which includes training materials, handouts or any relevant documents. The researcher also interviewed a number of people concerned such as the head of the English training section in the ministry and other heads of training and supervision in the directorates of education in the region.

Table (35) below displays the contents of the training programs for secondary English language teachers in Jordan during the last 15 years as a main part of their in-service training with a description of the skills for each of them.

Table (35)
In-service Training Programs for Secondary English Teachers
Between 1995 - 2010

Year	No.	Training Course components	Description
1995	1.	Education Reform Program	General
	2..	Communicative Activities	Speaking Skills
	3.	Developing Study Skills (1 & 2)	Reading and Listening
	4.	Relating Knowledge to Real Life	General Teaching Skills
	5.	Testing to Improve Teaching	Testing and assessment
	6.	Probing Questions	Questioning techniques
	7.	Group Work	Cooperative learning
	8.	Discussion and Dialogue	Speaking Skills
	9.	Content Analysis	Long & short term Planning
	10.	Teaching Literature	Literature
	11.	Planning your teaching	Long & short term Planning
	12.	Classroom Management	Classroom management skills
1998	1.	Planning your Teaching (1 & 2)	Long & short term Planning
	2.	Presenting Vocabulary	Teaching vocabulary
	3.	Developing Reading Skills 1	Teaching reading
	4.	Presenting Functions and Structures	Teaching grammar & structures
	5.	Preparing Classroom Tests	Assessment strategies
	6.	Developing Study Skills (1 & 2)	Reading & Listening
	7.	Developing Writing Skills	Teaching Writing
	8.	Testing Listening and Speaking	Testing and assessment
	9.	Using L1 in EFL Classes	Teaching Vocabulary
	10.	Checking Writing in Large Classes	Teaching writing
	11.	Remedial and Extension Activities	General
	12.	Classroom Management	Classroom management skills
	13.	Free Language Topics	Subject Knowledge

Year	No.	Training Course components	Description
2003	1.	Education Reform for Knowledge Economy (1)	General
	2.	Direct Instruction	General Teaching Skills
	3.	Problem Solving and Critical thinking	General Teaching Skills
	4.	Group Learning	General Teaching Skills
	5.	Activity-Based Learning	General Teaching Skills
	6.	Project Based-Learning	General Teaching Skills
	7.	Assessment Strategies	Assessment
	8.	Classroom Management	Classroom management skills
	9.	Planning	Long & short term Planning
	10.	Information & Communication Technology	Using Technology
2007	1.	Education Reform for Knowledge Economy (2)	General
	2.	Civil Service Law in Jordan	General
	3.	National Professional Standards	General
	4.	Content Analysis	Subject knowledge
	5.	Action Research	Subject Knowledge
	6.	Classroom Management	Classroom Management skills
	7.	Direct Instruction	General teaching skills
	8.	Problem Solving and Critical thinking	General teaching skills
	9.	Group Learning	General teaching skills
	10.	Project Based-Learning	General teaching skills
	11.	Assessment Strategies	Assessment
	12.	Planning	Long & short term Planning
	13.	Information & Communication Technology	Using Technology

As can be seen in the above table, these programs consist of general topics, topics related to teaching skills and EFL topics. In order to identify the extent to which these programs match the list of competencies suggested in this study, the content of these

programs was analyzed by using a training course analysis table that includes the same items and categories as in the three questionnaires.

In this instrument, the researcher used Likert's three-scale-format where the statements used were assumed to have the following values:

available	Somewhat available	Not available
3	2	1

However, the researcher suggested grading these values in three categories:

2.34 – 3	1. 67- 2.33	1- 1.66
Low (Great need)	Average (somewhat needed)	High (not needed)

According to this scale, means that have values between (1- 1.66), for example, are classified as low (or greatly needed), and those that have values between (**2.34-3.0**) can be termed as 'average' (or somewhat needed) and so on.

To analyze the content of the target programs, the researcher computed means and percentages of all the categories as well as the items representing each category in this instrument. Tables (36, 37, 38, 39, and 40) show the details.

Table (36)
Results of the Content Analysis of the MoE in-service Training Programs
in the Four Categories

No.	Domain	Items	N	Means	Percent	Level
1.	Subject Knowledge and proficiency Based Competencies	1 - 12	4	1.54	51.39%	Low
2.	Cultural Knowledge Competencies	13-18	4	1.17	38.89%	Low
3.	Teacher/ Student Relationship Competencies	19-24	4	1.92	63.89%	Average
4.	Instructional Competencies	25-40	4	1.95	65.10%	Average
	All competencies	1 - 40	4	1.64	54.82%	Average

The above table shows the results of the content analysis of the training programs for individual competencies and the competencies grouped together. As can be seen in the table, the topics included in the in-service training programs did not provide any materials for most of the teaching competencies that teachers need. This is clearly shown in the results displayed where two of the competencies have low scores, namely '*subject knowledge*' (M=1.54) and '*cultural knowledge*' (M=1.17). The other two have higher scores but they are still in the average rate which indicates that more related materials should be provided here. This situation continues to be 'low' even when the four categories grouped together are considered (M=1.64).

Table (37)**Results of the Content Analysis of the MoE In-service Training Programs
in Subject Matter Competencies**

No.	Topics	N	Mean	Percent	Level
1.	Terminology describing language skills and sub-skills (e.g. reading for gist, scanning...)	4	2.75	55%	High
2.	Writing tasks about different Materials	4	2.25	45%	Average
3.	Authentic English texts about variety of Materials	4	2.00	40%	Average
4.	Speaking tasks in English about different Materials	4	1.75	35%	Average
5.	English vocabulary about texts of different interests	4	1.50	30%	Low
6.	Listening materials of different lengths by native speakers of English	4	1.50	30%	Low
7.	English grammar	4	1.25	25%	Low
8.	English phonology (pronunciation, word stress, intonation...)	4	1.25	25%	Low
9.	English functions and structures	4	1.25	25%	Low
10.	The differences between American English and British English	4	1.00	20%	Low
11.	English spelling	4	1.00	20%	Low
12.	English punctuation	4	1.00	20%	Low

Table (37) displays the results of the content analysis of the programs in 'subject knowledge competencies' (items: 1-12) in descending order. This table shows that most of the items have low scores. However, only one score was relatively high, namely 'knowledge of the terminology describing language skills and sub skills' (M=2.75), but when this score is compared with the rest of the scores, it can be assumed that much help is needed in areas such as 'knowledge of English pronunciation', 'English spelling, and the difference between American English and British English' which share the lowest score (M=1.00).

Table (38)
Results of the Content Analysis of the MoE In-service Training Programs
in Cultural Competencies

No.	Topics	N	Mean	Percent	Level
13.	Native English target culture's literature, music...	4	1.50	30%	Low
14.	Native English target culture's communication styles	4	1.25	25%	Low
15.	Native English target culture's customs, habits, dress, food...	4	1.25	25%	Low
16.	English target culture's institutions	4	1.00	20%	Low
17.	Native English target culture's values and beliefs	4	1.00	20%	Low
18.	Native English target culture's life style(s)	4	1.00	20%	Low

Table (38) displays the results of the content analysis of the training programs in the 'cultural knowledge competencies' (items: 13-18) in descending order. This table shows that all the items have low scores as three items out of six, namely 'knowledge

of English target culture's institutions, 'native English target culture's values and beliefs and native English target culture's life style' have low scores (M=1.00). Although items such as *native English target culture's literature, music* have fairly high scores (M=1.5), '*native English target culture's communication styles*' (M=1.25) and '*native English target culture's customs, habits, dress, food*' (M=1.25) are slightly higher, but they can still be regarded as 'low', which indicates clearly that the training materials should include more in the areas of '*cultural knowledge*'.

Table (39)
Results of the Content Analysis of the MoE In-service Training Programs
in Teacher/Student Relationship Competencies

No.	Topics	N	Mean	Percent	Level
19.	The learner needs and interests...	4	3.00	60%	High
20.	Student motivation	4	3.00	60%	High
21.	Theories of learning and language acquisition	4	1.50	30%	Low
22.	Learner characteristics such as learning styles, learning strategies, maturity or past learning experience	4	1.50	30%	Low
23.	The role of error in language acquisition	4	1.50	30%	Low
24.	The differences between L1 and L2 learning	4	1.00	20%	Low

The results of the content analysis of the training programs for the *'teacher-students relationship competencies'* (items: 19-24) are displayed in descending order in table (39). This table shows that the training programs provided by the MoE did not help teachers in most of the items of this category, where four items out of six have relatively low scores that ranged between (M=1.5) for *'knowledge about theories of learning and language acquisition'*, and for *'the differences between L1 and L2 learning'* (M=1.00), the latter being the lowest of all. However, two items were clearly high, namely *the learner needs and interests*, and *knowledge about 'students' motivation'* which share the same score (M=3.00). In general, this competency can be termed as 'low' which indicates that the content of the training programs needs more materials that provide teachers with knowledge about the learners.

Table (40)
Results of the Content Analysis of the MoE In-service Training Programs
in Instructional Competencies

No.	Topics	N	Means	Percent	Level
25.	Lesson Planning	4	3.00	60%	High
26.	Constructing classroom tests	4	3.00	60%	High
27.	Using pairwork and groupwork in class	4	3.00	60%	High
28.	Error Correction	4	2.25	45%	Average
29.	Teaching listening Activities	4	2.00	40%	Average
30.	Teaching reading activities	4	2.00	40%	Average

No.	Topics	N	Means	Percent	Level
31.	Teaching communicative activities	4	2.00	40%	Average
32.	Teaching writing activities	4	2.00	40%	Average
33.	Using technology in teaching	4	2.00	40%	Average
34.	Presenting vocabulary	4	1.75	35%	Average
35.	Asking questions in class	4	1.75	35%	Average
36.	Teaching grammar	4	1.50	30%	Low
37.	Using audio, visual and audio-visual aids	4	1.50	30%	Low
38.	Teaching pronunciation	4	1.25	25%	Low
39.	Teaching English through English	4	1.25	25%	Low
40.	Using the blackboard effectively	4	1.00	20%	Low

Table (40) displays the results of the '*instructional competencies*' (items: 25-40) in descending order. This table indicates clearly that the content of the training programs was not the same for the competencies in this category where three items were high', five items were 'average' and five items were 'low'. The highest score (M=3.00) was shared by three items, namely '*error correction*', '*constructing classroom tests*', and '*using pairwork and group work in class*', whereas '*using the blackboard effectively*' was the lowest of all (M=1.00). Therefore, it can be inferred that the teacher training programs need to include more materials related to '*instructional competencies*' in their content.

Chapter 6

Discussion of the Results

6.0. Introduction

This chapter provides an in-depth discussion of the results of the study in relation to all the research questions. The researcher also comments on these results and attempts to give sound interpretations of the responses given by the participants, or emerging from the content analysis of the programs. These are then matched and compared to reach general conclusions on the issues analyzed and discussed in this study. Moreover, the results are compared with other related studies in an attempt to bring more insights into this topic.

This chapter also provides pedagogical implications deriving from the findings and suggests useful recommendations to the stakeholders for future procedures and further studies on this topic.

6.1. Discussion of the Results

The study aimed at evaluating the current situation of the teaching competencies of the secondary English language teachers in Jordan by investigating different perspectives. The researcher suggested a number of necessary teaching competencies which appeared in the related literature and various English language teacher training programs or suggested by the Ministry of Education for English teachers in Jordan as

basic study instruments to use in this investigation. Then, the researcher studied how these competencies are rated by examining the perceptions of the people concerned, namely the supervisors, the students and the teachers themselves. Moreover, the researcher interviewed experienced English teachers and supervisors who suggested some teaching competencies which they perceived as important or necessary for English teachers at the secondary stage.

The researcher also analyzed the content of the training materials of a number of in-service training programs provided for teachers over a period of 15 years and matched this content with the actual needs of teachers as they appeared in the results of the data collected by means of questionnaires and interviews.

The results of *question one* (How do secondary English teachers in Jordan rate their teaching competencies?) have shown that teachers rate themselves as competent in most areas of the four categories under study. This rating by the teachers seems somewhat exaggerated when compared to the ratings of the supervisors and those of the students. This overestimation of the teaching competencies given by the teachers themselves may be due to the fact that secondary English teachers usually have higher qualifications and a longer experience than the teachers of lower levels such as the primary level. Another possible interpretation relates to way the problem was presented in the study. For, example, had the teachers been asked to rate their '*needs*' instead of rating their '*level of competence*', they might have given different answers, and

therefore, their rating could have changed accordingly. An evidence of this interpretation can be easily noticed in the teachers' responses to the interview question where they suggested a number of competencies as important or necessary for teachers such as '*teaching speaking*', '*teaching writing*' and '*classroom management*', and '*writing classroom tests*'. However, when the teachers rated these competencies in the teachers' questionnaire, they gave themselves higher scores in all these competencies.

Despite the fact that teachers might have overestimated their level of competence in many areas, they still admit that they need some help in '*cultural competencies*' which were rated relatively lower than the rest of competencies. This, in fact, agrees to a great extent with the other ratings given by the other respondents of the questionnaires.

The teachers' ratings of their teaching competencies were similar for most of these competencies regardless of their sex, qualifications or experience. However, in the teachers' rating of their '*cultural competencies*', there existed some differences which can be termed as significant at ($\alpha \leq .05$) in favor of the higher qualifications. Another significant difference existed in '*instructional competencies*' in favor of the female teachers who perceived themselves as more competent than the males. These perceptions are reflected in the female students' rating of their teachers which was a little higher than that of the males, considering the fact that female students in Jordan are taught by female teachers only. This gives an impression that female teachers are

more competent in a number of areas when compared to the males. This opinion was shared by many supervisors and matched their observations in the field, though to the best knowledge of the researcher, there is no scientific evidence supporting this assumption.

The students' rating of their teachers' competencies in question *three* (How do secondary students in Jordan rate the teaching competencies of their English teachers?) was a little higher than the supervisors' rating, though it was relatively lower than that of the teachers in many areas, specially those related to '*instructional competencies*'. Thus, while many teachers believe that their teaching is *effective* with their students, to some extent, the students believe that this may not be true as many of them rated their teachers' '*instructional competencies*' lower than the teachers perceived about themselves which indicates, according to these students, that secondary English language teachers in Jordan may need some help here.

To a great extent, the students' perceptions agree with those of the supervisors in '*instructional competencies*', as well in '*cultural competencies*' which were also rated lower than the rest. However, the students agree that their teachers have good '*teacher-students relationship competencies*', unlike the supervisors who believe that teachers need some help here too.

The students' rating of their teachers' *'subject knowledge'* was clearly higher than their rating of the other competencies which shows that students believe that their teachers have good *'subject knowledge'*. A possible interpretation of this can be that these students might feel that they are not qualified enough to assess their teachers' knowledge in English, though these positive perceptions cannot be ignored.

The students' perceptions about the teaching competencies of their teachers were similar regardless of the sex of these students except for the *'cultural competencies'* where the males gave a higher score, significantly different at the suggested level of ($\alpha \leq .05$), though both the males' and females' perceptions can still be termed as relatively low or negative.

The results of the study in relation to *question five* (How do English supervisors rate the teaching competencies of the secondary English teachers in Jordan?) have shown that English supervisors rated English teachers as less competent than the teachers perceived themselves. This situation was true about most of the competencies, though it was much lower in *'cultural competencies'*. This underestimation of the teachers' competencies might also be due to the “superior” status of the supervisors whose “mission” is to report to the MoE that they are doing their job correctly and therefore identifying weaknesses in teachers, among other things.

Furthermore, English supervisors believe that teachers need help in some areas related to teachers' *'subject knowledge'* such as the teachers' ability to *'write paragraphs or essays, 'express themselves in English without mistakes or hesitation'* or their knowledge of *'the differences between American English and British English'*.

The supervisors' rating of the teachers' competencies did not change according to their sex, experience or qualifications probably because most of the supervisors participating in the study were males with similar qualifications and experience which makes the difference between them unnoticed at the level of ($\infty \leq .05$). These results, in fact, show a great gap between the supervisors' perceptions and those of the teachers. This may raise important questions about the relationship that exists between the two parties and the lack of real communication between them.

When the perceptions of all participants grouped together are considered, as shown in *question seven* (Are there any differences between the three ratings (i.e., the teachers', the students' and the supervisors') of the teaching competencies of the secondary English language teachers due to their position?), the results show relatively high ratings in most areas, though these results have also shown significant differences existing between the teachers, the students and the supervisors at ($\infty \leq .05$) in favor of the teachers who seem to be overestimating their own teaching competencies when compared to the perceptions of the students, and to the supervisors who gave the lowest scores of all.

Thus, while teachers perceive that they have relatively high teaching competencies in most areas, the students and the supervisors believe that teachers need help in a number of areas such as '*instructional competencies*' and '*cultural competencies*' which were given lower scores when compared to the rest of the competencies suggested in this study.

The results of the study related to *question eight* (What teaching competencies are suggested by experienced teachers as necessary for secondary English language teachers in Jordan?) have shown that the interviewees (teachers and supervisors) agree about the need for teaching a number of teaching competencies which they perceive as important areas in a training program for secondary English teachers. The areas they selected are much similar to those selected by the supervisors and the students, though; they are, to some extent, different from those rated by the teachers themselves.

The content analysis of the in-service training programs in Jordan in *question nine* (To what extent do teacher training programs in Jordan match the teaching competencies that Jordanian Secondary English teachers actually need?) has shown a gap between the claims of these programs and the actual level of teaching competence of the secondary English teachers as they generally appeared in the results of the previous questions.

The results of the content analysis have shown that teachers need much help in '*cultural competencies*' since the training programs provide very few or no materials to help teachers in this area. Moreover, the content analysis of the training programs has revealed that '*instructional competencies*' and '*teacher/students relationship competencies*' were relatively higher than the rest of competencies provided in the programs; yet, they were still lower than what is actually required especially in areas such as '*using the blackboard*', '*teaching pronunciation*' and '*teaching English through English*'.

The training programs in Jordan did not provide any materials that might help to improve the teachers' '*subject knowledge*', probably because it is generally believed that all English teachers are well-qualified as many of them hold at least a Bachelor's degree in the subject; therefore, training in this area may not be necessary according to the Ministry of Education. As a result, the ministry may believe that efforts must be focused on other areas which they perceive as more important for teachers.

The study has emphasized a number of teaching competencies as important or secondary English language teachers in Jordan. The emphasis on such competencies study was consistent to a great extent with many related studies at the secondary stage (For example, Crisp, 1968; Folsom, 1973; Dweik, 1986; Wayne,1992; Al-Nezami, 2003; Skinner, 2009; Faltis et al., 2010) and the primary stage (For example, Al-Mutawa, 1997; Al-Mutawa and Al-Dabous, 1997; Butler, 2003, Abdel-Kabeer, 2002;

Mekhlafi, 2007) and many other studies which used a similar research methodology based on surveys.

The results of the study emerging from the nine questions, in general, show that '*cultural competencies*' are the most needed for teachers. This, in fact, agrees with the results of many related studies which emphasized the need for '*cultural competencies*' (For example, Butler, 2003; Zawawi, 2001; Driscoll et al, 2004 Al-Mekhlafi, 2007; Atay et al., 2009) . Some of them even argued that the training provided for teachers in this area is inadequate (Al-Mekhlafi, 2007; Mutawa and Dabbous, 1997) and many others.

Although the results were controversial sometimes regarding certain teaching competencies, the study stressed the fact that teachers need some help in a number of areas which were selected by supervisors or students, or even revealed by the content analysis of the training programs. For example, the supervisors, the students and the content analysis of the training programs showed, to some extent, that secondary English teachers need help in '*instructional competencies*', which was reflected in the findings of a number of studies, like those done by Whittington et. al (1995), Driscoll et al, (2004), Al-Wreikat, (2010) who valued the importance of certain competencies such as those used for teaching the four language skills and using teaching aids.

The results of the study that emerged from the supervisors' perceptions and the content analysis of the training programs also showed that teachers need help in *'subject knowledge and proficiency based competencies'*. These results, to a great extent, are consistent with the findings of a number of studies (For example, Whittington et al 1995; Zawawi, 2001; Al-Nezami, 2003; Faltis et al., 2010) who demonstrated that many English language teachers have poor language proficiency levels and need help to improve their reading and writing proficiency. Others like Whittington, et al. (1995) claimed that secondary teachers need help in *'content knowledge'* in general. Driscoll et al. (2004), on the other hand, commented that teacher's knowledge of the language is a key issue in effective teaching, whereas Coskun (2010) remarked that teacher training programs need to improve the *'linguistic competence'* of English language teachers.

The study also emphasized the need for *'teacher-students relationship competencies'* which were selected by the supervisors only, and to some extent, appeared in the results of the content analysis of the training programs. These results are consistent with the findings of some related studies (For example, Drummond, 1991; Abbott-Chapman et al., 2001) who believe that teachers need help in skills such as *'planning for students' learning'* and *'classroom management'*, and Faltis et al. (2010) who stressed the need for *'knowledge about students' backgrounds and communities'*.

The teachers' overestimation of their teaching competencies in this study was also found in other studies (For example, Crisp, 1968; Al-Mutawa, 1997 who explained how the teachers' perceptions were sometimes exaggerated when compared to their actual level of competence). However, when many of these teachers are asked whether they had received sufficient training in these areas, they often admit that they need more training (Drummond, 1991; Zawawi, 2001).

The results of the content analysis of the training programs have shown that many of the training programs provided by the Ministry of Education were inadequate and needed to be adapted to respond to the actual needs of the teachers. This was in fact a basic requirement of many local and international studies (For instance, Dweik, 1986; Bani Abedl-Rahman, 1990; Al-Ansari, 1996; Tawalbeh, 2005; Inal, 2008; Peacock, 2009; Al-Wreikat, 2010).

6.2. Pedagogical Implications and Recommendations

The study investigated the teaching competencies of the secondary English teachers in Jordan by examining multiple perspectives, namely the supervisors', the students' as well as the teachers themselves. Moreover, the study examined a number of in-service English teacher training programs by analyzing the content of their training materials for evidence of the teaching competencies available and those which need to be provided for teachers. The study offered a broader view of the problem which may not be found in many studies carried out in the field.

Despite the fact that the present study aimed at investigating the specialized teaching competencies of English teachers at the secondary stage, this study could provide useful information about the teaching competencies for all English teachers in general. In fact, this kind of information might be of great importance in many different ways. For example, for the Ministry of Education as it can provide the people concerned with a database of the most important areas for English teachers in general , and for those which need attention in the ministry's future plans for improving the quality of English teachers at the secondary stage and English teacher education in general.

The list of the specialized teaching competencies suggested in the study, which were selected from a number of international English language training programs, teacher training manuals, and a large number of related studies, may help as a basis for a national training program for English teachers in Jordan and for setting standards for English teacher education in general.

These findings can also be useful for practitioners who are interested in improving their performance whether they are teachers, supervisors or teacher trainers. We are also confident that this purpose has been achieved as this study can provide stakeholders with information about what areas need attention or what teachers need to learn for their professional development and to improve the quality of their performance as professionals in the field.

The content analysis of the training materials of EFL training programs provides important information about English teacher education in Jordan, and at the same time, raises important questions about the validity of these programs and how much they respond to the real needs of EFL teachers in Jordan. Moreover, it suggests new ideas of how teacher training programs can be approached and how to match their content with teachers' actual needs.

The results of the study have revealed a real gap between the ratings given by the teachers, the supervisors and those of the students. Thus, while many teachers believe that they are highly competent, the supervisors and the students believe that this is not always true. In fact, the supervisors' rating of the teaching competencies of English teachers might be shocking to many teachers as their *negative* perceptions may not be reflected in the teachers' observation reports written by the supervisors in their regular visits to schools. This inconsistency may also raise important questions about the reliability and validity of the reports as well as the transparency of the system as a whole. Many questions can be raised from this study such as: *"Do English teachers in Jordan really know about the views of the supervisors and the students about their own performance?"*, *"Do teachers' observation reports reflect the level of competence which was revealed in the study?"* and *"To what extent are students given a chance to take responsibility of their learning and share their views about their teachers?"*

6.3. Recommendations:

Based on the findings of the study, the researcher recommends the following to the people concerned:

A. Recommendations to Researchers :

- conduct more studies on English language teaching competencies at the secondary stage and for the other stages in similar contexts;
- conduct more content analyses of the training materials of the English language training programs for evidence of the provision of necessary competencies for English teachers;
- conduct more studies on the validity and reliability of the teachers observation reports written by the supervisors in Jordan for assessing of teachers' performance in the classroom and as part of the overall assessment of their performance in general.

B. Recommendations to EFL teachers :

- be aware of the specialized teaching competencies required for teaching their subject in general;
- inform the people concerned about their actual needs to be considered in the future plans of English language teacher training programs.

C. Recommendations to the Ministry of Education:

- establish a database of the basic teaching competencies for English language teachers which must be based on the findings of national and international research studies on the topic, and refer to those provided in

many well- known teacher training programs that are being implemented internationally;

- review the current teaching programs prepared for English teachers in general and those prepared for secondary English teachers in particular;
- improve the quality of training by providing advanced training programs for teacher trainers and supervisors;
- make sure that teacher observation reports are based on the specialized teaching competencies of the subject and reflect the real level of teachers;
- provide a more transparent system which gives the students the opportunity to give their opinion about their teachers and to take responsibility for their own learning by expressing their preferences of the teaching methods offered to them.

General Conclusions

This study provided a broader view of the current situation of English language teaching competencies by involving all of the people concerned in the educational process such as the supervisors and the students as well as the teachers themselves and analyzing the content of EEL teacher education programs being implemented in the country.

Although the results of the study did not show general agreement about which teaching competencies are more important for English language teachers or which competencies these teachers need, most of the respondents emphasized the need for '*cultural competencies*' which are completely ignored in most of the teachers' education programs. Moreover, the study revealed that teachers need help in areas such as '*instructional competencies*', as perceived by the students, and all competencies as perceived by the supervisors, despite the fact that many of them still believe that they are very competent in most of the areas investigated.

The results of the study have also shown that the training programs provided for English teachers in Jordan need to be adapted to satisfy the actual needs of English teachers. The results of the content analysis, in fact, were a clear evidence of the amount of help that teachers need especially when these are compared to the actual needs of the teachers, to those suggested in the related studies and to those appearing in the teacher training manuals or international teacher training programs.

The gap between the teachers' perceptions about their level of competence and those of the students and the supervisors demonstrates the lack of transparency in the relation that exists between these parties, and, at the same time, raises important questions about the validity and reliability of the educational system in general, and specifically the observation reports which are currently used for assessing teachers' performance by English supervisors.

Therefore, the study suggests a new module in English language teacher education based on these findings and the actual needs of teachers as indicated by the supervisors, the students and the teachers themselves or explained by experienced teachers and shown in the content analysis of the EFL teacher training programs.

This module, which appeared in the list of competencies suggested in the study instruments, is based on four types of competencies, namely:

1. *Subject Knowledge Competencies* including the teachers' knowledge of:

- English grammar
- English phonology (pronunciation, word stress, intonation...)
- English functions and structures
- terminology describing language skills and sub-skills (e.g. reading for gist, scanning...)
- the differences between American English and British English
- English spelling

- English punctuation
- English vocabulary about texts of different interests
- authentic English texts about variety of topics
- listening materials of different lengths by native speakers of English
- speaking tasks in English about different topics
- writing tasks about different topics

2. ***Cultural Knowledge Competencies***: including teacher's knowledge of

- native English target culture's institutions
- native English target culture's values and beliefs
- native English target culture's life style(s)
- native English target culture's literature, music...
- native English target culture's communication styles
- native English target culture's customs, habits, dress, food...

3. ***Teacher-students Relationship Competencies*** including teachers' knowledge of:

- the theories of learning and language acquisition
- learner characteristics such as learning styles, learning strategies, maturity or past learning experience
- the role of error in language acquisition
- the differences between L1 and L2 learning
- the learner needs and interests...
- student motivation

4. *Instructional Competencies* including the teachers' skills of:

- presenting vocabulary
- teaching grammar
- teaching listening Activities
- teaching reading activities
- teaching communicative activities
- teaching pronunciation
- teaching writing activities
- teaching English through English
- asking questions in class
- error correction
- lesson planning
- constructing classroom tests
- using the blackboard effectively
- using pairwork and groupwork in class
- using technology in teaching
- using audio, visual and audio-visual aids

This list of the basic teaching competencies needed for English teachers at the secondary stage should also feature in the teacher observation reports of the supervisors which are assumed to assess teachers' performance in the classroom and to see if these teachers have acquired the specified competencies of their subject.

The study as a whole opens avenues for research on the English language teacher education in general and the teaching competencies needed for EFL teachers in Jordan in specific. The study also raises important questions about the roles of English supervisors and the objectivity of the reports that are currently used for evaluating teachers' performance, and criticizes kind of relationship that exists between the teachers, the supervisors and the students. In fact, the gap that appeared between the teachers' perceptions about their level of competence and those of the students and the supervisors demonstrates the lack of transparency between these parties.

In general, this study, which involved the three main actors in the educational process and analyzed the content of the a wide range of in-service teacher training programs in Jordan, can be a rich source of information about teaching English and English teacher education in the country for researchers, educators as well as the Ministry of Education for future plans of improving the quality of teaching English in Jordan. .

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Appendices

Appendix (1)

Sample of the Secondary School Teachers in the South Region

No.	Directorates of Education	Sex			Qualification				Experience			
		Male	Female	Total	Intermediate Diploma	Bachelor Degree	Higher Than Bachelor Degree	Total	1-5 Years	6-10 Years	More than 11 Years	Total
1	Kerak	18	13	31	0	16	15	31	2	9	20	31
2	Mazar South	9	15	24	2	13	9	24	3	5	16	24
3	Al-Qaser	19	10	29	1	24	4	29	3	5	21	29
4	South Ghour	13	17	30	3	21	6	30	16	8	6	30
5	Badia South	4	9	13	0	11	2	13	8	5	0	13
6	Tafila	5	7	12	0	11	1	12	5	4	3	12
7	Busaira	2	3	5	1	2	2	5	4	0	1	5
8	Shoubak	7	12	19	1	15	3	19	11	6	2	19
9	Petra	8	13	21	0	15	6	21	1	6	14	21
10	Ma'an	13	11	24	1	22	1	24	1	1	22	24
11	Aqaba	9	17	26	1	23	2	26	7	15	4	26
	Total	107	127	234	10	173	51	234	61	64	109	234

Appendix (2)

Numbers of Secondary School Students in the South Region

No.	Directorates of Education	Numbers of Students		
		Male	Female	Total
1	Kerak	18	44	62
2	Mazar South	34	27	61
3	Al-Qaser	28	23	51
4	South Ghour	31	27	58
5	Badia South	19	21	40
6	Tafila	30	29	59
7	Busaira	20	11	31
8	Shoubak	22	12	34
9	Petra	31	23	54
10	Ma'an	39	15	54
11	Aqaba	19	36	55
	Total	291	268	559

Appendix (3)

Numbers of English Supervisors in the South Region

No.	Directorates of Education	Numbers of Supervisors			Qualification				Experience			
		Male	Female	Total	B.A	B.A + Diploma	M.A or higher	Total	1-5 Years	6-10 Years	More than 11 Years	Total
1	Kerak	2	0	2	0	1	1	2	0	0	2	2
2	Mazar South	2	1	3	0	1	2	3	0	0	3	3
3	Al-Qaser	2	0	2	0	0	2	2	0	1	1	2
4	South Ghour	2	0	2	0	1	1	2	0	0	2	2
5	Badia South	1	1	2	0	1	1	2	0	0	2	2
6	Tafila	2	0	2	0	1	1	2	0	0	2	2
7	Busaira	1	0	1	0	0	1	1	0	0	1	1
8	Shoubak	0	1	1	0	0	1	1	1	0	0	1
9	Petra	2	0	2	0	2	0	2	0	1	1	2
10	Ma'an	2	0	2	0	1	1	2	0	0	2	2
11	Aqaba	2	0	2	0	2	0	2	0	2	0	2
	Total	18	3	21	0	10	11	21	1	4	16	21

Appendix (4)

Supervisor's Questionnaire

Part I.

Dear English Supervisor,

The researcher is making a research study that aims at identifying the teaching competencies that Jordanian English teachers need from multiple perspectives. Therefore, you are kindly requested to complete the questionnaire by writing (√) in the appropriate place in Part II as well as in Part III where you need to respond to the statements in the table.

The questionnaire is strictly confidential, and writing your name is not required. However, your responses to the items will be of great value in guiding the researcher in his study as well as to scientific research in general.

Many thanks for your collaboration.

Mohammad M. Alhishoush

Part II.

Directorate of Education:

Name of School:

Please write (√) where appropriate:

Sex:

Male ()

Female ()

Part III.

**Teaching Competencies of Jordanian Secondary English Teachers
(Supervisor's Questionnaire)**

Domain	No.	Competencies	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Subject Knowledge and proficiency based competencies	1	English teachers have good knowledge of English grammar					
	2	English teachers are well aware of English phonology (pronunciation, word stress, intonation...)					
	3	English teachers are well aware of English functions and structures					
	4	English teachers can understand terminology describing language skills and sub-skills (e.g. reading for gist, scanning, intensive reading...)					
	5	English teachers are well aware of the differences between American English and British English					
	6	English teachers are well aware of English spelling					
	7	English teachers are well aware of English punctuation					
	8	English teachers have relatively good knowledge of English vocabulary which enables them to understand almost any text of interest					
	9	English teachers can read and understand authentic English texts about variety of topics					
	10	English teachers can listen to and fully understand short and longer texts by native and non-native speakers of English					
	11	English teachers can express themselves in English clearly without hesitation or making any mistakes					
	12	English teachers can write well organized paragraphs and essays without any mistakes					
Cultural Knowledge	13	English teachers have good knowledge about native English target culture's organizations and institutions such as universities, football teams...					
	14	English teachers have good knowledge about native English target culture's values and beliefs					
	15	English teachers have good knowledge about native English target culture's life style(s)					
	16	English teachers have good knowledge about native English target culture's literature, art, music...					
	17	English teachers have good knowledge about native English target culture's communication styles					
	18	English teachers have good knowledge about native English target culture's customs, habits, dress, food...					

**Teaching Competencies of Jordanian Secondary English Teachers
(Supervisor's Questionnaire)**

Domain	No.	Competencies	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Teacher/ students relationship	19	English teachers have a good knowledge about the theories of learning and language acquisition					
	20	English teachers are well aware of learner characteristics such as learning styles, learning strategies, maturity or past learning experience					
	21	English teachers are well aware of the role of error in language acquisition					
	22	English teachers are well aware of the differences between L1 and L2 learning					
	23	English teachers are well aware of the learner needs and interests...					
	24	English teachers have good knowledge of how to motivate students					
Instructional Competencies	25	English teachers know well how to present vocabulary					
	26	English teachers know well how to teach grammar					
	27	English teachers know well how to teach listening Activities					
	28	English teachers well how to teach reading activities					
	29	English teachers know well how to teach communicative activities					
	30	English teachers know well how to teach pronunciation					
	31	English teachers know well how to teach writing activities					
	32	English teachers know well how to teach English through English					
	33	English teachers know well how to use questioning techniques in their lessons					
	34	English teachers know well how to correct students' Errors					
	35	English teachers know well how to plan lessons					
	36	English teachers know well how to write good quality classroom tests					
	37	English teachers know well how to use the blackboard effectively					
	38	English teachers know well how to use pairwork and groupwork in their lessons					
	39	English teachers know well know how to use computer technology in teaching					
	40	English teachers know well know how to use audio, visual and audio-visual aids					

The end of the questionnaire
Many thanks for co-operation

Appendix (5)

Student's Questionnaire

Part I.

Dear students,

The researcher is making a research study that aims at identifying the teaching competencies that Jordanian English teachers need from multiple perspectives. Therefore, you are kindly requested to complete the questionnaire by writing (√) in the appropriate place in Part II as well as in Part III where you need to respond to the statements in the table.

The questionnaire is strictly confidential, and writing your name is not required. However, your responses to the items will be of great value in guiding the researcher in his study as well as to scientific research in general.

Many thanks for your collaboration.

Mohammad M. Alhishoush

Part II.

Directorate of Education:

Name of School:

Please write (√) where appropriate:

Sex:

Male ()

Female ()

Part III.

**Teaching Competencies of Jordanian Secondary English Teachers
(Student's Questionnaire)**

Domain	No.	Competencies	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Subject Knowledge and proficiency based competencies	1	My English teacher provides me with good information about English grammar and always corrects my grammatical mistakes					
	2	My English teacher's pronunciation is good, clear and sounds like native speakers					
	3	My English teacher helps me understand language structures and uses them to express myself in different situations such as asking for permission or greeting someone...					
	4	My English teacher helps me understand the basic skills of language such as reading, writing, speaking and listening					
	5	My English teacher teaches me the differences between American English and British English					
	6	My English teacher helps me improve my spelling and gives me useful tips on how to spell English words correctly					
	7	My English teacher teaches me how to use punctuation marks such as full stop, question marks and commas, and gives me useful tips to improve my punctuation					
	8	My English teacher is aware the meanings of all difficult words and gives me clear examples to understand them					
	9	My English teacher gives me examples from authentic texts such as newspapers, magazines, websites...					
	10	My English teacher gives me variety of listening texts by native speakers and helps me understand them					
	11	My English teacher speaks English clearly in the class most of the time					
	12	My English teacher gives me well organized paragraphs and essays about variety of topics					
Cultural Knowledge	13	My English teacher gives me useful information about native English institutions such as universities, football teams...					
	14	My English teacher gives me useful information about native English target culture's values and beliefs					
	15	My English teacher gives me useful information about native English target culture's life style(s)					
	16	My English teacher gives me useful information about native English target culture's literature, music...					
	17	My English teacher gives me useful information about native English target culture's communication styles					
	18	My English teacher gives useful information about native English target culture's customs, habits, dress, food...					

**Teaching Competencies of Jordanian Secondary English Teachers
(Student's Questionnaire)**

Domain	No.	Competencies	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Teacher/ students relationship	19	My English teacher is aware of the best ways of helping students to learn English					
	20	My English teacher is well aware of individual differences and teaches students accordingly					
	21	My English teacher knows the best ways for correcting my mistakes and gives me useful tips for correcting them					
	22	My English teacher understands the difficulties that Arab students face in learning English and teaches us accordingly					
	23	My English teacher is well aware of the my needs and interests...					
	24	My English teacher always motivates students and encourages them to learn English					
Instructional Competencies	25	My English teacher presents the meanings of new words in an easy and clear way					
	26	My English teacher can explain rules of grammar clearly and effectively					
	27	My English teacher teaches me listening Activities in simple and clear ways.					
	28	My English teacher teaches me reading texts in simple and effective ways.					
	29	My English teacher knows well how to teach communicative activities					
	30	My English teacher knows well how to teach me pronunciation					
	31	My English teacher knows well how to teach me writing activities					
	32	My English teacher uses English most of the time and encourages students to use it in the class.					
	33	My English teacher asks variety of questions that guide me to the answers and encourage creative thinking					
	34	My English teacher is aware of my errors and can correct them in an effective way.					
	35	My English teacher is self-confident and knows exactly what to do at every stage of the lesson and gives me extra examples					
	36	My English teacher writes good quality classroom tests which are suitable to all levels students					
	37	My English teacher uses the blackboard in clear and well organized way during the lesson.					
	38	My English teacher encourages me and my colleagues to work in pairs and groups, and monitors their work effectively					
	39	My English teacher uses computer technology in teaching in an effective way					
	40	My English teachers uses audio, visual and audio-visual aids such as tape recorder, T.V and video in the class					

The end of the questionnaire
Many thanks for co-operation

Appendix (6)

Teacher's Questionnaire

Part I.

Dear English teacher,

The researcher is making a research study that aims at identifying the teaching competencies of Jordanian English teachers from multiple perspectives. Therefore, you are kindly requested to complete the questionnaire by writing (√) in the appropriate place in Part II as well as in Part III where you need to respond to the statements in the table.

The questionnaire is strictly confidential, and writing your name is not required. However, your responses to the items will be of great value in guiding the researcher in his study as well as to scientific research in general.

Many thanks for your collaboration.

Mohammad M. Alhishoush

Part II.

Directorate of Education:

Name of School:

Please write (√) where appropriate:

Sex:

Male ()

Female ()

Part III.

**Teaching Competencies of Jordanian Secondary English Teachers
(Teacher's Questionnaire)**

Domain	No.	Competencies	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Subject Knowledge and proficiency based competencies	1	I have good knowledge of English grammar					
	2	I am well aware of English phonology (pronunciation, word stress, intonation...)					
	3	I am well aware of English functions and structures					
	4	I understand the terminology describing language skills and sub-skills (e.g. reading for gist, scanning, intensive reading...)					
	5	I am well aware of the differences between American English and British English					
	6	I am well aware of English spelling					
	7	I am well aware of English punctuation					
	8	I have relatively good knowledge of English vocabulary which enables me to understand almost any text of interest					
	9	I can read and understand authentic English texts about variety of topics					
	10	I can listen to and fully understand short and longer texts by native and non-native speakers of English					
	11	I can express myself clearly in English without hesitation or making any mistakes					
	12	I can write well organized paragraphs and essays without any mistakes					
Cultural Knowledge	13	I have good knowledge about native English target culture's organizations and institutions such as universities, football teams...					
	14	I have good knowledge about native English target culture's values and beliefs					
	15	I have good knowledge about native English target culture's life style(s)					
	16	I have good knowledge about native English target culture's literature, art, music...					
	17	I have good knowledge about native English target culture's communication styles					
	18	I have good knowledge about native English target culture's customs, habits, dress, food...					

Teaching Competencies of Jordanian Secondary English Teachers (Teacher's Questionnaire)

Domain	No.	Competencies	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Teacher/ students relationship	19	I have a good knowledge of the theories of learning and language acquisition					
	20	I am well aware of learner characteristics such as learning styles, learning strategies, maturity or past learning experience					
	21	I am well aware of the role of error in language acquisition					
	22	I am well aware of the differences between learning mother tongue and second language learning					
	23	I am well aware of the learner needs and interests...					
	24	I have good knowledge of how to motivate my students					
Instructional Competencies	25	I know well how to present vocabulary					
	26	I know well how to teach grammar					
	27	I know well how to teach listening Activities					
	28	I know well how to teach reading activities					
	29	I know well how to teach communicative activities					
	30	I know well how to teach pronunciation					
	31	I know well how to teach writing activities					
	32	I know well how to teach English through English					
	33	I know well how to use questioning techniques in my lessons					
	34	I know well how to correct students' Errors					
	35	I know how to plan my lessons as well as executing these plans effectively					
	36	I know well how to write good quality classroom tests					
	37	I know well how to use the blackboard in an effective and well organized way					
	38	I know well how to use pairwork and groupwork in my lessons					
	39	I know well how to use computer technology in teaching					
	40	I know well how to use audio, visual and audio-visual aids					

The end of the questionnaire
Many thanks for co-operation

Appendix (7)

EFL Experienced Teachers Interview

Dear English teacher /supervisor

The researcher is currently making a research study that aims at identifying the teaching competencies that Jordanian secondary school English teachers need, from multiple perspectives. One of the study instruments he must use for the study is an interview with experienced teachers. These may be English supervisors or teachers with long experience.

As such, you are kindly requested to complete the personal information in part I, and then answer the question in Part II.

This interview is strictly confidential, and writing your name is optional. Your answers to the question will be of great value to my research study and to scientific research in general.

Thank you for taking time to answer the questions and for your kind collaboration.

Mohammad M. Alhishoush

Part I. Personal Information:

Name: (optional):

Gender: male/female

Place of work:

Occupation:

Qualifications:(university degrees or other)

Experience(number of years):

Part II. Interview Question:

- In your opinion, what areas, topics or teaching competencies should be included in an in-service English language teacher training course? Please, write at least **10 topics** or areas which you consider as *most important* for English language teachers **in Jordan**.

1.

2.

3.

4.

5.

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8.

9.

10.

Appendix (8)

The In-Service Training Courses Analysis Table

Domain	No	Competencies	Available	Somewhat available	Not Available at all
Subject Knowledge and proficiency based competencies	1	English grammar			
	2	English phonology (pronunciation, word stress, intonation...)			
	3	English functions and structures			
	4	Terminology describing language skills and sub-skills (e.g. reading for gist, scanning...)			
	5	The differences between American English and British English			
	6	English spelling			
	7	English punctuation			
	8	English vocabulary about texts of different interests			
	9	Authentic English texts about variety of topics			
	10	Listening materials of different lengths by native speakers of English			
	11	Speaking tasks in English about different topics			
	12	Writing tasks about different topics			
Cultural Knowledge	13	English target culture's institutions			
	14	Native English target culture's values and beliefs			
	15	Native English target culture's life style(s)			
	16	Native English target culture's literature, music...			
	17	Native English target culture's communication styles			
	18	Native English target culture's customs, habits, dress, food...			

Domain	No	Competencies	Available	Somewhat available	Not Available at all
Teacher/ student relationship	19	Theories of learning and language acquisition			
	20	Learner characteristics such as learning styles, learning strategies, maturity or past learning experience			
	21	The role of error in language acquisition			
	22	The differences between L1 and L2 learning			
	23	The learner needs and interests...			
	24	Student motivation			
Instructional Competencies	25	Presenting vocabulary			
	26	Teaching grammar			
	27	Teaching listening Activities			
	28	Teaching reading activities			
	29	Teaching communicative activities			
	30	Teaching pronunciation			
	31	Teaching writing activities			
	32	Teaching English through English			
	33	Asking questions in class			
	34	Error Correction			
	35	Lesson Planning			
	36	Constructing classroom tests			
	37	Using the blackboard effectively			
	38	Using pair work and group work in the class			
	39	Using technology in teaching			
	40	Using audio, visual and audio-visual aids			

Appendix (9)

The Jury's Letter

Re: Judging the study instrument

Dear Juror,

The researcher would like to inform you that he is working on a doctorate study at University of Algiers, entitled "*Evaluation of the Teaching Competencies of English Teachers in Jordan from Multiple Perspectives.*"

Part of the process of the study is to check the validity of the research instruments which consist of one questionnaire for teachers, one for students and one for supervisors and the last one for training courses. These instruments are developed for the purpose of identifying the teaching competencies of Jordanian secondary English teachers. As such, you are kindly requested to give the researcher your valued suggestions on the matter by adding to, omitting or changing any of the items included.

N.B. The student's questionnaire will be translated to the target students into Arabic language.

Best regards

The researcher:

Mohammad M. Alhishoush

Appendix (10)

The Jury's Names, Qualifications, and Jobs

No.	Juror's Name	Qualifications	Major	Job
1.	Prof. Zafer Al-Saireh	Ph.D	English	University Teacher
2.	Dr. Juma' Al-Njadat	Ph.D	English	University Teacher
3.	Dr. Mahmoud Kanakri	Ph.D	English	University Teacher
4.	Dr. Bashar Al-Rashdan	Ph.D	English	University Teacher
5.	Dr. Essa Al-Khotaba	Ph.D	English	University Teacher
6.	Dr. Khalaf Al-Ulema	Ph.D	Education	Head of Supervision
7.	Mrs. Rab'a Al-Eidi	B.A+M.A	English+ Education	Head of Supervision
8.	Mr. Khalaf N. Alhishoush	B.A+M.A	TEFL	English Supervisor
9.	Mr. Waleed M. Al Bawwat	B.A+M.A	TEFL	English Supervisor
10.	Mr. Mefleh Al-Ewaneh	B.A + P.G Diploma	English + Education	English Supervisor
11.	Mr. Dgheish Al-Mahafdah	B.A + P.G Diploma	English + Education	English Teacher

Appendix (11)

استبيان الطالب

الجزء الأول:

عزيزي الطالب / عزيزتي الطالبة،

أرجو العلم بأن الباحث يقوم بعمل بحث ميداني يتعلق بمعرفة الكفايات التدريسية لمعلمي و معلمات اللغة الإنجليزية في الأردن من عدة و جهات نظر، لذا يرجى التفضل بالإجابة عن فقرات الاستبيان و ذلك بوضع إشارة (√) في المكان المناسب.

يتألف الاستبيان من ثلاثة أجزاء؛ الجزء الأول يتضمن المقدمة، و الجزء الثاني يتضمن معلومات تتعلق باسم مديرية التربية و المدرسة و جنس الطالب / الطالبة و الجزء الثالث يتضمن عدد من الفقرات يطلب منك تحديد درجة موافقتك عليها و ذلك بوضع علامة (√) في المربع المناسب و الخيارات المحددة هي (موافق بشدة، موافق، غير متأكد، لا أوافق، لا أوافق بشدة)

أرجو العلم بأنه لن يطلب منكم كتابة أسمائكم في الاستبيان كما أن إجاباتكم على الفقرات ستحاط بسرية تامة، لذا يرجى الإجابة عن الأسئلة بصدق و أمانة علماً بأن إجاباتكم ذات قيمة كبيرة في خدمة الدراسة و البحث العلمي بشكل عام.

مع الشكر الجزيل لكل تعاون في تعبئة الاستبيان

الباحث/ محمد موسى الحشوش

الجزء الثاني:

مديرية التربية :

المدرسة:

الجنس:

ذكر ()

أنثى ()

الجزء الثالث:

الكفايات التخصصية لمعلم اللغة الإنجليزية في الأردن

(استبيان الطالب)

المجال	الرقم	الكفايات التعليمية	أوافق بشدة	أوافق	لمست متاكدا	لا أوافق	لا أوافق بشدة
معرفة المادة و مهاراتها اللغوية	1	يزودني معلمي لمادة اللغة الإنجليزية بمعلومات مفيدة في قواعد اللغة الإنجليزية و يقوم بتصحيح أخطائي اللغوية باستمرار					
	2	يقوم معلمي لمادة اللغة الإنجليزية بنطق الكلمات بشكل واضح و مفهوم يشبه إلى حد كبير نطق المتحدثين باللغة الإنجليزية الأصليين					
	3	يساعدني معلمي اللغة الإنجليزية في فهم التراكم اللغوية الأساسية و يدريني على استخدامها في مواقف متعددة كالاستئذان و التحية و السؤال عن حاجاتي الخاصة أثناء الدرس باللغة الإنجليزية....					
	4	يساعدني معلمي لمادة اللغة الإنجليزية على فهم مهارات اللغة الإنجليزية بأنواعها كالقراءة الصامتة و الجهرية و الاستماع و الكتابة و المحادثة و التمييز بين هذه المهارات					
	5	كثيرا ما يوضح لي معلمي لمادة اللغة الإنجليزية الفرق بين اللهجة الأمريكية و الإنجليزية البريطانية عند استخدام بعض المفردات المختلفة في اللفظ أو في المعنى في اللهجتين					
	6	يساعدني معلمي لمادة اللغة الإنجليزية على كتابة مفردات اللغة الإنجليزية بدون أخطاء و يعطي الطلبة نصائح مفيدة في الإملاء الصحيح					
	7	يساعدني معلمي لمادة اللغة الإنجليزية في فهم علامات الترقيم كالفاصلة و النقطة و علامات الاستفهام و استخدامها بشكل صحيح أثناء الكتابة					
	8	يساعدني معلمي لمادة اللغة الإنجليزية في فهم جميع كلمات الدرس و يشرح معانيها للطلبة بشكل واضح و بسيط					
	9	يعطيني معلمي لمادة اللغة الإنجليزية نصوصا للدرس و التدريب مأخوذة عن مصادر حقيقية كالمجلات و الجرائد و غيرها					
	10	يساعدني معلمي لمادة اللغة الإنجليزية في فهم المواد السمعية من خلال إعطاء الطلبة فرصة للاستماع لمتحدثين ناطقين باللغة الإنجليزية و يشرحها بشكل واضح					
المعرفة الثقافية	11	يتحدث معلمي باللغة الإنجليزية معظم وقت الحصة بشكل واضح و مفهوم					
	12	يدريني معلمي لمادة اللغة الإنجليزية أثناء الدرس على كتابة الجمل أو فقرات أو موضوعات متنوعة باللغة الإنجليزية					
	13	يعطيني معلمي لمادة اللغة الإنجليزية معلومات هامة و مفيدة عن المؤسسات الاجتماعية و التعليمية و الثقافية و الاجتماعية للشعوب الناطقة باللغة الإنجليزية كالجامعات و النوادي الرياضية...					
	14	يعطيني معلمي لمادة اللغة الإنجليزية معلومات هامة و مفيدة عن معتقدات الشعوب الناطقة باللغة الإنجليزية و دياناتهم					
	15	يزودني معلمي لمادة اللغة الإنجليزية بمعلومات مفيدة عن أساليب حياة الشعوب الناطقة باللغة الإنجليزية و طبيعة علاقاتهم الاجتماعية مع بعضهم البعض					
	16	يعطيني معلمي لمادة اللغة الإنجليزية معلومات هامة و مفيدة عن الموسيقى و الأدب و الفنون للشعوب الناطقة باللغة الإنجليزية					
	17	يساعدني معلمي لمادة اللغة الإنجليزية في التعرف على كيفية تواصل الشعوب الناطقة باللغة الإنجليزية فيما بينها و طرقهم في التحدث مع بعضهم و التعبير عن أنفسهم					
	18	يزودني معلمي لمادة اللغة الإنجليزية بمعلومات مفيدة حول عادات الشعوب الناطقة باللغة الإنجليزية و تقاليدهم و أطعمتهم المشهورة لديهم و أزيائهم					

المجال	الرقم	الكفايات التعليمية	أوافق بشدة	أوافق	لمست متأكدا	لا أوافق	لا أوافق بشدة
العلاقة بين المعلم والطالب	19	يملك معلمي لمادة اللغة الإنجليزية أفضل الطرق والأساليب التعليمية التي تساعدني على فهم المادة بشكل جيد					
	20	يتفهم معلمي لمادة اللغة الإنجليزية احتياجاتي التعليمية الخاصة في المادة و يراعيها أثناء الشرح					
	21	يتفهم معلمي لمادة اللغة الإنجليزية أخطائي و يقوم بتصحيحها بشكل يساعدني على فهم المادة بشكل أفضل					
	22	يدرك معلمي لمادة اللغة الإنجليزية الصعوبات التي يواجهها الطالب العربي باللغة الإنجليزية الناتجة عن اختلاف اللغتين و يساعدني في تخطي هذه الصعوبات					
	23	يراعي معلمي لمادة اللغة الإنجليزية اهتماماتي الخاصة في اختيار المادة التعليمية و الأمثلة التي يقدمها في عرض الدروس					
	24	يشجئني معلمي لمادة اللغة الإنجليزية على تعلم المادة باستمرار و يحثنا على التحدث بها و كثيرا ما يغض النظر عن أخطائنا اللغوية					
الكفايات التدريسية	25	يشرح معلمي لمادة اللغة الإنجليزية معاني الكلمات الجديدة بشكل واضح و بسيط و يستخدم طرق متعددة كالصور و الحركات و الأمثلة					
	26	يشرح معلمي لمادة اللغة الإنجليزية قواعد الإنجليزية بشكل يساعدنا على فهمها بسهولة					
	27	يقدم معلمي لمادة اللغة الإنجليزية الأنشطة المتعلقة بمهارة الاستماع بطرق سهلة و بسيطة تساعدني على فهمها بشكل أفضل					
	28	يساعدني معلمي لمادة اللغة الإنجليزية في فهم نصوص القراءة و المطالعة من خلال عرضها بطرق سهلة و بسيطة					
	29	يساعدني معلمي لمادة اللغة الإنجليزية كثيرا في تعلم المادة من خلال الأنشطة اللغوية التي تعتمد على الحوار و المناقشة و لعب الأدوار باللغة الإنجليزية أثناء الدرس					
	30	يساعدني معلمي لمادة اللغة الإنجليزية في تعلم اللفظ الصحيح للكلمات من خلال اللفظ النمذجي لها ثم إعطاء الطلبة الفرصة لتكرارها بشكل يساعد على تعلمها بصورة أفضل					
	31	يساعدني معلمي لمادة اللغة الإنجليزية في تعلم الأنشطة الكتابية بشكل يجعل قدرتي على الكتابة باللغة الإنجليزية أفضل					
	32	قليلا ما يستخدم معلمي للغة العربية أثناء الشرح مما يعطينا فرصة أكبر لممارسة اللغة الإنجليزية باستمرار					
	33	يستخدم معلمي للغة الإنجليزية أسئلة متنوعة تساعدني بالوصول إلى الإجابة بسهولة و تحثني على الإبداع و الابتكار					
	34	يستخدم معلمي لمادة اللغة الإنجليزية طرق فعالة و مبتكرة في تصحيح أخطائي بالمادة					
	35	معلمي لمادة اللغة الإنجليزية واثق من نفسه أثناء الدرس و يعرف تماما ما يريد أن يفعل في كل مرحلة من مراحل الدرس					
	36	امتحانات اللغة الإنجليزية التي يكتبها معلمي جيدة و مناسبة و تساعدني في تعلم المادة و التعرف على مستواي الحقيقي باللغة الإنجليزية					
	37	يستخدم معلمي لمادة اللغة الإنجليزية السبورة بشكل واضح و منظم يساعدني على فهم المادة بشكل أفضل					
	38	يشجئني معلمي لمادة اللغة الإنجليزية على ممارسة أنشطة تتطلب العمل في مجموعات و تحت الطلبة على التعاون فيما بينهم و يشرف على هذه الأنشطة و يوجهها بشكل مستمر					
39	كثيرا ما يستخدم معلمي لمادة اللغة الإنجليزية لتكنولوجيا الحاسوب لمساعدة الطلبة في تعلم اللغة الإنجليزية بشكل أفضل						
40	كثيرا ما يستخدم معلمي لمادة اللغة الإنجليزية الأجهزة السمعية و البصرية كجهاز التسجيل و الفيديو و التلفزيون في شرح المادة لمساعدتي في فهم المادة بشكل أفضل						

شكرا جزيلاً على حسن التعاون

تقييم الكفايات التدريسية لمعلمي اللغة الإنجليزية في الأردن من عدة وجهات نظر

"ملخص الدراسة"

هدفت هذه الدراسة إلى تعرّف كفايات مدرسي اللغة الإنجليزية للمرحلة الثانوية في الأردن من عدة جهات نظر تمثلت بالطلبة و المشرفين و المدرسين أنفسهم. كذلك قام الباحث بعمل مقابلات لعدد من المختصين و تحليل محتوى عدد من البرامج التدريبية لمعلمي المادة التي أعدتها الوزارة بهدف الوصول إلى أدلة تعزز ما توصلت إليه الدراسة بخصوص الكفايات التدريسية التي يحتاجها مدرسو اللغة الإنجليزية للمرحلة الثانوية في الأردن. و قد شملت الدراسة عددا من عناصر العملية التربوية بالتحليل و ذلك بهدف رؤية المشكلة من منظور أوسع و أشمل.

استخدم الباحث عددا من الأدوات البحثية لغايات جمع بيانات الدراسة تضمنت ثلاثة استبيانات (للطالب و المشرف و المعلم) و جدول تحليل الكفايات المتضمنة في البرامج التدريبية، بالإضافة لمقابلات مع متخصصين في تدريس اللغة الإنجليزية من مشرفين و معلمين من ذوي الخبرة. اشتملت الاستبيانات الثلاثة و جدول التحليل على أربعة أبعاد تضمنت (40) كفاية تدريسية أساسية لمبحث اللغة الإنجليزية للمرحلة الثانوية، و هي:

1. الكفايات المبنية على المعرفة اللغوية للمادة (الكفايات 1-12)
 2. الكفايات المتعلقة بالمعرفة بالثقافة الإنجليزية (الكفايات 13-18)
 3. الكفايات المتعلقة بالعلاقة بين الطالب و المعلم (الكفايات 19-24)
 4. الكفايات المتعلقة بمهارات التدريس (الكفايات 25-40)
- تضمنت المقابلة مع المدرسين و المشرفين سوألا واحداً يحددون فيه أهم الكفايات التي يحتاجها معلمو اللغة الإنجليزية في المرحلة الثانوية في الأردن.

تم تنفيذ الدراسة في الفصل الدراسي الثاني للعام الدراسي (2010-2011) حيث اختار الباحث عينة لبحثه (223) معلما و (559) طالبا و (22) مشرفا من إقليم الجنوب في الأردن ممن استجابوا للاستبيانات. أما الذين استجابوا لسؤال المقابلة فبلغ عددهم (6) مشرفين و (17) مدرسا من ذوي الخبرة. كما اشتملت العينية على أفراد من الجنسين من مديريات التعليم المختلفة في الإقليم و عددها (11) مديرية.

اشتملت عملية التحليل على البرامج التدريبية الأساسية التي تم تقديمها لمدرسي اللغة الإنجليزية للمرحلة الثانوية في الأردن للخمسة عشرة عاما الأخيرة، ما بين عام 1995 - 2010.

و بشكل عام، فقد أظهرت نتائج الدراسة ما يلي:

1. هناك اتفاق عام بين جميع المشاركين و تحليل المحتوى للبرامج التدريبية على إعطاء " الكفايات المتعلقة بالثقافة الإنجليزية" أقل تقدير، و بذلك تكون الأكثر احتياجا من قبل المدرسين.

2. كان تقدير المدرسين لجميع المهارات عاليا بشكل عام باستثناء "الكفايات المتعلقة بالثقافة الإنجليزية" كانت أقل من الكفايات الأخرى بشكل واضح.
3. لم تختلف تقديرات المدرسين لمستوى كفايتهم تبعاً لجنس المدرس أو المؤهل أو الخبرة في معظم الكفايات، إلا أنها أظهرت فروقاً ذات دلالة بين الذكور والإناث بمستوى $(0.05 \geq \infty)$ في "الكفايات المتعلقة بمهارات التدريس" و ذلك لمصلحة الإناث، و فروقاً أخرى في "الكفايات المتعلقة بالثقافة الإنجليزية" لمصلحة الأكثر خبرة.
4. كانت تقديرات الطلبة لمدرسيهم منخفضة نسبياً في نوعين من الكفايات، و هي "الكفايات المتعلقة بالثقافة الإنجليزية" و "الكفايات المتعلقة بمهارات التدريس".
5. لم تختلف تقديرات الطلبة بشكل عام لكفايات مدرسيهم تبعاً لجنس الطلبة، و لكن لوحظ بعض الفروق ذات الدلالة في "الكفايات المتعلقة بالثقافة الإنجليزية" لمصلحة الذكور.
6. تميزت تقديرات مشرفي اللغة الإنجليزية لكفايات المدرسين بشكل عام بأنها الأدنى إذا ما قورنت بتقديرات الطلبة أو المعلمين أنفسهم، حيث أظهرت النتائج وفقاً لتقديرات المشرفين أن المدرسين بحاجة للمساعدة في معظم الكفايات على اختلافها.
7. لم تختلف تقديرات المشرفين لكفايات المدرسين تبعاً لجنس المشرفين أو مؤهلاتهم أو خبراتهم حيث لم توجد هناك أي فروق ذات دلالة بين تقديراتهم للكفايات التدريسية للمدرسين في مستوى $(0.05 \geq \infty)$.
8. أكدت نتائج المقابلة مع معلمي اللغة الإنجليزية ذوي الخبرة و المشرفين أهمية (26) كفاية من الكفايات التي تم اختيارها من العدد الأكبر من المختصين على أنها الأكثر احتياجاً لمدرسي اللغة الإنجليزية ، منها على سبيل المثال "الكفايات المتعلقة بتدريس مهارة المحادثة" و "الكفايات المتعلقة بتدريس مهارة الكتابة" و "الكفايات المتعلقة بإدارة الصف".
9. أظهرت نتائج التحليل لمحتوى البرامج التدريبية لمعلمي اللغة الإنجليزية في الأردن نقصاً في عدد من الكفايات التدريسية التي يحتاجها المدرسون خاصة في "الكفايات المبنية على المعرفة اللغوية للمدرس" و "الكفايات المتعلقة بالمعرفة بالثقافة الإنجليزية" بشكل أساسي، بينما ظهرت الكفايات الأخرى - رغم ارتفاعها النسبي - أنها دون الحد المطلوب منسجمة بذلك لدرجة كبيرة مع نتائج أسئلة الدراسة الأخرى. و في المجمل، فرغم تعارض إجابات المدرسين مع غيرهم من الذين استجابوا لأدوات الدراسة، فقد أظهرت النتائج حاجة مدرسي اللغة الإنجليزية للمرحلة الثانوية في الأردن لعدد من الكفايات التدريسية الأساسية التي لم يتم مراعاتها بصورة كافية في البرامج التدريبية للمدرسين في هذه المرحلة . كما أظهر التباين في آراء المعلمين و المشرفين و الطلبة نقصاً في الشفافية في العلاقة بين أطراف العملية التربوية. و لذلك فإن الدراسة تدعو لإعادة تقييم العلاقة بين المعلمين و المشرفين، و تقدم نموذجاً مقترحاً لبرنامج تدريبي مبني على الكفايات المقترحة في الدراسة، و تدعو لإعادة النظر في أدوات تقييم المعلمين الحالية بحيث تعكس المهارات الأساسية للمادة.

