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The Effect of Using Some Professional Development Strategies on Improving the Teaching Performance of English Language Student Teacher at the Faculty of Education, Helwan University in the light of Pre-Service Teacher Standards

A thesis
**Submitted for the Ph.D. degree in Education
(Curricula and Methods of Teaching English)**

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<u>Acknowledgment</u>

ABSTRACT

The main aim of this thesis was to determine the effect of using a training program based on three professional development strategies; namely : action learning, peer coaching and study groups, on improving teaching performance of Faculty of Education, Helwan University EFL student teachers in the light of standards for teachers of English at pre-service.

To achieve this aim, an observation checklist was developed, validated, administered and data obtained were statistically treated and analyzed. The main aim of using the checklist was to determine the weak teaching performance domains necessary for those student teachers to be trained on for adequate improvement.

In the light of the review of literature and the results of the observation checklist, the researcher designed a training program based on the three professional development strategies integrated to improve the reached weak teaching performance domains of those EFL student teachers, i.e. classroom management, assessment and professionalism. The program was implemented over a period of two months and a half.

The research sample that consisted of twenty four, fourth year, EFL student teachers was assigned as one treatment group. Besides the observation checklist mentioned above, four other tools were developed and made use of, namely: Scoring rubric, achievement test, a portfolio assessment checklist for continual evaluation and program satisfaction questionnaire.

- Using these tools, the following results were reached:

There were significant differences between the mean scores of the EFL student teachers on the achievement test and the scoring rubric in favor of the post test mean scores due to the effect of the professional development strategies based program. Also the program proved to have large effect size (0.987 and 0.996) on the improvement of the treatment group's teaching performance domains (classroom management, assessment and professionalism); both theoretically and practically. Based on the result reached and conclusion made, a set of recommendations and suggestions for further research were provided. Moreover, the program proved to be effective with a gain ratio (1.7) in improving the student teachers performance. Thus the study aim was achieved and it was recommended that professional development strategies should be used in EFL teachers' pre/in- service training programs

- **Key words:**
  - Models of EFL Teacher Education.
  - Teaching Performance Standards.
  - Classroom management – Assessment - Professionalism
  - Professional Development Strategies.
  - Action Learning – Peer Coaching – Study Group

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- ❖ **EFL**: English as a Foreign Language …………………………………
- ❖ **TP:** Teaching Practice ………………………………………………..
- ❖ **CPD:** Continual Professional Development…………………………..
- ❖ **TPSR**: Teaching Performance Scoring Rubric ………………………
- ❖ **PAC**: Portfolio Assessment Checklist ………………………………
- ❖ **PSQ**: Program Satisfaction Questionnaire ……………………………….

Chapter One

Introduction and problem

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1.1 Introduction:

Teachers have one of the nations' most important and toughest jobs- creating tomorrow's citizens and the workforce of the future. Recent research suggests that the quality of a teacher is the most important predictor of student success (Jill, 2000, P.345). A Tennsse study (Antunez, 2002)) discovers that low-achieving students increased their achievement level by as much as 53% when taught by a highly effective teacher.

Today's classroom is dynamic and complex. More students are coming to school neglected, abused, hungry, and ill-prepared to learn and work productively. To combat increasing student alienation, and meet the scope and intensity of the academic, social and emotional needs of today's students, those entering the teaching profession will need to find ways to create authentic learning communities by adjusting the power dynamics to turn power over into power with learners. http://www. ncela.gwu.edu/ pubs /teq/e1/success.pdf (accessed on 12 March 2008)

Larrivee (2000, P.1) assures that these changing demands call for teaching styles that better align with emerging metaphors of teacher as social mediator, learning facilitator, and reflective practitioner. Being able to function in these roles begins with teacher self-awareness, self inquiry, and self reflection, not with the students.

Yet, the task of preparing teachers for the profession is a complex and challenging one. In designing student teacher training program, difficult decisions have to be faced about the structure and content of the program, about when experience in school is best introduced and how student teachers are most appropriately prepared for it, about how they are suitably assisted in coming to terms with the substantial demands of the school and the classrooms.(Hammond, 2008, P.2) Accordingly, pre-service teacher education determines not just the quality of future in-service teachers, but also the character of education as a whole. Alatis (2007, P. 13) assures that Language teachers are at the top of those teachers who need careful preparation due to the nature of learning and teaching a foreign language. He adds that the preparation of quality teachers of any subject, but especially teachers of second or foreign languages, requires a special kind of competence, based on

academic principles, practical experiences, and personal attributes that result in truly remarkable professionals.

   The aim of language teacher education is to produce competent teachers who are able to teach language effectively. As Richards (1995, p.15) asserts, "The intent of EFL teacher education must be to provide opportunities for the novice to acquire the skills and competences of effective teachers and to discover the working rules that effective teachers use." Freeman (1999, p.439) has also put it, "this type of education is meant to link what is known in the field with what is done in the classroom".

   In other words, becoming an effective teacher involves considerably more than accumulating skills and strategies. Also, being successful in today's classroom environment goes beyond taking on fragmented techniques for managing instruction, keeping students on-task, and handling student behavior. It requires that the teacher remains fluid and able to move in many directions, rather than stuck only being able to move in one direction as situations occur.

   According to Moore (2000) a well prepared language teacher should be prepared in four areas of teacher competence to be effective in bringing about intended learning outcomes. These four areas are:

- o Command of theoretical knowledge about learning and human behavior.
- o Display of attitudes that foster learning and genuine human relationships.
- o Command of knowledge in the subject matter.
- o Command of technical skills of teaching that facilitate student learning.

   These competencies are prerequisites for teaching, but they are insufficient without four higher-level attributes of effective teachers:

- ✓ Personal qualities that allow them to develop authentic human relationships with their students, parents, and colleagues and to create democratic, socially just classrooms for students.
- ✓ Positive dispositions toward knowledge. They have command of at least three, broad knowledge bases that deal with subject matter, human development and learning, and pedagogy. They use this knowledge to guide the science and art of their teaching practice.
- ✓ Command of a repertoire of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-level thinking, and to produce self regulated learners.
- ✓ Personally disposition toward reflection and problem solving. They consider learning to teach a lifelong process, and they can diagnose

situations and adapt and use their professional knowledge appropriately to enhance student learning and to improve school. (Arends, 2007, P.19)
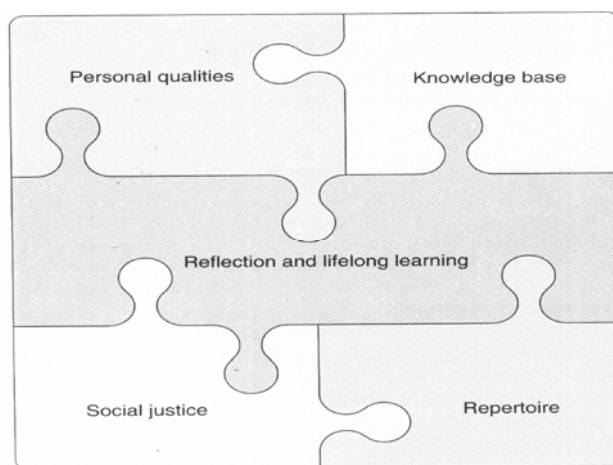
Figure.1: A View of Effective Teachers
  Source: (Arends, 2007, P.19)

It is clear from the figure above that reflection occupies a central and large location of the view of effective teacher. This may be because many of the problems faced by teachers are situational and characterized by their uniqueness. Unique and situational cases call for "an art of practice", something that cannot be learned very well from reading books. Instead, effective teachers learn to approach unique situations with a problem-solving orientation and learn the art of teaching through reflection on their practice.

Lampert (2001, P.32) has made similar observations about the complexity of teaching and why reflection and problem solving are so important:

' one reason teaching is a complex practice is that many of the problems a teacher must address to get students to learn occur simultaneously, not one after another. Because of simultaneity, several different problems must be addressed in a single action. And a teacher's actions are taken independently; there are interactions with students, individually and as a group. A teacher acts in different time frames and at different levels of ideas with individuals, groups and the class to make each lesson coherent"

Also, Candido (2001, p.12) declares that there are main key terms in the 21 century that characterize language teaching and learning: "Cooperative-autonomous, learning strategies; self-assessment; authentic, contextual, culturally sensitive, cognitive processing, reflective, innovative, empower and relatively". He adds that teachers of the future will have to deal with those concerns as well as a host of new ones.

In spite of the aforementioned importance of teacher development and the urgent need to start such development in pre-service training, i.e. in his/her teaching practice, there are many complaints of EFL student teachers that they can hardly function in their career in the present conditions this is stated by Christopher and Diana (2002, p.2) who also declared that " more than a dozen reports issued in the past three years offer recommendations for improving EFL teacher education".

At most faculties of education, teacher education consists of a few courses on teacher education theory, some courses on methods, and a topping of student teaching. Except for the student teaching, and may be a little observation experience, the program consists of campus-based courses (Cooper, 1999, p. 4).

Accordingly, one of the greatest problems in language teacher preparation programs is the relationship between theory and practice. Bransford, Brown and Cocking (2006) assured that pre-service teacher education programs have about foundation courses that seem disjoint and irrelevant to practice, or are "too theoretical" and have no bearing on what "real" teachers do in "real" classrooms with "real" students. When methods courses explore the theory and research bases for instructional methods and curricula, the student teachers complain that they are not oriented enough toward practice. So, although prospective teachers are often anxious to begin their student teaching and find it the most satisfying aspect of their preparation program as stated by Hollins (1995), the dissonance between this experience and their course work supports the belief that educational theory and research have little to do with classroom practice.

Freeman and Johnson call for a reconceptualization of the traditional knowledge-base of teacher education and contend that the core of teacher education must center on the activity of teaching itself, the teacher who does it, the context in which it is done, and the pedagogy by which it is done.(cited in Cheng & Ren, 2003, P.17)

Yet, the idea of allowing student teachers to apply theory in practical situation during the practicum has recently been criticized by many researchers. Freeman (1991) declares that student teachers, during the practicum, can be "told" what and how to teach, but each student teacher must come to carry out what he has learnt. Also, Crookes (2003) states that the chief purpose of the practicum is not to get student teachers to apply a certain body of pedagogical knowledge; but to let them take the essential step in a life-long journey of professional growth.

Bani Abdurrahman (2003, p.5) assures that there is a necessity for reforming teaching practice to concentrate on the understanding of the teaching- learning process rather than concentrating

on teaching skills acquisition only. Instead of being limited to one model of teaching, exposing student teachers to different models might be more helpful in the long development of a teacher identity as well as skills. Student teachers must be able to think systematically and examine their own behavior critically. Experience alone is not enough. It is the thought and subsequent action associated with the experience which determines its value in the learning process.

Diaz-Maggioli (2003) indicates that English student teachers have certain needs that should be satisfied during their teaching practice:
- They should be trained in ways to collect and interpret data in the class, in groups or individually, and then analyze data.
- They should gain skills in judging the impact of curriculum proposals in practice and in evaluating practice and performance.
- They should be competent in monitoring and describing their own and their students' behaviors.
- They should have an understanding of instructional methods and materials as well as their applications.
- They should also be able to change their behaviors on the basis of the classroom setting.

Again, Seifeddin (2002) indicates that teacher education programs encounter many challenges. The most important one is sticking to the usual individualistic pattern, widely used nowadays, that stresses teacher isolation and self-containment. But as this does not go with education for the 21 century it becomes imperative that teacher education programs attempt to replace this pattern with new one that stresses collaboration and collegiality instead of isolation and self-containment.

In short, prospective teachers find little intellectual challenge in their professional training, and subsequently are isolated in school classroom where low levels of knowledge are again reinforced. The rewards of work dwindle over the years, and the motivation to learn more about teaching are few. (El-Dib, 1993)

Moreover, there is another problem concerning the supervision process of English student teachers during their teaching practice. Too many teacher educators still carry out archaic rounds: walking into school classrooms where a student teacher is teaching, observing a lesson, giving lesson- specific feedback, and walking to their cars. This is important work indeed, but wholly inadequate. This singular focus neglects reflective practice and collegiability. Those who think a great deal about professional development have moved beyond practice as the major framework for student teacher learning in favor of opportunities to learn that involve collaboration, dialogue, reflection, inquiry, and leadership.

These problems in pre-service teacher education impede lifelong learning. So, they need to make the transition from a world dominated primarily by college courses, with only some supervised teaching experiences, to a world in which they are the teachers, hence, they face the challenge of transferring what they have learned. Yet, even with strong levels of initial learning, transfer does not happen immediately or automatically. Student teachers often need help in order to use relevant knowledge that they have acquired, and they usually need feedback and reflection so that they can try out and adapt their previously acquired skills and knowledge in new environments. These environments... the schools... have an extremely important effect on the beliefs, knowledge, and skills that new teachers will draw on.

Therefore, the present study came to discuss new challenges for pre-service language teacher education connected with the changing conception of teaching profession. Some innovation approaches, models and strategies in teacher education will be discussed mainly: reflective model, experiential learning and professional development of student teachers.

The' reflective approach' to teaching is a recent trend which sees teacher development as arising from within. Teachers learn by reflecting on their classroom practice. The fast-growing literature on reflective teaching shows the importance of reflection and self-assessment, both in the initial process of learning to teach and in the professional growth (Rovegno 1990; Russell 1995; Moallem 1997).

Langley and Senne (1997) stress that reflective writing provides a mean for pre-service teachers to critically examine their teaching experiences. Also, a systematic cognitive connection of past experiences is made from practice teaching. They add that, through reflection, the ability to reflect on one's teaching facilitates the development of expertise in teaching.

Professional development is essentially a process that requires self reflection and self criticism as practiced by the teacher in order to occur and be fruitful. Therefore, the need is dire for developing self-reflexivity in teachers, and more deeply in student teachers during teaching practice, being the initial stage in which student teachers are introduced into the real teaching profession with all its demanding requirements on the part of the teacher.

Developing professional competence involves student teachers in examining and developing their experiential knowledge (their opinions and beliefs about learning and teaching based on their own experience of language classrooms) and extends their " received knowledge" (for example, their knowledge of theories of language, of the psychology, of

language learning, and of opinions, beliefs and practices which are different from their own). (Parrott, 1993)

According to previous researches, English language teacher education, specially teaching practice has been the target of many investigations in the Egyptian and other Arab countries contexts. (See for example, El Dib 1993, Abdel Hak 1997, Al Bashbishy 1998, Hamad 1999, Mostafa 1999, Seifeddin 2002, El-Dib 2003, El-Okda 2005, Mostafa 2005.). Some of these studies were concerned with evaluating the teaching practice programs as a whole; others were concerned with investigating the problems of teaching performance. Also some of these studies concentrated on developing reflective thinking skills of English student teachers during their practicum experience while others were still concerned with the conceptual bases that guide the practices followed in the preparation of English teachers. There was a strong agreement among these studies on the following assumptions:

- o There should not be a gap between theory and practice in EFL student teacher preparation program,
- o There is a positive relation between EFL student teachers' teaching performance and reflective thinking,
- o There is a need for alternative professional development strategies to raise the effectiveness of the teaching practice in developing student teachers teaching performance.

In the light of these assumptions, a training program is proposed for fourth year EFL student teachers in the present study. It aims at providing a resource pool of three main professional development strategies which groups of English student teachers will work on collaboratively, during their teaching practice at school, according to the reflective approach to teaching. Collaboration in carrying out tasks means that this input comes not only from the strategies and from the tasks and materials which accompany them, but also from a sharing of diverse experience, opinions, beliefs and knowledge.

1-2-Context of the Problem:-

Improving the teaching performance is one of the main goals of EFL teacher preparation programs at faculties of education in Egypt. Accordingly, the center for the development of English Language Teaching (CDELT) with the Integrated English Language Program (IELP- II) has integrated information about instructional principles to develop Egyptian standards for pre-service English

teachers education programs (STEP). Through their professional education program, candidates are expected to meet the standards at increasingly complex levels.

These standards are grouped into five main domains as follows:
- Classroom management.
- Language.
- Instruction.
- Assessment.
- professionalism

However, in spite of the stressed importance of improving English student teachers' teaching performance, there are obvious shortcomings in the teaching performance of the EFL student teachers, Faculty of Education, Helwan University. To come to a closer identification of the problem a pilot study was conducted by the researcher.

* The 2005 research pilot study:

The researcher started her pilot study during the academic year 2004/2005 by:

1- Observation:-

The researcher observed 24 student- teachers of the English Section, Faculty of Education, Helwan University, while teaching practice to find out what teaching skills they had and what teaching problems they were facing. The student teachers were in the fourth year, and thus, on the threshold of graduation. Each student teacher was observed 4-5 times. An observation sheet, designed by the researcher, was used.

The results showed that about 80% of the student teachers suffered from weakness in their teaching performance according to the above mentioned standards. No one achieved 'excellent level' in any of the standards. Most of the student teachers' performance levels ranged between very good and poor.

This may be attributed to the extra focus of the preparation program on academic courses (linguistic) at the expense of experiential practice of teaching. Even methodology course mostly provide student teachers with detailed theoretical background about teaching strategies and techniques. Also microteaching course, which is taught in the second

year and which students receive as a preparation to their teaching practice at schools, concentrates only on teaching student teachers lesson planning. While other domains, such as classroom management, assessment and professionalism, which need practice more than theoretical information, are neglected.

2- An Interview:-

Observations were followed by unstructured interviews with the same student teachers and eight supervisors of the student-teachers of English Section, Faculty of Education, Helwan University in practice teaching. The researcher asked the supervisors about the level of their trainees in teaching performance skills, they pinpointed the following:

1. Student teachers' teaching performance is in great need of development.
2. Student teachers are unable to manage the classroom effectively. Their only way of control is either shouting or punishment.
3. Student teachers are talking most of the time while students are listening to them. No pair or group work is conducted in classes.
4. Student teachers are not active and unable to use variety of instructional media and activities to achieve productive and interesting learning atmosphere.
5. Student teachers do not apply well what they have studied in methodology course and other subjects.
6. Student teachers rarely practice assessment skill during their teaching practice.
7. Student teachers' lack of confidence affects their teaching performance. Their lack of confidence is due to the fact that they are not competent enough and have-not received appropriate preparation for teaching practice.

♠ Student teachers added the following points when interviewed:

- There is no relationship between the theoretical subjects; they study at the faculty and the teaching practice at schools.
- Learners do not respect them. They usually treat them as trainees who are not yet teachers. This results in their facing of many classroom problems that they can not manage.
- Supervisors and cooperative teachers always search for points to criticize them only while they do not encourage them or reward them when they do well

- There is no time or place specialized for discussing and evaluating their teaching performance.

3- Review of the Previous Related Studies:-

The problem of the study was further supported by the results of previous related studies. Recent related studies such as Shalatty (1996), Seifeddin (2002), El-Dib (2003), El-Okda (2005), Mostafa (2005), and Caries & Alemida (2005) assured the weakness of English student –teachers teaching performance and recommended using new approaches and techniques to develop their teaching performance.

All this assured the problem and highlighted the English student teachers, at Faculty of Education, Helwan University dire need of receiving a further professional training program to develop their teaching performance during their teaching practice to be more effective in their classrooms. Thus, the present study tried to investigate the effect of some professional development strategies; action learning, peer coaching and study groups, on improving the teaching performance of the student-teachers of English Section, Faculty of Education, Helwan University in the light of standards for teachers of English at pre- service (STEP).

1-3-Statement of the Problem: -

According to what has been mentioned above the research problem of the present study could be summarized in the following statement:-

Fourth year, student -teachers of English Section, Faculty of Education, Helwan University suffer from weakness in their teaching performance that affects badly on managing their roles as prospective teachers of English in their practicum. Hence, a training program that is based on using three main professional development strategies namely: action learning, peer coaching and study groups, is proposed in a trial of improving their teaching performance in the light of standards for teachers of English at pre- service (STEP).

1-4- The Research Questions:-

To tackle this problem, the present study attempts to answer the following questions:-

1- What are the weak teaching performance domains of fourth year, student -teachers of English Section, Faculty of Education, Helwan University?

2- What are the features of the proposed training program that will improve English student teachers' teaching performance?

3- To what extent will the proposed program be effective in improving the English student teachers' teaching performance in their weak teaching performance domains?

4- Will the improvement in the student teachers' teaching performance vary from one standard to another?

1-5 Hypotheses of the Study:-

The present study hypothesized that: -

1. The proposed program has a high efficiency in improving both theoretical and practical aspects of the teaching performance standards necessary for EFL student teachers.

2. There is a statistically significant difference between the mean scores of the treatment group subjects on the pre- and post-administrations of the achievement test in favor of the post- testing scores.

3. There is a statistically significant difference between the mean scores of the treatment group subjects on the pre and post applications of the scoring rubric in favor of the post- application.

4. The proposed program has a large effect size on improving the weak teaching performance domains of the EFL student teachers.

5. Most of the treatment group subjects are satisfied with the proposed training program as measured by the Program Satisfaction Questionnaire (PSQ).

1-6 Delimitations of the Study:-

The present study is limited to the following:-

1. A sample of fourth year, student -teachers of the English Section, Faculty of Education, Helwan University who deemed to be more capable and eligible to identify conditions and problems within their teaching performance due to the whole year of teaching practice they have spent last year, third year teaching practice.

2. Improving three main domains of teaching performance standards of English teacher at pre- service (STEP), namely: classroom

management, assessment and professionalism. As they proved to be the weak domains according to the results of the observation checklist. Also, review of research in the field reveals a lack of studies on these three domains in the same training program.

3. The suggested experiment is based on three main professional development strategies, namely: action learning, peer coaching and study groups.

1-7-Aim of the Study:-

The present study aims at:-

1. Investigating the effect of a proposed program that is based on using three main professional development strategies namely: action learning, peer coaching and study groups, on improving the teaching performance of the fourth year, student teachers of English, Faculty of Education, Helwan University in the light of standards for teachers of English at pre- service (STEP).

1-8- Significance of the Study:-

The present study could contribute in:

1. Alerting student teachers early in their preparation program on the necessary methodological competences and skills they will have to demonstrate during their teaching practice.
2. Familiarizing EFL student teachers with professional development strategies and reflective teaching as a new trend and helps them incorporate these strategies in their teaching practice as well as in their future teaching.
3. Improving the student- teachers' teaching performance domains, namely: classroom management, assessment and professionalism.
4. Directing the attention of in- service teachers of EFL and university staff to these new professional development strategies and to incorporate them in their teaching.

1-9- Method of the Study:-

The present study followed the analytical, descriptive method for reviewing related literature and studies and the quasi-experimental method for examining the effect of the professional development strategies, namely: action learning, peer coaching, study groups, in improving the teaching performance of English language students at the Faculty of Education, Helwan University. The design

utilized in this study was the one group pre-post test study. As the suggested professional development strategies for improving the teaching performance were not taught to or used with fourth year, student teachers, English section at the Faculty of Education, Helwan University before so, there was no need for the control group.

1-10- Procedures of the Study:-

The present study went through the following procedures:-
1. Review of pertinent literature and related studies that dealt with the following points:-
   - The EFL teacher education models.
   - The reflective approach to teaching.
   - Teaching performance and teaching practice of EFL student teachers.
   - Designing training programs for EFL student teachers.
   - Professional development strategies and teaching performance.

2. To answer the first question "What are the weak teaching performance domains of fourth year, student -teachers of English Section, Faculty of Education, Helwan University?" the following steps were followed:
   a) Reviewing the related literature.
   b) Reviewing the document of standards of teachers of English at pre-service (STEP).
   c) Designing and administering an observation checklist to a sample of fourth year, student -teachers of English Section, Faculty of Education, Helwan University for identifying the weak domains in their teaching performance.

3. To answer the second question" What are the features of the proposed training program that will assist English student teachers improve their teaching performance?" the following steps were followed:
   a) Identifying the weak three teaching performance domains of the student teachers as have been reflected in the previous step.
   b) Designing a training program for improving these three domains. This involves defining philosophy, aims, objectives, selecting content, selecting aids, deciding strategies and techniques to be employed, and finally deciding means of evaluation.

c) Validating the proposed program by submitting it to a jury.

4. To answer the third question "To what extent will the proposed program be effective in improving the English student teachers' teaching performance in their weak teaching performance domains?" and the fourth question " Will the improvement in the student teachers' teaching performance vary from one standard to another?" the following steps were followed:

A. Designing the program evaluation tools, a pre-post scoring rubric, a pre-post achievement test and portfolio assessment checklist to measure the effect of the suggested program.

B. Validating the evaluation tools by submitting them to a jury.

C. Piloting the tools.

D. Pre-administering the program evaluation tools were to the treatment group before starting the application of the program in order to determine the exact level of the English student teachers (the sample of the study) before receiving the program. The pre-evaluation was done through using these two main tools: the achievement test and the scoring rubric.

E. Applying the suggested program.

F. Administrating the teaching performance achievement test for the second time to test the development in the students' teaching performance after the experiment.

G. Using the teaching performance scoring rubric for the second time to measure the teaching performance after the experiment.

H. Administrating the portfolio assessment checklist.

I. Filling in the program satisfaction questionnaire (PSQ), to find the levels of each student teacher's satisfaction with the program and the training.

J. Analyzing the obtained data statistically using the appropriate techniques. The effect size of the proposed program on each teaching performance standard was computed and the effectiveness on each standard was also calculated to estimate the effect size and the effectiveness of the proposed program on each standard and to answer the study fourth question at the same time.

K. . Interpreting the results, and coming to conclusions, recommendations and suggestions for further research.

1-11- Definition of Terms:-

1-11-1 Teaching Performance:-

Teaching performance as stated by Metwally (1995: p. 4) is "doing a lesson in a way that makes the teacher relate the lesson to students' social reality, using various teaching methods and suitable teaching aids, relating the lesson to students' daily problems and deeping teacher's own knowledge in the lesson subject beyond what is mentioned in students' book".

The teaching performance in the present study is operationally defined as:-
"The student teachers skills in creating the appropriate conditions for language learning in the classroom through their ability to make and implement a set of theoretical as well as practically motivated teaching decisions".

1-11-2 Teaching Practice (Practicum):-

Teaching practice in the present study refers to a one-day (Tuesday) weekly practice of teaching English in secondary schools, done by fourth-year students, English section, faculty of education, Helwan University.

1-11-3 Efficient program: When 80% or more of the student
teachers get 85% or more out of the total marks allotted for the program on the assessment tools.

1-11-4 Weak Teaching Performance Aspect: When 55% or
more of the student teachers get 50% or less of the total marks allotted for the teaching performance aspect (standard) on the assessment tools.

1.11.5 Professional development:

Diaz-Maggioli (2003, a) defines professional development as "An ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students".

- This definition is adopted in the present study because it is suitable to its topic and subjects.

1.11.6. Action Learning:

Marquadt (2004) defines action learning saying:
"Action learning is a deceptively simple yet amazingly intricate problem-solving strategy that has the capacity to create powerful individual and organization wide changes".

"Action learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections. Action learning is a form of learning by doing".
http://www.gwu.eu/bygeorge/02/804actionlearning.htm/

In the present study action learning strategy is defined as a dynamic, systematic inquiry process that involves a small group of (6) English student teachers discussing and trying to solve actual teaching performance problems concerning classroom management, assessment and professionalism, through the group employ action plans (plan – act – review) followed by reflection sessions while at the same time focusing on what they are learning and how their learning can benefit each group member and the group it as a whole. A learning coach (the researcher) works with the group in order to help them learn how to balance their work, with the learning from that work.

1.11.7. Peer Coaching:

Meyer and Gray (2006) define peer coaching as "a process in which two teachers visit each other's classes and later meet to discuss their observations and provide feedback on what they saw".
They add that Peer coaches strive to focus on positive reactions and solutions to possible problems as opposed to peer visits for evaluative purposes that may focus on ranking or ratings of teaching for employment reasons".

In the present study peer coaching is defined as:
A confidential process through which two English student teachers share their expertise, observe each other while teaching, reflect and provide one another with feedback; work together to review current

practices; expand, refine, and build new skills; share ideas; teach one another; solve problems in the workplace.

1.11.8. Study Groups:

Kerievsky (2005) defines learning circles/ or study groups as "a collection of individuals who gather together regularly to improve their understanding of some nontrivial subject, such as a body of great literature, by participating in a focused discussion".

Siegel and Kappaz (2006) defined Study group as: "a focused discussion group that harness the wisdom and experience of professional peers".

Study group is defined in this study as ' a group of 8 student teachers who meet regularly over a specified period of time to learn about and discuss issues of importance to them concerning their teaching performance in three main domains: namely: classroom management, assessment and professionalism'.

In this case the discussion takes place in an atmosphere of mutual understanding. Group members learn at their own pace and form their own experiences and understandings. The goal is deeper understanding by participants and their efforts are often towards the construction of a final product or recommendation for a course of action Sessions generally last around two hours, guided by a facilitator or an 'enabler'- someone the group has nominated to keep discussion focused and fair. Participants usually prepare readings or research between sessions to provide them with the raw material for discussion'.

♦ Defining some techniques included in the program:

☒ Learning contracts:

A learning contract is basically a short agreement written between a trainee and supervisor. It outlines what is expected to be learned in a specific period and the method of assessment of that learning. http://www.nes.scott.nhs.uk/courses/ti/learningcontracts.pdf

In the present study learning contract is defined as an agreement between the student teachers and the researcher (the trainer) that student teachers are going to do a specific amount of work at a certain amount of time. Most work of the program is done through

learning contracts. Student teachers receive training on how to complete a contract and how to evaluate it. (See appendix F introductory session handout 5)

☒ Learning diaries:

Learning diary is defined as a daily record, especially a personal record of events, experiences, and observations; a journal.

http://www.answers.com/topic/diary

In the present study after each session student teachers are required to fill a learning diary. The learning diary is a sheet that they will fill at home and attach to their portfolios. The diary includes the following headings:
(Date – session number – main activities – how I performed – what difficulties I had – what difficulties I still have – what I prefer to do next). The diary is a personal record of one's performance and feelings, so student teachers can be as critical and as frank as they want. Student teachers are going to make 8 copies and use one after each session. Then, Keep all diaries in their portfolios.

☒ Mind Maps:

A **mind map** is a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea. It is used to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

http://members.optusnet.com.au/~charles57/creative/mindmap/

Also, mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

http://www.jcu.edu.au/studying/services/studyskills/mindmap/howto.htm

- This definition is adopted in the present study because it is suitable to its topic and subjects.

☒ **Professional Teaching portfolios:**

A portfolio is a sampling of the breadth and depth of a person's work conveying the range of abilities, attitudes, experiences, and achievements. (Johnson, K.1998)).

This term mainly involve three processes for student teachers: collect, select and reflect. Professional teaching portfolio is a living document it will change overtime as student teacher evaluates his/her teaching, reflect, and act on the results. All the work done during the program sessions including learning contracts, session worksheets, handouts, readings and diaries should be collected in a large plastic envelop called portfolio. Portfolio will help each student teacher see and evaluate the extent of his/her participation and growth. In addition, they will use its content to evaluate themselves as well as their peers at the end of the course.

The new in the present study is that student teachers are asked to add video entries, using their mobiles camera or the trainer's digital camera, into their portfolios in the form of compact disks (C.D).These entries presents self, peer teaching performance during teaching in actual classroom concerning specific point that the trainer selects and wants to reflect on and share with the trainer and or his/her colleges whether a problem or applying a new strategy or technique. Each entry is accompanied by a reflection from the trainer in a form of a written report.

☒ **Digital Portfolio:**

Digital Portfolios have been identified as one performance assessment instrument available to pre-service teachers for demonstrating and documenting their individual understanding and abilities related to multiple proficiencies through the computer and the internet possibilities. (Bullock & Hawk, 2001).
- This definition is adopted in the present study because it is suitable to its topic and subjects.

☒ **Self-access materials:**
Self access materials in the present study refer to a variety of materials available for student teachers to borrow whenever they need. The trainer has in hand a group of books, journal articles, internet sites, on classroom management, assessment and professionalism, tape recorders, and digital camera. Student teachers are told to feel free to

have a look at this group and to borrow or copy from it when ever they want.

1-12- Overview of the study:-

Chapter I: has shown the problem and its background.

Chapter II: will deal with the "review of literature". A special reference is made to models and modern trends of EFL teacher education. There is also a discussion about the teaching performance standards of EFL student teachers. Moreover, there is a discussion of professional development strategies, namely: action learning, peer coaching and study groups.

Chapter III: will present some studies that are related to the above mentioned categories, in chapter two. Each category is followed by a comment.

Chapter IV: will present the design, subjects of the study, the setting, the instruments of the study and their application. Also the procedures followed in conducting the proposed program are highlighted.

Chapter V: will present results and discussion of the data.

Chapter VI: will present summary, findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

THEORETICAL BACKGROUND

CHAPTER TWO
THEORETICAL BACKGROUND

Introduction:

The present chapter reviews the literature pertinent to the problem under investigation. It examines literature on models and theories of EFL teacher education and early professional development of EFL student teachers in three main sections.

The first section deals with EFL teacher education, the concept of teaching and teacher education, models of EFL teacher education, reflection as a means of student teacher professional development. There is also a discussion about student teacher training modes. This section ends up with a detailed analysis of the aspects of student teacher development mainly during teaching practice.

The second section is focused on investigating the teaching performance: its definition, characteristics, standards and evaluation. Also, the section addresses teaching practice. This includes its definition, principles, problems and the factors influencing its effectiveness. Finally, the section introduces dilemmas in designing a preservice teacher education program and the main characteristics of a promising teacher education program that stresses professional development of student teachers.

In the third section, professional development of EFL student teachers is investigated. Also, it throws light on action learning, study groups and peer coaching as three professional development strategies for improving the teaching performance of EFL student teachers. This section ends up with investigation of the rational for integrating the three professional development strategies; action learning, peer coaching and study groups. It illustrates also the main procedures and phases adopted to improve the teaching performance of EFL student teachers within the study's suggested training program.

2.1. The First Section: EFL Teacher Education:

Given the diverse and contradictory ways in which teacher education is being shaped, a fuller understanding of what teachers do and the process by which teachers learn to teach is evidently needed. Although teacher education may at present be driven by an alternative agenda, any genuine improvement in the quality of teacher education

requires a clearer understanding of the process involved and how it is most appropriately facilitated. Such claims, however, are premised on very simple models of the nature of teaching and how teachers learn to teach. Learning different aspects such as: how to plan a lesson, how to present oneself as a teacher in the classroom, how to work collaboratively with other teachers, how to analyze and improve one's own practice and to consider the long term goal of education require quite different approaches to learning.

In other words, there are different conceptualizations of teaching guide the practices followed in the preparation of teachers. The identification of those theoretical bases is an essential prerequisite for the development of teacher preparation programs, as El Dib (1993) stated that "teachers are what teacher preparation programs make them". Consequently, awareness of the realities of teacher preparation is a prerequisite for any serious reform to take place.

2.1.1. The Concept of Teaching / Teacher learning and Teacher Education:

In planning teacher education programs, decisions should be made concerning which conception of teaching is considered as an appropriate basis for the program. "Different conceptions of teaching have different implications for teacher education" as (Wallace, 1994, p. 133) states. He goes further to clarify that for some people, teaching is a kind of mystical experience that is hard to explain or describe. Under this abstract view of teaching, in which the teaching act can not be analyzed and described in rational, consistent terms, teacher education can not be justified.

In a less radical conception, teaching is viewed as an artistic performance that depends in large measures on the characteristics of the particular teacher and so can not be reliably predicted from teacher education. Also, teaching is seen as a craft which has a set of specialized and skilled physical techniques that teachers have to master them during their education.

In a research-oriented approach to language teaching, in which teaching is viewed as science, the teachers' job would be to apply theories of human learning and behavior which has been tested in a systematic way. (Kontra, 1997, p. 242)

Richards (2005, p.6) indicates that there is a number of conceptualizations of teacher learning which can be found underlying recent and less recent teacher-education models, and although such

conceptualizations sometimes overlap and may be understood differently by different theoreticians, they can lead to different approaches to teacher education. These conceptualizations are:

1. Teacher learning as skill learning:

This view sees teacher learning as the development of a range of different skills. Teaching can be broken into discrete skills that can be mastered one at a time. Teacher training involves presenting and modeling the skills and providing opportunities for teachers to master them.

2. Teacher learning as a cognitive process:

This a approach emphasizes that teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs. In teacher education, it encourages teachers to explore their own beliefs and thinking processes and to examine how they influence their classroom practice.

3. Teacher learning as personal construction:

This educational philosophy is based on the belief that knowledge is actively constructed by learners and not passively received. In teacher education, this has led to an emphasis on teachers' individual and personal contribution to learning and to understanding of their classrooms, and it uses activities that focus on the development of self-awareness and personal interpretation.

4. Teacher learning as reflective practice:

Reflection is viewed as the process of critical examination of experiences, a process that can lead to a better understanding of one's teaching practices and routines. In teacher education, this has led to the notion of reflective teaching, that is, teaching accompanied by collecting information on one's teaching as the basis for critical reflection.

The present study does not stick to one only of these conceptualizations because, as Pfister (2001, p. 40) indicates," Teachers can usefully learn from procedures drawn from different educational philosophies". Also, student-teachers learn by modeling, thinking, studying, doing, and reflecting; by collaborating with other colleagues or

teachers; by looking closely at their students and their work; and by sharing what they see. This kind of learning, as (Maynard, T. and Furlong, J., 1994) assure, can not be occurred either in faculty classes divorced from engagement in practice or in school classroom divorced from knowledge about how to interpret practice.

● Teaching as a profession:

Actually the present study adopts the vision of teaching as a profession. Prain (1994, p.16) states that a profession has some elements of a craft (learning by doing), an art (different individuals respond to similar situations in different ways at different times) and a science (there are underlying principles of student learning, for example). A profession has a specialized vocabulary. It has theoretical knowledge. There is a long period of training and tutelage which has to be successfully completed. A profession has a set of standards which are enforced by a corporate body of peers. Training for teaching profession generally has a theoretical content and also a period of practice within a professional setting.

Christopher and Rigden (2002, P. 20) claim that a significant aim of professional education in addition to the acquisition of appropriate knowledge is the acquisition of a professional ideology: that ideology is about the desire to continue to learn in order to be the master of the professional knowledge upon which the practice is founded.

Thus, we can conclude that teaching, and the process of learning to teach, are highly complex and place heavy demands, of a cognitive, affective and performance nature, up on the student teacher. Each of the conceptions discussed above identifies an important set of variables relating to professional development, but each gives only a partial picture of the total process. Each focuses on a particular aspect of teachers' work, though clearly all of them represent dimensions of teachers' practice and are closely interrelated. Learning to be a teacher requires multiple forms of learning. Not only does learning to teach involve different forms of learning, but since student teachers start out with many different abilities, types of expertise and background experience, their routes in the process of learning are inevitably quite varied. In other words, just as learners come to the classroom with different background experiences that influence their learning, student teachers approach initial training with different pasts on which to draw, different aspirations and expectations, and different repertoires of relevant skills, abilities and knowledge.

2.1.2. Models in Language Teacher Education:

After the above discussion, it is time the models of language teacher education be displayed and analyzed to be aware of them. Wallace (1994, p.p.6-9), (Kontra, 1997, p. 242), Calderhead and Shorrock (1999, p.p. 11-17), Richards (2005, p.3) and Arends (2007) came to suggest that there are currently three major models of professional teacher education. Each highlights certain aspects of the process of learning to teach and also raises particular questions about how student teachers are most appropriately prepared for their work as teachers. These models have historically appeared on the scene in the following order:

A. The Craft Model:

This model gives due value to the experiential aspect of professional development. Yet, it is essentially static and imitative. The young trainee learns by imitating the expert's techniques and by following the expert's instruction and advice. It can be presented as follows:

Study with 'master' Practitioner: Demonstration/ Instruction → Practice → Professional Competence
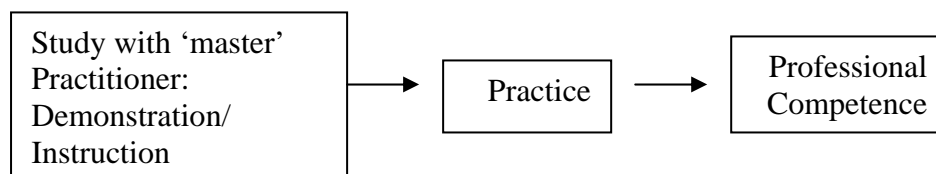
Figure.2. The craft model of professional teacher education
Source: (Wallace, 1994; 6.)

From figure (2) above it is apparent that this central concept of the venerable old master teacher is difficult to sustain in an educational context of new methodologies. Schools today exist in a dynamic society, geared to change. In other words this model does not deal considerably with the recent knowledge of science and its application. So, there is separation between knowledge and practice.

B. The Applied Science Model:

This model in its extreme form is essentially one way (see figure 3). The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas. If

the trainees fail, it is perhaps because they have not understood the findings properly or because they have not properly applied the findings.

More specifically, in the field of language teaching, it could be argued that the most 'scientific' method at that time was "the audio-visual" or "structural drill" method. This methodology was firmly anchored in the scientific basis of dominant psychology theory of the time, namely behaviorism.
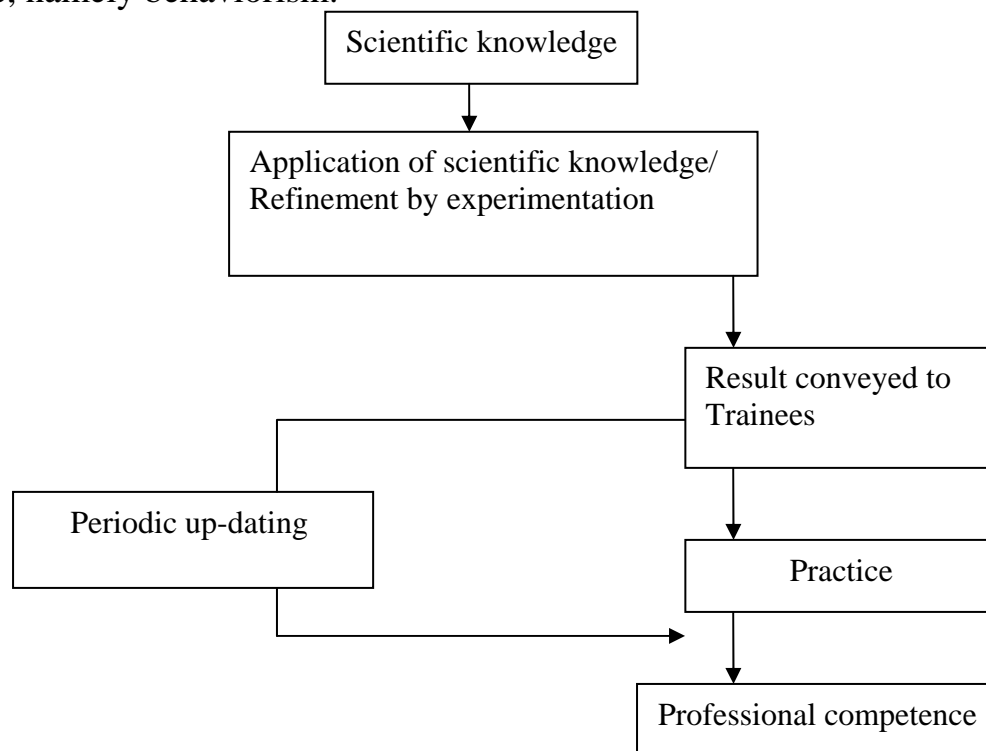
Figure.3: Applied science model
Source: (Wallace, 1994; 9.)

It is clear from figure (3) above that this model gives due value to the scientific knowledge at the expense of the experiential aspects. In other words, the model devalues the classroom teacher's expertise derived from experience which brings about a gap between research and professional practice.

c. The Reflective Model:

This model, on contrary to the previous two models, gives due weight to scientific knowledge and experience of the profession. The basic elements of this model of teacher education can be summarized in the following preliminary way:
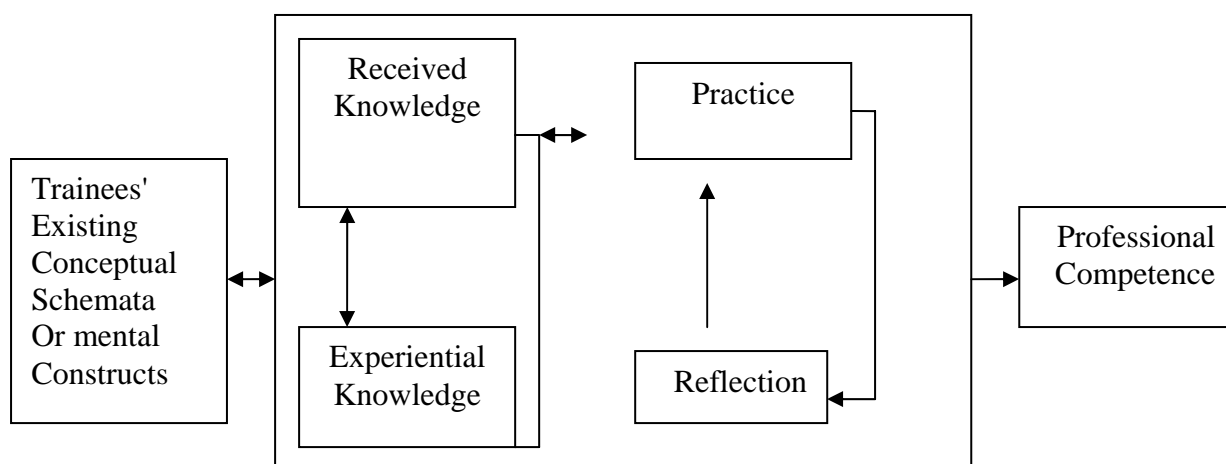
Figure.4: Reflective model
Source: (Wallace, 1994; 49.)

The model begins by stressing the role of teacher's prior experience in learning to teach. It has now been well established in research on teacher cognition that what teachers learn in teacher education programs is filtered by prior experience accumulated over the years of, as Freeman (1991) says, the "apprenticeship of observation". This set of language learning experiences is transformed, largely subconsciously, into beliefs about how languages are learnt and how they should or should not be taught. The extensive body of research on the subject shows that if these beliefs are not made explicit, questioned and challenged; teachers' pre-training cognitions regarding teaching a foreign language may be influential throughout their career despite the training efforts. (Borg, 2003)

Moreover, Mills & Donna (2000, P.34) state: 'research on teacher education over the past 10 years has shown that student teachers typically experience conflicts between their naïve ideas of teaching and learning and their experiences in practice'.

Also, as shown in figure (4) above Wallace indicates that structured professional teacher education should include two kinds of knowledge development:

(1) Received knowledge: in which the trainee becomes acquainted with the vocabulary of the subject and the matching concepts, research findings, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession. Accordingly, a skilled language teacher will be able to a reasonable degree of fluency, to

organize pair and group work, to be familiar with certain grammatical terms and so on.

(2) Experiential knowledge: here the trainee will have developed knowledge in-action by practice of the profession, and will have had moreover the opportunity to reflect on that knowledge in action.

Teaching is highly intellectual process requiring continuous decision- making before, during and after classroom instruction (Berliner, 1995). Teacher's reflection enhances the skills necessary for this process to occur effectively (Pultorak, 1996). Also, the ability to reflect is often held up as an important attribute of an effective teacher. It is often stated for instance, that reflection is needed to transform a person from a novice to an expert. (Mills & Donna, 2000, P. 29)

Much research in teacher education has concentrated on individual elements of effective teaching such as the best way o teach content. There has been less emphasis on understanding the complex process of effective teaching in its entirety. Old models of effective teachers are limited because they fail to give sufficient emphasis to many important aspects of effective teacher and fail to integrate these components into a coherent whole and so provide a language for discussion of and a conceptual framework for developing teacher education

To move from the older teaching model to the newer one, language teachers need to think about what they do and how they do it. Reflective practice allows instructors to consider these questions in a disciplined way.

- Which teaching model am I using?
- How does it apply in specific teaching situations?
- How well is it working?

http://www./nclrc.org/essentials/whatteach/reflect.htm

* This reflective model is adopted in the present study, as it emphasizes not only the domains of effective teaching which receive most of the attention in teacher education and assessment, namely content knowledge, pedagogical knowledge and, more recently, pedagogical content knowledge but also takes into account the teacher's personal knowledge and knowledge of context. Accordingly, in the present study the researcher wants to reflect upon some of the implications of this model and the concomitant transformation from a position of a presupposed naiveté to one which indicates that the pre-service teacher

has been inducted into the world of the teacher. That is why, more details about reflection will be dealt with in the following six pages.

2.1.3. Reflection as an Approach to Professional Development in Teacher Education:

A. Concepts Underlying the Reflective Teaching Model:

Reflection is an evolving concept. John Dewey defined reflection as "a proactive, ongoing examination of beliefs and practices, their origins, and their impacts" (Stanley, 1998). Since then, reflective practice has been influenced by various philosophical and pedagogical theories. One influence is constructivism, which views learning as an active process where learners reflect upon their current and past knowledge and experiences to generate new ideas and concepts. A humanistic element of reflective practice is its concern with personal growth and its goal of liberation from values that can limit growth (kulman, 1998). Critical pedagogy, espousing examination of underlying power bases and struggles emphasizing active implementation, testing, and refining of ideas through experience, also shape the concepts of reflective practice.(Brookfield,1995).
http://www.ericdigests.org/2001-4/esl.html

Schon, as stated by Spilkova (2001), makes a temporal differentiation between the reflection that occurs during practice, 'reflection in action', and reflection which occurs in the thinking back on action, 'reflection on action'. While the former thinking facilitates reshaping of practice during practice, the latter enables the practitioner to think about how the experience may have contributed to an intended or unintended outcome. The use of reflection in clinical practice fits with Schon's description of reflection-in-action, whereas reflection in the classroom is congruent with reflection-on-action and is a useful way of thinking about the goal of reflection in the university setting.

The Reflective Teaching Model undergirds the professional knowledge bases. These knowledge bases are centered on knowledge of self, knowledge of content, knowledge of teaching and learning, knowledge of pupils, and knowledge of context within schools and society. Preparation for working with diverse populations in an ever-changing cultural and global context requires teachers who are knowledgeable, caring, and responsive. (Edwards and Nicoll, 2004, P.117)

The reflective teaching model should not be viewed as a simplistic fix-it model whereby a solution is developed to correct a problem without addressing the underlying causes of the problem. Rather, it examines underlying assumptions and becomes a useful model to understand the interaction of dispositions (being), practice (doing), and professional knowledge (knowing). At the heart of the model is a cyclical process leading to the construction of meaning. Meaning is constructed when awareness is created by observing and gathering information (1); by analyzing the information to identify any implications (2); by hypothesizing to explain the events and guide further action (3); and by implementing an action plan (4).

The model of reflection incorporates five categories of knowledge. The professional knowledge bases are identified on the far right of the diagram. They include knowledge of self as teacher, knowledge of content, knowledge of teaching and learning, knowledge of students, and knowledge of school and societal contexts. These knowledge bases are viewed as essential for what prospective teachers should know and be able to do. On the far left of the diagram is the "doing" dimension of teacher behavior. It identifies performance indicators and involves the tasks of planning, implementing, and evaluating.
http://www.emu.edu/education/model.html

Reflection is the process through which teachers can find meaning in what they do and can understand why they do it. According to Hole and Mcentee (1999) "reflection on the ordinary experiences of a teaching day is the life-force of teaching practice".

Cruickshank & Haefele (2001) suggest that reflective teachers are students of teaching, they think introspectively as they examine their own practice and seek a greater understanding of their teaching. They also assure that many teacher candidates do not naturally have these abilities so they must be developed throughout teacher education program.

Serafini (2002) describes the vision of the teacher as 'reflective participant' as a teacher who thinks about the daily events in the classroom, using this information to create and adjust upcoming learning and curricular experiences. He completes his description saying:

"Teaching requires an open-minded capacity that is not acquired once and for all. Therefore teachers have a professional obligation to be lifelong students of their craft,

seeking to expand their repertoire, deepen their knowledge and skill, and become wiser in rendering judgment

B. Reflection and Experiential Learning:

David A. Kolb (1975) created his famous model out of four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations (see figure .5).
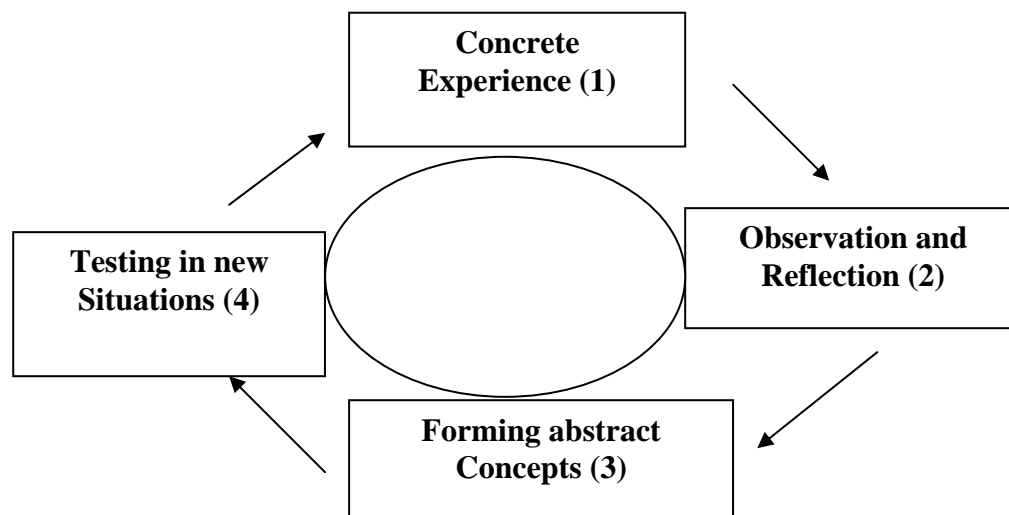
Figure .5: David a. Kolb model of experiential learning.
 Source: http://www.infed.org/biblio/b-explrn.htm

Kolb and Fry (1975) argue that the learning cycle can begin at any one of the four points- and that it should really be approached as a continuous spiral. However, it is suggested that the learning process often begins with a person carrying out a particular action and then seeing the effect of the action in this situation. Following this, the second step is to understand these effects in the particular instance so that if the same action was taken in the same circumstances it would be possible to anticipate what would follow from the action. In this pattern the third step would understand the general principle under which the particular instance falls.

When the general principle is understood, the last step, according to David Kolb is its application through action in new circumstances within the range of generalization. In reality if learning has taken place the process could be seen as a spiral.

Experiential learning is centrally concerned with the role of experience and reflection in learning which is understood as the process of extracting personal meaning from experience through reflection. (Kohonen and Jaatinen Riitta, 2001)

Earley (2004, p.18) assures that the most appropriate model for thinking about teachers' professional development is one based on experiential learning. This stresses the importance of workplace learning and learning by doing, sharing, reviewing and applying.

From the discussion above, it is generally agreed upon that theory and practice, concept and applications, all form part of the educational experience, and lessons learned through direct field experience influence how teaching and learning occurred in classroom setting. As a result, experiential education has become an important model for the present study, and a focus on developing the samples of awareness, attitude, skills and knowledge through introspection, reflection and critical thinking.

Teacher education should provide experiences and knowledge that can be used by student teachers to construct knowledge and attitudes and that discussion with peers is an effective way to foster reflectivity that contributes to meaning and knowledge construction. Recently, much attention is paid to the role of schools in teacher education based on renewed partnerships between schools and teacher education institutes (Buitink, 2005).

The emphasis now is on workplace learning and the conditions under which this kind of ' situated' learning can be best realized and by what mechanisms that learning takes place. So, theory and practice stand on equal footing in the present study. Instead of being in conflict, they actually feedback into one another and it is that cyclical relationship between theory and practice that help student teachers develop as reflective practitioners.

C. Reflection and Constructivism:

Students who are studying to become teachers begin their studies, as mentioned before, with personal, preconvinced notions about the nature of teaching and learning. The notion of teaching and learning as a process of construction and reconstruction often conflicts with their own naive views of teaching as telling and learning as copying or memorizing what is 'true'. Accordingly, Kroll (2004, P.200) assured that in the context of a teacher education program built on principles that include the notion of learning as a developmental/constructivist process, there should be stress on creating contexts in which they can challenge their own assumptions.

Reflective Teaching is an inquiry approach that emphasizes an ethic of caring, a constructivist approach to teaching, and creative problem solving (Ng, Yiu Lan & Thye (2004, P. 202).

An ethic of caring respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. A premium is placed on the dignity of all persons. Teachers using a constructivist approach place emphasis on big concepts, student questions, active learning, and cooperative learning, and they interweave assessment with teaching.

A constructivist approach seeks to connect theory to practice and views the student as "thinker, creator, and constructor." Integral to a constructivist theory of learning is creative problem solving. Teachers take responsibility for assessing and solving problems not with mechanistic "cook book" recipes, but by asking "What decisions should I be making?", "On what basis do I make these decisions?", and "What can I do to enhance learning?"

http://www.emu.edu/education/model.html

D. Assumptions and beliefs about reflection:

It is useful to begin the process of thinking about the uses of reflection by generating a list of assumptions and beliefs about how reflection is used in EFL student teacher education. These beliefs and assumptions arise out of interpretation of the literature on reflection. The researcher thinks they provide a helpful context to consider the use of reflection in student teacher education.

1. Reflection is a mental process that we all use in our every day lives. However, reflection can be further developed for a specific professional purpose.
2. Reflection is always good and develops thinking practitioners: the underlying assumption of reflection is its efficacy as a valuable learning strategy in which new knowledge is enhanced when it is consciously linked to past experiences.
3. Encouraging the ability to reflect in students improves learning.
4. Students who keep journal will become reflective practitioners.
5. Reflective practice calls for ongoing exercise of intellect, responsibility, and professionalism. Teachers improve their ability to react and respond as they are teaching to assess, revise, and implement approaches and activities on the spot.

http://www.ericdigests.org/2001-4/esl.htm1
http://www.emu.edu/education/model.htm1

E. Reflective Teaching Practice:

Every student teacher starts his teaching practice with an initial theory of language teaching and learning, based on personal experiences as a language learner during his study at school, reading and studying. In reflective practice, the student teacher applies this theory in classroom practice, observes and reflects on the results, and adopts the theory. The classroom becomes a kind of laboratory where the student teacher can relate teaching theory to teaching practice. This cycle of theory building, practice and reflection continues throughout a teacher's career, as the teacher evaluates new experiences and tests new or adapted theories against them.

http://www./nclrc.org/essentials/whatteach/reflect.htm

In the present study program, the theory provides a unifying rationale for the activities that the student teacher uses in the classroom; classroom observation and reflection enable the student teacher to refine the theory and adjust teaching practice. Concepts that the student teacher acquires through reading are absorbed into the theory and tested in the reflective practice cycle. In order to become professionally competent, the trainee (thestudent teacher) needs to build a sufficient theoretical base then practice, teach and reflect on that practice. So, the program of the present study includes four main phases:-

- phase one: "presentation & discussion",
- phase two: "application & reflection",
- phase three: "evaluation", and
- phase four: "preparation for the next session.

For more details see figure (13) in chapter (4) that presents a diagrammatic illustration of the sequence of the phases of each session according to the usage of the three professional development strategies chosen in the program.

2.1.4. Collaboration in Language Teacher Education

Teasley & Roschelle (1993) define collaboration as a process in which human beings negotiate and share relevant meanings in connection with problem solving tasks. It is a coordinated and synchronic activity resulting from building and sharing a common conceptualization of a problem as well as the procedure to be followed in order to solve it. They add that collaboration is different from cooperation, where the

problem solving task to be accomplished is reduced to a simple division of the work to be done among the members of the group.

Although much teacher development can occur through teacher's own personal initiative, collaboration with others enhances individual learning and serves the collective goals of teacher education. The goals of collegial forms of professional development are to encourage greater interaction between student teachers, peer-based learning through sharing skills, experience and solutions to common problems. (Richards, 2005, p.12)

Hargreaves (1998, p.10) indicates that a part of "the age of the collegial professional" is that:

"The role of the teacher has expanded to embrace consultation, collaborative planning and other kinds of joint work with colleagues. In a world of accelerating educational reform, this kind of working together can help teachers to pool resources, and to make shared sense of and develop collective responses towards intensified and capricious demands on their practice."

The process of working together provides ongoing professional development. Even when the collaboration is limited to two or more English teachers engaged in addressing common concerns, the opportunities for introspection, reflection, and impact on ones practice can be profound. Involving prospective English teachers in the collaboration can broaden the impact as they often have access to new materials or approaches to share. (Crandal, 1998)

Recognition of the benefits of teacher collaboration and sharing of practice, combined with growing commitment to developing teachers as researchers of their own practice, has started to transform our understanding of what constitutes effective continuing professional development. There is a growing and authoritative consensus that the most effective professional teacher education is focused on teachers' classroom practice and is collaborative. (Earley & Bubb, 2004, p.89)

* Benefits of Collaboration for Student Teachers:

- Collaboration allows shared responsibility inside and outside the classroom.
- It gives student teachers an opportunity for heightened reflection.
- Collaboration provides student teachers with rich opportunities to recognize and understand their tacit knowledge and gives them further exploration as a means of learning about teaching. (Freeman& Richards, 2003, p.79)

So, collaboration has been advocated in the present study program because it tends to focus development on classroom practice. As

Hariss (2002, p.145) puts it "improvement in teaching is most likely to occur where there are opportunities to work together and to learn from each other". She also identifies gains in terms of professionalism and well being stating: "collaboration is important because it creates a collective professional confidence that allows student teachers to interact more confidently and assertively during their practicum."

2.1.5. Teacher Education and Teacher Development:

A distinction has been made between teacher education and teacher development with respect to their conceptual framework and implementation. Teacher development is viewed as a continuous process that begins with pre-service teacher preparation and spans the entire career of the teacher. Teacher education involves giving novices and experienced teachers alike" ready-made answers" as opposed to "allowing them to discover their own alternatives. According to Okwen (1996, p.45) education entails a "pre-planned" agenda set by syllabus as opposed to an "impromptu, flexible agenda set by groups; and "leader and experts" as opposed to "peer group;".

If teacher education aims to perpetuate foreign language teaching as a profession, then development in the narrowest sense will not be adequate and some broader educational goals must be recognized. For successful language teaching education, practical training and development of attitudes are needed in the tools of the teaching profession. Part of this education involves theory, so that the student teacher will have a basis for thoroughly analyzing and evaluating the practical aspects of methods, materials, and curriculum. These links between theory and practice provide status to practicing teachers and rich environments for preparation of student teachers. (http.www.ed.gov/pubs/prompractice/chapter3.htm/)

Also, in the field of teacher education a distinction has been made between 'teacher education' and 'teacher training', as if these represent two poles of an ideological dimension concerning the ways in which teachers are most appropriately prepared for their profession. The former is deemed to be concerned with the intellectual development of teachers, whereas the latter is more specifically concerned with the development of particular areas of knowledge and skill that are instrumental to the task of teaching. It has been argued that teacher education is involved in the all-round education and development of teachers, emphasizing teaching as a profession involving well- informed judgment; whereas teacher training refers to a more mechanistic approach to teacher preparation, more akin to a craft apprenticeship involving the mastery of well-defined routines.(Calderhead and Shorrock, 1997, p.32)

Such a distinction, however, may be simplistic and unhelpful. Obviously learning to teach does involve the acquisition of certain knowledge and skills that are essential to adequate classroom performance. It is also the case, however, that learning to teach involves being able to reason about one's own actions, being able to justify particular strategies, understanding the subject matter, students and their strategies of learning, and having a conception of the purpose of education and the ways in which schools operate in order to promote education.

The assumption has often been that such terminology enables one to be much clearer about what teachers need to know and be able to do, and as a result one can facilitate the professional development of teachers and enable greater precision in the assessment involved in initial certification.

In conclusion, it is clear that learning to teach involves more than the mastery of limited set of competencies. It is a complex process. It is also a lengthy process, extending, for most teachers, well after their initial training. The multi-dimensional nature of learning to teach has often not been fully recognized in the design of initial teacher education courses, which are often tightly constrained in terms of both time and human resources. In consequences, teacher educators face the task of attempting to cope with a vast range of competing demands in the process of designing initial training courses and find themselves confronting numerous dilemmas. In the present study the term 'student teachers' professional development' is adopted and a training program is suggested for this development.

2.1.6. Modes of Student Teacher Training:

Cross (1995) assures that a common element in any student teacher training program should have variety in its presentation, just as there should be a variety of approaches in schools. The training modes might include.
• **The frontal mode:** often called the teacher-centered mode (teaching should never be teacher dominated), this mode is appropriate for demonstrations, brain storming sessions, certain types of discussion, Socratic dialogue, task-based viewing of video lessons, introduction of new materials, etc. Often, trainees can prepare and deliver the presentations and demonstrations instead of the trainer.
•**The experiential mode:** in this mode trainees sample teacher and learner roles in peer teaching and micro teaching situations. Clearly, it relates to the frontal mode, above, but there is usually a focus on process rather than content. In this way trainees can try out different management

techniques and styles, experience language learning, working in pairs and groups.

•**<u>The workshop mode:</u>** this suits materials production, lesson planning, textbook analysis, the design of tests, the development of visual aids, etc.

•**<u>The group/pair work mode:</u>** this is most likely to involve most of the trainees for most of the time. This mode is used mainly for clearly specified tasks, usually leading to some form of sharing the results or opinions in a frontal mode.

•**<u>The individualized mode:</u>** this allows trainees to take responsibility for their own learning, this mode is best for readings and private study and for one to one trainee counseling.

In the present study, all of these training modes have been made use of in the training program. This is through using tasks for discussion, task-based viewing of video lessons, introduction of new materials presentations and demonstrations in front of the trainer, peer teaching and micro teaching situations, the design of tests and other teaching activities. Also the program has used peer and group work of the student teachers through the three professional development strategies: peer coaching, study groups and action learning. Finally, student teachers' reflection has been emphasized throughout the program sessions in the form of written reports, diaries and discussions with peers and the trainer.

2.1.7. Aspects of Student Teacher Development:

- Calderhead and Sharrock (1997) and Louden and Rohl (2006) indicated that there are main aspects through which one can judge student teachers development after finishing a course or training program. These aspects are:

   I. **<u>Student teachers' initial conception of teaching and learning:</u>**

Generally, the student teachers start their courses with clear models in mind both of teaching and of themselves as teachers. These models, or images, convey a mental picture of how teachers act and how they relate to students. They usually originate from the students' own experiences as students at school and are commonly modeled on one or two particular teachers who stood out in their memories. Often these teachers were regarded as being particularly charismatic and inspirational, and were good communicators who enthused students.

In contrast to the conceptions that the student teachers had about teaching and themselves as teachers, their ideas, views, and speculations about student's learning are usually much more difficult to elicit. Student teachers generally believe that students learn through

activity. If teachers create the appropriate environment, presented interesting activities and children are involved, then the students, it is believed, would automatically learn. This is a fairly persistent belief. But, some student teachers' ideas about students' learning remain at this general level, even when they are asked to comment up on particular student or particular lessons that they had taught.

II. Understanding subject matter:

A significant part of learning to teach concerns relating the subject matter for the purpose of teaching, and developing a repertoire of pedagogical content knowledge (for examples, analogies, explanations, etc.) that enables teachers to facilitate the learning of the subject by others. However, student teachers' understanding of the subjects they teach appear to be quite shallow and they themselves often reported feeling quite insecure in their subject knowledge.

This may reflect the difference between novice and experienced teachers. Perhaps the novice teachers, in their effort to survive in the classroom, must necessarily focus on mastering the management of various types of classroom activity, and once this has been achieved greater attention might be given to the purpose of the teaching and the way of promoting students understanding.

III.   Conceptions of learning to teach:

Student teachers vary considerably in the complexity with which they viewed the process of learning to teach. Most common, however, was a fairly technicist view that learning to teach involved acquiring specific knowledge and skills that would be acquired and developed through modeling themselves on other teachers and through trial and error experience in the classroom.

The researcher of the present study has made use of these aspects in planning the phases of the suggested program as the general framework of each session basically proceeds in four main phases as follows:
- phase one: "presentation & discussion",
- phase two: "application & reflection",
- phase three: "evaluation", and
- phase four: "preparation for the next session". (For more details see appendix F)
In other words, the student teachers were given the chance to reflect on their hidden conceptions about teaching and learning besides

building new conceptions through readings and discussions. Moreover they support their knowledge by practice and review this practice through self/ peer and group reflections and evaluation. To sum up in the program of the present study there is a great opportunity for the development and consolidation of a significant variety of knowledge and skills.

Commentary on Section One

Section one provided an overall overview of literature that tackled EFL teacher education at both the philosophical and practical levels. Different conceptions of teaching and its implication for teacher education were presented. Actually, the present study did not stick to a single conception but adopted the philosophy of integration of the useful and practical aspects of each conception and used them as a new conception of teaching as 'a profession'. In addition, aspects of the major models of teacher education were elaborated. The present study used the reflective model as the updated model of teacher education that came to overcome the dilemmas of the previous models.

This section presented a number of view points from literature that supported the idea that "Teacher Education" has been a shift from traditional forms of professional development focusing on teachers as individuals to alternative approaches focusing on teachers as a collection. Such programs are job embedded and collaborative, and may be more effective in changing teacher practice than traditional programs as they foster ongoing cooperation, dialogue, mentoring, coaching, reflection and learning. The recent trend toward school based teacher preparation offers new opportunities to integrate theory and practice more effectively. During school based training student teachers learn how to plan and implement their acquired knowledge, critically reflect on and analyze their own teaching and learning.

It has been assured that student teachers are not "empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experience, personal values and beliefs that inform their knowledge about teaching and shape what they do in their classrooms.

It has also been argued that the foundation of any teacher education program should be "a collaborative effort, a reflective process, a situated experience and, a theorizing opportunity". The process of being recognized as a language teacher is constantly revised and improved through the contribution of research and interdisciplinary dialog.

In foreign teacher education there has been a shift from an information transmission model to approaches that promote critical reflection in a context of collaboration. According to this approach student teachers (trainees) themselves act as their own sources of information about what constitutes best practices. They examine their own teaching and beliefs and use them as a source for change.

Reflective practice "seeks to identify, assess, and change the underlying beliefs and assumptions, the theories-in-use, which directly influence actions". To accomplish these goals, reflective practice must incorporate key elements from constructivism, experiential learning, and situated cognition. These include the understanding that learning must be an active process; it must acknowledge prior experience and knowledge, the fact that knowledge is constructed through experience and that learning is most effective when it involves collaboration

In other words, it is generally agreed upon that theory and practice, concept and applications, all form part of the educational experience, and lessons learned through direct field experience influence how teaching and learning occurred in classroom setting. As a result, experiential education has become an important model for the present study, and a focus on developing the samples of awareness, attitude, skills and knowledge through introspection, reflection and critical thinking.

Moreover, this section shed light on the distinction between three main critical terms in teacher preparation field; teacher education, teacher development, and teacher training. The researcher of the present study reached a decisive conclusion regarding this distinction, when she used the term professional development of student teachers through designing the suggested training program. The section ended up with presenting the main aspects through which one can judge student teachers development after finishing a course or training program.

2.2. The Second Section: Teaching Performance and Teaching Practice:

2.2.1. Teaching Performance:

Because this study aims at developing the teaching performance of English student teachers, this section will deal with the teaching performance that should be done by English student teachers. Domains and standards of that performance are also presented.

* Definition:

Teaching performance as stated by Metwally (1991: p. 4) is "doing a lesson in a way that makes the teacher relate the lesson to students' social reality, using various teaching methods and suitable teaching aids, relating the lesson to students' daily problems and deepening teacher's own knowledge in the lesson subject beyond what is mentioned in students' book.

The operational definition of teaching performance in the present study refers to:-
 What the student teachers practice to create the appropriate conditions for language learning in the classroom through their ability to make and implement a set of theoretical as well as practically motivated teaching decisions concerning classroom management, assessment and professionalism.

* Standards and Teaching Performance Assessment:

To meet the challenge of preparing effective classroom teachers, identified standards have been set to teacher education programs that teacher candidates must meet before they can receive professional certification. The challenge to teacher education programs is not only to develop effective ways to build teacher candidates' skills and guide them in the effective application of their knowledge, but also to develop their reflective skills so that as teachers they can examine their own teaching and make appropriate decisions to enhance their teaching effectiveness.

The standards development is described as" something to measure your practice against," "high and rigorous," and" beyond minimum requirements;" The extensive nature of the standards development process is seen as an innovative model for developing the codified knowledge of teaching excellence, designed to remove misconception of what constitutes good teaching.(Serafini: 2002)

Standards have become the focus of several reform movements. With the acceptance of these standards by teacher education programs, theoretical and practical knowledge are no longer considered enough; teacher candidates must now demonstrate how to apply their knowledge and skills to promote student learning. In other words, this is a time in our educational history in which student teachers as well as teachers are being forced to meet certain standards and criteria based on competency in their subject area and in educational pedagogy. (Herman: 2004)

The national board for professional teaching standards (NBPTS) identified five characteristics of high-quality teacher:

1. Teachers are committed to students and their learning.
2. Teachers know the subject they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

http://www.dropoutprevention.org/effstrate/profdev/profdev-over.htm

Demand for improving public schools and teacher preparation programs at institutions of higher education and through a continuing process of development and research, the center for the development of English Language Teaching (CDELT) supported by the Integrated English Language Program (IELP- II) have integrated information about instructional principles to develop Egyptian standards for teachers graduating from pre-service English teacher education programs (STEP). Through the professional education program, candidates are expected to meet the standards at increasingly complex levels. Candidates are assessed at each level to demonstrate performance.

The themes of constructing knowledge, developing practice, and fostering relationships provide the foundation for each of the standards. These standards, which are grouped into five main domains (classroom management – language - instruction - assessment – professionalism), form the backbone of our teacher education programs.

From the above discussion, it could be concluded that there is a number of standards for student teachers that represent new vision for their professional development and provide guidance for the successful completion of their preparation program. These standards can not be reached by reading about them but by continuous practice in the field (school).

● The present study has focused on three only of the five domains of the (STEP) project; as they proved to be the most required ones for the study subjects (moreover, the two other domains were dealt with before in other studies). The three domains are classroom management, assessment and professionalism. That is why; they will be dealt with in some detail in the following pages.

A. Classroom management domain:

There are many studies confirmed that Classroom management is one of the most important areas of methodology courses that student teachers of English as a foreign language need to study and practice. Shalatty (1996) conducted a study in which he compared systems of preparing teachers in five Faculties of Education in five Arab countries. The results of the study assured that the most common problem is "the inability of many student teachers to manage their classroom effectively". Abdel Hak (1997) also indicated that English student teachers suffer from inability in many teaching skills especially classroom management.

Moreover, the results of Al-Bashbishy's study (1998) indicated that the most frequently reported anxiety, on a survey of teaching practice, was over classroom control and discipline. Also, in his study El-Okda (1998) stresses that classroom management is one of the most serious problems faced by student teachers "it looms very large in their minds". The recommendations of the study came to assure the need of student teachers of adequate care to the area of classroom management through case based instruction. Abdullah (2001) indicated in his study that classroom management comes among the high degree of teaching skills necessity for training.

Stewart (2000) pointed out in his study that classroom management instruction is one of the most essential characteristics of an effective teacher education programs. Also, he adds that student teachers should learn even more classroom management strategies during teaching practice.

Alfi (2001, 197) assures that there are certain classroom management problems that the student teachers would not be able to deal with. One of these areas concerns a dilemma that many student teachers face: the dilemma between leniency and firmness in dealing with students. He adds that another concept that is important for the student teachers to grasp is the idea of not equating discipline with quite or silence among the students.

From the discussion above, it seems that classroom management is one of the most important teaching performance skills emphasized by the majority of scholars and educators who conducted research on teaching performance skills. For this study, classroom management means basically what it means for Richards (1990, 10): ' classroom management refers to the way in which student behavior, movement, and interaction during a lesson are organized and controlled by the student teacher to enable teaching and learning to take place most effectively'.

Classroom management focuses on three major components: content management, conduct management, and covenant management. Each of these concepts is defined and presented with details in a list of observable elements in effective teaching practices.

http://www.intime.uni.edu/model/teacher/conduct.htm/

Bell (1998) and Froyen & Iverson (1999) show that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, student comprehension or seat work is not monitored on a regular basis. In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems.

In this light, content management "does not refer to skills peculiar to teaching a particular subject but rather to those skills that cut across subjects and activities" (Froyen & Iverson, 1999, p. 128). Doyle stressed that the core of instructional management is gaining and maintaining student cooperation in learning activities (cited in Froyen & Iverson, 1999, p. 128).

Conduct management is centered on one's beliefs about the nature of people. By integrating knowledge about human diversity (and individuality, at the same time) into a particular instructional philosophy, teachers could manage their classrooms in a better, more effective way. According to Iverson and Froyen (1999), conduct management is essential to the creation of a foundation for "an orderly, task-oriented approach to teaching and learning" (p. 217), thus leading to granting students greater independence and autonomy through socialization.

An effective conduct management plan should also refer to teacher control and administration of consequences. The components of such a plan are acknowledging responsible behaviors, correcting irresponsible and inappropriate behavior, ignoring, proximity control, gentle verbal reprimands, delaying, preferential seating, time owed, time-out, notification of parents/guardians, written behavioral contract, setting limits outside the classroom, and reinforcement systems. All of these components are presented so they can be identified in examples of best teaching practices.

Covenant management stresses the classroom group as a social system. Teacher and student roles and expectations shape the classroom into an environment conducive to learning. In other words, the culture of any given school is unique to that school. However, it is directly influenced by the culture of the larger community whose educational goals are to be met. A strong connection between school and community must be constantly revised and modified according to the requirements of societal dynamism. As schools become very diverse, teachers and students should become aware of how to use diversity to strengthen the school/classroom social group.

Moreover, classroom management is a gestalt, dependent upon several interdependent components: (1) an engaging curriculum; (2) working with anger, projection, and depression; (3) students as responsible citizens; (4) the teacher as a self-knowing model; (5) classroom management skills; (6) working with resistance, conflict, and stress; and (7) robust instruction. If even one of these components is neglected, the whole process is compromised. Compromise results in the need for discipline. http://www.intime.uni.edu/ model/teacher/teach3 summary.htm1

Also, Bell (1998) identifies eleven characteristics of the effective classroom manager who:
1. Plans and prepares the classroom environment.
2. Plans rules and procedures.
3. Plans consequences for inappropriate behavior.
4. Teaches and models rules and procedures.
5. Develops beginning of school activities.
6. Plans strategies for potential problems.
7. Closely monitors students' behavior.
8. Organizes suitable learning activities.
9. Reinforces student accountability and responsibility.
10. Promptly stops inappropriate behavior.
11. Clearly presents information and directions.

- The present study has focused on improving the following standards of the classroom management domain:

* Student teacher:
1. Plans and organizes classroom interactions to provide for a re-assuring and effective learning environment for students.

2. Effectively uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere:
3. Structures the physical environment of the classroom, within the constraints of existing classroom layouts, to maximize learning.
4. Effectively manages instructional time and transitions, minimizing disruptions and smoothly handling interruptions to maximize learning.

Each standard has specific indicators (for more details see appendix B)

B. Assessment domain:

Classroom assessment provides information to help make decisions about students, curricula and methodology. Accordingly, it is very important that teachers be aware of the reasons for assessment. Specifically, we assess to make decisions in order to meet student needs and teacher purposes. (Nitko, 2000)

Although assessment is viewed as an inextricable part of the instructional process, there continues to be relatively little emphasis on it in teacher training/ preparation programs (McMillan, 2000). Mostafa (2003) affirmed in her study that there is a lack of a clear and practical hands on guide to the advantages of using new standards- based classroom language assessment in English teacher preparation programs.

Given the important role assessment plays in education and educational reform efforts, it behooves everyone to make sure that assessments are of high quality. Within this view, Weir (1993) points out that language teacher have to continuously develop a critical perspective of tests and assessment tasks in order to effectively evaluate students' language skills. This is necessary since the primary concern is to evaluate what actually happens in the language classrooms. In other words, reflecting on assessment tasks provides opportunities to evaluate classroom methodology, materials, teacher and learners. Thus, the assessment of learning outcomes leads to more effective planning of instruction.

Christison (1998) believes that in-service and pre-service teachers need to develop various assessment techniques which extend beyond the pen- and paper techniques in order to address the full range of multiple intelligences of their students.
- The present study will focus on improving the teaching performance of EFL student teachers in certain assessment standards, they are:

∗ Student teacher…

1. Understands the main theoretical principles of English language assessment.
2. Selects and uses a range of practical assessment tools for assessing learners' written and oral English.
3. Uses the assessment results for planning and improving instruction and for making appropriate instructional decisions about individual students.

C. Professionalism domain:

As an important competency of teacher education, professional preparation of EFL teacher has received more attention and support than education of teachers in other subject areas. This is because English has been recognized as a valuable resource for modernization drive. http://web.ebscohost.com/ehost/detail?vid=4&hid=107&sid=1969183cg-3223-4cffged

Professional development plays an essential role in successful education improvement. Professional development serves as the bridge between where prospective and experienced teachers are now and where they will need to be to meet the new challenges of guiding all students in achieving to higher standards of learning and development.(Local Educational Agencies, 1996)& (Moncada & Ospina, 2005).

The professional development of foreign language teachers is a constant issue in the research agenda of the profession. Diaz-Maggioli (2003, a) defines professional development as "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students".

»The following section of this chapter provides more details about professionalism.

- The present study will focus on improving the teaching performance of EFL student teachers in certain assessment standards, they are:

∗ Student teacher…

1. Demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school and community:
2. Collaborates effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school:
3. Demonstrates knowledge of theories, methods, and current best practices in foreign language teaching.

4. Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.
5. Demonstrates fairness, respect and acceptance of all students in the classroom:

From the above discussion, it could be concluded that there is a number of teaching performance standards that student teachers should reach during their pre-service preparation. These standards can not be possessed only by reading about them. Instead, student teachers need to be trained on how to practice and implement these standards in their classrooms so that the teaching practice becomes a professional development experience for them. So, the researcher of the present study chose the three weakest teaching performance domains, classroom management, assessment and professionalism, of EFL student teachers at the Faculty of Education, Helwan University and introduced a professional training program to improve their performance in them.

2.2.2. Teaching Practice:

Teaching practice is a time for experimentation and one of the few opportunities in which student teachers of EFL can try out techniques and strategies of learning. Corrigan (1994) pointed out, that teaching practice is the only relevant experience for integrating their knowledge and practice. Therefore it is necessary in any teacher preparation program to have a course for teaching practice to observe teachers while teaching and to do independent practice.

Caries & Almeida (2005) agreed with Corrigan (1994) in that educational system will not be improved merely as a result of changes in programs of teacher education at colleges and universities, also there should be more changes in the way of applying the course of these programs. Unless we make the conditions for professional practice, a reality in the public schools, will not become a profession.

Jones and Vesilind (1991) describe teaching practice as the process of implementing prior knowledge about theory and methods and perhaps most importantly, reconstructuring prior knowledge to account for experience and to create for oneself more coherent concepts about teaching. Similarly, Crookes (2003) assure that the idea of allowing student teachers to apply theory in practical situations during the practicum has recently been criticized by many people. The chief purpose of a practicum is not to get student teachers to apply a certain body of pedagogical knowledge; but to let them take the initial step in life-long

journey of professional growth. Crookes also, asserts that this entails "engaging student teachers in reflective practice".

Chagrin and Wang (2003) assures that research findings demonstrate that observation of mentor teachers peer observations and self-observations through video recordings, accompanied by reflective activities such as journal writing, feedback and discussions are essential for language teacher preparation and continuing professional development.

From the above discussion, it is clear that teaching practice is a bridge between theoretical courses student teachers receive at Faculties of Education and the actual teaching at schools. In other words, whatever the courses student teachers take in Faculties of Education, they should at all times be encouraged to experiment and develop their own knowledge about teaching. While practicing teaching in the classroom, they face a lot of problems. Investigating these problems would contribute to the effectiveness of their teaching performance. The present study has made use of this critical point in designing the program tasks, i.e. being based on practice in the classroom and reflection.

(A) Principles of Good Teaching Practice:

King (2006) states seven basic principles of good teaching practice. These principles are:
Principle 1: good practice encourages school-faculty contact.
Principle 2: good practice encourages collaboration among student teachers.
Principle 3: good practice encourages active learning.
Principle 4: good practice gives prompt feedback.
Principle 5: good practice emphasizes time on task.
Principle 6: good practice communicates high expectations.
Principle 7: good practice respects diverse talents and ways of learning.

So, the researcher of the present study adopted these seven principles as bases for her suggested program.

(B) Teaching Practice Dilemmas:

Cooper (1995, p.593) indicates that although student teachers consistently describe the practicum as the most valuable element of their preparation , questions concerning the value of the learning from these experiences have been raised with specific attacks focusing on the practicum's lack of theory and structure and its over dependence on " an outmoded apprenticeship".

Crandal (2000, p.5) points out that most student teachers struggle in the real teaching, since there is a misconnection between the beliefs they have in their minds about language teaching and learning and what they have learnt at their college.

El Okda (2005, p.1) states that EFL practicum is by its very nature a practical course that depends on face to face interaction. However, given the constantly rising numbers of student teachers of English, each supervisor has to supervise more and more student teachers. This makes the course simply unmanageable depending on traditional resources. He adds another problem of the unsupported teacher, as student teachers sometimes find little opportunity or support in their schools for trying out even the practical advice they have been given in their courses at the university.

Abu-Rahmah (2001, p.79) highlights another problem within teaching practice in the Egyptian context, that is the lack of a standardized observation form to be used by supervisors whether internal (faculty member) or external (ministry member) to assess the actual performance of student teachers.

The present study tried to overcome these dilemmas through designing a training program that is based on the reflective teaching, experiential learning, and collaboration among the trainees in the light of the standards of teachers of English at pre-service (STEP). It also introduced a standardized rubric for assessing the teaching performance of student teachers of English.

2.2.3. Dilemmas in Designing a Preservice Teacher Education Program:

Calderhead and Shorrock (1997, p.49) indicate that "designing and implementing a teacher education program is more often a matter of managing competing interests than of realizing in practice particular ideas or principles of teacher development". In other words, the initial training of student teachers is a task full of compromises, in which the problems are often only partially understood, and where different interest groups express competing needs. Also, teacher educators have constantly to juggle external expectations together with their own, sometimes contrary; understanding of how one might most appropriately educate and train student teachers. The following are some of the dilemmas that teacher educators, whether school or college-based, commonly encounter.

1. Theory versus Practice:

Designing an initial training program requires decisions to be made about when student teachers are most appropriately based in schools and when they can gain most from being in college or university, as well as decisions on the nature of the tasks that they should pursue in these contexts at different stages of the program.

Some teacher educators (e.g., Smyth, 1993, Almarza, 1996 & Kontra, 1997) have argued that it is better for student teachers not to have any early experiences in the classroom at all, and have emphasized the importance of waiting until student teachers have a clearly articulated and critical understanding of classroom process before they are placed in schools in order to avoid their simply replicating existing practice. Others (e.g. Posteguillo and Palmer, 2000, p.11) have argued that it is only after experience in the classroom that student teachers can acquire an appreciation of what teachers do and are in a position to relate ideas, principles, theories and strategies to practical action. The theory versus practice debate tends to be oversimplified when everything that happens in the college or university is identified as 'theory' and everything in schools as 'practice'. The teacher educator faces real dilemmas, however, in attempting to incorporate the benefits of many different types of study and practice into a coherent and effective program.

2. Content versus Process:

This is often perceived to be a closely related dilemma. It is not difficult to construct a very lengthy and diverse knowledge base that teachers ideally ought to have – knowledge of curriculum, teaching strategies, children, child development, school process, etc. and it is not unreasonable to expect that student teachers should have some understanding of how this knowledge relates to classroom practice. As teacher educators quickly discover, however, much of this knowledge can seem quite irrelevant to student teachers unless it is introduced at a time when they can appreciate the link between the ideas, the practical problems and their own practice as a teacher.

The teacher educator is, therefore, faced with the dilemma of focusing on content, providing what is regarded as a vast array of essential knowledge but with the risk that this will be perceived by students as irrelevant and unnecessary because they will be unable to appreciate how it relates to practice; or alternatively focusing on providing the knowledge as it relates to the students' own practical experiences, helping them to appreciate its relevant and usefulness, but with the consequence that the course may fall far short of the comprehensive initial training that one would hope for.

3. Gatekeeper versus Facilitator:

One of the roles generally assigned to teacher educators is that of assessing student teachers, and acting as a gatekeeper to the profession. Teacher educators, however, are also expected to act as facilitators in student teachers' development- acting as counselors, encouraging students to reflect, to analyze their practice and improve upon it. Inevitably, the two can often create tensions – for example, encouraging student teachers to acknowledge and discuss their weaknesses as a teacher may be difficult when they are also going to be assessed by the same person.

4. Personal Development versus Professional Development:

Teaching, perhaps more than many occupations, is one that relies very heavily on personal interactions. Teachers rely on their personality in developing relationships in classrooms. Maturity of outlook is itself sometimes an asset in teaching, which is often highly valued amongst teachers. The personal development that this entails may be as important as the professional development that is aimed at within the formal structured curriculum of teacher education, but is much more difficult to coordinate and manage, and is often more difficult to justify as an essential component of teacher preparation.

5. Survival versus Ongoing Development:

There is a limited amount of time available within initial programs, and teacher educators are faced with difficult decisions of what to include and to exclude. Some, for instance, may include a great deal of 'theory' in their courses in the belief that although the students may not appreciate it now, this may be the only opportunity in their professional lives to be introduced to perspectives that might help them to make sense of their practice and make choices in their actions at a later time. Others may be more attentive to the immediate survival needs of students and structure their courses around teaching techniques and the equipment of student teachers with survival tactics.

6. Reproduction versus Innovation:

New teachers are inevitably thrust into schools which have particular expectations for how they will teach. At the same time, there is often an expectation, within teacher education institutions and also within schools, that new teachers will take new ideas into the

school and make some practical and innovative contribution. Within teacher education institutions, where considerable importance is often attached to promoting best practice, the teacher educator has to juggle the competing demands of equipping student teachers with the required knowledge and skills to function in the schools in which they will teach. S/he prepares them as potential innovators who may improve the quality of existing practice, dealing with the many uncertainties that often accompany the innovative process.

In sum, theorizing about, and researching on, teaching and teacher education – even if there remains a diversity within the research and theorizing, promoting an ongoing debate – are important activities if the quality of what we do in these fields is to be systematically monitored and improved. If we are to better understand how the quality of education in schools can be enhanced, we need to be able to reason about and discuss the nature of the teacher's role and how teachers are prepared for it, and to relate our judgments to the evidence. Without the exploration into the nature, contexts and effects of teacher education, the design of teacher education programs will continue to be a high-risk and uncertain affair with highly variable outcomes.

http://www.edu.au/99pap/may99385.htm

2.2.4. Characteristics of a Promising Teacher Education Program:

First of all, in planning second/foreign language teacher education programs, decisions need to be made concerning what philosophy of teaching the program will embody (Richards, 1999, p.18). According to Kunzman, (2003, p.6) the main characteristics of a promising teacher education program are:

- Encouraging close two way links between campus and schools.
- Enhancing student teachers' understanding of student learning.
- Providing a strong support of a comprehensive training experience that recognizes the value of classroom experience but situate it in an intellectually rigorous context of reflection, feedback, and collaboration.
- Stressing the practice of self and peer observation- reflecting on self- and peer performance in actual teaching situations, through audio or video recordings, in order to gain a deeper awareness of the process and principles being employed.

- Including seminars and discussion activities- reflecting on the degree to which one's experience as a student teacher relates to theory and to the findings of relevant research.
- Incorporating assessments of future teachers that reveal how well they know their content and how well they can teach it to

Prain (1994, p.7) indicates that the central goals of teacher education program oriented to developing student teachers as professionals are:

- Engendering an attitude favorable to continued growth and change, and
- Providing the skills necessary for analyzing teaching performance, for evaluating new ideas, and for implementing those ideas deemed worthy of putting into practice as part of individual's career growth.

Kumaravadivelu (2005, P.3) emphasizes that an effective teacher education program should directs student teachers to focus more on:

- ❖ Personal knowledge than on received wisdom,
- ❖ Production of knowledge than on application of knowledge,
- ❖ Acceleration of agency than on acceptance of authority,
- ❖ Teacher research with local touch than on expert research with global reach,
- ❖ Becoming transformative intellectuals than on being passive technicians,
- ❖ Mastering the teaching model than on modeling the master teacher.

- The researcher of the present study made use of these characteristics in setting the philosophy of the suggested program as will be shown in chapter four.

Commentary on Section Two

Because the present study aims at developing the teaching performance of English student teachers, this section dealt with the teaching performance that should be possessed by English student teachers. Domains and standards of that performance were also presented. The present study focuses on improving three main teaching performance

domains, namely classroom management, assessment and professionalism, of the Egyptian standards document for pre-service English teachers and their education programs (STEP).

Further more, a detailed account of teaching practice was provided; its principles and dilemmas. Also, there is a discussion of dilemmas in designing a Preservice teacher education program. Finally, the characteristics of a promising teacher education program were presented. These characteristics were taken into consideration when designing the program of the present study. So, as a teaching practice program that is designed to facilitate teacher change, it mainly focuses on:

(1) Promoting reflection,
(2) Creating opportunities for here-and-now experience of the new approach, and
(3) Encouraging continuing professional development that might ignite their enthusiasm and desire to explore ways of creating a motivating learning environment for their students.

Also, in this section, light was shed on the dilemmas in designing a preservice teacher education program. It mainly focuses on the contradictions between theory and practice, content and process, the role of the teacher educator whether a gatekeeper or a facilitator, the role of student teacher him/herself specially for personal development versus professional development, survival versus ongoing development and reproduction versus innovation.

This section ends up with analysis of the characteristics of a promising teacher education program. The researcher of the present study made use of these characteristics in setting the philosophy of the suggested program as will be shown in chapter four.

In order to understand how professional development strategies will help in improving English student teachers' teaching performance, it is vital to understand the concept of professional development, its principles and main strategies. This is the focus of the next section.

2.3. The Third Section: Professional Development of EFL Student Teachers:

2.3.1. <u>The Nature of Professional Development:</u>

Professional development is the nurturing of an attitude to life and work which promotes a responsible, creative and proactive approach. The development of an individual with a professional approach goes beyond knowledge and skill to the core of personal growth and the ability to harness this growth into more effective action (Mc Gill & Liz, 2002, 184). This means that this development is never complete, there is always more than one can learn about oneself and the complexity of the world in which we live.

There has been much debate over the years about the nature of professionalism, professional development, and professional practice in the different sectors of education (for example, Edwards's, 1998; Nicoll & Harrison's, 2003). Broadly, these debates have revolved around three notions of professional practice: the technical expert, the competent practitioner and the reflective practitioner. The latter two have been particularly influential as a reaction against the perceived inadequacies of the former when discussing practice in the human services. And the notion of the reflective practitioner has become almost hegemonic in many professional development courses in education and for educators. (Edwards & Nicoll, 2006, P.115)

The term professional is increasingly used to describe an attitude to work and not merely a type of work. Mc Gill and Liz (2002, p.185) state that professional approach means acting in a professional way: an approach to life and work which includes taking responsibility, being creative and not merely going through the motions and taking a questioning and critical look at ones own individual practice. It is clear that with this attitude, individuals aim to use their knowledge and skill to develop working practice for themselves and for others.

The professional development of foreign language teachers is a constant issue in the research agenda of the profession. Diaz-Maggioli (2003, p.1) defines professional development as "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students".

Whereas initial training can give student teachers competence, professional practice requires the development of insight and wisdom in responding to the idiosyncrasies of the situations that face them in the

school field. Professional development, therefore, crucially involves learning from experience.

In other words, professional development is not a one shot or one size fits event, but rather an evolving process of professional self-disclosure, reflection, and growth that yields the best results when sustained over time in communities of practice and when focused on job-embedded responsibilities.

2.3.2. <u>Student Teacher's Professional Identity:</u>

It is not surprising that pre-service teachers want to be seen as professionals and not student teachers. This desire is what their courses and fieldwork experiences are intended to create: "for providing students with opportunities to be deemed a professional is the responsibility of various university faculties". (Mills & Donna, 2000, P.34)

The concept "professional identity" refers to teachers' knowledge of themselves as teachers and answers the questions "Who am I as a teacher?" and "What kind of teacher do I want to be?" Student teachers are encouraged to ask themselves these questions regularly by reflecting on their experiences in practice and theory offered by teacher education institute. In portfolios or teaching journals, for example, they describe how they see themselves as teachers, including underlying learning processes, and what is needed for further professional development (Volkmann & Anderson, 1998). As such, student teachers develop sense of identity.

From the above analysis of the developing teaching identities of the pre-service teachers, self-formation in the multiple contexts of pre-service teacher education can be conceptualized using the concepts of 'teaching role' and 'teaching identity'. A teaching role encapsulates the things the teacher does in performing the functions required of her/him as a teacher, whereas a teaching identity is a more personal thing and indicates how one identifies with being a teacher and how one feels as a teacher. Or as Britzman (2005, p.29) points out:

> Role speaks to function whereas identity voices investments and commitments. Function, or what one should do, and investments, or what one feels, are often at odds. The two are in dialogic relation and it is this tension that makes for a 'lived experience' of teacher.

This view of the 'lived experience' means that learning from experience is not simply acquiring pedagogical skills. That more narrow view of learning from experience has valorized the practicum as the only place where one becomes a teacher. By conceptualizing 'experience' as the dialogic interaction of role and identity, the social dimensions that are interwoven into our very existences are accommodated. In this way, becoming a teacher involves the interplay of these two concepts. This distinction is a particularly illuminating conceptual tool for interpreting what was happening as the participants in the present study were learning to teach.

In the present study, the emphasis is on knowledge building about new types and forms of professional development in which student teachers learn to take responsibility and be accountable for what they do. It is assumed that this needs to take place in a learning environment, which emphasizes the active role of the learner and the ways in which he or she uses relevant sources of information (literature, peers, mentors, teacher educators, colleagues in schools, students they teach), develops knowledge and reflects on experiences. In such a learning environment, personal development and professional learning correlate.

2.3.3. The Need for Quality Student Teacher Professional Development:

The exigencies, or imperatives, for professional development are articulated everywhere it seems. Change and adaptation to change are at the centre of the imperatives to learn throughout life, one aspect of which is in relation to our workplaces. In education, the common exigencies for professional development, as Edwards & Nicoll (2006, P. 117) assert, include:

- The desire to enhance student learning experiences;
- The need to reconceptualise learning and teaching in the context of increasing and widening participation;
- Curriculum change;
- The changing nature of work within contexts of globalizing practices and the increasing use of information and communications technologies (ICTs);
- The importance of institutional flexibility in the search for increased efficiency and effectiveness.

Professional development has become increasingly important way to ensure that teachers succeed in matching their teaching goals with

their students learning needs. As for foreign language teachers, professional development is needed to enable them to help their students develop proficiency in the target language and understanding of the cultures associated with that language. Professional development focuses especially on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learners' needs. (Diaz-Maggioli, 2003, p.2).

According to England (1998, p.66), professional development in English language teaching is critical for at least five reasons:

1. The role English in the world has grown so much. Thus, the spread of English requires more instructors. Those instructors of English need to be able to manage a much broader range of teaching the diverse learners' needs.
2. There is much more knowledge today than ever about language learning and teaching.
3. Training paradigms in academic and professional circles are changing: lines between academic and professional preparation are fading.
4. Effective English language teachers are obliged to look carefully at their professional development in order to improve their experiences in the classrooms and to minimize burnout.
5. ELT programs benefit from teachers who are current with the field. Program directors need to guide teachers in setting goals for professional improvement and support the teachers in meeting those goals.

Lwis, Parsad & Cary (1995, p.39) assured that in order to meet the changing demands of their future job, student teachers, must be capable and willing to continuously learn and relearn their trade. Professional development and collaboration with colleges are strategies for building teachers capacity for effective teaching, particularly in a profession where demands are changing and expanding. In addition to quality professional development, peer collaboration has also been recognized as important for teacher continuous learning.

2.3.4. <u>Key component of Effective Professional Development:</u>

Student teacher professional development can have an impact on student achievement. The British council for school performance (1998) has identified the following characteristics of effective professional development:

- Long-term programs embedded in the school year.
- Active learning activities such as demonstration, practice, and feedback.
- Collaborative study of student learning.
- Administrative support for continuing collaboration to improve teaching and learning.

(http :// www.dropoutprevention.org/ eff state/profdev/profdev-over.htm)

2.3.5. Professional Development Strategies:

Traditional professional development strategies such as one-shot workshop can be useful for delivering information but the opportunities they provide for teachers to translate theoretical knowledge into effective classroom practices are limited. Effective professional development calls for adequate support structures and opportunities for teachers to plan, carry out, and evaluate the professional development activities in which they are involved. When student teachers have the chance to participate collegially and collaboratively in the creation and implementation of professional development activities, they develop ownership over the learning process and their learning is more likely to promote student success. (Diaz-Magioli, 2003, p.3)

Given the diversity of student teachers needs, different professional development strategies are needed. A variety of strategies are currently utilized to help student teachers take part in building and developing their professional development as future teachers, including: peer coaching (Rogers and Threatt,2000), study groups (Murphy,1999), dialogue journals (Peyton 1993; Bean,1990), professional development portfolios (Barret,2003; St Maurice and Shaw,2004), mentoring (Joyce and Showers,1991; Huling,2001) and participatory practitioner research (Calhoun,1993; Altricher et al., 1993; Cohen and Manion, 2000).

Another group of professional development strategies for improving teaching performance are listed as follows:

1. Action Learning.   2. Action Research

3. Appreciated Inquiry (AI)

4. Assessment-based Learning Activities (ABLA)

5. Interactive Story Telling.   6. Role-plays.

7. Scenario Educational Software (SES)

8. Strategic Questioning

9. Structured Group Discussion   10. Webquests.

11. Analyzing Critical Incidents.   12. Case Analysis

13. Team Teaching.

http://www.thiagi.com/interactive.strategies.htm1

And (Richards, 2005, p.p14-16)

The researcher of the present study sufficed herself with using three of the suggested professional development strategies; namely: action learning, peer coaching and study groups, as the most appropriate ones for the present study context. Also, she used the professional development portfolio mainly as one of the study evaluation tools as will be shown in chapter four. The professional development strategies used in the present study are not linked to a single theory of teacher learning because; as Richards (2005, p.7) points out, teachers can usefully learn from procedures drawn from different educational philosophies. At the core of each is an opportunity to collaborate or cooperate with colleagues, helping to improve instruction for English language learners at the same time as engaging in professional development for oneself. (Crandall, 1998)

These chosen strategies have in common: that teachers are engaged in active/ experiential learning, that what they learn pertains to problems in their own practice, and that they interact about these problems and have discussion with colleagues.

Also, these strategies base on the following assumptions:
o Student teachers can play an active role in their own professional development.
o Meaningful knowledge and learning are centered on the learner and are best constructed through collaboration and reflection around personal experience.
o Knowledge about language teaching and learning is in a tentative and incomplete state, and student teachers need regular opportunities to update their professional knowledge.
o Classrooms are not only places where students learn- they are also places where teachers can learn.
o One shot training sessions, such as seminars and workshops, are not as effective in helping learners to continually learn from their experiences as their actual teaching practice in schools.

Finally, these strategies need to be viewed as part of an ongoing process of teacher development which begins in pre-service (teacher preparation) programs and continues throughout the professional life of the teacher. Being of particular concern to the present study, the following pages will tackle key issues about these three essential strategies.

2.3.5. <u>(1) Action Learning:</u>

Action learning, as a strategy for improving both individual and organizational performance, was developed by Reg Revans and developed worldwide over the last 35 years. Wade, Sian & Hammick (1999, p.2) indicate that "one of the strategies to emerge to promote experiential learning has been that of action learning". Persons involved in action learning work on a 'live' project in 'real time'. This is learning by doing, and involves bringing together theory, professional and organizational knowledge, and intrapersonal, interpersonal, and group dynamics. This is, in essence, an experiential model, and is not unlike the learning cycle model of Kolb (1975).

This strategy involves formulating questions; developing solutions to problems; taking action; observing results; reflecting on the process, and returning to formulating questions. As Lasky& Tempone (2004) states," What we are doing is action learning in action." According to this view, as stated by Rinding et al (1999, p.2) "practitioners not only look for ways to improve their practice within the various constraints of the situation in which they are working, but are also critical change agents of those constraints, and of themselves."

Action learning is based on a radical concept: **(L=P+Q)** i.e. **L**earning requires **P**rogrammed knowledge (i.e. knowledge in current use) and **Q**uestioning insight. It also uses a small group to provide challenge and support: individuals learn best with and from one another as they each tackle their own problem and actually implement their own solution. The process integrates: research (into what is obscure); learning (about what is unknown) and action (to resolve a problem) into a single activity and develops an attitude of questioning and reflection to help individuals and organizations change themselves in a rapidly changing world.
http://www.ifal.org.uk/nutshell.htm1

The way that action learning is usually practiced is through the action learning 'set'; a group of 5 or 6 people, each working on a separate project that meets regularly to discuss the problems they are each encountering with the object of learning with and from each other. At a

set meeting the time is usually split equally so that everybody can focus on the issues each person in turn. It has been found useful for a set to have a facilitator to help along the discussion and the learning. Between set meetings the members of the set test out in action the ideas that emerge from the discussion. (Bouner, Cooper and France, 2000, p.25)

McGill and Beaty (2001,p.249), emphasize that the support of the 'set' can generate in the individuals the confidence to act in ways that on their own they would have been unable to contemplate and that effective action brings its own rewards, not least in boosting confidence.

(A) <u>A Typology of Action Learning:</u>

Action learning has developed according to different philosophies of learning and change that in turns have influenced its design and practice. Marsick and O'Neil (2000, p. 134) have provided a very useful typology of action learning, which classifies three "schools" of action learning. The schools have commonalities and differences. One of the healthy characteristics of action learning is that its advocates and practitioners have sought to build on each other's work without corralling a particular approach.

The first 'school' is characterized by its originator, Reg Revans, as being the scientific' method of action learning given Revans physicist background, he validated action learning with resources to the scientific method. For Revans, this involves three stages. Firstly, understanding the problem in its context. Secondly, negotiating and implementing a solution through: survey, hypothesis, experiment, audit and review. And finally the action learner brings his or her ways of seeing the world to check reality.

The second 'school' is characterized as the 'experiential' school based on Kolb's (1975) ideas on the learning cycle of: action, reflection, theory and practice. Martsick and O'Neil (2000, p.136) are exemplifying this school.

The third 'school' is characterized by 'critical reflection'. In addition to the experiential school, proponents of critical reflection highlight the need to reflect on the assumptions and beliefs that shape practice. This approach draws upon Mezirow's (cited in Marsick and O'Neil 2000, p.135) notion that critical reflection can transform perspectives. Perspectives drawn from life experience may be 'flawed' for being filtered through unexamined views, which may distort the person's understanding of their situation.

The researcher of the present study used the concept of action learning that belongs to the third school because: firstly this school builds

its conception upon the results of the other schools. Secondly, within this school action learning can have a transformational effect for its set member and for organizational change as a whole.

(B) **Definition:**

After describing action learning and its practice, it might be helpful to introduce its definition. As defined by McGill and Beaty (1995, p. 22), "Action learning is a process of learning and reflection that happens with the support of a group or "set" of colleagues working with problems with the intention of getting things done ". (Brockbank and McGill, 1998, p.218).

"Action learning is a process of inquiry, beginning with the experience of not knowing 'what to do next', and finding that answers are not available through current expertise. When expertise fails to provide an answer, collaborative inquiry with fellow learners who are undergoing the same questioning experience is always available". To be effective, this partnership in learning needs to be both supportive and at the same time challenging, deeply caring   yet questioning. Such partnerships actually create themselves when different people with different ideas engage whole-heartedly with each other to resolve each other's problems. http://www.authenticityconsulting.com/act-irn/a-1/process.htm

In the present study action learning strategy is defined as a dynamic, systematic inquiry process that involves a small group of (6) English student teachers discussing and trying to solve actual teaching performance problems concerning classroom management, assessment and professionalism, through the group employ action plans (plan – act – review) followed by reflection sessions while at the same time focusing on what they are learning and how their learning can benefit each group member and the group it as a whole. A learning coach (the researcher) works with the group in order to help them learn how to balance their work, with the learning from that work.

(C) **Action Learning and Other Concepts:**

The term 'action learning' says it all: learning through action. 'Action' because the group is more than a simple support group; each member takes action on their own issue after reflection with the group. 'learning' because the opportunity to reflect on experience with the support of others followed by action means that set members engage in learning from experience in order to change rather than simply repeating

previous patterns (Mc Gill and Beauty, 2002, p. 15). In other words, the essential point is that action learning is an intentional strategy based on normal, but unusual, effective practice.

● **Action Learning and Active Learning:**

Action learning, derived from action research, is a system that draws on the idea of active learning that we found in Kolb's learning cycle. Action learning adds features. In particular, action learning involves other people looking at what we have done. It calls this the "real world".
http://www.mdx.ac.uk/www/study/feedback.htm

Active learning mainly depends on 'self help' groups composed of people engaged in managing various and different projects, who come together to improve their performance through examination of motivation, goal setting, monitoring commitments, establishing best management practice etc. these groups are widely used in industry, often under the title 'action learning sets'.
http://www.it.bton.ac.uk/staff/rng/teaching/IS307/IS307syllabus.htm1

● **Action learning differs from a task force**, as members of action learning groups learn from the problems they are solving and the actions they take. Assumptions are challenged, results are confronted, and feedback from others increases self-understanding. In task forces the major aim is to address the problem; any learning that occurs is incidental. Task force may well be limited to making recommendations for others to decide and act on.
http://www.ifal.org.uk/faq.htm/

● **Action Learning and Action Research:**

Here we want to make a distinction between action learning as a process of learning through action, and action research, which is a research method.
Both action learning and action research are based on the same learning cycle. They share the focus on learning from experience and they both have an action and a reflective phase. The traditions, however, are different and the concerns in terms of learning tend to diverge. (Mc Gill and Beauty, 2002, p.20)
Action learning, like action research, is designed to produce improvement to practice and it is based on a cyclical and collaborative

reflection on action process. However unlike action research, it does not set out to produce a theory of practice. (Hall, 1996, p.1)

Dick (2002, p.1) points out the difference between action research and action learning as follows:
"In action learning, each participant drew different learning from different experience. In action research a team of people drew collective learning from a collective experience." He adds that action learning and action research are intended to improve practice. Action research intends to introduce some changes; action learning uses some intended change as a vehicle for learning through reflection. In each, action informs reflection and is informed by it. The reflection produces the learning (in action learning) or research (in action research).

Long (1998, p.1) indicates that "action learning not so very different from scientific methods, indeed, often incorporating the traditional methods of survey, interview, and experiment, the emphasis, however, is on 'discovery rather than hypothesis testing; on inductive rather than deductive thinking; on field rather than laboratory work".

(D) Components of Action Learning:

Marquardt (2004, p.3), Brockbank and McGill (1998, p.218) identified six interactive and interdependent components, of action learning, that build upon and reinforce one another:
(1) A problem (project, challenge, opportunity, issue or task): Groups may focus on a single problem of the organization or multiple problems introduced by individual group members.
(2) An action learning set: The set is composed of 4 to 8 individuals. The set should have diversity of background and experience so as to acquire various perspectives and to encourage fresh viewpoints.
(3) A process that emphasizes insightful questioning and reflective listening: Action learning tackles problems through a process of first asking questions to clarify the exact nature of the problem, reflecting and identifying possible solutions, and only then taking action. The focus is on questions since great solutions are contained within the seeds of great questions. Questions build group dialogue and cohesiveness, generate innovative and systems thinking, and enhance learning results.
(4) Taking action on the problem: The action of action learning begins with taking steps to reframe the problem and determining the goal, and only then determining strategies and taking action.
(5) A commitment to learning: Action learning places equal emphasis on the learning and development of individuals and the team as it does on the solving of problems.

(6) An action learning coach: Coaching is necessary for the set to focus on the important (learning) as well as the urgent (resolving the problem).Through a series of questions, the coach enables group members to reflect on how they listen, how they may have reframed the problem, how they give each other feedback, how they are planning and working, and what assumptions may be shaping their beliefs and actions. The coach role may be rotated among members of the group or may be a person assigned to that role throughout the duration of the group's existence.

The above components of action learning stress two main points:
(a) There is a clear structure to action learning set meetings; and
(b) The set meetings are only part of the process. The other part is the testing out of the ideas in action, and that happens in the time between the set meetings. The group helps each individual in turn to reflect on the outcomes of their actions and develop ideas for overcoming obstacles to further progress. A cycle of action and reflection is at the heart of action learning.

Lasky&Tempone (2004, p.13) indicates that action learning as a professional development strategy is characterized by flexibility and openness, respect for individuals and inclusiveness, and its ability to facilitate learning through experiential work in the classroom, it is no less useful as a tool for change for vocational teachers, learning, of necessity, to become researchers.

Action learning is used:
a. To address problems and issues that are complex and not easily resolved.
b. To find solutions to underlying root causes of problems.
c. To determine a new strategic direction or to maximize new opportunities.

http://www.gwu.edu/bygeorge/02/804actionlearning.htm1

(C) Action Learning Project:

Action learning is based on individuals learning from experience through reflection and action. The action side of the equation is called a project. An action learning project can be any thing that a set member wishes to work on with the aid of the set process. Projects can be specific issues or problems; they can be clearly specified or complex and messy. (Marsick and O'Neil, 2000, p.11)

The important thing is that the project is not one where the point and the stages in between are clearly mapped out in advance – in

this case the set would be of little help to the presenter of the project unless time and motivation were to be the issues brought to the set.
(Mc Gill and Beauty, 2002, Pp. 13-14)

In the present study, student teachers, as action learning sets, are asked to focus their projects on real and live issues or problems concerning their teaching performance inside the classroom. That is, these projects should not be manufactured simply for the set – action learning is for enabling people to undertake action to further real issues or resolve real problems.

(E) <u>Benefits of Action Learning:</u>

"With regard to pre-service training, action learning is ideally suited to the professional development of student teachers through reflection on-action" as Mc Gill and Beaty (2001, p.251) state. They go further to clarify that action learning, with the right kind of instructional and management support provides trainees with a flexible but powerful tool for professional development.

The main benefits of action learning that are recognized by student teachers are:
- Providing set members with their own personal 'think-tank'.
- Providing set members with a sounding board for testing out their ideas.
- Providing traction i.e. motivation for the individual set member to progress their work.
- Setting aside time and space for reflection
- Providing vicarious learning i.e. each set member learns not only from reflection on grappling with their own work, they also learn from each other's experience of so doing.
- Developing a bias for active learning.
- Providing support and encouragement, so to that extent it acts as like a self-help group. (Bourner, 1996; Bourner and Forest, 1996; Weinstein, 1995; Cooper and France, 2000)

Robinc (1999, p.5) assures that action learning circle offers valuable opportunities to derive research questions or ideas, which are practice-focused. In this way, student teachers develop those skills essential to the practitioner-researcher working within a culture that increasingly demands evidence-based practice. These skills include:
1. Problem solving skills:
    - applying concepts and principles to analysis of problems.
    - producing original or imaginative products or ideas.
2. Initiative and efficiency:

- using initiative and carrying out one's own ideas.
- achieving results within realistic constraints of time and money.
- showing greater self confidence.
- taking responsibility of one's own development.
3. Interactional skills:
- working co-operatively with others or teams.
- interpreting and understanding people's feeling and behaviors.
- leading and organizing group activities.
4. Communication skills:
- making effective oral presentations.
- producing effective written presentations, including design/layout.
- making one understood in a foreign language.

(F) Types of Action Learning:

Mc Gill and Beauty (2002, p.81) declare that there are four main types of action learning sets.
Firstly, organization initiated action learning: includes sets formed for management development purposes. Also, action learning sets are now used in educational contexts as part of a diploma, degree or postgraduate program.
Secondly, independent action learning sets: are formed by the participants themselves with their personal and management development aims.
Thirdly, facilitated action learning sets by a facilitator (set advisor).
Fourthly, self-facilitated action learning sets: where responsibility for facilitating the set is shared by the set members themselves.
* The present study used the third type, facilitated action learning set by a facilitator.

(G) Action Learning Steps:

Margerison (2005, p. 2), states that action learning has three steps:
First, the assessment of problems and opportunities;
Secondly, action to improve the situation;
Thirdly, review and learning from the action.

Other steps are also suggested for using action learning such as:
1. Clarifying the objective of the action learning group.
2. Convening a cross-section of people with a complementary mix of skills and expertise to participate in the action learning group.

3. Holding initial meeting to analyze the issues and identify actions for resolving them.

4. Returning the group to the work place to take action.

5. Using subgroups to work on specific aspects of the problem if necessary.

6. After a period of time, reconvening the group to discuss progress, lessons learned, and next steps.

7. Repeating the cycle of action and learning until the problem is resolved or new directions are determined.

8. Documenting the learning process for future reference. Record lessons learned after each phase of learning.

http://www.gwu.edu/byeogrge/02/804actionlearning.htm/

(H) Action Learning Sets- Ground Rules:

In action learning sets, the ground rules that all set members will agree to at the beginning of the process are formalized. These ground rules will then last for the duration of the set. Each set generates its own ground rules specific to them and may want to review these after a period of time. A useful process for generating ground rules is brainstorming.

2.3.5. (2) Peer Coaching:

Peer coaching is based on the three –phase model of planning-observation- feedback known as clinical supervision. Pairs of student teachers, who have been trained to do so, visit each other's classes and provide each other's classes and provide each others insights and advice on their teaching. Teachers themselves decide on the focus for observation and the observation instrument and reflect on the results of the observation based on their development needs. Standardized instrument can be used to guide observation. Peer coaching is particularly suitable for teachers who need to learn new ways to use the target language or to implement new language and cultural practices in the classroom. (Diaz-Maggioli, 2003, p.17)

(A) Definition:

Peer coaching is defined as a professional development strategy that has been shown to increase collegiality and improve teaching. It is a confidential process through which teachers support and assist each other for the purpose of refining present skills, learning new skills, and/ or solving classroom-related problems. Peer coaching also refers to in- class training by a supportive peer who helps the teacher applies skills learned in a workshop.

http://www.authenticityconsulting.com/act_irn/a-1/process.htm

In the present study peer coaching is defined as:

" A confidential process through which two student teachers share their expertise, observe each other while teaching and provide one another with feedback; work together to review current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; solve problems in the workplace".

(B) Roles within Peer Coaching:

Within the peer coaching process, each member of the partnership has a specific role to play:

* Coach: is a type of critical friend, another teacher who can observe and talk about teaching as part of a process of collaboration. This 'friend' can provide a new lens to refocus and get a clearer understanding of teaching.Gottesman (2000,p.8) suggests that feedback statements from the peer coach be "specific in nature, about items the teacher can control, solicited rather than imposed, descriptive rather than evaluative, well timed, dealing with behaviors rather than personalities, and well organized".

*student- Teacher: the collaborating student teacher needs to be willing to cooperate with the coach and critical friend, remain open minded, and be interested in learning about new ways to approach teaching. Gottesman (2000, p.37) and Richards (2005, p.p.148-150) suggest the following roles for a student teacher in a peer coaching relationship:

- Be committed to peer coaching as a way of analyzing and improving instruction.

- Be willing to develop and use a common language of collaboration in order to discuss the total teaching act without praise or blame.

- Be willing to enter a peer coaching relationship (e.g., by requesting a classroom observation visit and by observing as a coach if asked).

- Be open minded and willing to look for better ways of conducting classroom business.

- Act as a colleague and as a professional.

(C) Features of Peer Coaching:

Peer coaching should be:
- Confidential.
- Non-evaluative.
- Flexible.
- Voluntary (but encouraged).
- Based on trust.

- Focused on observational behaviors.
http://libwww.syr.edu/instruction/staff/peercoaching/peercoaching.htm

(D) Peer Coaching Benefits:

Johnson (2004, p.15) states that peer coaching, as a professional development strategy, have the following benefits:
- Encouraging reflection and analysis of teaching practice.
- Fostering collaboration among teachers throughout the school building.
- Providing opportunities for professional growth for their colleagues whatever their experience with integrated technology.

Reviewing literature on peer coaching reveals other benefits of peer coaching such as:
- Better understanding of teaching
- Improved self analysis skills.
- Improved sense of professional skills.
- Renewal and recognition.
- Increased sense of efficacy
- Improved teaching performance
- Increased growth and development.
http://www.eaglerockschool.org/nsdc/peercoaching.htm

Also, Gottesman and Jennings (2005, p.23) indicates that peer coaching has the following benefits:
1. Providing teachers a chance to think and talk about what they are doing.
2. Helping bring techniques teachers may use instinctively to the conscious level, thus improving the change they will be repeated.
4. Expanding teaching skills by expanding coaching skills.
5. Increase the amount of time teachers spend on discussing instructional issues.
6. Providing technical feedback from respected peers.
7. Helping professionalize teaching since it offers teachers a chance to be involved in decisions that impact on them and their students (shared decision making).
8. Providing opportunities to work together for the common good of the school environment.

(E) Types and Models of Peer Coaching:

Benedetti (1997, p.41) indicates that there are three different types of peer coaching:

Technical coaching:
        Refers to a situation in which a teacher wants to learn a new teaching method or technique and seeks the assistance of another teacher who is experienced and more knowledgeable in this area.

Collegial coaching:
        Involves two teachers focusing on refining their existing teaching practices. In this situation, two teachers may simply want to confirm their views on teaching. To do this, a teacher invites a colleague into his or her classroom to observe the class and offer constructive feedback as a critical friend.

Challenge coaching:
        Involves two teachers focusing on a problem that has arisen in some aspect of teaching, and they work jointly to resolve the problem. (E.g. dealing with some misbehavior students in the class).

        Moreover Harlin, (2000, p.61) suggests that peer coaching can occur in two ways:
- Coaching by experts: A teacher who is more skilled than other teachers to conduct model lessons, which illustrate the use of new skills and knowledge. The other teachers, in turn, use the model on similar lessons to practice the new instructional process in their own classrooms. Often this model is applied by EFL teachers to demonstrate how language can be contextualized so that student teachers can comprehend content area subject matter. Model lessons and the analysis of what occurred both take into account the classroom context and the particular needs of each teacher.
- Reciprocal coaching: Two student teachers are randomly paired in their field setting and take turns coaching and being coached. Observation notes, videotapes, coded information, and narrative reports are prepared. The student teachers review and discuss the data together. Actions that might improve the use of the skills and knowledge are explored. New applications are planned, observed, and analyzed.
        Meyer and Gray (2006, p.42) states that there are two general ways to participate in peer coaching:
1. Specific participation where the teachers want help with certain, predetermined issues. If they are uncertain about where they most need help, such participants may want to first get video tape critically to help them identify their problem areas. Even teachers who can not get video taped should try to think about what they would like to improve about their teaching. The peer coaches should pay particular attention to these issues while observing their partner's classes.

2. Non specific participation where the teachers wants an outsider to come and (1) help determine areas for improvement and/or (2) comment on the teachers' general approach. This form of participation may be ideally suited experienced teachers who merely want general comments or for those who seek help in a more general sense.

◙The present study uses a peer coaching model more consistent with reciprocal coaching through specific preparation.

(F) <u>Peer Coaching Strategy Steps:</u>

Peer coaching strategy involves some form of classroom observation; student teachers, after being paired up with partner of their own choice, need to go through three steps:
1. The pre-conference: where the purpose of the lesson is stated. In other words the teachers share the focus of the observation and determine the best method of data collection. This is also time to discuss when the observation will occur, where the coach will sit and if there will be interaction with the students.
2. The observation: the coach will take notes or use an observation form. The time span usually covers an entire lesson period but could also be less, as long as the coach is able to observe the specific skill to be addressed.
3. The post-conference: the data collected from the observation is given to the teacher during a discussion of the observed teaching. The coach begins the discussion by asking the teacher to reflect on the lesson. Such questions could be, "what went well?"; "were outcomes met?"; "what would you have changed?" etc. (Curtis, 2006)
http://libwww.syr.edu/instruction/staff/peercoaching/peercoach.htm

(G) <u>Criteria for Effective Implementation of Peer Coaching:</u>

Several preconditions should be considered before implementing peer coaching strategy:
1. There must be a general perception on the part of the people involved that they are good but can always get better.
2. The student teachers involved must have a reasonable level of trust; they must be confident that no one is going to distort the situation in any way.
3. Participants should choose their own partners in order to create a non-threatening atmosphere.
4. Participants share a common language about curriculum and practices.

5. Participants receive training in coaching skills. Training in coaching must empower student teachers by helping them identify practices that impede movement toward collegiality and equipping them with an extended repertoire of coaching skills (e.g., providing prompt, descriptive, nonevaluative feedback).
6. The person being observed has the opportunity to determine which practice will be observed.
7. The coaching procedures are negotiated in detail so that participants have agreements.
8. The feedback given is based on specific, objective data.
9. To facilitate the observation process, the coach should have forms to be filled out after each visit. The coach form asks for information on several points.
(Meyer and Gray, 2006, p.67)

Gottesman and jenning (2005, p.5) assures that participants in peer coaching strategy has critical role as they:
- take a complete look at their current state, including their assumptions and perceptions about their work, themselves and others;
- set relevant and realistic goals for themselves, based on their own nature and needs;
- take relevant and realistic actions toward reaching their goals; and
- learn by continuing to reflect on their actions and sharing feedback with others a long the way.
There is also a list of some behaviors for the coach that helps in the success of the peer coaching strategy:
DO:
1. Listen actively.
2. Pause...and make reflective statements.
3. Insert neutral probing questions.
4. Bite your tongue.
5. Let the peer fill silent gaps.
6. Review only written data.
7. Leave other concerns for other visits.
DO NOT:
1. No blame, praise or judgments.
2. Never set yourself as an example.
3. Never offer solutions on your own.
4. Examine only the requested concern.
5. Break the peer coaching rules.
http://www.canteach.ca/elementary/fnations/7.htm/

2.3.5. (3) Study Groups:

Study group is not a staff meeting or a formal activity as a workshop, it is a voluntary activity. Study groups are also referred to by other names, such as learning circles, study circles, quality circles, wisdom circles, listening circles, and teacher networks. In the present study it is referred to as 'Study groups'.

Cayuso, Fegan and McAlister (2004,P.2) indicate that , as a member of a study group, an individual can seek and suggest clarification and interpretation of text or ideas, reinforce his or her own learning, receive encouragement, and develop a sense of belonging to a community of learners. Collaboration with other colleagues is especially important for student teachers and is a significant benefit of Study groups. Study groups offer participants not mandate workshops, but rather the luxury of choice in terms of studying what interests the group.

"The success of Study groups stems from the frequent change of roles" as Carpenter (2005, p.9) stresses. He goes further to clarify that all participants are teachers and learners as they learn from the experience of each other. Siegel and Kappaz (2006, p.1) emphasize that Study groups capitalize on the strength of the peer interaction and on the motivating principle of self interest. Group structure strictly protects the individual member's right to decide what challenge or issue he/she will bring to the meeting. The member describes the challenge and formulates critical focus questions designed to guide the peer discussion and feedback process. Peers in turn, are given coaching about how to ask open-ended probing questions that cause the whole group to develop deeper in thinking about the concern at hand. They share information about similar experiences but are directed to limit advice giving.

The objective is to provide time for student teachers to examine areas of concern in their teaching, explore various teaching approaches and reflect on the process as well as the outcomes of teaching and learning.

A. Definition:

"Study group is a group of individuals with a common interest who meet regularly to learn from each other about a self identified topic and in a format the group has decided upon".

In this case study groups are flexible, peer directed learning experiences. Study groups are built upon the idea that every member has something to learn. Study groups are intended to lead to action and change. Learning objectives and how to achieve them are agreed upon by

the group members. Study groups meet on a regular basis but the number of meetings, length and frequency of the meetings are determined by the group. Study groups are usually facilitated by a group leader. This leader can be an expert on the subject of the circle, or not. The leader can be someone from within or outside the circle. The leader's job is to facilitate the discussion, not to determine subject matter, set the agenda or drives the discussion to a prejudged out come. Outside experts can be invited to address the group but the emphasis is on the members of the group participating as teachers and students.
http://www.ite.edu.sg/able/fag7.htm

Study group is defined in this study as ' a group of 8 student teachers who meet regularly over a specified period of time to learn about and discuss issues of importance to them concerning their teaching performance in three main domains: namely: classroom management, assessment and professionalism'.
In this case the discussion takes place in an atmosphere of mutual understanding. Group members learn at their own pace and form their own experiences and understandings. The goal is deeper understanding by participants and their efforts are often towards the construction of a final product or recommendation for a course of action Sessions generally last around two hours, guided by a facilitator or an 'enabler'- someone the group has nominated to keep discussion focused and fair. Participants usually prepare readings or research between sessions to provide them with the raw material for discussion'.

(B) Study Groups and Discussion Groups:

The distinction between a Study group and a discussion group is not great, but there are three common differences:
▪ A Study group is often more focused, dealing with certain predetermined points, than a discussion group.
▪ A Study group is based on common resources which may not be the case with a discussion group.
▪ A Study group is intended to have targeted learning objectives.
http://www.sierrahealth.org/fag/ic.htm/

(C) Study Groups Benefits:

Diaz-Maggioli (2003, p. 27) presents some benefits of Study groups/ learning circles for foreign language teachers. He says,
"These meetings provide opportunities for them to interact in the language they are teaching. Learning circles are suitable for teachers who

need a better understanding of research and knowledge in the field of ways to analyze their students' work and for those who need to develop a more reflective stance toward their teaching or students' learning."

Study groups allow participants to:
- manage their own learning targets
- maintain motivation and momentum of learning stages.
- evaluate progress against action plans
- improve self reflection
- enhance creativity techniques
- develop negotiation skills.
- develop problem-solving skills.
- help manage stress, change, conflict or crisis.
- enhance personal impact and performance.

http://www.yorkshireuniversities.ac.uk/docs/yuconf7/learning%20circles_languages.pdf

Again, Study group helps its members to:
1. Believe that they can take charge of their own professional development by being in a collaborative and supportive relationship.
2. Value their students and are concerned about their ability to achieve the expected outcomes of education.
3. Find innovative ways to address those concerns through sharing and learning from each other, challenging assumptions, reflection and action.
4. Create professional knowledge that is shared so that the knowledge can benefit a wider community of teachers to improve teaching and learning.
http://www.sierrahealth.org/fag/ic.htm/

Riel (1997, p.12) stresses that Study groups have three main benefits for student teachers:

(1) Foster problem solving and critical thinking skills by:
    - engaging them in careful observation of their behaviors and beliefs.
    - suggest new ways to approach problems or common topics.

(2) Enhance communication skills by:
    - providing opportunities to read, evaluate, and edit the work of others.

(3) Develop cooperation skills: by
    - learning to work as members of a team with peers.
    - understanding responsibilities that come with group participation.

(D) **Types of Study Groups:**

Study groups can be formed in different ways, some of which are as follows:

(1) Topic based groups: a group is formed to discuss a specific topic of interest, such as teaching young learners, carrying out action research, or the group might be a response to a current issue such as the standards movement, then research available information on the topic. A staff member can suggest several choices of texts, articles, or video series for the group to investigate.

(2) School based Study groups: are composed of different kinds of educators from within a school, such as teachers, teaching assistants, librarians, and supervisors.

(3) Job alike teachers: a group can be set up according to membership principles (e.g., coordinators, teachers of young children) and the group meets to discuss issues related to the specific type of teaching that they do.

(4) Reading groups: can be set up to read and discuss professional books and articles and to gain insights that can be applied in the group members' own classrooms.

(5) Research groups: consist of teachers who are researching topics of mutual interest. The group decides on an issue to investigate, collects data on the issue, and meets regularly to share and discuss findings.

(6) Virtual groups: consist of a group of language teachers who communicate and interact on the internet, such as TESL-L, a discussion group for English as a second language or foreign language teachers.

Cayuso and Fegan (2004, p.156) suggest another type of learning circle, that is:

(7) Practice Study groups: are designed to be a metacognitive learning tool. Members focus on a strategy that they learn and experiment with through active participation. Components of this type might include teachers watching videotapes of themselves or other teaching, observing in other classrooms, or discussion within the circle about ways to improve lesson preparation, classroom management, instructional implementation, questioning practices, student learning styles, or pacing and movement through the lesson cycle.

Cayuso and Fegan added also that practice Study groups might also involve the study of professional books, articles, or videotapes (as in a topic study group), but with the added expectation of "homework." In other words, between scheduled meetings, teachers will try out the lesson ideas, strategies, or concepts in their own classrooms. When the group reconvenes they can do several things:

- share how the lesson and/or strategy they tried worked.
- bring in work samples and/or products from the lesson for show and tell.
- share a videotape of themselves teaching the lesson or using the strategy in order to debrief and solicit feedback.

- give a "mini teach" to the rest of the group readings.

        To meet student teachers specific needs, the researcher of the present study suggest integrating useful aspects from a variety of study group models, mainly Topic Study groups, Research groups:, and Practice Study groups.

(E) <u>Guidelines for Study Groups:</u>

        Davis and Bass (1993, p.41) present some guidelines, one should follow, for setting up a successful Study group. They are:

1. Tell students about the benefits of learning circles.
2. Explain how Study groups work; Study groups can work in a number of ways.

- <u>In one model,</u> all students read the assignments but each member agrees to provide to the group in depth coverage of a particular segment of the material and to answer as fully as possible whatever questions other members of the study team might raise.
- <u>In another model,</u> the teams' activities vary from meeting to meeting. For example, reviewing problem sets, analyzing critical incident, building mind map, developing action plan…etc.
- <u>In a third model,</u> the main agenda for each group session is a set of study questions. At the beginning the questions are provided by the professor or supervisor then each team member must bring a study question related to the assigned topic of the team meeting. The questions structure the discussion and are modified, discarded by the group as the session proceeds.

3. Let students know what their responsibilities are in a Study group: students who participate in a learning circle agree to do the following:

- Prepare before the meeting (for example, do all the required reading or problem sets).
- Complete any tasks that the group assigns to its members.
- Attend all meetings and arrive on time.
- Actively participate during the sessions in ways that further the work of the group.
- Help promote one another learning and success.
- Provide assistance one another's learning and success.

4. Help students locate meeting rooms.
5. Limit groups to no more than six students. Groups larger than six have several drawbacks: students become passive observers rather than active participants; students may not get the opportunity to speak frequently since there are so many people; students' sense of community and responsibility may be less intense in larger groups.
6. Devote a session to the study group.

(F) The Role of The Study group Facilitator or Moderator:

Kerievsky (2005, p.32) indicates that the Study group's moderator or facilitator is an individual who asks the opening questions at the commencement of each meeting. This individual is charged with guiding the dialogue during the rest of the meeting, but this individual is not a teacher. He or she is simply considered to be the most advanced student with respect to the reading. If an individual is more advanced than others in the group, it makes sense for that individual to perform the role of moderator for several meetings until others feel comfortable in that role.

A moderator must formulate and ask an opening question or questions. A moderator must also ensure that others have listened to and understand their question, even if it involves rephrasing the question or offering an example to help illustrate it. At the end of a session, moderators often ask if their question was sufficiently answered. When a question has not been answered, moderators sometimes ask their question at a later meeting.

Other suggested roles for the Study group's moderator are listed below:
- sets a friendly atmosphere through group introductions and guidelines.
- does not allow individual participants to dominate.
- listens carefully to what participants are saying.
- asks hard questions and do not avoid conflict.
- does not be afraid of silence.
- summarizes dominant idea of the group.
- should be free to contribute to discussion.
  http://www.bonner.org/resources/models-pdf/boncurfacilearncircles.pdf

(G) Opening Questions:

Opening questions are extremely important to study groups. The best opening questions are designed to engage the minds of group participants, to get groups thinking on a deeper level, and to promote active learning. Opening questions sometimes make groups rethink what they thought they understood. And that is usually the sign of a great opening question.
Opening questions may uncover nuances in meaning, reveal contradiction or even errors, or highlight possible ramification of an expressed idea. Opening questions may contrast what has been said with what someone else has to say on a similar subject. Kerievsky (2005, p.47)

(H) <u>Pitfalls and Problems within Study Groups and How the Moderator can Deal with Them:</u>

As with any activity involving people with different perceptions, personalities, concerns, and goals, Study groups can encounter problems. These can normally be resolved relatively easily as long as group's members are committed to the success of the group and are willing listeners. Oliphant (2003, p. 167) offers a number of suggestions that can help avoid problems. For example:

- o do not spend too much time on complaints, particularly those of one person. Focus on "achievement and accomplishment" as well.
- o offer feedback that is supportive.
- o remember that the purpose of the group is not to provide therapy for personal problems for which professional assistance might be advisable.
- o talk in meeting in a formal way, not in informal teacher's lounge chat.
- o focus on the practical: try new ideas of just talking about them.
- o focus on offering support and encouragement to each other in solving problems, rather than on complaining.
- o use a strict agenda convener. Or simply ask, "Is this relevant to our topic?"
- o do not allow group members to attend unprepared.
- o do not allow lengthy complaints about courses or professors during group time.
- o encourage members to reveal their weaknesses so that they can strengthen them, that happens if members refrain from critical comments about one another.

http://www.vesa.uic.edu/mainsite/departments/ace/home/studyinggroups.htm

From the above discussion of Study groups it is apparent that the goal of Study group is not to learn a lot of facts nor for each person to agree with all the ideas 100%. Rather, it is to deepen and broaden members comprehension of issues and concerns so that they may be able to empower themselves to take action, as this is the core aim of the present study, study groups were chosen to be used in its program.

2.3.6. Integrating the three professional Development Strategies and the Reflective Model.

2.4.1. <u>Rationale for the Integration:</u>

Researchers in teacher education have argued that the ability for student teachers to reflect on their experiential and cognitive activities during learning can facilitate the linking of theory and practice and enable them to take on an active role in their own professional development processes (Liston, 1990; Moon, 2000; Stuart& Thurlw, 2000, EL Dib 2003, Mostafa, 2005). It is hoped that through describing their own beliefs and experience and comparing them with their peers, the student teachers can discover and define for themselves the meaning of EFL learning and teaching (Liaw, 2003).

The growing recognition that the knowledge base of effective language teachers includes not only linguistic and pedagogical theory, but also the wealth of their individual experience, has led to reconsideration of the role of reflection in teaching and teacher education. Reflection has the power to help the teacher connect experience and theoretical knowledge in order to use each area of experience more effectively (Bourner& Cooper, 2000). In other words, once student teachers have engaged with the reflective process, they become aware of what needs to be covered as well as their responsibility for learning.

Although we learn from experience, more and more experience does not guarantee more and more learning. Learning from experience tends to happen most effectively when the experiences are novel or where they are painful in some way. Reflective practice, so important to professional development, is not an automatic result of experience. Mc Gill and Beaty (2002, p.24) assured that:

"We need strategies and techniques to encourage us to reflect and to enable us to learn from that reflection. Opportunity to experience novel situations may diminish with continued practice."

Adding to what Mc Gill said, one can continue to say that most of our experience is neither particularly novel nor painful. There are, therefore, many times that our normal reactions to events are insufficient in themselves to encourage reflection. It is here that we need strategies and help from others. In other words, a professional approach involves

acknowledge of our own limitations and a willingness to involve others or to take particular care with aspects of the work where we are less able.

This integration between the two perspectives is considered a "A principled approach to teacher education" by Kroll (2004) this means that reflection tasks are applied in a more systematic way to help improve EFL student teachers' teaching performance in the light of a set of specific standards (STEP) that represent the underlying philosophical position of English student teacher preparation at the Egyptian universities. In being explicit about these standards and their relation to everyday teaching practice, the researcher of the present study accomplishes two important goals. First, modeling and promoting conversations and discussions about teaching and learning that go beyond atomistic instances or anecdotes. Second, prompting student teachers to consider their own values and beliefs in relation to their teaching. This represents a constructivist feature of the proposed program.

2.4.2. <u>A framework of the suggested Professional Development Strategies based program:</u>

We know student teachers' ideas about the nature of learning, teaching, development and knowledge change across time, as they become more experienced in their profession. Part of this developmental change is as a result of instructional experiences they have, as student teachers, at the university. All student teachers have some coursework about development and theoretical perspectives on learning and teaching.

That is why Hill (2005, P.214) stated that "developing professional competence involves student teachers in examining and developing their experiential knowledge (their opinions and beliefs about learning and teaching based on their own experience of language classrooms, and extending their 'received knowledge' (for example, their knowledge of theories of language, of the psychology of language learning, and of opinions, beliefs and practices which are different from their own".

But it is well recognized that students have difficulty connecting theory and practice. Korthagen and Kessels (1999, p.10) point out a lack of transfer between theoretical content of pre-service programs and teachers' practice. Korthagen and Kessels categorieze teacher knowledge as both mostly perceptual and situated or mostly conceptual and general. They describe the relationship between teacher knowledge

and teacher behavior in three levels: 'gestalt' or 'holistic', 'schema' or 'network of elements and relations', and 'theory' or 'logical ordering of the relations in the schema'.

In describing their 'realistic approach' to teacher education, Korthagen and Kesselsargue assured the need among pre-service programs to provide teacher candidates with opportunities to reflect upon their own gestalts. Similarly, reflecting upon schemas in relation to gestalts and theories leads to restructuring of theories that are coherent with the other two levels of knowledge. Eventually, through a process the Korthagen and Kessels describe as 'level reduction', teacher candidates are able to re-combine gestalts, schemas, and theories into a single gestalt. This represents a constructivist view of teacher learning.

While the present study represents exposure to theory within the student-teacher training program, the program is designed in such a way that students are constantly being asked to reflect on how/ what they are reading reflects both their own learning processes and how it might reflect the learning they are observing and facilitating in their student-teaching. This program is also designed to help student teachers develop an understanding of theoretical ideas created by others while simultaneously beginning to develop their own personal heories of learning and development.

Key components of effective professional development program are:
- Long-term programs embedded in the school year.
- Active learning activities such as demonstration, practice, and feedback.
- Collaborative study of student learning.
- Administrative support for continuing collaboration to improve teaching and learning.

(http://www.dropoutprevention.org/eff state/profdev/profdev-over.htm)

Again using teacher professional development strategies depend on:

- Providing and supporting student teachers with numerous activities to continue their professional skills, growth and interests in the work field after graduation.
- Using technology as a tool to foster and enhance teaching professional growth to continue addressing standard based learning for all students.

http://www.kyepsb.net/teacherprep/newteachstandards.asp

Accordingly, the general framework of each session, of the present study program, will basically proceed in four main phases as follows:
- phase one: "presentation & discussion".
- phase two: "application & reflection".
- phase three: "evaluation".
- phase four: "preparation for the next session".
Under each phase, various tasks and activities are included. For more details see chapter four P.P 142-146)

Commentary on Section Three

In this section, professional development was defined. Moreover teacher professional identity as well as the need for quality professional development for English student teachers was discussed in detail. Also, key components of effective professional development were elaborated. Moreover, a presentation of the most effective and recent professional development strategies was provided.

Research has shown that using such professional development strategies with EFL student teachers has certain learner outcomes such as:

- The ability to be responsible for one's own learning.
- The understanding that it is essential for human beings to work together.
- The ability to be involved in complex thinking and problem solving.
- The ability to recognize and produce quality performance and quality products.

http://www.kyepsb.net/teacher prep/newteacher standards.asp

Actually this section focused mainly on the three professional development strategies that have been chosen to be used in the present study, namely: action learning, peer coaching and study groups. The section presented a detailed discussion of the definition, principles, benefits and steps of each strategy.

The section was concluded with comprehensive discussion about integrating the three professional Development Strategies and the reflective model and the rationale for the integration. It also illustrated the main procedures and phases adopted to build the suggested program.

From what have been presented in this section one can conclude that professional development strategies; namely: action learning, peer coaching and study groups have the advantages and characteristics that give English student teachers the chance to improve their teaching performance. This of course, encouraged the researcher of the present study to use them in designing the training program for improving the classroom management, assessment and professionalism in the teaching performance standards of fourth year English student teachers, Faculty of Education, Helwan University, as will be shown in chapter four.

Final Commentary

The previous chapter has presented the viewpoints supporting the use of professional development strategies to improve the teaching performance of English student teachers. A comprehensive discussion of teaching practice and teaching performance of student teachers has also been presented.

From what have been presented in this chapter, we can conclude that to bring about significant change in English student teachers preparation, we need to take into account several conditions identified by research on teacher cognition when designing and conducting student teacher training program. These include confronting student teachers' prior experience, providing opportunities to reflect on new knowledge in the light of particular socio-cultural context and creating a supportive and receptive climate in which such high risk endeavors can be realized.

Traditional educational practices offer little 'hot action' opportunities to students: that is, few opportunities to integratively perform across thinking, feeling and doing domain, to prepare them to learn from future challenging or distressing experiences. The key challenge for novice learners is developing an effective self-regulated 'working method' for managing problem solving.

From what has been displayed in this chapter four main principles where chosen to underline the present study:

1. The chief determinant of a student teacher behavior in class is not the theoretical principles received in any teacher education course but rather his/her "theory-in-action".
2. The role of received theory is not to guide action or to be directly applied in action, but to be used as guidelines for improving student teachers practical arguments.

3. The practicum is the first step in a life long journey of professional growth. As such, student teacher should practice reflection in action and reflection on action during the practicum.
4. Expertise in language teaching is an on-going, multifaceted and collaboratively developed process.

Actually, the challenge we sought to address was to design a learning experience that not only enhance student teachers' broader adaptive capabilities (such as learning to learn and critical reflection on practice), but also, towards the goal of empowering socialization, offered students a realistic preview of future professional roles.

♦ In sum, this chapter started with a review of the related theoretical background in three sections, and ended with a general comment on key issues related to the present study. The following chapter investigates the previous studies related to EFL teacher education and professional development strategies. It focuses on the studies which show that professional development strategies, namely: action learning, peer coaching and study groups, enhance the EFL student teachers professional development.

CHAPTER THREE

REVIEW OF RELATED STUDIES

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REVIEW OF RELATED STUDIES

This chapter presents a survey of previous studies related to the present study. For the sake of convenience, the chapter is divided into two sections. The first section is concerned with the studies that dealt with EFL teacher education, followed by general comment on the first section. The second section is concerned with studies that dealt with EFL teacher professional development strategies namely peer coaching, study groups, and action learning, followed by general comment on the second section. Then, a conclusion is provided for the whole chapter.

3.1. Section One: Studies Related to EFL Teacher Education

El Dib (1993):

This study was a case study that aimed at identifying the conceptual bases that guide the practices followed in the preparation of English teachers and their social implications. This case study focused on one aspect of English teacher preparation programs, that of the supervised practicum in schools. Its purpose was to identify the conceptualizations of teaching underlining the supervision of prospective teachers. It also sought to reveal the consequences of the conceptualization of teaching adopted in the supervisory meetings on the development of prospective teachers' concept of teaching and of their roles as future teachers.

The two conceptualizations of teaching that where used to provide the theoretical framework for this study were those of teaching as an applied science and as a reflective practice. The process of the teaching practice experience was examined for the presence or absence of features characterizing those concepts of teaching. A basic assumption of this study was that teachers are what teacher preparation programs make them.

The sample of the study consisted of two English prospective teachers, who had kept a journal of their reactions and opinions about the teaching practice experience. The nature of their ideas and concerns was analyzed and compared to document the development of their conceptualization of teaching and of their roles as teachers.

The results of the analysis have shown an emergent concept of teaching as performance of predetermined steps rather than as a scientific or a reflective activity. The findings also confirmed that awareness of the realities of teacher preparation is a prerequisite for any serious reform to take place. The main conclusion of the study was that empowering

prospective teachers would be through acknowledging their experiences and beliefs, challenging those beliefs and offering them opportunities to be inquisitive about the educational process and about their problems.

This study limited itself to the identification of the conceptualization of teaching adopted in the supervisory meetings and its impact on the prospective teachers but did not attempt to present a model of effective supervision to be used in future program designing. Meanwhile the present study took a step further into designing a professional development program to be used by student teachers to replace the traditional form of teaching practice supervision. However, reviewing this study was helpful in providing theoretical background for the present study. Also, the researcher of the present study has drawn on the final conclusion of this study through using three main professional development strategies that are based on the reflective model. The process of reflection is used in education in a wide range of professional fields on the premise that it facilitates understanding of the self within the dimensions of practice and encourages critical thinking skills.

El Okda (1998):

This study attempted to investigate the relative effectiveness of lecture based and case based teaching of classroom management skills. The sample of the study consisted of 30 student teachers divided into two groups (control group: 15 and experimental group: 15).

The instruments of the study included a rating scale of student teaching performance inside the classroom and an achievement test. The main hypothesis of the study was that there is a statistically significant difference between the experimental group receiving case-based instruction about classroom management and the control group receiving lecture-based instruction about the same area on a content measure as well as a performance measure.

The two main conclusions of this study are: first, methodology courses provided to student teachers of English should include a major component on classroom management. Second, due care must be given to this important aspect (classroom management) in the classroom within the framework of task- based language teaching.

The recommendations of this study were taken into consideration in the present study as it concentrated on improving student teachers' classroom management skills through using professional

development strategies that are based on inquiry, action, co-operation and reflection. Also, this study was useful to the researcher of the present study in designing the proposed program tasks and the achievement test.

Bailey (1996):

This study aimed at investigating the role of collaborative dialogue in teacher education. The sample of the study consisted of 33 EFL and bilingual teachers. They were divided into six small groups and given the task of researching a particular topic in second language teaching, planning and executing a 90 minute presentation in which they taught their classmates about each group topic.

Data collection was based on classroom observation, interviews with participants, and materials written by group members. An important source of written materials was the dialogue journals that each group member wrote with her/his small group facilitator. In order to ensure successful group interactions and presentations through collaborative dialogue the problem posing approach was utilized.

Findings of the study assured the effective role of collaborative dialogue in teacher education as follows:
First, collaborative learning provided a powerful mechanism for teachers to explore their own conceptions of teaching and learning. The participants enhanced their conception of what constituted a 'problem' in problem posing not only by reading course contexts, but also by going through the process of naming their own problem, negotiating a code, and planning a presentation for their classmates.
Second, the learning that took place in the small group was not just limited to the group topic. Actually, group participants had the opportunity to experience for themselves the benefits and challenges of task-based, collaborative learning.
Third, the results of this study showed that in dialogue journals and in small and large group discussions, group members had opportunities to reflect upon their own experiences with members of their class and to confront the difficulties of collaborative learning.

Reviewing this study thoroughly was of great benefit to the present study which has used collaboration in improving teacher education, beside reflection and taking action in the field.

Abdel Hak (1997):

This study aimed at investigating EFL teaching practice problems in the Faculty of Education, King Faisal University, from the viewpoint of student teachers, supervisors and cooperative teachers.

The sample of the study consisted of 59 student teachers, 30 supervisors and 28 cooperative teachers who were asked to list their teaching practice problems and suggest solutions for these problems. Instruments of the study included: an open-ended questionnaire for eliciting teaching practice problems and suggestions for improvement from the sample.

Analyzing student teachers' responses revealed that there were many serious teaching practice problems. The most common ones were as follows:
- Low performance of learners at schools usually hinders student teachers' teaching performance.
- Supervisors concentrate only on drawbacks in student teachers' teaching performance.
- Learners do not respect student teachers. They usually view them as trainees who are not yet teachers. This results in classroom management problems.
- Student teachers complain about their inability in many teaching skills.

Regarding teaching practice problems from supervisors' point of view, they were as follows:
- Student teachers' lack of confidence which affects their teaching performance.
- Student teachers' poor level of language and teaching skills.

Cooperative teachers' responses were completely consistent with the supervisors' responses. They also added that student teachers do not accept criticism.

Findings of the study revealed that the teaching practice program is inadequate and ineffective and does not achieve its proposed goals. The results of this study generated the following recommendations:
1. There should be a standardized evaluation instrument that helps in revealing points of weakness and strength in student-teachers' performance.
2. The gap should be bridged between theory and practice in English language teacher preparation program at faculties of education.

This study aimed at describing the present situation without attempting to change any aspect proved to be faulty, meanwhile the present study attempted not only to diagnose the problems or weaknesses

in student teachers' teaching performance but to help in improving this weakness and setting things right. The recommendations of this study were of great benefit to the researcher of the present study first, in building the evaluation tools of the program in the light of standards for teachers of English and second, in building a program that concentrates on bridging the gap between theory and practice in English student teachers' preparation.

Al-Bashbishy (1998):

This study aimed at investigating the relationship between training student teachers in the English section in some effective teaching strategies and their effect on their teaching performance. According to this study, effective teaching strategies are practices that are constantly productive in the classroom, and used by the teacher to implement instruction such as (academic monitory –academic feedback – time management – classroom management).

The sample of the study consisted of thirty five first year student teachers, thirty five third year student teachers and thirty five fourth year student teachers in the English section in the college of education Ajman University of science and technology, during the first term of the academic year 1997/1998. The sample of the study was divided into two groups (experimental group and control group).

A training program on the strategies of teaching was prepared and administered by the researcher during the course "teaching and learning strategies", for the experimental group. Instruments of the study included: an observation checklist and an achievement test of teaching strategies.

The results of the study confirmed the effectiveness of its training program on improving student teachers' teaching performance. It was noticed also during the application of the checklist that some effective student teachers managed to set a workable system of classroom rules and procedures. They also used simple but well prepared lesson frames. Finally, the researcher of this study recommends the need for developing research on how pre-service teachers learn to manage classroom than research on classroom practice.

The difference between this study and the present study lies in the different target groups and the strategies used in the two studies. Yet,

this study comes near to the present study as it attempts to investigate the relationship between training student teachers in the English section on some effective teaching strategies and their effect on their teaching performance. Since this study had mainly the same aim; developing English student teachers' teaching performance, its review was helpful enough to the present study researcher in building the proposed program tasks and designing the achievement test.

Hamad (1999):

The purpose of this study was to examine one component in the theory of language teacher preparation; namely the competence component supposedly being the basic component in this theory. The study attempted to suggest a theoretical characterization of this component and its aspects in order to deal appropriately with it during the process of teacher preparation. The rationale of the study stems from the new trend in education which regards the notion of knowledge as the basis of teacher education.

The study suggests that teacher knowledge or competence, in general, includes the following categories:

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 context.
7. Knowledge of educational ends, purposes, and values.

The study results assured that language teacher educators should be aware of these competences and prepare teachers accordingly. Specifically, they should know what elements to implement in the teachers' mind which will eventually contribute to the construction of the language teacher knowledge or competence.

This study aimed at only providing guidelines and materials for a suitable teacher preparation program, through suggesting a theoretical characterization of this component and its aspects but this effort was not taken to the land of application to see such materials in action and make a complete account of their suitability to the target group and their prospective modifications. On the contrary, the present study, although benefited from these guidelines, aimed at the implementation of its

suggested program to find out its effectiveness and future applications in variant fields.

Mostafa (1999):

The aim of the study was to identify the professional needs of pre-service EFL teachers' preparation at the primary stage branches in the faculties of education in Egypt and present a proposed professional needs-based program.

The sample consisted of thirty specialists in English language, fifteen university professors of curricula and methods of teaching English, fifteen senior inspectors of English in the Ministry of Education, one hundred third year, pre- service teachers in English section at the primary education branch at the Faculty of Education, Mansoura University.

The instruments used consisted of:-
1- A needs assessment questionnaire to determine the points of views of the specialists in the field on the EFL primary pre- service teachers' professional needs.
2- An observation checklist to evaluate student-teachers EFL teaching performance skills during teaching practice.
3- An achievement test to assess the knowledge of EFL teaching performance skills before and after attending the course.

Results showed that pre-service teachers needed training in the linguistic skills, academic areas, teaching English language skills, methods and approaches of teaching language , cross culture and professional skills.

In this study, the researcher directed her effort to the identification of the needs of the primary prospective teachers to design a needs-based program for training them to be able to teach English after graduation, while the present study depended on the document of standards of teaching English at Pre service as a base for the suggested program. Also, this study was interested in dealing with nearly all the teaching performance skills. While, the present study concentrated on the most needed ones. Yet, this study was helpful to the researcher of the present study in designing the program tasks and the achievement test.

Seifeddin (2002):

This study aimed at investigating collaborative teaching and how it can be used to refine the teaching practice experience and maximize junior student-teachers' benefit from it. It also tried to measure prospective teachers' attitudes towards it.

The subjects of the study comprised 48 pre-service teachers of EFL divided into two groups. The control group used the usual teaching practice model (one student teacher per class) whereas the experimental group used the co-teaching model.

Pre-service teachers' teaching performance was observed before and after the experiment using the observation checklist (contained 25 skills under three categories: set induction and warm up, presentation and assessment). Also, post treatment attitude questionnaire was administered to the experimental group.

The findings revealed that that co-teaching is more effective in helping student teachers develop professionally and socially. Also the findings revealed that the co-teaching group had positive attitudes towards it.

This study stressed the importance of using the collaborative teaching model in student teacher preparation as it proved the effectiveness of the use of this model. Therefore, in designing the program of the present study student teachers were assigned to work in pairs and/or groups in all tasks.

El-Dib (2003):

This study had three purposes. The first purpose was to design a program that aims at developing action research skills appropriate for prospective teachers. The second was to examine the effectiveness of the suggested program in developing the specified skills. The third was to investigate the effects of the suggested program on two teacher variables: teacher efficacy and reflective thinking.

The sample of the study consisted of 74 students (graduate prospective teachers, who have earned their bachelor degree in arts and joined the faculty of education in order to receive a general diploma in education), enrolled in one group. Instruments of the study

included: action research rubric (ARR), teacher efficacy scale (TE) and reflective thinking questionnaire.

The results of the study have theoretical and practical implications. First, it presents further proof of the importance of adding a research component to the professional preparation of teachers. Second, the results of the study demonstrate the positive influence of action research over the participants' beliefs about the value of the profession in facing societal and contextual difficulties preventing students' learning. Finally, the instructional program developed in this study could be adapted, supplemented and developed for use with other populations of pre-service and in-service teachers.

This study selected its subjects from among post graduate research students studying English for fulfilling their aims in their specific field while the present study deals with undergraduate students. Thus, the present study lacks the high motivation provided at El-Dib's study. In spite of this, reviewing the activities and research tools used in this study was of great benefit to the researcher of the present study particularly in designing the rubric.

Ban Eric (2004):

This study aimed at developing a qualitative approach to address the question: how are student teachers viewed as learners and how are they supported in their pursuit of becoming competent teachers, through the use of a motivational learning framework.

The supervisors that work with student teachers (university supervisors and supervising teachers) demonstrated the necessary instructional coaching skills through their interaction with student teachers. The coaching skills are embedded in the interpersonal relationships developed over time with student teachers. Through ongoing targeted learning conversations, the supervisors supported student teachers' motivational learning needs and guided them into the profession of teaching. The organizational context of the work, as designed by a large Midwest university school of education, created the conditions which promoted quality learning conversations. Examples of these conditions include: clearly communicated vision of quality teaching through a student teacher performance rubric, and a student teacher empowerment model of formative assessment that include collaborative goal setting.

The findings of this research hold the potential to impact the preparation of professional development teachers. Also, the study recommends using more than one professional development strategy in designing a student teachers' training program.

This study aimed at establishing the view of student teacher as a learner of the teaching profession during their teaching practice. Also, the researcher of the present study put this aim as a basis in building the proposed program. Moreover, the researcher of the present study made use of the quality learning conversations and model of formative assessment that include collaborative goal setting during the program sessions, besides employing the teaching performance scoring rubric as one of the program assessment tools.

Herman (2004):

The purpose of this study was to analyze cooperating teachers' rating of the performance of student teachers graduated from North Dakota teacher preparation programs based on the INTASC (Interstate New Teacher Assessment and Support Consortium) model standards for beginning teachers and to determine if the cooperating teachers' years of teaching experience, level of education, and total number of student teachers the cooperative teacher has had in his/her teaching career were predictors of the ratings.

The INTASC principles include knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership.

After the data were collected descriptive statistics based on each INTASC principle were displayed. The highest mean score was in the area of professional commitment and responsibility, and the lowest mean score was in the area of classroom motivation and management. The performance rating of student teachers was indicated via selecting one response on a four-point Likert Scale.

This study used standardized tool for assessing the teaching performance of student teachers the same thing has been done in the present study. But, while this study ends at just deciding the levels of the performance, the present study aimed at putting a proposed program to

develop the weakest performances that are presented from the assessment process.

El Okda (2005):

This study aimed at investigating how the technological facility was adapted to manage English as a foreign language (EFL) practicum for 21 EFL student teachers in their final semester of their teacher education program at SQU University.

The main questions of the study were:
1. How was a WebCT supported practicum designed to facilitate EFL student teachers' professional growth?
2. What were the student teachers' perceptions of that experience?

The instruments of the study included: unstructured interviews and an end of course questionnaire, teaching diaries (logs) and action research reports. The study analyzed both quantitatively and qualitatively EFL student teachers' perceptions of the different reflection enhancing task types practiced within the WebCT environment and the difficulties that need to be overcome in future.

The findings of this study were highly encouraging, the WebCT environment enabled student teachers to communicate more easily, reflect upon practice more frequently and design their electronic portfolio more efficiently. Also the Web CT support was very useful in managing the EFL practicum at SQU. This applieD to both the supervisor and student teacher.

This study concentrated mainly on investigating how the technological facility was adapted to manage English as a foreign language (EFL) practicum for EFL student teachers as a recent trend and measure its effect on their professional growth. While the present study has been interested in involving student teachers in a professional development program and measure its effect on improving their teaching performance, mainly: classroom management, assessment and professionalism. Even though, the researcher of the present study benefited from reviewing the practices and activities used in this study mainly: teaching diaries and reflection reports. Also, the researcher of the present study included the digital portfolio as a technological tool in the evaluation tools of the proposed program. Finally she made use of the

qualitative analysis techniques used in this study in analyzing the student teachers' portfolio entries.

Mostafa (2005):

This study aimed at exploring the levels of reflection prevalent among the pre-& in-service EFL teachers and whether there were any differences between them concerning these levels. It also aimed at investigating the relationship of these levels of reflection and the teaching performance of both groups.

The sample of the study consisted of 25 third year student teachers, Faculty of Education, Mansoura University and five in-service teachers.

The instruments of the study included reflective reports, reflective logs, a scoring rubric for identifying the levels of reflection, and an observation checklist for assessing the teaching performance.

The findings of the study revealed that there were no differences between the pre-service EFL teachers and the in-service EFL teachers on all the levels of reflection. Based on the findings of the study, the technical level of reflection was found to be the most dominant among both the pre-service and the in-service teachers, amounting to over 60% of the attained reflective entries of the sample. Also, it was found that there was a strong positive correlation between pre- and in-service teachers' teaching performance and their level of reflection.

This study is partly similar to the present study, because it investigates the relationship between reflection levels and teaching performance of the pre-& in-service EFL teachers. Therefore, it was quite important for the researcher of the present study to review this study thoroughly with her complete awareness of the difference between the two studies.

Caires and Alemida (2005):

This study aimed at describing the main gains resulting from student teachers' first contact with the teaching profession. The sample of the study consisted of 224 EFL student teachers.

The instruments of the study included an inventory of experiences and perceptions at teaching practice (IEPTP) to assess the range of experiences of the study sample on five dimensions of teaching practice:

1. Learning and professional development.
2. Professional and institutional socialization.
3. Socio-emotional aspects.
4. Support/ resources/ supervision.
5. Vocational development.

The results described the main changes occurring in the student teachers' perceptions between the beginning and the end of teaching practice. They also suggested more significant changes in the areas of vocational development, professional and institutional socialization, and learning and professional development.

This study was quite interested in identifying the main gains resulting from student teachers' first contact with the teaching profession during the practicum, the present study mainly focused on improving the teaching performance through using three recent professional development strategies as recommended by this study.

Kubanyiova (2005):

This study aimed at developing a motivational teaching practice in EFL teachers in Slovakia. This longitudinal mixed methods study explored the impact of a 20-hours experiential teacher development course with the knowledge base drawn from L2 motivational theory, group dynamics, and educational psychology.

The sample of the study consisted of 8 EFL teachers, 7 females and 1 male, who volunteered to participate in this study.

Quantitative (pre- and post-test questionnaires measuring students' perceptions of their classroom environment) and qualitative (regular course feedback, teacher interviews, lesson observations and field notes) measures were employed to assess the course impact on cognitive and behavioral change of 8 self-selected non- native EFL teachers in Slovakia.

The results showed that, in most cases, no change occurred in spite of the teachers' endorsement of the course material, and several

outer-context- specific factors were discussed to explain this negative outcome.

This research work was involved with in-service courses attended voluntarily by adults in need for such training whereas the present study was designed for undergraduate students who are obliged to attend such courses or programs and thus, being less motivated to study the presented activities or tasks. This directed the researcher of the present study attention to the importance of stimulating the student teachers motivation in the proposed program.

Saey (2005):

This study is a case study that aimed at investigating the effect of using reflective teaching on developing student teachers' teaching skills. The sample of the study comprised nine voluntary student teachers, in the third year, general education, English department, Ain Shams University.
The tools of the study included the following: reflective teaching journal, action research, action plans, reflection time sheet, observation sheets, a post student teaching questionnaire (PSTQ), and a reflective teaching booklet (RTB).

Qualitative analysis of the data obtained by the tools of the study demonstrated how the group of the student teachers, with varying levels, developed positive attitudes towards the teaching profession. Their self awareness and self esteem were confirmed by their experimentation with the different activities in the RTB, developing their competency and teaching practices by finding out about their strengths and weaknesses.

This study comes very near to the present study as it attempts to use the reflection model of teacher education in improving the teaching skills of English student teachers. But there is a complete difference between the two studies in the target group used in the two studies and the strategies used. Moreover, the present study presents a suggested framework of a training program that is based on integration between the reflective model and the three professional development strategies, namely: action learning, study groups and peer coaching. In this training program student teachers are self learners who search for the information to cover the needed information then apply it and finally review their practice for further modification, while on the other hand Saey provides his study sample with a booklet with all the theoretical information they

need to discuss certain specific problems in teaching. In other words the present study tries to arm student teachers with the right weapons; professional development strategies, for facing the coming future, teaching profession with all its circumstances and unexpected problems.

Traister (2005):

This case study focuses on the perceptions of student teachers, cooperating teachers and university supervisors, from a small rural university, regarding assessment during the student teaching experience. The sample of the study consisted of eight student teachers, eight cooperative teachers and five university supervisors. All the participants responded to a series of semi-structured questions and audio-recordings were transcribed to provide a rich description.

Methods of assessment that were described by the participants included; observations, conferences, formative and summative competency forms, journal, video-taping, portfolios, PDE 430 forms, and letters of recommendation. Other graded assignments that were mentioned included; unit plans, lesson plans, and bulletin board.

The study revealed an agreement between the triad members when asked what they perceived to be the roles of each triad member in assessment during the experience. The role of student teachers was very concise as all triad members cited self reflection as the most important role in assessment for the student teacher. It was noted that the cooperating teacher's role was viewed as a mentor and providing feedback. The university supervisor is the gate-keeper and liaison between the school placement and the university; as well as the role of assigning the final grade.

This study was useful to the researcher of the present study because it displayed some techniques that could be used in evaluating student teachers during teaching practice and clarified how they can be applied inside the classroom. Also, the researcher of the present study built her proposed program on the reflective model of teacher preparation making use of the final results of this study.

Commentary on Section One

Reviewing the previous studies on EFL teacher preparation it can be concluded that these studies came under the following five types:

<u>First</u>, studies that aimed at identifying the specific needs and skills of pre-service EFL teachers, such as (Al Mutawa, 1997) study and (Mostafa, 1999) study.

<u>Second,</u> studies that dealt with EFL teaching practice. El Dib (1993) and Hamad (1999) aimed at identifying the conceptual bases that guide the teaching practice experience and underline the supervision of EFL prospective teachers. The study of Abdel Hak (1997) concentrated on identifying EFL teaching practice problems or dilemmas and accordingly proposed recommendations for remedy of these dilemmas. While, El Okda (2005) discussed the technology facility for managing EFL practicum developing a motivational EFL teaching practice was the focus of Kubanyiova (2005) study. Again, Traiser's study focused on the assessment process used during the student teaching experience. Finally, Caires and Alemida (2005) described the main gains from student teachers' first contact with the teaching profession.

<u>Third</u>, studies that concentrated on the benefits of collaboration and interacting with peers in EFL teacher preparation, like (Bailey, 1996) study and (Seifeddin, 2003) study.

<u>Fourth,</u> studies that aimed at measuring and developing EFL student teachers levels of reflection , such as (El Dib, 2003) study and (Mostafa, 2005) study. Also, Saey (2005) investigated the effect of reflective teaching on developing EFL student teachers teaching performance.

<u>Fifth,</u> studies that stressed the role of experience, quality learning conversations, case based training and performance standards in EFL student teacher training, like (El Okda, 1995) study, (Al Bashbishy, 1998) study, (Ban Eric. J, 2004) study and (Herman, 2004) study.

These studies in general agree with the present study in the following points:

1. Stressing the importance of developing the teaching performance of EFL student teachers in its right location, at school.
2. Giving importance to student teachers' collaboration and communication during their teaching practice as this gives them a chance to explore their own conceptions of teaching and learning.
3. Reflection should be seriously regarded as a valuable methodology for professional growth and development of EFL student teachers.

4. The critical need for standardized evaluation form of EFL student teachers' teaching performance.
5. The gap between theory and practice in EFL teacher preparation programs should be bridged.
6. The importance of adding a research component to the professional preparation of EFL teachers.
7. The positive correlation between teaching performance and levels of reflection.
8. The role of using technology in helping EFL student teachers reflect upon their practice more frequently.

On the other hand, the present study differs from the previous studies in the following points:
1. Its aim is to examine the effect of using some professional development strategies, namely: action learning, peer coaching and study groups, on improving the teaching performance of EFL student teachers.
2. It uses the research design of one experimental group.
3. The sample of the study is the fourth year students, English section, Faculty of Education, Helwan University.
4. It focuses on three main domains of EFL student teachers' performance standards (classroom management, assessment and professionalism) derived from standards for teachers of English at pre-service (STEPS) document.

Review of the above studies was especially crucial at the preparatory phase of this research. It gave insight into the areas which were given a fair share of investigation. The reviewed studies were beneficial to the present study in many ways theoretically and practically. They provided it with:
A. Theoretical and practical guidelines to follow from the very beginning till the very end.
B. Investigation of the attitudes of different groups involved in the supervision of EFL student teachers during the practicum.
C. Putting forward a number of tools to be used in identifying the needs or points of weakness of student teachers during teaching practice.
D. An insight into the domains of teaching performance to be developed.
E. Designing the study tools that were used for data collection.
F. Research procedures to be followed on scientific bases.
G. The way data and results are analyzed and discussed.

3.2. Section two: Studies Related to Professional Development Strategies:

(1) <u>Action Learning Related Studies:</u>

Lasky and Tempone (2004):

This study aimed at investigating the effect of using action learning on promoting and supporting teachers' research efforts. The sample of the study consisted of five business educators at Swinburne University.

The methodology that informs this research is focused on 'learning by doing'. Findings revealed that there has been a significant change in behavior. Action learning is well suited to the teaching of organization behavior to students because of its flexibility, inclusiveness, openness and respect for individuals. Also, the engagement with the process of feedback and reflection has been instructive.

In this study attention is directed to in service training programs providing participants with what they lack and wish to gain. The researchers designed a program applied it and measure its effectiveness. In this point, the present study is similar to this study but it dealt with different group of people, with a different set of needs, and different type of courses.

Lizzio and Wilson (2004):

This study investigated the extent to which a course, designed using peer and action learning principles to function as an "on campus practicum", can develop the professional capabilities of students.

The sample of the study consisted of 106 third year behavioral science students, functioning as 'student consultants', who entered into 'a client consultant' relationship with first and second year student client groups.

Both groups of students reported positive learning outcomes. Third year student consultants reported using less surface and more deep approaches to their learning in this course design than in concurrent

courses taught along more conventional(i.e. lecture and tutorial) lines. Students also reported significantly greater development of meta-adaptive skills (e.g. learning to learn) than in conventional teaching designs.

This study unlike the present study is not concerned with improving the teaching performance of English student teachers, but with the extent to which a course, designed using peer and action learning principles to function as an "on campus practicum", can develop the professional capabilities of behavioral science students. However, the present study benefited greatly from the method and activities used in this study.

Stark (2006):

This study aimed at discussing using action learning with different professional groups in United Kingdom educators. It addressed the question: To what extent is action learning an effective strategy in relation to professional development, and, if so, in what way/s? The theoretical part of the study discussed the formulation and developmental processes of action learning sets.

The findings of the study provide examples of the professional and personal development of the sample as a result of experiencing the action learning process, as well as some positive outcomes they achieved at an organizational level.

This study was useful to the researcher of the present study because it clarified the characteristics and steps of the action learning strategy and described how it can be applied.

(2) <u>Study Groups Related Studies:</u>

Herner (2000):

This study was conducted to investigate the effect study groups have on pre-service teacher education. The sample of the study consisted of 42 special education students in the general education. The study lasted for a 9-week period.

The sample was divided into two groups. The lecture group received lectures from graduate students in special education. The study groups worked together in groups to research and discuss inclusion of students with disabilities.

Tools of the study included a knowledge based test and attitude survey. Results of the study indicated:

- Study group participants were more confident in their beliefs.
- Study groups can be an effective tool for pre-service instruction.

The results and recommendations of this study encouraged the researcher of the present study to investigate the effect of study group strategy on improving the teaching performance of EFL student teachers.

Genor (2001):

This study aimed at investigating the use of a study group formate to promote, support, and document the reflective practice of a group of pre-service teachers.

The sample of the study consisted of 7 student teachers who formed a collegial study group that met twice monthly for one semester.

Informed by the extensive literature on teacher education, this study examines the multiple dimensions of the learning to teach process within the context of a prospective teacher community. The discussion of reflective practice and its ambiguous nature illuminates its potential and significance in helping to prepare pre-service teachers. The study identifies also the challenges in facilitating a group that is both supportive and critical in nature.

Through analysis of the study group meetings in the form of performance ethnography, and a discussion of the conclusions it became apparent that study groups have an effective role in providing a place for pre-service teachers to investigate the issues that they felt were important to their growth and development in the teaching profession.

This study has drawn the researcher of the present study attention to the importance of using study group strategy and reflective model in EFL teacher preparation. So, she used them like this study. But this study is not mainly concerned, unlike the present study, with

investigating the effect of using three professional development strategies, action learning, study groups and peer coaching, in improving the teaching performance of EFL student teachers.

Chiu (2001):

This study explored whether Taiwanese junior high school teachers and administrators perceived teacher study groups to be an acceptable approach to the professional development of teachers.

The study site was a junior high school in Taipei, Taiwan. Both quantitative survey and qualitative interviews methods were utilized to assess the teachers' and administrators' perceptions of teacher study groups as a means of professional development for teachers. The sample of the study consisted of 140 teachers and 11 administrators who completed the survey.

The study results revealed that both Taiwanese junior high school teachers and administrators have attempted to accept teacher study group as a formal professional development approach because of their connection to real teaching and because of the opportunities they provide for collaboration with colleagues. The study suggests that further studies could use a different sample selection procedures as well as different population to broaden the focus of this area of research.

This study confined itself to the process of assessing the teacher's and administrators' perceptions of teacher study groups as a means of professional development for teachers and did not attempt to design a training program that uses study groups approach and test its effectiveness. It just recommended further studies to do that. But, the present study is concerned with both the designing and the implementation of the suggested program that uses study groups with two other professional development strategies.

Brunelle (2005):

This study aimed at investigating the impact collaborative study group meetings on the creation of a professional learning community and teachers' literacy instructional practices. The sample of the study consisted of 7 primary level teachers and the researcher/ principal. They examined the literacy work of low achieving students in

the bimonthly study group meetings during school year, from October to April.

Data was collected by the researcher/ participant through three instruments: interviews, participants' reflective journals and the researcher's field notes from study group meetings.triagulation of that data provided affirmative answers to the research questions.

Findings of the study indicated that teachers' literacy instructional practices were positively impacted as a result of their participation in the study group sessions. Teachers implemented new materials and increased the number and variety of assessments. Additionally, teachers developed new groups and demonstrated greater clarity regarding the standards to be implemented in their classrooms. The teachers came to understand the integral role they play in improving student achievement.

The study findings aligned with suggestions made by numerous educational experts: dismantling the walls of isolation that have historically surrounded classrooms can lead to the creation of a professional learning community. Such culture promotes reflection, feedback and ongoing learning for adults and students alike, creating an environment through which the diverse needs of students may ultimately be better addressed.

This study stresses the role of collaboration, ongoing learning, and reflection in creating professional learning environment for teacher preparation. So, the researcher of the present study made use of all these ideas in the proposed program of the study.

Hefty (2005):

This study was undertaken to fill in the gap in the existing knowledge base concerning the impact of study groups on changes in teacher practice. So, the purpose of this study was to evaluate how teachers perceived study groups as a format for professional development and how teachers perceived that their participation in study groups impacted their classroom practices.

The sample of the study consisted of 10 teachers in an urban elementary school who participated in 12 hours of study group sessions focused on a topic selected by the school's decision- making team. Teachers met with their grade level peers to learn specific strategies. The principle was active participation in all the sessions.

Instruments of the study and responses to them:-

a. An evaluation form, to determine how teachers perceived the study group experience as a format for professional development. 78% of the teachers responded anonymously to this evaluation form. It was found that most of the teachers perceived the study group experience positively. They cited the opportunities to acquire and practice strategies in their classrooms, collaboration with their peers, and reflection upon their own practices as reasons they valued in the experience.

b. A pre and post questionnaire to determine the extent to which they felt they practiced differentiated strategies before and after the study group intervention. When the data were analyzed using the t test, a statistically significant difference was found between the pre and post mean scores, indicating that teachers felt they practiced strategies more frequently following than prior to the study groups.

This study directed the researcher of the present study attention to the importance of training teachers on using study groups to be able to teach effectively. But, whereas this study concerned itself with in-service teachers' training, the present study concerns itself with the preparation of student teachers.

Huang (2005):

The purpose of this qualitative study was to examine the extent to which and the way in which English educators in one selected high school in Taiwan viewed their English language study group as a form of staff development and professional learning community that contributes to their professional growth of learning.

The study employed the following data collection techniques:
(1) Informal observations and interviews.
(2) Focus group interview.
(3) Semi- structured individual interviews.
(4) Documents and records.

According to the study findings, participants in that teacher study group argued that the study group provided a better form of professional development than the traditional professional development activities because it was a teacher- directed activity, in an informal

format, which provided on-going opportunities to meet their needs. Specially, the reported benefits of this professional development activity included: learning English as a foreign language, gaining ideas for improving classroom English instruction, sharing teaching experiences, stimulating positive disposition to learning, and fostering intellectual development, socialization and friendship. The participants believed that this collaborative group promoted both collective and individual growth in a supportive learning environment and thereby functioned as a learning community.

The concerns and challenges of a study group identified by the participants in this study were:
- the role of group facilitator,
- the low participation of English teachers in the school and
- the lack of sustained administrative support.

This study, unlike the present study, is not concerned mainly with improving English student teachers' teaching performance in classroom management, assessment and professionalism domains. However, the present study benefited greatly from the method and activities used in this study besides the theoretical background concerning study groups.

Sazawa (2005):

This study is an ethnographic/qualitative case study of a teacher study group for Japanese language teachers, held in an intensive Japanese summer program located in Japan. The sample of the study consisted of five study group members.

Instruments of the study included: field notes, teacher study group meeting transcript, interview transcript, participants' journals, background questionnaires, program handbooks, flyers' syllabi and lesson plans. The study lasted for eight weeks.

The teacher study group resulted in two members transformation of their theory and practice. Major findings of the study include: common processes and factors for teacher change, complexity of socio-cultural/socio-political environments of a teacher study group, and the challenge of participant observation within teacher study group research.

This study was concerned with in-service courses attended voluntarily by adults in need for such training whereas the present study was designed for undergraduate students who are obliged to attend such courses and thus, less motivated. This was put into consideration while designing and implementing the proposed program for the undergraduate students of the present study to ensure increasing their motivation to participate actively in the program.

(3) **Peer Coaching Related Studies:**

Bowman (1995):

This study aimed at investigating the effect of peer coaching on the pre-service teacher education early field experience. The purpose of the investigation was to determine whether pre-service teachers participating in a peer coaching seminar would demonstrate greater clarity behavior in teaching. The sample of the study consisted of 32 pre-service teachers and 24 cooperating teachers. Pre-service teachers, randomly assigned to the treatment groups, were given training in clarity behavior skills; pre-service teachers in the experimental group received additional training through demonstration, practice, and peer coaching in the seminar and classroom setting.

Pre-service teachers were pre and post videotaped; pre, mid and post audiotaped; and exposed to post satisfaction survey. Also, the experimental group had a peer coach preconferencing; observing, and recording clarity skills; and post conferencing on the collected data.

Findings of the study revealed that preservice teachers who participated in a peer coaching dyad demonstrated clarity skill more than nonpeer coaching pre-service teachers and had greater pedagogical content variety in post conferences at the .05 level of significance. From this investigation, it was concluded that peer coaching needs to be established in the early field experience giving the pre-service teacher a focus for observation and feedback. Also, through collaboration with a peer a preservice student was able to gain insights and knowledge about the teaching process. Finally, peer coaching helps foster a positive attitude toward the early field experience.

This study concentrated mainly on using peer coaching strategy in developing the clarity behavior skills in teaching, while the present

study has been interested in using peer coaching as one of three professional development strategies chosen for improving the EFL student-teachers performance in three teaching performance domains i.e. classroom management, assessment and professionalism.

Kraus (1998):

This study aimed at evaluating the effects of a peer coaching strategy combined with a more traditional supervision approach on the teaching skill of undergraduate teacher trainees in special education. Specifically, this study endeavored to answer whether peer coaching plus university supervision or university supervision alone would provide greater effects.

This study identified current peer coaching practices, discussed and evaluated pros and cons of peer coaching components of these programs, recommended strategies and practices of peer coaching for future research, and described a research study that provided empirical peer coaching data. Finally this study supported the idea that peer coaching demonstrated success in augmenting university supervision.

Reviewing this study was of great importance to the researcher of the present study as it helped her in designing the peer coaching activities used in the proposed program of her study.

Benedetti (1999):

This study aimed at investigating the effect of peer coaching strategy in the foreign language student teaching practicum (preservice). The sample of the study consisted of 12 English student teachers, who received training in clarity skills (12 skill) during a ten week practicum. Six of those student teachers received an added peer coaching component.

Instruments of the study included: teaching videos, weekly journals, satisfaction questionnaires, pre- and post-observation conference transcripts, focus group interviews, and follow up interviews. Data, received from these instruments were first analyzed quantitatively and then inductively with grounded theory coding to provide student teachers' perspectives on supervision.

Results of the study provided an evidence of the value of peer coaching as a vehicle for skills acquisition and teacher reflection. Also, the results assured that peer coaching can enhance teaching and teacher supervision because it provides opportunities to discuss, analyze, and reflect on problems of professional practice.

This study was useful to the researcher of the present study because it clarified the steps and guidelines that are recommended for implementing peer coaching strategy with student teachers during their teaching practice.

Lee (2000):

The purpose of this study was to investigate the implementation of a peer coaching program among traditional and non-traditional student teachers and to compare their subsequent teaching behaviors and attitude toward peer coaching.

The variables of the study were investigated through direct class observation of effective and ineffective teaching behaviors using the criteria of the Florida performance measurement system (FPMS). Attitude towards peer coaching was also investigated using survey methodology.

Findings of the study were as follows:
- Both groups of student teachers identified more advantages of peer coaching upon completion of the intervention;
- After the project, the most frequently reported purposes for using peer coaching were improving teaching skills and sharing ideas or strategies with peers.
- In general, the traditional and non-traditional student teachers showed similar attitudes towards peer coaching. Also, student teachers identified more purposes for peer coaching.

The results and recommendations of this study encouraged the researcher of the present study to use peer coaching as a professional development strategy in the suggested program for improving the teaching performance of EFL student teachers. She also benefited greatly from the design of the activities used in this study in designing the activities of the present study program.

Caswell (2001):

The purpose of this study was to investigate the use of peer coaching with student teachers in order to identify the perceived benefits and concerns, as well as ways that peer coaching encouraged reflection. The sample of the study consisted of 8 student teachers, paired at three different schools.

Participants received training in the peer coaching process during a three hour seminar prior to beginning their student teaching. Four additional peer coaching seminars were also attended to review the peer coaching process and provide a forum for students to discuss their experiences. Qualitative data were collected from audiotaped initial and final interviews and peer coaching seminars, as well as from data collection forms completed for each peer coaching session.

Results from the analyzed data indicated that student teachers perceived peer coaching provided benefits in five major areas:
1. Opportunities were provided to observe peers' techniques, lesson ideas, different grades, and classroom management.
 2. Peers' feedback was positive and helpful.
3. Peer coaching was nonevaluative.
4. Reflection was encouraged on their teaching skills.
5. Peers valued sharing with another student teacher.

Findings from this study indicated that peer coaching was a positive means to provide additional feedback which enhanced the development of student teachers' teaching skills, by promoting reflection and developing collegiality. Inclusion of peer coaching into teacher preparation programs would provide a valuable means to supplement university and classroom supervisors' traditional feedback to student teachers on the development of teaching skills.

This study as the present study attempted to investigate the use of peer coaching with student teachers in order to identify what they perceived were the benefits and concerns, as well as ways that peer coaching encouraged reflection. The difference between the two studies lies mainly in the other two professional development strategies used besides peer coaching and integration with it in the proposed program of the present study to ensure improving the student teachers performance in the classroom, assessment and professionalism domains.

Gemmell (2003):

This study explored the ways in which a peer coaching process affected the preservice teachers' reflective and instructional practices, and how it impacted their acquisition and development of collaboration skills. The study also examined difficulties that were encountered and how the process might be adjusted to make it more successful for future use.

The sample of the study consisted of ten preservice student teachers during their teaching experiences in an alternative, elementary educational program. A peer coaching model was provided in combination with an existing and more traditional model of supervision from cooperating teachers and university supervisors.

The findings of this study suggest that a peer coaching process can provide a valuable component to a teacher education program. The participants also used the peer coaching process to increase their teaching effectiveness by adding to and refining their pedagogical skills. The peer coaching experience offered additional support than that provided by the mentor teacher and resource person.

While the majority of the participants' perceptions of the peer coaching experience were positive, specific suggestions were offered for improving the process, including the need for additional guidance on facilitating reflection conferences in order to provide more critical and honest feedback to peers. The following factors appeared to contribute to the successful implementation of a peer coaching process within this teacher education program:
- Overall opportunities for collaboration were an integral component of the teacher education program.
- Cohorts of interns were placed in only two sites, one of which was an urban setting.
- Structured preparation was provided in the peer coaching process.
- The peer coaching process was a required program component.

This study showed the ways in which a peer coaching process affected the pre-service teachers' reflective and instructional practices, and how it impacted their acquisition and development of collaboration skills. So, thorough review of this study it was quite important for the researcher of the present study that used peer coaching for the same purpose with complete awareness of the difference between the two studies in other sides.

Commentary on Section Two

Through reviewing the previous studies in section two of this chapter, it can be concluded that most of these studies have shown evidence that action learning, peer coaching and study group, are effective professional development strategies that help in allowing student teachers to focus their learning upon their own practice. It has also been indicated that using these strategies during teaching practice helps student teachers develop skills essential to the practitioner researcher, e.g. problem solving skills, interactional skills and communication skills.

The principles of the professional development strategies, namely: action learning, peer coaching and study groups, reflected throughout the previous studies are:
- Developing a bias for active learning.
- Encouraging reflection and analysis of teaching practice.
- Fostering collaboration among student teachers throughout the school building.
- Providing a chance to student teachers to think and talk about what they are doing in the classroom.
- Helping professionalize teaching since it offers student teachers a chance to be involved in decisions that impact on them and their students.
- Centering on student teachers; these strategies are for student teachers and managed by student teachers who want to share their experiences with their colleges.

Also, the previous studies indicated that these strategies encourage student teachers to create both personal and professional knowledge about teaching experience by:
- Asking meaningful questions.
- Planning and executing an investigative strategy.
- Accessing and evaluating information in a variety of sources.
- Expressing a personal point of view about the topic or theme.

The researcher of the present study benefited from reviewing these studies, these principles and these means of creating knowledge about teaching experience in three points. First of all, she knew that action learning, peer coaching and study groups may help in improving student teachers teaching performance. Secondly, she could draw guidelines for implementing the professional development strategies,

action learning, peer coaching and study groups, with student teachers. Finally, she could find out the drawbacks of using the three suggested strategies for her program and how to overcome them.

From the above mentioned discussion it can be said that neither of these studies used combination of the three professional strategies, action learning, peer coaching and study groups, and as far as the researcher knows, not a single study was conducted to examine the effect of this combination of three strategies on improving the teaching performance of fourth grade English student teachers in the Egyptian context that is why the researcher of the present study conducted her study using the three strategies combination in a trial of improving Egyptian EFL student teachers' teaching performance in the classroom, assessment and professionalism domains which have not also been dealt with together before.

Final Conclusion

Surveying all the previous studies in the two sections, the researcher came to the following conclusions:
- Previous studies emphasized the importance of practical field based training in English teacher preparation. Therefore the researcher of the present study adopted the experiential reflective model as a base for the suggested program to improve student teachers' teaching performance.
- Research indicates that a systematic plan in designing teaching/learning programs should be followed in order not to stress a specific part and neglect the others. Taking into consideration this point, the researcher of the present study tried to achieve balance between the content objectives and the field practice objectives of the program.
- Research-based teacher education programs are needed for pre-service training. That is why professional strategies are suggested to be used during teaching practice to improve student teachers' skills as practitioner researchers.

Reviewing the previous related studies helped in building a strong foundation of the present study was especially crucial at the preparatory phase of the present study. It also gave insight into the areas which were given a fair share of investigation. Additionally, it provided reliable references when designing the proposed program tasks and the evaluation tools.

Thus, reviewing the previous studies in this chapter besides the theoretical background mentioned in chapter two helped the researcher of the present study to use the quasi-experimental method to investigate the

effect of action learning, peer coaching and study groups on improving the teaching performance of English student teachers in the Faculty of Education, Helwan University.

In sum, this chapter has dealt with review of previous studies related to the present study in two sections and ended each section with general commentary on key issues deduced from the results of the reviewed studies in each section and related to the present study at the same time. Having displayed the theoretical background of the study before in the previous chapter (two) and the review of the previous related studies in this chapter (three) the following chapter (four) that has benefited greatly from these two chapters (two and three) will deal with the study method and procedures i.e. the design, subjects, setting and steps followed in order to design the study instruments of evaluation and proposed program to be used in the study's experiment.

Chapter four

Method and procedures

Chapter four
Method and procedures

Introduction:

This chapter covers the experimental part of the study. It deals with five main points: first, the design of the study, secondly, the subjects of the study, thirdly, the setting of the study, i.e. its place and its time, fourthly, the steps followed by the researcher in order to design the instruments of the study and its proposed program, and finally, the procedures followed in conducting the experiment.

4.1. Design of the study:

The present study followed the analytical, descriptive method for reviewing related literature and studies and the quasi-experimental method for examining the effect of the professional development strategies based program, on improving the teaching performance of English language students at the Faculty of Education, Helwan University.

The design utilized in this study was the one group pre-post test study as the suggested program for improving the teaching performance was not taught to fourth year, student teachers, English section at the Faculty of Education, Helwan University before so there was no need for the control group.(see figure 6)

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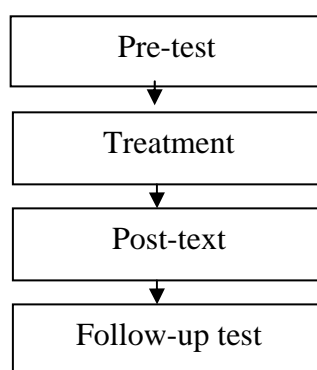
Figure (6)
The design of the study

4.1.1. Research Variables:

Drawing on the main aim of the present study, the experiment was designed and conducted targeting one independent variable and one dependent variable. The suggested program, based on the three main professional development strategies namely: study groups, action learning

and peer coaching, was the independent variable whereas developing the teaching performance, mainly in the classroom management, assessment and professionalism domains, was the dependent variable. Figure (7) shows a diagrammatic illustration of the research variables.
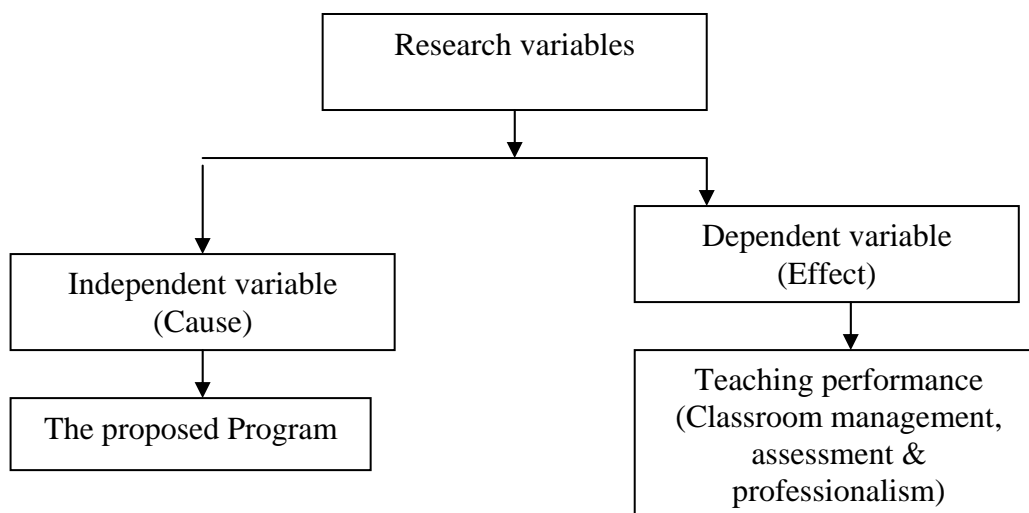
Figure (7): Research Variables.

4.2. Subjects of the study:

The subjects of the present study were a group of twenty four fourth year student teachers, English section, Faculty of Education, Helwan University. They were all enrolled in general education. Also, they were 20 females and 4 males who have their teaching practice in two near secondary schools, two student teachers for each class.

The reason for selecting this group was that the researcher was working as an assistant to the supervisors of those student teachers in their teaching practice, in two schools, Al-Hewaity Secondry School and El Mosheer Ahmed Esmael Secondary School.

4.3.1. Setting of the study:

The present study was conducted in three places; the Faculty of Education - Helwan University, Al-Hewaity Secondary School and El Mosheer Ahmed Esmael Secondary School. The former was the place where weekly meetings took place between the subjects of the study and the researcher; i.e. introductory session, tests of each unit. The other two places were the schools where they practice action learning and peer coaching strategies. Also, more meetings were held in the schools' libraries for reflecting on and reviewing their practices at the end of each school day (the teaching practice day). It is worth noting that the schools administrations provided the student teachers with an access to the computer and the internet.

4.3.2. Duration of the experiment:

The experiment lasted for five months, almost sixteen weeks, in the school year 2007- 2008. It started on September eighteenth, 2007, with the pre- administration of the study tools and ended with the post administration of the study tools on the 19th of February, 2008. Because of the continuous teaching practice and the insistence of the researcher on knowing the real impact of the program on the student teachers' teaching performance, the portfolio celebration was postponed to 24$^{th\ march}$, 2008.

The program itself was applied to the treatment group in 11 sessions. Over 11 weeks between 1st October, 2007 and 11th December, 2007. (For the program see appendix F).

4.4. Measurement instruments of the study:

The present study has made use of five main instruments:
A. Classroom Observation Checklist.
B. Teaching Performance Scoring Rubric (TPSR).
C. Portfolio Assessment Checklist. (PAC).
D. A pre-post Achievement Test.
E. Program Satisfaction Questionnaire (PSQ).

→ These instruments will be dealt with below in detail:

4.4.1. Classroom observation checklist:

Aim:

In order to answer the first question of the present study: What are the weak teaching performance domains of fourth year, student -teachers of English Section, Faculty of Education, Helwan University?, the researcher designed a classroom observation checklist to observe the student teachers performance during their teaching practice in actual classroom setting at the secondary schools. The following is a full description of this observation checklist.

Description:

This observation checklist was constructed after surveying the related literature on EFL teaching performances required for student teachers and the Egyptian standards for teachers of English at pre-service (STEP) document. The first version of the checklist consisted of 60 items. Each item represents a teaching performance indicator. These indicators

are categorized under the five following main domains of the teaching performance:
1. Language use.
2. Instruction.
3. Classroom management.
4. Assessment.
5. Professionalism.

It was submitted to jurors comprising seven Faculty of Education professors specialized in the field. After receiving the jurors' comments on the first version of the observation checklist, the required modifications were made and the final version was completed and validated. The final version of the observation checklist consists of 57 items (as shown in appendix A).

Scoring of the observation checklist:

The assessment scale adopted for the observation checklist was mainly a five point scale. The five grades included in the observation checklist were: excellent, very good, good, satisfactory, and poor.

The following table presents a description of grades interpretation:

Table (1)
Description of the grades interpretation

Grade	Meaning	Level	Average
5	Excellent	High	4.5 to 5.0
4	Very good	High	3.5 to 4.4
3	Good	Average	2.5 to 3.4
2	Satisfactory	Low	1.5 to 2.4
1	poor	Low	.5 to 1.4

- concerning the scoring of the observation checklist, the study adopted the simultaneous type of scoring. In this simultaneous scoring, both examiners (raters) mutually determine the score during or at the end of the teaching period. The privilege of the simultaneous scoring is to allow the raters to consider relevant stimuli such as facial expressions and gestures. In this study, two scorers, namely the researcher and Wafaa Nazeer; another assistant lecturer at curricula and instruction department, Faculty of Education, Helwan University, were used. The two scorers were to observe and evaluate the English student teachers' teaching performance separately.

Validity of the observation checklist:
        The observation checklist was validated by six jurors as mentioned above. Concerning its validity, according to the jurors' view points, it was considerably high.

Reliability of the observation checklist:
        The reliability of the observation checklist was measured by using the coefficient alpha formula (Bachman, 1990: 181). It was to compute the internal consistency and inter-rater reliability of the checklist.

$$a = \frac{k}{K-1} \left(1 - \frac{\sum S2i}{S2X}\right)$$

k = the number of the raters.
S2i = the variance of the ratings for a given rater.
$\sum$S2i = the sum of the variances of different raters, ratings.
S2X = the variance of the summed ratings.
- In this study the following data were obtained:
 K =2 $\sum$S2i = 3199   S2X = 5979.44.
The checklist reliability was o.93. Thus, the reliability of the checklist was very high.

Administration:
        The observation checklist was administered to the 24 English student teachers, who were selected randomly. Each student teacher was observed three times (whole class period). It was applied to determine which domain would obtain more than 50 % percentage of weakness.

Statistical Analysis:
Percentage of responses on each domain were calculated and tabulated (see table 2)

Table (2)
Percentages of responses on each domain of the checklist

No	Teaching Performance Domains	Percentage of weakness
1	Language use	28.35%
2	Instruction	30.16%
3	Classroom Management	83.7%
4	Assessment	90.3%
5	Professionalism	89.9%

Results of the observation checklist application:
The above table shows the following:
-   Three teaching performance domains have got a high degree of weakness (more than 50%). These domains are:

1- Classroom management.

2 - Assessment.

3- Professionalism.

Classroom management seems to be one of the most serious problems faced by student teachers. It looms very large in their minds. Also, research shows that classroom management is one of the main preoccupations for student teachers during their teaching practice; in many cases, it may be more important than subject knowledge. 'If you can not control the class, then it is impossible to teach them anything'.

Koziol (1995) analyzed student teaching evaluation instruments used in teacher education programs at 11 research universities. He found out that the major emphasis of these instruments was on classroom management skills. Similarly, Pilarksi (1994) found that student teachers can be obsessed with classroom management issues if pre-service programs do not prepare them adequately in this area. However, during our preparation courses for English student teachers at faculty of education, Helwan University, classroom management receives little attention, only theoretical lectures, when compared with more general aspects of methodology. While the challenges of teaching large classes in secondary schools in Egypt demand training our student teachers on sound principled approaches to classroom management and a series of strategies to manage students and learning activities, to maximize the time spent on teaching and learning.

Also, in order to become good "decision-makers" regarding instruction, student teachers need to know how to assess the learners in their classrooms. Although assessment is viewed as an inextricable part of the instructional process, there continues to be relatively little emphasis on it in student teacher preparation programs (McMillan, 2000).

This has been very clear in the results of the administration of the observation checklist. Moreover, a great deal of student-teachers' learning about teaching is at a level of semi-conscious trail and error learning, with "correct" responses being shaped and reinforced by the reactions of pupils. Therefore they need much more opportunities to develop their professionalism as pre-service teachers.

4.4.2. Teaching Performance Scoring Rubric (TPSR):

Scoring rubrics are defined as "descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of products or processes of students' efforts" (Moskal, 2000, p.1).

A. Aim of the rubric:

In order to evaluate the teaching performance of, fourth year, student teachers of English, Faculty of Education, Helwan University, during their teaching practice, a 10-item scoring rubric has been constructed based on the standards for teachers of English at pre-service (STEP) document. So, it was used as a pre-post measuring instrument.

B. Constructing the rubric:

The following procedures were followed in constructing the teaching performance scoring rubric:

1. Reviewing literature and previous studies that dealt with teaching performances and designing rubrics.

2. Reviewing the standards for teachers of English at pre-service (STEP) document.

3. Designing the rubric which came to comprise three main components: classroom management which includes four standards, assessment which includes two standards and professionalism which includes four standards. Each of the components includes a number of items and each item was assigned a numerical weight of 4 totaling a score of 40.

3. Submitting the rubric to the jury members and modifying it according to their suggestions.

4. Writing and revising the final version of the rubric.

C. Reliability of the rubric:

To determine the reliability of the teaching performance scoring rubric (TPSR), the scores of 32 students were randomly selected to calculate Cronbach Alpha for each scale. The results were .899, .642, .926, .807, .642, 769, .899, .765, .916 and .769 . (See table 3 below).

D. Validity of the rubric:

In order to determine the validity of each element in each scale, Pearson correlation (sample size = 32) was calculated for each element with the total score (see table 3 below).

Table (3)
The inter-consistency ® and the Cronbach Alpha Coefficients
For items on the teaching performance scoring rubric

No	Standards	r	a
	Classroom management:		
1.	Planning & organizing classroom interactions: **A**. manages various grouping techniques………………………… **B**. manages various techniques that promote self-directed learning… **C**. uses questions techniques which offer challenge, build	.571** .964**	

	confidence and provides students with opportunities to extend and develop their language proficiency……………………….. **D.** provides opportunities for students to work cooperatively & collaboratively………………………………………………	.981** .935**	.899
2.	Motivating students and creating a supportive classroom learning atmosphere: **A**. relates classroom learning to students' prior knowledge, experience and interest (employ previous experiences & knowledge to have simple easy learning)……........................... **B**. establishes a friendly learning atmosphere through a range of strategies including using students' names, praise and rewards…… **C**. develops students' self- confidence and self esteem………... **D.** uses various feedback strategies to motivate learners, including positive reinforcement & self check mechanisms……………… **E.** support students and decrease the importance of mistakes…	.752** .414** .582** .675** .753**	.642
3.	Structuring the physical environment of the classroom: **A**. makes effective use of classroom seating possibilities to help students work individually, in pairs, and/or in groups………… **B**. make effective use of materials and equipments available in the school (computer lab, audio visual aids)…………………… C. creates audiovisual aids suitable for the environment, lesson and the learner……………………………………………………	.968** .934** .896**	.926
4.	Managing instructional time and transitions to maximize learning: **A**. accomplish the objectives of the lesson within the time allotted, ensuring that all class time is used for learning………………………………………………………… **B**. uses a range of verbal and non-verbal techniques to get and keep students attention (various his pitches & his gestures)………………………………………………………… **C.** plans & executes the stages of the lesson so that there is a smooth progression and transition from one stage to another…………… **D.** manages classroom behavior effectively and appropriately, (uses appropriate disciplinary ways in handling trouble makers………… **E.** establishes routines and procedures to help the classroom operate smoothly……………………………………………………….. **F.** uses wait time effectively………………………………………	.589** .747** .786** .667** .770** .746**	.807
	Assessment:		
5.	Selecting and using effectively a range of practical assessment tools for assessing learners' written and oral English: A. selects appropriate tools for assessment purposes such as diagnosing errors and measuring proficiency……………………… B. selects from a range of techniques for assessing learners oral English…………………………………………………………… C. selects from a range of techniques for assessing learners written English…………………………………………………………… D. asks questions that encourage Students to think, employs various types & levels of thinking……………………………………… E. uses a variety of techniques at the beginning, during and at the end of the lesson to evaluate students progress (formative & summative assessment)………………………………………..	.753** .675** .582** .414** .752**	.642
6.	Using the results of assessment for planning and improving instruction and for making appropriate instructional decision about individual students:	.893**	.769

	A. provides learners with opportunities to use feedback from the assessment process to adjust their learning………………………..	.912**	
	B. document assessment results and communicates them to stakeholders, such as parents & school administration………………	.897**	
	C. adjusts instruction in the light of the results of the assessment process………………………………………………………		
	Professionalism:		
7.	demonstrating commitment to excellence in teaching both by classroom performance and by interactions in the school and community:		.899
	A. demonstrates personal qualities of effective teachers such as punctuality, responsibility, flexibility, courtesy and consideration.	.571**	
	B. demonstrates interpersonal skills (such as establishing rapport, seeking input, and providing encouragement) needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents.	.964**	
	C. communicates effectively and positively with parents regarding students' academic progress and conduct.	.981**	
	D. continually strives to improve classroom performance.	.935**	
8.	collaborating effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school:	.891**	.765
	A. develops and updates knowledge about English language teaching and learning through reading in the field.	.912**	
	B. seeks professional development opportunities. E.g. training workshops, conferences and additional study.	.895**	
	C. demonstrates willingness to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers).		
9.	Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.	963**	
	A. models the moral principles, customs and values of the society…	.930**	.916
	B. encourages and helps students to actively participate in the community………………………..	.895**	
	C. integrates concepts of civic education, such as environmental awareness, human rights and citizenship in language teaching……………………….		
10.	demonstrates fairness, respect and acceptance of all students in the classroom:	.893**	
	A. treats students equally regardless of their religion, gender, social/economic class or level of achievement…	.912**	.769
	B. treats all students with respect……………………	.897*	
	C. is consistent and fair in dealing with students.		

Also, the rubric was submitted to a panel of jury specialized in the field of teaching English as a foreign language (see appendix G, for the list of he jury members). The jury suggested few modifications. Having made the necessary modifications, the researcher submitted it once more to the jury who confirmed its validity.

The final form of the rubric consisted of three main domains and ten teaching performance standards (see appendix B).

E. Scoring of the rubric:

The rubric includes a scoring scale which comprises four levels that indicates the students' marks on each item, namely:
Unsatisfactory = 1, Basic = 2 and Advanced = 3, proficient = 4 (See appendix B). Four is the highest level while one is the lowest level. The best level is level four, which means four marks out of four. So the full mark is 40 marks.

4.4.3. Portfolio Assessment Checklist:

In order to assess the student teachers' teaching performance improvement; all the handouts, action plans, learning contracts observation sheets, reports, reflection sheets, readings, recorded videos, and teaching aids were gathered and organized in the teaching portfolio. The researcher discussed with the student teachers the importance of the portfolio assessment. Teaching portfolios was defined as a collection of information about a student teacher's practice. This collection should be more than a scrapbook of lesson plans and lists of teaching activities. It was an authentic assessment. Portfolio fosters the student teachers' reflective thinking and professional growth. Also, portfolio assessment offers an opportunity for a broader appraisal of student teacher's teaching performance than can be done in short visits.
So student teachers were asked after each unit to fill in the classroom observation checklist as a kind of assessment and evaluation to their teaching performance as well as their peers. Then student teachers got together to discuss, exchange ideas and consult one another to discuss how different or similar they were.

A. Aim:
The portfolio assessment checklist was used to report student teacher's teaching performance improvement. Also, it was used for self, peer and rater assessment.

B. Description:
This portfolio assessment checklist was constructed after surveying the related literature on EFL teaching performance. It was validated by jurors comprising seven Faculty of Education professors

specialized in the field. After receiving the jurors' comments on the first version of the portfolio assessment checklist, the required modifications were made and the final version was completed. The final version of the portfolio assessment checklist included ten main standards of the practical teaching performances (see appendix D).

The checklist contained four levels:

Not Observed: skills for this standard are not evident in portfolio.

Beginning: skills for this standard are emerging and developing as seen in portfolio.

Proficient: skills for this standard are frequent and appear mastered as seen in portfolio.

Innovative: skills for this standard are consistently used and student demonstrates a creative command as seen in portfolio.

The mark of the checklist ranges from 0 to 3. Three indicates the highest level while zero is the lowest. The best level is level four (innovative), which means three marks out of three. So the full mark is 30. See table (4)

Table (4)

The levels of the teaching performance demonstrated in the portfolio assessment checklist

grade	symbol	meaning	level
3	I	Innovative	High
2	P	Proficient	High
1	B	Beginning	Average
0	N	Not Observed	Low

C. Inter-rater reliability:

In this study, two scorers, namely the researcher and Wafaa Nazeer; another assistant lecturer at curricula and instruction department, Faculty of Education, Helwan University, were used. The two scorers were to observe and evaluate the English student teachers' portfolios separately**.** Moreover, in order to prevent the possibility of the researcher's bias to evaluate the student teachers' using the portfolio assessment checklist, the grades were treated statistically to determine the mean scores to each student teacher; by using the following equation:

$$R = \frac{2m}{N1 + N2}$$

R = Rater.

M = Number of agreement.

N1 = Number of items in the first time.

N2 = Number of items in the second time.

D. Statistical method of analyzing the results:

The suitable statistical method in analyzing the results of the portfolio assessment checklist was using means and standard deviation.

4.4.4. The achievement test:

A. The purpose of the test:

The pre administration of the achievement test aimed at measuring trainees' actual level before receiving any training. The post administration of the same test aimed at establishing how successful trainees are in achieving the objectives of the treatment as well as measuring the progress they made due to the received training.

The test measures three different levels namely:

a. **Memorization:** the student's ability to recall information related to the topic that had been dealt with.

b**. Understanding:** the student's ability to change the knowledge from one form to another without changing its meaning.

c**. Application:** the student's ability to apply knowledge that is dealt with to new similar setting.

B. Content of the test:

The test was constructed in the light of the following points:

- Reviewing literature and related studies related to achievement test construction.

- Identifying the teaching performances that the test will measure.

The final form of the test was 4 main questions including 65 items. The description of the test 65 items is shown in table (5) below:

Table (5)
Achievement test items

No	Format	No of items	Weight
1	True/false questions	25	35.7142%
2	Choose the answer	15	21.428%
3	Complete	15	21.428%
4	Matching terms & their definition	10	21.428%
Total	**Four main items**	**65**	**100%**

C. Piloting the test:

      The achievement test was piloted on 20 fourth year student teachers of English section, Faculty of Education, Helwan University other than the subjects of the study. They were selected randomly. The pilot study of the test aimed at the following:
- timing the test.
- testing the practicality of the test.
- identifying the items that might be misunderstood to be modified.

D. Time of the test:

      Recording the time taken by the 20 student teachers, it was found that the minimum time was 80 minutes and the maximum 100 minutes. The researcher took the average, which is 90 minutes and decided to be the time allowed for the test.

E. Test validity:

      To measure the test validity, it was submitted to jury members. The jurors validated the test to have high face + content validity since the test was a representative sample of the experiment content, i.e., the knowledge area the test was designed to measure.

F. Test reliability:

      To prove the test reliability a split half procedure was followed. The test was administered to a group of student teachers; it was divided into two halves and depended on the odd-numbered items and the even numbered items. The two halves of the test (odd- even) were to be correlated to each other. The reliability of the test was measured by using the Kuder Richardson formula 20 (K-R20). This formula was used because it is considered the single most accurate estimate of reliability (Brown, 1996: 200).

$$K - R20 = \frac{R}{R - 1} \quad \frac{(1- \sum IV)}{St2}$$

  R = Number of items.
  IV = Item variance.
  St2 = variance for the whole test (that is the standard deviation of the test scores squared).
$\sum IV$ = sum of item variances
   - in this study the following data were obtained:
R = 65.
St2 = 21.25.
$\sum IV$ = 21.

The test reliability was 0.97. Thus the test had high reliability.

G. Conditions of Pre / Post Test Administrations

        After modifying the test according to the results of the pilot study, the test was pre-administered to the experiment group on the 19th of September 2007. Then, the test was post- administered to the experiment group after the experiment which ended on the 23rd of March 2008. All the conditions of the pre-and post- administrations of the test   were nearly the same especially in terms of place and time.

H. Modification of the test:

        As a result of pre-testing and submitting the test to a jury of specialists, the following modifications have been made.
1. The too easy and too difficult items were eliminated because they might reduce the content validity of the test.
2. The order some items was changed. The fairly easy items were rearranged the beginning of the test to foster students' motivation.
3. As for the time needed for the test, it was observed that 90 minutes were enough.
4. Items of the test were reduced to 65 items instead of 75after eliminating the irrelevant items.

I. Scoring the test:

        Test items were scored as follows:
   a. The correct answer of each item was given one score.
   b. The wrong answer was given zero.
   c. The full mark of the test was 65 scores.
        The final form of the test included 65 items. The answers were required to be written on the same test sheet.

4.4.5. Program Satisfaction Questionnaire (PSQ):

A. Aim of the questionnaire:

  Subsequently, the suggested program was evaluated in the light of the student teachers' satisfaction level obtained by the PSQ. Specifically, the PSQ was developed and applied to answer the research question: to what extent are the fourth year English student teachers satisfied with the suggested program as measured by the PSQ?

B. Source of the questionnaire items:
- The review of literature and related studies.

- The field observation of the researcher.

c. Formation of the questionnaire items:

       In accordance with its objective, the content of the PSQ was planned to cover nine aspects of the suggested program namely:
Program objectives, content, organization/procedures, strategies, techniques, duration, assessment, practicality and learning outcomes. Thus, the PSQ contained nine affirmative statements. (See appendix E).

       As a simple questionnaire, the PSQ was written in a table format. Likert five- response scale (very satisfied, satisfied, neutral, dissatisfied and very dissatisfied) was used for eliciting the participants' responses.

D. Validity of the questionnaire:

       The questionnaire was submitted to 11 university professors, jury members. The jurors were kindly asked to provide their opinions in terms of the following:
1. The extent to which the questionnaire was suitable for application, and,
2. Deciding whether some items needed to be modified, added or omitted.

       Suggestions were provided, modifications were made, and the questionnaire in its final format contained seven items and was valid and suitable for application.

E. Reliability of the questionnaire:

       To estimate the reliability of the PSQ, it was administered to 15 fourth year English student teachers participated in the program and after three days the PSQ was re-administered again to the same sample. The test- retest was used to calculate the reliability of the PSQ. According to the formula used, the PSQ revealed high reliability coefficient equaled ($r = 0.88$).

F. Optimum time limit of the PSQ:

       The piloting procedures of the PSQ assured that twenty five minute session was enough time for completing the PSQ.

G. Scoring of the PSQ:

       For estimating student teachers' satisfaction level, a likert five-point scale was used. Each level of satisfaction and dissatisfaction was given a numerical value ranging from five to one. Response

frequencies were calculated and converted into percentages which, in turn, were used to identify student teachers' satisfaction level. Scientifically speaking, the maximum frequency of responses on the entire PSQ equals the total number of the PSQ items (9) multiplied by the total number of the respondents (24). Digitally, maximum frequency = 9 x 24 = 216. To convert response frequency into response percentage, the obtained frequency was divided by the maximum frequency.

The frequency and percentage of student teachers' responses to each item of the PSQ were calculated and interpreted according to two ways. The first way displayed student teachers' satisfaction extent viz. very satisfied and satisfied. The second way showed the general level of students' satisfaction with the program through summing up the two levels: very satisfied and satisfied. Similarly, the same two ways were used for calculating and interpreting the two levels of students' dissatisfaction viz. very dissatisfied and dissatisfied. Whereas the general level of students' dissatisfaction levels: very dissatisfied and dissatisfied. Neutral level was ignored because it was statistically insignificant.

4.5. The Program:

- Designing the program proceeded through the following steps:

4.5.1. Determining the fundamental principles and philosophy of the program, which came as follows:

A. The program is a "total" program, a coherent whole. This means that the program has overall goals as well as narrowly focused performance objectives. Also it assesses total impact, and look at qualitative change. So, it is expected that by March, student teachers should be able to make evaluative statements that are reflections on their overall experience in the program.

B. The program is philosophically committed to certain values and educational principles. It is not neutral or merely academic. This philosophical background is manifested in the program goals, preparing competent and effective language teacher whose practices are compatible with the humanistic philosophy of world learning, which emphasized that:
   - Learning is more than a transmission of information but a careful and conscious blend of awareness, attitudes, skills, and knowledge.

- Much of teaching and learning is value-laden; student teachers need to be aware of how this is so, and what values they wish to exemplify in the classroom.

C. The third basic principle of the program is a focus on experiential approaches to learning. The experiential component of the program is best seen as pervasive rather than as distinct bits and pieces. Its significance can only be measured through time and needs to be assessed as part of the total program impact. The key ideas here are making connections: connections between theory and practice, between a concrete experience and a generalizing concept, between academic and real-life teaching, between the known and the unknown.

D. The fourth basic program principle is an emphasis on process- on looking at how things are done, not just where we end up. Obviously, this is at the heart of the experiential education as well. The emphasis on process is certainly felt in the program, in what the student teachers are asked to do in the session tasks. Often they are engaged in a questioning and reflection process where the emphasis is on developing autonomy and responsibility as a learner.

E. The present program is not linked to a single model of teacher preparation, as Pfister (2001, p. 40) indicates," Teachers can usefully learn from procedures drawn from different educational philosophies". So, it is based on the three major models of professional teacher education which have historically appeared on the scene in the following order: the craft model, the applied science model and the reflective model. But, it is worth noting that there is much emphasis on the reflective model as it depends on and contain the other previous models in it.

4.5.2. Determining the overall objectives of the program:

The objectives of the present program were stated in the light of the following criteria:

1. Stating the objectives operationally so that they could be observed and assessed.
2. The objectives should be clear and defined so that the content of the program could be selected in a way that fulfill the objectives of the program.
3. The objectives should be comprehensive: this means that it include all aspects of the desired behaviors.
4. The program should be learner-centered, because each and every component in the program aimed at improving a certain aspect of

teaching performance in which the student teacher really suffers from weakness.

* The program Aim:

The main leading aim of the suggested program was identifying and improving the teaching performance of English student teachers, Faculty of Education, Helwan University, in the light of standards for teachers of English at pre-service (STEP). After identifying the three weak teaching performance domains, the initial aim of the program was divided into three sub aims.

1. Improving the classroom management of fourth year English student teachers.
2. Improving the assessment standards of fourth year English student teachers.
3. Improving the professionalism of fourth year English student teachers.

4.5.3. Behavioral Objectives of the program:

The behavioral objectives of the present program were stated in each of the eight session program components. There were certain objectives for each session. The following are the behavioral objectives of the program sessions:

Session one: by the end of this session participants should be able to:
1. Describe the essence of classroom management approaches.
2. Summarize the major criterion that indicates successful classroom management.
3. Define classroom interaction and its main patterns.
4. Lists the main criterion and techniques that produce effective classroom interaction.
5. Use various grouping techniques that foster classroom interaction and provide students with opportunities to use and develop language.
6. Provide opportunities to students to learn cooperatively.

Session Two: by the end of this session participants should be able to:
1. Answer questions on self directed learning (definition, purposes, benefits, and techniques).
2. Explain the characteristics of effective classroom questions.
3. Classify questions according to the levels of educational objectives: cognitive domain.
4. Manage various techniques that promote self directed learning.

5. Use questioning techniques which offer challenge, build confidence and provide students with opportunities to extend and develop their language proficiency.

Session Three: by the end of this session participants should be able to:
1. List some key points for motivating classroom students.
2. Differentiate between extrinsic & intrinsic motivation.
3. Use different techniques to relate classroom learning to students' prior knowledge, experience and interests.
4. Uses a range of strategies for establishing a friendly learning atmosphere (including using students' names, praise and rewards).
5. Employ different techniques to develop students' self-confidence & self-esteem.
6. Use various feedback strategies to motivate learners, including positive reinforcement and self-check mechanisms.

Session four: by the end of this session participants should be able to:
1. Define the classroom action zone.
2. List the characteristics of the three main zones of the classroom.
3. Make effective use of classroom seating possibilities to help students work individually, in pairs, and/or groups.

4. Make effective use of materials and equipments available in the classroom
5. Create audiovisual aids suitable for the environment, the lesson and the learners.
6. Provide activities and opportunities for students to become autonomous language learners.

Session five: by the end of this session participants should be able to:
1. Differentiate between the following terms (in/off task behavior, task worthiness, allocated time, transition time & wait time)
2. Accomplish the objectives of the lesson within the time allotted; ensuring that all class time is used for learning.
3. Use a range of verbal and non-verbal techniques to get and students' attention.
4. Plan and execute the stages of the lesson so that there is a smooth progression and transition from one stage to another.
5. Manage classroom behavior effectively and appropriately.

Session Six: by the end of this session participants should be able to:
1. Distinguish between the following concepts: testing, assessment and evaluation.

2. Identify the different purposes of assessment (such as placement, diagnosis, achievement and proficiency).
3. Demonstrate awareness of types of assessment (summative vs. formative, formal, oral vs. written).
4. Demonstrate knowledge of different tools for assessing learner's language performance.

Session seven: by the end of this session participants should be able to:
1. List the possible English language practical assessment tools.
2. Write effective test items for assessing a achievement.
3. Select appropriate tools from a range of tools for assessing purposes such as: diagnosing errors and measuring proficiency.
4. Select appropriate techniques from a range of techniques for assessing learners' oral English.
5. Select appropriate techniques from a range of techniques for assessing learners' written English.

Session Eight: by the end of this session participants should be able to:
1. Define feedback.
2. List some oral and written correction techniques.
3. Provide learners with opportunities to use feedback from the assessment process to adjust their learning.
4. Document assessment results and communicates them to stakeholders, such as parents and the school administration, as appropriate.
5. Adjusts instruction in the light of the results of the assessment process i.e. put a new plan for overcoming students' weaknesses and try to take action.

Session Nine: by the end of this session participants should be able to:
1. Differentiate between teacher personal qualities and interpersonal skills.
2. List some personal qualities of effective teacher.
3. Demonstrate interpersonal skills such as establishing rapport, seeking input, and providing encouragement needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents.
4. Identify some possible tools for communicating effectively with parents regarding students' academic progress.
5. Use various methods to improve his classroom performance.

Session Ten: by the end of this session participants should be able to:

1. Develop and update knowledge about English language teaching and learning through reading in the field.
2. Seek professional development opportunities: seminars, training workshops and conferences.
3. Demonstrates willingness to share experience (material, knowledge, skills) with others (e.g., colleagues, senior teachers.
4. Differentiate between these concepts: approach, method, curriculum/syllabus and technique.
5. Select the most appropriate and useful parts of these methodologies to apply in the Egyptian classroom.

Session Eleven: by the end of this session participants should be able to:
1. List some key characteristics of teacher as a good example for students.
2. Model the moral principles, customs and values of the society.
3. Use various activities to actively participate in the community.
4. Use a range of strategies for integrating concepts of civic education such as: environmental awareness, human rights and citizenship in language teaching.
5. Set certain strategies that help him demonstrate fairness, respect and acceptance of all students in the classroom.

4.5.4. Content of the Program:

The content of the program appealed to what the learner expected to learn. In addition, the content of the program was selected to reflect its objectives. The criteria that were put into consideration in selecting the content of the program are:

1. The content goes side by side with the objectives of the program.
2. The content includes all what the English student teacher is expected to learn in terms of improving their teaching performance, mainly in classroom management, assessment and professionalism domains.
3. The content helps the English student teacher develop self autonomy and self learning.
4. The content should be convenient and suitable to the trainee's level.
5. The individual differences of the trainees should be considered.

The content of the program is task-based. It focuses, basically, on the practical EFL teaching performance mainly in, classroom management, assessment and professionalism domains. The content of the program was selected and organized in the form of training sessions suitable to the student teachers' level.

The program includes 11- 5 hour sessions; in addition, four hours are assigned to the introductory session. Also, there are one hour assigned for each unit final test. Each session has its own objectives, materials and tasks. The total time of the program is 62 hours. The program's sessions were distributed under three main units as follows:

- Unit one entitled "classroom management" contains 5sessions.
- Unit two entitled "classroom assessment" contains 3 sessions.
- Unit three entitled "professionalism" contains 3 sessions.

- Each session started with specific statements of the objectives of the session.

- These were followed by a short text introducing the students to the skill being developed in the session. The texts were prepared to be concise and brief so that the trainees would not get too involved in the theoretical issues at the cost of the development of skills.

- Each text was followed by a number of tasks that aimed at developing the identified skills.

The general framework of each session will basically proceed in the following four main phases:

- phase one: "presentation & discussion".
- phase two: "application & reflection".
- phase three: "evaluation".
- phase four: "preparation for the next session".

Phase One: "Presentation & Discussion":

This phase is based on study group strategy. Study group is defined in this study as ' a group of 8 student teachers who meet regularly over a specified period of time to learn about and discuss issues of importance to them. The discussion takes place in an atmosphere of mutual understanding. Group members learn at their own pace and form their own experiences and understandings. The goal is deeper understanding by participants and their efforts are often towards the construction of a final product or recommendation for a course of action Sessions generally last around two hours, guided by a facilitator or an 'enabler'- someone the group has nominated to keep discussion focused and fair. Participants usually prepare readings or research between sessions to provide them with the raw material for discussion'.

- Procedures to be followed in study group strategy:

1. Opening: Each session starts with specific statements of the objectives of the session. These are followed by a short text introducing the students to the skill being developed in the session. The texts are prepared to be concise and brief so that the trainees may not get too

involved in the theoretical issues at the cost of the development of skills. Student teachers have to read and discuss them well within their groups.

2. Selecting a topic: each group decides certain points about the session topic that they will discuss in details and provide a report to the whole class.

3. Developing goals: each group puts certain goals to cover them at the end of the phase

4. Choosing a facilitator and distributing other roles: During the in-class sessions student teachers will be divided into groups of 8. Each group has a name. From the members of the group there will be:

- A facilitator: who will make sure that the group work will be properly distributed and executed, check the assignments and pose discussion questions.
- A moderator: who will smooth and clear the air of any argument or disagreement issues.
- A register: who will be responsible for writing down the group responses.
- A spokes- person: who will be responsible for reading the group reports to the class.
- Advisors (three): who will provide advice about the groups response.
- A treasurer: who is going to keep the group reports and other valuables in the group's portfolio.

5. Introducing a small packet of readings: To set the context for group discussion, the facilitator should research a small packet of readings related to the topic. This packet might include newspaper articles, copies from books, pamphlets, speeches, etc. Being familiar with the research s/he finds and develops a short list of discussion questions. s/he makes copies of the research for all participants.

6. Hosting the study group through posing questions by the facilitator: Opening questions are extremely important to study groups. The best opening questions are designed to engage the minds of group participants, to get groups thinking on a deeper level, and to promote active learning. Opening questions sometimes make groups rethink what they thought they understood. And that is usually the sign of a great opening question.

7. Wrapping up: the groups prepare final report to be introduced to the whole class to get feedback. Then they go through a group of controlled activities as application of their discussion.

Phase Two: "Application & Reflection".

This phase depends on action learning and/or peer coaching strategies. Student teachers are asked to design an action plan and use what they have learned in phase one of the session, in dealing with actual situations inside the classroom at school where they have their teaching practice and provide reports.

Peer coaching strategy involves some form of classroom observation; student teachers, after being paired up with partner of their own choice, need to go through three steps:

1. The pre-conference: where the purpose of the lesson is stated. In other words the student teachers share the focus of the observation and determine the best method of data collection. This is also time to discuss when the observation will occur, where the coach will sit and if there will be interaction with the students.

2. The observation: the coach will take notes or use an observation form. The time span usually covers an entire lesson period but could also be less, as long as the coach is able to observe the specific skill to be addressed.

3. The post-conference: the data collected from the observation is given to the student teacher during a discussion of the observed teaching. The coach begins the discussion by asking the student teacher to reflect on the lesson. Such questions could be, "what went well?"; "were outcomes met?"; "what would you have changed?" etc. (Curtis, 2006)

 - Action learning procedures:
  Step 1. Identifying a classroom topic, problem/ challenge.

Activity. 1. In a report each student teacher describes an actual problematic situation faces him or her in teaching concerning using pair and group work or having students learn cooperatively and collaboratively and present it to his or her group.

Activity. 2. Each group decides on one critical problem and begins to analyze its causes and effects through posing different questions.

  Step. 2. Identifying a solution:

Activity.3. Based on readings and experience each group makes a list of possible interaction techniques (pair/ group work, collaboration-cooperation) for the problem in hand.

Activity. 4. Now each group develops an action plan that would be tried out in the classroom:

With his or her group, each student teacher selects a lesson from students book (Hello 4), chooses an activity which s/he would need to teach by using pair and group work or which students can learn through cooperation and collaboration techniques (cooperative learning activity).

- The activity should be planned as follows:
  o Deciding how to organize the class to work in pairs or groups.
  o Planning a demonstration to clarify to the class what they have to do.
  o Planning a short "round up" stage to follow the pair/group or cooperative work activity.

Activity.5. Each group, designs a checklist using pair and group work in class. The group compares its checklist with the checklist in (the given handout). Then, it discusses the difference and makes modifications to have its final model.

Step.3. Taking action:

Activity.6. Group members try to carry out the plan in the classroom during teaching practice this week. (they can make video recording of their teaching if they like)
→ Note: they use the observation checklist model, of their group, to reflect on their own as well as their colleagues' teaching. Then they prepare a report for the trainer.

Step.4. Review and learning from the action:

Activity.7.Each group holds a discussion about the results of the observation checklist and the members' reports. (Also each member can replay the video show of his or her teaching for a more accurate discussion and soliciting feedback).
Activity.8.Each group makes corrective procedures in its plan, if needed, (when one or more of the members have difficulty with it in class) and puts it into practice again, writes reflection reports on its progress till the plan works.

Phase three: "Evaluation":

In this phase, student teachers are given some activities as evaluation of their understanding of the session topic. Also, they are asked to evaluate the session, they have just attended according to a given format.

Phase four: "Preparation for the next session":

Finally, student teachers will be prepared to the following session through two kinds of tasks, reflection task: that aims at recovering their hidden beliefs and previous experience concerning the topic of the session, and home assignment: that directs them to search literature for supporting readings for the topic of the session. There are some guiding notes or question as a guide for them. Then, in their groups they will distribute the reading material and study it as a preparation for the following session.

- The following is a brief outline of the design of each session:

Session One
"Title"

▪ **Date:** ……………………………
▪ **Attendees:** ……………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………….
▪ **Objectives:** by the end of this session participants should be able to:
      1.
▪ **Introduction:-**

  …………………………………………

▪ **Procedures:-**

Phase. I – (Presentation & Discussion):
Task one:
Follow up:
Task two:

Phase. II - "Application & reflection":
Task four: "action learning strategy"
Step 1.
Activity. 1
Activity.2.
Step 2.
Activity.1…etc
Task five: "peer coaching strategy"

Phase. III – Evaluation:-
Task six;
Step 1.
Activity. 1
Activity.2.
Step 2.
Activity.1…etc

Phase.IV - Preparation for the next session:
Task seven: write down your own thoughts in notes concerning the following two points:
♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*
Good Luck
See you next session

Figure (8): Outline of the program sessions

Also, the content of the program is envisioned as consisting of materials divided into two general sections as illustrated in the following diagram:

section one	section two
Learning (Practice)	Teaching (Production)

By practice and production we meant that in the first section participants are students, but in the second section they are teachers. Thus, what the participants receive in section one will not be left without application. The aim is to make the connection or application clear to the participants while they are in the program so as to be able to make the connection themselves when they graduate and get into classes as EFL teachers.

▪ **Student's Workbook copy:**

The program includes a workbook for the fourth year English student teachers. This workbook starts with an introduction to the program purpose, aims, and organization, learning strategies and techniques and content. After this, it presents an introduction to the first, second and third units in turn. Then, each unit is followed by its sessions' objectives, introduction, procedures and tasks, to be done by student teachers themselves, (in groups in pairs or individually).. Each unit of the program ends with an achievement test and an observation form checklist for the evaluation of trainers' progress before starting the next unit.

▪ **Handouts:**
There are a number of handouts that student teachers have to use in doing the sessions' tasks. These handouts are based on each session topic and the type of the activity.

▪ **Trainer's manual:**

The program has a trainer's manual to help any trainer understand the program and be able to use it easily and effectively. The manual includes the following:
   a. Objectives of each session.
   b. Procedures to be followed from the very beginning of each session to the end.
   c. Home assignments and tasks to be done outside the classroom.
   d. Answer key for tasks.

▪ <u>Professional Teaching Portfolio:</u>

Portfolio assessment of student teaching is now common in many countries throughout the world. Although a great deal can be seen from observing teachers, how many times can a supervisor visit a student teacher in order to make sure that s/he have seen a representative sample of that student teacher performance? Portfolio assessment offers an opportunity for a broader appraisal of a teacher's skills than can be done in short visits.

Definitions of portfolios emphasize the collection of work which includes a reflective commentary (Baume, 2001). They are used particularly for the purpose of developing teaching skills and reflective practice from pre-service teaching through to teaching at postgraduate level (Lyons et al. 2002).

Portfolios are more than just a container full of "stuff". A portfolio is a structured collection of a person's progress, achievements, contributions and efforts that is selective, reflective and collaborative and demonstrates accomplishments over time.… a portfolio helps a student see all the positive growth that is taking place during the learning process, thus enhancing his/her self-esteem and nurturing further growth.
http://www.uwosh.edu/career/portfolio.htm1

It can be seen from these definitions that portfolio can be very valuable assist to teaching performance improvement program as it allows for student teachers' participation and their reflection on their own work as they document progress over time. The task may require that the student analyze his or her own work, as a self-assessment of progress.

By definition, a teaching portfolio is a documentation of a teacher's teaching activities. It should include background information, examples of course materials, evaluation results, as well as written self-reflections about teaching and learning experiences as they occur over time for each course. The portfolio provides a way for teacher educator to display, document and describe teaching experiences and accomplishments for review by colleagues.
http://www.gmu.edu/fac staff/part-time/perform. htm1

The following figure represents a framework for using professional teaching portfolio as a tool for learning, assessment and professional development of student teachers:
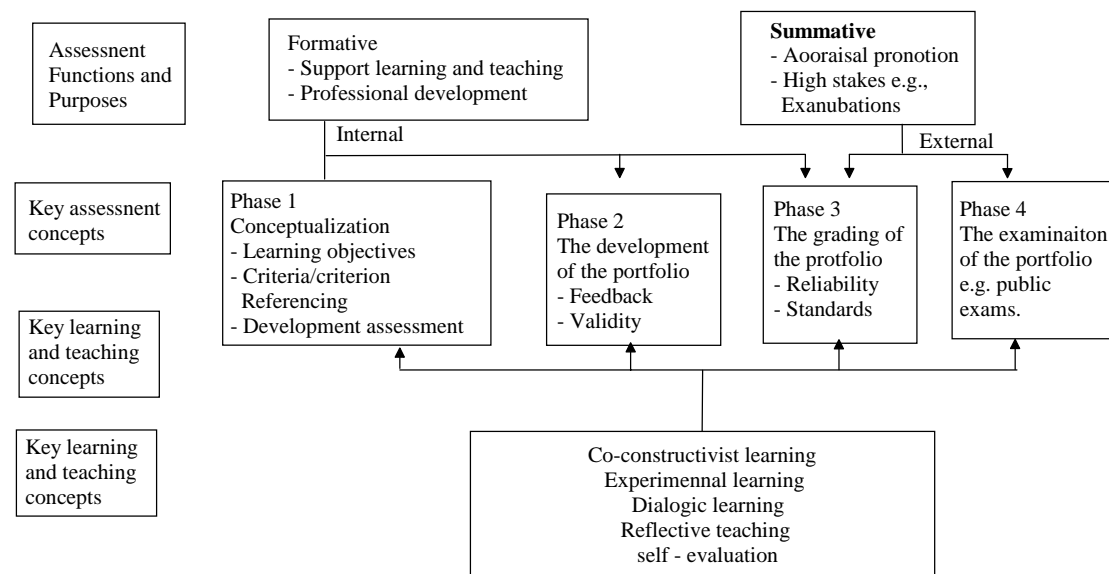
Figure (9): A framework for using portfolios for learning and assessment, adapted from http://www.gmu.edu/fac staff/part-time/perform. htm1

The purposes of portfolio use and key assessment concepts that need to be considered are outlined in figure (9). This framework (figure 9) also illustrates how important theoretical constructs (such as co-constructivist and experiential learning) underpin the phases of portfolio development and their link with the formative and summative purposes of assessment.

The exact content of portfolios varies according to standards and program objectives, but would typically include some of the following, selected points described by the student teachers of the present study:

- Background information: resume/vitae – information on teaching context – teaching goals.
- Introductory letter: "welcome to my portfolio".
- A series of lesson plans, including supporting materials and supported by student teacher's reflection reports.
- Written work set by the student teacher supervisor (the researcher) which has a classroom focus:
  - Action plans.   - Peer coaching forms.
  - Observation checklists.   - Notes from observations of peers or other more experienced teacher at the school.
- Professional reading: (my own readings) a brief written summary besides the main texts or list of the professional reading done.
- Program course work- summarizes or gives examples of work completed (learning contracts, learning diaries, reflection sheets...etc).

What is new in this program is that student teachers are asked to add video entries, using their mobiles camera or the trainer's digital camera, into their portfolios in the form of compact disks (C.D).These entries presents self, peer teaching performance during teaching in actual classroom concerning specific point that the trainer wants to reflect on and share with the trainer and or with his/her colleagues whether a problem or applying a new strategy or technique. Each entry is accompanied by a reflection from the trainer in a form of a written report.

Also, each trainee has an e-mail through which they communicate their learning contracts and reports within their groups and the trainer. Moreover, some trainers, who had enough computer experience and possibilities have to present their work in the form of digital portfolio (computerized) due to the trainer's encouragement to them.

4.5.5. Strategies used in the program:

Literature and previous studies that dealt with EFL teachers' teaching performance and their professional development were reviewed to determine the strategies to be used in the present study. Many professional development strategies were suggested to improving EFL teachers' teaching performance such as: Action Learning, Action Research, Appreciated Inquiry (AI), Assessment-based Learning Activities (ABLA), Interactive Story Telling, Role-plays, Learning Circles, Peer coaching and Strategic Questioning. The researcher of the present study used three of these strategies, namely: action learning, peer coaching and study groups, as the most recommended ones because they help greatly in:

a. Providing student- teachers a chance to think and talk about what they are doing.
b. Increasing the amount of time student teachers spend on discussing instructional issues.
c. Providing technical feedback from respected peers.
d. Helping professionalize teaching since it offers student teachers a chance to be involved in decisions that impact on them and their students (shared decision making).
e. Providing opportunities to work together for the common good of the school environment.
f. Believing that they can take charge of their own professional development by being in a collaborative and supportive relationship.
g. Helping student teachers Value their students and are concerned about their ability to achieve the expected outcomes of education.

h. Creating professional knowledge that is shared so that the knowledge can benefit a wider community of student teachers to improve teaching and learning

i. Fostering problem solving and critical thinking skills by:
   - Engaging them in careful observation of their behaviors and beliefs.
   - Suggest new ways to approach problems or common topics.

j. Developing cooperation skills:
   - Learn to work as members of a team with peers.
   - Understand responsibilities that come with group participation.

- The following figure (10) presents a diagrammatic illustration of the sequence of the phases of each session according to the usage of the three professional development strategies:
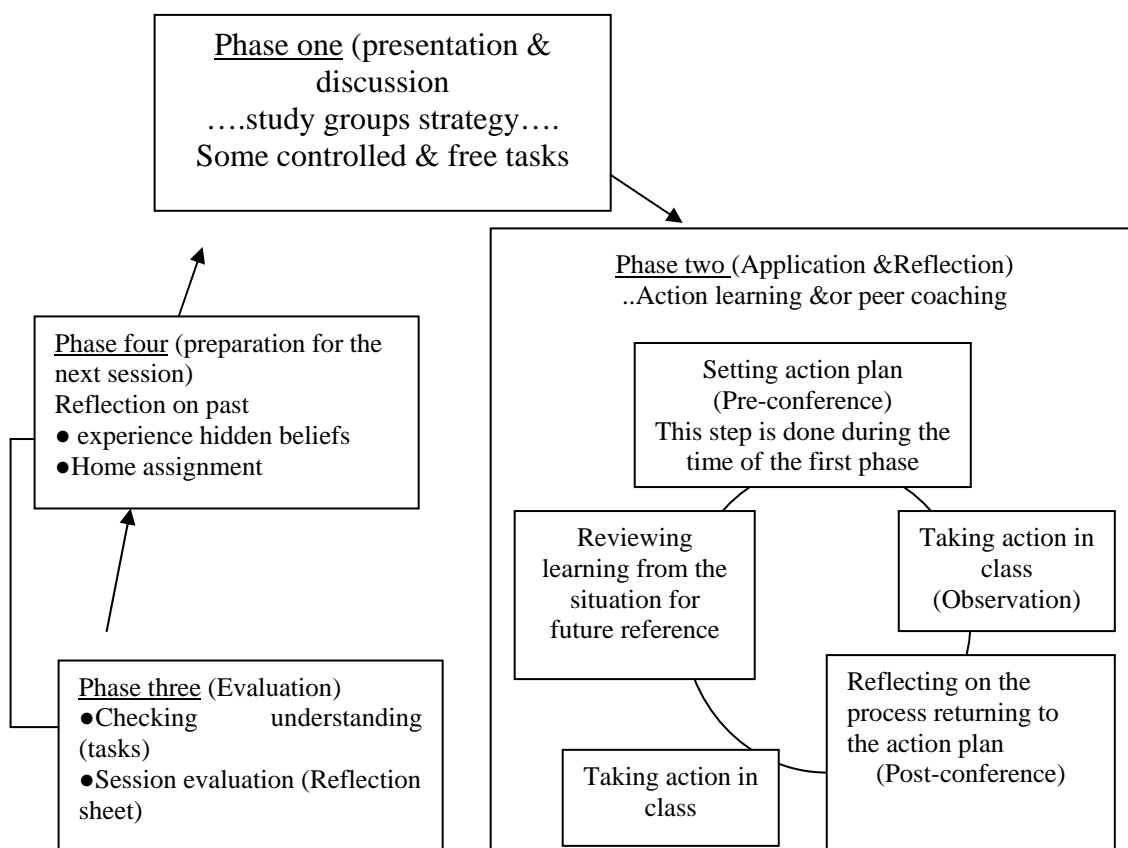
Figure (10): A model of the sequence of the phases of each program session.

From figure (10) above, it is clear that the researcher has put the study group strategy in the first phase because of its main role in providing the student teachers with the basic theoretical background concerning the subject of the session through readings and discussions.

Then, the other two strategies, action learning and peer coaching come in the next phase as application of what the student teachers have learnt in the first phase in handling or solving real classroom problems or issues. Then phase three is devoted to evaluating student teachers' learning. Finally, comes phase four that concentrates on two main and simple activities as preparation for the next session.

It is worth noting that the researcher has also been followed the creative cycle of time management (see figure 11) in order to keep student teachers active during group work through the complex order of the tasks, through giving them tea break.
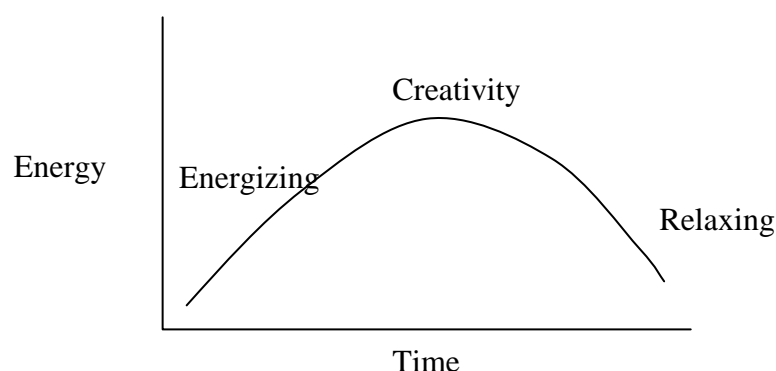
Figure (11) the creative cycle, adapted from McGill and Beauty (2002)

This cycle shows that energy-flows over time require periods of nurturing and relaxation. Keeping energy high for each individual may be greatly aided by periods of nurturing and relaxation.

4.5.6. Instructional Aids: - (Self-access materials):

There are a variety of materials available for the participants to borrow whenever they need. The trainer has in hand a group of books, journal articles, internet sites, on classroom management, assessment and professionalism.
The following aids are also used during the implementation of the program:-
- White board.   - Digital camera.
-Computer.   - Flip charts.
- Transparencies.   - Additional Handouts.

4.5.7. Important Techniques included in the program:

☒ Learning contracts:

A learning contract is basically a short agreement in written between a trainee and supervisor or trainer. It outlines what is expected to be learned in a specific period and the method of assessment of that learning.

Although it is a formal agreement, it needs to be written in detail. It should outline:

- o What the trainee will learn?
- o How the learning will be accomplished?
- o How the learning will be assessed?

Through learning contracts, trainees are encouraged to take more responsibility for their own learning. They are encouraged to be involved in creating and implementing this learning and, to a varying degree depending on the type of contract, evaluate their own progress.
http://www.nes.scott.nhs.uk/courses/ti/learningcontracts.pdf

In this study learning contract is defined as an agreement that student teachers are going to do a specific amount of work at a certain amount of time. Most work of the program is done through learning contracts. Student teachers receive training on how to complete a contract and how to evaluate their progress. (See appendix F introductory session handout 5)

☒ Learning diaries:

Writing learning diaries is useful in many ways. The learner writes down what has been learned, reactions to information presented on a course, insights, difficult issues, and questions. The diary can be continuous, or limited to a course or a project. Learning diaries help the learner to conceptualize his/her thoughts and to relate them to each other. They also help develop self-evaluation skills (i.e. metacognition), because the learner can follow the development of his/her own thinking.

In this study after each session student teachers are required to fill in a learning diary. It is a sheet to be filled at home and attached to their portfolios. The diary includes the following headings:
(Date – session number – main activities – how I performed – what difficulties I had – what difficulties I still have – what I prefer to do next). The diary is a personal record of one's performance and feelings, so

student teachers can be as critical and as frank as they want. Student teachers are going to fill in 8 copies and use one after each session. Then, Keep all the diaries in their portfolios.

⊠ **Mind Maps:**

A **mind map** is a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea. It is used to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

It is an image-centered diagram that represents semantic or other connections between portions of information. By presenting these connections in a radial, non-linear graphical manner, it encourages a brainstorming approach to any given organizational task, eliminating the hurdle of initially establishing an intrinsically appropriate or relevant conceptual framework to work within.

http://members.optusnet.com.au/~charles57/creative/mindmap/

Also, mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

http://www.jcu.edu.au/studying/services/studyskills/mindmap/howto.html

⊠ **Digital Portfolio:**

Electronic Portfolios are a creative means of organizing, summarizing, and sharing artifacts, information, and ideas about teaching and/or learning, along with personal and professional growth. The reflective process of portfolio development can be as important as the final product. In many cases, they are used as part of faculty and student evaluation along with other assessment tools such as standardized tests.. Also, it has been identified as one performance assessment instrument available to pre-service teachers for demonstrating and documenting their individual understanding and abilities related to these multiple proficiencies through the computer and the internet possibilities. (Bullock & Hawk, 2001).

4.5.8. Location:

The program is conducted in three places; the faculty of Education, Helwan University, Al-Hewaity secondary school and El Mosheer Ahmed Esmael secondary school. The former is the place where meetings took place between the subjects of the study and the researcher; i.e. the introductory session. The other two places were the schools where they practice action learning and peer coaching strategies and more meetings were held in the schools' libraries for reflecting on and reviewing their practices.

- The following figure (12) presents a diagrammatic illustration of the design of the session room.
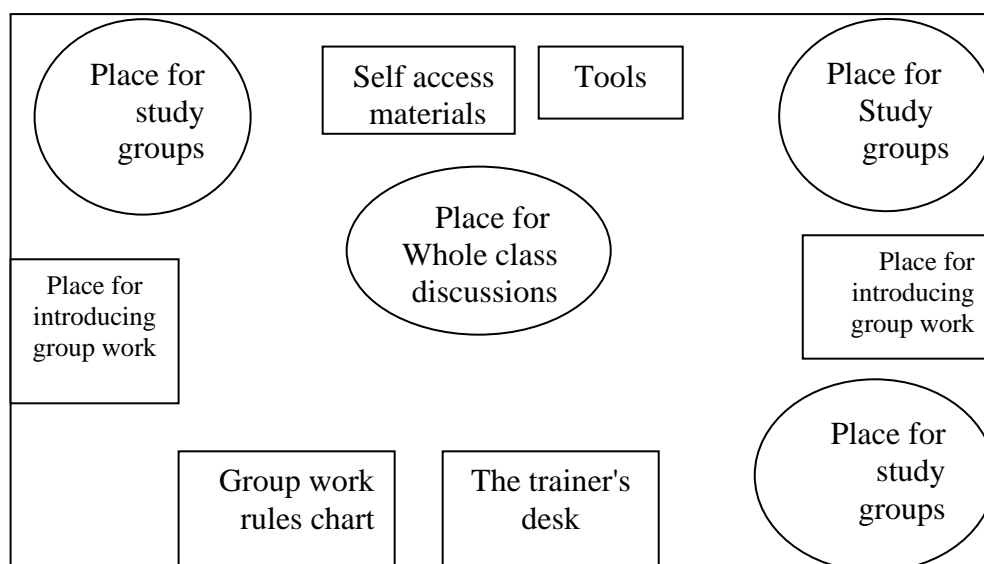
4.5.9. Duration:

The program includes 11- 5 hours sessions; in addition, four hours assigned to the introductory session. Also, there is one hour assigned for the final test on each unit of the program. The total number of the program hours is 62. Upon the student teachers' request and to avoid some academic restrictions (i.e. the beginning of the formal first term exams on 24th December 2007) a suitable timetable was used for implementing the suggested program. Starting from the 1st October 2007 till the 11th December, 2007, including 11 weeks.

At the end of the program a portfolio celebration was held for submitting the portfolios in 24th of March, 2008, where each student teacher presented his/her work. (For a sample of student- teachers' portfolio entries see appendix (H)).

Moreover, certificates of program completion for student teachers, certificates of recognition for the school principles and the head teachers were distributed. At the same time videos for student teachers inside the classrooms were presented in the celebration room in a warm and encouraging atmosphere where the student teachers were proud of all what they have achieved.

4.5.10. Evaluation:

The evaluation techniques that are used through the program are:

1. self evaluation:

This type of evaluation is used by the student teacher to get information about his/her own learning and teaching performance level; and it is a way of checking understanding, progress and finding out about weaknesses and strengths. So, the student teacher is asked after each unit of the program to fill in the classroom observation checklist by him/her self as well as his/her peers and providing written reports about him/her.

Also s/he is asked to answer some comprehension questions on the content of the unit as a kind of assessment and evaluation of her/his teaching performance.

2. Formative evaluation:

The eleven sessions of the program are planned to be rich with well tuned assessment tasks targeting both knowledge and performance. Each session in this program contains tasks, called for group work while other tasks focused on individual responses that show if the learner has got the content of the session or not through asking for comments, reflections, and answering questions. Also, each unit is followed by evaluation to cover the whole content of the unit. This kind of evaluation provides the learner with the feedback, which is important for him/her to achieve the objectives of the program.

3. Summative evaluation:

This final evaluation is applied at the end of the application of the program sessions. It shows the degree of progress attained by the learners as a result of their receiving the program, and thus, the effect of the program was shown in this kind of evaluation as shown at the end of figure (13).

Figure (13) A diagrammatic illustration of the program logic model:

```
                    ┌─────────────────────────────┐
                    │      "Program Goal"          │
                    │  Improving English student   │
                    │  teachers' teaching performance │
                    └─────────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────────┐
                    │     "Program Inputs"         │
                    │ Intended readings, activities, tasks and │
                    │          practices.          │
                    └─────────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────────┐
                    │    "Program Content"         │
                    │ (Trainer's manual – Student teachers' │
                    │  workbook)                   │
                    └─────────────────────────────┘
                                 │
                                 ▼
   ┌──────────────┬──────────────┬──────────────┐
   │  Unit one    │  Unit Two    │  Unit Three  │
   │ "Classroom   │ "Classroom   │ "Professionalism" │
   │ Management"  │ Assessment"  │              │
   └──────────────┴──────────────┴──────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────────┐
                    │    Formative evaluation      │
                    │     Learning outcomes        │
                    │      Units objectives        │
                    └─────────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────────┐
                    │    Summative evaluation      │
                    │     Learning outcomes        │
                    │       Program Goal           │
                    └─────────────────────────────┘
```

4.5.11. Validity of the Program:

In order to make sure that the suggested program is suitable for application, it was validated by a group of university professors of TEFL methodology at the Egyptian universities in terms of the suitability of the following items and components to the level of the trainers.
1. Its aim and objectives to the grade level.
2. Its content.
3. Its tasks.
4. Its strategies and techniques.
5. Its assessment tools.

After receiving the jurors' comments on the first version of the program, the required modifications were made and the final version of the program was completed. (As shown in appendix F)

4.5.12. Procedures of the program:

The proposed program proceeded as follows:

1. The program evaluation tools were pre-administered before starting the application of the program in order to determine the exact level of the English student teachers (the sample of the study) before receiving the program. The pre-evaluation was done through using these two main tools: the achievement test and the scoring rubric.

2. In the introductory session, student teachers were gathered, welcomed, and introduced to what they were going to do during the program to be aware of it; from the very beginning till the end. So, the researcher explained to the student teachers the aim of the suggested program, its strategies and the basic elements in each strategy. Benefits, models and how to incorporate them in teaching practice were explained and demonstrated. Information was provided through discussion and handouts.

3. The participants (N.24) were divided into three groups of eight student teachers each. Each group was informed to exchange roles.

4. Groups planned their work according to the steps of the strategy; they are using, also each group identified what would be applied to the class after each session. Student teachers were required to continuously reflect on their practice by documenting problems, feelings, concerns and discussing them with their peers or group.

5. The researcher was always available as a facilitator, a guide, and a supporter. Moreover, the researcher used to hold pre and post teaching conferences, at schools, with the students to discuss what happened.

6. The teaching performance achievement test was administered for the second time to measure the development in the students' teaching performance after the experiment.

7. The teaching performance scoring rubric was used for the second time to measure the teaching performance after the experiment.

8. The portfolio assessment checklist was applied for the summative evaluation of the trainers' entries concerning their teaching performance.

9. The participants were assigned to fill in the program satisfaction questionnaire (PSQ), to find the levels of each student teacher's satisfaction with the program and the training.

10. Finally, the statistical analysis and the comparison between the results of the pre-& post- administrations of the achievement test, the first and second uses of the teaching performance scoring rubric, and the use of the portfolio assessment checklist were done directly after the experiment to investigate the effect of the proposed program.

→ In sum, the following figure presents a diagrammatic illustration of the framework of the research experiment:

| Hypotheses |
↓
| Sample: 24 Junior English Student Teachers (one group) |
↓
| pre-testing through (The Scoring rubric & The Achievement test) |
↓
| The experimental Treatment (Implementing The Suggested Program) |
↓
| Post testing through (The Scoring rubric, The Achievement test | & The Portfolio assessment checklist) |
↓
| Attitude Questionnaire |
↓
| Findings in Relation to the Hypotheses |
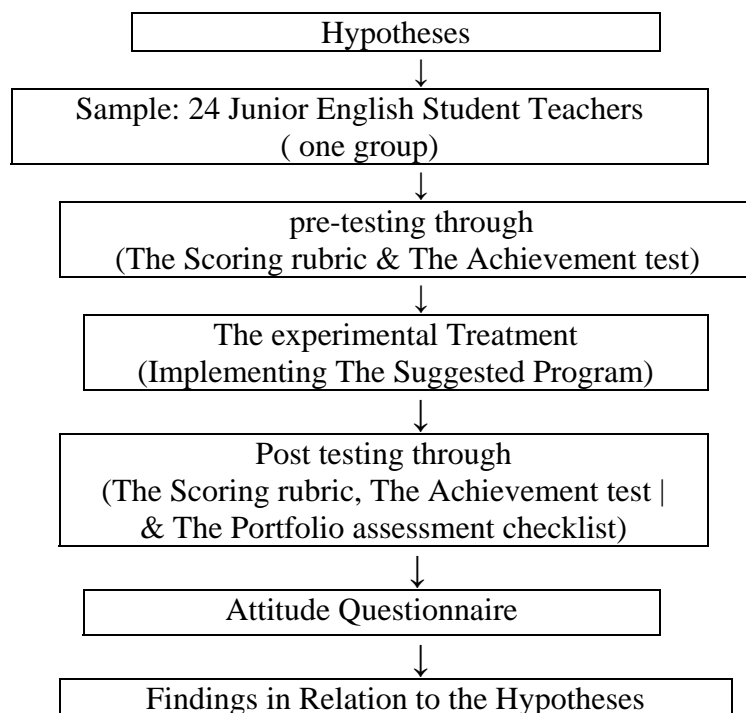
Figure (14) Research Experimental Framework

4.5.13. Observations on the program application:

The application of the program and its tools revealed the following positive and negative aspects:

▪ **Positive aspects:**

1. All the student teachers (the subjects of the study) were punctual in the training program.
2. Most of the subjects of the experiment were highly motivated and usually asked for more tasks to carry out with their colleagues.
3. During the phases of each session the student teachers showed interest in the live videos of actual classroom practices as they were interested in commenting on them.
4. The trainer-trainees' face-to-face meetings enabled the student teachers to express themselves and feel free to ask about whatever came to their minds in terms of teaching problems they might have in their actual classrooms.
5. When asked about the positive aspects of the program the student teachers indicated the following:

A. The sessions on classroom management helped them not only to overcome some of the problems that were related to the classroom management (e.g., how to manage naughty students), but also on how to find new ways to encourage students to be active learners.

B. The use of video taping gave them the opportunity to watch themselves while teaching with the feedback provided that increased their professionalism as future teachers.

C. They had developed commitment, motivation and enthusiasm for teaching EFL to students.

D. Using teaching portfolio helped them to evaluate and assess themselves as well as their peers.

E. A main benefit of the program was the higher levels of self-knowledge, the more realistic perception of self and own skills, and the larger interpersonal skills repertoire.

▪ **Negative aspects:**

1. Few student teachers were unwilling for a considerable time to work in groups, as they preferred individual work. This may be because that was the only form of learning they are used to in their learning at the school and the faculty.

2. Some student teachers continued to view the field reflection and portfolio as tasks to complete rather than activities that enhance their teaching practice.

3. As the work load increased, the focus for success in the term exam tended to shift to the completion of the program assignments, rather than developing their skills as teachers or reflective practitioners.

4. When asked to point out negative aspects of the program the student teachers revealed the following main point: some sessions required more time to apply. The researcher agrees with the student teachers' comment concerning this point. However, no more hours could be allowed for their training at that time of the year.

To conclude, this chapter (4) has given a detailed description of the research method, tools, proposed program and procedures of actual implementation of the program to be obtain the required data. The following chapter (5) will present the data analysis, results and discussion. The discussion will include the portfolio assessment checklist results, the pre-post applications of the scoring rubric and achievement test results, and finally the post treatment satisfaction questionnaire results.

Chapter Five

Statistical analysis, and discussion of the results

Chapter Five
Data Analysis,
Results and Discussion

Introduction:

This chapter deals with data analysis and displays results to verify the research hypotheses. The data presented in quantitative and qualitative form. The efficiency and effectiveness of the proposed program in improving student teachers' teaching performance in the targeted three domains; Classroom management, Assessment and Professionalism, are also provided. The improvement of the student teachers' performance, determined by the achievement test, the scoring rubric and the Portfolio assessment checklist results, is displayed. Finally, the results of the study and their discussions are provided.

5.1. Verifying Research Hypotheses:

5.1.1. Verifying the First Hypothesis:

The first hypothesis of the present study states that:

"The proposed program has a high efficiency in improving both theoretical and practical aspects of the teaching performance standards necessary for English student teachers."

In order to verify this hypothesis, the study tools (Achievement test, Scoring rubric and Portfolio assessment checklist) were post administered to all the trainees. Student teachers were observed in their regular classrooms. The scoring rubric was post administered by the researcher and the other rater (the same person who pre administered the same rubric). The cute score was also measured at 85% out of the total score of the achievement test, the scoring rubric and the portfolio assessment checklist. Following is a detailed description:

A) The Achievement Test Results:

Table (6)
Scores, frequency, percent of frequency and cumulative percent (cute of score = 55.25) of the treatment group on the achievement test.

Score	frequency	percent	cumulative percent
54	1	4.2	4.2
55	1	4.2	8.3
56	2	8.3	16.7
61	1	4.2	20.8
62	3	12.5	33.3
63	3	12.5	45.5
64	6	25	70.8
65	7	29.2	100.00

The above table shows the following:

1. The two efficiency extremes of the proposed program in terms of improving the "achievement" of the teaching performance domains necessary for EFL student teachers were 80/85, 100/60. this means that 80% of the subjects got more than 85% out of the total score on the achievement test, and 100% of the subjects got more than 60% out of the total score of the achievement test.
2. Two subjects got 55 scores and less out of the total score of the achievement test; with percentage 8%.
3. Twenty-two subjects got more than 55 scores out of the total score of the achievement test; with a percentage of 92%.
4. All together, this shows that the proposed program was efficient in terms of improving the "achievement aspect" of the EFL student teachers of the teaching performance standards.

B) The Teaching Performance Scoring Rubric Results:

Table (7)
Scores, frequency, percent of frequency and cumulative percent (cute of score = 34) of the treatment group on the teaching performance scoring rubric

Scores	frequency	percent	cumulative percent
36	2	8.3	8.3
37	7	29.2	37.5
38	7	29.2	66.7
39	4	16.7	83.3
40	4	16.7	100.00

The table above shows the following:

●The two efficiency extremes of the proposed program in terms of improving the" practical" aspects of the EFL student teachers' teaching performance concerning classroom management, assessment and professionalism were 100/85. This means 100% of the subjects got more than 85% out of the total score of the teaching performance scoring rubric.

C) The Portfolio Assessment Checklist Results:

Table (8)
Scores, frequency, percent of frequency and cumulative percent (cute of score = 26) of the treatment group on the portfolio assessment checklist

Scores	frequency	percent	cumulative percent
27	2	8.3	8.3
28	9	29.2	37.5
29	5	29.2	66.7
30	8	16.7	100.00

The table above shows the following:

● The two efficiency extremes of the proposed program in terms of improving the "achievement" and "the practical" aspects of the teaching performance domains necessary for EFL student teachers were 100/90. This means 100% of the subjects got more than 90% out of the total score of the portfolio assessment checklist.

From the above discussion, it could be concluded that the proposed program had a high efficiency on improving both the theoretical and practical aspects of the two teaching performance domains necessary for EFL student teachers. This supports the first hypothesis set by the present study:

5.1.2. Verifying the Second Hypothesis:

The second hypothesis of the present study states that:

'There is statistically significant difference between the mean scores of the treatment group subjects on the pre- and post administrations of the achievement test in favor of the post- testing scores'.

In order to verify this hypothesis the following formula was used (Minimum and King, p.327):

$$"t" = \frac{d}{s} \sqrt{N}$$

Where:

"*t*" = the calculated value of the difference between mean scores.

d`= the mean of the difference between The treatment group scores on the pre-and post administrations of the achievement test..

S = standard deviation of the difference between the paired sample.

N = number of the sample.

Table (9)

Means, std. Deviation, and "t" value of the treatment group subjects on the pre and post administrations of the achievement test

Administration	N	M	S.D	Paired differences		D. F	't' value	tabulated T	Sig. at
pre	24	27.83	4.114	M	s				
post	24	62.33	3.447	34.5	4.03	23	41.913	2.81	0.01

The above table shows the following:

1. There was statistically significant difference between the mean scores of the treatment group on the pre and post administrations of the achievement test in favor of the post administration where the mean score of the post administration was 62.33, std. deviation 3.447, whereas the mean score in the pre administration was 27.83, std. deviation was 4.114.

The '*t*' value between the two means was 41.913 which is significant at 0.01 level as the tabulated '*t*' is 2.81.

So, it is clear from the results shown in table (9) that the improvement in the post administration of the achievement test is totally significant. The achievement is very high because the EFL student-teachers used the three professional strategies in the proposed program to improve their teaching performance in the three targeted domains.

- This result can be clarified in the following diagram:
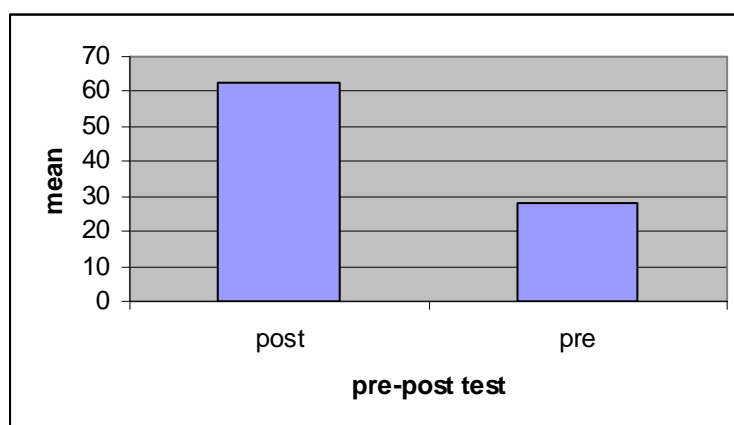
Figure (15): the mean scores of the treatment group subjects on the pre and post administrations of the achievement test.

The figure above shows that there is statistically significant difference between the mean scores of the treatment group subjects on the pre- and post administrations of the achievement test at the level of 0.01 in favor of the post- testing mean scores". Thus, the second hypothesis of the present study is verified.

5.1.3. Verifying the Third Hypothesis:

The third hypothesis of the present study states that:

'There is statistically significant difference between the mean scores of the treatment group subjects on the pre and post applications of the scoring rubric in favor of the post- application'.

In order to verify the third hypothesis, the researcher used the same formula used above. The mean scores, std. deviation and't' value of the treatment group subjects on the pre and post applications of the

scoring rubric (classroom management, assessment and professionalism domains) were calculated. Results are shown below in table (10).

Table (10)
Means, std. Deviation, and "t" value of the treatment group subjects' scores on the teaching performance scoring rubric

Application	N	Mean	S. D	Paired differences		D.F	't' value	Tabula ted T	Sig. (2-tailed
pre	24	12.96	1.367	M	s	23	74.945	2.81	0.01
Post	24	38.04	1.233	1.640	25.083				

The table above shows the following:

There was statistically significant difference between the mean scores of the treatment group on the pre and post applications of the scoring rubric for in favor of the post application. The mean score of the post application was 38.04, std. Deviation 1.233, whereas the mean score of the pre application was 12.96, std. Deviation 1.367. The "t" value for the difference between the two means was 74.945, which was significant at 0.01 as the tabulated 'T' is 2.81. This verifies the third hypothesis set by the present study.

- The above result is further clarified in the figure below:
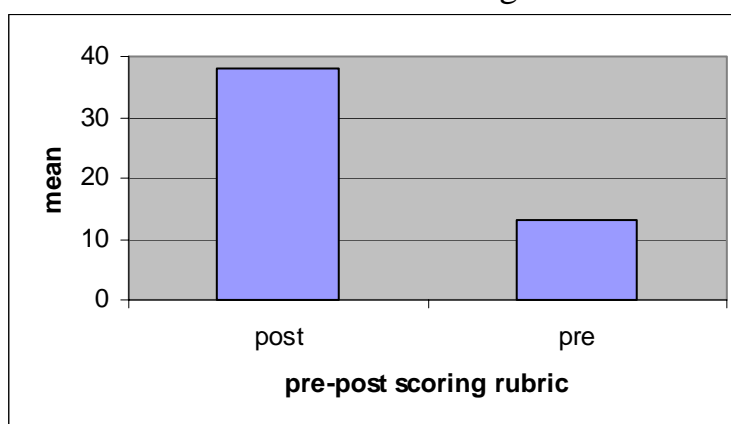
Figure (16): the mean scores of the treatment group subjects on the pre and post applications of the scoring rubric.

5.1.4. Verifying the Fourth Hypothesis:

The fourth hypothesis of the present study states that:

'The proposed program has a large effect size on improving the weak teaching performance domains of the EFL student teachers'.

In order to verify the third hypothesis, the effect size was calculated using '*t*' values for the differences between the means to get Eta square $\acute{η}^2$ whose value shows the effect size as it is clarified in the formula below: (Morahd, 2000 p.p 245-248).

$$\acute{η}^2 = \frac{t^2}{t^2 + \text{degrees of freedom}}$$

Where:

"*t*": the calculated '*t*' value from the result of running *t*-test

* The criteria to which the effect size is judged are:
  - The value of "d" 0.2 = small effect size.
  - The value of "d" 0.5 = medium effect size.
  - The value of "d" 0.8 = large effect size.

Thus, the effect size of the independent variable (the proposed program) was calculated in its relation to the dependent variables (improving the EFL student teachers teaching performance in the weak three domains theoretically and practically in the light of standards for teachers of English at pre-service (STEPS)). This is shown in table (11) below.

Table (11)
The effect size of the proposed program

The independent variable	The dependent variable	T	D. F	$η^2$	Judgment
The study of the proposed program	Improvement in the teaching performance measured by: 1.The achievement test	41.913	23	0.987	Large
	2. The scoring rubric	74.945	23	0.996	Large

The table above shows the following:
- The program had a large effect size on the improvement of the EFL student teachers teaching performance in the weak three domains (classroom management, assessment & professionalism), theoretically and practically in the light of the STEPS standards.

- All this together verifies the fourth hypothesis set by the present study.

    The program also proved to be effective on improving the weak performance domains through using Blake's formula for the gain rates. Results are shown in table (12) below. The researcher used the following formula. (Mansour, 1997 p.76)

$$\text{Gain} = \frac{\text{Post mean} - \text{pre mean}}{\text{Total degree} - \text{pre mean}} + \frac{\text{Post mean} - \text{pre mean}}{\text{Total degree}}$$

- It is worth noting that the accepted gain ratio for the effectiveness in this formula is (1.2).

Table (12) the effectiveness of the proposed program

		M	Total Degree	Gain	
The achievement test	pre	27.83	65	1.46	Large
	post	62.33			
The scoring rubric	pre	12.96		1.55	Large
	post	38.04	40		

    Thus, the verification of the fourth hypothesis is again assured and the study third question is also answered as the proposed program proved to be highly effective in improving the EFL student teachers' teaching performance in their weak teaching performance domains

    Moreover, the effect size of the proposed program on each teaching performance standard was computed and the effectiveness on each standard was also calculated as shown in tables (13) and (14) below, to estimate the effect size and the effectiveness of the proposed program on each standard and to answer the study fourth question at the same time.

Table (13)

The results of effect size for rubric standards

The independent variable	The dependent variable	T	D.F	η^2	Size effect
The study of the proposed program	First	16.284	23	0.920	Large
	Second	18.798	23	0.939	Large
	Third	28.576	23	0.973	Large
	Fourth	16.441	23	0.922	Large
	Fifth	36.461	23	0.983	Large
	sixth	19.897	23	0.945	Large
	Seventh	14.000	23	0.895	Large
	Eighth	30.458	23	0.976	Large
	Ninth	25.130	23	0.965	Large
	Tenth	24.464	23	0.963	Large

Table (14)
Gain ratio in each teaching performance standard

* Classroom management Standards	degree	Post mean	Pre mean	Gain
One	4	3.83	1.50	1.51
Two	4	3.88	1.71	1.49
Three	4	3.92	1.08	1.68
four	4	3.92	1.71	1.61
* Assessment Standards1.71				
Five	4	3.79	1.08	1.71
six	4	3.67	1.04	1.55
* Professionalism Standards				
Seven	4	3.63	1.29	1.44
Eight	4	3.83	1.08	1.63
Nine	4	3.75	1.17	1.56
ten	4	3.83	1.29	1.58

Tables (13) and (14) above show the following:
1. The proposed program has a large effect size and high effectiveness on each performance standard.
2. The improvement of the student teachers' teaching performance varies from one standard to another. According to table (13) the large effect size ranged from the highest 0.983 on the fifth

standard to the lowest 0.895 on the seventh standard (in spite of being all of large effect size).

3. The effectiveness ranged from the highest gain in the fifth standard (1.71) to lowest gain in the seventh standard (1.44). (In spite of being all of high effectiveness).

Finally, the results of the portfolio assessment checklist are presented in table (15) below.

Table (15)
The means and standard deviation of the EFL student teachers' scores in the ten items of the portfolio assessment checklist

Item	Mean	S.D.
1. Plans & organizes classroom interactions effectively:	2.92	0.282
2. Uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere:	2.92	0.282
3. Structures the physical environment of the classroom to maximize learning:	3	_____
4. Manages instructional time and transitions to maximize learning:	2.92	0.282
5. Selects and uses a range of practical assessment tools for assessing learners' written and oral English.	2	0.267
6. Uses the results of assessment for planning and improving instruction and for making appropriate instructional decision about individual students:	2.67	0.482
7. Demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school and community.	2.99	0.297
8. Collaborates effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school:	2.29	0.282
9. Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.	2.75	0.442
10. Demonstrates fairness, respect and acceptance of all students in the classroom.	2.88	0.338

It is clear from table (15) above that there are good mean scores in all the standards but the improvement in student teachers' performance varied from one standard to another. This is clear

because it ranged from 3 (the full mark) in the third standard to 2 in the fifth standard.

»Thus, the study fourth question was answered.

5.1.5. Verifying the Fifth Hypothesis:

The fifth hypothesis of the present study states that:

'Most of the treatment group subjects are satisfied with the proposed training program as measured by the Program Satisfaction Questionnaire (PSQ)'.

To obtain the data required for verifying the fifth hypothesis, the frequency and percentage of the participants' responses to the items of the program satisfaction questionnaire (PSQ) were calculated and summed up as shown in table (16).

Table (16)

Results of the Participants' Responses to the PSQ

Program aspects	Students' responses									
	Very satisfied		satisfied		Neutral		dissatisfied		Very dissatisfied	
	Frequency	%	Freque ncy	%	Frequ ency	%	Freque ncy	%	Frequenc y	%
1. Objectives………	11	45.83	13	54.16	0	0	0	0	0	0
2. Content……………….	10	41.6	14	58.33	0	0	1	4.16	0	0
3. Organization/ procedures (phases of the program)	19	79.16	5	20.83	0	0	0	0	0	0
4. Strategies: (action learning, peer coaching and study groups) ……	18	75	6	25	0	0	0	0	0	0
5. Techniques: (mind mapping, Learning contracts, graphic organizers, portfolio, and learning diary) ………	11	45.83	11	41.6	1	4.16	1	4.16	0	0
6. Duration ………………	12	50	10	41.6	0	0	1	4.16	0	0
7. Learning out comes …..	14	58.33	10	41.6	0	0	0	0	0	0
8. Assessment …................	12	50	11	45.83	0	0	0	0	1	4.1 6
9. Practicality… ………….	13	54.16	11	45.83	0	0	0	0	0	0
	120	55..5 5%	91	42.13 %	1	.47%	3	1.38 %	1	.47 %
Total Satisfaction	General Satisfaction Level = 55..55%+ 42.13%= 97.68 %		Neutral Level = .47 %				General Dissatisfaction Level = 1.38 % + .47% = 1.85 %			

Table (16) above shows the participants' satisfaction level with each item of the program nine core items. As shown, all the nine items got high level of satisfaction on the part of the participants.

To make it more clear, the satisfaction levels of the suggested program as a whole are summed up in table (16) below:

Table (17)

Participants' Satisfaction Level with the Program as a Whole

Estimation	Frequency of responses on the entire PSQ items (n. of items x n. of respondents = Max. Frequency) (9 x 24 = 216)	Percentage of responses (Obtained Frequency/ Max. Frequency) (%)
Very satisfied	120	55..55 %
satisfied	91	42.13 %
Neutral	1	.47 %
dissatisfied	3	1.38 %
Very dissatisfied	1	0.47 %

According to the data in table (17), most of the participants (97.68 %) agreed that they were satisfied (i.e. "satisfied" and "very satisfied") with the suggested program, whereas few participants (1.85 %) were dissatisfied (i.e. "dissatisfied" and very dissatisfied") with the suggested program. Those who responded neutrally represented an inconsiderable percentage (.47 %).

Statistically speaking, this result was regarded as a substantial evidence to accept the fifth hypothesis.

In summary, the five hypotheses of the study were verified and all the study questions were also answered. And all the findings of the study proved to be positive thus proving the effectiveness of the proposed program on improving the teaching performance among fourth year EFL student teachers, Faculty of Education, Helwan University.

⊠ **Beside the quantitative results mentioned previously, there were a lot of qualitative results reflected through analyzing the EFL student teachers' portfolios and their teaching practices.**

Analyzing the EFL student teachers' portfolios shows improvement in their teaching performance and their attitudes to plan well for their teaching as a result of their participation in the program. That was clearly reflected in the comments included in their portfolios.

One of the student teachers mentioned in her portfolio:

S1: *"the program has helped me to adopt sharper skills which means I now operate more efficiently and have a greater appreciation of the value of forward thinking and forward planning- 'fail to plan, plan to fail is no longer an issue for me."*

Also another student teacher emphasized the same idea saying:

S2: *"I started to realize that there were a lot of things I didn't know …I mean, I could become a better teacher just by teaching and by talking to other people, but if I really wanted to become a better teacher, I thought I needed to go back and get some training and have some people really analyze my craft and give me some very specific feedback about what I was doing and what I wasn't doing well."*

S2: added that:
"I feel that the program opened my mind to be able to think, respond and develop critical thinking which are needed in the challenging teaching profession. Also, I personally enjoyed the group work, sharing ideas, brainstorming and thrashing out of ideas. It deepened my learning, especially of topics about which I'm uncertain."

Some other EFL student teachers reflected their benefit from dealing with the three professional development strategies used in the program as it was reflected in their writings in their portfolios.

S4: *"procrastination has always been a problem for me, but studying with other students motivated and keeps me excited about teaching. Telling another college I'll meet her ensures that I'll actually get there. If I were going to study alone, I'd procrastinate"*

S5: *"the joy of action learning in sets is the feeling of helping as much as receiving help- in the same session. It also allows me to explore this way of learning from experience for less crucial events, making it part of my normal approach of life rather than kept only for times of crises. The times I have asked for help from a trusted*

friend have been one- to- one interactions or a series of one-to-one interactions. A set is an efficient way of accelerating this kind of support".

Some student teacher expressed their admiration with the proposed program learning process:

S6: *"I was surprised with the learning process. We learned ourselves. We got help when we needed it, but we learned on our own. We learned by doing".*

S7: *"learning to work better in a group has carried over in other group situations in my life and having greater confidence to speak, but also to listen"*

S8: *"as a self-confident risk taker, I may tend towards experimentation where trial and error are my teachers. I may find little time for reflection and even less time for considering theoretical ideas to support my actions. In this program I am missing a great deal of potential learning, my actions will be ill-informed and my development slow. I may on he other hand have a tendency towards introspection, I enjoy thinking through problems".*

* One student teacher summed it up this way**:**

S9: **"***I would not have tried a lot of this by myself. We challenge each other."*

As for the professional teaching portfolio used in the program, a lot of student teachers stressed on its positive effect on their teaching performance as well as their knowledge as future teachers. The following are two quotations of student teachers' reflection regarding the teaching portfolio:

S10: **"***I liked to be able to look back over all of my work. I found out that I learned more than I even thought I would"*

S11: *"when I sat down and tried to reflect. It was like I really gathered a lot of stuff. This is all really useful both for now and the future."*

It is apparent from the previous quotations that each student-teacher showed growth and development in his/her ideas about his/her learning and the learning of the students with whom he/she worked, and developed a complex definition of learning, teaching and knowledge construction grounded in the variety of readings and theoretical perspectives experienced during the program.

Also, student teachers demonstrated varying ways of making connection between the theories they had been learning about and their own burgeoning personal theories of learning and teaching. This result is confirmed by Kroll (2004, P.211), as he assured that:

"We can develop our understanding… through discussion and reflection, but in the end, the knowledge that we construct is unique to ourselves. It is individualistic as a finger print)

5.2. Discussion of results:

In the light of the results of the study, it can be concluded that the program proved to be effective in improving student teachers' (the treatment group) teaching performance in classroom management, assessment and professionalism domains. This was clear in verifying the five hypotheses of the study and the positive answers to its four questions.

Firstly, the proposed program had a high efficacy in improving both theoretical and practical aspects of the teaching performance standards necessary for EFL student teachers. This was proved by computing the two efficiency extremes of the proposed program in terms of improving the "theoretical aspects" of the teaching performance domains necessary for EFL student teachers that were 80/85, 100/60. this means that 80% of the subjects got more than 85% out of the total score on the achievement test, and 100% of the subjects got more than 60% out of the total score of the achievement test

Also, measuring the two efficiency extremes of the proposed program in terms of improving the" practical" aspects of the EFL student teachers' teaching performance concerning classroom management, assessment and professionalism that were 100/85. This means that 100% of the subjects got more than 85% out of the total score in the teaching performance scoring rubric.

Moreover, the program proved to be effective on improving the weak performance domains through using Blake's formula for the gain rates as it was 1.46 for the achievement test results and 1.55 for the rubric results noting that the accepted gain ratio for the effectiveness in this formula is (1.2). Again, the program had a large effect size on the improvement of the EFL student teachers teaching performance in the weak three domains (classroom management, assessment & professionalism), theoretically and practically in the light of the STEPS standards. Also, the means and standard deviations of the EFL student teachers' scores in each item of the portfolio assessment checklist when computed also supported the efficiency of the proposed program.

» These positive results could be due to the following reasons:

- The program is a task based one, and it was applied under the umbrella of professional development strategies. This leads to a better understanding of teaching as a profession both theoretically and practically.
- The program was designed in a cycle form of training sessions (see figure.10, P.152). Yet, each session had its own objectives, content, and tasks to be dealt with in and outside the training sessions. The general framework of each session proceeded basically in four main phases as follows:
- phase one: "presentation & discussion".
- phase two: "application & reflection".
- phase three: "evaluation".
- phase four: "preparation for the next session

This design, cycle form, led to providing the trainees with continuous evaluation and giving them an immediate feedback which helped them greatly in integrating and developing both theoretical and practical aspects of their teaching performance.

- The content of the program was envisioned as consisting of materials divided into two general sections: (Practice) and (Production). By practice and production we meant that in the first section participants were students, but in the second section they were teachers. Thus, what the participants receive in section one was not left without application. The aim was to make the connection clear to the participants while they were in the program so as to be able to make the same connection, themselves, when they graduate and get into classes as EFL teachers.

→ Student teachers (the subjects of the present study) have found that the combination of practice and course work at the same time is very important. In other words, it's hard to learn theoretical ideas in isolation and then all of sudden be put in a situation where he/she is supposed to implement something he/she has never seen in practice. That is the old model of teacher education. Recent models (such as the reflective model used in the present study) really put the two together and have a strong relationship between the university and the school so that the kind of practice that is very student-centered, and takes into account how students learn and how different students learn differently is something that can be worked on while student teacher is also learning about the many knowledge bases that have to come together to produce that.

- The professional development strategies used in the program, namely: study groups, peer coaching and action learning, in particular were effective in improving the student teachers' teaching performance as they base on the following assumptions:
  a) Student teachers can play an active role in their own professional development.
  b) Meaningful knowledge and learning are centered on the learner and are best constructed through collaboration and reflection around personal experience.
  c) Knowledge about language teaching and learning is in a tentative and incomplete state, and student teachers need regular opportunities to update their professional knowledge.
  d) Classrooms are not only places where students learn- they are also places where teachers can learn.
- The student teachers' portfolios together with using self and peer evaluation tools helped trainees to modify their teaching performance. Portfolio played as an ongoing record of their performance both theoretically by presenting their readings and practically by writing observation reports about their teaching performance at school as well as their peers.

These results go well with the results of Anderjko's (1998) study that ensured the benefit of using teacher portfolio for gathering information about teacher practice and evaluating progress made toward stated goals.

Secondly, the program had more effect size effect on the practical part than that of the theoretical one as its effect size was 0.987on the achievement test scores while it was 0.996 on the teaching performance scoring rubric scores.

- This might be due to the fact that the application of the proposed program was conducted in the light of the aspects and features of the reflective model of student teacher preparation in terms of putting trainees in actual teaching situations to report a certain problem and try to solve it through putting action plans and reflecting on the actions that are carried out in the class. This result agrees with Crookes's (2003) study results that assures that the idea of allowing student teachers to apply theory in practical situations during the practicum has recently been criticized by many people. The chief purpose of a practicum is not to get student teachers to apply a certain body of pedagogical knowledge; but to let them take the initial step in

life-long journey of professional growth. Crookes asserts that this entails "engaging student teachers in reflective practice".

- It might also be due to the three professional development strategies used in the training program that gave trainees the opportunity to engage in active/ experiential learning, that what they learn pertains to problems in their own practice, and that they interact about these problems and have discussion with colleagues. This agrees with the results of (Crandall, 1998) and (Richards, 2005) studies.

- It might also be due to the student teachers' boredom of the process of getting information studying it by heart and then transfer it in the exam sheet (root learning). So, student teachers were more motivated to deal with actual classroom problems that they face in their classrooms and try to put action plans for solving them through transforming their received information into actions and finally reflect with their colleagues about the results. This helped raise their awareness and draw their attention to accuracy of their teaching performance thus facilitating the use different teaching skills in teaching practice.

Thirdly, Although the proposed program proved to have a large effect size and effectiveness on the required teaching performance standards in general and on each standard in particular, yet the results show varieties in its effect size and effectiveness from one standard to another on the scoring rubric as follows:

- When raking the ten teaching performance standards according to the effect size and gain of each, from the highest to the lowest; standard five was the largest in the effect size (0.983) and also the highest effectiveness gain (1.71) while standard seven was the lowest in the effect size (0.895) and the lowest (1.44) in the effectiveness gain ratio.

● Standard five, "Selects and uses a range of practical assessment tools for assessing learners' written and oral English." came in the first place with the effect size (0.983) and ratio of effectiveness (1.71). This may be attributed to:

- Before the present study program, practicing student assessment was neglected during the teaching practice for many reasons; the school administration saw that it is not the student teachers job, the senior teacher asked the student teachers to concentrate on presenting a specific lesson that he decided for them in order

to help him finish the syllabus on time, student teachers themselves considered student assessment no more than giving them a written test.

- In the present study program student teachers began to receive their location in the classroom as teachers who are building their professional development through practicing the profession completely, in other words practicing all the teachers' roles.
- They became convenient that teaching is an inherently creative occupation and the classroom is a great area in which to set their ideas to work through teaching and varying tools for assessing students' written and oral English.
- They were enthusiastic to apply the new assessment techniques and strategies that they have learned during the program.
- They got a deep belief that working on students' assessment and handling the results helps much in personalizing their classes and learning students' levels.

● Performance on standard seven, "Demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school and community." came in the last place with the effect size (0.895) and ratio of effectiveness (1.44). This may be attributed to the stress caused by the many pedagogical courses that student teachers take at the faculty, e.g. educational psychology, teaching skills, psych-health, on developing that standard.

- However, the student-teacher performance on this standard, in spite of being the lowest in comparison with performances on the other standards, was of a large effect size and of a high gain ratio of effectiveness due to the study proposed.

→ Moreover, although there are good mean scores in all the standards of the portfolio assessment checklist but the improvement in student teachers' performance varied from one standard to another. This is clear because it ranged from 3 (the full mark) in the third standard to 2 in the fifth standard.

- ● Standard three, "Structures the physical environment of the classroom to maximize learning" came in the first place with mean score 3. This may be attributed to the usefulness of learning theories and models and how the EFL student teachers got benefit from their applications during their teaching in class as well as their reflections afterwards. They allowed physical movement of students. They kept an eye on all students, during pair and group work, and established rapport with them.

● Standard five, "Selects and uses a range of practical assessment tools for assessing learners' written and oral English." came in the last place with mean score 2. This may be attributed to the need of EFL student teachers for more practice of different assessment tools with their students to judge their practicality and master using them in the future, as most of these tools were new for them. Some student teachers considered using assessment tools beyond their responsibilities and/ or believed that the school administration would prevent them from practicing that role.

Fourthly, when comparing both the treatment group subjects' mean scores on the pre and post administrations of the achievement test, the estimated value of "*t*' (41.913) was significant at the level of 0.01 where tabulated 'T' is 2.81. Also, for the pre and post administration of the scoring rubric, the estimated value of "*t*' (74.945) was significant at the level of 0.01 where tabulated 'T' is 2.81. This indicates the gain in their teaching performance in favor of the post administration on tools.

The great progress realized in the results of the treatment group subjects could again be attributed to the following factors of success for which the three professional development strategies, upon which the proposed program was built, are specified:
1. Setting aside time and space for reflection
2. Providing vicarious learning i.e. each set member learns not only from reflection on grappling with their own work, they also learn from each other's experience of so doing.
3. Helping professionalize teaching through offering teachers a chance to be involved in decisions that impact on them and their students (shared decision making).
3. Fostering problem solving and critical thinking skills by:
   - Engaging student teachers in careful observation of their behaviors and beliefs.
   - Suggesting new ways to approach problems or common topics.

The researcher would like to add other factors, which were not less important than the above ones in the success of the present study program:
   1. Collaboration provides student teachers with rich opportunities to recognize and understand their tacit knowledge and gives them further exploration as a means of learning about teaching.
   2. The emphasis on the importance of workplace learning and learning by doing, sharing, reviewing and applying.
   3. The program is philosophically committed to certain values and educational principles. It is not neutral or merely academic. This

philosophical background is manifested in the program goals, preparing competent and effective language teacher whose practices are compatible with the humanistic philosophy of world learning.

- Learning is more than a transmission of information it is a careful and conscious blend of awareness, attitudes, skills, and knowledge.
- Much of teaching and learning is value-laden; student teachers have learned to be aware of how this is so, and what values they wish to exemplify in the classroom.

» Discussion of the results of the portfolio quotations mentioned in the qualitative results part:

These quotations reflected the positive reactions of the student teachers towards the whole training program. They also reflected the positive attitude of the student teachers towards teaching English in front of their peers and their willing to use the program three professional development strategies as bases for building their careers as future teachers seeking continual professional development (CPD). Moreover they were able to evaluate themselves through portfolio assessment checklist and adjust their own performance as well as their peers'. Again, student teachers reported that their communication skills were also developed as a result of their participation in the program sessions and their use of the ground rules list.

» Discussion of the result of the program satisfaction questionnaire (PSQ):

This result showed that most of the participants (97.68 %) agreed that they were satisfied (i.e. "satisfied" and "very satisfied") with the suggested program, whereas few participants (1.85 %) were dissatisfied (i.e. "dissatisfied" and very dissatisfied") with the suggested program. Those who responded neutrally represented an inconsiderable percentage (.47 %).

Procedurally, such a result bases on a group of possible justifications. Prior to the actual implementation of the program and during the introductory session, almost all the participants were highly willing and motivated to participate in the program. During the program, immediate learning/training outcomes of the program transferred to their teaching performance in the classrooms. This

means that the implications of the suggested program met their academic and pedagogical expectations and needs. At the end of the program, no withdrawal among the participants and a measurable positive change in their knowledge and skill were noted. Above all, the participants expressed their willingness to use both the knowledge and skills they learnt and acquired in the future. In addition, the program content, strategies, learning atmosphere, assessment techniques, workload, timetable and duration were formulated in the light of real field observations.

Empirically, this result goes in line with the results reported by Johnson's (2001) study and Leckey & Neill's (2001) study that used students' satisfaction feedback as a significant measure in assessing the quality assurance in Higher Education programs.

5.3. Findings:

The analyses of the results of the present study reveal:
The treatment group subjects achieved the target goal of the present study program as their teaching performance level was improved due to the use of the three professional development strategies, study groups, peer coaching and action learning.

The effect size of the proposed program in improving the fourth year EFL student teachers' teaching performance, classroom management, assessment and professionalism domains, was large. It was larger than the large effect size criterion (0.8) as it was (0.987) on the achievement test and (0.996) on the scoring rubric.

Although the program has a large effect size and a highly accepted gain ratio of effectiveness on the six standards of the teaching performance scoring rubric in general and on each standard in particular, yet the results show that student teachers' performance on these standards was improved at different rates. The difference in the rates of improvement is apparently revealed on comparing between the largest effect size and effectiveness in the fifth standard (0.983) and (1.71) and lowest effect size and gain of effectiveness in the seventh standard (0.895) and (1.44).

One finding of the present study was that many EFL student teachers would highly improve their ability to maintain effective classroom management in their classes. From this finding, it could be

concluded here that a professional development program such as the one suggested in the present study is sufficient enough to transfer the practices taught to their own teaching situations. This finding is consistent with the findings of Bell (1999) and Ferguson (1999) who found that teachers trained to use effective classroom management had better teaching performance in their classrooms.

A second finding was that EFL student teachers' performance on assessment standards was enhanced by acquainting and training them on techniques to assess their students, as that was the first time for them to use such techniques in the classrooms.

A third finding was that stressing the ethical role of language teacher towards his colleagues, students and community is necessary and critical in our present age, planting the seeds of professional development in student teachers will have positive effects on education in the future.

A fourth finding was that student teachers' ability to use English language orally and in writing was clearly improved in an indirect way. This result was discovered while observing them during the training sessions, in their actual classrooms and in their portfolios' entries.

Finally, the results proved that student teachers seem to have opportunities to improve their teaching performance when:
1. Interaction is arranged so that they can process aspects of their teaching through multiple activities.
2. Interaction affords them chances to talk about their teaching.
3. They are given a break from their usual teaching setting and a chance to teach in a new setting.
4. They should have chances to talk about their experiences with each other and with them educator.

To sum up, the five hypotheses of the study were accepted through the statistical analysis of results. Thus, the findings of the study were positive, providing a large effect of the proposed program and high effectiveness on improving the teaching performance standards, concerning classroom management, assessment and professionalism, of fourth year EFL student teachers at different rates. It seems that the difference in the rates of the improvement of the standards may be attributed to the difference in the nature of each standard and the time and effort it needs to be well improved. Nevertheless this difference in rates is nothing when compared to the high ratio of effectiveness and the large effect size that each performance has gained, in the light of the standards for teachers of English at pre-service (STEPS), due to the study proposed program with its three fruitful professional strategies

This chapter has shed light on the results of the study together with discussion of these results and concluded with the positive findings of the present study. Summary, conclusions, recommendations and suggestions for further research are provided in chapter (6) that follows.

Chapter Six

Summary, Conclusions and Recommendations

Chapter Six
Summary and Conclusions

Introduction:

This chapter deals with a summary of the present study and the main conclusions that the researcher has come to as a result of the analysis and discussion of the results. It also deals with the suggested recommendations and ends with suggestions for further research.

6.1. Summary:

If education is the foundation for national revitalization and modernization, teacher education is the foundation of education itself. Consequently, teacher education has received a great deal of attention. Support for teacher education has mainly taken the form of legislation, organized promulgation of teaching as a highly respectable profession.

At most faculties of education, teacher education consisted of a few courses on teacher education theory, some courses on methods, and a topping of student teaching. Except for the student teaching, and may be a little observation experience, the program consisted of campus-based courses (Cooper, 1999, p. 4).

Accordingly, one of the greatest problems in language teacher preparation programs is the relationship between theory and practice. Bransford, Brown and Cocking (2006) assured that pre-service teacher education programs have foundation courses that seem disjoint and irrelevant to practice, or are "too theoretical" and have no bearing on what "real" teachers do in "real" classrooms with "real" students. When methods courses explore the theory and research bases for instructional methods and curricula, the student teachers complain that they are not oriented enough toward practice. So although prospective teachers are often anxious to begin their student teaching and find it the most satisfying aspect of their preparation program(Hollins,1995), the dissonance between this experience and their course work supports the belief that educational theory and research have little to do with classroom practice.

As English has become the first international and global language, much attention is given to teaching English world wide. So, English teachers' preparation should be given due attention in the

Faculties of Education. The aim of English teacher education is believed to produce competent teachers to be able to teach English effectively. In spite of this aim, the English language teacher preparation in the faculties of Education suffer from the same problem mentioned above and met by any student teacher in any other section besides the problems specified for the student teacher of English as a foreign language.

Seifeddin (2002) indicates that teacher education programs encounter many challenges. The most important one is sticking to the usual individualistic pattern, widely used nowadays, that stresses teacher isolation and self containment. But as this does not go with education for the 21 century it becomes imperative that teacher education programs attempt to replace this pattern with new one that stresses collaboration and collegiality instead of isolation and self containment.

Moreover, there is another problem concerning the supervision process of English Student teachers during their teaching practice. Too many teacher educators still carry out archaic rounds: walking into school classrooms where a student teacher is teaching, observing a lesson, giving lesson- specific feedback, and walking to their cars. This is important work indeed, but wholly inadequate. This singular focus neglects reflective practice and collegiability. Those who think a great deal about professional development have moved beyond practice as the major framework for student teacher learning in favor of opportunities to learn that involve collaboration, dialogue, reflection, inquiry, and leadership.

Reflective practice is a process of learning and developing through examining our own practice, opening our practice to scrutiny by others, and studying texts from the wider sphere. It is a focusing closer and closer. Bolton (2001, p.4)

Consequently, the present study was conducted with the purpose of constructing and measuring the effect of a proposed training program that is based on using three main professional development strategies namely: action learning, peer coaching and study groups, in a trial for improving the teaching performance of the fourth year, student-teachers of English Section, Faculty of Education, Helwan University in the light of standards for English teachers of English at pre- service (STEP).

- The present study tried to answer the following questions:
   1. What are the weak teaching performance domains of fourth year, student -teachers of English Section, Faculty of Education, Helwan University?
   2. What are the features of the proposed training program that will assist English student teachers improve their teaching performance?

3. To what extent will the proposed program be effective in improving the English student teachers' teaching performance in their weak teaching performance domains?

4. Will the improvement in the student teachers' teaching performance vary from one standard to another?

→ To answer the first question, the following steps were taken:

1. Surveying the related literature on EFL teaching performances required for student teachers and the Egyptian standards for teachers of English at pre-service (STEP) document.

2. A classroom observation checklist was designed, validated and administered to 24 EFL student teachers to identify their weak teaching performance domains. The results assured that classroom management, assessment and professionalism are their weak domains and so the first question was answered.

→ To answer the second question, the following steps were taken:

- Pertinent literature was reviewed with special reference to teaching performance standards necessary for EFL student teachers in general and classroom management, assessment and professionalism domains in particular.

- The professional development strategies upon which the suggested program was built were determined, action learning, peer coaching and study groups.

- The program content was selected in the light of the general aim and the stated objectives. Then, the related topics, items and texts were selected each text was followed by large number of learning tasks that aimed at developing the identified skills. These tasks were distributed basically in four main phases; presentation & discussion, application & reflection, evaluation and preparation for the next session.

- The program components (aims-objectives, content, strategies, techniques, evaluation and the trainers' guide) with the study tools; the pre-post achievement test and the scoring rubric, and portfolio and the program satisfaction questionnaire, were submitted to a group of jurors for validation.

* The program was characterized by the following features:

• The program was based mainly on the three professional development strategies; action learning, peer coaching and study groups.

• It was a task-based program. This means that the training program was designed around certain tasks with the object of

encouraging trainees to interact and collaborate with each other in order to accomplish the task of each session.

- The program followed the communicative approach to the language teaching because it was intended to help student teachers teach Hello textbook which is a communicative course.

- The program was built in the light of the reflective model as an EFL teacher preparation models. This is because researchers in teacher education have argued that the ability for student teachers to reflect on their experiential and cognitive activities during learning can facilitate the linking of theory and practice and enable them to take an active role in their own professional development processes. So, the second question was answered.

→ To answer the third question, the following steps were undertaken:

1. Pre- administration of the achievement test and the scoring rubric to measure student teachers' actual level before dealing with the proposed program on the 18 of September 2007. The research sample composed of a group of twenty four fourth year student teachers, English section, Faculty of Education, Helwan University. They were enrolled in general education. They were all females and have their teaching practice in two near secondary schools, two student teachers in each class.

2. Applying the training program in the period from the 1st of October 2007 to the 11th of December 2007.

3. Post- application of the achievement test, the scoring rubric and application of the portfolio and classroom assessment checklist and the program satisfaction questionnaire.

4. Analyzing the obtained data statistically. The results proved that the training program had a large effect size and great effectiveness on upgrading the EFL student teachers' knowledge and performance skills. Results also showed that the effect size, although high, and the effectiveness gain, although great on all the standards of performance varied from one standard to another. So the third and the fourth questions were answered.

In relation to the study's hypotheses, the findings can be summarized as follows:

1. The proposed program has a high efficiency in improving both theoretical and practical aspects of the teaching performance standards necessary for EFL student teachers.

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2. There is a statistically significant difference between the mean scores of the treatment group subjects on the pre- and post-administrations of the achievement test in favor of the post- testing scores.

3. There is a statistically significant difference between the mean scores of the treatment group subjects on the pre and post applications of the scoring rubric in favor of the post- application.

4. The proposed program has a large effect size on improving the weak teaching performance domains of the EFL student teachers.

5. Most of the treatment group subjects are satisfied with the proposed training program as measured by the Program Satisfaction Questionnaire (PSQ).

Moreover, they assured that the program helped them develop their English language skills especially writing and speaking through writing reports and diaries presenting their reports and sharing willingly in the presentation stage of the program sessions. This was an additional but very important result for this study.

1. Verifying the hypotheses and answering the questions of the study' proves that the proposed program was statistically significant and had a large effect size, (0.987) in the achievement test and (0.996) in the scoring rubric domains on improving EFL student teachers teaching performance. Moreover, it proved to be effective in improving the student teachers' teaching performance on the ten standards of the study as it ranged from the highest gain in the fifth standard (1.71) to lowest gain in the seventh standard (1.44), which is more than the level of significance of effectiveness according to Blake formula (1.2).

6.2. Conclusions:

The intent of this study was to construct a program based on the three professional development strategies; namely,: action learning, peer coaching and study groups and investigate its effect on improving the teaching performance of the fourth year, student- teachers of English Section, Faculty of Education, Helwan University in the light of standards for English teachers of English at pre- service (STEP). According to the findings of the present study all the hypotheses of the present study were verified, the questions were answered and the study came to the following conclusions:

1. Integration of theory and practice is important for improving EFL student teachers' teaching performance.
2. Student teachers' motivation and participation are maintained if what they study is relevant to their field of specialization.
3. Adopting the reflective model as a basis for the suggested program has allowed the student teachers to be the center of the learning process through encouraging them to disclose their hidden beliefs about teaching skills, select the issue or the problem they want to practice or solve, work on them, then review their effort and finally reach their results.
4. Using the three professional development strategies, action learning, peer coaching and study groups, has a great effect on improving the teaching performance of EFL student teachers.
5. Insuring a friendly, natural environment during the training sessions helps student teachers become active and more motivated to be reflective practitioner.
6. Allowing the student teachers to be the center of the training program through involving and encouraging them to write reports and diaries is effective in building their confidences as future teachers.
7. The teaching performance aspects of the student teachers on the standards targeted in the present study improved at different rates after applying the proposed program due to the difference in nature of each standard and the time and effort needed in its development.
8. The EFL student teachers' ability to use English in speaking or writing has been clearly improved. This result was discovered while observing them presenting their written reports orally during the program sessions.
9. Self/peer evaluation in the program, enables the student teachers to have more responsibility towards their own teaching performance as they pay more attention to their points of strength and weakness and hence motivate them o become more willing to self-correct and rebuild their underlying teaching performance belief system. This encourages student teachers to be more involved in planning and organizing their future learning. This-self-evaluation process has proved to be most effective when learners are aware of the criteria according to which their performance can be evaluated.
10. Cooperation and coordination between Faculty staff members and Ministry of Education inspectors is important for organizing teaching practice.

11. The change in the student teachers' supervisor's role from an authoritarian to a discussion organizer, and a facilitator allows student teachers to share more responsibilities for their learning, express their weaknesses or problems in teaching freely.

12. Positive changes in the student teachers' attitudes towards teaching as a profession have been expressed on their portfolios which proved to be useful, also in collecting data, selecting certain points or topics and reflecting on them improving their English language and teaching performance.

13. Finally, the present study revealed that there are serious constraints facing EFL teacher education programs in Egypt. The main way for overcoming these constraints and bringing about more improvement is by ensuring that our future teachers are taught not only how to teach, but also how to learn and how to teach how to learn.

6.3. Recommendations:

According to the results and conclusions of the present study, the following recommendations are suggested with the purpose of contributing to the improvement of pre-service EFL teacher preparation in Egypt:

1. It is crucial for teacher preparation programs to offer student teachers opportunities to observe, experience, and participate in activities that emphasize student-centered and hands-on learning.

2. Teacher education programs must tighten their link with schools so that student teachers are exposed to the extensive "behind-the-scenes" thought and planning that goes into effective teaching.

3. The aim of an EFL teaching practice has to be reconsidered in the light of our conceptualization of the knowledge base of teaching, expertise and professional growth.

4. The study load should be reduced in the period during which student teachers take their practicum.

5. Action learning, peer coaching and study groups, as professional development strategies, should be incorporated with student teachers preparation program in order to build their personalities as future teachers.

6. Teacher educators should reconsider their attitudes and perceptions of the role of the teacher. They should be aware that they are not preparing teachers for today's world but rather teachers for the future. They also should implement different professional

development strategies with student teachers in order to reach good results.

7. Working with colleagues should be highly recommended in student teachers preparation programs as it is intellectually stimulating and promotes professional growth..

8. On improving student teachers teaching performance on different standards teacher educators should be aware of each standard and the effort and time needed to attain it.

9. Clinical instruction should prevail in the Faculties of Education, especially in the courses of curricula and methods of EFL i.e. not only instruct the subject-matter theoretically, but provide practice as well.

10. Alternative and standardized assessment techniques to should be used to assess the EFL student teachers' teaching performance.

11. EFL student teachers should be provided with the standards for teachers of English at pre-service (STEP) document used in the present study accompanied by presentation from a specialist before starting their teaching practice in order to be aware of what is expected from them before graduation.

12. Student teachers should be the center of the teaching practice program so that they can become motivated during the learning process.

13. More student-teachers training programs to develop assessment domain are still needed for the EFL student teachers to teach English to secondary school students.

14. Moreover, rubrics for the other standards not dealt with in the present study should be quickly set to be ready for operational evaluation of the EFL student teachers in the other domains besides the present study rubric.

15. The library of the faculties of Education should be provided with references in the field of professional development of EFL student teachers as well as professional development programs, like the present study program, to be implemented in the faculties of education.

16. There should be a well designed standard based program to be used for the teaching practice of EFL student teachers instead of leaving it under the supervision of unprepared teachers.

6.4. Suggestions for Further Research:

As a result of the present study conclusions and recommendations, more studies are suggested for further research:

1. There is need for periodic replication of the present study. It could be replicated on another sample and use standardized instruments to compare EFL student teachers' data and scores in the professional development programs.
2. Longer term developmental studies of new teachers are required to examine what professional development occurs amongst teachers in their first few years of practice, and to identify the factors that support or impede this development.
3. Evaluating the teaching performance of EFL in-service teachers at secondary schools, using a standardized instrument, for the sake of improvement.
4. Examining the effect of teaching the present study training program on the improvement of EFL student teachers' foreign language skills using standardized instruments..
5. More teacher training programs to develop both pronunciation and assessment are still needed for the EFL student teachers.
6. A training program is suggested to familiarize EFL student teachers' trainers/ supervisors with the pedagogical implication of the reflective model and professional development strategies in EFL student teacher preparation.
7. Research is needed to better understand how the context of EFL classrooms in the Egyptian public schools discourage student teachers and new teachers from applying good concepts learned in teacher preparation/ training programs.

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Appendices

Appendix (A)

Teaching Performance Observation Checklist

Helwan University
Faculty of Education
Department of Curricula and Methods of Teaching

Jury Letter

Dear professor,

   The researcher is conducting a study for the PhD degree. This study is concerned with designing and implementing a suggested program based on three professional development strategies for developing the teaching performance of English student teachers, Faculty of Education, Helwan University.

   The following observation checklist is a part of the study. Data collected via this instrument will help answer the following question:

  What are the weak teaching performance domains of fourth year, student -teachers of English Section, Faculty of Education, Helwan University?

   The checklist is designed in the light of standards for teachers of English at pre-service (STEP) document. It includes 44 items. Each item represents a teaching performance indicator. These indicators are categorized under five main domains of the teaching performance as follows:

1. Language use.
2. Instruction.
3. Classroom management.
4. Assessment.
5. Professionalism.

   You are kindly asked to judge the suitability and validity of the enclosed measuring instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yourth faithfully
The researcher
Safaa Mahmoud

Teaching Performance Observation Checklist

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
I. Language Use:	**1) uses English language accurately and effectively in the classroom both orally & written:** **A**. pronunciation……………...... **B**. spelling…………………….. **C**. reading…………………….. **D**. grammar……………………… **E**. classroom English, (use language suitable to level of the students)….					
II. Instruction:	**(2) plans instruction effectively, taking into account curricula goals, students' academic needs and learning styles:** **A**. states specific and measurable objectives for the lesson…… **B**. integrates the four language skills to achieve a balanced lesson **C**. selects and creates appropriate materials and resources to facilitate teaching and learning… **(3) uses a range of effective teaching strategies and implement them in instruction:** **A**. uses a variety of warm up techniques……………………… **B**. uses variety of presentation techniques, taking into account students' individual differences….. **C.** uses a variety of communicative techniques to activate and promote students' participation & fluency (role play-solving problem - competitions)…………………….					

3

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
	D. relates lesson to students' life....					
III. Classroom Managemen:	**(4) plans and organizes classroom interactions to provide for a re-assuring and effective learning environment:**					
	A. manages various grouping techniques………………………..					
	B. manages various techniques that promote self-directed learning					
	C. uses questions techniques which offer challenge and build confidence, and provides students with opportunities to extend and develop their language proficiency					
	D. provides opportunities for students to work cooperatively & collaboratively…………………….					
	(5) Uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere:					
	A. relates classroom learning to students' prior knowledge, experience and interest (employs previous experiences & knowledge to have simple easy learning)…….					
	B. establishes a friendly learning atmosphere through a range of strategies including using students' names, praise and rewards……….					
	C. develops students' self-confidence and self esteem……….					
	D. uses various feedback strategies to motivate learners, including positive reinforcement & self check mechanisms…………….					

The main Domains	Performance standards & indicators	Excel lent	V. good	Good	Satisfactory	Poor
	E. supports students and decreases the importance of mistakes…….					
	(6) structures the physical environment of the classroom:					
	A. makes effective use of classroom seating possibilities to help students work individually, in pairs, and/or in groups…………					
	B. makes effective use of materials and equipments available in the school (computer lab, audio visual aids)……………………………					
	(7) manages instructional time and transitions to maximize learning:					
	A. accomplishes the objectives of the lesson within the time allotted, ensuring that all class time is used for learning………………………					
	B. uses a range of verbal and non-verbal techniques to get and keep students attention (various his pitches & his gestures)………….					
	C. plans & executes the stages of the lesson so that there is a smooth progression and transition from one stage to another……………					
	D. manages classroom behavior effectively and appropriately, (uses appropriate disciplinary ways in handling trouble makers…					
	E. establishes routines and procedures to help the classroom operate smoothly……………					

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
IV. Assessment:	**F.** uses wait time effectively……					
	(8) Effectively selects and uses a range of practical assessment tools for assessing learners' written and oral English:					
	A. selects appropriate tools for assessment purposes such as diagnosing errors and measuring proficiency……………………….					
	B. selects from a range of techniques for assessing learners' oral English………………………					
	C. selects from a range of techniques for assessing learners written English………………					
	D. asks questions that encourage students to think, (employs various types & levels of thinking)………					
	E. uses a variety of techniques at the beginning, during and at the end of the lesson to evaluate students' progress (formative & summative assessment)…………					
	(9) uses the results of assessment for planning and improving instruction and for making appropriate instructional decision about individual students: **A.** provides learners with opportunities to use feedback from the assessment process to adjust their learning……………………..					
	B. documents assessment results and communicates them to stakeholders, such as parents & school administration…………….					
	C. adjusts instruction in the light					

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
V. Professional-ism:	of the results of the assessment process………………………… **(10) demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school and community:** **A.** demonstrates personal qualities of effective teachers such as punctuality, responsibility, flexibility, courtesy and consideration. **B.** demonstrates interpersonal skills (such as establishing rapport, seeking input, and providing encouragement) needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents. **C.** communicates effectively and positively with parents regarding students' academic progress and conduct. **D.** continually strives to improve classroom performance. **(11) collaborates effectively with colleagues in planning, designing, reflecting on instruction and seeks professional development activities to improve teaching and learning in the school:** **A.** develops and updates knowledge about English language teaching and learning through reading in the field. **B.** seeks professional development opportunities. E.g. training workshops, conferences and additional study. **C.** demonstrates willingness to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers).					

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
	(12) Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.					
	A. models the moral principles, customs and values of the society…					
	B. encourages and helps students to actively participate in the community……………………..					
	C. integrates concepts of civic education, such as environmental awareness, human rights and citizenship in language teaching……………………….					
	(13) demonstrates fairness, respect and acceptance of all students in the classroom:					
	A. treats students equally regardless of their religion, gender, social/economic class or level of achievement……………………					
	B. treats all students with respect………………………….					
	C. is consistent and fair in dealing with students.					

The Scoring Sheet

Student teacher's name: ………………………….
Scorers' names: ………………………………...

Performance Criteria	score
●Language Use ……………………………………………………..	
(1) Uses English language accurately and effectively in the classroom both orally & written.	_____ **5**
● Instruction ………………………………………………………….	
(2) Plans instruction effectively, taking into account curricula goals, students' academic needs and learning styles:	_____ **5**
(3) Uses a range of effective teaching strategies and implement them in instruction	_____ **5**
●Classroom Management: ………………………………………	
(4) Plans & organizes classroom interactions.	_____ **5**
(5) Motivates students and creates a supportive classroom learning atmosphere.	_____ **5**
(6) Structures the physical environment of the classroom.	_____ **5**
(7) Manages instructional time and transitions to maximize learning.	_____ **5**
● Assessment: ………………………………………………………..	
(8) Selects and uses a range of practical assessment tools for assessing learners' written and oral English.	_____ **5**
(9) Uses the assessment results for planning and improving instruction and for making appropriate instructional decisions about individual students.	_____ **5**

● **Professionalism"** ………………………………………..	
(10) demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school and community:	_____ **5**
(11) collaborates effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school:	_____ **5**
(12) Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.	_____ **5**
(13) demonstrates fairness, respect and acceptance of all students in the classroom:	_____ **5**

Total score:

_____
65

* Comments: …………………………………………
………………………………………………………………..
…………………………………………………………………
……………………………………………………

10

Appendix (B)

The Rubric of Assessing
The Teaching Performance
Of English Language Student Teachers

Helwan University
Faculty of Education
Department of Curricula and Methods of Teaching

Jury Letter

Dear professor,

The researcher is working on a study for the Ph.D degree. This study is concerned with designing and implementing a suggested program based on three professional development strategies, namely: action learning, study groups and peer coaching, for developing the teaching performance of English student teachers, Faculty of Education, Helwan University.

The following observation rubric is a tool of the study. Data collected via this instrument will help answer the following question:

To what extent will the proposed program be effective in improving the English student teachers' teaching performance in their weak teaching performance domains?

The rubric is designed in the light of standards for teachers of English at pre-service (STEP) document.

You are kindly asked to judge the suitability and validity of the enclosed measuring instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yours faithfully
The researcher
Safaa Mahmoud

A Rubric for Assessing the Teaching Performance
Of English language Student Teachers

Domain I: "Classroom Management" ……………………………………..				
Performance Criteria:	**Level of Performance**			
	Unsatisfactory (1)	**Basic (2)**	**Advanced (3)**	**Proficient (4)**
(1) Planning & organizing classroom interactions:	• Student teacher: - dominates the classroom interactions by talking & giving instructions most of the time while students are negative listeners. - interacts with at least some students in negative, demanding, sarcastic way. Students exhibit disrespect for him. - Poses only direct questions that seek individual answers.	• Student teacher: - tries sometimes to involve students in the lesson but needs much supervision & assistance for this. - His interactions with students are generally appropriate but may reflect occasional inconsistencies& favoritism. Students exhibit only minimal respect for him. - Sometimes tries to vary the levels of his questions but displays little understanding of appropriate questioning techniques.	• Student teacher: - provides opportunities for students to learn cooperatively & collaboratively with occasional assistance. -interacts with students in a friendly way and demonstrate general warmth, caring, and respect. Students exhibit respect for him. - Introduces pair work and group work effectively. Groups are on- task and effective most of the time. - Poses some questions that provide challenge between students and develop their language level	• Student teacher: - Usually provides opportunities for students to learn cooperatively & collaboratively with little assistance. - demonstrates genuine caring and respect for individual students. Students exhibit respect for him as an individual, beyond that for the role. - Demonstrates a rich repertoire of group and pair work activities and manages these effectively. - Manages various techniques that promote self-directed learning. - Uses questions techniques which offer challenge and build confidence, and provides students with opportunities to extend and develop their language proficiency.

Performance Criteria:	Level of Performance			
	Unsatisfactory (1)	**Basic (2)**	**Advanced (3)**	**Proficient (4)**
(2) Motivating students and creating a supportive classroom learning atmosphere:	• Student teacher: - Establishes a threatening classroom atmosphere that is based on orders and punishment. Does not call on students by name. - deals with students responses in negative, demanding and sarcastic way. - Highlights students mistakes at the expense of their learning that create a threatening learning atmosphere.	• Student teacher: - Tries sometimes to create appropriate classroom learning atmosphere, uses many students' names but sometimes reflect occasional inconsistencies. - tries sometimes to relate classroom learning to students prior knowledge but needs much supervision. - Tries sometimes to create a positive, warm learning atmosphere through accepting students' mistakes as trials for learning.	• Student teacher: - uses some strategies to create appropriate classroom learning atmosphere. - Relates classroom learning to students' prior knowledge and experience with occasional assistance. - Uses one or two techniques that Helps students to increase their self-confidence and self esteem. - uses some feedback strategies to motivate learners with occasional assistance. - Usually supports students and decrease the importance of mistakes.	• Student teacher: - Establishes a friendly learning atmosphere through a range of strategies including using students' names at every appropriate occasion, praise and rewards. - Relates classroom learning to students' prior knowledge, experience and interest (employs previous experiences & knowledge to have simple easy learning). - Develops students' self-confidence and self esteem through using a variety of techniques. - Uses various feedback strategies to motivate learners, including positive reinforcement & self check mechanisms. - Always supports students and decreases the importance of mistakes.
(3) Structuring the physical environment of the classroom:	• Student teacher: - Haslittle skill in organizing the classroom seating; students sit in rows; teacher stands in front. - Does not try to make use of the available instruments, just using the blackboard and the chalk.	• Student teacher: - Tries sometimes to make use of classroom seating to help students work individually or in pairs but needs much supervision. - Sometimes makes use of visual posters and other charts available in the classroom, beside the board & chalk.	• Student teacher: - Often makes use of classroom seating to help student work in pairs, individually and in small groups with occasional assistance. - Usually makes use of the available instruments and materials in the classroom and the school. - Usually designs audiovisual aids suitable for the environment and the lesson.	• Student teacher: - Always makes effective use of classroom seating (back- to- back, circles); possibilities to help students work individually, in pairs, and/or in groups. - Always makes effective use of materials and equipments available in the classroom &school (computer lab, audio visual aids). - Always creates audiovisual aids suitable for the environment, lesson & the learner.

Performance Criteria:	Level of Performance			
	Unsatisfactory (1)	Basic (2)	Advanced (3)	Proficient (4)
(4) Managing instructional time and transitions to maximize learning:	• Student teacher: - Does not try to manage classroom time effectively, so it is usually not enough for the lesson. Most students are off task. Teacher input may also be off task. -Transitions are not existent. One can not tell when an activity is to end and another to begin. - There are no specific set routines for the classroom. Always most of instructional time is spent in handling trouble makers	• Student teacher: - Tries to put a plan for managing the class time but sometimes has some problems. Needs much assistance & supervision. - Transitions are sometimes existent, but he needs more guidance and supervision to master them. - Sometimes sets classroom routines t to keep the students' behaviors well managed.	• Student teacher: - Often accomplishes the objectives of the lesson within the time allowed. Teacher input is focused on learning and on motivation. - Uses verbal and non-verbal techniques to get students attention with occasional assistance. - Plans the stages of the lesson appropriately. - Often sets routines to help the classroom operate smoothly. - Usually uses wait time with occasional assistance.	• Student teacher: - Accomplishes the objectives of the lesson within the time allowed; ensuring that all class time is used for learning. Teacher input is highly focused on learning and on motivation. All students are engaged in learning related activities. - Uses a range of verbal and non-verbal techniques to get and keep students attention (various his pitches & his gestures). - Plans & executes the stages of the lesson so that there is a smooth progression and transition from one stage to another. - Manages classroom behavior effectively and appropriately, (uses appropriate disciplinary ways in handling trouble makers. • Establishes routines and procedures to help the classroom operate smoothly. • Uses wait time effectively.

Domain II: "Assessment"………………………………………………..				
Performance Criteria:	**Level of Performance**			
	Unsatisfactory (1)	**Basic (2)**	**Advanced (3)**	**Proficient (4)**
(5) Selecting and using a range of practical assessment tools for assessing learners' written and oral English:	• Student teacher: - Is unsure how to use assessment in teaching, does not effectively assess student learning, and does not relate assessment to goals.	• Student teacher: -Is comfortable in selecting assessment strategies but is unsure about how to offer corrective feedback based on objectives. - Uses only written tests as a summative evaluation tool. - Uses only direct questions that do not encourage students to think.	• Student teacher: - Selects some appropriate tools for the purposes of assessment such as diagnosing errors and measuring proficiency with occasional assistance. - Uses some suitable techniques for assessing students oral English. - Uses some suitable techniques for assessing students written English. - Asks questions that stress one or two levels of thinking.	• Student teacher: - Selects appropriate tools for assessment purposes such as diagnosing errors and measuring proficiency with little assistance. - Selects from a range of techniques for assessing learners oral English. - Selects from a range of techniques for assessing learners written English. - Usually asks questions that encourage students to think, employs various types & levels of thinking.
(6) Using the assessment results for planning and improving instruction and for making appropriate instructional decisions about individual students:	• Student teacher: - Rarely evaluates students' progress during the stages of the lesson. - Does not give written or oral feedback for students about their performance on the evaluation tools. - Does not adjust his instruction in the light of the results of the percentage of students' success.	• Student teacher: - Sometimes tries to evaluate students' progress during the lesson but needs more guidance and supervision. - Gives only oral feedback for students about their performance on the evaluation tool. - Stresses on the scores only for grading students.	• Student teacher: - Uses some techniques at the different stages of the lesson to evaluate students' progress with occasional assistance. - Often gives students feedback on their work (written/ oral) and asks students to consider it well. - tries to develop his/her teaching according to the percentage of students' success with occasional assistance.	• Student teacher: - Uses a variety of techniques at the beginning, during and at the end of the lesson to evaluate students' progress with little assistance. - Provides learners with different opportunities to use feedback from the assessment process to adjust their learning. - Documents assessment results and communicates them to stakeholders, such as parents & school administration. - Always adjusts instruction in the light of the results of the assessment process.

Domain III: "Professionalism" ………………………………………..				
Performance Criteria:	**Level of Performance**			
	Unsatisfactory (1)	**Basic (2)**	**Advanced (3)**	**Proficient (4)**
(7) Demonstrating commitment to excellence in teaching both by classroom performance and by interactions in the school and community:	• Student teacher: - lacks personal qualities of effective teachers, as he is always irresponsible, strict and passive. - demonstrates weakness in his interpersonal skills. - is unresponsive and shows little interest in interacting with others; loses self control	• Student teacher: - tries sometimes to demonstrate some personal qualities of effective teachers but needs much supervision & assistance for this. - His interactions with students, colleagues, senior teachers, school administration, supervisors, and parents are generally appropriate but may reflect occasional inconsistencies. - demonstrates appropriate professional relationship skills and interest in lives of students and colleagues.	• Student teacher: - Demonstrates personal qualities of effective teachers such as punctuality, responsibility, & flexibility– -interacts with students colleagues, senior teachers, school administration, supervisors, and parents in a friendly way and demonstrate some interpersonal skills - communicates positively with parents regarding students' academic progress and conduct - tries to improve classroom performance.	• Student teacher: - Always demonstrates personal qualities of effective teachers such as punctuality, responsibility, flexibility, courtesy and consideration. - demonstrates interpersonal skills (such as establishing rapport, seeking input, and providing encouragement) needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents. - Always communicates effectively and positively with parents regarding students' academic progress and conduct. - Continually strives to improve classroom performance.

Performance Criteria:	Level of Performance			
	Unsatisfactory (1)	Basic (2)	Advanced (3)	Proficient (4)
(8) Collaborating effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school:	• Student teacher: - depends mainly on his repertoire about language teaching and learning. - considers teaching one class period every Wednesday is sufficient for his development as a teacher. - prefers working alone.	• Student teacher: - tries sometimes to develops knowledge about English language teaching and learning through reading in the field. But needs much practice and guidance. - Sometimes tries to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers).	• Student teacher: - develops and updates knowledge about English language teaching and learning through reading in the field. -Sometimes seeks professional development opportunities - demonstrates willingness to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers). - tries to improve classroom performance.	• Student teacher: - Always develops and updates knowledge about English language teaching and learning through reading in the field. - seeks professional development opportunities. E.g. training workshops, conferences and additional study. - always demonstrates willingness to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers).
(9) Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.	- considers modeling moral principles, customs and values of the society beyond his job as English teacher. - encourages students to concentrate on their study only all the time. - is restricted to the syllabus (content of Hello student book).	- Usually makes decisions that show an understanding of the moral principles, customs and values of the society. - Sometimes encourages and helps students to actively participate in the community.	- Models the moral principles, customs and values of the society. - usually encourages and helps students to actively participate in the community. - Sometimes integrates concepts of civic education, such as environmental awareness, human rights and citizenship in language teaching.	- Always models the moral principles, customs and values of the society. -always encourages and helps students to actively participate in the community. - Always integrates concepts of civic education, such as environmental awareness, human rights and citizenship in language teaching.

Performance Criteria:	Level of Performance			
	Unsatisfactory (1)	Basic (2)	Advanced (3)	Proficient (4)
(10) Demonstrating fairness, respect and acceptance of all students in the classroom:	• Student teacher: - interacts only with active/ high level of achievement students and considers them his/her pets. - Always shouts at students and treats them in unrespectable manner. - interferes personal factors in dealing with students.	• Student teacher: - tries sometimes to treat students equally regardless of their religion, gender, social/economic class or level of achievement but needs much supervision & assistance for this. - His interactions with students are generally appropriate but may reflect occasional unfairness.	• Student teacher: - Usually treats students equally regardless of their religion, gender, social/economic class or level of achievement. - Usually treats all students with respect. - Consistent and fair in dealing with students.	• Student teacher: - Always treats students equally regardless of their religion, gender, social/economic class or level of achievement. - Always treats all students with respect. - is always consistent and fair in dealing with students.

The Scoring Sheet

Student teacher's name: …………………………
Scorers' names: …………………………………...

Performance Criteria	score
●**Classroom Management: ……………………………………**	
(1) Planning & organizing classroom interactions.	**4**
(2) Motivating students and creating a supportive classroom learning atmosphere.	**4**
(3) Structuring the physical environment of the classroom.	**4**
(4) Managing instructional time and transitions to maximize learning.	**4**
● **Assessment: ……………………………………………..**	
(5) Selecting and using a range of practical assessment tools for assessing learners' written and oral English.	**4**
(6) Using the assessment results for planning and improving instruction and for making appropriate instructional decisions about individual students.	**4**
● **Professionalism" …………………………………………..**	
(7) Demonstrating commitment to excellence in teaching both by classroom performance and by interactions in the school and community:	**4**

(8) Collaborating effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school:	_____ **4**
(9) Following the ethical standards of the community and setting a high example for students by demonstrating good citizenship, high moral principles and good self control.	_____ **4**
(10) Demonstrating fairness, respect and acceptance of all students in the classroom:	_____ **4**

Total score:

_____
40

* Comments: …………………………………………………
………………………………………………………………..
……………………………………………………………………
………………………………………………………………….

Appendix (C)
The Achievement Test

Helwan University
Faculty of Education
Department of Curricula and Methods of Teaching

Jury Letter

Dear Professor,

The researcher is conducting a study for the Ph.D. degree. This study is concerned with designing and implementing a suggested program based on three professional development strategies, namely: action learning, study groups and peer coaching, for developing the teaching performance of English student teachers, Faculty of Education, Helwan University.

Enclosed is:

The achievement test

The pre administration of the achievement test aims at measuring trainees' actual level before receiving any training. The post administration of the same test aims at establishing how successful trainees are in achieving the objectives of the treatment as well as measuring the progress they made due to the received training program.

The test measures three different levels namely:

a. **Memorization:** the student's ability to recall information related to the topic that had been dealt with.

b**. understanding:** the student's ability to change the knowledge from one form to another without changing its meaning.

c**. application:** the student's ability to apply knowledge that is dealt with to new similar setting.

The test consists of 4 main questions including 65 items.

You are kindly asked to judge the suitability and validity of the enclosed measuring instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yours faithfully,
The researcher
Safaa Mahmoud

The Achievement test

Student teacher's name: …………………
School: ……………………………….
Time: one hour and a half.

*Answer the following questions:

A. Decide whether the following statements are true (T) or false (F):

1. Language immersion is a teaching method that puts students in a situation where they must use a foreign language, whether or not they know it. (_____)

2. Self correction is not really possible because most students can not correct themselves. (_____)

3. Structural perspectives of language teaching and learning emphasize the formal analysis of the system of structures that make up a given language. (_____)

4. Most classroom questions can be categorized as lower order; requiring little thought to answer. (_____)

5. Teacher should offer feedback immediately after student answers a question. (_____)

6. A comprehension question may require the student to use new information not previously provided. (_____)

7. Public exams are useful for some purposes specially giving the whole picture about learners (_____)

8. Classroom assessment is less effective when it is integrated into the instructional experiences of the classroom (_____)

9. Teacher's personality, philosophy and teaching style will directly affect his/her management and disciplinary approach. (_____)

10. As language teachers our questions should elicit only brief and concentrated answers from students. (_____)

11. An ongoing open relationship with parents is essential in helping with students' progress. (_____)

12. Oral corrections may be elicited from the learner who made the mistake in the first place. (_____)

13. As important as what the correction consists of is how it is expressed. (_____)

14. A ' prognostic' test reveals the strong and weak points of a learner's knowledge; while a 'diagnostic' test predicts how well he or she is likely to do in a language course. (_____)

15. Successful, happy classrooms are those in which orders are always being given. (_____)

16. In managing pair and group work teacher should start with simple activities. (_____)

17. Teacher should address the whole class to arouse most students' attention. (_____)

18. Teacher should avoid hand gestures as a form of communication because they send ambiguous messages. (_____)

19. Teachers should tolerate disruptive behaviors whenever the causes are understandable. (_____)

20. Extrinsic motivation is more important in shaping behavior than is intrinsic motivation. (_____)

21. Teacher should address the student's situation, not the student's character or personality, when dealing with a classroom problem. (_____)

22. The teacher's use of sarcasm with his students freely helps in behavior control. (_____)

23. The teacher should understand that disruptive students often misbehave because they have been given inappropriate learning tasks. (_____)

24. Appropriate classroom activities usually ensure appropriate student behavior. (_____)

25. Communicating assessment result is very important step in classroom assessment. (_____)

B. Choose the correct answer from a, b, c, or d:

1. ………………… approach to classroom management expects teachers to specify rules of behavior and consequences for disobeying them and to communicate these rules and consequences clearly.

A. Group managerial   c. Assertive.

 b. Behavioral modification.   D. Business academic.

2. To which level does this question belong "what is the main idea that this chart presents?

   a. comprehension   c. knowledge

   b. analysis   d. application

3. Correcting students' errors is best done by:

a. the students' parents   c. the teachers themselves

d. other students.   B. the students themselves.

4. A competent teacher is the one who:

   a. Sets classroom routines and standards for his students without communicating with them

b. Preplans instruction, anticipating students' needs for materials, assistance & movement.

c. Keeps his students quiet and silent while introducing the lesson.

d. Corrects students mistakes directly and immediately at any time.

5. The students who possess one or more of the following characteristics: difficult, time-consuming, frustrating are considered.

    a. active students   c. problem students

    b. shy students.   d. lazy students

6. Which is the appropriate order for using pair work?"

    a. Timing, teacher – student model, preparation

    b. Public pairs, preparation, timing.

    c. Teacher – student model, timing, preparation.

    d. Preparation, teacher – student model, timing.

7. "Rapport" in creating a positive classroom climate refers to:

    a. the relationship teacher establishes with students.

    b. teacher's high expectations for all students.

    c. teacher's orderly management process.

    d. teacher's reaction to students' written work.

8. ………….. is an alternative assessment tool that presents student-selected samples of work which are self-assessed and evaluated by criteria which are determined collaboratively by the teacher and the class.

a. checklist   b. dipsticking

c. portfolio   d. test

9. The PPP approach to communicative language stands for ………..

    a. presentation, practice and production

    b. personalize, perform and present.

    c. prepare, plan and practice.

    d. produce, plan and perform.

10. …………. offers the quickest and easiest way to evaluate recognition of vocabulary.

    a. The multiple-choice format   c. The completion format.

    b. The cloze format   d. The true – false format

11. Observation has shown that the most common type of classroom interaction is that known as "IRF" – that stands for:

    a. Inquiry – Review – Feedback

    b. Initiation – Response- Feedback

    c. Interpret – Review – Feedback

    d. Interpret – Review – Find out

12. Which of the following is not an interaction pattern?

    a. Individual work   c. Group work

    b. Professionalism   d. Collaboration

13. "The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assessing where necessary". According to this pattern of interaction decide how active the teacher and students are in their participation?

a. teacher very active, students mainly receptive.

b. teacher and students fairly equally active.

c. students active, teacher mainly receptive.

d. students very active, teacher only receptive.

14. Which of the following is not considered characteristic of a well disciplined classroom?

    a. learning is taking place   c. students are motivated

    b. the teacher is in control   d. all of the above

15. 'An English teacher examines each student's theme carefully so she can get an idea about each person's particular strengths and weaknesses in writing'. What is the best technique and/or instrument to be used?

a- Analysis checklist.   c. Analysis test.

b. Inquiry checklist.   d- Inquiry test.

C. Match the terms and their definitions by inserting the number of the term in the bracket next to the definition:

1. proximity 2. Perseverance 3. Rubrics 4. Withitness 5. Prior knowledge 6. Feedback 7. dipsticking 8. Accessibility 9. Action zone 10. Collaboration	(_____) Refers to teacher's awareness of what is going on in the classroom "teachers with eyes in the back of their heads". (_____) has two main distinguishable components: assessment and correction. (_____) Students do the same sort of tasks as in individual work" but work together, to try to achieve the best results they can. The teacher may or may not intervene. (_____) The learner consistently invests a high level of effort in learning, and is not discouraged by set backs or apparent lack of progress. (_____) are descriptions of different levels of performance used to assess student levels. (_____) To reach instructional materials and supplies easily (_____) teacher should be able to circulate easily around the room. (____) is a way of checking the understanding of all or most of the students in the class, on the same topic or concept, during instruction. (_____) is the location where students and teacher interactions take place. (____) Information and ideas that students already have concerning the subject of the lesson and teacher uses to motivate them.

D. Complete

1. CALL in language education stands for ………………

2. The amount of time a teacher gives for a pupil to answer a question before moving on is…………………….

3. There are two main forms of evaluation that teacher can use in his classroom formative and ……………….. evaluation.

4. With the concept of discipline, authoritarian describes a teacher whose authority derives from some exterior empowering agent, while………………..describes one who is obeyed because he or she is trusted to know best about the subject of study of and how to learn it.

5. …………….. refers to the teacher's ability to handle more than one matter at a time. He or she can attend to more than one student at the same time.

6. Allocated time is the time when teachers are activity teaching while ……………. time is the time when students are involved in a task.

7. ………………. are learners who set goals for themselves and know how to go about achieving them.

8. Teacher should use both …………..........and nonverbal techniques to get and keep student attention.

9. Teacher should establish a set of ……………. to help class operate smoothly.

10. If the classroom seats are in a semi-circle, the arrangement is much better and more suitable for ……………between students and teacher than in rows.

11. The traditional pattern in which the teacher tries to teach all the students the same thing at the same time is called …………. As if all the students were marching together.

12. Teacher-made tests may be short answer tests or ………. tests.

13. There are two kinds of student interaction: ……………… and competition; both are desirable, but should be used for different kinds of learning activities.

14. The three different purposes of testing are to determine appropriate placement, diagnose problems, and check on …………...and progress.

15. The social climate of the classroom is, to a large extent, a result of a combination of the level and quality of the learners' ……………..

Appendix (D)
The Portfolio Assessment Checklist

Helwan University
Faculty of Education
Department of Curricula and Methods of Teaching

Jury Letter

Dear Professor,

The researcher is conducting a study for the Ph.D. degree. This study is concerned with designing and implementing a suggested program based on three professional development strategies, namely: action learning, study groups and peer coaching, for developing the teaching performance of English student teachers, Faculty of Education, Helwan University.

Enclosed is:

The portfolio assessment checklist

-The portfolio assessment checklist is used to report student teacher's teaching performance improvement. Also, it is to be used for self, peer and rater assessment.

The checklist is designed in the light of standards for teachers of English at pre-service (STEP) document.

You are kindly asked to judge the suitability and validity of the enclosed measuring instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yours faithfully,
The researcher
Safaa Mahmoud

The Portfolio Assessment Checklist

Not Observed: performances for this standard are not evident in portfolio.
Beginning: performances for this standard are emerging and developing as seen in portfolio.
Proficient: performances for this standard are frequent and appear mastered as seen in portfolio.
Innovative: performances for this standard are consistently used and student demonstrates a creative command as seen in portfolio.
▪ **please circle the appropriate letter to evaluate portfolio performance across all of the teaching performance standards.**

No	Teaching Performance Standards	Level			
A.	**Plans & organizes classroom interactions effectively:**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (A)	**Yes**	**sometimes**		**No**
1.	Manages various grouping techniques…….				
2.	Manages various techniques that promote self-directed learning……………………..				
3.	Uses questions techniques which offer competition, and build confidence, and provides students with opportunities to extend and develop their language proficiency……….				
4.	Provides opportunities for students to work cooperatively & collaboratively……………………				
B.	**Uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere:**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (B)	**Yes**	**sometimes**		**No**
1.	Relates classroom learning to students' prior knowledge, experience and interest (employs previous experiences & knowledge to have simple easy learning)……...				
2.	Establishes a friendly learning atmosphere through a range of strategies including using students' names, praise and rewards……….				

3.	Develops students' self- confidence and self esteem……….				
4.	Uses various feedback strategies to motivate learners, including positive reinforcement & self check mechanisms…………………….				
C.	**Structures the physical environment of the classroom to maximize learning:**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (C)	Yes	Sometimes		No
1.	Makes effective use of classroom seating possibilities to help students work individually, in pairs, and/or in groups………				
2.	Makes effective use of materials and equipments available in the school (computer lab, audio visual aids)…………………				
3.	Creates audiovisual aids suitable for the environment, the lesson and the learners….				
D.	**Manages instructional time and transitions to maximize learning:**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (D)	Yes	Sometimes		No
1.	Accomplishes the objectives of the lesson within the time allotted, ensuring that all class time is used for learning……………				
2.	Uses a range of verbal and non-verbal techniques to get and keep students attention (various his pitches & his gestures)................				
3.	Plans & executes the stages of the lesson so that there is a smooth progression and transition from one stage to another…………				
4.	Manages classroom behavior effectively and appropriately, (uses appropriate disciplinary ways in handling trouble makers………….				

		N	B	P	I
5	Establishes routines and procedures to help the class operate smoothly………………..				
6.	Uses wait time effectively……………….				
E.	**Understands the main theoretical principles of English language assessment.**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (E)	Yes	Sometimes		No
1.	Distinguishes between the concepts of testing, assessment, and evaluation………………….				
2.	Demonstrates knowledge of different purposes of assessment (such as placement, diagnosis, achievement and proficiency)…….				
3.	Demonstrates awareness of types of assessment (summative vs. formative, formal, oral vs. written, etc)…………………………				
F.	**Selects and uses a range of practical assessment tools for assessing learners' written and oral English:**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (F)	Yes	Sometimes		No
1.	Selects appropriate tools for assessment purposes such as diagnosing errors and measuring proficiency……………………….				
2.	Selects from a range of techniques for assessing learners oral English………………				
3.	Selects from a range of techniques for assessing learners written English…………..				
4.	Asks questions that encourage Students to think, employs various types & levels of thinking……………………………..				
5.	Uses a variety of techniques at the beginning, during and at the end of the lesson to evaluate students progress (formative & summative assessment)………………………................				

G.	**Uses the results of assessment for planning and improving instruction and for making appropriate instructional decision about individual students:**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (G)	**Yes**	**Sometimes**		**No**
1.	Provides learners with opportunities to use feedback from the assessment process to adjust their learning……………………..				
2.	Documents assessment results and communicates them to stakeholders, such as parents & school administration……………				
3.	Adjusts instruction in the light of the results of the assessment process……………				
H.	**collaborates effectively with colleagues in planning, designing, reflecting on instruction and seeking professional development activities to improve teaching and learning in the school:**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (H)	**Yes**	**Sometimes**		**No**
1.	Develops and updates knowledge about English language teaching and learning through reading in the field.				
2.	Seeks professional development opportunities. E.g. training workshops, conferences and additional study.				
3.	Demonstrates willingness to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers).				
I	**Demonstrates knowledge of theories, methods, and current best practices in foreign language teaching.**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (I)	**Yes**	**Sometimes**		**No**
1.	Uses principles of educational theories to make sound decisions about language teaching.				

		N	B	P	I
2.	Is aware of the characteristics of various methodologies and selects the most appropriate and useful parts to apply to the Egyptian classroom.				
3.	Is aware of current best practices in foreign language teaching conductive to student learning and puts them to use in teaching.				
J	**Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.**	**N**	**B**	**P**	**I**
	Includes supporting narrative for standard (J)	Yes	Sometimes		No
1.	- Models the moral principles, customs and values of the society………………………				
2.	- Encourages and helps students to actively participate in the community………………………..				
3.	- Integrates concepts of civic education, such as environmental awareness, human rights and citizenship in language teaching………………………				

The Scoring Sheet

Student teacher's name: …………………………….
Scorers' names: …………………………………...

Performance Criteria	score
●**Classroom Management: …………………………………………**	
(1) Planning & organizing classroom interactions.	_____ **3**
(2) Uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere:	_____ **3**
(3) Structuring the physical environment of the classroom to maximize learning.	_____ **3**
(4) Managing instructional time and transitions to maximize learning.	_____ **3**
● **Assessment: …………………………………………………..**	
(5) Understanding the main theoretical principles of English language assessment.	_____ **3**
(6) Selecting and using a range of practical assessment tools for assessing learners' written and oral English.	_____ **3**
(7) Using the assessment results for planning and improving instruction and for making appropriate instructional decisions about individual students.	_____ **3**
● **Professionalism……………………………………………**	
(8) collaborating effectively with colleagues in planning, designing, reflecting on instruction and seeking professional development activities to improve teaching and learning in the school:	_____ **3**

(9) Demonstrating knowledge of theories, methods, and current best practices in foreign language teaching.	_____ **3**
(10) Following the ethical standards of the community and setting a high example for students by demonstrating good citizenship, high moral principles and good self control.	_____ **3**

Total score:

_____
30

* Comments: …………………………………………………...
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
………………..

Appendix (E)
The Program satisfaction Questionnaire

Helwan University
Faculty of Education
Department of Curricula and Methods of Teaching

Jury Letter

Dear Professor,

The researcher is conducting a study for the Ph.D.degree. This study is concerned with designing and implementing a suggested program based on three professional development strategies, namely: action learning, study groups and peer coaching, for developing the teaching performance of English student teachers, Faculty of Education, Helwan University.

Enclosed is:

The program satisfaction questionnaire

Data collected via this instrument will help answer the following research question:

To what extent are the fourth year English student teachers satisfied with the suggested program as measured by the program satisfaction questionnaire (PSQ)?

You are kindly asked to judge the suitability and validity of the enclosed measuring instrument. Recognition of your suggestions and assistance will be documented in this study. Your cooperation is greatly appreciated.

Yours faithfully,
The researcher

Safaa Mahmoud

Program Satisfaction Questionnaire

- Dear student teacher,

Thank you for positive participation in this program. The enclosed instrument is a program satisfaction questionnaire (PSQ) designed to anticipate your satisfaction levels concerning the suggested program that you have just participated in as a trainee.

- The PSQ includes 9. Components of the suggested program i.e. objectives, contents, organization/ procedures, strategies, techniques, duration, practicality, assessment, and learning out comes.

- Data collected via this instrument will help answering the following question:

   →To what extent are the fourth year English student teachers satisfied with the suggested program as measured by the PSQ?

   * Please, be frank in your replies. Your identity will remain secret.

Instructions:
- Twenty five minutes are allotted to complete this questionnaire.
- Put a tick (√) under the response that suits you well.
- Consider the scale weight of each response running from 5 to 1.

Program satisfaction Questionnaire

3

Questionnaire statements	Very satisfied	Satisfied	Neutral not sure	Dissatisfied	Very Dissatisfied
▪ Over all, how satisfied are you with the program 1. Objectives ……………………… 2. Content ……………………………. 3. Organization/ procedures (phases of the program)……………………… 4. Strategies: (action learning, peer coaching and study groups) ……… 5. Techniques: (mind mapping, Learning contracts, graphic organizers, portfolio, and learning diary) …………........................ 6. Duration ………………………… 7. Learning out-comes …………….. 8. Assessment ….................................. 9. Practicality………………….......					

Helwan University

Faculty of Education

Department of Curricula and Methods of Teaching

Jury Letter

Dear professor,

The researcher is conducting a study for the PhD degree. This study is concerned with designing and implementing a suggested program based on three professional development strategies, namely: action learning, study groups and peer coaching, for developing the teaching performance of English student teachers, Faculty of Education, Helwan University.

The program depends on fourth year English student teachers active participation, cooperation, collaboration and reflection. As a result, the tasks of the program training sessions are designed to engage student teachers actively from the very beginning till the end.

You are kindly requested to read the sample of the program and the procedures suggested in the trainer's manual and give your opinion in:

1. Relatedness of behavioral objectives to the general aims of the program.

2. Selection of tasks and topics appropriate to the objectives of the program.

3. Applicability of the program in training fourth year English student teachers, Faculty of Education, Helwan University.

4. The recommended procedures in the trainer's manual to attain the objectives of the program enclosed.

5. The suitability of the achievement test to the objectives, content and sample of the program enclosed.

6. A- Student teachers self/peer assessment form.

   B- The portfolio assessment checklist.

   C- The program satisfaction questionnaire.

Please add any other information you think it will benefit the researcher.

Thank you in advance for your help.

Yours faithfully,

The researcher

Safaa mahmoud

Appendix (F)
A TRAINING PROGRAM FOR
EFL STUDENT TEACHERS

- Student's Workbook.
- Handouts.
- Trainer's Manual.

I. Student's Workbook

Introduction to the Program

Dear student teacher,

Before starting the program, read carefully the following important introduction to the program.

▪ **Purpose of the program:**

The purpose of the present program is to improve your teaching performance ,according to the teaching performance standards required for teachers of English at pre-service, through introducing you to a variety of tasks that are based on your positive participation, discussion, collaboration and cooperation with your colleagues, and reflection on your field experience (at school).

Most of your own experience of education will probably have been spent sitting down, facing the front being directed by an older person. This program will involve a series of rapid dislocations; some of the time you will be the teacher and some of the time you will be a learner. It is not a dichotomous situation though – you will be learning and teaching simultaneously.

Whether you like it or not, how you teach and how you learn to teach are bound up with your own personality, philosophy and values. Somewhere inside there is a set of personal standards- whether tacit or articulated, ill-informed or carefully thought out – that determine what shocks you, interests you or angers you about schools, and that serve as the benchmarks which you will use to guide and evaluate your progress as a teacher.

Imagine how wonderful it is to be able to learn on your own and with the support of your peer or group; to identify your own needs, state your objectives, choose your own techniques and strategies, and

evaluate your own progress. And imagine being able to use all this in improving your professional development in general and teaching performance in particular.

▪ **Aims of the program:**

Since we believe that we can help you improve your teaching performance, we hope that by the end of this program you will be able to:

1. Plan and organize classroom interactions to provide for a re-assuring and effective learning environment.
2. Use a variety of techniques for motivating students and creating a supportive classroom learning atmosphere.
3. Structure the physical environment of the classroom to maximize learning:
4. Manage instructional time and transitions to maximize learning.
5. Identify the main theoretical principles of English language assessment.
6. Effectively select and use a range of practical assessment tools for assessing learners' written and oral English.
7. Use the results of assessment for planning and improving instruction and for making appropriate instructional decision about individual students.
8. Demonstrate commitment to excellence in teaching both by classroom performance and by interactions in the school and community.
9. Collaborates effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school.
10. Demonstrate knowledge of theories, methods, and current best practices in foreign language teaching.
11. Follow the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control.
12. Demonstrate fairness, respect and acceptance of all students in the classroom.

▪ **Organization of the program:**

During the in-class sessions you will be divided into groups. Choose 8 colleagues to form your group. Give your group a name. From the members of the group choose:

1. A facilitator: who will make sure that the group work will be properly distributed and excuted, check the assignments and pose discussion questions.
2. A moderator: who will smooth and clear the air of any argument or disagreement issues.
3. A register: who will be responsible for writing down the group's responses.
4. A spokes- person: who will be responsible for reading the group reports to the class.
5. Advisors (three): who will provide advice about the group's response.
6. A treasurer: who is going to keep the group reports and other valuables in the group's portfolio.

⟶These roles will be circulated every other session (i.e. every two sessions).

As group members you are required to work on the questions involved in each session, discuss with other members, perform your roles, record responses, and report to the class. For every session there will be two identical worksheets: an individual worksheet for each member in the group that will be included in personal portfolio, and a group or peer one for recording group's responses that will be kept by the group treasurer in the group's portfolio.

▪ **Professional development strategies and techniques used in the program:**

Studying the content of this program requires you to use three main professional development strategies:
(1) Study groups,
(2) Action learning and
(3) Peer coaching.

Tasks of the program depend on different techniques that vary from session to another, it may include:

- **Discussion** throughout **brainstorming** & questions.
- **Pair and group work** that motivate and enable all participants to be involved in the tasks.
- **Check yourself/ reflect on**: is a quick review of what already been performed.
- **Mind map & graphic organizers**: for representing learned ideas.
- **Critical incident analysis**: of actual case studies.
- **Action plan:** for taking action in the field.

→ In the introductory session the trainer will teach you how to deal with these techniques.

▪ **Content of the program:**

The program includes 11- 5 hours sessions; in addition, four hours are assigned to the introductory session and there is one hour for each unit final test. The total number of the program time is 62hours. The program's sessions are distributed under three main units as follows:
- Unit one entitled "classroom management" contains 5 sessions.
- Unit two entitled "classroom assessment" contains 3 sessions.
- Unit three entitled "professionalism" contains 3 sessions .

The general framework of each session will basically proceed in four main phases as follows:
- phase one: "presentation & discussion".
- phase two: "application & reflection".
- phase three: "evaluation".
- phase four: "preparation for the next session".

Every session includes various tasks. There are clear instructions for each task for you to follow. At the beginning of each session you are going to present and discuss the reading assignment, given to you as an assignment the previous session with your group, and prepare the group's final report to be introduced to the whole class to get

feedback. Then, you will go through some guided and free activities based on the topic of the session to do it with your group. After that you are required to design, plan and use what you have learned in the session in dealing with actual situations inside the classroom at school, where you have your teaching practice, and provide reports. Next, you will be given some activities as evaluation for you. Also you are asked to evaluate the session you have just attended according to a given format. Finally you will be prepared to the following session through two kinds of tasks. First: reflection task: that aims at recovering your hidden beliefs and previous experience concerning the topic of the session. Second: home assignment: you are directed to search literature and internet for supporting readings for the topic of the session, there are some guided notes or question as a guide for you. Then, in your group you will distribute the reading material and study it as a preparation for the following session.

— *Always be ready to compare, share ideas and efforts, and reflect with others in your group or in different ones*

* At the end of the program you are required to evaluate yourself and ask one of your colleagues to evaluate you using the teaching performance observation checklist copy at the end of your workbook.

Learning contracts:

A contract is an agreement that you are going to do a specific amount of work at a certain amount of time. At the beginning of the program you will know what is a contract and what does it include.

Learning diaries:

After each session you are required to fill in a learning diary. It is a sheet that you will fill at home and attach to your portfolio. The diary you are going to write will include the following headings:
(Date – session number – main activities – how I performed – what difficulties I had – what difficulties I still have – what I prefer to do next). Make 8 copies and use one after each session. Keep all diaries in your portfolio.

Professional Teaching portfolios:

A teaching portfolio is an essential part of your professional development. It is a document that records your achievement, allows you to reflect on your teaching and supports your application for tenure and promotion.

All the work done during the program sessions including learning contracts, session worksheets, handouts, readings, and diaries will be collected in a large plastic envelop. We are going to call it portfolio. Your portfolio will help you see and evaluate the extent of your participation and growth. In addition, you will use its content to evaluate yourself at the end of the course.

Self-access materials:

There are a variety of materials available for you to borrow whenever you need. The trainer will have in hand a group of books journal articles, internet sites, on classroom management, assessment and professionalism. It includes also tape recorders, and video camera. Feel free to have a look at this group and borrow or copy from it when you want. You will also find a detailed list of the materials available with your workbook.

●The following figure presents a model of the sequence of each session in the program:

Phase one (presentation & discussion
….study groups strategy….
Some controlled & free tasks

Phase four (preparation for the next session)
Reflection on past
● experience hidden beliefs

Phase two (Application &Reflection)
..Action learning &or peer coaching

Setting action plan
(Pre-conference)
This step is done during the

Reviewing
learning from the
situation for

Taking action in
class
)
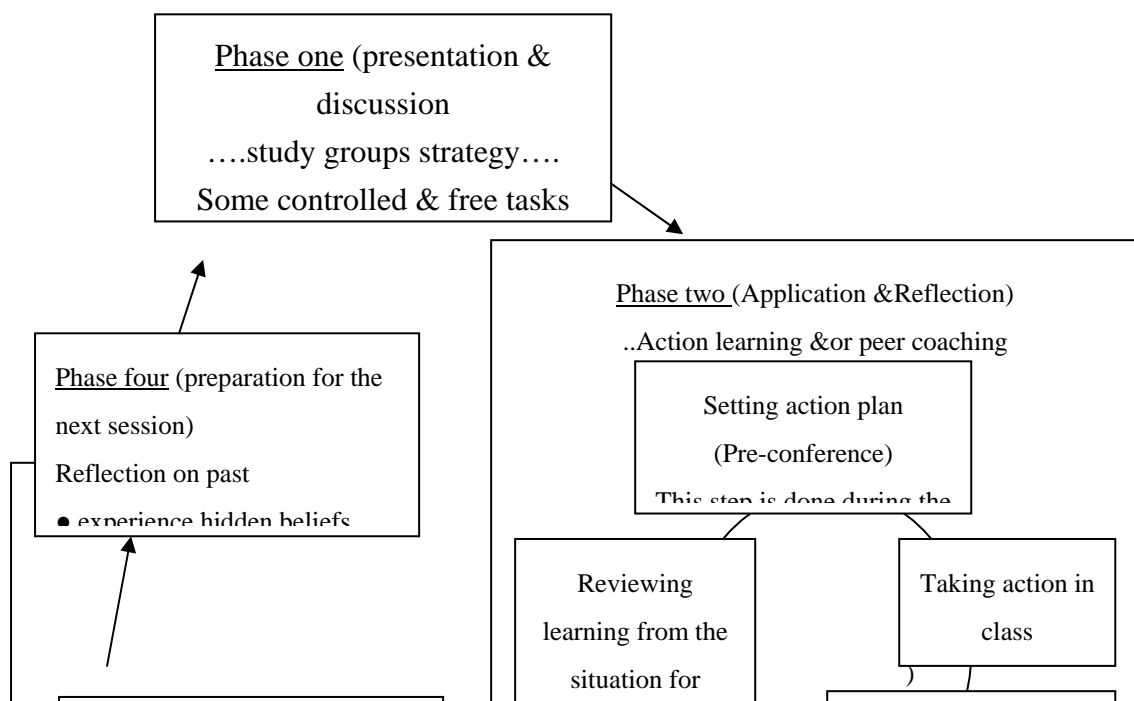
A model of the sequence of the phases of each session

Finally we wish you the best of luck
Thank You

Introductory Session

Date: …………………….   **Time: 4 hours**
Attendants: ……………

Objectives: by the end of this session you should be aware of:

1. Objectives of this training program.
 2. Steps of the application of the program.
3. The time of the application of the training program.
4. The beginning and the end of the training program
5. Advantages of attending such a training program.
6. Plan of the proposed program, which includes:
    - Content of the program.
    - Learning strategies & techniques.

Procedures:

<u>Task one:</u> "Introduction"

1. Listen to the trainer's introduction to the program.
2. Take 10 minutes to read the introduction to the program.
3. Discuss the introduction with your group, write down your expectations of the program, your suggestions, and any other questions you might have. (Use a blank page for writing your report)
4. Choose from possible answers of the members of the group what you want to report to the class.
5. Report to the class & add ideas you want to have from other groups.
6. Ask for any clarifications from the trainer if there are any.

<u>Task two:</u> "professional development strategies"

1. Listen to the trainer's explanation of the three professional development strategies, used in the program; study groups, action learning and peer coaching & write down your notes.
2. Discuss your notes with your group; write down your comments, clarifications and questions.
3. Share your comments & questions with the class and the trainer to receive appropriate feedback.

<u>Task three:</u> "techniques used in the program"

1. Listen to the trainer's presentation of the techniques used in the

program.

2. Take 10 minutes to read each handout about these techniques.
3. Discuss the handouts with your group, one at a time; write down your comments, clarifications and questions.
4. Share your comments & questions with the class and the trainer to receive appropriate feedback.

Task four: "Learning Contracts"

1. Listen to the trainer's introduction about using learning contracts in the program.
2. Take 10 minutes to read the handout about learning contracts.
3. Discuss the handout with your group; write down your comments, clarifications and questions.
4. Share your comments & questions with the class and the trainer to receive appropriate feedback.

Task five: "Ground rules for group & pair work"
1. Listen to the trainer's introduction about Ground rules for group & pair work in the program.
2. Take 10 minutes to read the ground rules handout.
3. Discuss the handout with your group; write down your comments, clarifications and questions.
4. Share your comments & questions with the class and the trainer to receive appropriate feedback.

Preparation for the next session:●

Activity.1: Based on your readings, experience and belief system write down a report (brief written statements) about...
- What are the possible characteristics of a successful controlled classroom?
- Classroom interaction: - what does it mean to you?
- What is your image of a successful classroom interaction model?
→ *brainstorm all the ideas that seem to you to be comprised in it.*

Activity.2: "Home Assignment"

As preparation for your work with session one entitled" Planning and Organizing Classroom Interaction" review with your group the available resources (review the hand out of self access materials) for the information needed to cover the following points:

- Classroom management (introduction, definition & criteria of successful classroom management)

- Classroom interaction (definition, alternative patterns & techniques for promoting positive classroom interaction and providing students with opportunities to use and develop language).

(☹ You can add other related points)

* Based on your experience in writing learning contracts, plan for next week's work.

Good Luck
See you next session

Unit One
"Classroom Management"

♥**Aims:** by the end of this unit you should be able to:
1. Plan and organize positive classroom interactions.
2. Use techniques and strategies to motivate students and create a supportive classroom learning atmosphere.
3. Structure the physical environment of the classroom to maximize learning.
4. Manage instructional time and transitions to maximize learning.

A Contact Sheet

No	Session title	Materials used	Strategy	Location	Date
(1)	"Planning & organizing classroom interactions".	▪ **printed materials:** - List of suggested readings and internet sites. -List of suggested discussion questions. - tasks handouts. - Report form. - Self/peer evaluation checklist. - Session evaluation sheet. ▪ **video materials:** Were recorded & adapted from actual classrooms to	Study group & Action learning		
(2)	"planning & organizing classroom interactions"		Study group & peer coaching	school library ↓ the classroom ↓ school library	
(3)	"motivating students & creating a supportive classroom learning atmosphere"		Study group & Action learning		
(4)	"structuring the physical environment of the classroom to maximize learning"		Study group & peer coaching		

(5)	"managing instructional time and transitions"	provide participants with suitable material for critical incident analysis tasks.	Study group, Action learning & peer coaching		

Session One
"Planning and Organizing Classroom Interactions"

▪ **Date:** ………………………

▪ **Attendants:** …………………….

▪ **Duration:** …………………….

▪ **Materials:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:
1. Describe the essence of classroom management approaches.
2. Summarize the major criterion that indicates successful classroom management.
3. Define classroom interaction and its main patterns.
4. List the main criterion and techniques that produce effective classroom interaction.
5. Use various grouping techniques that foster classroom interaction and provide students with opportunities to use and develop language.
6. Provide opportunities to students to learn cooperatively.

▪ **Introduction:-**

How to effectively manage a class, is a concern of any teacher. A traditional conception of EFL classroom management, where management is equated with a quiet class, is dominating the thoughts of almost all prospective teachers. While, it is worth noting that the notion of classroom management has evolved along with changing notions of language teaching and language acquisition; that today a managed class is

one in which the students are actively involved in their own learning. Teachers can manage their classes through student involvement and through planning and organizing effective classroom interactions.

Observation has shown that the most common type of classroom interaction is that known as ' IRF' – 'Initiation- Response-Feedback': the teacher initiates an exchange, usually in the form of a question, one of the students' answers, the teacher gives feedback (Assessment, correction, comment), initiates the next question- and so on.

There are however, alternative patterns: the initiative does not always have to be in the hands of the teacher; and interaction may be between students, or between a student and the material.

▪ **Procedures:-**

<u>Phase. I – (Presentation & Discussion):</u>

<u>Task one:</u> read the introduction above then depending on the reading assignment and internet sites you have reviewed as homework, each participant begins to present his/her section of the topic, using possible teaching aids, and gives answers to the discussion questions posted from his group. Finally, each group provides a written report on the main points of their discussion topic.
Note: (The group discussion should cover the topic thoroughly).

 → Here is a list of some guided discussion questions: (you can add your own)

- How can you define classroom management?
- What is the essence of classroom management?
- What are the major criteria that indicate successful classroom management?
- What does classroom interaction mean?
- What are the alternative patterns of classroom interaction?
- How can teacher create effective classroom interaction?
- In your opinion, what are the advantages of having positive classroom interaction for students?
- Think what it would be like to have students interact with each other all the time?
- What are the guidelines a language teacher can use in organizing group work in the classroom?

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: with your group look at the various patterns of interaction described in handout (1), and note for each one how active the teacher and students are in their participation, using the following codes:

TT: Teacher very active, students only receptive.
T: Teacher active, students mainly receptive.
TS: Teacher and students fairly equally active.
SS: Students very active, teacher only receptive.

Follow up: with your group design a model of teacher-student interaction observation tool you would use in observing one of your colleagues. Use your own appropriate codes of interaction patterns.
(Look at p.p: 93-99 in Susan Sullivan & Jeffrey Glanz (2000) Supervision that improves teaching strategies and techniques, for help)

Task three: watch the following video show and take notes on the types of interaction patters used, fill in the observation form (of your group).
Follow up: after the observation discuss the following questions with your group:
1. Was there one particular type of interaction that seemed to predominate?

2. Did the teacher activity predominate? Did the student activity dominate? Or was the interaction more or less balanced?

Phase. II - "Application & reflection":

Task four: "action learning strategy"

  Step 1. Identifying a classroom topic, problem/ challenge.

Activity. 1. In a report describe an actual problematic situation faces you in teaching concerning using pair and group work or having students learn cooperatively and present it to your group.

Activity. 2. Each group decides on one critical problem and begins to analyze its causes and effects through posing different questions.

  Step. 2. Identifying a solution:

Activity.3. based on readings and experience each group makes a list of possible interaction techniques (pair/ group work, collaboration-cooperation)for the problem in hand.

Activity. 4. Now each group develops an action plan that would be tried out in the classroom:

  With your group, select a lesson from students book (Hello 4). Choose an activity which you would need to teach it by using pair and group work or which students can learn through cooperation techniques (cooperative learning activity).

  # plan your activity as follows:
  - o Decide how to organize the class to work in pairs or groups.
  - o Plan a demonstration model to clarify to the class what they have to do.
  - o Plan a short "round up" stage to follow the pair/group or cooperative work activity.

Activity.5. with your group, design a checklist using pair - group work in class. Then, compare your checklist with the checklist in (handout.2.), discuss the difference and make modifications to have your final model.

Step.3. taking action:

Activity.6. group members try to carry out the plan in the classroom during teaching practice this week. (You can make a video recording of your teaching if you like)
→ Note: use the observation checklist model, of your group, to reflect on your own as well as your colleagues' teaching. Then, prepare a report for the trainer.

Step.4. review and learning from the action:

Activity.7.each group hold a discussion about the results of the observation checklist and the members reports. (Also you can replay the video show of your teaching for a more accurate discussion and soliciting feedback).

Activity.8.each group makes corrective procedures in its plan if needed (when one or more of the members have difficulty with it in class) and puts it into practice again, writes reflection reports on its progress till the plan works.

Phase. III – Evaluation:-

Task five: Mark the following statements True or False. And say why.

------1. Students have a role in classroom management.
------2. A positive classroom interaction must always be student centered.
------3.Students can only work cooperatively with the language they
        know.
------4. The noise as a result of pair work creates discipline problems.
------5. Shy students feel more secure when they work alone.

Task six: evaluate this session using the reflection sheet (handout. 3) in answering the following questions:
- What did you learn?
- What did you like? What could have been done better?
- What questions do you have?

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Phase.IV - Preparation for the next session:

Task seven: write down your own thoughts in notes concerning the following two points:
● using self directed learning with students.
● the relationship between questioning techniques and classroom control.

Task eight: as a preparation for the following session entitled "planning and organizing classroom interaction", each group searches the available resources for a complete coverage for the following titles:
- using questioning techniques in the classroom (reasons, characteristics of effective questioning techniques, and classifying classroom questions according to the levels of educational objectives: cognitive domain)
- Self directed learning (definition, characteristics, benefits, procedures and techniques).
(☹ **You can add other related points**)

* Based on your experience in writing learning contracts, plan for next week's work.

♥ DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.

Good Luck

See you next session

Session two
"Planning and Organizing Classroom Interactions"

▪ **Date:** …………………………

▪ **Attendants:** …………………….

▪ **Duration:** …………………….

▪ **Materials:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:
1. Answer questions on self directed learning (definition, purposes, benefits, and techniques).
2. Explain the characteristics of effective classroom questions.
3. Classify questions according to the levels of educational objectives: cognitive domain.
4. Use various techniques that promote self directed learning.
5. Use questioning techniques which offer challenge, build confidence and provide students with opportunities to extend and develop their language proficiency.

▪ **Introduction:**

Self learning can be taught, but learners must be motivated to learn it. Self learners are those who see the relationship between strategies used and outcomes realized. They set goals for themselves and know how to go about achieving them. The use of self learning techniques is complex and develops over time. It is not expected that learners easily acquire self learning behavior. Also, sometimes self learning is achieved in one learning situation but not readily transferred to another.

As language teachers, our motive in questioning is usually to get our students to engage with the language material activity through speech; so an effective questioning technique is one that elicits fairly prompt and motivates, relevant and full responses.

▪ **Procedures:**

Phase. I – (Presentation & Discussion)

Task one: read the introduction above then, depending on the reading

assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.

Note: (The group discussion should cover the topic thoroughly).

→ Here is a list of some guided discussion questions: (you can add your own)

o What is the difference between acquisition environment & learning environment?
o When is it effective to use self directed learning in the lesson?
o What is your comment on the following statement: "classroom control is done through students' involvement"?
o What are the reasons for questioning in the classroom?
o What are the characteristics of effective classroom questioning techniques for language teachers?

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: with your group use the criteria of effective self directed learning techniques to develop an observation checklist for self & peer use inside the classroom.
- You may want to develop lists of questions such as:
  1. Did the students enjoy the lesson? How do I know?
  2. Were the students active during the lesson? What did they do?
  3. Did students have troubles during the lesson? What is the evidence for this?
Follow up: (Be ready to share your checklist with other groups to have feedback).

Task three: look at the following classroom exchanges (handout.1) that

are loosely based on events actually observed in classrooms. Can you identify what are the purposes of the teacher in questioning, also comment on the way he/she went about it, in the light of the criteria of effective questioning you have studied.

Follow up: classify the questions (in hanhout.2) according to the levels of educational objectives: cognitive domain.

Task four: Below are listed several different ways that a teacher may use questioning in interact with students during the lesson. Read them and think about your own teaching and the teaching of your peers you have seen so far (have a discussion within your group)
- Teacher answered for the student.
- Teacher repeated his question.
- Teacher repeated the student's answer.
- Teacher let student answer independently.
- Teacher asked the questions once clearly.
- Teacher asked another student to repeat a student's answer.
- Teacher responded encouragingly to a right answer.

Follow up: use the interaction behaviors listed above in designing an observation sheet. Make copies of the form and use it in the next phase when observing your peers teaching. Then share your work with other groups and the trainer to have comment.

Phase. II - " Application & reflection"*:*

Task four: "Peer Coaching"
- You have to work as peers (of two, each peer chooses a name of preferred fruit).
- Use the peer coaching form (handout.3) and with your peer begin to choose a self directed learning technique and/or questioning strategy that you would try in your class and begin to complete the form in its three stages:
1- Pre conference: agree to work with one colleague with the same aim. Work out a schedule for observing each other's classes over a two weeks period (one day a week) try to watch at least two of your colleague's classes and have him do the same for you.

2- observation: when you observe, tell the class what you are doing. Something like, "I am watching this class at work to see if together we can devise new ways of teaching you. We also want to find out how you work together as a group"

- While watching the class, sit in a position where you can not be seen by the majority of the class.

→ (Note that you can use the observation checklists your group has designed in task two & four)

(As you observe, put a tick (√) next to one of the interaction behaviors each time you notice them in the task four checklist).

3- Post conference .when you meet with your colleague to review the observation, try to establish possible reasons for the positive and negative features of the class and to make constructive suggestions as to how to improve. In other words review your observations and take actions as response, then:

- Evaluate your own lesson and get your colleague to evaluate his/her lesson with the questionnaire shown in (handout.5).

Follow up: after finishing your peer coaching task discuss with your class the main points and recommendations each peer has reached.

Phase. III – Evaluation:-

Task five:

1. read the statements below and mark them either T or F:

-------1. By repeating a question two or three times, teachers help students to listen better.

-------2. It is advisable for a teacher to repeat a student's answer that the other students can hear.

-------3. It is usually better for the teacher to repeat his question or a student's answer if the other students haven't understood.

-------4. A good teacher responds encouragingly to right answers.

2. Write examples of questioning strategies that enhance the quality of students' participation. (Use Students Book Hello 4 as content)

3. Make a quick list of self learning techniques you learned, giving comment on the real challenges of applying them in the classroom in your

opinion.

Task six: please take a minute and write your general impression about this session answering this question:
- How well this session affects my teaching practice?

Phase.IV - Preparation for the next session:

Task seven: think back to your own classroom learning, as either child or adult, not necessarily of a foreign language, and try to recall a teacher of yours who was outstandingly motivating the class, from whom you really learnt well, writes this down in a report.
- The following are guided questions for you:
1. How much effort did this teacher exert to motivate you to learn, whether deliberately o not, and
2. Which technique he used?

Task eight: in preparation for your work with session three entitled" motivating students& creating a supportive classroom learning atmosphere", review with your group the available resources for the information needed to cover the following questions:
- What do we mean by student motivation?
- What strategies do teachers employ to motivate students during the lesson?
- What is the relationship between: Feedback strategies and students' motivation?
What are the techniques teacher can use in developing students' self esteem and self confidence?
 (☹ **You can add other related points)**

* **Based on your experience in writing learning contracts, plan for next week's work.**

♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*

Session three

"Motivating Students & Creating A Supportive Classroom Learning Atmosphere"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:

1. List some key points for motivating classroom students.
2. Differentiate between extrinsic & intrinsic motivation.
3. Use different techniques to relate classroom learning to students' prior knowledge, experience and interests.
4. Use a range of strategies for establishing a friendly learning atmosphere (including using students' names, praise and rewards).
5. Employ different techniques to develop students' self-confidence & self-esteem.

6. Use various feedback strategies to motivate learners, including positive reinforcement and self-check mechanisms.

▪ **Introduction:**

  Pintrich and Schunk (1996) define motivation as "the process whereby goal directed activity is instigated and sustained". Motivation is a process and not a product. It is something that is inferred from behavior. The development of natural internal motivations must be at the heart of all behavior management. This is an ongoing task for teachers that cannot ever be forgotten. Motivated students have no time to misbehave.

  In order to motivate your class, you need to know what their general mood is. Are students buoyant, mad, angry, playful, tired or slothful? Also the teacher's first duty is to teach according to the level and needs of the students to develop their self-confidence and self-esteem thus creating a friendly learning atmosphere.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one: read the introduction above then, depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.
Note: (The group discussion should cover the topic thoroughly).

→ Here is a list of some guided discussion questions: (you can add your own)

- How important do you think motivation is for success in language learning, compared to, for example, language aptitude?
- What characteristics and behaviors do you associate with the image of a motivated learner?
- Differentiate between extrinsic & intrinsic motivation?
- Some people are motivated by wanting to integrate into the target language culture (integrative motivation), some by needing the language for their career or other personal advantages (instrumental motivation). Which of the two would you imagine to be the stronger motive, on the whole?
- What are the main keys for drawing and keeping students' attention in the classroom?
- What strategies do teachers employ to motivate students to be on task and engage in learning activities?
- How can teacher use humor in controlling the class?
- What is the relationship between feedback and students' motivation?
- Ways of arousing interest in tasks.

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: complete your "Give one! Get one!" activity sheet (handout.1) through having a discussion with three of your class colleagues sharing your favorite students' motivation technique, each one gives his complete description of the technique and giveS examples.

Follow up: with your group begin to design a teacher observation checklist, depending on the main characteristics and behaviors of student motivation. The following questions may help you:
1. Did students enjoy the lesson? How do I know?
2. Were students active during the lesson? What did they do?
3. Did students collaborate with their peers or with the teacher during the lesson? What is the evidence for this?

→ Be ready to share your checklist with other groups.

Task three: each group has 12 minutes to decide two techniques for student motivatio design a learning situation, based on students' text book (Hello.4) and present it to their colleagues in the class, imagining that they are the students. (The presentation is video recorded for giving and receiving feedback after the presentation of each group).
→ During the presentation other groups use the observation sheet in handout .2. Then, a class discussion of the presentations begins.

Phase. II - " Application & reflection"*:*

Task four: "action learning strategy"

 Step 1. Identifying a classroom topic, problem/ challenge.

Activity. 1. In a report describe actual problems that face you in teaching concerning students' motivation in your class.
Activity. 2. Each group decides on one critical case and begins to analyze its causes and effects through posing different questions.

 Step. 2. Identifying a solution:

Activity.3. Based on readings and experience each group makes a list of possible different motivation strategies & techniques for the case in hand.

Activity. 4. Now each group develops an action plan that would be tried out in the classroom:
With your group, select a lesson from students book (Hello 4) and prepare a lesson plan employing the motivation techniques & strategies you have suggested in the previous activity.

Activity.5. With your group, modify your observation checklist, you have developed in task two, according to your action plan objectives and techniques you used.

Step.3. taking action:

Activity.6. Group members try to carry out the plan in the classroom

during teaching practice this week. (You can make a video recording of your teaching if you like)

→ Note: use the observation checklist model, of your group, to reflect on your own as well as your colleagues' teaching. Then, prepare a report.

Step.4. Reviewing and learning from the action:

Activity.6.each group hold a discussion about the results of the observation checklist and the members reports. (Also you can replay the video show of your teaching for a more accurate discussion and soliciting feedback).

Activity.7.Each group makes corrective procedures in its plan if needed (when one or more of the members have difficulty with it in class) and puts it into practice again, writes reflection reports on its progress till the plan works.

Phase. III – Evaluation:-

Task five: understanding check:

I. For each of the following examples, state whether the student is intrinsically or extrinsically motivated:

   A. Hoda carefully listens to the questions her teacher raises in the class to avoid the embarrassment she feels when she is called on and does not provide an acceptable response.

   B. Lila's mother tells her she can adopt a new kitten only if she does well on her next spelling test. Therefore, Lila diligently works on her spelling homework.

   C.To increase the chances that her teacher will display her essay on the bulletin board, Nadine carefully follows directions when completing a writing assignment.

II. Answer the following questions:

      - What are the key strategies and techniques for student motivation?
         - In your opinion is feedback important for student motivation?
      If yes, how?

Task six: evaluate this session using session evaluation sheet
         (handout. 3)

Phase.IV - Preparation for the next session:

Task seven: in a note form write a report about your own beliefs concerning the relationship between the physical environment of the classroom and students learning, if you have a personal experience report on it. Also try to answer the following two questions:
- How does your classroom look like?
- Is it possible for you as a student teacher to make any modification in your class? Why? Or why not?

Task eight: In preparation for your work with session four entitled" structuring the physical environment of the classroom to maximize learning" review with your group the available resources for the information needed to cover the following questions:
- What do we mean by – classroom physical environment
                                     - Classroom action zone?
- What are the alternatives available for teachers of large classes in structuring the physical environment of the classroom to maximize learning?
- What are the criteria that teacher can use in creating a suitable teaching/ learning audio visual aids?
- Give examples of activities and opportunities that teacher can provide students with to become autonomous language learners.
(☹ **You can add other related points**)

* Based on your experience in writing learning contracts, plan for next week's work.
♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*

Good Luck
See you next session

<u>**Session Four**</u>

<u>**"Structuring The Physical Environment of The Classroom to Maximize Learning"**</u>

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:
       1. Define the classroom action zone.
       2. List the characteristics of the three main zones of the classroom.
       3. Make effective use of classroom seating possibilities to help students work individually, in pairs, and/or groups.

       4. Make effective use of materials and equipments available in the classroom
       5. Create audiovisual aids suitable for the environment, the lesson and the learners.
       6. Provide activities and opportunities for students to become autonomous language learners.

▪ **Introduction:**
      Deciding what type of seating arrangement you want depends upon the type of furniture you have, the space in your classroom, and your style of teaching. Other important decisions include determining the types of spaces you need for group and ongoing activities. Your classroom's visual appearance depends on what you do with bulletin board, chalkboard, other wall spaces and even the door to your classroom. Visitors form their first impressions of you and your classroom climate by observing the displays and the classroom arrangement.
      Seating arrangements can be used to control student behavior. Appropriate behavior may be rewarded by allowing students individually or as a group to select their own seating. Occasionally the class may even

be given the opportunity to rearrange the seating as a reward for good behavior. In addition, disruptive students are away from certain individuals or away from the group. Placement of a disruptive student's desk beside the teacher's desk often enables the teacher to give more attention, personal contact, and encouragement to the student.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one: read the introduction above then, depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.
Note: (The group discussion should cover the topic thoroughly).

→ Here is a list of some guided discussion questions: (you can add your own)

- How can you get the most from your classroom space?
- What do we mean by classroom action zone?
- What does it mean to have "furniture & equipments inventory of the classroom? Is it important?

Follow up: Each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: examine the physical environment of an ordinary classroom used to teach students in our Egyptian large classes
(At the school where you have teaching practice). Make a detailed sketch of the room arrangement. Decide how you would rearrange the room to make it more conductive to students' being on-task. Sketch your modified arrangement. Compare your classroom rearrangement with those of colleagues in your group.

Follow up: Each group presents its work, while participants in other groups are posing questions and giving comments then, write a report comparing & taking notes on the similarities and differences between the presented model and their own.

Task three: Watch the following movies shortcuts, about problems & techniques of teacher organization of the physical environment; for each problem and consider the following:
1. Do you have any personal experience of such an incident?
2. What do you think caused this incident?
3. What is your interpretation of this incident?
4. What underlying assumptions about your teaching does this critical incident raise for you?
5. What other solutions might you come up with to overcome such incident?
  Put your answers in a report form. →
Follow up: discuss your report's notes with your group then each group share its final report with the whole class.

Phase. II - " Application & reflection"*:*

Task four: "Peer Coaching"
- You have to work as peers (of two, each peer chooses a name of preferred fruit).
- Use the peer coaching form (handout.1) and with your peer begin to choose a certain seating arrangement / model for using materials and equipments available in the classroom / trying activities and opportunities for students to become autonomous language learners that you would try in your class and begin to complete the form in its three stages:

1- Pre conference: agree to work with one colleague with the same aim. Work out a schedule for observing each other's classes over a two weeks period (one day a week) try to watch at least two of your colleague's classes and have him do the same for you.

2- observation: when you observe, tell the class what you are doing. Something like, "I am watching this class at work to see if together we can devise new ways of teaching you. We also want to find out how you

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work together as a group"
- While watching the class, sit in a position where you can not be seen by the majority of the class.
→ (Note that you can use the observation checklist handout 2)

3- Post conference .when you meet with your colleague to review the observation, try to establish possible reasons for the positive and negative features of the class and to make constructive suggestions as to how to improve. In other words review your observations and take actions as response.

Follow up: after finishing your peer coaching task discuss with your class the main points and recommendations each peer has reached.

Phase. III – Evaluation:-

Task five: Understanding check:
I. Decides whether the following statements are true or false:
 A. seating patterns do not affect classroom management.
 B. colorful displays make the classroom beautiful and comfortable.
 C. the teacher should always stand at the front of the class.
D. too bright lighting makes students focus better on their work.
II. Answer the following questions:
  - Is it possible to change any seating arrangement in your classroom? Why? Why not?
  - Which seating arrangement do you like most? And why?

Task six: evaluate this session using session evaluation sheet
        (handout. 3)

Phase.IV - Preparation for the next session:

Task seven: write a report commenting on the following central question:
      "Are you an effective time manager in the classroom?"
 → support your answer with real experiences that you had and any possible questions that you want to have answer for.

Task eight: in preparation for your work with session four entitled" Managing instructional time and transitions" review with your group the available resources for the information needed to cover the following questions:
    -   How can teacher make effective use of class time?

- Define the following terms: smooth of transition, momentum, group dynamics, student engagement, in task and off task behavior, and Wait time?
- What are the possible techniques for teacher to get and keep students' attention during the lesson?
- What are the strategies for decisively and effectively dealing with student misbehaviors?

 (☹ **You can add other related points**)

* Based on your experience in writing learning contracts, plan for next week's work.

♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*

Good Luck

See you next session

Session Five
"Managing Instructional Time and Transitions"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………….
▪ **Objectives:** by the end of this session participants should be able to:

1. Differentiate between the following terms (in/off task behavior, task worthiness, allocated time, transition time & wait time)
2. Accomplish the objectives of the lesson within the time allotted, ensuring that all class time is used for learning.
3. Use a range of verbal and non-verbal techniques to get and keep students' attention..
4. Plan and execute the stages of the lesson so that there is a smooth progression and transition from one stage to another.
5. Manage classroom behavior effectively and

appropriately.

6. Establishe routines and procedures to help the classroom operate.

▪ **Introduction:**

The effective use of time is an importanr variable in helping students achieve learning goals and making the classroom a pleasant place for teachers and students. Unfortunately, how you spend your time is all too often determined by school policy, and rigid daily school schedules. Instructional strategies must be planned to fit into fixed time frames, where it is the clock- and not your assessment of whether students need more time on a topic that dictates the beginning and end of a lesson.

▪ **Procedures:**

<u>Phase. I – (Presentation & Discussion)</u>

<u>Task one:</u> read the introduction above then depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.

Note: (The group discussion should cover the topic thoroughly).

→ Here is a list of some guided discussion questions: (you can add your own)

- How can the teacher let the students know that they are moving from one lesson stage to another? What language should he/she use?
- Large classes are always time consuming. Do you agree or disagree? And why?
- What are the techniques for minimizing transition time?
- What are the principles that should govern the intervention process of teachers they make inside the classroom towards the misbehavior and time consuming?

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: within your group examine cases in hand out (1) discussing how smoothly teachers move from one learning activity to another, how efficient transitions are, and how well momentum is maintained.

Follow up: share your report with other groups.

Task three: within your group read the descriptions of episodes shown in handout (2) and think about them and discuss the following questions:
- What caused the problem?
- What could the teacher have done to prevent its arising?
- Once it had arisen, what would you advise the teacher to do?

Follow up: each group compares and contrasts its responses with other groups and writes a report.

Task four:

Read the cases in handout (3) and reflect on them, one by one, with your group, answer the following questions, in a report:
- What part of this incident made it critical for the teacher?
- How did this incident change the teacher's ideas about managing misbehaviors?
- What is your interpretation of this event?
- What underlying assumptions about your teaching does this critical incident raise for you?
- Now that you have reflected on this incident, would you react any differently if it happened to you? Why or why not?

Follow up: each group shares its report with other groups and has discussion on the similarities and differences.

Phase. II - "Application & reflection":

Task five "Peer Coaching"
- You have to work as peers (of two, each peer chooses a name of preferred fruit).
- Use the peer coaching form (handout.4) and with your peer begin to

choose some techniques for getting and keeping students' attention and/ or setting routines & procedures to help class operate smoothly. That you would try in your class and begin to complete the form in its three stages:

1- Pre conference: agree to work with one colleague with the same aim. Work out a schedule for observing each other's classes over two weeks, period (one day a week) try to watch at least two of your colleague's classes and have him do the same for you. Design an appropriate observation sheet of the main points you are going to observe, using the following form:

The teacher teaching behavior indicator	Yes	NO

2- Observation: when you observe, tell the class what you are doing. Something like, "I am watching this class at work to see if together we can devise new ways of teaching you. We also want to find out how you work together as a group"
- While watching the class, sit in a position where you can not be seen by the majority of the class.

3- Post conference .when you meet with your colleague to review the observation, try to establish possible reasons for the positive and negative features of the class and to make constructive suggestions as to how to improve. In other words review your observations and take actions as response.

Follow up: after finishing your peer coaching task discuss with your class the main points and recommendations each peer has reached.

Task six: "action learning strategy"

 Step 1. Identifying a classroom topic, problem/ challenge.

Activity. 1. In a report describe actual problems that face you in teaching concerning classroom time management and/or managing students' behavior in your class.
Activity. 2. Each group decides on one critical case and begins to analyze its causes and effects through posing different questions.

<u>Step. 2. Identifying a solution:</u>

Activity.3. Based on readings and experience, each group makes a list of possible different time management/ or behavior management strategies & techniques for the case in hand.

Activity. 4. Now each group develops an action plan that would be tried out in the classroom:
With your group, select a lesson from students book (Hello 4), prepare a lesson plan employing the techniques & strategies you have suggested in the previous activity.

Activity.5. with your group, modify an observation checklist, according to your action plan objectives and techniques you are going to use. (You can use the observation sheet / hand out 5 if appropriate).

<u>Step.3. Taking action:</u>

Activity.6. group members try to carry out the plan in the classroom during teaching practice this week. (You can make a video recording of your teaching if you like)
→ Note: use the observation checklist model, of your group, to reflect on your own as well as your colleagues' teaching. Then, prepare a report.

<u>Step.4. review and learning from the action:</u>

Activity.6.each group holdS a discussion about the results of the observation checklist and the members reports. (Also you can replay the video show of your teaching for a more accurate discussion and soliciting feedback).
Activity.7.each group makes corrective procedures in its plan if needed (when one or more of the members have difficulty with it in class) and puts it into practice again, writes reflection reports on its progress till the plan works.
Phase. III – Evaluation:-

Task seven: Understanding check:
I. How can you deal with disruptive behavior?

2. What are the techniques or strategies you can follow in executing the stages of the lesson so that there is a smooth progression and transition from one stage to another?

Task eight: evaluate this session using session evaluation sheet
         (handout. 6)

Phase.IV - Preparation for the next session:

Task nine: in a note form, write a report answering the following question:
"Can you remember taking an exam or test at the end of a program of study, or in order to be accepted into a course or profession? What was the criterion for success, and how were your results expressed?"

Task ten: in preparation for your work with Unit two session one entitled" The main theoretical principles of English language assessment" review with your group the available resources for the information needed to cover the following points:
 - Definition of these concepts: testing, assessment and evaluation.
- Purposes and types of assessment.
- Different tools for assessing learner's language performance.
 (☹ **You can add other related points**)

* Based on your experience in writing learning contracts, plan for next week's work.
♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*

Good Luck
See you next session

Final test on Unit one

*Answer the Following Questions:

1. Why is classroom management an integral part of teaching?
2. What are the approaches to classroom management? Which ones best fit your personality and philosophy?
3. What is the advantage of putting students into pairs or small groups? For what kind of learning activities is pair work more suitable?
4. What are the characteristics of successful classroom managers? How many of these characteristics coincide with your management behaviors?
5. How can you analyze your strengths and weaknesses as a classroom manager? What means or techniques would you use to evaluate your management abilities?
6. Briefly describe at least three purposes for asking questions in class, as well as one inappropriate reason for using a questioning strategy in the classroom?
7. What are the principles that should govern the intervention process of teachers inside the classroom towards the misbehavior and time consuming?

*Observation Task:

Use the classroom management observation checklist handout at the end of your workbook, as self and peer evaluation tool, during your teaching practice at school for observing a whole class period of yourself and a colleague, and provide a written report on both by next week.

Unit Two
"Assessment"

♥Aims: by the end of this session you should be able to:
1. Understand the main theoretical principles of English

language assessment.

2. Demonstrate knowledge of different practical assessment tools for assessing learners' written and oral English.
3. Use the results of assessment for planning and improving instruction and for making appropriate instructional decisions about individual students.

A Contact Sheet

No	Session title	Materials used	Strategy	Location	Date
(1)	"The main theoretical principles of English language assessment".	**▪ printed materials:** - List of suggested readings and internet sites. -List of suggested discussion questions. - tasks handouts. - Report form. - Self/peer evaluation checklist. - Session evaluation sheet. **▪ video materials:** Were recorded & adapted from actual classrooms to provide participants with suitable material for critical incident analysis task.	Study group & peer coaching	school library ↓ the classroom ↓ school library	
(2)	"Practical assessment tools for assessing learners' written & oral English"		Study group & Action learning		
(3)	"Using the results of assessment for planning & improving instruction"		Study group, Action learning & peer coaching		

Session One

"The Main Theoretical Principles of English Language Assessment"

▪ **Date:** ………………………………

▪ **Attendants:** …………………….

▪ **Duration:** …………………….

▪ **Materials:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:

1. Distinguish between the following concepts: testing assessment and evaluation.
2. Identify the different purposes of assessment (such as placement, diagnosis, achievement and proficiency).
3. Demonstrate awareness of types of assessment (summative vs. formative, formal, oral vs. written).
4. Demonstrate knowledge of different tools for assessing learner's language performance.

▪ **Introduction:**

In literature on education a distinction is always made between assessment and evaluation, also between assessment and testing. So it is quite useful, however, for student teachers to distinguish among these terms. Assessment includes any way that we use to look at how far students are being successful in meeting educational goals. Evaluation, however, does not necessarily produce results that the teacher can use in a timely way to make instructional decisions, like assessment. Rather, evaluations are used to make decisions about the level of teaching and learning within school. Tests are assessment tool in which students must individually demonstrate their knowledge and abilities.

There are two main types of assessment: (1) formative assessment, help teacher make decisions regarding how to design or modify learning activities and which learning activity should be reapplied. (2) Summative assessment that provide periodic judgments on how well students have done as a result of instructional units that have been completed. It is very important that teacher be aware of the reasons

for assessment. Specifically, we assess to make decisions in order to meet students' needs and teacher purposes.

▪ Procedures:
Phase. I – (Presentation & Discussion)

Task one: read the introduction above then depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.

Note: * (The group discussion should cover the topic thoroughly).

* (Make your group final thoughts in note form)

→ Here is a list of some guided discussion questions: (you can add your own)

- What is meant by assessment, evaluation and testing?
 - What do you know about types of assessment?
- What are the basic principles of classroom assessment?
- List assessment tools that you can use as English teacher?
- After reading can you summarize your own opinion on the functions of assessment and correction?

Follow up: within your group compare your main notes on assessment with notes in handout (1) – try to elicit with your group to what extent is it different from yours… make notes, after that all groups have open discussion.

Task two: in your group have a discussion about handout (2), entitled "best practice in classroom language assessment", and consider whether or not the statements of it represent your own professional practice.

Follow up: share your ideas with the rest of the class.

Task three:

Within your group make your list of basic principles of classroom assessment and compare it with handout (3):

- Do you agree with the writer's list?

- Would you adapt or add any other principles to this list?
- Use the table below:

Agree with:	Disagree with:	Modification	Addition

Follow up: each group shares its report with other groups and has discussion on the similarities and differences.

Phase. II - "Application & reflection":

Task four: "Peer Coaching"
- You have to work as peers (of two, each peer chooses a name of preferred fruit).
"Assessment can help us make decisions before, during and after instruction" (Nitko, 2000)
- Use the peer coaching form (handout.4) and with your peer begin to plan a lesson from students' text book (Hello 4) in which you incorporate different assessment exercises & tools that you want to try in your class, then, follow the steps below:
1- Pre conference: agree to work with one colleague with the same aim. Work out a schedule for observing each other's classes over a two weeks period (one day a week), try to watch at least two of your colleague's classes and have him do the same for you. Design an appropriate observation sheet, of the main points you are going to observe, or adapt one from the available references.
2- observation: when you observe, tell the class what you are doing. Something like, "I am watching this class at work to see if together we can devise new ways of teaching you. We also want to find out how you work together as a group,"
- While watching the class, sit in a position where you can not be seen by the majority of the class.

3- Post conference .when you meet with your colleague to review the observation, try to establish possible reasons for the positive and negative features of the class and to make constructive suggestions as to how to improve. In other words review your observations and take actions as response.

Follow up: after finishing your peer coaching task discuss with your class the main points and recommendations each peer has reached.

Phase. III – Evaluation:-

Task five: understanding check:

I. Why is it important to use more than one type of assessment techniques?

2. Distinguish between the following pairs of concepts:
   - Achievement and proficiency tests.
   - Diagnostic v. prognostic tests.
   - Subjective v. objective tests.

Task six: evaluate this session using session evaluation sheet
        (handout. 5)

Phase.IV - Preparation for the next session:

Task seven: in a note form write a report answering the following question:

"What is the most common way of gathering information, assessing proficiency and awarding grades in your own teaching context? What changes or improvements would you like to see introduced?"

Task eight: in preparation for your work with session two entitled" practical assessment tools for assessing learners' written and oral English" review with your group the available resources for the information needed to cover the following points:

 - Examples of English language practical assessment tools.
- Techniques for assessing learner's oral English.
- What do you know about performance assessment?
- Techniques for assessing learners' written English.
- Reasons for testing.
- The main criteria for designing a good test.
- Types of test elicitation techniques.
- Test administration.

 (☹ **You can add other related points**)

* **Based on your experience in writing learning contracts, plan for**

next week's work.

♥ DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.

Good Luck

See you next session

Session Two

"Practical Assessment Tools for Assessing Learners' Written and Oral English"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:

1. List the possible English language practical assessment tools.
2. Write effective test items for assessing a achievement.
3. Select appropriate tools for assessing purposes such as: diagnosing errors and measuring proficiency.
4. Select from a range of techniques for assessing learners' oral English.
5. Select from a range of techniques for assessing learners' written English.

▪ **Introduction:**

As discussed in the previous session, assessment requires planning and organization. The key lies in identifying the purpose of assessment and matching instructional activities to that purpose. Then, it is important to plan time for assessment, involve students in self and peer assessment, develop rubrics scoring procedures, set standards, select assessment activities. That is what is called authentic assessment.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one: read the introduction above then, depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have covered about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.
Note: * (The group discussion should cover the topic thoroughly).
　　　* (Make your group final thoughts in note form)
 → Here is a list of some guided discussion questions: (you can add your own)

- What do you know about authentic assessment and performance assessment?
- What do you know about rubrics and scoring scales?
- What are the available techniques for assessing students' oral & written English?
- What are the main criteria for designing a good test?
- What are the types of test elicitation techniques?

Follow up: within your group, identify the most appropriate elicitation techniques for assessing structures, vocabulary, spelling, pronunciation, listening, reading, speaking and writing.
- Compare your list with lists of other groups and try to elicit with your group to what extent are they different from yours… make notes.

Task two: in your group have a discussion about the steps you may follow when designing and administering a test. Then, suggest a list of

test elicitation techniques. After that, compare your list with the one in handout (1) and make comments.

Follow up: share your ideas with the rest of the class.

Task three:
Within your group study handout (2), entitled "oral language assessment activity matrix" and decide:
- Which one do you expect to be used most frequently in the classroom?
 - And which do you expect most students actually prefer.
- Would you add any activities to this list?
→ Count the responses of your group members to pool results.

Follow up: each group shares its report with other groups and has discussion on the similarities and differences.

Task Four:
Within your group study hanout (3), about the reasons for using performance assessment then, try to develop an example of performance assessment activity you can use with your students.

Follow up: compare your example with that on handout (4) and write down comments on the differences and similarities.

Phase. II - "Application & reflection":

Task Five: "Peer Coaching"
- You have to work as peers (of two, each peer chooses a name of preferred fruit).
- decide on the assessment tools that you will try to use for assessing students' oral and written English.
1- Pre conference: agree to work with one colleague with the same aim. Work out a schedule for observing each other's classes over a two weeks period (one day a week) try to watch at least two of your colleague's classes and have him do the same for you. Design an appropriate observation sheet, of the main points you are going to observe, or adapt one from the available references.
2- observation: when you observe, tell the class what you are doing.

Something like, "I am watching this class at work to see if together we can devise new ways of teaching you. We also want to find out how you work together as a group"

- While watching the class, sit in a position where you can not be seen by the majority of the class.

3- Post conference .when you meet with your colleague to review the observation, try to establish possible reasons for the positive and negative features of the class and to make constructive suggestions as to how to improve. In other words review your observations and take actions as response.

Follow up: after finishing your peer coaching task discuss with your class the main points and recommendations each peer have reached.

Task six: "action learning"

Working in groups you have to design a complete test based on one or two complete units from Hello (4). The test must include a variety of activities for testing students' language four skills.

- Apply the test to one or two of your classes during the teaching practice next week , have a discussion with your group about the experience of test design & administration and students responses to the test items and make any modifications that are necessary.

→ Finally write a reflection report and share it with your class to receive feedback.

Phase. III – Evaluation:-

Task five: understanding check:

I. what do we mean by: authentic assessment, performance assessment & scoring rubrics?

2. List some practical assessment tools of students oral & written English?

Task six: evaluate this session using session evaluation sheet

(handout. 5)

Phase.IV - Preparation for the next session:

Task seven: based on your own personal beliefs and previous experience whether a student at school or student teacher writes a report about the

following question:

"Can you remember how you felt about the ways teachers responded to your own written/ oral work when you were learning English as a foreign language? Try to recall particular instances?

Task eight: in preparation for your work with session three entitled" using the results of assessment for planning & improving instruction" review with your group the available resources for the information needed to cover the following points:

- What is the relation between correction and feedback?
- Approaches to the giving of feedback..
- Correcting students' written work.
- Correcting students' oral language.
- Communicating assessment results with parents, principles and students themselves.
- Teacher's strategies for adjusting his instruction in the light of the results of the assessment process.

(☹ **You can add other related points)**
* Based on your experience in writing learning contracts, plan for next week's work.
♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*

Good Luck

See you next session

Session Three

"Using The Results of Assessment for Planning and Improving Instruction"

▪ **Date: ……………………………**
▪ **Attendants: …………………….**
▪ **Duration: …………………….**

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▪ **Materials:** ……………………..
▪ **Objectives:** by the end of this session participants should be able to:
1. Define feedback.
2. List some oral and written correction techniques.
3. Provide learners with opportunities to use feedback from the assessment process to adjust their learning.
4. Document assessment results and communicate them to stakeholders, such as parents and the school administration, as appropriate.
5. Adjust instruction in the light of the results of the assessment process.

▪ **Introduction:**

At least as important as what the correction consists of is how it is expressed: gently or assertively, supportively or as a condemnation, tactfully or rudely. On the whole, of course, we should go for encouragement, tactful correction; but it is less easy to generalize about gently/ assertively: some learner populations respond better to one, some to the other. In general, learner responses to different expressions of feedback are often surprising: a teacher correction that seems to an observer a humiliating (put down) may not be perceived as such by the learner to whom it was addressed; or an apparently gentle, tactful one may give offense. A good deal of teacher sensitivity is needed here.

Communicating assessment results is a very important step in student assessment. The grade consciousness that many students and their parents display can interfere with how well teachers are able to communicate formative evaluations to students.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one: read the introduction above then depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the

topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.

Note: * (The group discussion should cover the topic thoroughly).

  * (Make your group final thoughts in note form)

→ Here is a list of some guided discussion questions: (you can add your own)

- What is meant by feedback? What are its possible techniques?
- What is the relation between assessment and correction? And what is the value for learning?
- List oral and written correction techniques?
- How might the grading system in schools be changed to reduce student anxiety and student competition?
- What are the possible techniques for communicating assessment results with students and parents?

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: within your group look at the set of oral correction techniques listed in handout (1) reword, or add further items as you feel necessary.

→Think about and note down the following questions:

- Which do you expect to be used most frequently in the classroom?
- Which do you imagine learners actually prefer?

Follow up: share your final work with other groups.

Task three: watch the following videos, of some recorded lessons in which teacher uses different oral correction techniques. Each time you hear a correction try to identify to which category it belongs and put a mark in the appropriate square (use handout.1). At the end, count your marks, and note down which kinds of correction are most often used and which least.

Follow up: within your group discuss the following question:

- Would you support the recommendation to refrain correcting during fluency- oriented speech, and to do so only during accuracy oriented exercises? Can you add any further comment?

- Compare your answer to handout (2).

→Then, share your final thought with the whole class.

Task four: look at the written assignments provided in handout (3) and write in your corrections and other feedback either on the page itself or on a copy.

- Then, work in pairs, read each others' corrections and discuss differences.

→ You can use questions in handout (4) for help.

Follow up: with your group discuss the answer for this question:

"What makes feedback on learner writing more or less effective?"

- Then, write down what for you would be the three most important principles in giving written feedback.

→ Share your work with other groups.

Task five: with your group read and comment on the case in handout (5). Then, try to answer the following question:

"How can you help students overcome their defensiveness being evaluated and gain the cooperation you need to conduct ongoing formative evaluations? ... Make suggestions.

→ Compare your answer with handout (6)

Follow up: with your group read the case in handout (7) and comment giving suggestions of techniques for communicating assessment results with parents and school administration.

Phase. II - "Application & reflection"*:*

Task six: "Action Learning Strategy"

  Step 1. Identifying a classroom topic, problem/ challenge.

Activity. 1. Each group begins to correct students' answer sheets of the administered test of the previous session (task six). Then, decide on some critical cases that need to be communicated with students themselves or their parents or school administration.

Step. 2. Identifying a solution:

Activity.3. Based on readings and experience, each group makes a list of possible correction techniques for the students' answers on the test activities and questions.

Activity. 4. Now each group develops an action plan that would be tried in providing feedback for students & communicating the results of critical cases whether with students themselves or with stakeholders.

Step.3. taking action:

Activity.6. group members try to carry out the plan in the classroom during teaching practice this week and write a report.

Step.4. review and learning from the action:

Activity.7.each group hold a discussion about the results of the members' reports.
Activity.8.each group makes corrective procedures in its plan if needed (when one or more of the members have difficulty with it in class) and puts it into practice again, writes reflection reports on its progress till the plan works.

Phase. III – Evaluation:-

Task Seven: Mark the statements below either T for true, or F for false.

_____1. Peer correction keeps the class involved in the lesson.
_____2. Teacher correction is best because it reminds the students that the teacher is in charge and responsible.
_____3. Self correction is not really possible because most students can't correct themselves.
_____4. There is no need to communicate assessment results with students, just with their parents.

Task Eight: evaluate this session using session evaluation sheet
          (handout. 8)

Phase.IV - Preparation for the next session:

Task Nine: based on your own personal beliefs and previous experience whether a student at school or student teacher writes a report about the following question:

<p align="center">"What makes a good teacher?"</p>

Task Ten: in preparation for your work with session three entitled "Commitment to excellence in teaching both by classroom performance and by interacting in the school community" review with your group the available resources for the information needed to cover the following points:

- ✓ Personal qualities of effective teacher.
- ✓ Teacher's interpersonal skills needed for working effectively with students, colleagues, senior teachers, school administration, supervisors and parents.
- ✓ Methods and tools that help teacher to communicate effectively with parents regarding students' academic progress and conduct.
- ✓ The importance of continuous professional development of teacher's teaching performance.

(☹ You can add other related points)

* Based on your experience in writing learning contracts, plan for next week's work.

♥ _DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED._

<p align="right">Good Luck
See you next session</p>

Final test on Unit Two

* Answer The Following Questions:

1- Differentiate between assessment, evaluation and testing?

2- What are the basic principles of classroom assessment?

3- What do you know about authentic assessment and performance assessment?

4. What makes a good test? Name at least three factors?

5- What methods other than tests are available for evaluating students?

6- When is the best time to correct students' errors?

7. How can you avoid correction that causes negative effects on the learner?

8. Why is it important to communicate with parents about their children's' work and progress? How might communication with parents be improved?

9. What are the possible techniques that teacher can use in communicating assessment results, with students or parents?

*Observation Task:

Use the assessment observation checklist handout at the end of your workbook, as self and peer evaluation tool, during your teaching practice at school for observing a whole class period of yourself and a colleague, and provide a written report on both by next week.

Unit three
"Professionalism"

Aims: by the end of this unit you should be able to:

1. Demonstrate commitment to excellence in teaching both by classroom performance and by interactions in the school and community.
2. Collaborate effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school.
3. Demonstrate knowledge of theories, methods, and current best practices in foreign language teaching.
4. Follow the ethical standards of the community and set a high example for students by demonstrating good citizenship, high moral principles and good self control.
5. Demonstrate fairness, respect and acceptance of all students in the classroom.

A Contact Sheet

No	Session title	Materials used	Strategy	Location	Date
(1)	"Commitment to excellence in teaching both by classroom	▪ **printed materials:** - List of suggested	Study group	school library	

	performance and by interacting in the school community".	readings and internet sites. -List of suggested discussion questions. - tasks handouts. - Report form. - Self/peer evaluation checklist. - Session evaluation sheet.	& Action learning	↓ the classroom ↓
(2)	"collaborating effectively with colleagues & demonstrating knowledge of theories and current best practices in foreign language teaching"		Study group & peer coaching	school library
(3)	"following the ethical standards of the community & demonstrating fairness and acceptance of all students in the classroom"	▪ **video materials:** Were recorded & adapted from actual classrooms to provide participants with suitable material for critical incident analysis tasks.	Study group & Action learning & peer coaching	

Session One
"Commitment to excellence in teaching both by classroom performance and by interacting in the school community"

▪ **Date:** ……………………………

▪ **Attendants:** …………………….

▪ **Duration:** …………………….

▪ **Materials:** …………………..

▪ **Objectives:** by the end of this session participants should be able to:

1. Differentiate between teacher personal qualities and interpersonal skills.
2. List some personal qualities of effective teacher.

3. Demonstrate interpersonal skills such as establishing rapport, seeking input, and providing encouragement needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents.
4. Identify some possible tools for communicating effectively with parents regarding students' academic progress.
5. Use various methods to improve his classroom performance.

▪ **Introduction:-**

"A good teacher is someone who teaches not only with mind, but also with heart". Syanne Helly

- A great teacher gives affection to the students, makes them understand what emotion is.
- A great teacher smiles to his/her students even when they screw him up.
- He/she understands that a student is not a tiny bundle of joy that can cry, smile, and laugh. He/she must understand that in front of him stands a true miracle of life.

Teaching, to a large degree, depends on more than technical skills. The demands of classroom teaching require interpersonal skills and dispositions that are often ignored when determining a pre-service teacher's fitness to teach. Skills in human relationships are crucial not only for the affective well-being and growth of students, but also for their intellectual development and motivation to succeed.

Research has shown that ties between teachers and parents are helpful for students, but many teachers have mixed feelings about, or feel unprepared for, such relationships. Narrative inquiry is away for insuring such relations, through it teacher shift from focus on self- preservation toward responsiveness & collaboration.

▪ **Procedures:-**

Phase. I – (Presentation & Discussion):

Task one: read the introduction above then, depending on the reading assignment and internet sites you have reviewed as homework, each

participant begins to present his/her section of the topic, using possible teaching aids, and gives answers to the discussion questions posted from his group. Finally, each group members provide a written report on the main points of their discussion topic.

Note: (The group discussion should cover the topic thoroughly).

→ Here is a list of some guided discussion questions: (you can add your own)

> - What are the main personal qualities of effective teacher?
> - How can student teacher develop or acquire these personal qualities?
> - How can teacher demonstrate such personal qualities?
> - What is the importance of interpersonal skills for teacher effectiveness?
> - How can teacher communicate effectively with parents, especially in our over crowded classrooms?
> - "Teacher should continually strive to improve classroom performance" agree or not? Why?

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: with your group fill in the questionnaire in handout (1), entitled "my personal qualities as a teacher".

Follow up: (Be ready to share your questionnaire with other groups to have feedback).

Task three: watch the following video movies shortcuts, about teacher's interpersonal skills, and take notes on the types of interpersonal skills used, fill in the observation form (of your group).

Follow up: after the observation discuss the following questions with your group:
1. What skills do I have?

2. What skills should I develop?

Task four: within your group read handout (2) entitled "forms and letters for teacher to communicate with parents". Choose from them the suitable ones for our Egyptian community. Prepare your report to share with other groups to receive feedback.

Phase. II - "Application & reflection"*:*

Task five "Action Learning Strategy"

  Step 1. Identifying a classroom topic, problem/ challenge.

Activity. 1. In a report describe an actual problematic situation that faces you in teaching concerning interpersonal skills in the school community or communicating effectively & positively with parents regarding students' academic progress and conduct. 2. Each group decides on one critical problem and begins to analyze its causes and effects through posing different questions.

  Step. 2. Identifying a solution:

Activity.3. Based on readings and experience, each group makes a list of possible techniques, tools or approaches for the problem in hand.

Activity. 4. Now each group develops an action plan that would be tried out in the classroom.

Step.3. taking action:

Activity.5. group members try to carry out the plan in the classroom during teaching practice this week. (You can make a video recording of your performance if you like)
→ Then prepare a report for the trainer.

Step.4. reviewing and learning from the action:

Activity.7.each group hold a discussion about the results of the observation and the members reports. (Also you can replay the video show of your teaching for a more accurate discussion and soliciting feedback).

Activity.8.each group makes corrective procedures in its plan if needed (when one or more of the members have difficulty with it in class) and put it into practice again, write reflection reports on your progress till the plan works.

Phase. III – Evaluation:-

Task six: Mark the following statements True or False. And say why.

------1. Co operation with other teachers is necessary to carry out teaching tasks in an adequate way.
------2. Professional knowledge is only one of the necessary components of a successful teacher.
------3. To communicate successfully with parents, teacher should be caring, professional, open, and organized

Task seven: evaluate this session using (handout. 3) provide your reflection in a report form.

Phase.IV - Preparation for the next session:

Task eight: write down your own thoughts in notes concerning the following two points:
● The importance of collaborating effectively with colleagues.
● The importance of demonstrating knowledge of theories, methods, and current best practices in foreign language teaching for you as a future teacher.

Task nine: as a preparation for the following session entitled "collaborating effectively with colleagues & demonstrating knowledge of

theories and current best practices in foreign language teaching", each group searches the available resources for a complete coverage for the following titles:

- Ways and strategies for developing collaboration between student teachers during teaching practice in schools.
- Professional development opportunities that student teacher and/ or teacher can benefit from it
- The characteristics of various methodologies in language teaching.
- Current best practices in foreign language teaching.
(☹ **You can add other related points**)

* Based on your experience in writing learning contracts, plan for next week's work.

♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*

Good Luck
See you next session

Session Two
"Collaborating effectively with colleagues & demonstrating knowledge of theories and current best practices in foreign language teaching"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:
1. Develop and update knowledge about English language teaching and learning through reading in the field.
2. Seek professional development opportunities: seminars, training workshops and conferences.
3. Demonstrate willingness to share experience (material, knowledge, skills) with others (e.g., colleagues, senior teachers.
4. Differentiate between these concepts: approach, method, curriculum/syllabus and technique.
5. Compare between the characteristics of various methodologies of language teaching.
6. Select the most appropriate and useful parts of these methodologies to apply in the Egyptian classroom.
7. Explain the current best practices in foreign language teaching and puts them to use in teaching.

▪ **Introduction:**

Over the past thirty years language teachers have witnessed dramatic changes in the ways that languages are taught. The focus of instruction has broadened from the teaching of discrete grammatical structures to the fostering of communicative ability. Creative self-expression has come to be valued over recitation of memorized dialogues. Negotiation of meaning has come to take precedence over structural drill practice. Comprehension has taken on new importance, and providing

comprehensible input has become a common pedagogical imperative. It is in the context of these multifarious changes that one of the most significant areas of innovation in language education, computer-assisted language learning (CALL), has become of age.

Research insights from practice, and common sense converge around the understanding that skilled teachers significant impact on student learning. Helping teachers develop the knowledge and skills they need begins with teacher preparation programs. Subsequently, effective professional development helps teachers continue enhancing knowledge and skills throughout their careers.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one: read the introduction above then, depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.
Note: (The group discussion should cover the topic thoroughly).

→ Here is a list of some guided discussion questions: (you can add your own)

o What is the difference between the following concepts: approach, method, curriculum/syllabus and technique?
o What are the most appropriate and useful characteristics of various language methodologies that you might select to apply in the Egyptian classroom?
o What are the main principles of language learning? How and why should they overall guide our teaching?
o What is your comment on the following statement? "Best practices in language teaching and learning: feeling competent and confident in foreign language teaching"
o How do I find my way in competence-based language teaching?

o Where do I find best practice teaching materials?
o What do you know about 'CALL'?

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: with your group use the criteria of approaches and methods of foreign language teaching to develop an observation checklist for using communicative language teaching inside the classroom.
- You may want to develop lists of questions such as:
   1. Did the students enjoy the lesson? How do I know?
   2. Were the students active during the lesson? What did they do?
   3. Did students have troubles during the lesson? What is the evidence for this?
Follow up: (Be ready to share your checklist with other groups to have feedback).

Task three: read (handout.1) that represents thirteen interlocking principles that characterize best practices in language teaching. Can you identify how you can apply these principles in our Egyptian classrooms? Share your final report with other groups.

Follow up: each group designs an observation tool depending on these principles to be used in peer coaching inside the classroom.

Task four: handout (2) represents general tips for developing positive relationships with colleagues and other teachers in the school community. Read them and think about your own behaviors and the behaviors of your peers you have seen so far (have a discussion within your group)

Follow up: use the interaction behaviors listed above in designing an observation sheet. Make copies of the form and use it in the next phase when observing your peers. Then, share your work with other groups and the trainer to have comment.

Task five. Within your group study handout (3), that represents possible opportunities that support teacher professional development. Then, decide which one of them is suitable for you as a pre-service teacher. (You can add new ones).

Follow up: you have to attend two or three seminars of curriculum & instruction department at the faculty and write a report commenting on such experience and its effect on your professional development.

(Also, on attending the international conference of the faculty held on 21st and 22nd April 2008, you should write a commentary report.)

Phase. II - " Application & reflection"*:*

Task six: "Peer Coaching"

- You have to work as peers (of two, each peer chooses a name of preferred fruit).

- Use the peer coaching form (handout.4) and with your peer begins to choose some best practices in language teaching or a language teaching theory or method that you would try in your class and begin to complete the form in its three stages:

1- Pre conference: agree to work with one colleague with the same aim. Work out a schedule for observing each other's classes over a two weeks period (one day a week), try to watch at least two of your colleague's classes and have him do the same for you.

2- observation: when you observe, tell the class what you are doing. Something like, "I am watching this class at work to see if together we can devise new ways of teaching you. We also want to find out how you work together as a group"

- While watching the class, sit in a position where you can not be seen by the majority of the class.

→ (Note that you can use the observation checklists your group has

designed in task two & three)

3- <u>Post conference</u> .when you meet with your colleague to review the observation, try to establish possible reasons for the positive and negative features of the class and to make constructive suggestions as to how to improve. In other words review your observations and take actions as response, then:

- Evaluate your own lesson and get your colleague to evaluate his/her lesson with the questionnaire shown in (handout.5).

Follow up: after finishing your peer coaching task discuss with your class the main points and recommendations each peer has reached.

Phase. III – Evaluation:-

Task seven:

1. read the statements below and mark them either T or F:

-------1. The direct method in language teaching instructs students in grammar and provides vocabulary with direct translations to memorize.

-------2. PPP. approach to communicative language stands for: presentation, practice and production.

-------3. Structural perspectives of language teaching and learning emphasized the formal analysis of the system of structures that make up a given language.

2. Make a quick list of best practices in foreign language teaching, giving comment on the real challenges of applying them in the classroom in your opinion.

Task eiht: please take a minute to write your general impression about this session answering this question:

- How well this session affects my teaching practice?

Phase.IV - Preparation for the next session:

Task nine: think back to your own classroom learning, as either child or adult, not necessarily of a foreign language, and try to recall a teacher of yours who was a good example for students by demonstrating good citizenship, high moral principles, and a good self control, from whom you really learnt well, write this down in a report.

- The following are guided questions for you:

1. How much effort did this teacher put in to model the moral principles & values of the society? And

2. Which technique did he use?

Task ten: in preparation for your work with session three entitled "following the ethical standards of the community & demonstrating fairness and acceptance of all students in the classroom" review with your group the available resources for the information needed to cover the following questions:

- What do we mean by ethical role of language teacher?
- What strategies do teachers employ to encourage & help students to actively participate in the community?
- How can English language teacher integrate concepts of civic education in language teaching?
- What are the strategies that teacher can use in demonstrating fairness, respect and acceptance of all students in the classroom?

 (☹ **You can add other related points**)

* Based on your experience in writing learning contracts, plan for next week's work.

♥ *DON'T FORGET TO FILL IN THE LEARNING DIARY SHEET ABOUT THE SESSION YOU HAVE JUST COMPLETED.*

Good Luck
See you next session

Session three

"Following the ethical standards of the community & demonstrating fairness and acceptance of all students in the classroom"

▪ **Date: …………………………**
▪ **Attendants: …………………….**
▪ **Duration: …………………….**
▪ **Materials: …………………….**

▪ **Objectives:** by the end of this session participants should be able to:

1. List some key characteristics of teacher as a good example for students.
2. Model the moral principles, customs and values of the society.

3. Use various activities to actively participate in the community.
4. Use a range of strategies for integrating concepts of civic education such as: environmental awareness, human rights and citizenship in language teaching.
5. Set certain strategies that help him demonstrate fairness, respect and acceptance of all students in the classroom.

▪ **Introduction:**

"Education has for its object the formation of character. The great aim of education is not knowledge but action" Herbert Spencer

One of the teachers' main roles is presenting a good model of society moral principles, customs and traditions for his students. Also, he should encourage his students to actively participate in the community through various in-doors and out-doors activities.

Moreover, teacher should understand that students learn best when they are actively involved in learning situations. They learn rapidly from games, stories, songs, and collaborative problem solving. They need to feel that the teacher respects them and understands their needs and capabilities. They need a teacher who could make use of their motivation and enthusiasm and support them by treating them with respect and being consistent and fair in dealing with them.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one: read the introduction above then, depending on the reading assignment and internet sites you have reviewed as homework, each group members have a discussion on the main points they have about the topic of the session. Finally, each group members provide a written report on the main points of their discussion topic.

Note: (The group discussion should cover the topic thoroughly).

→ Here is a list of some guided discussion questions: (you can add your own)

- What are the main principles that underline teacher's moral role towards his students?
- What are the possible strategies teacher can use in modeling the moral principles, customs and values of the society?
- What kind of activities teacher can use in encouraging students to actively participate in the community?
- What are the concepts of civic education that language teacher can integrate in language teaching? And how?
- What are the possible school structures that encourage students to draw on their social skills?
- Teaching large classes versus small ones: does it make a difference?
- What are the possible strategies for dealing with all students with consistency, fairness and respect?

Follow up: each group representative comes to present his/her group report to the rest of the class and respond to the other groups' questions or comments.

Task two: complete your "Give one! Get one!" activity sheet (handout.1) through having a discussion with three of your class colleagues, sharing your favorite activity or technique concerning encouraging students to actively participate in the community., each one gives his complete description of the technique and gives examples.

Follow up: with your group begin to fill in handout (1) concerning strategies for incorporating civic education in language teaching.
→ Be ready to share your group handout with other groups.

Task three: within your group, read handout (2), discuss it and write your commentary in a report.

Finally, share your report with other groups to reach final recommendations concerning these snapshots.

Task four: within your group, read handout (3), concerning tips for teacher fairness in the classroom, decide which ones are suitable to our Egyptian schools and which ones need modifications? and why?. Write your notes in a report and share it with other groups.

Follow up: each group designs an observation checklist, depending on the previous tips, for self and peer evaluation in the classroom.

Phase. II - " Application & reflection"*:*

Task five: "Action Learning Strategy"

  Step 1. Identifying a classroom topic, problem/ challenge.

Activity. 1. In a report describe actual problems that face you in teaching concerning demonstrating fairness, respect and acceptance of all students in dealing with students in your class.
Activity. 2. Each group decides on one critical case and begins to analyze its causes and effects through posing different questions.

   Step. 2. Identifying a solution:

Activity.3. Based on readings and experience each group makes a list of possible different strategies & techniques for the case in hand.

Activity. 4. Now each group develops an action plan that would be tried out in the classroom:
Activity.5. with your group, modify your observation checklist, you have developed in task four, according to your action plan objectives and used techniques.

Step.3. taking action:

Activity.6. group members try to carry out the plan in the classroom during teaching practice this week. (You can make a video recording of your teaching if you like)
→ Note: use the observation checklist model, of your group, to reflect on your own as well as your colleagues' teaching. Then, prepare a report.

Step.4. review and learning from the action:

Activity.6.each group holds a discussion about the results of the observation checklist and the members' reports. (Also you can replay the video show of your teaching for more accurate discussion and soliciting feedback).

Activity.7.each group makes corrective procedures in its plan if needed (when one or more of the members have difficulty with it in class) and put it into practice again, write reflection reports on its progress till the plan works.

Task six: "Peer Coaching"

- You have to work as peers (of two, each peer chooses a name of preferred fruit).
- Use the peer coaching form (handout.4) and with your peer begin to decide on one or two concepts of civic education you want to integrate in language teaching.
 - With your peer, select a lesson from students book (Hello 4)and prepare a lesson plan employing the suitable techniques or strategies for this integration.
1- Pre conference: agree to work with one colleague with the same aim. Work out a schedule for observing each other's classes over a two weeks period (one day a week), try to watch at least two of your colleague's classes and have him do the same for you.

2- observation: when you observe, tell the class what you are doing. Something like, "I am watching this class at work to see if together we can devise new ways of teaching you. We also want to find out how you work together as a group"
- While watching the class, sit in a position where you can not be seen by

the majority of the class.

→ (Note that you can use the observation checklists your group has designed in tasks two & three)

3- Post conference .when you meet with your colleague to review the observation, try to establish possible reasons for the positive and negative features of the class and make constructive suggestions as to how to improve. In other words review your observations and take actions as response, then:

- Evaluate your own lesson and get your colleague to evaluate his/hers .

Follow up: after finishing your peer coaching task discuss with your class the main points and recommendations each peer has reached.

Phase. III – Evaluation:-

Task seven: understanding check:

I. Answer the following question:
- What are the key strategies and techniques for integrating concepts of civic education in language teaching?
- What are the criteria that teacher can use in creating suitable teaching/ learning audio visual aids?
- Give examples of activities and opportunities that teacher can provide students with to become autonomous language learners.

Task eight: evaluate this session using session evaluation sheet
(handout. 4)

- What are the criteria that teacher can use in creating suitable teaching/ learning audio visual aids?
- Give examples of activities and opportunities that teacher can provide students with to become autonomous language learners.

* Based on your experience in writing learning contracts, plan for next week's work.

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Final test on Unit Three

*Answer the Following Questions:

1. What are the main personal qualities of effective teacher?
2. How can teacher communicate effectively with parents, especially in our over crowded classrooms?
3. What is the difference between the following concepts: approach, method, curriculum/syllabus and technique?
4. What are the most appropriate and useful characteristics of various language methodologies that you might select to apply in the Egyptian classroom?
5. What are the main principles of language learning? How and why should they guide our teaching?
6. What are the possible strategies that teacher can use in modeling the moral principles, customs and values of the society?
7. What kind of activities can teacher can in encouraging students to actively participate in the community?

*Observation Task:

Use the professionalism observation checklist handout, at the end of your workbook, as self and peer evaluation tool, during your teaching practice at school for observing a whole class period of yourself and a colleague, and provide a written report on both by next week.

II. Handouts

Introductory session

"List of self access materials"

* classroom management:

* References & Resources:

- Bartran, M and Walton, R. (1991): Correction: Mistake Management. Apositive Approach for Language teachers. Hove, UK: Language Teaching Publications.

- Cummings, C. (2000): Winning Strategies for Classroom Management, Alexandria, VA. Association for Supervision and Curriculum Development.

- Penny UR (1996): A course in Language Teaching … Practice and Theory. Cambridge University Press. P.P 33 – 45, 227 – 239, 274 – 285, 664 – 271.

- James S.Cangelos (2000): Classroom Management Strategies … Gaining and Maintaining Students' Cooperation. John Wiley & Sons, INC. New York. Chapter 4 p.p 74 – 91 & chapter 5 p.p 93 – 101.

- H.H.Stern (1998): Fundamental concepts of Language Teaching. Oxford University press.

- SPEER- spot light on primary English educational resources. Chapter 20.

- Marilyn Nathan (1995): the New Teachers' Survival Guide. London. Philadelphia chapter 4, 5, and 7.

- Classroom teaching skills (2003): chapter 5: Questioning Skills… Myra Sadker & David Sadker. And chapter 8. Classroom management: Wilford A.

- Joyce Mcleod., Jan Fisher and Ginny Hoover (2003): the key elements of classroom management. ASCD- Alexandria, Virginia. USA.

- Stephens, Paul & Crawely (1994): Becoming An effective teacher – Longman, London, UK P.P.85 – 136.

- Robert J. Marzano (2003): Classroom management that works : research- Based strategies for every teacher. ASCD – Alexandria, Virginia USA.

- Bailey M. Kathleen and Nunan David (2001): Voices from the language classroom – Qualitative research in second language education. Cambridge University Press PP. 123-145.

On Line Resources.. you can visit:

- Steel, K. (2001) Ideas for many areas of classroom management. Available online at http://www.angelfire.com/ks/teachme/classmanagement.htm. Accessed 22 July 2006.

- Teachnet.com classroom management page. Links to a number of articles on various aspects of classroom management http://www.teachnet.com./how-to/manage/Accessed 22 July 2001.

- http://www.sanako.com/?Deptid=1673.

- http://drwilliampmartin.tripod.com/classm.htm/

- http://www.kimskorner4teachertalk.com/classroommanagement/menu

- http://www.brains.org./classroom_management.htm.

- http://www.theteachersguide.com.classmanagment.htm

- http://drwilliampmartin.tripod.com/classm.html.

- http://www.bcte.ecu.edu/ACBMitEC/p1998/true/l1htm.

- http://www.teachervision.fen.com/classroom-management/resource/5776.html

◆Assessment:

*References and resources on Assessment

- Nito, J. (2000): Educational Assessment of students. upper saddle River, New Jersey USA: Prentice Hall
- O'Malley, J. & Valdez Pierce, L. (1996): Authentic Assessment for English Language Learners: Practical Approaches for teachers reading, MA: Addison Wesley Publishing Co.
- H.H. Stern (1998): Fundamental concepts of language teaching. Oxford University Press 8th Ed.
- Speer-spotlight on primary English Educational Resources (2002):

Chapter 17 - Classroom assessment p.p 286-301.
   Chapter 26 – Assessment Tools 449-0 460.

- James F. Lee. J Bill Vanpatten (2003): Making communicative language teaching happen…. Library of Congress in publication data. Chapters (5-9-10- &13).
- Sharon L. Silverman & Martha E. Galarza (2000), Learning and Development. Making connections to enhance teaching. Joyssey-Bass publishers' San Francisco-p.p 238-247.
- James M. Cooper & Others (2003): Classroom Teaching Skills. 7th ed.

Chapter 10 – Jerry D. Ten Brink: Assessment.

*Online Resources: You can visit

- Assessment and the language teacher: trends and transitions, by Geoff Brindly http:Language.hyper. Chubu.ac.jp / jalt/pub/tlt/97/brindley.htm/

- http://honolulu.hawaii.edu/intranet/committees/facdevcom/ guidebk/teach tip/assess-l.htm.

- http://www.siue.edu/deder/assess/catmain.htm/
- http://www.ntlf.coin/html/lib/bib/assess.htm
- http://www.fcit.usf.edu/assessment/index.html
- http://www-funderstanding.com/classroom_assessment.cfm.
- http://www.celt.lastate.edu/teaching/cat.htm/
- http://www.Eduplace.com/rdg/res/litass/
- http://www.utc.edu/Administration/walker teaching resourcecenter/faculty Develompent/Aassessment/assessment.html
- Teachnet.com
- http://www.teachervision.fen.com/classroom-management/ Resource/5776.html.

◆Professionalism:
*References and resources on professionalism

- Bachman, J.G (1990) Self – Concepts, Self – Esteem and Educational Experiences. Journal of personality and Social Psychology, Vol. 50, P 35 – 46.
- Borg, S. (2003). Teacher Cognition in Language Teaching: A Review of Research on What Language Teacher Think, Know, Believe, and Do. Language Teaching 36 (2), pp 81 – 109.
- Antunez, Beth (2002). The Preparation and Professional Development of Teachers of English Language Learners. ERIC Digest 477724.
- Richard I. Arends (2007) Learning to Teach, Mc Graw- Hill International Edition.

- Cruickshamk, D. R and Haefele, D. (2001). Good Teachers, Plural. <u>Educational Leadership</u> vol.58, N.5 P.26.

*Online Resources: You can visit

- http://712educators.about.com/od/teachingstrategies/tp/studentteaching.htm
- http://www.hope.edu/academic/education/app/CommitmentToProfessionalism.pdf
- http://www.helium.com/items/916856-served-university-supervisor-student
- http://aundrea.myweb.uga.edu/e-portfolio/6-professionalism.html

*Available Teaching/Learning aids:

- **Compute & printer.**

- **Some CDs/some floppies.**

- **Video camera – cassette – video tapes.**

- **Some transparences**

- **A self/peer observation checklist (designed by the researcher)**

- **Pens, pencils, white papers, block notes.**

- **Flip charts , board pens**

- **Models, pictures & diagrams.**

- **Additional handouts of workbooks**

Introductory session
Handout (1)
(1) Action Learning

Action learning, as a strategy for improving both individual and organizational performance, was developed by professor Reg Revans and developed worldwide over the last 35 years. Wade, Sian & Hammick (1999) indicate that "one of the strategies to emerge to promote this kind of experiential learning has been that of action learning". Persons involved in action learning work on a 'live' project in 'real time'. This is learning by doing, and involves bringing together theory, professional and organizational knowledge, and intrapersonal, interpersonal, and group dynamics. This is, in essence, an experiential model, and is not unlike the learning cycle model of Kolb (1984).

Action learning is based on a radical concept: **(L=P+Q) L**earning requires **P**rogrammed knowledge (i.e. knowledge in current use) and **Q**uestioning insight. It also uses a small group to provide challenge and support: individuals learn best with and from one another as they each tackle their own problem and actually implement their own solution. The process integrates: research (into what is obscure); learning (about what is unknown) and action (to resolve a problem) into a single activity and develops an attitude of questioning and reflection to help individuals and organizations change themselves in a rapidly changing world.
http://www.ifal.org.uk/nutshell.htm1

The way that action learning usually practiced is through the action learning 'set'; a group of 5 or 6 people, each working on a separate project, who meets regularly to discuss the problems they are each encountering with the object of learning with and from each other. At a set meeting the time is usually split equally so that everybody can focus on the issues each person in turn. It has been found useful for a set to have a facilitator to help along the discussion and the learning. Between set meetings the members of the set test out in action the ideas that emerge from the discussion. (Bouner, Cooper and France, 2000)

(A) **Definition:**

Definition from the Canadian chapter of the international foundation of action learning: "Action learning involves working on real problems, focusing on learning and actually implementing solutions… Action learning is a process of inquiry, beginning with the experience of

not knowing 'what to do next', and finding that answers are not available through current expertise. When expertise fails to provide an answer, collaborative inquiry with fellow learners who are undergoing the same questioning experience is always available. To be effective, this partnership in learning needs to be both supportive and at the same time challenging, deeply caring yet questioning. Such partnerships actually create themselves when different people with different ideas engage whole-heartedly with each other to resolve each other's problems.
http://www.authenticityconsulting.com/act-irn/a-1/process.htm

In this study action learning strategy is defined as "a dynamic, systematic inquiry process that involves a small group of student teachers (6) solving real teaching performance problems, while at the same time focusing on what they are learning and how their learning can benefit each group member, the group itself and the organization as a whole. A learning coach works with the group in order to help them learn how to balance their work, with the learning from that work".

Action Learning Steps:

Margerison (2005), states that action learning has three steps:
First, the assessment of problems and opportunities;
Secondly, action to improve the situation;
Thirdly, review and learning from the action.

There are other suggested steps for using action learning as follows:
1. Clarify the objective of the action learning group.
2. Convene a cross-section of people with a complementary mix of skills and expertise to participate in the action learning group.
3. Hold initial meeting to analyze the issues and identify actions for resolving them.
4. Return the group to the work place to take action.
5. Use subgroups to work on specific aspects of the problem if necessary.
6. After a period of time, reconvene the group to discuss progress, lessons learned, and next steps.
7. Repeat the cycle of action and learning until the problem is resolved or new directions are determined.
8. Document the learning process for future reference. Record lessons learned after each phase of learning.
http://www.gwu.edu/byeogrge/02/804actionlearning.htm/

(B) Action Learning Sets- Ground Rules:

- The topic chosen for presentation and discussion will be related to the module themes.
- The facilitator will, where appropriate and able, support discussions with theory and integration of course elements. They will guide the course of discussion as able, and monitor the time.
- Discussions that take place within the action learning set will be considered confidential by all members.
- When presenting contributors will only say what they want to say, and will not feel pressured to disclose further.
- Participants will be non-judgmental, showing each other respect, valuing and accepting the experience of those who present and all those who contribute.
- Participants will listen carefully, will actively contribute, and will allow each participant the opportunity to contribute.
- Participants will offer alternative ways of viewing or framing the issue.
- Sensitive and difficult situations will be dealt with as they arise within reason.

(C) Components of Action Learning:

Marquardt (op.cit), Brockbank and McGill (1998, p.218) identified six interactive and interdependent components, of action learning, that build upon and reinforce one another:

(1) A problem (project, challenge, opportunity, issue or task)
Groups may focus on a single problem of the organization or multiple problems introduced by individual group members.

(2) An action learning set:
The set is composed of 4 to 8 individuals. The set should have diversity of background and experience so as to acquire various perspectives and to encourage fresh view points.

(3) A process that emphasizes insightful questioning and reflective listening. Action learning tackles problems through a process of first asking questions to clarify the exact nature of the problem, reflecting and identifying possible solutions, and only then taking action. The focus is on questions since great solutions are contained within the seeds of great questions. Questions build group dialogue and cohesiveness, generate innovative and systems thinking, and enhance learning results.

(4) Taking action on the problem
The action of action learning begins with taking steps to reframe the problem and determining the goal, and only then determining strategies and taking action.

(5) A commitment to learning: Action learning places equal emphasis on the learning and development of individuals and the team as it does on the solving of problems.

(6) An action learning coach: Coaching is necessary for the set to focus on the important (learning) as well as the urgent (resolving the problem).Through a series of questions, the coach enables group members to reflect on how they listen, how they may have reframed the problem, how they give each other feedback, how they are planning and working, and what assumptions may be shaping their beliefs and actions. The coach role may be rotated among members of the group or may be a person assigned to that role throughout the duration of the group's existence.

The above components of action learning stress two main things:

(a) There is a clear structure to action learning set meetings; and

(b) The set meetings are only part of the process. The other part is the testing out of the ideas in action, and that happens in the time between the set meetings. The group helps each individual in turn to reflect on the out comes of their actions and develop ideas for overcoming obstacles to further progress. A cycle of action and reflection is at the heart of action learning.

Lasky&Tempone (op-cite) indicates that action learning as a professional development strategy is characterized by flexibility and openness, respect for individuals and inclusiveness, and its ability to facilitate learning through experiential work in the classroom, it is no less useful as a tool for change for vocational teachers, learning, of necessity, to become researchers.

Action learning is used:

• To address problems and issues those are complex and not easily resolved.

• To find solutions to underlying root causes of problems.

• To determine a new strategic direction or to maximize new opportunities.

http://www.gwu.edu/bygeorge/02/804actionlearning.htm1

(D) <u>Benefits of Action Learning:</u>

"With regard to pre-service training, action learning is ideally suited to the professional development of student teachers through reflection on-action" as Mc Gill and Beaty (2001, p.251) state. They go further to clarify that action learning, with the right kind of instructional and management support provides trainees with a flexible but powerful tool for professional development.

The main benefits of action learning that are recognized by student teachers are:

• It provides set members with their own personal 'think-tank'.

• It provides set members with a sounding board for testing out their ideas.

• It provides traction i.e. motivation for the individual set member to progress their work.

• It sets aside time and space for reflection

• It provides vicarious learning i.e. each set member learns not only from reflection on grappling with their own work, they also learn from each other's experience of so doing.

• It develops a bias for active learning.

• It provides support and encouragement, so to that extent it acts as like a self-help group. (Bourner, 1996; Bourner and Forest, 1996; Weinstein, 1995; Cooper and France, 2000)

Robinc (1999) assures that action learning circle offers valuable opportunities to derive research questions or ideas, which are practice-focused. In this way, student teachers develop those skills essential to the practitioner-researcher working within a culture that increasingly demands evidence-based practice. These skills include:

1. Problem solving skills:
   - applying concepts and principles to analysis of problems.
   - producing original or imaginative products or ideas.
2. Initiative and efficiency:
   - using initiative and carrying out one's own ideas.
   - achieving results within realistic constraints of time and money.
   - showing greater self confidence.
   - taking responsibility of one's own development.
3. Interact ional skills:
   - working co-operatively with others or teams.
   - Interpreting and understanding people's feeling and behaviors.
   - Leading and organizing group activities.
4. Communication skills:
   - making effective oral presentations.
   - producing effective written presentations, including design/layout.
   - making one understood in a foreign language.

(2) <u>Peer Coaching</u>

(A) Definition:
Peer coaching is defined as a professional development strategy that has been shown to increase collegiality and improve teaching. It is a confidential process through which teachers, support and assistance for the purpose of refining present skills, learning new skills,

and/ or solving classroom-related problems. Peer coaching also refers to in- class training by a supportive peer who helps the teacher applies skills learned in a workshop.

http://www.authenticityconsulting.com/act_irn/a-1/process.htm

In this study peer coaching is defined as:

" A confidential process through which two student teachers share their expertise observe each other while teaching and provide one another with feedback; work together to review current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; solve problems in the workplace"

(B) Roles within Peer Coaching:

Within the peer coaching process, each member of the partnership has a specific role to play:

* Coach: is a type of critical friend, another teacher who can observe and talk about teaching as part of a process of collaboration. This 'friend' can provide a new lens to refocus and get a clearer understanding of teaching.Gottesman (2000,p.8) suggests that feedback statements from the peer coach be "specific in nature, about items the teacher can control, solicited rather than imposed, descriptive rather than evaluative, well timed, dealing with behaviors rather than personalities, and well organized".

*student- Teacher: the collaborating student teacher needs to be willing to cooperate with the coach and critical friend, remain open minded, and be interested in learning about new ways to approach teaching. Gottesman (2000, p.37) and Richards (2005, p.p.148-150) suggest the following roles for a student teacher in a peer coaching relationship:

- Be committed to peer coaching as a way of analyzing and improving instruction.
- Be willing to develop and use a common language of collaboration in order to discuss the total teaching act without praise or blame.
- Be willing to enter a peer coaching relationship (e.g., by requesting a classroom observation visit and by observing as a coach if asked).
- Be open minded and willing to look for better ways of conducting classroom business.
- Act as a colleague and as a professional.

(B) Peer Coaching Benefits:

Johnson (2004) states that peer coaching, as a professional development strategy, have the following benefits:

- Encouraging reflection and analysis of teaching practice.

- Fostering collaboration among teachers throughout the school building.
- Providing opportunities for professional growth for their colleagues whatever their experience with integrated technology.

Reviewing literature on peer coaching reveals other benefits of peer coaching as follows:
- Better understanding of teaching
- Improved self analysis skills.
- Improved sense of professional skills.
- Renewal and recognition.
- Increased sense of efficacy
- Improved teaching performance
- Increased growth and development.

(C) Peer Coaching Strategy Steps:

Peer coaching strategy involves some form of classroom observation; student teachers, after being paired up with partner of their own choice, need to go through three steps:

1. The pre-conference: where the purpose of the lesson is stated. In other words the teachers share the focus of the observation and determine the best method of data collection. This is also time to discuss when the observation will occur, where the coach will sit and if there will be interaction with the students.

2. The observation: the coach will take notes or use an observation form. The time span usually covers an entire lesson period but could also be less, as long as the coach is able to observe the specific skill to be addressed.

3. The post-conference: the data collected from the observation is given to the teacher during a discussion of the observed teaching. The coach begins the discussion by asking the teacher to reflect on the lesson. Such questions could be, "what went well?"; "were outcomes met?"; "what would you have changed?" etc. (Curtis, 2006)
http://libwww.syr.edu/instruction/staff/peercoaching/peercoach.htm

(3) Study Groups

Study group is defined in this study as ' a group of 8 student teachers who meet regularly over a specified period of time to learn about and discuss issues of importance to them. The discussion takes place in an atmosphere of mutual understanding. Group members learn at their own pace and form their own experiences and understandings. The goal is deeper understanding by participants and their efforts are often towards

the construction of a final product or recommendation for a course of action Sessions generally last around two hours, guided by a facilitator or an 'enabler'- someone the group has nominated to keep discussion focused and fair. Participants usually prepare readings or research between sessions to provide them with the raw material for discussion'.

(A) Study Groups Benefits:

Diaz-Maggioli (2003) presents some benefits of Study groups/ learning circles for foreign language teachers. He says,
"These meetings provide opportunities for them to interact in the language they are teaching. Learning circles are suitable for teachers who need a better understanding of research and knowledge in the field of ways to analyze their students' work and for those who need to develop a more reflective stance toward their teaching or students' learning."
Study groups allow participants to:
- manage their own learning targets
- maintain motivation and momentum of learning stages.
- evaluate progress against action plans
- improve self reflection
- enhance creativity techniques
- develop negotiation skills.
- develop problem-solving skills.
- help manage stress, change, conflict or crisis.
- enhance personal impact and performance.
http://www.yorkshireuniversities.ac.uk/docs/yuconf7/learning%20circles_languages.pdf

Again, Study group helps its members to:
1. Believe that they can take charge of their own professional development by being in a collaborative and supportive relationship.
2. Value their students and are concerned about their ability to achieve the expected outcomes of education.
3. Find innovative ways to address those concerns through sharing and learning from each other, challenging assumptions, reflection and action.
4. Create professional knowledge that is shared so that the knowledge can benefit a wider community of teachers to improve teaching and learning.
http://www.sierrahealth.org/fag/ic.htm/
Riel (1997) stresses that Study groups have three main benefits for student teachers:
(1) Foster problem solving and critical thinking skills by:
    - engaging them in careful observation of their behaviors and beliefs.
    - suggest new ways to approach problems or common topics.

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(2) Enhance communication skills by:
  - providing opportunities to read, evaluate, and edit the work of others.
(3) Develop cooperation skills: by
  - learning to work as members of a team with peers.
  - understanding responsibilities that come with group participation.

(B) Guidelines for Study Groups:

Davis and Bass (1993) presents some guidelines, one should follow, for setting up a successful Study group. They are:

1. Tell students about the benefits of learning circles.

2. Explain how Study groups work; Study groups can work in a number of ways. In one model, all students read the assignments but each member agrees to provide to the group in depth coverage of a particular segment of the material and to answer as fully as possible whatever questions other members of the study team might raise.

In another model, the teams' activities vary from meeting to meeting. For example, reviewing problem sets, analyzing critical incident, building mind map, developing action plan…etc.

In a third model, the main agenda for each group session is a set of study questions. At the beginning the questions are provided by the professor or supervisor then each team member must bring a study question related to the assigned topic of the team meeting. The questions structure the discussion and are modified, discarded by the group as the session proceeds.

3. Let students know what their responsibilities are in a Study group: students who participate in a learning circle agree to do the following:
- Prepare before the meeting (for example, do all the required reading or problem sets).
- Complete any tasks that the group assigns to its members.
- Attend all meetings and arrive on time.
- Actively participate during the sessions in ways that further the work of the group.
- Help promote one another learning and success.
- Provide assistance one another's learning and success.

4. Help students locate meeting rooms.

5. Limit groups to no more than six students. Groups larger than six have several drawbacks: students become passive observers rather than active participants; students may not get the opportunity to speak frequently since there are so many people; students' sense of community and responsibility may be less intense in larger groups.

6. Devote a session to the study group.

(C) The Role of The Study group Facilitator or Moderator:

Kerievsky (2005) indicates that the Study group's moderator or facilitator is an individual who asks the opening questions at the commencement of each meeting. This individual is charged with guiding the dialogue during the rest of the meeting, but this individual is not a teacher. He or she is simply considered to be the most advanced student with respect to the reading. If an individual is more advanced than others in the group, it makes sense for that individual to perform the role of moderator for several meetings until others feel comfortable in that role.

A moderator must formulate and ask an opening question or questions. A moderator must also ensure that others have listened to and understand their question, even if it involves rephrasing the question or offering an example to help illustrate it. At the end of a session, moderators often ask if their question was sufficiently answered. When a question has not been answered, moderators sometimes ask their question at a later meeting.

Other suggested roles for the Study group's moderator are listed below:
- sets a friendly atmosphere through group introductions and guidelines.
- does not allow individual participants to dominate.
- listens carefully to what participants are saying.
- asks hard questions and do not avoid conflict.
- does not be afraid of silence.
- summarizes dominant idea of the group.
- should be free to contribute to discussion.
  http://www.bonner.org/resources/models-pdf/boncurfacilearncircles.pdf

(G) Opening Questions:

Opening questions are extremely important to study groups. The best opening questions are designed to engage the minds of group participants, to get groups thinking on a deeper level, and to promote active learning. Opening questions sometimes make groups rethink what they thought they understood. And that is usually the sign of a great opening question.

Opening questions may uncover nuances in meaning, reveal contradiction or even errors, or highlight possible ramification of an expressed idea. Opening questions may contrast what has been said with what someone else has to say on a similar subject. Kerievsky (op.cit)

HANDOUT FOR STUDENT TEACHERS PEER OBSERVATION
- Ask your peer partner to write down three things they would like feedback on. The following are some possibilities:

<u>AIDS</u>
• Is my blackboard work neat? Would you have *organized the* blackboard differently?
• From where you were sitting, could you read my writing on the board?
• Would you have used visual aids differently than the way I used them?

<u>INVOLVEMENT OF PUPILS</u>
• Were all the pupils involved in the *lesson?* Which *ones were* most involved? Which ones were least involved?
• Were all the pupils interested in the lesson? How could you tell?
•   Could all the pupils follow the lesson? How could you tell?

<u>MY LANGUAGE</u>
•   Do you think all the pupils could *understand* me when I spoke English?
•   Could you hear me clearly from where you were sitting?
•   What did you think of my use of English vs. Arabic? How many times did I use English vs. Arabic?
•   Could the pupils understand my instructions? How do you know? What did the pupils do after I gave my instructions?
•   Do you have any suggestions regarding my language?

<u>OTHER</u>
•   What was the best thing about my lesson?

Introductory session
Hand out (3)
Graphic Organizers

What Purposes Do They Serve?
- Use graphic organizers as tools which provide a common visual language for a *learning* community.
- Use graphic organizers to enable students to acquire the language appropriate to academic thinking *processes and* content learning.
- Use graphic organizers to *assess* the learning *experience*.

Semantic feature Analysis

	Mineral	Igneous rock	Sedimentary rock	Metamorphic rock
Feldspar				
Granite				
Obsidian				
Limestone				
Coal				
Marble				

Exclusion Brainstorming:
Cross out the words which do not belong:

Apache	Hogans	Indian	Bow& arrow
Navajo	Skyscrapers	Horses	Hrmid
Italian	Desert	Jungle	Arid

Choose a title for the remaining words:
………………………………………………………………………
………………………………………………………………………

* Peer observation method 2:

An alternative is to use a form of sentences to complete when they observe one another.

"HANDOUT FOR STUDENT TEACHERS PEER OBSERVATION"

▪Complete the following sentences when you observe your friend

- The children in the class learned..

- The children in the class enjoyed..

- I really liked the way you...

- One thing I learned from you was......................,.........................

- If I were teaching this lesson tomorrow, I would.......................

- *One* suggestion I would make is..

Source: adapted from:

SPEER- spotlight on primary English Education Resources (2002)
        Chapter 24: "Focus on teacher observation" By Amal Addel Fattah

Introductory session
Handout (4)
Action planning

* Action planning is a tool of arranging student teachers thinking concerning a certain classroom problem or a new teaching point or technique .

- Action planning cycle:

Where am I now? – audit / take stock
Where do I want to be? Targets / goals.
What do I need to do next?
By when?
Who can help me?

Source: adapted from:
http://www.energystar.gov/index.cfm?c=create_plan-create_plan_index *accessed 15*
July 2007
http://www.headinjury.com/actionplan.htm
      accessed 15 July 2007

Review

Plan

Do

19

Compare and Contrast

How are A and B similar?

How are A and B different?
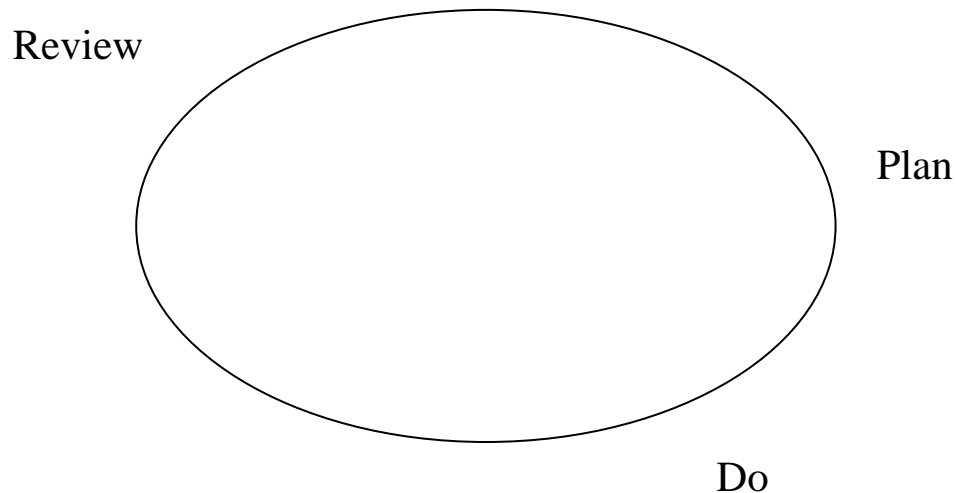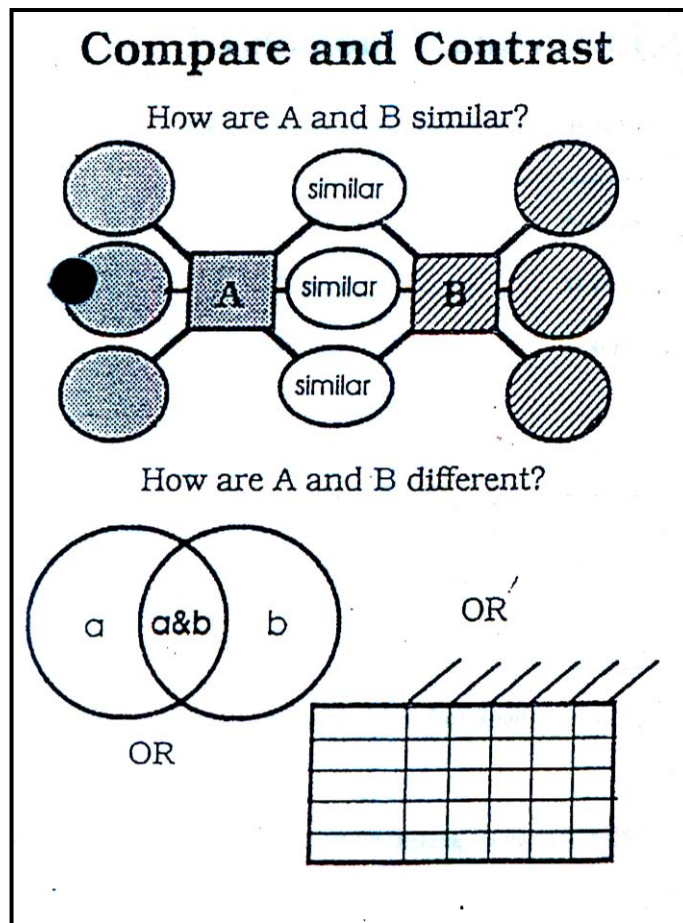
* Source: adapted from:
- http://www.enchantedlearning.com/graphicorganizers/ accessed 29 July 2007
- http://www.ncrel.org/sdrs/areas/issues/students/learning/ir1grorg.htm accessed 29 July 2007

Introductory Session
Handout (5)
Learning Contracts

Dear student teacher,

Isn't it a worth while idea to be able to do some deliberate effort towards improving your teaching performance. Here is a chance. Now that you know how to search for needed information, you know something about your beliefs & past experience concerning teaching, you can use three professional development strategies, for the next weeks you will be given the chance to try it with your colleagues.

A contract is commitment you have to perform. The learning contracts you are going to prepare with your group will be your guide (it shouldn't necessarily be the same for the group members). There is a contract for each session in which you include what you are going to study and do exactly in the 2 weeks of each session. By the end of the session weeks hold a group meeting. Have fun; hold it some where you like over a cup of tea. Discuss the contract. Evaluate your progress. Suggest new ideas. Plan for your next session.

We wish that you would have a successful experience that you would appreciate and try again & again.

Here is a model of
A learning contract

Name: …………   Group: ……………   Date: …….

Skills area for improvement	What you are going to do	Proposed resources - What you are going to use?	Target date for completion	Date / completed

- *source: adapted from:*
- *http://146.227.1.20/jamesa/teaching/learning_contracts.htm*
Accessed 15 May 2007

Introductory session
Handout (6)
Ground rules for pair & group work

• Dear student teacher:

- Be non-judgmental, show each other respect.
- Value and accept the experience of those who present and all those who contribute.
- Contribute actively in activities & allow others the opportunity to contribute.
- Be willing to develop and use a common language of collaboration in order to discuss the total teaching act, during the application reflection phase, without praise or blame.
- Be willing to enter a peer coaching relationship (e.g., by requesting a classroom observation visit and by observing as a coach if asked).
- Be open minded and willing to look for better ways of conducting classroom business.
- Act as a colleague and as a professional.

◈ There is a list of some behaviors for the coach that helps in the success of the peer coaching strategy:

Do:
1- Listen actively.
2- Pause... And make reflective statements.
3- Insert neutral probing questions.
4- Bite your tongue.
5- Let the peer fill silent gaps.
6- Review only written data.
7- Leave other concerns for other visits.

Do not:
1- No blame, praise or judgments.
2- Never set yourself as an example.
3- Never offer solutions on your own.
4- Examine only the requested concern.
5- Break the peer coaching rules.

Source: adapted from:
http://www.trngedu.com/peercoach.htm1
&
Gollay Michelle, Dunlap Diane & Gagnon J (1998): learning circles … create conditions for professional development. Crowing Press. California

Interaction patterns

Group work:
Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.

Closed-ended teacher questioning ('IRF'):
Only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.

Individual work:
The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assessing where necessary.

Choral responses:
The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus.

Collaboration:
Students do the same sort of tasks as in 'individual work', but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from 'group work', where the task itself necessitates interaction.)

Students initiates, teacher answers
For example, in guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

Full class interaction:
The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

Teacher talk:
This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

Self-access:
Students choose their own learning tasks, and work autonomously.

Open-ended teacher questioning:
There are a number of possible 'right' answers, so that more students answer each cue.

- *source:*
  - *Penny Ur (1996) A Course in Language Teaching … Practice and Theory. Cambridge University Press - p. 288*

Unit one
Session one
Hand out (2)
Pair/group work observation form

category	1	2	3
Teacher check the pair/group work activity			
Teacher progress from public to private work.			
Teacher gave too little or too much time for pair/group work to be done properly.			
Teacher uses gestures to give instructions and keep students attention.			
Students restored to Arabic because they were unsure of the task.			
Students are actively involved in the activity			

- use this form for three peer observations. Put a tick in the box each time you observe the occurrence of one of the categories.

Unit one
Session one
Hand out (3)
Reflection time sheet
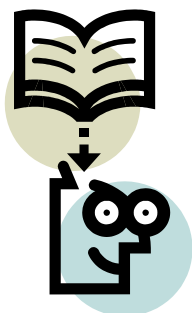
Unit one
Session two
Hand out (1)
Teacher Questioning

Exchange 1:

T: Now today we are going to discuss circuses. Have you ever been
    to circus?

Ss: (immediately) yes,yes.

T: yes. Where you see clowns, and horses and elephants and
    acrobats…

Exchange 2:

T: yesterday we learned various words that express feeling. Can you
    tell me… what does relief mean?

(pause)

well, when might you feel relief?

(pause)

can you remember a time when you felt relief? Yes, Maria?

S1: when my friend was late, I thought he wasn't coming and then he came.

T: good…Fran?

S2: I thought I will fail the exam, and then in the end I pass.

T: good. Now: 'fear'?

Exchange 3:

T: right: what was the story about? Can anyone tell me? Claire?

S: Man.

T: yes, a man. What did this man do? Can you tell me anything about
    him?

S: he…married.

Exchange 4:

T: here's a picture, with lots of things going on. Tell me some of them.
    For example: the policeman is talking to the driver, perhaps he's
    Telling him where to go. What else?

S1: the little girl is buying an ice-cream.

S2: there's a woman, old woman, in the middle, she is crossing the road.

S3: a man…sitting…on chair…

T: ok, a man is sitting on a chair, there in the corner…what else?

- *source:*
- *Penny Ur (1996) A Course in Language Teaching … Practice and Theory. Cambridge University Press - p. 231*

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Unit one
Session two
Hand out (2)
Questions Classification

Indicate the level of the taxonomy that each of the following questions represent. Use a K for those at the knowledge level, C for those at the comprehension level, and Ap for those at the application level.

-------1. What does freedom of speech mean to you?

------- 2. Using the internet, locate this university's web page.

----------3. Who is the author of the JOY Luck Club?

---------4. If these figures are correct, will the company make a profit or suffer a loss?

--------5. Categories the plants according to the classification system we reviewed.

-------6. Having read about runners and swimmers, clarify the similarities shared by these athletes.

-------7. Solve this problem by using the procedures we enumerated in our discussion of conflict resolution.

------8. Rephrase the definition of CPR.

Source: adapted from:
James M. Cooper & Others (2003): Classroom teaching skills. Houghton Mifflin Company Boston New York P. 120

Unit one
Session two
Hand out (3)
Peer Coaching form

Student teacher:…………….   Coach:………………..
School:…………………….
Class:……………………….   Lesson:…………………….
Date:……………………….

1. The pre-observation conference:
   A. lesson objective: (the focus of the observation):
      ………………………………………………………..
      ………………………………………………………..

 B. the observation tool (the best method of data collection):
      ……………………………………………………….
      ……………………………………………………….....
      …………………………………………………………

C. when the observation will occur?, where the coach will sit in the class?, how many lessons will be observed? And time for each visit?
………………………………………………………..
………………………………………………………..
………………………………………………………..

2. The observation:
A. Notes from the observation of the specific aspects:
      …………………………………………………………
      ………………………………………………………….
………………………………………………………………

3. The post conference:
A. Coaching partner's comments& suggestions for improvement. (Note that these comments should not be evaluative or critical. The coach begins the discussion by asking the student teacher to reflect on the lesson. Such questions could be, "what went well?"; "were outcomes met?"; "what would you have changed?"Etc.

      ………………………………………………………………

      ………………………………………………………………

Unit one
Session two
Hand out (4)
Teacher questions observation sheet

Time began: _____

Question category	Tally	Total	Percent
Evaluation			
Synthesis			
Analysis			
Application			
Comprehension			
Knowledge			

Total of questions asked = _____

Time ended: _____

Class: _____

Date: _____

_____

 Source: C.D.Glickman, S.P, Gordon, and J.Ross-Gordon, Supervision of

instruction, 4th ed. 1998, by Ally & Bacon.

Unit one
Session two
Hand out (5)
Self evaluation questionnaire

 - Mark yourself as follows:-
A (good), B (satisfactory), C (moderate), D (poor) on the following criteria:

	A	B	C	D
- Responsiveness to learner needs.				
- Encouragement of learner self-discipline.				
- Encouragement of learner participation.				
- Appropriateness of materials or task.				
- Management and organization of class.				
- Overall classroom climate.				

*Source: Wright Tony (1997) Roles of Teachers and Learners, oxford university press.

* My favorite student motivation technique:	**2.**
3.	**4.**

Unit one
Session three
Hand out (2)
Observation sheet

Technique used	Evaluation elements	5 point scale				
		1	2	3	4	5

Unit one
Session three
Hand out (3)
Session evaluation sheet

* Evaluate the session you have just completed using the following criteria.

→ check under the response that best suits your opinion:

	Not at all true	Mostly true	Very true
Relevant			
Practical			
Well organized			
Interesting			

*comments:

Unit one
Session four
<u>Hand out (1)</u>
<u>Peer Coaching form</u>

Student teacher:……………   Coach:………………..
School:…………………….
Class:……………………….   Lesson:…………………….
Date:……………………….
1. The pre-observation conference:
  A. lesson objective: (the focus of the observation):
    ……………………………………………………..
    ……………………………………………………..
   ……………………………………………………..
 B. the observation tool (the best method of data collection):
    ………………………………………………….
    ………………………………………………….....
   …………………………………………………………
C. when the observation will occur?, where the coach will sit in the class?, how many lessons will be observed? And time for each visit?
……………………………………………………..
……………………………………………………..
……………………………………………………..
2. The observation:
A. Notes from the observation of the specific aspects:
    …………………………………………………………
    ………………………………………………………….
   …………………………………………………………
3. The post conference:
A. Coaching partner's comments& suggestions for improvement. (Note that these comments should not be evaluative or critical. The coach begins the discussion by asking the student teacher to reflect on the lesson. Such questions could be, "what went well?"; "were outcomes met?"; "what would you have changed?"Etc.

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
………………………

Unit one
Session four
Hand out (2)
Observation checklist

NO	indicators	criteria		
		1	**2**	**3**
1.	Use different techniques to relate classroom learning to students' prior knowledge, experience and interest.			
2.	Make effective use of materials and equipments available in the classroom			
3.	Create audiovisual aids suitable for the environment, the lesson and the learners.			
4.	Provide activities and opportunities for students to become autonomous language learners.			

Unit one
Session four
<u>Hand out (3)</u>
<u>Session evaluation sheet</u>

* Evaluate the session you have just completed using the following criteria.

→ check under the response that best suits your opinion:

	Not at all true	**Mostly true**	**Very true**
Relevant			
Practical			
Well organized			
Interesting			

Unit one
Session five
Hand out (1)
Smoothness of Transitions and Momentum

Case.1:

Mr. Omar is grading papers at a desk while his fifth- grade students individually work on writing assignment at their places. Suddenly he announces: "ok, class, you can finish that later; let's take out our English workbook and start answering the questions beginning at the bottom of page 74. Samia, how would you answer number 1? …" some of the students who were involved with the writing assignment when Mr. Omar suddenly announced the new activity do not comprehend what was said. They continue to write, although English questions are being read. Others stop writing but inquire from classmates about the page number. There is a long delay before the majority of the class is engaged in the English lesson.

Case.2:

Ms. Nadia announces to her fourth grade class: "I see that every one is finished with the dictionary drill. Please see that your dictionary is closed and put away in its box … very good! Now we are going to begin working on something you will really enjoy. I want every one to get out one sheet of paper and a pencil… Mohamed get those other things off your desk … thank you, Mohamed. Ok, as I was saying, you should have just one sheet of paper_ that's the way to do it, Mark! … you should have one sheet of paper and nothing else except for a pencil on your desk. …oh! Ali, your pencil needs sharpening. Well take care of that in a moment. Now you're going to like what we are going to do. Take your paper and …"

Episode 1:

The teacher of a mixed class of thirteen-year olds is working through a class reader in an English lesson. He asks terry to read out a passage. 'Do we have to do this book?' says Terry. 'It's boring'. Some members of the class smile, one says 'I like it', others are silent awaiting the teacher's reaction.

Episode 2:

The teacher is explaining a story. Many of the students are inattentive, and there is a murmur of quiet talk between them. The teacher disregards the noise and speaks to those who are listening. Finally she reproaches, in a gentle and sympathetic way, one student who is talking particularly noticeably. The student stops talking for a minute or two, then carries on. This happens once or twice more, with different students. The teacher does not get angry, and continues to explain, trying (with only partial success) to draw students' attention through occasional questions.

Episode 3:

The students have been asked to interview each other for homework and write reports. In this lesson they are asked to read aloud their reports. A few students refuse to do so. The teacher tells these students to stand up before the class and be interviewed by them. They stand up, but do not relate to the questions seriously: answer facetiously, or in their mother tongue, or not at all. The teacher eventually sends them back to their places, and goes on to the next planned activity, a text book Exercise.

- *source:*
- *Penny Ur (1996) A Course in Language Teaching … Practice and Theory. Cambridge University Press - p. 269*

Unit one
Session Five
Hand out (3) Case studies

Case.1:

There are 30 minutes remaining in Ms. Allen's fourth- period Russian 2 class when she directs the students to begin work on a transitional exercise from their textbooks. A number of students carry on conversations that disturb others. Ms. Allen motions for silence, but talking continues to spring up around the classroom. Ms. Allen calls a halt to the translations, saying, "Class, please let me have your attention… I think each of us needs silence to translate these sentences properly. I'm sorry, but I see this is not working. Let's hold off on these translations until you can get away by yourselves, either at home or during your free period. Just have them ready for class tomorrow. Right now, put your books away and we'll work together on our conversational Russian. Here's what we'll do…"

Case.2:

Mr. John is explaining Ohm's law to his physics class when he becomes annoyed by a conversation between two students, Walt and Henry. Without missing a word in his explanation, he moves between the students and continues speaking to the class. The two boys stop talking and appear to pay attention as long as Mr. John is between them. Five minutes later, with Mr. John lecturing from another area of the room, Walt and Henry are conversing again. This time Mr. John, continuing with his lecture, goes over to them, picks up Henry's papers from the top of his desk, and motions Henry to follow him to another part of the room where there is a vacant desk. Mr. John places Henry's paper on the desktop, and Henry takes a seat. At no time during the incident does Mr. John speak directly to either Henry or Walt, nor does he miss a word in his explanation of Ohm's law.

Case.3:

Mr. Bill is lecturing to a political science class when several students' conversations developed in the crowded lecture hall. Mr. Bill lowers his voice below the level of the combined students' voice. Other students, who are now straining to hear Mr. Bill's inaudible words, turn to those near them who are talking and tell them to be quiet. As the conversations cease, Mr. Bill raises his voice so that he can again be heard.

*source:
James S. Cangelosi (2000): Classroom Management Strategies. Gaining and Maintaining Students' Co operation. John Wiley & Sons, Inc- New York p.p 303- 306

Student teacher:……………   Coach:………………..
School:…………………….
Class:………………………   Lesson:…………………….
Date:……………………….

1. The pre-observation conference:
   A. lesson objective: (the focus of the observation):
    …………………………………………………..
    …………………………………………………..
    …………………………………………………..
 B. the observation tool (the best method of data collection):
    ………………………………………………….
    ………………………………………………....
    …………………………………………………
C. when the observation will occur?, where the coach will sit in the class?, how many lessons will be observed? And time for each visit?
…………………………………………………..
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2. The observation:
A. Notes from the observation of the specific aspects:
    …………………………………………………
    ………………………………………………….
…………………………………………………
3. The post conference:
A. Coaching partner's comments& suggestions for improvement. (Note that these comments should not be evaluative or critical. The coach begins the discussion by asking the student teacher to reflect on the lesson. Such questions could be, "what went well?"; "were outcomes met?"; "what would you have changed?"Etc.

………………………………………………………………………

………………………………………………………………………

………………………………………………………………………

………………………

Unit one
Session five
Hand out (5)
Observation worksheet
Wait time & teacher reaction

Observer's name: _____

Date: _____

Grade level: _____

Class size: _____

▪ **Wait time:**

- What to record: determining a teacher's wait time requires little more than some patience, a watch that can measure seconds (or the ability to account seconds), and an ear that can hear silence. Remember, the wait time is silent time, without rephrasing of questions or any other verbal interruption. After the teacher has asked a question, simply write down the number"1" if the student receives a wait time of a second or less. If longer, write down the number that represents how many seconds long each wait time lasts.

- Teacher reactions:

- What to record: teacher reactions fall into one of four categories: praise, acceptance, remediation, or criticism. In this activity, you will determine how the teacher distributes these reactions. Writs down each reaction the teacher gives to each student response or comment. You may be able to listen to the reactions and immediately record which category applies. If you need more time to classify the teacher's reaction, you could write down the reaction verbatim and classify them after the observation when you have more time. If the teacher follows a student response with a probing question, record that as well.

- Reflections on your observation:

1. How long is this teacher's typical wait time?

2. How many times did the teacher wait longer than three seconds?

3. Do you believe that a longer wait time would be useful in this lesson?

4. What percentage of teacher reactions went to each of the four categories?

5. What conclusions can you draw from that distribution?

6. Considering your observation data, were student-initiated questions encouraged? How?

* Source: Myra Sadker & David Sadker, classroom teaching skills
Houghton Mifflin Company, Boston. New York 2003.P.136

* Evaluate the session you have just completed using the following criteria.

→ check under the response that best suits your opinion:

	Not at all true	**Mostly true**	**Very true**
Relevant			
Practical			
Well organized			
Interesting			

Unit (2)
Session (1) Handout (1)

Testing: A means of checking learning that usually involves a specific task. Results are usually quantitative.

Assessment: Analysis of a student's learning as a result of the classroom teaching/ learning situation. Testing can be part of assessment.

Evaluation: "Big Picture" of achievement of the teaching and learning process overtime. Assessment can be part of evaluation.

ASSESSMENT: MISCONCEPTIONS:
- Assessment is separate from Instruction
- knowledge is always acquired in a linear or hierarchical way; It can always be tested discretely and sequentially
- Assessment always involves testing
- Tests tell us what children know
- Standardized tests are objective measures of performance
- Teacher observations are neither reliable nor valid
- Outsiders know better than teachers do how to assess progress

ASSESSMENT: BASIC PRINCIPLES:
- Assessment must be centered in the classroom.
- Assessment must be consistent with our over-all goals.
- Assessment must be consistent with what we know about language processes and with how we have taught them.
- Assessment must be as comprehensive and balanced as possible.

MOST-EFFECTIVE ASSESSMENTS ARE:
- Numerous, leading to profiles over time
- Multi-faceted
- Qualitative as well as quantitative
- Focused on the professional judgment of those closest to the learner
- Positive and non-competitive
- Helpful in leading to growth of the learner
- Adaptive

ORAL LANGUAGE ASSESSMENT EXAMPLES
- Student Oral Language Observation Matrix
- Oral Language Checklist
- Anecdotal observations

DIFFERENT TYPES OF CLASSROOM ASSESSMENT
- Teacher observation.   - interviews
- Oral question & dip sticking   - story retelling.
- Questionnaires.   - demonstrations

Writing samples

Best Practice in Classroom Language Assessment

Consider whether or not these statements represent your own
Professional practice.

1._____Assessments are used as <u>teaching and learning tools</u> for teacher and students. Students are assessed as they participate in classroom activities and teachers use the results of student assessments to determine what to teach next and how.

2._____Assessment is an on-going process which provides feedback to students. Homework, class assignments, classroom activities, formal and informal observations, tests and quizzes are routinely used to determine student progress and report back on that progress.

3. _____Assessment tools are selected from a wide range of options

including, but certainly not limited to paper and pencil tests. Students need multiple opportunities to demonstrate learning in realistic applications. Competency with performance task lists and rubrics allows us to use assessment tools other than paper and pencil assessments with precision because they make the scoring of performance assessment tasks as objective as our scoring, of traditional tests.

4. _____**Assessment tools are equitable and fair.** Assessments should fairly measure the time spent, the emphasis placed, and the level of thinking required during the learning process.

5._____**Assessment criteria clearly communicates how competency or proficiency is to be demonstrated.** The current emphasis is on using rubrics and performance task lists for performance assessment tasks, the same standard applies to paper and pencil tasks.

6. _____**Assessment criteria is communicated precisely and publicly prior to students beginning the task.** A review of the literature shows that best practice has always included informing learners of the assessment design and the areas of emphasis in the assessment.

source: adapted from just ask publications, ASK inc. February 2001

*Basic Principles of Classroom Assessment

▪ **Multiple Formats**. Effective classroom assessment uses multiple formats to assess pupils in a variety of different ways and in a variety of contexts.

▪ **Clear Purpose.** Effective classroom assessment must have a clear purpose and reflect what children have actually learned about using the new language.

▪ **Part of Instruction.** Effective classroom assessment is included in actual classroom instruction. In this way, assessment supports and enhances learning. Assessment of this type takes place prior to, during and following instruction. Effective assessment looks at what we teach and the way we teach it.

▪ **Provides Useful Feedback on Learning.** Effective classroom assessment provides feedback to improve learning for the teacher, parents, other teachers and for the learners as well'   .

▪ **Recorded Efficiently.** Effective classroom assessment provides information which can be recorded in an efficient manner and be used to make decisions about instruction.

*Source: adapted from:

http://www.anglit.net/main/curriculum/assessment.htm accessed 10 May 2007
http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/Assessment/assessment.html#assumptions

Unit two
Session one
Hand out (4)
Peer Coaching form

Student teacher:……………   Coach:………………..
School:…………………….
Class:………………………   Lesson:…………………….
Date:……………………….

1. The pre-observation conference:
   A. lesson objective: (the focus of the observation):
   ……………………………………………………..
   ……………………………………………………..
   ……………………………………………………..
 B. the observation tool (the best method of data collection):
   …………………………………………………….
   …………………………………………………...
   ……………………………………………………
C. when the observation will occur?, where the coach will sit in the class?, how many lessons will be observed? And time for each visit?
……………………………………………………..
……………………………………………………..
……………………………………………………..
2. The observation:
A. Notes from the observation of the specific aspects:
   ……………………………………………………
   …………………………………………………….
……………………………………………………
3. The post conference:
A. Coaching partner's comments& suggestions for improvement. (Note that these comments should not be evaluative or critical. The coach begins the discussion by asking the student teacher to reflect on the lesson. Such questions could be, "what went well?"; "were outcomes met?"; "what would you have changed?"Etc.

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

………………………

Unit two
Session one
Hand out (5)
Session evaluation sheet

* Evaluate the session you have just completed using the following criteria.

→ check under the response that best suits your opinion:

	Not at all true	**Mostly true**	**Very true**
Relevant			
Practical			
Well organized			
Interesting			

Unit (2)
Session (2)
<u>Handout (1)</u>

* Elicitation Techniques:

1. **Questions and answers.** Simple questions, very often following reading, or as part of an interview; may require-short or long answers:

What is the (family) relationship between David and Mr. Murdstone?

2. True/false. A statement is given which is to be marked true or false. This may also be given as a question, in which case the answer is yes or no.

Addis Ababa is the capital of Egypt. Is Addis Ababa the capital of Egypt?

3. Multiple-choice. The question consists of a stem and a number of options (usually four; from which the testee has to select the right one.

A. A person who writes books is called:

a) a booker.   b) an editor.   c) an author.   d) a publisher.

4. Gap-filling and completion. The testee has to complete a sentence by filling a gap or adding something. A gap may or may not be signaled by a blank or dash; the word to be inserted may or may not be given or hinted at. - They (go) to Australia in 1980. Or

They_____to Australia in 1980. (go)

5. Matching. The testee is faced with two groups of words, phrases or sentences; each item in the first group has to be linked to a different item in the second.

6. Dictation. The tester dictates a passage or set of words; the testee writes them down.

7. Cloze. Words are omitted from a passage at regular intervals (for example, every seventh word). Usually the first two or three lines are given with no gaps.

The family are all fine, though Leo had a bad bout of flu last week. He spent most of it lying on the sofa watching_____when he wasn't sleeping!

8. Transformation. A sentence is given; the testee has to change it according to some given instruction.

- Put into the past tense: I go to school by bus.

9. Rewriting. A sentence is given; the testee rewrites it. Incorporating a given change of expression, but preserving the basic meaning.

He came to the meeting in spite of his illness. Although....

10. Translation. The testee is asked to translate expressions, sentences or entire passages to or from the target language.

11. Essay. The testee is given a topic, such as "childhood memories" and asked to write an essay of specific length.

12. Monologue. The testee is given a topic or question and asked to speak about it for a minute or two.

- *source:*

  - *Penny Ur (1996) A Course in Language Teaching … Practice and Theory.*
    Cambridge University Press - p. 38

Unit 2
Session (2)
Handout (2)

*Oral Language Assessment Activity/ Matrix

Assessment Activity	Format	Level of language proficiency	Student preparation	Language functions
1. Oral Interview	Individual/Pairs	All levels	None	• Describing • Giving information • Giving an opinion
2. Picture – cued Descriptions or Stories	Individual	Beginning , Information	None	• Describing • Giving information • Giving an opinion
3. Radio Broadcasts	Individual ,groups, whole class	Intermediate, Advanced	None	• Listening for the gist • Listening for specific Information • Listening for descriptions , directions • Summarizing
4. Video Clips	Individual ,groups, whole class	All levels	None	• Describing • Giving information
5. Information Gaps	Pairs	All levels	None	• Describing • Giving information • Giving directions
6. Story / Text Retelling	Individual	Beginning , Information	None	• Describing • Giving information • Giving directions
7. Improvisations / Role-plays / Simulations	Pairs , groups	All levels	Some Preparation	• Greetings / leaving – takings • Asking for / giving Information • Requesting assistance • Agreeing/ disagreeing • Giving / evaluating an opinion • Giving advice • Giving directions • Suggesting • Persuading • Encouraging
8. Oral Reports	Individual	All levels	Extensive preparation	• Describing • Explaining • Giving / asking for information
9. Debates	Groups	Intermediate advanced	Extensive preparation	• Describing • Explaining • Giving / asking for information • Persuading • Agreeing/ disagreeing

Unit (2)
Session (2) Handout (3)

• <u>Why Use Performance Assessment?</u>

▪ Supports the conditions identified as being present in brain compatible learning environments: varied sources of input; active, meaningful learning activities; and timely, appropriate feedback.

▪ Requires students to integrate \ listening/speaking/reading/writing tasks.

▪ Promote students' engagement by providing tasks likely to match the various styles, aptitudes and interests of the students.

▪ Requires the student to practice, refine, and revise in order to demonstrate learning

▪ Assesses the "essential to know" components of the concepts under study.|

▪ Gives the teacher and student Insights into student thinking, learning-to-learn strategies, and habits.

▪ Reflects growth in social and academic skills and behaviors that are not easily demonstrated in paper and pencil assessments.

▪ Encourages creativity and originality

Unit (2)
Session (2) Handout (4)
Performance assessment example

*You have been invited to a party on Friday night at 8:30.
Call a friend and invite him/her to go with you. The friend accepts. Arrange for transportation and get directions to your friend's house.

*you arrive at the party and greet the host/hostess who warmly welcomes you. You then pay a compliment to him/her.

* While there you get something to eat and discuss your food preferences.

* You notice a new boy/girl and ask your host/hostess what his/her name is. You and your friend approach the new girl/boy and introduce yourselves. You ask where he/she is from and where he/she now lives. You talk about the weather and some likes and dislikes (maybe sports, movies, T.V shows, famous personalities, etc.). You also talk bout what school you attend and discuss some courses and teachers. Be sure to express what you think about these things.

*you or your friend ask what time it is and announce that you must go home because it is late. You have to study for a Spanish test.

* before leaving, you ask your new friend if he/she would like to go to the movies tomorrow night, discuss what's playing, what kind of movie it is, and when it begins. Your friend suggests a better movie and you all agree to go.

*you then say goodbye to your new friend and the hosf/hostess.

Characters:
       Hostess/Host
       Main Character
       Friend
       New Boy/Girl

Unit (2)
Session (2) Handout (5)
Session evaluation sheet

* Evaluate the session you have just completed using the following criteria.

→ check under the response that best suits your opinion:

	Not at all true	Mostly true	Very true
Relevant			
Practical			
Well organized			
Interesting			

*comments:

Unit 2
Session 3
Handout (1)

ORAL CORRECTION TECHNIQUES

*Class observed: ……………………………

*Learner interviewed: ……………………..

Teacher's responses to mistakes	Observation / Learner opinions
1. Does not react at all.	
2. Indicates there is a mistake, but does not provide any further information about what is wrong.	
3. Says what was wrong and provides a model of the acceptable version.	
4. Indicates something was wrong, elicits acceptable version from the learner who made the mistake.	
5. Indicates something was wrong, elicits acceptable version from another member of the class.	
6. (May go with any of 3-5 above) Asks the learner who made the mistake to reproduce the corrected version.	
7. (May go with any of 3-5 above) Provides or elicits an explanation of why the mistake was made and how to avoid it.	

- *source:*
  - *Penny Ur (1996) A Course in Language Teaching … Practice and Theory.*
    Cambridge University Press - p. 249

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* Question

- Would you support the recommendation to refrain from correcting during fluency-oriented speech, and to do so only during accuracy-oriented exercises? Can you add any further comment?

- Read on for my answer to this.

The recommendation not to correct a learner during fluent speech is in principle a valid one, but perhaps an over-simplification. There can be places where to refrain from providing an acceptable form where the speaker is obviously uneasy or 'floundering' can actually be demoralizing, and gentle, supportive intervention can help. Conversely, even where the emphasis is on getting the language right, we may not always correct: in a grammar exercise, for example, if the learner has contributed an interesting or personal piece of information that does not happen to use the target form; also, when they have got most of an item right we may prefer not to draw attention to a relatively trivial

Unit (2)
Session (3) Handout (3)

- ***source:***
  - *Penny Ur (1996) A Course in Language Teaching ... Practice and Theory.*
    Cambridge University Press - p. 253

Written feedback

③

X 17.3: SAMPLES OF LEARNERS' WRITTEN WORK

Grammar exercise on the present perfect tense, given as homework

1 You are asking someone about things he has done in his life. Use the words in brackets to make your questions.
Example: (you ever / be / to Italy?)   Have you ever been to Italy?

1 (you ever / be / to / South America?)   Have you ever been to south America?
2 (you / read / any English books?)   Have you ever read any English books?
3 (you / live / in this town all your life?)   Have you ever in this town all your ...
4 (how many times / you / be / in love?)   how many times have you been in love?
5 (what's the most beautiful country you / ever / visit?)   what's the most beautiful country have you ever visited?
6 (you ever / speak / to a famous person?)   have you ever spoken to a famous ... ?

.2 Complete the answers to these questions. Use the verb in brackets.
Example: Is it a beautiful painting? (see)   Yes, it's the most beautiful painting I've ever seen.

1 Is it a good film? (see)   Yes, it's the best film I'ev ever seen.
2 Is it a long book? (read)   Yes, it's the longer book I'ev ever read.
3 Is she an interesting person? (meet)   Yes, she's the most interested gril I have ever met.

(From Raymond Murphy, *English Grammar in Use,* Cambridge University Press, 1985, p. 29)

Test on vocabulary and relative clauses

Define the following words, using who/which/that/whose/when/where.

For example: a deserted house = a house where nobody lives

1. a temple: a house where religious people lives in.
2. a motionless tree: a tree which not moving at all.
3. an illusion: a false sight.
4. courage: a man who not have ony Fear.
5. sweat: its like terrible but more then othis.
6. a PR man: a man who work on a public relations.
7. a virus: a thing which make people sick.
8. an antibody: a thing which help the man get over the sicknes.
9. a host: a man who takes visitors to his house
10. a paw: a proxe of a animal.

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Dear Helpful Harriet,
I have a problem with this teacher at school.
He is always shouting at me, though I don't
disturb more than lots of other pupils in the
class.   It's true that I sometimes don't do
my homework, but I know his subject very
well, always get high marks on the tests, so
there is no point doing silly homework.   He
gave me a much lower mark than I deserve at
the end of the term.   It's not fair.   And
it's no good saying go to the class teacher,
she always backs him up.   What can I do?

                Yours,
                    FRUSTRATED STUDENT

My advice to you is to talk with the
problematic teacher and trying to expline
him what do you fill and think about her
and what do you think that you can
do toythor to solve your problem toythor
please let me know what happend with
your case

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* CONSIDERING WRITTEN FEEDBACK:

1. Did you use a red pen for your comments? Or another colour? Or a pen or pencil? Can you account for your choice?

2. For which of the assignments, if any, did you give some kind of assessment at the end ('Good', for example)? Why, or why not?

3. Did you correct all the mistakes? If so, why? If not, on what did you base your decision which to correct and which not?

4. Those mistakes you corrected: did you write in the correct form? Give a hint what it should be? Simply indicate it was wrong? Why?

5. Did you note only what was wrong, or did you give some kind of indication of what was right or particularly good?

6. Did you provide any kind of informative feedback other than mistake correction and overall assessment, designed to help the student improve? (e.g. this was good because...', or Take care when you...')

7. When responding to the assignment that entailed expression of personal opinion, did you provide" a response of your own to the content? ('I agree with this point', Yes, but have you considered...?')

8. Did you require the student to redo any of the assignment? Can you say why, or • why not?

9. Finally, try rereading your corrections imagining you are the student: what do you think the student will feel about them?

- *source:*
  - *Penny Ur (1996) A Course in Language Teaching … Practice and Theory. Cambridge University Press - p. 253*

Unit (2)
Session (3)
<u>Handout (5)</u>

<u>Case.1:</u>

Mr. Wedington wants to find out exactly which steps in a long-division process his fifth graders can do and for which steps he needs to provide help.Therefore, he meets with each student individually and has the student think aloud while working out a long-division computation. It is Stephanie's turn to demonstrate her skill with the process. Mr. Wedington: "Stephanie, I want to watch you divide 733 by 12. As you work it out here on your paper, tell me what you are thinking as you go through the steps." Stephanie writes down "12)753" but stops and says, "I don't know the answer." Mr. Wedington: "Neither do I. But 1 do know how to find the answer. I'd like you to begin to find the answer. Stephanie: "I can't while you're watching me!" Mr. Wedington: "Why not?" Stephanie: "Because I'll make a mistake and you'll lower my grade." Mr. Wedington: "This has nothing to do with your grade. I just want to see how you divide so that I can help you divide better." Stephanie writes "6" as a partial quotient above; I5" in "753." Quickly, she puts down her pencil and asks, "Is that right'" Mr. wedington: "Tell me why you decided to put '6' there." Stephanie begins to erase the "6," exclaiming, "Oh! It's not right!" Mr. Wedington gently touches the pencil, stopping her from erasing her correct response. Stephanie: "Oh! We're not I lowed to erase ….."

source:

James S. Cangelosi (2000): Classroom Management Strategies. Gaining and Maintaining Students' Co operation. John Wiley & Sons, Inc- New York p. 141

- **comment on case.1:**

- All Mr. Wedington wanted to do was to diagnose Stephanie's skill with long division so he "would be in a better position to help. But Stephanie was so used to having teachers grade the outcomes of her efforts that she didn't understand that Mr.Wedington was trying to help her, not grade her.

- How can you help students overcome their defensiveness about being evaluated and gain the cooperation you need to conduct ongoing formative evaluations? Here are three suggestions:

(1) Use descriptive rather than judgmental language.

(2) Clearly distinguish for your students those relatively infrequent tests that you use to | make summative evaluations from the continual observations and tests used for formative evaluations.

(3) Do not collect data for summative evaluations during learning activities.

*source:

James S. Cangelosi (2000): Classroom Management Strategies. Gaining and Maintaining Students' Co operation. John Wiley & Sons, Inc- New York p. 141

Case.1:

Mr. Perkins does not have the time to confer with his fifth graders' parents as frequently as he would like. He does, however, maintain contact by routinely phoning one or two parents each school day. In this way, he is able to speak with a parent of each student at least once every three weeks. It normally takes two conversations before parents understand that Mr. Perkins's intentions are to inform them about what their children are doing, not to praise or criticize students. Here is an account of Mr. Perkins's first telephone conversation with Rolando Mitchell's mother:

Ms. Mitchell: Hello.

Mr. Perkins: Hello, Ms. Mitchell. This is Sal Perkins, Rolando's teacher. I hope you are doing well.

Ms. Mitchell: Oh, yes. And what about you?

Mr. Perkins: Just great! I'd like to take five to six minutes to let you know what Rolando's working on in fifth grade. If this is an inconvenient time, I can call back later.

Ms. Mitchell: I can talk now, but what kinda trouble is that boy giving you?

Mr. Perkins: Rolando's not giving me any trouble. I just wanted to let you know about some things Rolando is working on in school.

Ms. Mitchell: I'm glad he's not troubling you. Is he going to pass? How are his grades?

Mr. Perkins: We're just beginning a lesson on how to use mathematics to find the best prices when shopping.

Ms. Mitchell: That's interesting. Do you think he'll learn it?

Mr. Perkins: Yes, and he should improve both his reading and mathematical skills as we start examining newspaper ads.

Ms. Mitchell: It'd be good for him to do more reading. He'd rather watch TV. I'm always telling him, "Turn off that boob tube, and go do some reading." But he just keeps watching.

Mr. Perkins: You've just given me an idea! Let's use his liking for TV to build his interest in relating mathematics and reading to shopping. I'll assign Rolando to make a record of price-related information that is communicated in TV commercials. We'll use his notes during our mathematics lessons.

Ms. Mitchell: I'll make sure he has a pad and pencil with him when he's in front of the television.

Mr. Perkins: That'll be a help. Thank you.

Ms. Mitchell: Anything else?

Mr. Perkins: He'll be working on expanding his writing vocabulary "and using dictionaries for another week.

Ms. Mitchell: How's his writing?

Mr. Perkins: Each day this week, I'll give him a list of between 5 and 10 new words and for homework, ask him to write sentences using them. It should take him about 20 minutes each night to look up the' words in his dictionary and write the sentences.

Ms. Mitchell: I'll see that he does it.

Mr. Perkins: Thank you. I'll call again in about three weeks, and we can further discuss what Rolando is doing in school.

Ms. Mitchell: That would be very nice. Thank you for calling.

*source:

James S. Cangelosi (2000): Classroom Management Strategies. Gaining and Maintaining Students' Co operation. John Wiley & Sons, Inc- New York p. 143

Parents' newsletter
From Jake Bertolli, Teacher
Vol. 1, No. 24, Week of March 16-20 Looking Back

Looking Back:
Our last letter mentioned that we had begun a unit on late 19th century Industrialism in the United States. I think a majority of the class were a bit bored with the material. Dealing with some of the major personalities (e.g., Carnegie and Rockefeller) that influenced industrialization in that era. However, I was quite pleased with the enthusiasm nearly everyone showed for the lessons on worker—management Issues; especially when we studied the problems that led to tae enactment of child labor laws. Based on my statistical analysis of the results, the test the class took last Friday seemed to provide a pretty accurate Indicator of what moat students achieved during the week. The class average on the test was 37.3, slightly higher than I had anticipated.

This Week:
This week we will be discussing the rise of trusts in this country and move into the presidency of Woodrow Wilson. The relationship between the economic climate in the United States and the fighting of World War I will be a major focus of the class. One of the goals of the lesson is to help your daughter or son to understand how one event (e.g., a corporation in the U.S. decides to expand) Influences another (e.g., strategic plans for a battle in Europe).
Homework assignments will Include: (1) Read pp.588-661 from the textbook for Thursday's class; (2) Watch the show from 8:30 to 9:30 on Channel 7, Tues. night, and be prepared to discuss its content on Wednesday; (3) Complete a worksheet, to be distributed Thursday, and attach it to the test to be given on Friday; (4) Prepare for Friday's test.

Looking Forward:
Next week, we will compare what we learned about the rise of industries and corporations near the turn of the century to today's world economic situation. In subsequent weeks, we'll return our attention to the 1920s and examine some causes of war and ways to achieve peace.

Snapshots

Snapshot 1: student teacher's voice:

I'll not teach this class. Students in this class are a group of little devils who have never been taught how to behave themselves. I know where they all come from. They belong to ....families where kids receive no advice as to how to behave themselves. Can you transfer me to another class, Dr...?

Snapshot 2: student teacher's voice:

Yesterday I entered my class and found that there was a quarrel between two girls and the class was divided into two teams concerning the quarrel. I shouted in them and ordered them to se dawn quickly then I asked one of he quarreling girls to tell me what happen. I understood that the quarrel was about desks, as one of them set in the others desk. I told them hat is a foolish problem and that there is no time to loose in dealing with this. I ordered them to open their books to begin our lesson.

Teaching Performance self/ peer Observation Checklist

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
I. Classroom Management:	**(1) plans and organizes classroom interactions to provide for a re-assuring and effective learning environment:** **A**. manages various grouping techniques.. **B**. manages various techniques that promote self-directed learning…… **C.** uses questions techniques which offer challenge and build confidence and provides students with opportunities to extend and develop their language proficiency………………………. **D.** provides opportunities for students to work cooperatively & collaboratively… **(2) Uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere:** **A**. relates classroom learning to students' prior knowledge, experience and interest (employs previous experiences & knowledge to have simple easy learning).. **B**. establishes a friendly learning atmosphere through a range of strategies including using students' names, praise and rewards………………………… **C**. develops students' self- confidence and self esteem………………………….. **D.** uses various feedback strategies to motivate learners, including positive reinforcement & self check mechanisms... **E.** supports students and decreases the importance of mistakes………………					

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The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
	(3) structures the physical environment of the classroom: **A**. makes effective use of classroom seating possibilities to help students work individually, in pairs, and/or in groups… **B.** makes effective use of materials and equipments available in the school (computer lab, audio visual aids)……… **(4) manages instructional time and transitions to maximize learning:** **A**. accomplishes the objectives of the lesson within the time allotted; ensuring that all class time is used for learning…… **B**. uses a range of verbal and non-verbal techniques to get and keep students attention (various his pitches & his gestures)…………………………….. **C.** plans & executes the stages of the lesson so that there is a smooth progression and transition from one stage to another………………………….. **D**. manages classroom behavior effectively and appropriately, (uses appropriate disciplinary ways in handling trouble makers……………………… **E**. establishes routines and procedures to help the classroom operate smoothly…… **F.** uses wait time effectively…………..					

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
II.Assessment:	**(1) effectively selects and uses a range of practical assessment tools for assessing learners' written and oral English:**					
	A. selects appropriate tools for assessment purposes such as diagnosing errors and measuring proficiency………………					
	B. selects from a range of techniques for assessing learners oral English………					
	C. selects from a range of techniques for assessing learners written English……					
	D. asks questions that encourage Students to think and employs various types & levels of thinking………..					
	E. uses a variety of techniques at the beginning, during and at the end of the lesson to evaluate students' progress (formative & summative assessment)…					
	(2) uses the results of assessment for planning and improving instruction and for making appropriate instructional decision about individual students:					
	A. provides learners with opportunities to use feedback from the assessment process to adjust their learning………………					
	B. documents assessment results and communicates them to stakeholders, such as parents & school administration…… .					
	C. adjusts instruction in the light of the results of the assessment process……					

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor

The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
III. Professionalism:	**(1) demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school and community:**					
	A. demonstrates personal qualities of effective teachers such as punctuality, responsibility, flexibility, courtesy and consideration………………………….					
	B. demonstrates interpersonal skills (such as establishing rapport, seeking input, and providing encouragement) needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents…					
	C. communicates effectively and positively with parents regarding students' academic progress and conduct.					
	D. continually strives to improve classroom performance…………………					
	(2) collaborates effectively with colleagues in planning, designing, reflecting on instruction and seek professional development activities to improve teaching and learning in the school:					
	A. develops and updates knowledge about English language teaching and learning through reading in the field……………..					
	B. seeks professional development opportunities. E.g. training workshops, conferences and additional study……….					
	C. demonstrates willingness to share experience (e.g., materials, knowledge, skills) with others (e.g., colleagues, senior teachers)..					

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The main Domains	Performance standards & indicators	Excellent	V. good	Good	Satisfactory	Poor
	(3) Follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles and good self control:					
	A. models the moral principles, customs and values of the society………………					
	B. encourages and helps students to actively participate in the community…………………………….					
	C. integrates concepts of civic education, such as environmental awareness, human rights and citizenship in language teaching………………………………					
	(4) demonstrates fairness, respect and acceptance of all students in the classroom:					
	A. treats students equally regardless of their religion, gender, social/economic class or level of achievement……………					
	B. treats all students with respect……..					
	C. is consistent and fair in dealing with students………………………………					

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III. Trainner's Manual

Orientation session

Date: …………………………   **Time:** …………………….

Introduction:

This is the first session with the sample of the study. You are going to give them a detailed description of the program, aims, content, time, location, professional development strategies that they will use in the program, teaching/learning techniques, and evaluation system of the program.

Presentation:

Task One:
1. The trainer introduces herself to the participants and asks them to introduce themselves too.
2. The trainer explains to them all about the program:
   - The program aims at developing their teaching performance, mainly classroom management, assessment and professionalism.
   - The trainer tells them that they will play an active role in the program because it is a trainee centered program. Also, it is based on collaboration and co operation among them.
   - The aim of using the three professional development strategies is to help them share actively in their own development as future teachers and adapt these strategies and others in building their careers in the future.
3. Dividing the participants into groups of eight.
4. Giving hem 10 minutes to read individually the introduction in their workbook and write down their expectations of the program, suggestions or any questions.
5. Telling them to have a discussion within their groups concerning their reading notes, when time is over.
6. Going round the class and checking the work of the groups.
7. Asking participants to down their pens when the specified time is over.
8. Asking each group spokes persons to present their groups' reports to the class & receive feedback from other groups.
9. Giving feedback.

Task Two:

  1. Explain to the participants the three professional development strategies, used in the program; study groups, action learning and peer coaching, using handouts & flip chart.
  2. Ask them to take notes & write down any comment or question during the presentation.
  3. Ask them to have a discussion within their groups concerning their notes and questions.
  4. Go round the class and check the work of the groups.
  5. Ask each group spokes person to present his group's final comment and questions concerning the trainer's presentation.
   6. Give feedback.

Task Three:

1. Present to the participants the techniques they are going to use during the program.
2. Give them handout of each technique.
3. Give them 10 minutes to read the handouts within their groups and share their comments and clarifications.
4. Ask each group spokes person to present his group final comment
   & receive feedback from other groups.
5. Give feedback

 Task four:

  1. Present to the participants what is meant by learning contracts, their importance and benefits, how to design and use them during the application of the program.
2. Give them 7 minutes to study the handout of learning contracts within
   their groups.
 3. Ask hem to have a class discussion about their comments on learning contracts.
4. Give feedback.

* Preparation for the Next Session:

Activity.1.
  1. Explain to the participants the purpose of this phase of the program.
2. Ask them to work individually.

3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following questions:

 - What are the possible characteristics of a successful controlled classroom?

- Classroom interaction:

      - What does it mean to you?

      - What is your image of a successful classroom interaction model?

4. Collect their reports to read them, then

5. Ask hem to keep their reports in their portfolio.

Activity.2.

 1. Ask the participants to work within their groups.

  2. Ask them to read he home assignment in their workbook.

 3. Tell them that they are welcomed to use the self access materials corner to cover the assignment.

 4. Remind them to begin completing their learning contracts for the next two weeks' work.

End the session with a nice smile wishing
all the participants the best of luck.

<div align="center">

<u>Session One</u>
<u>"Planning and Organizing Classroom Interactions"</u>

</div>

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:
   1. Describe the essence of classroom management approaches.
   2. Summarize the major criterion that indicates successful
     classroom management.
   3. Define classroom interaction and its main patterns.
   4. List the main criterion and techniques that produce
     effective classroom interaction.
   5. Use various grouping techniques that foster classroom
     interaction and provide students with opportunities to use
     and develop language.
   6. Provide opportunities to students to learn cooperatively and
     collaboratively.

▪ **Class organization:**
  Individual, pair & group work

▪ **Learning aids:**
  A. trainees' copy of the program (session one).
  B. flips charts, pens, pencils, & block notes.
  C. handouts.
  D. computer & data show (LCD).
  E. video camera.

▪**Procedures:**
<u>Phase. I – (Presentation & Discussion):</u>

<u>Task one:</u>
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)
2. Give them 3 minutes to read the task instructions.
3. Ask each group members to begin their presentations & discussions of the session topic.

<div align="center">

4

</div>

4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.
5. Go round the class and check the work of the groups.
6. Ask each group spokesperson to present his/ her group final report to the rest of the class and receive any comments or questions.
7. Give feedback.

Task Two:
1. Distribute handout (1) among the participants.
2. Ask them to read the task instructions in their workbook before beginning.
3. Give them 5 minutes for completing the task.
4. Ask them to put down their pens when the specified time is over.
5. Ask them to give the answer individually.
6. Give feedback.
* answer key:
1. (TT)   2. (T)   3. (T)   4. (TS)   5. (TS)   6. (S)
 7. (S)   8. (S)   9. (S)   10. (SS)
7. Ask each group to design an observation tool of classroom interaction directing it to use the available models and references for help.
8. Go around and provide any necessary comments and directions during group work.

Task Three:
1. Give the participants 3 minutes to read the task instructions in their workbook and be ready to begin.
2. Turn on the video camera and present the movie by the data show.
3. Ask them to work individually and fill in the observation sheet.
4. After the show is over, ask them to work within their groups to complete the task.
5. Go around and provide any necessary comments and directions during group work.

Phase. II - "Application & reflection":

Task four:
1. Explain to the participants what they are going to do in this task (they will work in groups of 6, each group will go through the four main steps of the action learning strategy following the instructions of each activity.)
2. Tell them that activities of steps1&2 are to be carried out during class time of the session, while activities of steps 3 &4 will be practiced in the school during their teaching practice for two weeks (one day a week).

3. After the teaching practice day is over, ask them to gather as a class and ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.
5. Give feedback.

Phase. III – Evaluation:-

Task five:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
* answer key:
1. (T)   2. (T)   3. (F)   4. (F)   5. (F)

Task six:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to put down their pens when the specified time is over.
5. Collect the handouts, to read them.
6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:

Task seven:
  1. Explain to the participants the purpose of this program phase
2. Ask them to work individually.
3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following two points:
● using self directed learning with students.
● The relationship between questioning techniques and classroom control.
4. Collect their reports to read them, then
5. Ask them to keep their reports in their portfolio.

Task eight:
  1. Ask the participants to work within their groups.

2. Ask them to read the home assignment in their workbook

 3. Tell them that they are welcomed to use the self access materials corner to cover the assignment.

 4. Remind them to begin completing their learning contracts for the next two weeks' work, wishing them the best of luck.

End the session with a nice smile wishing all the participants the best of luck.

<p style="text-align:center"><u>**Session two**</u>
<u>**"Planning and Organizing Classroom Interactions"**</u></p>

▪ **Date:** ……………………………

▪ **Attendants:** …………………….

▪ **Duration:** …………………….

▪ **Materials:** ………………….

▪ **Objectives:** by the end of this session participants should be able to:
1. Answer questions on self directed learning (definition, purposes, benefits, and techniques).
2. Explain the characteristics of effective classroom questions.
3. Classify questions according to Bloom's taxonomy of educational objectives: cognitive domain.
4. Manage various techniques that promote self directed learning.
5. Use questioning techniques which offer challenge and build confidence, and provide students with opportunities to extend and develop their language proficiency.

▪ **Class organization:**
> Individual and pair & group work

▪ **Learning aids:**
> A. trainees' copy of the program (session one).
> B. flips charts, pens, pencils, & block notes.
> C. handouts.
> D. computer & data show (LCD).
> E. video camera.

▪ **Procedures:**

Phase. I – (Presentation & Discussion)

<u>**Task one:**</u>

1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)

2. Give them 3 minutes to read the task instructions.

3. Ask group members to begin their presentations & discussions of the session topic.

4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.

5. Go round the class and check the work of the groups.

6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
7. Give feedback.

<u>Task Two:</u>
1. Ask the participants to work within their groups.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group final work to the class colleagues and receive their comments.
6. Give feedback.

<u>Task Three</u>:
1. Distribute handouts (1&2) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his groups final work to the class colleagues and receive their comments.
6. Give feedback.
* answer key:

<u>Task four:</u>
1. Ask them to read the task instructions in their workbook before starting.
2. Ask the participants to work within their groups.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Phase. II - "Application & reflection":

<u>Task five:</u>
1. Explain to the participants what they are going to do in this task (they will work as peers (in twos) and each two peer will choose a name of a favorite color.
2. Distribute the peer coaching handout among the participants to read it.

3. Tell them that the pre conference step of the peer coaching handout will be filled now while the other two steps will be completed during their teaching practice at school.

4. Tell them not to forget using the observation sheets.

5. After the teaching practice day is over. Ask them to gather as a class and ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.

7. Give feedback.

Phase. III – Evaluation:-

Task six:

1. Ask the participants to read the task instructions in their workbook.

2. Ask them to work individually first then, share their answers within their groups.

3. Ask each group spokesperson to give the answer of each question individually to the class.

4. Give feedback.

* answer key:

1. (T)   2. (T)   3. (T) 4. (T) 5. (T)

Task seven:

1. Tell the participants that it is now time for session evaluation.

2. Distribute the reflection sheet handout to the participants.

3. Ask them to read the task instructions in their workbook before beginning.

4. Ask them to put down their pens when the specified time is over.

5. Collect the handouts, to read them.

6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:

Task eight:

1. Explain to the participants the purpose of this program phase

2. Ask them to work individually.

3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following situation "think back to your own classroom learning, as either child or adult, not necessarily of a foreign language, and try to recall a teacher of yours who was outstandingly motivating the class, from whom you really learnt well", and writes this down this in a report.

- The following are guided questions for you:

A) How much effort did this teacher put in motivating you to learn, whether deliberately o not, and B). Which technique did he use?

4. Collect their reports to read them, then

5. Ask them to keep their reports in their portfolio.

Task nine:

 1. Ask the participants to work within their groups.

 2. Ask them to read the home assignment in their workbook

 3. Tell them that they are welcomed to use the self access materials corner to cover the assignment.

 4. Remind them to begin completing their learning contracts for the next two weeks' work, wishing them the best of luck.

End the session with a nice smile wishing all the participants the best of luck.

Session three

"Motivating Students & Creating A Supportive Classroom Learning Atmosphere"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………..

▪ **Objectives:** by the end of this session participants should be able to:
1. List some key points for motivating classroom students.
2. Differentiate between extrinsic & intrinsic motivation.
3. Use different techniques to relate classroom learning to students' prior knowledge, experience and interests.
4. Use a range of strategies for establishing a friendly learning atmosphere (including using students' names, praise and rewards).
5. Employ different techniques to develop students' self-confidence & self-esteem.
6. Use various feedback strategies to motivate learners, including positive reinforcement and self-check mechanisms.

▪ **Class organization:**
Individual, pair & group work

▪ **Learning aids:**
A. trainees' copy of the program (session one).
B. flips charts, pens, pencils, & block notes.
C. handouts.
D. computer & data show (LCD).
E. video camera.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)
Task one:
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)
2. Give them 3 minutes to read the task instructions.

3. Ask each group members to begin their presentations & discussions of the session topic.

4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.

5. Go round the class and check the work of the groups.

6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.

7. Give feedback.

Task Two:

1. Distribute the GIVE ONE! GET ONE! Sheet among the participants.

2. Ask them to read the task instructions in their workbook before starting.

3. Ask the participants to work within their colleagues trying to complete the work sheet.

4. Go round the class and check the work of the participants.

5. Ask them to put down their pens when the specified time is over.

6. Ask them to complete the follow up of the task within their groups.

7. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.

8. Give feedback.

Task Three:

1. Ask the participants to work within their groups.

2. Ask them to read the task instructions in their workbook before starting.

3. Go round the class and check the work of the participants.

4. Ask them to put down their pens when the specified time is over.

5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.

6. Give feedback.

Phase. II - "Application & reflection":

Task four:

1. Explain to the participants what they are going to do in this task (they will work in groups of 6; each group will go through the four main steps of the action learning strategy following the instructions of each activity.)

2. Tell them that activities of steps1&2 are to be carried out during class time of the session. While activities of steps 3 &4 will be practiced in the school during their teaching practice.

3. After the teaching practice day is over, ask them to gather as a class and ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
5. Give feedback.

Phase. III – Evaluation:-

Task five:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
* answer key:
 A. intrinsically.   B. extrinsically   C. intrinsically.
- question 2 & 3 (discussion questions)

Task six:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to put down their pens when the specified time is over.
5. Collect the handouts, to read them.
6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:

Task seven:
  1. Explain to the participants the purpose of this program phase.
2. Ask them to work individually.
3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the relationship between the physical environment of the classroom and students learning, if you have a personal experience report on it. Also, let them try to answer the following two questions:
- How does your classroom look like?
- Is it possible for you as a student teacher to make any modification in your class? Why? Or why not?

4. Collect their reports to read them, then
5. Ask hem to keep their reports in their portfolio.

Task eight:
  1. Ask the participants to work within their groups.
 2. Ask them to read the home assignment in their workbook
  3. Tell that they are welcomed to use the self access materials corner to cover the assignment.
 4. Remind them to begin completing their learning contracts for the next two weeks' work, wishing them the best of luck.

End the session with a nice smile wishing
all the participants the best of luck.

"Structuring The Physical Environment of The Classroom to Maximize Learning"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:
       1. Define the classroom action zone.
       2. List the characteristics of the three main zones of the
         classroom.
       3. Make effective use of classroom seating possibilities to
help students work individually, in pairs, and/or groups.

       4. Make effective use of materials and equipments available
         in the classroom
        5. Create audiovisual aids suitable for the environment, the
         lesson and the learners.
       6. Provide activities and opportunities for students to
         become autonomous language learners.

    ▪ **Class organization:**
    Individual, pair & group work

▪ **Learning aids:**
    A. trainees' copy of the program (session one).
    B. flips charts, pens, pencils, & block notes.
    C. handouts.
    D. computer & data show (LCD).
    E. video camera.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one:
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members).
2. Give them 3 minutes to read the task instructions.

3. Ask each group members to begin their presentations & discussions of the session topic.
4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.
5. Go round the class and check the work of the groups.
6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
7. Give feedback.

Task Two:
1. Ask the participants to read the task instructions in the workbook before starting.
2. Ask them to work individually in designing the sketch.
3. Direct their attention to use the available learning aids.
4. Go round the class and check the participants work.
5. Ask them to put down their pens when the specified time is over.
6. Ask them to share their work within their groups and decide on the best sketch.
7. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
8. Give feedback.

Task three:

1. Ask the participants to read the task instructions in the workbook before starting.
2. Ask them to work individually.
3. Play the movie and tell them to observe and take notes.
4. Go round the class and check the participants work.
  5. Ask them to down their pens when the specified time is over.
6. Ask them to share their work within their groups.
7. Ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.
8. Give feedback.

Phase. II - "Application & reflection":

Task five:
1. Explain to the participants what they are going to do in this task (they will work as peers (in twos) each two peer will choose a name of a favorite color.
2. Distribute the peer coaching handout among the participants to read it.

3. Tell them that the pre conference step of the peer coaching handout will be filled at this time while the other two steps will be completed during their teaching practice at school on Tuesdays of the coming week.
4. Tell them not to forget using the observation sheets.
5. After the teaching practice day is over. Ask them to gather as a class and ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
6. Give feedback.

Phase. III – Evaluation:-

Task six:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
* answer key:
1. (F)   2. (T)   3. (F) 4. (F)

Task seven:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to put down their pens when the specified time is over.
5. Collect the handouts, to read them.
6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:

Task eight:
  1. Explain to the participants the purpose of this program phase
2. Ask them to work individually.
3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following central question:
       "Are you an effective time manager in the classroom?"
 → Support your answer with real experiences that you had and any possible questions that you want to have answer for.

4. Collect their reports to read them, then
5. Ask hem to keep their reports in their portfolio.

Task nine:
  1. Ask the participants to work within their groups.
 2. Ask them to read the home assignment in their workbook
  3. Tell that they are welcomed to use the self access materials corner to cover the assignment.
 4. Remind them to begin completing their learning contracts for the next two weeks' work.

End the session with a nice smile wishing
all the participants the best of luck.

Session Five

"Managing Instructional Time and Transitions"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………..
▪ **Objectives:** by the end of this session participants should be able to:
1. Differentiate between the following terms (in/off task behavior, task worthiness, allocated time, transition time & wait time)
2. Accomplish the objectives of the lesson within the time allotted, ensuring that all class time is used for learning.
3. Use a range of verbal and non-verbal techniques to get and keep students' attention.
4. Plan and execute the stages of the lesson so that there is a smooth progression and transition from one stage to another.
5. Manage classroom behavior effectively and appropriately.
6. Establish routines and procedures to help the classroom operate.
   ▪ **Class organization:**
   Individual, pair & group work

▪ **Learning aids:**
   A. trainees' copy of the program (session one).
   B. flips charts, pens, pencils, & block notes.
   C. handouts.
   D. computer & data show (LCD).
   E. video camera.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one:
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)
2. Give them 3 minutes to read the task instructions.
3. Ask each group members to begin their presentations & discussions of the session topic.

4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.
5. Go round the class and check the work of the groups.
6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
7. Give feedback.

Task Two:
1. Ask the participants to read the task instructions in the workbook before starting.
2. Distribute handout (1) among the participants.
3. Ask them to work individually.
4. Go round the class and check the participants work.
  5. Ask them to put down their pens when the specified time is over.
6. Ask them to share their work within their groups.
7. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
8. Give feedback.

Task three:

1. Distribute handout (2) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his groups final work to the class colleagues and receive their comments.
6. Give feedback.

Task four:

1. Distribute handout (3) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Phase. II - "Application & reflection":

Task five:
1. Explain to the participants what they are going to do in this task (they will work as peers (in twos) each two peer will choose a name of a favorite color.
2. Distribute the peer coaching handout among the participants to read it.
3. Tell them that the pre conference step of the peer coaching handout will be filled at this time while the other two steps will be completed during the teaching practice at school on Tuesdays of the coming two weeks.
4. Tell them not to forget using the observation sheets.
5. After the teaching practice day is over, ask them to gather as a class and ask each group spokespersons to present his/ her group's final report to the rest of the class and receive any comments or questions.
6. Give feedback.

Task six:
1. Explain to the participants what they are going to do in this task (they will work in groups of 6; each group will go through the four main steps of the action learning strategy following the instructions of each activity.)
2. Tell them that activities of steps1&2 are to be carried out during class time of the session, while activities of steps 3 &4 will be practiced in the school during their teaching practice (one day a week).
3. After the teaching practice day is over, ask them to gather as a class and ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.
4. Give feedback.

Phase. III – Evaluation:-

Task seven:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
* answer key:
 (Oral discussion)

Task eight:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to put down their pens when the specified time is over.
5. Collect the handouts, to read them.
6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:
Task nine:
  1. Explain to the participants the purpose of this program phase
2. Ask them to work individually.
3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following question:
"Can you remember taking an exam or a test at the end of a program of study, or in order to be accepted into a course or profession? What was the criterion for success, and how were your results expressed?"
4. Collect their reports to read them.
5. Ask them to keep their reports in their portfolio.
* Review Questions on Unit One:
- Ask the participants to answer the review questions at the end of unit one individually and provide their answer on a written form.
- collect their answer papers and correct them giving written feedback. To be corrected by the trainer.
- Ask them to put it in their portfolios.
* Observation task:
- Ask the participants to use the classroom management observation checklist at the end of their workbook in observing themselves and one peer for a whole class period, during heir teaching practice. Then provide a written report on this.
Task ten:
  1. Ask the participants to work within their groups.
  2. Ask them to read the home assignment in their workbook
  3. Tell that they are welcomed to use the self access materials corner to cover the assignment.
 4. Remind them to begin completing their learning contracts for the next two weeks' work, wishing them the best of luck.

Unit two
Session One
"The Main Theoretical Principles of English Language Assessment"

▪ **Date:** ……………………………

▪ **Attendants:** …………………….

▪ **Duration:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:

1. Distinguish between the following concepts: testing, assessment and evaluation.
2. Identify the different purposes of assessment (such as placement, diagnosis, achievement and proficiency).
3. Demonstrate awareness of types of assessment (summative vs. formative, formal, oral vs. written).
4. Demonstrate knowledge of different tools for assessing learner's language performance.

▪ **Class organization:**
Individual and pair & group work

▪ **Learning aids:**
A. trainees' copy of the program (session one).
B. flips charts, pens, pencils, & block notes.
C. handouts.
D. computer & data show (LCD).
E. video camera.   ▪ **Procedures:**

▪**procedures:**

Phase. I – (Presentation & Discussion)

Task one:
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)
2. Give them 3 minutes to read the task instructions.
3. Ask each group members to begin their presentations & discussions of the session topic.
4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.

5. Distribute handout (1) among the participants.
6. Go round the class and check the work of the groups.
7. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
8. Give feedback.

Task Two:
1. Ask the participants to read the task instructions in the workbook before starting.
2. Distribute handout (2) among the participants.
3. Ask them to work individually.
4. Go round the class and check the participants work.
  5. Ask them to put down their pens when the specified time is over.
6. Ask them to share their work within their groups.
7. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
8. Give feedback.

Task three:
1. Distribute handout (3) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Phase. II - "Application & reflection"*:*

Task four:
1. Explain to the participants what they are going to do in this task (they will work as peers (in twos) each two peer will choose a name of a favorite color.
2. Distribute the peer coaching handout among the participants to read it.
3. Tell them that the pre conference step of the peer coaching handout will be filled at this time, while the other two steps will be completed during the teaching practice.
4. Tell them not to forget using the observation sheets.
5. After the teaching practice day is over, ask them to gather as a class and ask each group spokespersons to present his/ her group's final report to the rest of the class and receive any comments or questions.
7. Give feedback.

Phase. III – Evaluation:-

Task five:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
* answer key:
(oral discussion)
Task six:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to put down their pens when the specified time is over.
5. Collect the handouts, to read them.
6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.
* Preparation for the Next Session:

Task seven:
1. Explain to the participants the purpose of this program phase
2. Ask them to work individually.
3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following question: "What is the most common way of gathering information, assessing proficiency and awarding grades in your own teaching context? What changes or improvements would you like to see introduced?"
4. Tell them to brain storm the ideas that seem to them to be comprised in it.
5. Collect their reports to read them.
6. Ask them to keep their reports in their portfolio.
Task eight:
1. Ask the participants to work within their groups.
2. Ask them to read the home assignment in their workbook.
3. Tell that they are welcomed to use the self access materials corner to cover the assignment.
4. Remind them to begin completing their learning contracts for the next two weeks' work, wishing them the best of luck.

"Practical Assessment Tools for Assessing Learners' Written and Oral English"

▪ **Date:** ……………………………

▪ **Attendants:** ……………………….

▪ **Duration:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:

> 1. List the possible English language practical assessment tools.
> 2. learn how to design a test as an assessment tool.
> 3. Select appropriate tools for assessing purposes such as: diagnosing errors and measuring proficiency.
> 4. Select from a range of techniques for assessing learners' oral English.
> 5. Select from a range of techniques for assessing learners' written English.

▪ **Class organization:**
>   Individual, pair & group work

▪ **Learning aids:**
>   A. trainees' copy of the program (session one).
>   B. flips charts, pens, pencils, & block notes.
>   C. handouts.
>   D. computer & data show (LCD).
>   E. video camera.

Phase. I – (Presentation & Discussion)

Task one:

1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)

2. Give them 3 minutes to read the task instructions.

3. Ask each group members to begin their presentations & discussions of the session topic.

4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.

5. Go round the class and check the work of the groups.

6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.

7. Give feedback.

Task Two:

1. Ask the participants to work in groups.

2. Ask them to read the task instructions in their workbook.

3. Distribute handout (1) among them.

4. Go round the class and check the work of the groups.

5. Ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.

6. Give feedback.

Task Three:

1. Ask the participants to work in groups.

2. Ask them to read the task instructions in their workbook.

3. Distribute handout (2) among them.

4. Go round the class and check the work of the groups.

5. Ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.

6. Give feedback.

Task four:

1. Ask the participants to work in groups.

2. Ask them to read the task instructions in their workbook before starting.

3. Distribute handouts (3) & (4) among them.

4. Go round the class and check the work of the groups.

5. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.

6. Give feedback.

Phase. II - "Application & reflection":

Task five:

1. Explain to the participants what they are going to do in this task (they will work as peers (in twos) each two peer will choose a name of a favorite color.

2. Distribute the peer coaching handout among the participants to read it.

3. Tell them that the pre conference step of the peer coaching handout will be filled at this time while the other two steps will be completed during the teaching practice at school.
4. Tell them not to forget using the observation sheets.
5. After the teaching practice day is over ask them to gather as a class and ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
6. Give feedback.

Task six:

1. Explain to the participants what they are going to do in this task (they will work in groups of 6; each group will go through the four main steps of the action learning strategy following the instructions of each activity.)
2. Tell them that activities of step1&2 are to be carried out during class time of the session. While activities of step 3 &4 will be practiced in the field (school during their teaching practice for two weeks (one day a week).
3. after the teaching practice day is over. Ask them to gather as a class and
4. Ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.
5. Give feedback.

Phase. III – Evaluation:-

Task seven:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
* answer key:
 (oral discussion)

Task eight:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to put down their pens when the specified time is over.
5. Collect the handouts, to read them.

6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:

Task nine:
  1. Explain to the participants the purpose of this program phase
2. Ask them to work individually.
3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following question:
The following question:
"Can you remember how you felt about the ways teachers responded to your own written/ oral work when you were learning English as a foreign language at school? Try to recall particular instances?
4. Collect their reports to read them.
5. Ask them to keep their reports in their portfolios.
Task ten:
  1. Ask the participants to work within their groups.
  2. Ask them to read the home assignment in their workbook.
  3. Tell that they are welcomed to use the self access materials corner to cover the assignment.
 4. Remind them to begin completing their learning contracts for the next two weeks' work.

End the session with a nice smile wishing all the participants the best of luck.

<div align="center">

Unit two
Session Three
"Using The Results of Assessment for Planning and Improving Instruction"

</div>

- **Date:** ………………………………
- **Attendants:** …………………….
- **Duration:** …………………….
- **Objectives:** by the end of this session participants should be able to:
  1. Define feedback.
  2. List some oral and written correction techniques.
  3. Provide learners with opportunities to use feedback from the assessment process to adjust their learning.
  4. Document assessment results and communicates them to stakeholders, such as parents and the school administration, as appropriate.
  5. Adjust instruction in the light of the results of the assessment process.
- **Class organization:**
  Individual, pair & group work

- **Learning aids:**
  A. trainees' copy of the program (session one).
  B. flips charts, pens, pencils, & block notes.
  C. handouts.
  D. computer & data show (LCD).
  E. video camera.
  - **procedures:**

Phase. I – (Presentation & Discussion)

Task one:

1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)

2. Give them 3 minutes to read the task instructions.

3. Ask each group members to begin their presentations & discussions of the session topic.

4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.

6. Go round the class and check the work of the groups.

7. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
8. Give feedback.

Task Two:
1. Distribute handout (1) to the participants.
2. Ask them to read the task instructions in their workbook before starting and ask them to work in groups.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Task three:
1. Ask the participants to read the task instructions in the workbook before starting and work individually.
2. Ask them to use handout (1) as an observation tool.
4. Go round the class and check their work.
  5. Ask them to put down their pens when the specified time is over.
5. Distribute handout (2) and ask them to complete the task within their groups.
7. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
8. Give feedback.

Task four:
1. Ask the participants to work individually.
2. Distribute handout (3) among them.
3. Ask them to read the task instructions in their workbook before starting.
4. Ask them to put down their pens when the specified time is over.
5. Ask them to work in pairs in order to complete the task.
6. Distribute handout (4) among the pairs.
7. Ask them to put down their pens when the specified time is over.
8. Ask them to return to their groups to finish the task.
9. Go round the class and check their work.
10. Ask each group spokespersons to present his/ her group's final report to the rest of the class and receive any comments or questions.
11. Give feedback.

Task five:
1. Ask the participants to work in groups.
2. Distribute handout (5) among them.
3. Ask them to read the task instructions in their workbook before starting.

4. Distribute handout (5) among them.
5. Go round the class and check their work.
6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
7. Give feedback.

Phase. II - "Application & reflection"*:*

Task six:
1. Explain to the participants what they are going to do in this task (they will work in groups of 6; each group will go through the four main steps of the action learning strategy following the instructions of each activity.)
2. Tell them that activities of steps1&2 are to be carried out during class time of the session, while activities of steps 3 &4 will be practiced at the school during their teaching practice (one day a week).
3. After the teaching practice day is over, ask them to gather as a class and ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.
5. Give feedback.

Phase. III – Evaluation:-

Task seven:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
* answer key:
 1. (T) 2. (F) 3. (F)   4. (F)

Task eight:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to down their pens when the specified time is over.
5. Collect the handouts, to read them.
6. Give feedback. And remind them to keep their handouts, reports and worksheets in their portfolios.

Unit Three
Session One
"Commitment to excellence in teaching both by classroom performance and interacting in the school community"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….

▪ **Objectives:** by the end of this session participants should be able to:
1. Differentiate between teacher personal qualities and interpersonal skills.
2. List some personal qualities of effective teacher.
3. Demonstrate interpersonal skills such as establishing rapport, seeking input, and providing encouragement needed for working effectively with students, colleagues, senior teachers, school administration, supervisors, and parents.
4. Identify some possible tools for communicating effectively with parents regarding students' academic progress.
5. Use various methods to improve his classroom performance.

▪ **Class organization:**
     pair & group work

▪ **Learning aids:**
     A. trainees' copy of the program (session one).
     B. flips charts, pens, pencils, & block notes.
     C. handouts.
     D. computer & data show (LCD).
     E. video camera.

▪**Procedures:**
Phase. I – (Presentation & Discussion):

Task one:
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)
2. Give them 3 minutes to read the task instructions.

3. Ask each group members to begin their presentations & discussions of the session topic.

4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.

5. Go round the class and check the work of the groups.

6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.

7. Give feedback.

Task Two:

1. Distribute handout (1) among the participants.

2. Ask them to read the task instructions in their workbook before beginning.

3. Give them 5 minutes for completing the task.

4. Ask them to put down their pens when the specified time is over.

5. Ask them to give the answer individually.

6. Give feedback.

Task Three:

1. Give the participants 3 minutes to read the task instructions in their workbook and be ready to begin.

2. Turn on the video camera and present the movie by the data show.

3. Ask them to work individually and fill in the observation sheet.

4. After the show is over, ask them to work within their groups to complete the task.

5. Go around and provide any necessary comments and directions during group work.

Task four:

1. Distribute handout (2) among the participants.

2. Ask them to read the task instructions in their workbook before beginning.

3. Give them 5 minutes for completing the task.

4. Ask them to put down their pens when the specified time is over.

5. Ask them to give the answer individually.

6. Give feedback.

Phase. II - "Application & reflection":

Task four:

1. Explain to the participants what they are going to do in this task (they will work in groups of 6, each group will go through the four main steps of the action learning strategy following the instructions of each activity.)

2. Tell them that activities of steps1&2 are to be carried out during class time of the session, while activities of steps 3 &4 will be practiced at the school during their teaching practice (one day a week).

3. After the teaching practice day is over, ask them to gather as a class and ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.

5. Give feedback.

Phase. III – Evaluation:-

Task five:

1. Ask the participants to read the task instructions in their workbook.

2. Ask them to work individually first then, share their answers within their groups.

3. Ask each group spokesperson to give the answer of each question individually to the class.

4. Give feedback.

* answer key:

1. (T)   2. (T)   3. (t)

Task six:

1. Tell the participants that it is now time for session evaluation.

2. Distribute the reflection sheet handout to the participants.

3. Ask them to read the task instructions in their workbook before beginning.

4. Ask them to put down their pens when the specified time is over.

5. Collect the handouts, to read them.

6. Give feedback and remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:

Task seven:

  1. Explain to the participants the purpose of this program phase

2. Ask them to work individually.

3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following two points:

● The importance of collaborating effectively with colleagues.

● The importance of demonstrating knowledge of theories, methods, and current best practices in foreign language teaching for him/her as a future teacher.

4. Tell them to brain storm the ideas that seem to you to be comprised in it.
4. Collect their reports to read them, then
5. Ask them to keep their reports in their portfolio.

Task eight:
 1. Ask the participants to work within their groups.
2. Ask them to read the home assignment in their workbook
 3. Tell that they are welcomed to use the self access materials corner to cover the assignment.
 4. Remind them to begin completing their learning contracts for the next two weeks' work, wishing them the best of luck.

End the session with a nice smile wishing all the participants the best of luck.

Session two
"Collaborating effectively with colleagues & demonstrating knowledge of theories and current best practices in foreign language teaching"

▪ **Date:** ……………………………
▪ **Attendants:** …………………….
▪ **Duration:** …………………….
▪ **Materials:** …………………..

▪ **Objectives:** by the end of this session participants should be able to:
1. Develop and update knowledge about English language teaching and learning through reading in the field.
2. Seek professional development opportunities: seminars, training workshops and conferences.
3. Demonstrate willingness to share experience (material, knowledge, skills) with others (e.g., colleagues, senior teachers.
4. Differentiate between these concepts: approach, method, curriculum/syllabus and technique.
5. Compare between the characteristics of various methodologies of language teaching.
6. Select the most appropriate and useful parts of these methodologies to apply in the Egyptian classroom.
7. Explain the current best practices in foreign language teaching and put them to use in teaching.

▪ **Class organization:**
Individual, pair & group work
▪ **Learning aids:**
A. trainees' copy of the program (session one).
B. flips charts, pens, pencils, & block notes.
C. handouts.
D. computer & data show (LCD).
E. video camera.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)

Task one:
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)
2. Give them 3 minutes to read the task instructions.
3. Ask each group members to begin their presentations & discussions of the session topic.
4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.
5. Go round the class and check the work of the groups.
6. Ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
7. Give feedback.

Task Two:
1. Ask the participants to work within their groups.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his groups final work to the class colleagues and receive their comments.
6. Give feedback.

Task Three:
1. Distribute handout (1) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Task four:
1. Distribute handout (2) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Task five:
1. Distribute handout (3) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.
♪ Direct participants' attention towards the necessity of attending the curricula and instruction department's seminars and the faculties conference. Give them a timetable of the seminars and their location. Ask them to keep their reports about these seminars and the conference in their portfolios.

Phase. II - "Application & reflection":

Task six:
1. Explain to the participants what they are going to do in this task (they will work as peers (in twos) each two peer choose a name of a favorite color.
2. Distribute the peer coaching handout among the participants to read it.
3. Tell them that the pre conference step of the peer coaching handout will be filled at this time while the other two steps will be completed during their teaching practice at school.
4. Tell them not to forget using the observation sheets.
5. After the teaching practice day is over ask them to gather as a class and ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
6. Give feedback.

Phase. III – Evaluation:-

Task seven:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback * answer key: 1. (F)   2. (T)   3. (T)

Task eight:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.
3. Ask them to read the task instructions in their workbook before beginning.
4. Ask them to down their pens when the specified time is over.
5. Collect the handouts, to read them.
6. Give feedback. And remind them to keep their handouts, reports and worksheets in their portfolios.

* Preparation for the Next Session:

Task eight:
 1. Explain to the participants the purpose of this program phase
2. Ask them to work individually.
3. Give them 5 minutes to write down a report in which they try to reflect their own beliefs and thoughts concerning the following situation "hink back to your own classroom learning, as either child or adult, not necessarily of a foreign language, and try to recall a teacher of yours who was a good example for students by demonstrating good citizenship, high moral principles, and a good self control, from whom you really learnt well".
- The following are guided questions for them:
   • How much effort did this teacher put in to model the moral principles & values of the society? And
   • Which technique did he use?
4. Tell them to brain storm the ideas that seem to be comprised in it.
5. Collect their reports to read them.
6. Ask them to keep their reports in their portfolio.
Task nine:
 1. Ask the participants to work within their groups.
 2. Ask them to read the home assignment in their workbook
 3. Tell that they are welcomed to use the self access materials corner to cover the assignment.
 4. Remind them to begin completing their learning contracts for the next two weeks' work.

End the session with a nice smile wishing
all the participants the best of luck.

Session three
"Following the ethical standards of the community & demonstrating fairness and acceptance of all students in the classroom"

▪ **Date:** ……………………………
▪ **Attendants:** ……………………
▪ **Duration:** …………………..

▪ **Objectives:** by the end of this session participants should be able to:
1. List some key characteristics of teacher as a good example for students.
2. Model the moral principles, customs and values of the society.
3. Use various activities to actively participate in the community.
4. Use a range of strategies for integrating concepts of civic education such as: environmental awareness, human rights and citizenship in language teaching.

5. Set certain strategies that help him demonstrate fairness, respect and acceptance of all students in the classroom.

▪ **Class organization:**
Individual and pair & group work

▪ **Learning aids:**
A. trainees' copy of the program (session one).
B. flips charts, pens, pencils, & block notes.
C. handouts.
D. computer & data show (LCD).
E. video camera.

▪ **Procedures:**
Phase. I – (Presentation & Discussion)
Task one:
1. Explain to the participants what they are going to do in this task (they will work in groups of eight, each group will have certain roles for its members)

2. Give them 3 minutes to read the task instructions.
3. Ask each group members to begin their presentations & discussions of the session topic.
4. Tell them to make use of the learning/ teaching aids available in their presentations, if needed.
5. Go round the class and check the work of the groups.
6. Ask each group spokesperson to present his/ her group final report to the rest of the class and receive any comments or questions.
7. Give feedback.

Task Two:
1. Distribute the GIVE ONE! GET ONE! Sheet among the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Ask the participants to work, within their colleagues trying to complete the work sheet.
4. Go round the class and check the work of the participants.
5. Ask them to put down their pens when the specified time is over.
6. Ask them to complete the follow up the task within their groups.
7. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
8. Give feedback.

Task Three:
1. Distribute handout (2) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Task four:
1. Distribute handout (3) to the participants.
2. Ask them to read the task instructions in their workbook before starting.
3. Go round the class and check the work of the groups.
4. Ask them to put down their pens when the specified time is over.
5. Ask each group spokesperson to present his group's final work to the class colleagues and receive their comments.
6. Give feedback.

Phase. II - "Application & reflection":

Task five:
1. Explain to the participants what they are going to do in this task (they will work in groups of 6, each group will go through the four main steps of the action learning strategy following the instructions of each activity.)
2. Tell them that activities of steps1&2 are to be carried out during class time of the session, while activities of steps 3 &4 will be practiced at the school during their teaching practice (one day a week).
3. After the teaching practice day is over, ask them to gather as a class and ask each group spokespersons to present his/ her group final report to the rest of the class and receive any comments or questions.
5. Give feedback.

Task six:
1. Explain to the participants what they are going to do in this task (they will work as peers (in twos) each two peer choose a name of a favorite color.
2. Distribute the peer coaching handout among the participants to read it.
3. Tell them that the pre conference step of the peer coaching handout will be filled at this time while the other two steps will be completed during the teaching practice at school.
4. Tell them not to forget using the observation sheets.
5. After the teaching practice day is over ask them to gather as a class and ask each group spokesperson to present his/ her group's final report to the rest of the class and receive any comments or questions.
6. Give feedback.

Phase. III – Evaluation:-

Task seven:
1. Ask the participants to read the task instructions in their workbook.
2. Ask them to work individually first then, share their answers within their groups.
3. Ask each group spokesperson to give the answer of each question individually to the class.
4. Give feedback.
Task six:
1. Tell the participants that it is now time for session evaluation.
2. Distribute the reflection sheet handout to the participants.

3. Ask them to read the task instructions in their workbook before beginning.

4. Ask them to down their pens when the specified time is over.

5. Collect the handouts, to read them.

6. Give feedback. And remind them to keep their handouts, reports and worksheets in their portfolios.

* Review Questions on Unit three:

- Ask the participants to answer the review questions at the end of unit two individually and provide their answer on a written form.

- Collect their answer papers and correct them giving written feedback.

- Ask them to put it in the portfolio.

* Observation task:

- Ask the participants to use the assessment observation checklist at the end of their workbook in observing themselves and one peer for a whole class period, during heir teaching practice. Then, provide a written report on this.

Finally:

- Tell the participants that by this final task the program has come to its end.

- Thank them for their active participation and efforts during the program.

- Invite them to the program end celebration at the faculty the following week to receive their program completion certificates.

End the session with a nice smile wishing
all the participants the best of luck.

Appendix (G)
A List of The Jury Members

The Jury Members

Name of The Jury	Position
1. Dr. Aida Abd El Maksoud Zaher	- Professor of Curricula and TEFL Methods of Teaching, Women's College, Ain Shams University.
2. Dr. Asmaa Ghanem Gheith	- Professor of Curricula and TEFL Methods of Teaching, and Director of The Center for Developing English Language Teaching in Egypt. Faculty of Education, Ain Shams University.
3. Dr. Zeinab Ali El Naggar	- Professor of Curricula and TEFL Methods of Teaching, Faculty of Education, Ain Shams University.
4. Dr. Nadia Ahmed Touba	- Professor of Curricula and TEFL Methods of Teaching, Faculty of Education, Alexandria University and The General Manager of Faculties of Education Reform Division.
5. Dr. Ahmed Hassan Mohamed Seif El Deen.	- Professor of Curricula and TEFL Methods of Teaching, Faculty of Education, El Monofya University.
6. Dr. Attia Mohamed El Tanany	- Professor of Curricula and TEFL Methods of Teaching, Faculty of Education, Azhar University.
7. Dr. Salwa Saad El Deen Ali Dessouky	- Professor of Curricula and TEFL Methods of Teaching, Faculty of Human Studies, Azhar University.
8. Dr. Hala Mohamed Tolymat	- Assistant Professor of Curricula and TEFL Method of Teaching, Faculty of Education, Alexandria University.
9. Dr. Salah El Saied El Kharashi	- Assistant Professor of Curricula and TEFL Method of Teaching, Faculty of Education, Alexandria University.

Appendix (H)
Student teachers' Sample of Portfolio Entries

- **Models of student teachers' reflection reports.**

- **Models of learning contract and learning diaries.**

- **Samples of sessions' filled in handouts.**

- **Samples of action learning reports.**

- **Samples of filled in peer coaching forms.**

- **Samples of peer observation forms.**

- **Model of a student teacher test accompanied by a report.**

- **Samples of news letters and phone calls between student teachers and their students' parents.**

- **A sample of student teachers ethical activities with students.**

Appendix (I)
Tables of Scores

N.	Test Scores		Rubric Scores		The Portfolio Scores
	Pre	Post	Pre	Post	
1	23	56	12	38	30
2	23	62	14	40	28
3	25	63	14	37	29
4	25	54	11	36	28
5	24	64	13	37	30
6	28	61	15	38	29
7	24	65	13	37	28
8	24	64	12	40	28
9	34	65	16	38	30
10	33	63	13	36	29
11	33	65	12	39	30
12	33	64	14	37	28
13	30	65	13	38	28
14	23	56	14	39	30
15	24	63	13	37	27
16	23	62	14	39	28
17	35	65	12	38	28
18	27	64	11	39	27
19	29	64	13	40	30
20	27	64	12	38	29
21	29	65	14	37	30
22	34	65	15	40	29
23	30	62	12	39	28
24	28	55	10	38	30
Total					

Students number = (**24**)
The Test Score = (**65**)
The rubric score = (**40**)
The Portfolio Score = (**30**)

Students' Scores on each Standard of the rubric

{The rubric has 10 standards each student has a score of **4** (1, 2, 3, 4)**}**

N.	St one	St two	St three	St four	St five	St six	St seven	St eight	St nine	St ten	Total
1	3	4	4	4	4	3	4	4	4	4	38
2	4	4	4	4	4	4	4	4	4	4	40
3	4	4	4	3	4	3	3	4	4	4	37
4	4	4	4	4	3	2	4	4	3	4	36
5	3	3	4	4	3	4	4	4	4	4	37
6	4	4	4	4	4	4	3	4	3	4	38
7	4	4	4	4	4	4	2	4	4	3	37
8	4	4	4	4	4	4	4	4	4	4	40
9	4	3	4	4	4	3	4	4	4	4	38
10	3	4	4	4	4	4	3	3	4	3	36
11	4	4	4	4	4	3	4	4	4	4	39
12	4	4	4	4	4	4	3	3	3	4	37
13	4	4	4	4	4	4	4	3	3	4	38
14	4	4	4	4	4	3	4	4	4	4	39
15	4	4	3	4	3	4	3	4	4	4	37
16	4	4	4	4	4	4	4	4	4	3	39
17	4	4	4	4	4	4	3	4	3	4	38
18	4	4	4	3	3	3	4	4	4	4	39
19	4	4	4	4	4	4	4	4	4	4	40
20	3	4	4	4	4	4	4	3	4	4	38
21	4	3	4	4	4	4	3	4	3	4	37
22	4	4	4	4	4	4	4	4	4	4	40
23	4	4	4	4	4	4	4	4	4	3	39
24	4	4	3	4	3	4	4	4	4	4	38

The Portfolio Checklist Scores
(Degrees from 0 – 3 for each standard)

N.	St one	St two	St three	St four	St five	St six	St seven	St eight	St nine	St ten	Total
1	3	3	3	3	3	3	3	3	3	3	30
2	3	3	3	3	3	3	2	3	2	3	28
3	3	3	3	3	3	3	2	3	3	3	29
4	3	2	3	3	3	3	2	3	3	3	28
5	3	3	3	3	3	3	3	3	3	3	30
6	3	3	3	3	3	3	3	3	2	3	29
7	3	3	3	3	3	3	2	3	3	2	28
8	3	3	3	3	3	3	2	3	2	3	28
9	3	3	3	3	3	3	3	3	3	3	30
10	3	3	3	3	3	3	3	3	3	2	29
11	3	3	3	3	3	3	3	3	3	3	30
12	3	3	3	2	3	2	3	3	3	3	28
13	3	3	3	3	3	2	2	3	3	3	28
14	3	3	3	3	3	3	3	3	3	3	30
15	3	3	3	2	3	2	3	2	3	3	27
16	3	3	3	3	3	3	3	2	2	3	28
17	3	3	3	3	3	3	3	3	2	2	28
18	2	3	3	3	3	2	2	3	3	3	27
19	3	3	3	3	3	3	3	3	3	3	30
20	3	2	3	3	3	3	3	3	3	3	29
21	3	3	3	3	3	3	3	3	3	3	30
22	3	3	3	3	3	3	3	3	2	3	29
23	2	3	3	3	3	3	2	3	3	3	28
24	3	3	3	3	3	3	3	3	3	3	30

Students' Pre Scores on each Standard of the rubric

{The rubric has **10** standards each student has a score of **4** (1, 2, 3, 4)**}**

N.	St one	St two	St three	St four	St five	St six	St seven	St eight	St nine	St ten	Total
1	1	2	1	1	1	1	1	1	2	2	12
2	2	1	1	2	1	1	1	1	2	2	14
3	2	2	1	2	1	1	1	1	1	2	14
4	1	1	1	2	1	1	1	1	1	1	11
5	2	1	1	2	1	1	1	1	1	1	13
6	2	2	2	1	1	1	2	1	1	1	15
7	1	2	1	2	1	1	1	1	2	1	13
8	2	2	1	1	1	1	1	1	1	1	12
9	2	2	1	2	1	2	2	1	1	2	16
10	2	2	1	2	1	1	1	1	1	1	13
11	1	2	1	2	1	1	1	1	1	1	12
12	2	2	1	1	2	1	2	1	1	1	14
13	2	1	2	1	1	1	2	1	1	1	13
14	1	2	1	2	1	1	1	2	1	2	14
15	1	2	1	1	1	1	2	1	1	2	13
16	2	2	1	2	1	1	1	1	2	1	14
17	1	2	1	1	1	1	2	1	1	1	12
18	1	1	1	2	1	1	1	1	1	1	11
19	1	2	1	2	1	1	2	1	1	1	13
20	2	1	1	2	1	1	1	1	1	1	12
21	1	2	1	2	2	1	1	2	1	1	14
22	2	2	1	3	1	1	1	1	1	2	15
23	1	2	1	2	1	1	1	1	1	1	12
24	1	1	1	1	1	1	1	1	1	1	10