AN EVALUATION OF STUDENT TEACHER-TRAINING PROGRAM IN THE FACULTIES OF EDUCATION, UNIVERSITY GEZIRA, SUDAN

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A thesis submitted in fulfillment of requirement of Ph.D. Degree
In
Applied Linguistics
Department of Foreign Languages
Faculty of Education-Hassaheissa
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2016
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Date ......January 2016
Dedication

To the soul of my mother
To my beloved father
To my husband
To all my brothers, sisters and dearest friends
Acknowledgments

My true strength and inspiration has been and will always be Allah Almighty. He is my existence and savior. He keeps me functioning each and every day. I turned to Him in times of need and He never let me down. Without Him I would be nothing. He gave me the courage to go on. My deepest gratitude to my supervisor, Dr. Ahmed GasmAlsied Ahmed Associate Professor Applied Linguistics University of Gezira for offering me many insights which helped to clarify my vision and turned it into a focused research problem. My sincere thanks go to my co-supervisor Dr. Ibrahim Mohammed El-faki for his assistance and advice and support. In addition, I owe an enormous debt to the teacher educators and trainers who form the core of this study and acknowledgements and appreciations are due to the policy makers, principals, head teachers, practicing teachers and student teachers of Gezira university for their input and support for the study. My deepest appreciation and gratefulness extended to the Dean of the Faculty of education. Particular thanks and appreciation are offered to my colleagues Dr. Habeeb, Dr. Masher for their encouragement, help during the course of the study. In addition, I am very grateful to my sisters, brothers and my husband for their efforts and enthusiasm, and for taking care of me all through my hardship.
Abstract

An Evaluation of Students Teacher- Training Program in the Faculties of Education, University Gezira, Sudan
Ruqaya Hassan Mohammed Ahmed Taha

English as a foreign language teacher education program is the preparation of competent and capable English teaching professionals who can meet the needs of contemporary working life. Particularly globalization, the development of the information–technology demand. Accordingly, there is greater demand for effective student teacher training Program (STTP). Hence, a combination of competencies and continuing professional development of knowledge and skills are required. Prospective teachers need to be prepared in multiple areas, namely language skills. This study aims at the evaluation of EFL teacher training program conducted through faculties of education in Gezira University, highlights the strength and weakness of the teacher educational training programs, and how these programs ensure the quality of teacher education. To fulfill the aims of the study for the needed information the researcher adopts the qualitative, descriptive analytical methods by means of questioners and interview. The study is guided by a number of hypotheses related to the study. Findings of the study reveal that although participating teachers and students teachers have similar and different views about the components of the program. EFL teacher training program doesn’t meet all the needs of prospective English as a foreign language, it doesn’t suffice to improve and develop skills. The existing program put more emphasis on theory rather than practice. In the light of the results, the researcher presented some recommendations and suggestions, courses should be restructured to meet the needs of prospective teachers, theory and practice should be balanced, and the objectives given in training program curriculum should be in line with school curriculum, courses to improve managerial competence which should be increased to enable student teachers to deal with possible problems that they may experience in their future career environment.
المستخلص

برنامج تدريب أساتذة اللغة الإنجليزية هو برنامج يهدف لتأهيل وتمكين محترفي اللغة الإنجليزية لمواكبة الحياة العصرية. وبناءً على ذلك كانت هناك الحاجة الماسة لبرنامج تأهيلي فعال. ويتطلب ذلك تطوير المعرفة ومهارات وربط بين الكفاءات والتطوير المهني المستمر. المعلمين المستهدفين يجب أن يتم تأهيلهم في المجالات العديدة وخصوصاً المهارات اللغوية. تهدف هذه الدراسة إلى تقييم برنامج إعداد معلمي اللغة الإنجليزية كلغة أجنبية في كليات التربية بجامعة الجزيرة، وإلقاء الضوء على نقاط القوة والضعف في البرنامج التعليمي التدريبي، وإلى أي مدى كانت هذه البرامج تعزز كفاءة البرنامج التعليمي.

لتحقيق أهداف الدراسة اتبعت الباحثة الطريقة الكيفية الكيفية التحليلية باستخدام الاستبانة والمقابلة. لتعزيز فروض البحث، كشفت نتائج الدراسة أن عينة المشاركين كانت لديهم اراء متباعدة حول محتويات البرنامج. حيث أن البرنامج الحالي لا يفي بكل احتياجات معلمي اللغة الإنجليزية، ونسبة من البرنامج الحالي يركز على الجانب النظري أكثر من التطبيقي. وعلى ضوء هذه النتائج أوصت الباحثة بالتوازن بين التوصيات وتقديم محتويات البرامج التدريبية بشكل يلبي احتياجات الطالب معلم المستقبلي، تحقيق التوازن بين محتويات البرنامج التدريبي في الجانب النظري والعملي، أن تكون أهداف المنهج المعد في برنامج التدريب ملائماً للمنهج المدرسي وزيادة الكورسات التي تطور الكفاءات الإدارية لتمكن الطالب من التعامل مع المشاكل المتوقعة ببيئتهم العملية المستقبلية.
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| 5.1. Findings, Suggestions, and Recommendations |  |

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Chapter One

Introduction

This chapter is an introductory one in which the researcher focuses on the background to the research, research problem and research questions, justification for the research, methodology, outline of the research, definitions, limitations and conclusion.

Preface:
The success of an educational program depends on several factors, the most important of which is the teacher (Allen & Valette, 1972). This study emphasizes the importance of the teacher's role which remains paramount despite the huge technological advances in teaching aids and their significance in the educational process.

Yet, the emphasis in different ways the vital part played by the teacher. Some scholars such as, Flanders (1969) has measured in percentage terms the contribution of the teacher in comparison with other factors and estimate that the teacher's role in the process of education is between 60%-70%. Far from diminishing his/her role, such progress necessitates that their preparation be further adequately updated so that they are equipped to keep pace with new advances and reap the maximum benefit from their use. For this reason, the teacher continues to be a very crucial and effective factor in the educational process. Thus, Girard (1972: 110) states that: "It is generally known that any good educational system depends largely on the quality of the teacher." Similarly, Taylor (1979) maintains that: ‘… the effectiveness of the educational system depends on the quality of its teachers.

"Likewise, Papalia considers that:

"The quality of the teacher is the key to the success of educational program. A poor teacher will impart little to his pupils in spite of the best possible materials,"
while a superior teacher will transcend a poor textbook or faulty organization and will make learning interesting and relevant. "(1976: 159)

Husain and Ashraf (1979) state that the central pivot of any system of education is the teacher who, when properly prepared for his profession, can convert even inadequate materials into useful resources adapted to the needs of his students so as to produce the desired teaching outcome. The adequate preparation of teachers is appropriately the dominant factor in determining the state of any educational system and it is the key to the success of an educational.

Our globalized world where the English language is used as an international tool, teaching English is becoming an educational field that is worthwhile exploring within the general education system. The studies pertaining to English Language Teaching (ELT) deal with various issues and all of these issues are somewhat connected to the education of English teachers. Therefore, it is very important for pre-service teacher education programs to have a structured evaluation system so that necessary changes can be made about the program.

Globally, English language has also established itself as a lingua franca. It has become the language of worldwide communication in media, science and technology, business, academia, politics, and so on. This calls for the need to produce citizens who can competitively and easily avail themselves to the world arena, which has already become a global village. In order to meet these demands, it is worth giving due attention to enhancing the quality of English language education in Sudan. A number of studies have shown that our students’ English language performance needs improvement. More importantly, all of us in this hall representing different stakeholder groups can give our own testimony about our
students’ ability to communicate in English both orally and in writing. Classroom teachers at all levels of the education ladder can witness their lived experiences about the present status of English language education in our country. At secondary and tertiary levels, in particular, where English is the language of instruction, the teachers are experiencing daily that English language is becoming an obstacle to our learners when they learn their fields of specializations, though it should have been otherwise. In fact I am not trying to belittle the experiences of employers about the ability of our graduates as far as English language performance is concerned. Most of all, our students themselves are showing huge demands toward improving their English language performance.

In one way or another, the impacts can be felt by all of us here and beyond. So the issue of enhancing English language education in this country is worth discussing.

The aim of EFL teacher education is the preparation of competent and capable English teaching professionals who can meet the needs of contemporary working life, particularly globalization, the development of the information–technology, political demands, and the economic conditions. Primarily, a special need is escalating knowledge of English to participate in the global communication process.

Currently, the foreign language teaching profession is faced with a rapidly changing student population, new nationwide perspectives, new educational transformation in teaching methods and teaching materials, and development of national standards for foreign language learning that are placing a number of new demands on foreign language teachers today. It is believed that, students may not reach the desirable literacy standards in English and in other subject areas unless schools are provided with competent teachers. Accordingly, there is greater demand for effective student teacher training Programs (STTP). Hence, a combination of competencies and continuing professional development of knowledge and
skills are required. STTP prospective teachers need to be prepared in multiple areas, namely language skills, language and linguistics, culture and literature, pedagogy and psychology, and hands-on teaching experience. Moreover, Morain (1990), Schrier (1999), and Butler (2004) point out that EFL prospective teachers need to be proficient in the target language and its culture, well qualified in pedagogy, curriculum design and curriculum implementation, and excellent in using modern technologies. However, such areas may not be fixed and final.

Preparing FL prospective teachers is, unfortunately, far more complicated and the degree of emphasis on one area rather than the other varies from one situation to another depending on the contextual characteristics of each particular situation. For instance, the development of the candidates’ language proficiency skills in English, especially in environments where English is a FL, should be the most important component of any TEFL program. This might not be the case in countries where English is used in the people's public life.

Researchers in EFL situations have found that the majority of EFL teachers lack the adequate level of language proficiency at which they can communicate effectively and comfortably with their students and, consequently, face tremendous difficulties in their professional careers, Zughoul (1987); Berry, 1990; Fahmy, et. al. 1992; Cullen, 1994; Murdoch, 1994; Falvey and Coniam, 1999; Cheng et al, 2003; Butler, 2004; Mc Gee and Phelan, 2004).

1.2. The Need and Rationale for the Study

This research examines the role of the STTP at the Sudanese Universities in the preparation and the qualification of teachers of English as a foreign language. In view of the Sudanese situation, a renewed interest in English language teaching (ELT) education is argued due to the recurrent needs aroused after implementing the new curriculum English for Sudanese
right from the fifth grade. Consequently, an urgent need of well trained teachers aroused. A growing new perspective recognizes teacher education as the core of the Sudanese educational development when dealing with challenges, constraints and opportunities for teachers’ professional growth.

As complementary with theoretical knowledge, student teachers are obliged to acquire practical competencies, TEFL methods, and educational technology to complete credits required for graduation. The difficulty in meeting this need has prompted educators to reflect on the nature of the competencies foreign language teacher ought to possess and the effective ways of developing them (Al-Mutawa' N.1997). Lack of systematic concentration on language and teaching competencies of EFL student–teachers has led to unreliable system of evaluation of STTPs on the part of supervisory triad. High grades are consistently granted to the majority of candidates within STTPs due to lack of detailed components of evaluation. On this basis, The Ministry of Education excludes the College of Education outputs from its in-service programs on the ground that they have acquired satisfactory level of the competencies. Consequently, even through the results referred to the Ministry Of Education tests revealed incompetence of these new teachers and staggeringly, draws attention to the distinction of the high grade percentages of these applicants. Such EFL Teacher Education Programs are designed specifically to prepare teachers to work effectively with students learning English either within partnership scheme or rather internship scheme. These programs can be the best educational investment if systematic professional development of teachers shapes the strategies of preparing teachers. However, both personal experience and research findings indicate that a substantial number of EFL teachers graduating from the Colleges of Education, are rather incompetent in their language and teaching skills.
This is consistent with the results indicated by studies such as: (Al Mutawa ,N,1997 and Al –Shalabi.1988). Nevertheless, student achievement the ELT teacher education program are aimed at assisting student teachers acquire and practice a number of teaching competencies required for future teaching career (Al -Mutawa' ,N. 1997). Nonetheless, ELT teacher education has long been considered weak among higher education degree programs, one that lacks high standards and strong contacts with the field. Now, however, a sense of urgency accompanies systematic program evaluation. Bearing in mind that the teacher constitutes an important element in any educational system, hence the concern with this preparation and training.

The study first discusses the objectives of the STTP and investigates the programs of the ELT Colleges of education in Al- Gezira University, and evaluates the program by focusing on positive, as well as, negative aspects of the ELT programs. Preparing teachers for the rigors of teaching in present school systems is a challenging task for every institution (Terrence. 1997). The evaluation of an institution must, to a large extent be based on the degree to which it educational program meets the needs of students in the area it serves. In the light of this situation, it becomes clear that useful methods of teaching English should focus in order to achieve the utmost goals for students and teachers. Since these needs are related to the opportunities, conditions, program effectiveness, it is important that the students analyze and describe the services they generally receive from the institution. Productive strategies for evaluating outcomes are becoming increasingly important for the improvement of teacher education.

This study describes a set of assessment strategies used to evaluate STTP outcomes in Sudanese Universities in ELT Colleges of Education. These include perceptual data on what candidates feel they have learned in the program (through a questionnaire). It also discusses the possibilities and
limits of different tools to evaluate student-teachers within the programs and describe future suggestions for assessment. Besides, discussing different problems facing the STTP at these Sudanese universities which limit their effectiveness in the preparation and qualification of teachers of English. To examine to what extent do prospective teachers believe that STTP have provided them with sufficient qualifications and training.

1.3. Statement of the Problem
The problem of this study states in that the student-teacher's training program is insufficient by means of the number of hours for theory and teaching practice harmonization and doesn’t meet the needs of prospective EFL teachers. Teacher education is the basis of any education system the effectiveness of teacher education guarantees the quality of education, because teacher is one of the basic and essential elements in the whole process of education, unfortunately the quality of teaching and learning EFL is doubted and questioned, according to the researcher experience and knowledge in the field of higher education the STTPs is. Hence the purpose of this study was to examine the STTPs conducted at the FOE in the Sudanese universities.

1.4. Research Questions:
The study is guided by a number of questions seeking answers related to the student teachers' perception of preparedness in STTP as following:
1. To what extent the EFL student-teachers in Colleges of Education in Sudanese Universities acquire the necessary competencies they need to be successful in their professional career?
2-Does the existing provision TT programs meet the needs of ELT student teachers and adequately prepare them for classroom teaching?
3-Do allotted time for teaching practice and theory reflect harmonization?
4-Do the objectives given in the training curriculum are in line with school curriculum?

1.5. Research Hypotheses:

It is expected, as a primary hypothesis of the study, that there would be differences in conceptions concerning preparedness to teach among the student teachers at final year of teacher education in STTPs. This derives primarily from differences in construction, approaches, and duration of programs. Other hypothesis can be as follows:

4 - EFL student-teachers in Colleges of Education in Sudanese Universities should acquire the necessary competencies they need to be successful in their professional career?

2-Objectives given in the program curriculum should be in line with school curriculum.

3-Student teachers should believe that the program meets their needs and prepare them for classroom teaching.

+1-Theory and practice should be balanced and reflect harmony.

1.6. Purpose of the study:

1. To determine whether the STTP teacher education programs offered to student teachers are perceived adequate for successful professional career

2. To describe and evaluate the study plans of these student teacher training Programs discussing the process similarities and differences in these plans.

3. To analyze the strengths and weaknesses of the teacher preparation program.

4. To present suggestion and recommendation for further improvement of the preparation program at FOE.

1.7. Significance of the Study:

The significance of this study is considered from three perspectives:
The first one is that mainly focuses on the competencies which constitute the bedrock of any TEFL program and which are absolutely essential for the EFL teaching profession, have not been thoroughly investigated. Secondly, the study is one of the few studies in the region that addresses TEFL program outcomes in relation to the development of candidates’ specialist competencies that are very essential especially in places where English is a foreign language and at this time where technological Advancement and international communication are at the peak and the English language is a central player in this milieu. Thirdly, it provides a description and an investigation of the current student- teachers' training programs STTP in universities. It aims at evaluating the student-teacher training programs offering to ensure the quality of teacher education.

The significance of the study arises from the following considerations:

1.7.1. Student -Teachers Training Programs:
This study highlights the strength and weakness of the teacher educational training programs. It suggests prospective evaluation of competencies that foreign language teachers require and consequent training of combination of teaching competencies, language proficiency and pedagogical knowledge and skills. Moreover, it determines evaluation of the effectiveness of teacher practicum and performance during the program. It also identifies areas through which the current ELT Training Programs can be developed and improved.

1.7.2. Faculties of Education:
The study may reveal the extents of correlated plans between the universities in terms of design, implementation and evaluation of teacher preparation and training programs. It is supposed to raise the awareness
of the different programs and percentage of the main courses in correlation with credit hours. Also, the study is supposed to help university professors and the Ministry of Education and higher Education in long term perspective the demands and divisions referring to the interrelated role as the authority responsible. Moreover, it can help educators and administrators to gain awareness of context variable to provide appropriate instructional input to foster effective training.

The study raise the awareness of the ELT Colleges to the effectiveness of evaluation in these aspects:

a. Authentic assessment and evaluation which is part of a systematic quality assurance measurement of candidates’ achievements.

b. To be aware of course specification and rubrics of achievements.

c. To consider the tools of measuring the practicum achievement especially in the EFL teacher program, since ELT Colleges relay upon a uniform observation format (prepared in Arabic and employed for all faculty of education) to assess the EFL student teachers' level of professional teaching competencies.

d. To consider the promotion policy of the universities which basically depends on research. The universities need to reflect on the systematic process of preparation as a unit in consideration of the prospective outcome.

1.7.3. Sudanese Ministry of Education and Higher Education:

a. The study is supposed to raise the awareness of the lack of united philosophy, united vision, united plans, and co
operation among the universities themselves and even with the Ministry of Education and Higher Education.

b. The study is supposed to urge the Ministry of Education and Higher Education to build up a clear strategic plan correlated with the Faculties of Education and Teacher Preparation Programs in terms of qualification, training and professional development of prospective student teachers.

c. The study may reveal the extents of correlated plans between the universities and the Ministry of Education and Higher of Education.

d. It identifies areas through which the current ELT Training Program can be developed and improved.

e. An anticipated outcomes of integration of Pre-service and in-service teacher training in the following aspects:

1. The teacher preparation programs will keep abreast of educational reforms in the school system. Consequently, teacher emerging from colleges will be adequately prepared for challenges being addressed in the schools.

2. Colleges will become intimately involved in the continuing professional development of teachers. Pre-service teacher training will therefore not be conceived in terms of being a one-shot event but rather as the commencement of lifelong continuing professional development.

3. Involvement in continuing professional development of teachers in schools by colleges tutors will enrich pre-service training by virtue of keeping the tutors abreast of the current realities in school system.

1.8. Definitions of the Operational Terms:
Throughout the study terms are referred to according to the related operational definition as follows:

**Student –Teacher**

Student teachers are enrolled in the Faculty of Education training program who begin their field of experiences in classrooms while continuing to take courses on campus. Criteria for Selection of Student Teachers. Among the most important features of teacher education, are the criteria and procedures by which candidates are selected or recruited for entry to program and institutions. Unlike some other professions, teaching often suffers from a shortage of qualified candidates for admission. For the purpose of producing good quality teachers a comprehensive set of recruitment and selection criteria is desirable. Factors influencing recruitment include the status of the teaching profession; the supply of, and demand for teachers; and the economic resources of the system. Selecting suitably qualified candidates for teacher education is a matter of concern. Some of the questions that could usefully be asked in order to inform this procedure:

- How should they be selected?
- Is the academic record a good guide?
- Is an interview helpful?
- What other criteria of selection might we use?
- How can we tell if our selection system works?

(Elley, 1984: 14).

Student teachers are those pursuing professional studies to become teachers. A number of writers (for example, Darling-Hammond and Berry, 1988; Galamboo, 1986) have indicated that comprehensive selection criteria can contribute to effective teacher preparation. For example, the quality of professional preparation of the teachers, and in
turn, their ability to meet the demands of work in the field, depends partly on the basic qualifications with which they enter the pre-service programme (Logan et al., 1990; World Bank, 1990).

**Language Proficiency**
Language proficiency refers to the students’ ability to demonstrate an effective.

**Training Program**
It reflects the actual process of giving prospective teachers or non certified in-service teachers some subject matter knowledge and some pedagogical tools so that they could transfer information to their students. It is connected to the daily activities of teachers and learners. Schools are transformed into communities of learners, communities of inquiry, professional communities, and caring communities because teachers are engaged in professional development activities.

**Teacher Competency**
According to (Al Mutawa, N. 1997) Teacher competency is defined as the study of specific knowledge or ability, which is believed to be important to succeed as a, teacher. This applies to the competencies of personal qualities, language interpersonal relationship, planning and implementation.

**Practicum**
The teacher practice inside the classroom. It forms the core of initial teacher preparation program it is a period of intensive development by student teachers which will enable them to acquire beginning teaching competencies .They are guided and assisted towards this end by the cooperating teachers and supervisors through systematic observation , assistance and advice. It is an opportunity to be involved and actively
participate in aspects of the school 's program . Through these experiences they will learn to link theory and practice and acquire the understanding and skills necessary for effective teaching.

**Evaluation**
The systematic acquisition and assessment of information to provide useful feedback about some object, program or activity.

**ELT Colleges**
Institutions of higher learning that grants the Bachelor degree in English education after passing four- year study duration.

**Feeling of preparedness to teach**
According to Housego (1990) feelings of preparedness to teach are a set of self-perceptions that education students have related to the performance of a group of tasks central to teaching and applicable across grade levels and subject matter fields.

TE: teacher Education.

TEF: TEACHING English as a Foreign language.

**1.9. Limitations of the Study**
The limitations of the study are confined to the following points:
1. The study is concerned with EFL student teachers' training program in Colleges of Education in Gezira University.
2. Fourth level EFL student -teachers in Gezira university .
3. The sample consists of EFL student teachers who will be practicing teaching in schools during the scholastic year 20014—2015).

**1.10. Summary**
This chapter viewed the background of the study by presentation of an introduction, statement of the problem of the study. In addition to that it focused on the questions and hypothesis, purposes and significance of the study. Finally, it mentioned the limitation of the study and the definition of its terms. Recent years, increased attention has been given to the effectiveness of teacher training programs in producing capable teachers. In a meta-analysis of the impact of over 800 educational initiatives on student outcomes, Hattie (2009) found that teacher training, in its current state, is one of the least influential initiatives. Hattie lamented this finding and attributed it to their current focus on equipping teachers with subject matter knowledge. He suggested that in order to enhance their effectiveness, teacher training programs should better prepare teachers for the difficulties they may face in the classroom and for ‘seeing learning through students’ eyes’ (p. 111).
Chapter Two

Review of Literature

2.1 Introduction

Teaching a foreign language is a complex process. EFL learning faces serious changes and challenges in the 21st century. The modification of educational policies, the expectations of the society, and the demands of the information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas so that students can be fully prepared for future educational possibilities and be able to survive in an economically competitive world. Traditionally, language teachers have defined themselves in terms of what they do. Recently, however, language teaching professionals have become very interested in trying to understand how to deal with the many dimensions of what they do. It is essential to look back on the history of the problematic situation in teacher education, which can be characterized by a gap between theory and practice. The problem is analyzed by looking more closely at current practices in teacher education and the assumptions embedded therein (Al-Mutawa' N., 1997).

Improvement of the educational system requires continuous review of teacher preparation programs. It includes the techniques followed during teacher training and the basic competencies required for teaching profession. Teaching practice plays a crucial role in this respect if they can survive in a classroom and function as EFL teachers (Lange, 1990).

The EFL student-teacher training programs have come for training teachers with adequate knowledge and insufficient classroom experience and few technological skills. Thus Universities are now paying increasing attention to the quality of teaching. STTPs are aimed at assisting student-teachers acquire and practice a number of teaching competencies required for future teaching career (Al-Mutawa' N., 1997). Determining the
extent to which pre-service teachers achieve state benchmarks and readiness for effective teaching in the public schools, however, is no simple matter. Require some form of an examination for entry into the teacher profession. The high rate of teacher failure caused considerable controversy while teachers questioned the validity of a test they argue failed to measure what most institutions prepared them to know. Thus, in determining the readiness of pre-service teacher candidates what appears more useful than state standardized tests is some internal assessment mechanisms that would provide teacher preparation program administrators’ information about the effectiveness of their programs. The logic is that effective teacher preparation program produce effective teachers. In other words, what prospective teachers experience during the course of their teacher preparation program must be carefully planned and carried out to maximize the candidate's potential for success and to lead them to employ effective teaching practices. Students may not reach the desirable literacy standards in English and in other subject areas unless schools are provided with competent teachers. EFL prospective teachers need to be prepared in multiple areas, namely language skills, language and linguistics, culture and literature, pedagogy, psychology, and hands-on teaching experience. Researchers such as Morian (1990), point out that:

“EFL prospective teachers need to be proficient in the target language and its culture, well qualified in pedagogy, curriculum design and curriculum implementation, and excellent in using modern technologies.” (p. 19).

However, such areas may not be fixed and final. Preparing EFL prospective teachers is, unfortunately, far more complicated and the degree of emphasis on one area rather than the other varies from one situation to another depending on the contextual characteristics of each
particular situation. For instance, the development of the candidates’ language proficiency skills in English, especially in environments where English is a FL, should be the most important component of any TEFL program. This might not be the case in countries where English is used in the people’s public life.

Researchers in EFL situations have found that the majority of EFL teachers lack the adequate level of language proficiency at which they can communicate effectively and comfortably with their students and, consequently, face tremendous difficulties in their professional careers, (Zughoul, 1987; Berry, 1990; Fahmy, et. al. 1992; 1994; Murdoch, 1994; Falvey and Coniam, 1999; Cheng et al, 2003; Mc Gee and Phelan, 2004). The priority currently being placed on teacher development represents renewed interest and emphasis on the effectiveness of different language teaching methods.

Discussion of educational development is recognized a crucial area especially by the Educational leadership, policies, and social communities regarding language as a matter of precedence aiming at achieving quality assurance education, sustainable development, integrated globalized information, as well as national technological human reform investment by the systematic teacher programs.

The educational reform is confronted by different aspects of perspectives and challenges opposed by the new diversions and conventions retrieved by the international standards, the globalization, informational technology and new roles of teachers during the new era of 21st century. The educational system should go through different remedial processes in order to achieve a sort of effectiveness and efficiency in dealing with obstacles and challenges. This effort should be carried by the hands of well-qualified teachers to meet the national strategic prospective and international standards. The aim of the study was to evaluate the student teacher training programs in ELT Colleges in Gaza Strip. However,
teacher education programs are being improved in many colleges, yet it is proposed that student teachers are not taking sufficient training in selection of more competent inputs, better organizations and appropriate expertise.

Discussion of the evaluation of STTP for teachers of EFL is recognized as crucial area of foreign language education. In order to evaluate about particular programs this study has purposes consists of:

(1) characterization of general approaches of these student teacher training programs, discussing the process similarities and differences in these plans;

(2) review of reasons for interest in program evaluation;

(3) description of STTP accomplishment in teacher development and innovations in teacher education, measures of subject matter and teaching knowledge, training, continuing development of teachers, teacher supervision, teacher evaluation, and teacher recruitment. Recently, the voice of pre-service teachers has started to be recorded to find out what they think about themselves as future teachers and their perceptions of quality of the education they get (McGee and Phelan, 2004,). It has also been found useful to document teacher educator views, to explore relationships between the perceptions of pre-service teachers and teacher educators in the course of pre-service education.

2.2. Background of educational system in Sudan

2.2.1. Introduction

Education is very important service for the life of human being. The Sudan has long educational history developed from the traditional form (Religious education) to contemporary one. This chapter shows the current educational system in the Sudan from the basic to tertiary education and situation of the vocational and technical education.
2.2.2. General Education

The educational ladder in Sudan was changed many times, from 4-4-4 to 6-3-3 in 1972, then again to 2-8-3 in 1992 to comprise two-year preschool level, 8-years basic education level and three years secondary school level. Secondary school level can be academic, technical or vocational education in a bid to reform the educational system to meet the education needs (ESSA, 2007).

Regarding to the basic Education, Children between the ages of 6 and 14 follow an eight-year cycle. This system was introduced to guarantee maximum possible basic education years, particularly due to the high dropout of school at an early age recently. Many problems were appeared due to this educational system. According to one specialists the incorporation of the previous primary level (6 years) within the intermediate level (3 years) to become one stage (the current basic stage of 8 years) has occurred negative role on the educational process; this is because the pupil remains existed at the same place for long time and may cause depression and carelessness. Moreover, a senior pupil of 14 years old existed together in one place with a junior one of 6 years old. No doubt this situation creates many clashes, in different aspects psychologically, socially and behaviorally. At secondary level students can choose between academic and technical/vocational education streams. The academic stream is a three-year cycle leading to the Sudan School Certificate. In the first two years students follow the same curriculum; the third year provides a choice between arts and sciences. Within the science stream students can choose between biology and mathematics.

2.2.3. Higher Education

Higher education in the Sudan is comprised all types of post-secondary education. It plays an important role in providing the generations with the necessary knowledge, values and skills to bear the responsibility of the
overall development and to play their roles in different aspects of life. Moreover, higher education provides the society with the intellectual, professional, scientific, educational, political, cultural and administrative personnel for development. The first half of the nineties has witnessed the expansion of higher education throughout the Sudan where the number of universities has dramatically increased from 10 in 1990 to 24 universities in 1995 (M G E, 1996). Public higher institutions have in turn, increased from 7 in 1990 to 13 in the year 1995. The government of Sudan is concerned with the necessity of expanding higher education to meet community demands and to reach international rates which in some countries reach 60% of those in the age group 18-24. Based on the above statement, the government has formulated an educational policy to admit all successful candidates in the Secondary School Certificate into higher education (M G E, 1996). The intake for higher education expanded several times, planned for admission jumped from 6080 in 1989-90 to 48170 in 1999-2000 with an increase of 692 % (MHESR, 2005). The current expansion in higher education has produced social, political and economic benefits by offering more opportunities to students coming from the least developed states. The new university establishments in the states have designated 20% of their seats to students from the same state. Lately this percentage was raised to 50% to encourage more students from the least developed states to pursue their higher education. Women also benefited from the positive bias towards women education since the state’s strategy called for the removal of any discrimination against women who were given equal opportunities for higher education and were encouraged to benefit from this privilege. Consequently, the expansion in the intake opened more opportunities for female students in higher education institutes. As a result, the percentage of female students at the higher education level has increased from 37.7% in 1989-90 to 60.9% in 1999-2000 (MHESR, 2005).
2.2.4. Teacher Education in Sudan

2.2.4.1 Initial-service training

In the first education system of 4-years for each stage, the primary school teacher were trained in 2 to 3-years courses. Students were admitted to these courses after completing secondary school. Since 1971 (the starting of 6, 3, 3 education system) the training period has been extended to 4-years. Male and female students were enrolled in ten centers with 26 classes and 232 teachers. Pupils/teacher ratio was 4:1 at that time. In 1973, the number of institute had increased to 17 with yearly output of 2000 and enrolment had grown to reach 8500 students. However, General secondary school teachers were taken and selected from qualified output of higher secondary school to teach directly in general secondary school for 3 to 4 years. Then they are selected for entry in general secondary school teachers training institute where training lasts 2-years. In 1973, there were two training institute one for boys and the other for girls. Higher secondary school teachers are trained at Higher Teacher Training Institute which admit student obtaining high marks in the Sudan School Certificate Examination. The institute awards bachelor degree in education at the end of the 4-year’s courses. This in addition to university graduates who join teaching profession at this level either obtain a certificate of education from post-graduate institution or undergo training courses after they start teaching in secondary schools (UNSECO, 2003).

2.2.5. History of the English Language in the Sudan

The following is taken from (Dr AhmedGumaa SiddieckVol, 1, no2; june-21st-2011) The history of English in Sudan began with the advent of the first colonizers to the Sudan in 1889. The Agreement of the Anglo-Egyptian condominium, by which the Sudan was governed, was the
beginning of the British rule under the auspice of Lord Cromer who wrote advising Lord Kitchener, the conqueror of the Sudan and Sir James Currie, the first director of Education that,

“I wish, however, to explain what I mean by educated class. I do not refer to high education. What is now mainly required is to impart such a knowledge of reading, writing and arithmetic to a certain number of young men as will enable them to occupy with advantage the subordinate places in the administration of the country. The need for such a class is severely felt.” Eltigani (1966:7)

This education was given in the Gordon Memorial College started in 1902– as a primary school and later developed into secondary school with vocational bias in the senior forms. It was decided to follow a three- stage pattern from the beginning – elementary, intermediate and secondary. So by this policy, it had been decided that English should be the language of official correspondence. It was decided that the English language should be taught in intermediate and secondary stages. Then it was taught in the intermediate stage as school subject and used as a medium of instruction at the secondary level. Moreover, it was decided that a pass in the E.C.E Part One (for the intermediate stage and in the E.C.E Part Two) was the main requirements for admission to government jobs, or even to jobs in private business (Eltigani, 1966). So by imposing this strategy, English became a passport for gaining official post in the government office. Mastering the language was a good means for financial security and social prestige. The teachers who did the job were almost British, with some Syrian and Egyptian who taught other academic subjects in English.
2.2. 5.1 English language in Sudan today (taken from Dr.Hala Salih Nur2014)
Today as in the past, the textbook and completing its contents is still viewed as the main objective in the teaching of English in spite of much discussion about the different variables involved in the teaching and learning process. Taha (1980) had already referred to three important elements in the equation: materials, teachers and teaching style, students and learning style. The traditional teaching and learning style at the time was that of the perception of education as the transmission of information in which the teacher is the narrator or transmitter and the students are the passive recipients, a situation that was described by Friere (1972) and his heirs the proponents of critical pedagogy today (Kinchehloe, 2008) as one similar to banking as Friere argued the act of teaching was no more than the act of depositing

"in which the students are the depositaries and the teacher is the depositor ...... This is the banking concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing and storing the deposits."( p. 45)

Revision of course material in any situation is one part of the equation but not enough as any course is only as good as its medium. Any assessment of a program and analysis of performance involves a triangular relationship that involves all players. Courses have been tailor made over the years for the teaching of English in Sudan but there are still worrying issues to be resolved. From the 1980s on, many teachers have not been English language graduates and have had little or no training. From the initial stages in the setting up of a national educational system in the country, reference was made to the importance of teacher training (Mohammed and Abdel Ghani Ibrahim, 2009); however, classroom methodology has continued to be traditional with the focus in
language learning on grammar rules rather than communication. The method of assessment has continued to be testing of knowledge about the language in a final examination rather than use of the language. Most of the teachers still do not have any facility to practice English outside of the four to five hours when they are actually teaching the language (Author’s discussion with teachers). This continues to present a major challenge to the development of their English language competence and professional confidence (Baffoka, 2006). It could be argued that teachers lack three fundamental requirements for effective teaching: a reasonable level of competence in English and training in and understanding of various methods of teaching the four language skills in the classroom and the ability to adapt methods and materials to their own classroom environment. The involvement of teachers in decision making and in curriculum development and materials writing is vital as a way of developing professional empowerment and building teacher self-confidence. Essential to teacher’s ability to select, modify and adapt materials to classroom contexts lies a broad understanding of principles that inform materials development and methodology choices. Consequently, teachers continue to be unaware of the required pedagogical and methodological issues underpinning courses, the rationale for the course and are not informed of what students have learned prior to arriving in their class. Teachers’ opinions are not sought on the development of courses or examinations.

One of the concerns of the 1989 government was the ideological aspect of the use of English as a medium of instruction and the impact western values as delivered through English might have on Sudanese traditional and Islamic values. A decision was made to remove English as the medium of instruction in the universities. While this is perfectly within the mandate of any legitimate government, change in language policy generally takes time and planning and the decision of the government was
interpreted as more political than educational and generally viewed as not well planned. Whatever the motivation, this decision has had profound implications for the state of English language in Sudan over the past two decades and on the standard in schools where English is taught as a school subject and at university where English is still a partial medium of instruction in medicine and sciences. A decision has now been taken by the Ministry of Education with funds from the World Bank to refocus attention and resources on the teaching of English in the schools beginning with young learners for whom a new curriculum and syllabus is currently being designed. One book of a new series entitled SMILE (Sudan Modern Integrated Learning English) has already been completed. However, the factors Teaching English to Young Learners- outlined above on low competency of teachers, few if any training courses, limited resources continue to present major challenges.

2.2.5.2. English Language Teacher Training in the Sudan

The expansion of the government business led to the thinking of training teachers in Sudan, as early as the beginning of the last century during the condominium rule. In 1900 an intermediate school was opened with a training college attached to it, which became a part of Gordon Memorial College in 1903. In 1906 a section for training intermediate school teachers was opened with a period of four years. The training period was divided into two sections: the first two years were for the study of languages and general subjects, and the other two were for the study of methods of teaching English Language, Arabic Language, mathematics, history and geography, both theoretically and practically (Bashir, 1970). The year 1934 witnessed a great development in the training of teachers, as the training system of teachers became prominent by the establishment of Bakht er-Ruda Training Institute. For the institute to play its role effectively in preparing competent teachers -who can work with high efficiency in rural areas-the site of the institute, was deliberately chosen.
to be about a mile north of El Dueim in the White Nile State of central region. This rural environment was suitable for training teachers to endure the hardships which they would except to face when they have left to schools in the different regions of the country.

Students were trained to live the simple life of the rural people. They were to get water from well by themselves. They used their simple kerosene lamps for reading and revising lessons. This was typical to the life which they would lead when they have left the institute. At the beginning the training system was thought to be in-service then later changed to be pre-service. Up to 1939 the span of the study was four years after finishing the primary school, but in 1941, the first group of five-years of study was graduated. Then the system was changed to six years after finishing primary school, where the first group was graduated in 1945.

2.2. 5.3 ISETI Experience in teacher training in the Sudan

Bakht er-Ruda and similar institutions continued to play their role in primary and intermediate teachers’ training till the application of the new educational ladder in 1971. This change was due to the need for the recruitment of a huge number of teachers to fill the shortage in the primary schools. The increase in numbers of years from four to six at the primary level, led to the thinking of new institution to train that huge numbers without leaving vacuum in schools. So the In-service Educational Training Institute (ISETI)) was established in 1972 after the change of the educational ladder from 4:4:4 to 6:3:3 which led to recruiting more teachers, who had only finished their secondary school and did not receive any kind of teaching training. The training centers were chosen to be near the trainees' schools (Rajaa, 2004). ISETI followed the Integrated Multimedia Approach which was based on part-time work instead of the full-time study that was used to be followed by Bakht er-Ruda and similar institutions.
According to Rajaa (2004) the approaches which used were:

First: Indirect components modules: for self-study by the student-teachers specially prepared for such kind of study to increase interaction between the student-teacher and the writer of the module. These modules contained subject matters, educational psychology, methodology components with many activities to be done by student teachers on their own.

Second: Direct components: There were Weekly seminars where the student-teachers met with their field tutors to discuss the activities in the modules. The school visits were done by tutors to follow up the implementation of the ideas and techniques discussed during the weekly seminar. ISETI expanded its role to train intermediate school teachers up to 1976 to help in training of the increasing number of untrained teachers at the intermediate level. The modules were prepared in a self study format and were distributed for the participants before the seminars twice a week.

2.2.5.4. The Higher Teacher Training Institute in Omdurman

This institute was established in 1961 as a joint project between the UNESCO and the government of the Sudan.

The institute was meant to provide training for teachers to cover the needs of the Sudan at the secondary school level in the main subjects of sciences and arts. It was also expected to provide training to some African candidates, but it seems that the Sudan had the lion share as there was very poor enrollment of foreign students in the institute.

It was a four year course after which the student-teachers were to be given higher diploma as licensed teachers who can carry the job professionally at secondary schools after they have finished the theoretical and practical requirements of that diploma. As the stipend was so attractive students preferred HTTI to even college of medicine, pharmacy and engineering. The influence of this attractive educational
recruitment policy yielded very positive results, as those teachers were very good at their school subjects and professionally expert in the field of education.

Due to high professionalism, the Sudanese teacher was highly demanded in the Arab and African neighboring countries. The (HTTI) was lately affiliated to the University of Khartoum in 1974 and students were awarded BA & B.Sc degrees in education but there was no longer a stipend paid to attract the brighter students to the college.

The admission was decided by the admission office depending on the general competition of university entrances requirements in the Sudan. This new policy was no longer attractive as the low achievers in the Sudan School Certificate Examinations were the ones, who were admitted to the colleges of education all over the country but unwillingly. Colleges of medicine and engineering in particular and colleges of applied sciences in general were more attractive to students rather than colleges of education. In 1994 the system of recruiting teachers and training them in intermediate institutes was abolished. Then students were to follow their education in the colleges of education affiliated to universities all over the country. A college of education was directly adjoined to almost all universities, with two departments: science and arts. These colleges gave B.A, B.Ed or B.Sc in a major field of academic disciplines and a minor.

2.2. 6. Present teacher training and education system

Teacher training is very important as both quality and efficiency of education process depend on well trained and educated teachers.

Educational reforms of 1990s included also the teaching profession, in terms of academic and professional training for basic school teachers, who would only be recruited if they had attended a University degree. The 23 old teacher training institutes become university colleges of education. The teaching staffs enjoy the special services condition equal
to the rest of university staff in other college. The University degree or Bachelor of Science (B.Sc.) becomes the required qualification for all teacher at all levels of general education.

The ongoing development of the education structure necessitates upgrading of teacher to university level. Teachers are trained in University College to improve academically and professionally. There are two types of teacher colleges:

2.2. 6.1. College of basic education teachers

There are twenty three (23) colleges of this type accepting untrained teachers. These college awarded bachelor degree in education. The minimum education qualification for the appointment of basic school teachers has been raised from secondary pass to Bachelor of Education (B.Ed.) degree. The 4 years course program is presently offered in these 23 faculties of education. Only B.Ed. qualified teachers are being recruited as basic school teachers from 1997 onwards. Along with enhancement in the qualifications of teachers, their salary scale has also been raised (UNESCO, 2003).

2. 2. 6. 2. College to train secondary school teachers

There are 20 education colleges of these types. Other university graduate take In-service training courses usually undertakes for training principals and supervisors. There are also short courses oriented for training of junior or new appointed teachers. Technical school teachers have received short course in their specialization they are also trained for having B. Sc in technical education upgrading through in-service training (SRICE, 1996).

This policy was adopted in 1994, and, as a result, eight thousand teachers obtained university degree (Bachelor of Education) in 2000. In order to promote the teacher social and economic status and to enhance his stability, a number of decisions were made and a number of secondary school teachers were re-trained (Arora, 2003).
2. 2.7. Language teaching and teacher education

As a background for this research, the researcher will give definitions of language teaching since language teaching is directly related with teacher education and teachers’ requirements in education programs, then elucidate the terms in-service education and training, present characteristics of re-service programs, and training finally describe models and content of these programs. will also illustrate education and training programs in different countries, and describe the training situation in Sudan.

2. 2.7.1 Language Teaching

Language teacher education is closely related with language teaching. Because language teaching forms the content of teacher education (Freeman, 1989).

Eskey (as cited in Pennington, 1989) states that

“language teaching requires a special combination of knowledge and skills that is always hard to find, and finding teachers who have it should be the first concern of any good administration” (p. 92).

Language teachers should have training which plays an important role in their professional development. In addition, Pennington (1989) mentions that education and training are indispensable prerequisites for being a language teacher.

Agreeing with Pennington, Medgyes (1999) states:

“Apart from such general qualities of aptitude, experience, personal traits, motivation, and love of students, teacher education is considered to play a crucial role” (p. 178).

Freeman (1989) defines language teaching as a decision-making process rooted in knowledge, skills, attitude, and awareness. In the case of teachers, knowledge consists of information about subject matter,
students, and sociocultural, institutional, and situational contexts. Skills include the roles of teachers and the things that they should be capable of doing to be efficient. Attitude is teachers’ behaviors, feelings, and reactions about themselves, the teaching process, and their learners. Finally, awareness is a component that combines all the other elements. It is defined as the capacity to recognize and observe the attention given to something the above-mentioned components of language teaching are put into practice in different ways according to divergent beliefs.

Pennington (1989) states that there are different beliefs about the teaching act and it can be viewed in many ways. In a continuum from abstract, unpredictable to concrete, predictable action teaching is considered as magic, art, profession, craft, and science. All these diverse explanations of teaching affect the design of an education program. Pennington (1989) confirms that "

“as a basis for an effective pre-service and in-service Faculty development program, it is important for program designers and administrators to clarify the view of what good teaching is” (p. 97)

Teachers’ roles have changed with the changing concept of teaching. Murdoch (1994) reported that teachers were previously acting as knowledge transmitters; however, now they have the role of facilitators who create situations to help learners to use the language, and teachers who arouse students’ interest are considered successful teachers. Consequently, the need for development has emerged from the changes in teachers’ roles, because it is only possible for teachers to adapt themselves to their new roles through teacher development programs. As Murdoch (1994, p.49) mentions,

“...it is the development of teachers to meet the requirement of being able to engage students’ interest
that is single greatest challenge for those responsible for organizing in-service training courses.”

Teacher development programs offer ways to engage students’ interest and the implementation of these ways provide opportunities for teachers to facilitate learning, which help teachers to adapt themselves for their new role as facilitator. Roe (1992) mentions that

“Language teaching is a career for life, and career development is a life-long process” (p. 1).

He expresses the view that learning on the job, being informed with new ideas, reflection, and sharing ideas and experiences with colleagues increase the effectiveness of teachers and these are obtained by continuing professional development. Fullan (1982, p. 326) identifies

“... the sum total of formal and informal learning experiences throughout One’s career from pre-service teacher education to retirement”

Inquiry, collaboration, and reflection are the core elements of professional development. Through skills and the combination of these elements more effective teacher education is provided the use of the target language in all skills (listening, speaking, reading and writing). Proficiency in English is the backbone of the teaching profession of non-native EFL teachers. However, several researchers and educators have shown serious concerns regarding the low proficiency level of many newly graduated university students who join the teaching profession. Locally speaking, several researchers, despite the scarcity of such research, have shown that TEFL programs fail short to satisfy the candidates' needs for acquiring effective communicative skills (Ibrahim, 1983; Zughoul, 1987; Fahmy, et. al. 1992; AL- McGee & Phelan 2004). Researchers conducted at Zayed University (McGee & Phelan, 2004) and Sultan Qaboos University (Fahmy, et. al., 1992), among other
universities, have shown the importance of developing the oral proficiency skills of EFL student-teachers. The results of those studies show that such skills were cited by prospective teachers and stakeholders as most important. This makes it incumbent upon TEFL programs to exert more efforts to meet their candidates’ communicative needs and help them acquire the desirable communicative abilities that would allow them to work comfortably and effectively when they join schools. Zughoul (1987) reports the results of Michigan Test of English Language Proficiency (MTELP) and TOFEL test administered to English major graduate students at Yarmouk University in Jordan. The results show that such graduates were not proficient enough to take academic responsibilities. Some researchers attribute this problem to several reasons among which could be the level of students when they join these universities, outdated teaching methodologies at schools and universities, the curriculum at TEFL preparation programs, and the unavailability of a language learning environment conducive to acquiring the necessary communicative skills at schools and universities (Zughoul, 1987). The past ten or fifteen years have witnessed a tremendous growth in the demand for English by many sectors in the society. However, this phenomenal increase in the use of English has not been matched with an increase in the English Language proficiency of our students whether at the high school level or at the university level (cited in Tushyeh, 2005). A key factor which is responsible for such a state of affairs has to do with inadequate or ineffective EFL teacher training in the first place. Globally speaking, studies show that oral proficiency in English is very critical for TEFL teachers many countries. For instance, in a survey study carried out on 208 Sri Lankan prospective TEFL teachers in two colleges, Murdoch (1994) reports that the participants placed language development at the top position compared to ELT methodology and educational psychology. Furthermore, the participants indicate that
language proficiency should be a priority in any TEFL program. Butler (2004) carried out a survey study in Japanese, Taiwanese, and Korean contexts on elementary school teachers. The researcher points out that TEFL teachers in these countries indicate that oral proficiency in English is critically essential for effective teaching. Cheng et al (2003), in their discussion of TEFL teacher education programs in China, emphasize that EFL non-native teachers need more training in language proficiency than in other areas (i.e. linguistics, pedagogy, culture and literature). The researchers also cited a study done by Falvey and Coniam (1999) in which they delineate the benchmark for EFL teachers in Hong Kong. The researchers emphasize that TEFL programs should prepare their candidates in language skills (listening, speaking, reading and writing) since these skills are considered paramount in the teaching profession. To the contrary, most TEFL programs focus more on developing the candidates’ theoretical linguistic knowledge rather than their communicative abilities, (Hundleby and Breet, 1988; erry, 1990). Cullen (1994) has asserted that the main goal of any TEFL program should be to “improve the candidates' command of the language so that they can use it fluently, and above all, more confidently in the classroom” (P.164).

Thus, theoretical linguistic and pedagogical knowledge constitute a part of this command, but not all of it. Similar findings are reported in some other parts of the world (Berry, 1990). In all of these, there seems to be a general consensus that the role of EFL teachers as communicators and conversational partners is very essential, especially in situations where English is rarely used outside the classroom and the only chance to develop students' communicative abilities is through classroom interaction.

Therefore, EFL teachers need to attain the level of proficiency in speaking, listening, reading, and writing delineated by the American Council on the Teaching of Foreign Languages (Charles, 1992) before
given the chance to practice teaching. Poor command of English can cause teachers to lose self-assurance, self-esteem and professional status. Teachers with poor proficiency level in English tend to rely on the social management of the classroom environment rather than on the productive construction of a positive learning environment. In other words, more attention will be directed towards maintaining students’ discipline and more time may be spent on no useful activities all of which are the byproducts of the teachers’ inability to engage students in productive language learning activities. This will not only undermine the teachers’ credibility in the classroom, but also deprive the learners from a good language model which the teacher ought to represent. This justifies why many researchers have looked at the EFL teachers’ proficiency in English as the bedrock of the teaching profession and rated it as the most essential characteristic of good language teachers (Buchmann, 1984; Lange, 1990; Lafayette, 1993; Murdoch, 1994).

2. 2. 8. Teacher Education, Training, and Development

The terms teacher education, training, and development are often used interchangeably, but many authors emphasize the differences among them. These differences are important and should be considered in the process of designing a program for teachers. Teacher education is referred to as a general term that covers training and development. Freeman (2001, p. 72) defines teacher education

*earn to language teachers.*”

These experiences can be gained in formal or informal settings, in Undergraduate, pre-service, or in-service activities. Freeman (2001) considers teacher training (hereafter TT) as the compulsory and formal activities through which people learn to teach language. It has an external content that includes, at least, phonology, applied linguistics, second language acquisition, methodology, and testing. This content may be presented through lectures, readings,
projects, and case studies. TT is a short-term program and is evaluated by trainers or by trainers and trainees together. Freeman (1989) points out that:

“The general aim of TT is to provide discrete aspects of skills and knowledge that will improve teachers’ effectiveness in classroom”.

Head and Taylor (1997) agree that TT deals with the knowledge of the topic taught, and the ways of teaching it. TT focuses on classroom skills and techniques. However, Ur (1996) mentions that

“Training can imply unthinking habit formation and Over emphasis on skills and techniques. It has a specific goal: it prepares for a particular function or profession” (p. 3)

TT is regarded as a pre-service strategy, but most in-service programs include both training and developmental strategies together (Freeman, 2001). Wallace (1991) defines training as the activities “...presented or managed by others...” The ‘others’ in Wallace’s definition refer to teacher trainers and educators who generally make decisions for teachers in the design and presentation of training courses. Teacher development (hereafter TD), on the other hand, is a term that refers to “activities that provide continual intellectual, experiential, and attitudinal change and growth of teachers” (p. 3).

According to Tushyeh (2007), a teacher training program must contain four major components:

- Development of attitudes,
- Development of skills,
- Development of knowledge, and
Application of these in a real situation. Lange (1990, p. 205) defines, and carried out on a “voluntary and individual” basis as Freeman (2001) mentions. Wallace (1991, p.3) states that: “Development is something that can be done only by and for oneself.” This means that development cannot be presented or managed by others; it is the teacher who decides the activities for development and the timing of it. In addition, development is not imposed by others for certain purposes; the teacher has his/her own personal purposes for development.

TD is centered on teachers’ experiences, perceptions, and the interaction with other teachers. It is a self-reflective process as teachers working individually or in a group utilize their experiences, perceptions and interactions for their professional development (Freeman, 2001, Head & Taylor, 1997, Hiep, 2001, Lange, 1990, Ur, 1996).

Agreeing that TD is a continual process, Ur states that “Constant teacher development and progress can forestall or solve problems caused by first-year stress and later burn-out. More positively, it is a necessary contributor to your success and satisfaction in professional work today, and to your career in the future as teacher and/or in other allied professions: materials writer, trainer, author, researcher”.(1996, p.318)

Thus, TD is not specific to a certain point in teachers’ careers; it can start at a very early period in the profession and can be engaged in until a very late period. As in this way many problems faced during a teacher’s career are cured as soon as they appear, TD can affect job satisfaction in a positive way.

Rossner (as cited in Head & Taylor, 1997) conducted an informal survey
among EFL teachers in UK and other countries asking his participants “What do you personally understand by the term ‘teacher development’?” The responses to this question revealed many features of TD. For instance, TD considers participants’ needs and wants, which may be varied. It provides opportunities for teachers to learn new methods and techniques and assists them in avoiding burnout. TD not only deals with teaching, but also other aspects of the field such as language development and cultural broadening. It should be bottom-up, i.e., teachers perceived needs should be the organizing principle in TD programs. Trainers should not impose what they think teachers need, which means the courses should not be organized in a top-down way.

Another significant difference of TD from TT mentioned by Pennington (1989) is that it includes holistic elements, whereas competency-based teacher education is preferred in pre-service courses. Pennington (1989) compares holistic and competency-based approaches as shown in Figure 1. Differing emphases in two approaches to teacher training (Pennington, 1989). TD, which includes holistic elements, promotes teachers’ creativity and improves the decision-making skills so as to help teachers have accurate judgments and fosters the adaptation of the decisions appropriate to teaching and learning situations. In contrast, competency-based approaches, which are generally chosen in pre-service teacher training programs, aim at improving teachers’ competency in

<table>
<thead>
<tr>
<th>Holistic</th>
<th>Competency-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal development</td>
<td>Component skills</td>
</tr>
<tr>
<td>Creativity</td>
<td>Modularized components</td>
</tr>
<tr>
<td>Judgment</td>
<td>Individualization</td>
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<tr>
<td>Adaptability</td>
<td>Criterion-referencing</td>
</tr>
</tbody>
</table>
basic teaching skills. These skills are taught or transmitted in modules and decisions about teachers who will take part in the profession are made in a program focused on competency-based elements.

As TD depends on teachers’ needs it may take many forms such as conferences, academic readings, classroom observation, and collaborative classroom research (Head & Taylor, 1997; Hiep, 2001). Since teachers are responsible for their own development, they choose the appropriate ways for themselves. Thus, any form of activities that result in development can be utilized for TD.

Woodward (1991) summarizes all the differences between TT and TD as mentioned above clearly in a bi-polar scale in Figure 2.

Figure 2. Teacher training- teacher development associations
(Taken from Woodward, 1991:147)

<table>
<thead>
<tr>
<th>TEACHER TRAINING</th>
<th>TEACHER DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Competency</td>
<td>based Holistic</td>
</tr>
<tr>
<td>Short term</td>
<td>Long term</td>
</tr>
<tr>
<td>One-off</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Temporary</td>
<td>Continual</td>
</tr>
<tr>
<td>External agenda</td>
<td>Internal agenda</td>
</tr>
<tr>
<td>Skill/technique and knowledge based</td>
<td>Awareness based, angled towards a personal growth and the development of attitudes/insights</td>
</tr>
<tr>
<td>Compulsory for entry to the profession</td>
<td>Non-compulsory</td>
</tr>
<tr>
<td>Top-down</td>
<td>Bottom-up</td>
</tr>
<tr>
<td>Product/certificate weighted</td>
<td>Process weighted</td>
</tr>
<tr>
<td>Means you can get a job interested in your job</td>
<td>Means you can stay</td>
</tr>
<tr>
<td>Done with experts</td>
<td>Done with peers</td>
</tr>
</tbody>
</table>

Figure 2 displays two extreme ends in the bi-polar scale illustrated by Woodward (1991). In-service training courses take their position between these two extreme ends. Course designers have to consider each
parameter while making decisions about training courses as both of these parameters have different outcomes.

However, in-service programs mostly include elements from the development parameter, while the elements of teacher training parameter are preferred in Pre-service programs.

Hiep (2001) mentions that TD has become a noteworthy requirement since training courses generally have shortcomings in preparing competent teachers in their field, cannot meet all teachers’ needs, and the theories which are learnt during the training courses differ from real classroom practice. He admits that “development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process, and deal with change and divergence” (p. 31). This means that novice teachers can familiarize themselves with real classroom situation and improve their decision-making skills with the help of TD.

With regard to the meanings attached to the concepts of ‘education’ and ‘training’, in the next sections the study discusses the different types of teacher knowledge and the way these are acquired.

2. 2. 9. Teacher Knowledge

A great deal of educational research has focused on developing a knowledge base of teaching and where possible, translating it into recommendations for teacher education programs. Throughout the literature, different views have been developed about what counts as teacher knowledge and how teachers come to acquire this knowledge (Shulman, 1987; Grossman, 1990). Below, the researcher discusses different views on the area of teacher knowledge and the way it develops.

About the middle of the twentieth century, views of learning experienced a major shift away from an emphasis on specific, observable behaviors and toward internal mental processes. This shift, commonly described as
the ‘cognitive revolution’, has resulted in a greater emphasis on teachers’ knowledge and thinking in the process of developing as expert teachers. Studies of expertise in a variety of fields confirms the importance of knowledge in the development of expert performance. Borko and Putnam (1996) stated that

“The accumulation of richly structured and accessible bodies of knowledge allows individuals to engage in expert thinking and action. In studies of teaching, this understanding of expertise has led researchers to devote increased attention to teachers’ knowledge and its organization” (p 674).

Research indicates that at least four different kinds of knowledge are essential for expert teaching. Each helps teachers make professional decisions, such as determining the most effective ways to help students reach standards. These different types of knowledge include:

- Knowledge of content
- Pedagogical content knowledge
- General pedagogical knowledge
- Knowledge of learners and learning (Shulman, 1986)

Teacher education program should be able to support the development of the student teachers by helping them acquire knowledge in each of these areas.

First: Knowledge of Content: We can’t teach what we don’t understand. Although this statement appears self-evident, it is also well documented by Research examining the relationships between what teachers know and how they teach (Shulman, 1986). Although understanding of the topic we teach is essential for all teachers in all content areas.

Second: Pedagogical Content Knowledge: Which is the understanding of “ways of representing the subject that make it comprehensible to others”
and “an understanding of what makes the learning of specific topics easy or difficult” (Shulman, 1986, p.9). The difference between content knowledge and pedagogical content knowledge is similar to the difference between knowing *that* and knowing *how*. Pedagogical content knowledge depends on an understanding of a particular topic. Thus, teachers who possess pedagogical content knowledge also recognize when topics are hard to understand and illustrate these difficult to teach ideas with concrete experiences that make them meaningful. Paradoxically, researchers have found that teachers with high levels of content knowledge sometimes have trouble representing topics for novice learners. Because of their own personal deep understanding, they have trouble putting themselves in learners’ shoes.” Expert teachers both thoroughly understand the topics they teach and able to represent those topics in ways that are understandable to students.

Third: General Pedagogical Knowledge: Knowledge of content and pedagogical content knowledge are important in teaching but they have one limitation, they are domain specific, that they depend on knowledge of particular content area, or the concept density. In comparison, general pedagogical knowledge involves an understanding of general principles of instruction and classroom management that transcends individual topics or subject matter areas (Borko and Putnam, 1996).

- Instructional Strategies: Regardless of the content area or topic, teachers need to understand and know how to apply different ways of promoting learning, including involving students in learning activities, using techniques for checking their understanding, and using strategies for running lessons smoothly. Questioning is an important example, especially when teacher recognizes that asking questions that engages all the students is important.
Similarly, teachers must also be able to communicate clearly, provide effective feedback, and use a variety of other strategies to maximize learning for all students.

- **Classroom Management:** Regardless of the content area or topic being taught, teachers also need to know how to create orderly classroom environment that promote learning (Emmer, Evertson, and Worsham, 2003 Evertson, Emmer, and Worsham, 2003). Understanding how to keep forty or more students actively engaged and working together in learning activities requires that teachers know how to plan, implement, and monitor rules and procedures; organize groups; and react to misbehavior. It is virtually impossible to maintain an orderly, learning-focused classroom if we wait for misbehavior from occurring in the first place, rather than stopping misbehavior once it begins.

- **Knowledge of Learners and Learning:** knowledge of learners and learning is also essential to effective teaching and is “arguably the most important knowledge a teacher can have” (Borko & Putnam, 1996, p:675.) . This knowledge influences the way we teach by reminding us that we do not teach content, we teach students. Each of the form of knowledge is essential for teaching expertise.

2. 2. 10. **Culture and Literature Knowledge**

Integrating culture and literature as core components of TEFL programs at Arab Universities is unavoidably a controversial issue. (Zughloul 1985, 1986) believes that the English culture and literature have little to contribute to the students’ overall communication skills. Such researchers believe that novice EFL teachers lack the communication skills simply because TEFL preparation programs are overloaded with cultural and literary courses. Furthermore, many people in the Arab World, as in many other countries, view English literature and culture with great suspicion since they represent a nation that had colonized and dominated their
countries for a long period of time. In addition, these two areas could be a
source of disseminating ideas that, in their essence, contradict basic
Islamic values, something that is totally unacceptable for many people in
the Arab World). On the other hand, researchers of the second school of
thought such as Salih (1986) believes that the major problem of TEFL
programs is that they do not take literature and culture as core
components; rather they have been "pushed to the background". Thus,
for such programs to serve their candidates effectively, according to such
researchers, culture and literature should be the core courses of any
English department. Researchers (such as: Savile-Troike, 1983 ;Shier,
1990) in other parts of the world argue that the grammatical and lexical
knowledge is not enough to develop students’ communicative
competence.

In addition to linguistic competence, students need to achieve a desirable
level of cultural competence. Therefore, culture should not be marginally
attached to the teaching of speaking, listening, reading, and writing.
Rather it should be a core component of English programs. The above
conflicting views seem to be heavily influenced by the educational
background of their pioneers. The former view, for instance, is advocated
by pioneers with linguistic background, whereas the latter is represented
by pioneers with literary background as it appears in the researchers’
autobiographies. This could undermine the argument of each side, since a
great deal of subjectivity could interfere in such arguments. Therefore, a
third objective argument needs to be discussed here. The development of
cultural and literary competencies is important. But this does not mean, in
any way, that EFL prospective teachers strip themselves off their native
culture and wear new cultural lenses through which they see and evaluate
things in the world. Rather, it means to have a reasonably general
background about English culture and literature so as to widen their
horizons, sharpen their thinking and enrich their expressions, (Lafayette,
1993). They need to show a positive understanding towards "the self" as well as "the other"

2. 2. 10.1. Knowledge of Language and Linguistics

The language and linguistics component refers to the students’ knowledge of the English language - its phonological, morphological, syntactical and semantic systems - which is an essential part of any TEFL program. However, the size and the nature of this component are relatively controversial. It is widely believed that this component contributes more to the development of the candidates' theoretical knowledge and practical analysis of English rather than the development of the students’ communicative abilities in using English. Some researcher( Berry1990) indicate that the TEFL programs in the Arab World or elsewhere (Berry 1990) are heavily loaded with courses related to language systems which contribute very little to the candidates' proficiency in English. However, TEFL programs cannot and should not totally ignore the inclusion of such courses.

2. 2. 10.2. The Relationship between Teacher Knowledge and Student Achievement

Teacher expertise, or what teachers know and can do, affects all the core tasks of teaching. For example, what teachers understand, both about content and students, shapes how judiciously they select from texts and other materials and how effectively they present material in class. Their skill in assessing their students' progress depends also on how deeply they themselves know the content, and how well they can understand and interpret students' talk and written work. Nothing can fully compensate for the weakness of a teacher who lacks the knowledge and skill needed to help students master the curriculum. Ferguson's findings closely mirror those of a recent review of 60 studies by Greenwald, Hedges, and Laine, which found that teacher education, ability, and experience, along with small schools and lower teacher-pupil ratios, are associated with
significant increases in student achievement. In their estimate of the achievement gains associated with various uses of funds, additional spending on teacher education outweighed other variables as the most productive investment for schools.

Another body of research confirms that teacher knowledge of subject matter, student learning and development, and teaching methods are all important elements of teacher effectiveness. Reviews of several hundred studies contradict the longstanding myths that "anyone can teach" and that "teachers are born and not made." Teacher education, as it turns out, matters a great deal. In fields ranging from mathematics and science to early childhood, elementary, vocational, and gifted education, teachers who are fully prepared and certified in both their discipline and in education are more highly rated and are more successful with students than are teachers without preparation, and those with greater training are found to be more effective than those with less.

Teachers who have spent more time studying teaching are more effective overall, and strikingly so for developing higher order thinking skills and for meeting the needs of diverse students. Not only does teacher education matter, but more teacher education appears to be better than less. As we describe below, recent studies of redesigned teacher education programs, those that offer a five, or six-year program including an extended internship -- find their graduates to be more successful and more likely to enter and remain in teaching than graduates of traditional undergraduate programs.

Recent research on teaching and learning suggests that teaching is more than old-fashioned telling and more than simple “best practices.” Work done by cognitive psychologists suggests that for learning to take place, teachers must consider the prior knowledge of their students; provide substantial interaction so that students can construct meaning; and engage students in metacognitive activity so they can learn to mediate their own
learning and be able to transfer what they have learned to new circumstances. Further, they must take into account issues of multiple contexts. In addition, teachers must also sufficiently understand the subjects they teach to present content in multiple ways to diverse learners. If this is the real goal, then our original question changes to: How do we tie the assessment of new teacher graduates to student learning and to teacher preparation in search of high quality teaching? Seeking answers to this question promises to yield far richer and more useful information about teaching and student learning.

New beginning teachers need to know and be able to do to support high quality teaching. Earlier work describes the basic principles of developing an approach to designing the evidentiary warrant for teacher education programs. Those principles include:

• Assessments sample the actual knowledge, skills, and dispositions required of teachers as they are used in teaching and learning contexts, rather than relying on more remote proxies.
• Assessments require the integration of multiple kinds of knowledge and skills as they are used in practice.
• Multiple sources of evidence are collected over time and in diverse contexts.
• Assessment evidence is evaluated by individuals with relevant expertise against criteria that matter for performance in the field.

This view of assessment provides guidelines for building new assessment systems that track the relationship between teacher preparation and teachers’ performance in the classroom.

To identify the links between teacher learning and student achievement, we must first determine what teachers are learning in their pre-service education programs. Then we must determine what they carry with them into their work as new teachers.
Further, we need to understand how that learning changes over time as teachers accumulate experience. Finally, we need to match what they have learned and are teaching with what their students achieve.

2. 2.11. Research and the Teachers’ Role in Learning

A large body of research underscores the importance of the teacher in helping students learn (Good and Prophy, 1986). Findings from this research consistently indicate that the teacher is the most important educational factor affecting student learning and development. Educators have not always been optimistic about the ability of research to guide classroom practice. Before the 1970s both research and teachers themselves were given little credit for contributing to student learning. This permission was caused by a number of factors, including faulty research designs and inefficient research procedures. One of the oldest traditions in research on teaching focused on teacher characteristics: the implicit assumption that teachers are “born” and not “made”. (This idea is no longer popular today). This research examined teacher characteristics, such as warmth and humor, and tried to determine whether the presence or absence of these characteristics influenced students’ learning. However, the researchers often failed to establish whether these characteristics, typically measured on paper–and–pencil tests, produced any differences in actual teaching behaviors, let alone differences in student achievement. As we would expect this approach proved unproductive and was ultimately abandoned.

2. 2.11.1. Teachers Make Different: The Teacher–Effectiveness Research

It is important that educators, parents, policy makers and the general public should understand the new expectations of teachers, the new roles and responsibilities, and current definitions of professional development. Recognition by the entire community of the complex nature of the
changes needed is the first step in building the necessary support to
ensure that teachers can fulfill their crucial role in systematic reform.
A good teacher education program, first of all, is coherent. That is, it has
an idea about what good teaching is and then it organizes all of its course
work, all of the clinical experiences, around that vision. So it's not just a
random assortment of courses and experiences for people. The courses
are very much connected to practice, as well as, to theory. They say in
fact that: “there's nothing as practical as a good theory, and in fact, there
is nothing as theoretical as good practice”. And good teacher educational
programs have students in the classroom working constantly with expert
master teachers while they're also teaching students for a variety of ideas
about how students learn, about how to assess their learning, about
effective teaching strategies that will allow them to build a repertoire.
Two converging lines of research led to a new and more productive
paradigm, one focusing on teachers ' actions in the classroom .The first
was a reanalysis of the data .This reanalysis focused on individual
schools and teachers and found that there were large difference in the
effectiveness of both .Some prompted much more student learning than
did others (Prophy and Good, 1986; Good and, Prophy 1986).
The second emerged when researchers began to observe the teachers
whose students learned more than expected for their grade and ability
levels, compared to those whose students scored as expected or below
.The researchers found wide variations in the ways the two groups taught,
and description of these patterns –the patterns of teacher skills and
strategies that influence student learning –make up the body of
knowledge that we now call the teacher effectiveness research .The
inescapable conclusion from this research is that teachers make a
“profound impact” on student learning (Marzano, 2003).
2.2.12. Beyond Effective Teaching

The literature on effective teaching made an invaluable contribution to education because it both confirmed the essential role teachers play in student learning and provided “education with knowledge base capable of moving the field beyond testimonials and unsupported claims toward scientific statements based on credible data” (Brophy, 1992). It provides, however, only a threshold or a base line for all teachers. This knowledge base is divided into four sections that are thematically conceptualized as follows:

1. The knowledge base of second/foreign language teacher education.
2. The contexts of second/foreign language teacher education.
3. Collaborations in second language teacher education.

2.2.11.3. The Knowledge Base of EFL Primary Teachers

With regard to what has been discussed so far, it could be assumed that the knowledge base of teaching consists, according to Verloop et al. (2001:1), of all profession-related insights, which are potentially relevant to a teacher’s activities.

From this perspective, it could be argued that teacher’s personal theories should be included within this knowledge base, along with formal propositional knowledge.

Fenstermacher (1994) refers to the former as knowledge of the teachers and to the latter as knowledge for the teachers. However, as previously argued, the first type of knowledge is highly determined by individual experiences and personal histories, thus no formal assumptions can be formulated which would form the basis on which a student teacher can be trained. Therefore, this section will only be concerned with elements of a language teacher’s knowledge which should be shared by all language teachers who teach at the primary level and which can therefore be acquired by student-teachers during their formal education.
Before considering the kind of knowledge, competencies and skills that an EFL primary teacher needs to have, we need to understand the duality and complexity of his/her role in the child’s education. For many, teaching English to young children is viewed as relatively easy and unchallenging, as an extension of mothering (Cameron, 2003); mere knowledge of the basic structures of English along with generic pedagogical knowledge required to teach at primary level are considered the most important elements of a competent EFL teacher. However, what needs to be realized is that primary language teachers have a greater responsibility than mere teaching, in that it is they who will expose children to a new language and a new culture for the first time, thus laying the necessary foundations for the successful acquisition of the target language. Cameron (2003) argues that teaching children requires all the skills of a good primary teacher, plus knowledge of the language teaching and of language learning.

Even though discussion of children’s learning is beyond the scope of this study, the researcher believes that a brief summary would highlight the primary teacher’s role in the language learning process; this, in turn, will provide us with useful insights into what kind of knowledge is required by the teacher to facilitate such learning.

2.2.1.4. Current views on language teachers’ knowledge base

The body of knowledge and skills that a foreign language teacher needed two decades ago is no longer considered sufficient in fulfilling the demands of today’s rapidly changing world. While knowledge of the subject matter, which in the case of English meant good knowledge of grammar, sufficed 20 years ago, today’s language teacher faces challenges that require a wider array of competencies.

Although there is no consensus about the core knowledge base of language teacher education, some efforts that seek to define what language teachers should know have been undertaken in the last few
years. Various scholars (Shulman, 1987; Malderez and Wedell, 2007; Day, 1991; Richards & Farrell, 2005) have come up with frameworks, delineating that knowledge.

Instead of looking at each of these frameworks separately, it would be useful to examine what they all have in common, regarding the types of knowledge they argue for. A rather distinct framework is proposed by Malderez and Wedell (2007), who use three broad categories describing the types of knowledge that a teacher needs: Knowing about things (KA), knowing how to do things (KH) and knowing to use appropriate aspects of other kinds of knowledge while actually teaching (KT). They argue that the latter type brings together the two other types of knowledge and depends on specialized skills (e.g. noticing, interpreting behaviors, using their knowledge and skills in the right place and at the right time) which they can use to support learning (p. 25). Such knowledge, though, cannot be taught but rather developed over time through practicing and extensive exposure to real teaching. Since this study is concerned with the content of a pre-service LTE program, it will focus solely on other two types of knowledge that can be acquired via formal instruction. I will therefore use the two headings proposed by Malderez and Wedell (KA and KH) and expand on them, using the commonly identified areas drawn from all the frameworks mentioned above (and outlined in the appendix). Such a framework will include the following:

Knowing about (KA)

- The curriculum and materials used and the place of the subject-matter within the school curriculum - curricular knowledge (Shulman, 1987; Richards and Farrell, 2005; Malderez and Wedell, 2007).
- The context (contextual knowledge) which may refer to a) knowledge of the educational context – the education system as a whole, the school
and its policies (Freeman and Johnson, 1998; Shulman, 1987; Malderez and Wedell, 2007), and b) knowledge of schooling - prior experiences as language learners (Freeman and Johnson, 1998).

- Strategies for managing one’s ongoing professional learning (Malderez and Wedell, 2007; Richards and Farrell, 2005).
- Theories of teaching (Richards, 1998). The development of knowing how relates to the development of certain skills which inform a teacher’s practices. In other words, it is the development of a teacher’s ability to use her knowing about in practice in order to facilitate learning. The following skills related to this type of knowledge have been identified.

**Knowing how (KH)**

- To use the specialized knowledge to represent content knowledge in diverse ways that learners can understand, providing opportunities for comprehensible input in the classroom (Shulman, 1987; Day, 1991; Richards and Farrell, 2005).
- To identify and treat learners’ difficulties and errors, providing constructive feedback (Richards, 1998; Day, 1991).
- To select, develop and adapt instructional materials (Shulman, 1987; Day, 1991; Richards and Farrell, 2005).
- To check comprehension and assess learner’s knowledge (Malderez and Wedell, 2007).
- To organize and manage the classroom, motivate learners, carry out different forms of evaluation, recognise individual differences, promote conditions which support the learning process, use technology, and make decisions (Shulman, 1987; Malderez and Wedell, 2007; Day, 1991; Richards, 1998).
To collaborate with students, other professionals, parents and colleagues (Malderez and Wedell, 2007).

The different types of knowledge and skills outlined above seem to form an integral part of every teacher’s professional knowledge. However, this study is based on the assumption that the knowledge base of primary classroom teachers differs, to a certain extent, from the knowledge base of primary foreign language teachers.

Based on this premise and on the fact that the preparation of primary teachers, regardless of their specialization, exists within primary teacher education curricula, it is essential to examine the current program offered, in order to identify which of the competencies and skills mentioned above, that relate specifically to language teaching are not covered in the curriculum of general classroom teacher education.

Knowledge and skills that primary teachers who will be involved in FL teaching, need to develop during their initial preparation at university. In order to identify the knowledge and skills which differentiate the knowledge base of primary foreign language teachers from the knowledge base of general classroom teachers, we need to exclude those which are acquired through other courses in primary teacher education programs. In doing so, we come up with the two specialist competences outlined below.

**Knowing about**

- The subject-matter
- The place of the subject-matter within the school curriculum and available materials.

According to Malderez and Wedell (2007), the development of a teacher’s Knowledge How is clearly related to aspects of Knowing About. It could therefore be assumed that the development of Knowing About, which in this case is language-specific, should also lead to the
development of skills which are related specifically to language teaching. These skills seem to describe what Shulman refers to as a Teacher’s Pedagogical Content Knowledge.

It seems that all the aforementioned skills which comprise a language teacher’s Pedagogical Content Knowledge refer to both the didactic and pedagogical principles of teaching a language. Peck (1999) makes a distinction between didactics and pedagogy; he uses the term didactics to mean that which has to do with principled planning and conduct of foreign language teaching in general, in other words the different methods used in teaching a foreign language. Pedagogy, by contrast, is the specific way an individual teacher selects and implements learning activities in order to introduce or explain a specific lesson to a specific class (p. 110). Acting in a pedagogical way depends on both the teacher’s knowledge of didactics, the teacher’s knowledge of her class and the teacher’s stock of teaching experiences.

If we accept Peck’s definitions of these two terms, we could assume that didactics is an aspect of language teaching that informs the teachers’ knowing how, whereas pedagogy seems to be more related to what a teacher should be able to do in the long run, as a result of his Knowing About and Knowing How. Drawing on this assumption, I argue for the following framework which outlines the specialist knowledge base of the primary language teacher:

*Knowing about*

- The subject-matter
- The place of the subject-matter within the school curriculum and available materials

*Knowing how*

- To communicate the subject-matter effectively to the students
- Provide constructive feedback to treat learner’s difficulties and errors
- Make effective choice and use of materials
To check comprehension and assess learner’s knowledge

2.2. 14. **The knowing about of a language teacher**

Having decided on the possible areas that are likely to constitute a language teacher’s KA, it is worth drawing on the relevant literature in order to explain them in more detail. A clear understanding of the above concepts will enable us to make more informed assumptions on how and when these may be acquired during formal education.

2.14.1. **Knowledge of the subject-matter**

Even if we assume that the above types of knowledge and skills are those required by a primary language teacher, a definition of exactly what subject knowledge is required to teach an FL in primary schools is the subject of much debate. Banks (2002) found that the content of language teaching is more complex and varied than that of other subjects adding that the subject matter of language teaching is harder to define. Ofsted (2002) support this point arguing that the nature of the subject matter of language teaching is an open question. They state:

“In a skill-focused field such as language learning, it is even harder to picture the 'body of knowledge' that might constitute the field. Do we mean procedural knowledge - the teacher's ability to speak the language - or declarative knowledge - the teacher's knowledge about the language, for example, the ability to articulate the rules of the language?” (p.446)

Moon (2005) uses the term linguistic competence to refer to both of these types of knowledge. Linguistic competency has been assumed by many educationists and researchers in the area of TEFL as the most essential component of success in language teaching (Murdock 1994, Butler et al., 1998; Ofsted, 2002). Lange (1983) argues that the teacher’s linguistic competency is imperative as it is highly related to the teacher's understanding of the nature of FL learning, his knowledge of teaching methods and expertise in classroom interaction *Procedural knowledge (Knowledge of the language)*
As discussed earlier, primary English teachers act as language models for students, especially at the beginning stages of learning a language. Children often have limited exposure to the English language outside the classroom, thus, their teacher remains the only model of correct and appropriate usage of the language as well as of accurate pronunciation. Assuming that the language teacher is also a facilitator of language learning, it is obvious that a good command of the English language is necessary to provide comprehensible input and natural exposure to the target language. Teachers with low levels of proficiency are more likely to use the target language less frequently in the classroom or in a more controlled way. Driscoll (1999) refers to a study she conducted which aimed at investigating how specialists (with EFL expertise) and generalists approached an EFL lesson. The results indicated that the specialists used the target language continuously throughout the lesson as a medium of communication, whereas the generalist teachers lacked the confidence and ability to use the language in a natural way. She pointed out that ‘their usage appeared rather formulaic and artificial, more like reciting lines from a play in the early stages of rehearsal’ (Driscoll, 1999:30). Lack of confidence in their proficiency may lead them to rely on language they have more or less learnt by heart for dealing with routine or detectable situations, inhibiting spontaneous use of interactive language between them and their pupils. Driscoll (1999) asserts that:

“Classroom language is very complex and requires the teacher to respond to the unpredictable nature of classroom life without the support of teaching aids and materials” (p. 30).

This suggests that the teacher’s proficiency should enable her/him to carry out all dimensions of the pedagogical processes, mentioned above, which take place in the context of the classroom. Speech, according to Nunan, is the tool of the teacher’s trade. It is the tool that she uses to
provide essential support to facilitate both language comprehension and language production. Krashen (1985) argues that:

"This is how teachers provide learners with comprehensible input, which he sees as the essential ingredient in second language acquisition." (p.60).

The “knowledge base” refers to what it is that foreign language teachers need to know and understand to be effective teachers and how that knowledge is incorporated into foreign language teacher education. The knowledge base is a broad theme and encompasses research and perspectives on, for example, knowledge and experiences, beliefs and attitudes, teacher socialization and learning, teacher cognition, teacher identity, reflective teaching, and values and ethical dispositions. Quite recently, a number of professional organizations have attempted to define the knowledge base through the creation of standards for foreign language teacher education.

“Contexts” also represents a broad theme, which touches on the contexts in which second/foreign language teacher education takes place and second/foreign language contexts themselves (ESL, EFL, foreign language, immersion, and bilingual education) as well as different geographic, social, cultural, political, and institutional contexts? Context is, in a word, key in second/foreign language teacher education.

The third theme, “collaborations, ” speaks to the importance of cooperation and collaborative relationships in the work of second language teacher education. It includes institutional collaboration between schools and colleges of teacher education as well as the collaborative relationships that are formed among second language teachers or teacher educators themselves, including examples of action research that results from collaborative relationships.
Finally, “second/foreign language teacher education in practice” focuses on how the work of second and foreign language teacher education is accomplished. This theme showcases program models and underlying philosophies and provides examples of how the other three themes—knowledge base, contexts, and collaborations—are embedded in actual programs.

b. Teaching for Understanding

The concept of teaching for understanding may seem ironic: no teacher teases for lack of understanding closely, we see that it isn’t as simple as it appears on the surface. Experts describe understanding as “being able to do a variety of thought demanding things with a topic—like explaining, finding evidence and examples, generalizing applying, analogizing, and representing the topic in a new way” (Malderez and Wedell, 2007, pp. 5-6). The teaching models and other strategies described in this text are designed to help teachers ensure that their students’ learning extends beyond mere memorization, which is so prevalent in schools today. Teacher questions provides a foundation for this process. With questions such as: “Why?”, “How do these compare?” “How are they alike or different?” “What would happen if…?” and particularly, “How do you know?”. Questions such as these can do much to promote student understanding. Surprisingly (and disturbingly), teachers ask thought-provoking questions like these less than one percent of the time (Boyer, 1983). Teaching for understanding requires that teachers possess the different types of knowledge, which includes understanding the research on teacher effectiveness. Armed with this knowledge effective teachers achieve deep student understanding by:

- Identifying clear learning objectives for students.
• Selecting teaching strategies that most effectively help students reach the objectives.
• Providing examples and representations that help students acquire a deep understanding of the topics they study.
• Encouraging students to become actively involved in the learning process.
• Guiding students as they construct their understanding of the topics being studied.
• Continually monitoring students for evidence of learning.

Although the focus is on learners and learning, these strategies demonstrate the essential roles that teachers, as well as teacher knowledge, lay in guiding this process. A repertoire of effective teaching strategies is essentials for teachers to promote deep understanding. Teachers must be able to select and use strategies that are most effective for different learning objectives.

2. 2. 15. Selecting Teaching Strategies:

2. 2. 15.1 The Role of the Teacher

Teachers, themselves, are one of the most important factors influencing the question of how to teach. Directing student learning at any level is a personal enterprise. How we teach depends to a large extent on who we are (Kagan, 1992). The learning objectives that we select, the strategies that we use to reach the objectives, and the way that we relate to students all depend on what we bring to the classroom as human beings. Attempts to identify an ideal teacher type have proved fruitless. Hundreds of research studies investigating different types of teachers have indicated that there is no one kind of effective teacher. Energetic, thoughtful, humorous, serious, traditional, and unorthodox teachers have all proven effective in different situations. Much of teachers’ effectiveness lies in understanding their own strength and preferences and adopting compatible teaching strategies. Having a repertoire of strategies and
models to choose from gives teachers the flexibility to select the most compatible with their personality and teaching styles.

2. 2. 15.2 The Impact of Learners

Students are a second factor influencing the choice of teaching strategies. They differ in academic ability, background experience, personality, and motivation. Some are outgoing; others are shy. Some are confident and others are uncertain. In addition, students’ cultures including the values, attitudes, and traditions of a particular group can also have an important influence on learning (Banks, 2002). Because of these differences, individual students respond differently to various teaching strategies (Marzano, 2003). This effect has been called by some researchers an “aptitude–treatment interaction,” with aptitude reflecting what students bring to a learning situation, and treatment describing our attempts to accommodate these differences (Schunk, 2004). In some instances, practices found effective with one type of student are ineffective with others (Prophy and Good, 1986).

2.15.3. Content and Learning Objectives

The topic being taught is a third factor influencing the choice of teaching strategy. For example, we don’t teach factual information in the same way that we teach analytical skills. Teachers’ objectives vary even within a class period. In a single lesson, for example, a literature teacher discussing “The Raven” might want students to remember the poem’s author; to relate the poem to the author’s life; and to learn the concepts of meter, rhyme, and imagery. These objectives are different and each requires a different teaching strategy.

Similar situation exists in elementary schools. In teaching reading, for instance, the teacher will want students to be able to correctly pronounce words; identify the major theme of a story; explain cause–and–effect relationships; and predict the consequences of certain events in the story. Again, the teacher’s objectives are different for each situation. Trying to
reach each in the same way is both ineffective and impossible new experiences. Regular follow-up support is perceived as an "indispensable catalyst of the change process" (Schifter, Russell, and Bastable, p. 30). This approach to teacher education is conceived as a process that takes place in a particular context. Contrary to the traditional staff development opportunities that did not connect the "training" with the actual experiences in the classroom, the most effective professional development is based in schools, connected to the daily activities of teachers and learners. Schools are transformed into communities of learners, communities of inquiry, professional communities, and caring communities because teachers are engaged in professional development activities. The most successful teacher development opportunities are "on the job learning" activities such as study groups, action research, and portfolios. Many identify this process as one that is intimately linked to school reform since professional development is a process of culture building, and not just skill training that is affected by the coherence of the school program. In this case, teachers are empowered as professionals; they should be treated in the same ways as society expects them to treat students. Teachers' professional development that is not supported by school and curriculum reform is not effective. With this approach to teacher education and professional development, a teacher is considered a reflective practitioner, someone who comes into the profession with a certain knowledge base and who will build new knowledge and experiences based on that prior knowledge. For this reason, the role of professional development is to facilitate teachers' building new pedagogical theory and practice and help teachers improve their expertise in the field. Professional development is regarded as a collaborative process. Even though there may be some opportunities for isolated work and reflection, most effective professional development happens when
there are meaningful interactions, not only among teachers, but also with administrators, parents, and other community members.

2. 2. 16. Twenty-First Century Trends in Teacher Education and Professional Development

Most countries acknowledge that initial or pre-service teacher education is just the first step in a longer process of professional development, and not the only preparation teachers will receive. A majority of countries are beginning to require the same level of preparation for all teachers, regardless of the level they will teach, and the worldwide trend is toward requiring a minimum of a bachelor's degree to enter programs that prepare teachers.

In terms of the content of teacher preparation programs, different countries vary in their emphasis on particular components of the curriculum or the time devoted to each one. But in general, most include courses and experiences that address subject matter, foundation of education courses, professional studies (such as pedagogy and methods courses), and child development, and a practicum, or student teaching. The tendency in a majority of countries is to emphasize the teaching of content in the initial preparation and to emphasize the pedagogy in the practicum and programs of induction for new teachers, as well as, other professional development opportunities.

There are trends to increase the length of teacher preparation programs and to increase the amount of time pre-service teachers spend in practicum sites. Pre-service programs that provide opportunities for supervised practice teaching throughout the duration of the course are the most effective. There is a wide variation of length for this practical experience of student teachers in the world. In some countries where the practicum is short, teachers are required to have extensive in-service opportunity to practice under serious supervision. Among more recent developments is a tendency to offer new teachers some support in the
form of "induction programs." Induction programs are planned and systematic programs of sustained assistance to beginning teachers. Finally, the trend in "in-service education" is to offer a variety of opportunities for professional development that go beyond the "one-shot" short course or workshop traditionally offered to experienced teachers. The critical analysis of the context and concerns may help in developing Vision for teacher education in future. In the Sudanese situation basic character of the framework must provide for adequate and inbuilt flexibility for incorporating the regional and local specificities. Total trust in the capabilities of institutions and organizations to develop an indigenous, comparable and area-specific curriculum has to be the guiding principle. Teacher education has to be conceived as an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. National values and goals need to be meaningfully reflected and their inculcation attempted with care and caution. The theoretical and practical components need to be balanced appropriately. The theory and practice of education has to be enriched with the latest research findings not only in the field of education but also in the allied disciplines and areas. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments and social and cultural issues through continuous in-service orientation. Emphasis on continuing lifelong learning has to become an essential concern of teacher education. A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of
interaction with their learners. The basic tenets identified in the national basic education scheme - Head, Heart and Hand need now to be linked to another 'H' - highways. Information highways, websites and internet are going to become terms of common usage in teacher education. For sound mind we need strong hand and a vibrant heart. Areas like the basis for developing competencies and skills will continue to gain greater emphasis in addition to commitments and values in education. A comprehensive theoretical base is essential for a teacher to assume professional role and develop capacity to conceptualize inputs from other disciplines as well and evolve strategies to utilize them. A true professional is capable of perceiving complexities and uncertainties in the society, has a thorough grasp of the subject, possesses skills to make critical diagnosis, takes decisions and has courage and conviction to implement such decisions.

2. 2. 17. The Need to Reconceptualize the Knowledge-Base of Language Teacher Education

The argument made by Freeman and Johnson (1998) in favor of a reconceptualization of the knowledge base for language teacher education appears to rest essentially on two major charges that they make against language teacher education as it is currently practiced. First, they argue that people designing language teacher education programs typically fail to take into account, at the level of curriculum design, general teacher learning; second, they argue that language teacher education programs also typically fail to deal with the social context of schools and schooling. These two charges warrant further examination. As background to further examination, unlike Freeman and Johnson (1998), who deal with teacher learning and teacher education as largely undifferentiated unitary concepts, a need from the outset to focus specifically on foreign language teacher learning and foreign language teacher education programs. In thinking about foreign -language teacher education, pre-service courses
are distinguished from those offered to teachers with classroom experience, in other words, between pre-service and in-service programs. In fact, there is a need to go further and to differentiate both conceptually and practically between teacher training, teacher education, and teacher development for purposes here. Whereas others (such as Crandall, 2000, p. 36) have pointed to the traditional balance in language teacher education between education and training, a third dimension is added, namely teacher development. Conceptually, training as being concerned with skills (such as being able to write legibly on the blackboard or being able to speak up so that a whole roomful of children can hear everything you say to them). Education is concerned with knowledge (such as being aware of all the different uses to which a blackboard could be put or knowing something about the English article system). Development is concerned with understanding (such as understanding why children, especially teenage children, may find it difficult to perform their best in a foreign language classroom). Understanding, is referring to something beyond merely having a particular skill or having a certain piece of knowledge. Understanding is whatever helps to use a skill or a knowledge appropriately. Knowing how to get learners to work in groups (a pedagogic skill) and knowing that it could help their linguistic development (pedagogic knowledge) does not in itself mean to make unwise decisions about the use of group work in lessons. Understanding may also be what helps to feel at ease with what is being done with a skill or a knowledge (Freeman and Johnson 1992).

2.2. 17. 1. Pre-service Teacher Perceptions about Teaching
Pre-service teachers' perceptions about teaching have recently attracted the attention of researchers (Joram and Gabriele, 1998). These researchers, among others, have identified a wide range of benefits in helping pre-service teachers reflect on their beliefs. Their perceptions are considered significant because engagement and success in teaching may
be determined primarily by pre-service teachers' perceptions of "Can I be a good teacher?" "Do I want to be a good teacher?" and "Why?" It has also been frequently asserted that pre-service teacher perceptions are important for at least two further reasons: (a) pre-service teacher opinions and attitudes toward teaching can affect their decisions on how best to modify and use various language teaching techniques and methods in the future (b) certain attitudes and beliefs derived from their perceptions can have a profound impact in turn on their students' affective state (Young, 1998).

It has been claimed that teachers' beliefs in their abilities to instruct students and influence student performance are a very strong indicator of instructional effectiveness (Bandura, 1997). Bandura originally proposed that an individual's beliefs or efficacy expectations are major determinants of activity choice, willingness to expend effort, and persistence (1977). Efficacy beliefs also have been shown to affect teacher activity, effort, and productivity. Teachers with high efficacy hold positive expectations for student behavior and achievement; they take personal responsibility for student learning; they use strategies for achieving objectives; and they have a sense of control and confidence in their ability to influence student learning (Ashton, Webb, and Doda, 1982). Studies in different countries (Campbell, 1996) has shown that pre-service teachers vary in the degree to which they believe themselves to be efficacious in their teaching. These studies suggested that the teacher efficacy concept is more differentiated in some countries, and is strongly influenced by unique features of the inherent cultures. For example, Lin and Gorrell's (2001) study of Taiwanese pre-service teachers reported that efficacy beliefs are influenced by cultural and/or social backgrounds, as well as by the features of particular programs, and by the context of pre-service teachers' studies. As to pre-service teachers' response to the question "Why do I want to teach?" Young (1998) pointed
out in his study of pre-service teachers in Brunei that teaching attracts different people for different reasons. The literature shows that their reasons can be extrinsic and/or intrinsic. According to Dornyi (2000) teaching is more closely associated with intrinsic motivation, which refers to being motivated and curious to do an activity for its own sake.

2. 2. 18 Pre-Service Teacher Ratings of Teacher Education Program Quality

Teacher education programs have tended to be something "planned for" and "Done to" pre-service teachers, yet they are the ones who are the most directly affected by the program. Therefore, what they think, feel, and know about various aspects of their teacher education, and whether their perceptions change as they progress through their pre-service programs, have already received a lot of attention. For example Hsieh and Hu (1994) reported on a survey of pre-service teachers in Taiwan to find out what the important teaching competencies were and what their relative order of importance was, in order to guide a teacher education program.

A number of studies have shown that induction programs are valuable in enhancing the effectiveness and increasing the retention rate of new teachers. Reviews of such programs indicate that successful programs contain the following features:

- Use experienced, well-trained teachers as mentors;
- Are based upon well-defined program standards;
- Are adequately funded;
- Include a good evaluation process of new teachers;
- Go beyond the first year of a teacher’s career; and
- Are part of a larger effort that includes reduced teaching loads, appropriate class placements, ample opportunity for observation of other teachers and targeted professional development.
2.2. 19. Preconceptions of Student Teachers

A project led by Burgess and Biscoe (1994:19-26) was planned to map students’ conceptions of teaching and how they change during their undergraduate studies. The data was gathered by addressing two questions to 122 student teachers at Curtain University in West Australia. The question “What is teaching?” was posed to first year students. The second question, asked at the end of their practicum was “how have your idea about teaching changed and what influenced the changes?” Most of them initially reported that teaching was a straight forward activity based on telling, transmitting knowledge or informing the students of facts. Later in their training the students’ ideas changed considerably. They indicated that teaching was a more complex activity than they had originally thought; which involved many aspects besides the simple Transmission of information.

To understand student teachers’ feelings of preparedness to teach, a knowledge of the preconceptions they have when they enter a teacher preparation program would be valuable. People have knowledge, attitudes, and beliefs that are deeply rooted in their own experiences and related knowledge, attitudes, and beliefs will influence the way they experience, perceive and interpret events.

Educational psychologists have found that novices bring preconceptions to every learning situation, and that these previous beliefs serve as filters and building blocks of new knowledge. In the case of students in teacher education programs their naïve conceptions and misunderstandings acquired through earlier experiences play an important role in the acquisition of new knowledge.

Education student’s knowledge, attitude and beliefs about teaching are formulated prior to entering a teacher preparation program. These conceptions are formed by experiences as elementary and secondary school students, the influence of stereotyped examples shown in mass...
media and possibly by their own teaching related experiences. These conceptions often have narrow perspectives. According to Grossman (1991):

"the beliefs obtained in elementary and secondary school years have at least three limitations. Firstly, students only have access to teachers’ actions, not their thought processes. Students “are not privy to the teacher’s private intentions and personal reflections on classroom events. Students rarely participate in selecting goals making preparations, or post mortem analysis. Thus they are not pressed to place the teacher’s actions in a pedagogically oriented framework” (p.349).

The second limitation is the diversity of past classroom experiences. This limitation is that recollections of the same general activity may produce distinctly different understanding of what the activity concerns, because students have watched different performances.

The third is the tendency of prospective teachers to use themselves as implicit models for the students they will encounter, as explained by Grossman (1991) in the following passage:

"Prospective teachers recall their own academic interests and abilities to inform their judgment of interest level or difficulty of academic tasks they plan to assign to students. In using themselves as models, teachers often express surprise when their students complain over the difficulty of a task they remember as being relatively easy." (pp.349-350).

Regarding the stereotyped examples of teachers in mass media, they are usually either overstated or understated. Teaching related experiences are limited in most cases, lacking the variety of the regular duties a teacher
The implicit preconceptions are usually quite stable and often show a remarkable resistance against attempts to change them. One of the important conceptions education students have is the idea about competent teaching that they have witnessed as elementary and secondary school students (Housego, 1990b; Lortie, 1975; Weinstein, 1988). Some prospective teachers believe teaching is a matter of telling (Barnes, 1989). Many student-teachers are confident that they will be good teachers themselves after they complete a teacher preparation program and have had enough practice in teaching (Housego, 1992).

Another conception is that teaching continues to be viewed as an attractive occupation among a growing number of students who enter teacher education programs for various reasons. Furthermore, “field experiences are rarely designed to challenge prospective teachers’ underlying beliefs about teaching and learning” (MacDiarmid, 1990, p.12).

2.2.20. Teacher's Preparation

2.2.20.1. Effect of courses

The task of teacher education programs is to provide initial preparation that develops prospective teachers’ inclination and capacity to engage in the sort of intellectual dialogue and principled action required for effective teaching. In an attempt to fulfill this task, typical teacher educators provide students with coursework that has an array of surface knowledge. There are a variety of view about these courses.

According to students surveyed by McDarmott, Rothenberg, and Gormley, (1991), general educators and introductory education courses had the least impact on learning to become teachers. These same studies valued methods courses, thinking that they were as important as practical. Research elsewhere has also reached conclusion that foundation courses were considered not very useful by students (Castle, and Dworet, 1987). Zeichner and Gore (1990) found that student-teachers’ ideas and beliefs
about teaching showed few signs of change during their coursework. While little change did occur, it usually happened when or after students took methods courses discovered that student teachers’ changes in concepts of teacher planning was clearly connected to concepts dealt within a method course.

What methods course instructors said in class changed student-teachers’ personal values and ideas, and influenced their practice (Al Mutawa, 1997). Student teachers do use the strategies emphasized in university coursework. Hodges (1982) reported that student teachers began practically with views consonant with those used in methods courses and had a desire to implement some of the goals discussed in methods courses. In changing students teachers’ ideas and beliefs about teaching, the relevance of methods courses is very important (Bloodworth, 1990). Evidence suggests that teacher educators have made great efforts to make methods courses more practical. There is a popular presumption that knowledge bases “exist and that every faculty ought to attend carefully to the knowledge bases that underlie its teacher Education program” (Tom and Valli, 1990, p. 389).

Teacher preparation programs adhere to various philosophical and pedagogical positions, but the main aim of coursework in a teacher education program has usually been to provide student teachers with a knowledge base considered necessary for them to function effectively in a professional way when they begin teaching in elementary and secondary schools. In this tradition, students have spent a large amount of time in classrooms acquiring conceptions of standard classroom practices and solutions to teaching problems. Often university instructors and students in teacher education programs have different views about the relevance and practicability of the knowledge introduced in the course. School teachers also tend to disagree with university instructors, feeling that a
misappropriate amount of time has been given to theoretical studies with practical concerns relegated to a minor place (Fulton, 1983). University instructors tend to stress the necessary breadth of knowledge that students are supposed to need for their later practice. Students in contrast, often tend to stress the practicability of the knowledge they think they will have to master when they start their career in elementary and secondary schools (Feinman & Nemsar, 1985). They think coursework in education classes should cover more of the practical aspects of teaching. From the students’ perspective, having a knowledge base for teaching involves not only theoretical knowledge but also insight into how this knowledge is properly related to practice (Tom & Valli, 1990). They are anxious to learn the “how-to-do” specifics of teaching (Hodges, 1982). Some student-teachers have stated that there is no point in attending classes that did not speak directly to what to do as teachers. There is not much empirical evidence about the effect that teacher training coursework has on pre-service student teacher (Grossman, 1991; Zeichner & Gore, 1990). Because of their relative brevity and inherent discontinuities, teacher education programs seldom serve as strong interventions in the professional growth of teachers (Grossman, 1991).

The conclusions on the effect of courses suggest that student—teachers’ personal values and beliefs show few signs of change during their professional education (Zeichner, 1987). Evidence also exists that student-teachers …tend to believe that they were not taught essential knowledge, such as how to manage a classroom, regardless of whether or not they were exposed to such knowledge. The explanation offered for this phenomena is that, as students, prospective teachers do not see the relevance of much that they are taught. Without immediate need for the knowledge, they do not attend to it closely (McDiarmid, 1990).
Some university supervisors felt that student teachers were reluctant to plan and use innovative and creative instruction despite their recent coursework featuring the latest knowledge, methods and materials. On the other hand, some students expressed distress with the lack of consistency between what they had been taught in their methods courses and what they saw being done in their classrooms.

Wideen and Holborn (1986) concluded that:

“campus courses are not held in high esteem by students, teachers, or principals. The most favorably viewed component of teacher education is the practicum... Teachers report that the teacher training component occurring on campus had little impact on teaching” (p.574).

2.2.20.2. Effective Student -Teacher Practice (Practicum)

“During field experiences, student -teachers tended to conform to the practices of their cooperating teachers” (Griffen, 1983). In critically reviewing research papers on teacher education, most of researchers as Al Mutawa (1997) concluded that “...the practicum, particularly if extended in length, has a strong socializing influence on students” and that “the socializing effects of the practicum cancel out the effects of campus input” Wideen & Holborn,(1986, p.574). “When this is coupled with the finding that students entered teaching because they enjoyed their own experience in classrooms, the tendency to retain the status quo in teaching is very strong” (Wideen &Holborne,1986, p574).

By warning students about the reality of the classroom, university instructors may be adding to student teachers’ perceptions that their roles imply imitation. In addition, due to the prospective teachers’ own familiarity with the classroom as elementary and secondary school students, the experience Lortie (1975) calls the “apprenticeship of observation,” it is difficult for them to consider alternative visions of
teaching and learning (Feiman–Nemser and Shulman, 1985). In his analysis of self-efficacy, Bandura (1981) argued that competence in dealing with one’s environment is not a fixed act…rather, it involves a generative capability in which component cognitive, social, and motor skills are organized into integrated courses of action in accordance with certain rules. Performance of a skill requires continuous improvisation and adjustment to ever-changing circumstances. The initiation and regulation of transaction with the environment are party governed by judgment of operative capabilities. Self-efficacy is concerned with judgment about how well one can organize and execute courses of action required to deal with prospective situations that contain many ambiguous, unpredictable, and often stressful elements (pp. 200-201).

Bandura (1986) further explained that the judgment of one’s ability to accomplish a certain level of performance may derive from four sources: enactive sources (one’s own performance accomplishments), vicarious sources (observing successful models provided by others), precursory sources (other people’s verbal persuasion), and emotive sources (emotional or psychological arousal).

According to Bandura, the inactive sources are the most important sources in raising or lowering efficacy appraisals. Student teachers’ feelings of preparedness to teach may also be considered a kind of self-judgment. In preparing student-teachers for teaching, the use of field experiences during the courses in pedagogical methods is prevalent throughout the teacher education. Widdean and Holborn (1986) mentioned that:

“All education programs include some of practicum, ranging from two 3-week experiences during a professional year” to one and a half semesters (p. 562).
Researchers in this area also report findings that corroborate the continued importance of the practicum AlMutawa, (1997); Castle, 1991). Because enactive sources are the main sources of feelings of preparedness, it seems appropriate to make sure that education students have successful and sufficient field experiences (Housego, 1990b).

In each of her four studies of student teachers’ feelings of preparedness to teach, Housego (1990a, 1990b, 1992a, 1992b) discussed practicum as a salient element in the development of these feelings. She noticed that there were greater increases in feelings of preparedness to teach in classroom management than in other aspects because the participants ‘teacher preparation program’s field experiences emphasized “survival” (Housego, 1990a). She wondered how these feelings might change with more classroom experiences. Applying Bandura’s theory to pre-service teacher education, Housego pointed out that the field experience components provided important enactive input (information gathered from one’s own performance accomplishments).

Accordingly, Housego suggested that an extended practicum “in which student teachers could know pupils better and become more independent and established in the classroom” (p. 54) would be beneficial.

Housego (1990b) observed that questions as to the appropriate type of teaching assignment, the duration of the assignment, the sensitive supervision of field experience, and the compatibility of student teachers and their supervisors must be addressed. She suggested that a coordinated approach may be sought to provide feedback in the form of three-way supervisory conferences (cooperating teacher, faculty advisor, and student – teacher). When the practicum was extended, Housego (1992a, 1992b) noted that it was a positive experience for most students.

2.2.17.3. Problems of Student -Teachers’ Practice ‘Practicum’
Student teachers, co-operating teachers and university instructors agree on the worth of experiences of practical (Castle, 1991), it seems that roles
and responsibilities of the three groups are often not clearly explained and there is a lack of mutual understanding. There are concerns that the Cooperating teacher’s “role as supervisor tends to be poorly defined, and they are left to operate without it being clearly established just what criteria are ultimately most effective for use by them in helping, guiding and evaluating a student’s development” (Castle, 1991, p1). Wideen and Helborn (1986) point out that:

“roles, particularly those of the cooperating teacher, are confused. It appears that amid such confusion, teachers tend to play a supporting role for students while faculty supervisors take a more critical position” (p574).

“While differences in perception can be positive in many cases, it is unlikely that different views held by teachers and the university supervisors work to the best interest of students” (Wideen and Holborn, 1986). When university supervisors’ expectations for the student teachers were different from those of the cooperating teachers, tension could arise. The three parties had different opinions concerning the problems regarding Field experiences. The university supervisor and the student teacher viewed the cooperating teacher’s lack of modeling and expertise as a serious problem, and the cooperating teacher saw insufficient help from the university supervisor as a problem (Wideen and Holborn, 1986). Yet they agreed on one thing: Lack of communication is a conspicuous and recurring theme. Research suggests that planned, purposeful discussions with each other about roles, responsibilities and expectations might alleviate frustrations and confusions among the parties involved. “Training in clinical supervision for supervising teachers is received positively, possibly because it tends to clarify their role” (Wideen and Holborn, 1986, p574).

The practicum may be somewhat frustrating for student teachers in the beginning because “there was a wide gap between idealistic teaching

Research suggests that field experiences in classrooms tended to contribute to students’ development of practical teaching perspectives (Zeichner, 1981-82). Most student teachers do value their practicum experiences, considering them among the greatest contributors to an understanding of how to teach (Gormley et al., 1991). The practicum component of a teacher education program is often considered the best indicator of future success as a teacher. Teachers also rated student-teaching experience highly as the single most beneficial segment of their teacher education program. Different national and regional conferences recommended extending the practicum. The trend seems to be toward extending the practicum, providing student teachers with more field experiences (Bloodsworth, 1994, and Housego, 1992a; McDermott, 1991). There is strong support for the idea of increasing the amount of field experiences in teacher education among graduate students, faculties, student teachers, and practicing teachers (Wanddeen and Holborn, 1986). Covert and Clifton (1983) stated that:

“Faculties of education have been under great pressure to extend the length of the practicum and incorporate many of the features found in other professional internship” (p.298).

Although there are different opinions that raise doubts about the accuracy of the claim “that by extending the student teaching practicum, attitudes towards professionalism and teaching as a career would show gains similar to those experienced in technical competency” (Covert and Clifton, p.305).

The conclusions from a study done by McDermott, Rothenberg and Golrmley (1991) indicate that after the completion of required professional coursework, Pre-service teachers grow in confidence as a
result of student teaching. Calderhead (1987) found that pre-service teachers’ self- perceived roles in the classrooms changed during their practicum, while Jones (1994) discovered that during student teaching the pre-service teachers’ pedagogical knowledge underwent radical reconstruction, involving a reorganization of prior knowledge, theories, and beliefs. The student teaching experience heavily influences a student’s decision as whether to enter the teaching profession or not. While student teachers and experienced teachers regard student teaching as the most valuable aspect of pre-service preparation (Emmer, Evertson, 1994), “it is also widely regarded as a problem, an on-the-job experience that promotes isolation, practical expediency, and dependence on conventional wisdom”.

Among issues raised about the practicum experience, the question “about the tendency of many student teachers to passively conform to practices of their cooperating teachers” stands out (MacKinnon, 1989, p.2). Previous research suggests that there is a pressure on student teachers to conform to existing policies and practices in school settings (Housego, 1987). Student teachers mentioned that school pressures were the first factor that made them use conventional teaching methods (Housego, 1987). Cooperating teachers view the role of student teachers as imitative, not exploratory, believing that student teachers are placed in their classrooms to learn from their experiences, sometimes unintentionally limiting student teachers’ roles by using supervisors practices which encourages imitation rather than exploration. Student teachers were often involved in a narrow range of classroom activities over which they had little control (Tabachnick et al., 1979). Their interactions with children were brief and usually related to the task at hand (Tabachnick et al., 1979). Their teaching was routine and mechanical and was equal to moving pupils through predetermined lessons in a given period of time (Tabachnick et al., 1979).
Student teachers often assumed a passive role in their interactions with cooperating teachers and student teaching tended to be a task of pleasing the cooperating teachers to receive a favorable evaluation (Tabachnick et al., 1979). The question, “How would the cooperating teacher evaluate me?” is not uncommon (Mackinnon, 1989). Among the students in Mackinnon’s (1989) research, the most frequently mentioned reason for conforming to established practice was that all of them were being evaluated by their cooperating teachers. Thus, their practicum “would be the make or break component of their four-year B.Ed. program” (Mackinnon, 1989).

For students who have different ideas about conducting lessons from their cooperating teachers, there is the question of how much flexibility would the cooperating teacher allow the student teacher in planning the lesson (Mackinnon, 1989).

Mackinnon (1989) also found that students’

“Conformity was not a matter of passive acceptance of the status quo but was rather a response to their interpretations of the constraints of being a student teacher” (p.2).

In Mackinnon’s (1989) study, all the student teachers, some more than others, were critical of the pedagogy they saw practiced in their classroom. Most have liked to try out some of the approaches advocated in the early childhood classes they took at university, and they claimed that if they were in their own classroom, things would be different. But they were not in their own classroom, and they did not try out many new ideas. (p.10). As “guests”, “they saw themselves as being obedient to their cooperating teachers”, “holding back in check all the impulses and beliefs which might clash with what they defined as the existing norms of their situations” (Mackinnon, 1989), p.11).
They felt they were expected to be teachers and students at the same time: teachers to the children, but students to the cooperating teacher (Mackinnon, 1989). For these student teachers, “conformity was ….a fact of life” Mackinnon, 1989, p.14). They “viewed the practicum as an artificial teaching experience in some ways” (Mackinnon, 1989, p.14).

Mackinnon (1989) pointed out, “student teaching simply did not provide the opportunity for these prospective teachers to try out many of the ideas and skills they had learnt at the university” (p.14). The significance of the practicum to the teaching careers of Mackinnon’s (1989) informants almost “precluded any attempts to do anything other than what the cooperating teacher specified”(p.15).

Hodges (1982) discovered that even student teachers who do not have cooperating teacher often act in ways that do not correspond with views they maintained immediately after taking methods courses. Hodges (1982) discovered that student teachers had the fear of being unsure of “how to teach”. Hodges (1982) mentioned that :“They knew what to teach and even were familiar with some diagnostic tools, but they did not know what to do with the information they had” (p.29). In Wood’s(1990) words, “they learn from the job—that is ,they learn to function in the system as it is by adapting to it rather than change it to suit them”(p.31).

Copeland (1977) suggests that the major influence on a student teacher’s acquisition of s kills is the environment of the school, where pupils, curriculum, community, and other school-related factors affect a student teacher’s performance. The research in this area does not present the school as a positive influence on student teachers’ development (Guyton and McIntyre ,1990). Often the role of cooperating teachers as teacher educators and supervisors and the socializing pressures of the school are negative influences (Grimmett&Ratzlaff,1986). The environment of the school classroom cannot always be viewed as a positive means of
promoting a program’s orientation (Guyton & McIntyre, 1990). Richardson –Koehler (1988) concludes the student teachers, within two weeks, discounted the influences of their course instructor, attributing the majority of their practices to the cooperating teacher. In a study about research on student teaching, Watts, (1987) maintains that to a large extent the quality of student teaching programs depends on specific school sites, which are not designed to prepare student teachers and are beyond the control of university. To make the student teaching experience an educative one, Mackinnon (1989) suggested that “every effort should be made to place student teachers in situations where they will be encouraged to experiment with new techniques and to explore different ways of approaching problems which arise in class” (pp. 16-17) and that “the student teaching experience should be as much a part of university – based, university – controlled teacher education as taking a course in early childhood” (p. 18). He also suggested that student teachers need a sound foundation in curricular and pedagogical theory and that they be encouraged and assisted to carefully analyze the assumptions which underlie classroom actions and to consider alternative instructional approaches.

According to Mackinnon (1989), these might “go a long way toward ensuring that conforming actions as student teachers do not follow them into their own classroom” (p. 17). Wideen and Holborn (1986) argue that “a longer period of student teaching combined with specific program characteristics is apparently needed for significant change” in student teachers’ self-concept, motivation for teaching, professional attitudes, and anxiety (p. 567).

A study by AL-Mekhlafi, (2007) concludes that pre-service programs need to focus on discipline in schools, and suggests that teacher education programs that provide instruction in discipline can help reduce the stress felt by student teachers. Teachers regard pupil discipline as one of the
most serious problems in today’s schools. Jones (1986) concluded that student misbehavior creates frustration for teachers “Little learning takes place in the classroom where the teacher spends more time correcting misbehavior than teaching” (Ried, 1997, p.60). Ried, (1997) recommend that “teacher education programs give more emphasis to and preparation for classroom management and discipline to pre-service teachers” (p.63).

- Many of these new teachers have not been adequately prepared for classroom teaching. They learn "methodology in Isolation from the classroom context, students' perceptions, and the cultural and distinctive learning styles of their potential students." That is, aspects of error correction and classroom management pedagogy are often ignored in methods classes; some new teachers even feel that making lesson plans is beneath them and setting course objectives is too restrictive.

- While these graduates may have a solid foundation, for example, in theories of grammar. They have" an astounding lack of 1rammatical competence. That is, they are unprepared to teach grammar, pedagogical grammar, to ESL/EFL students.

- Many new ESL/EFL teachers are not ready to be employees in educational systems. They are often unwilling to accept curricula, textbooks, and Supervision. Instead, they believe that more traditional approaches are invalid "folk notions about language learning." The results can be a teacher who is not considered a “colleague, " a "team player. "Reid, (1997).

2.2. 17.4. Effective Teacher Training and Preparation Programs

What are the competencies that characterize an effective STTP? In answering this question, the expectations Reid (1997) has for beginning teachers before they enter the first year of teaching might be utilized:

1. Knowledge of the subject matter they will teach;
2. The disposition to find out about their students and school, and the ethnographic and analytic skills to do so;
3. Knowledge of strategies, techniques, and tools for creating and sustaining a learning community, and the skills and abilities to employ these strategies, techniques, and tools;
4. Knowledge of pedagogy appropriate for the content area they will teach; and
5. The disposition to reflect on their own actions and students’ responses in order to improve their teaching, and the strategies and tools for doing so.(p.26).

In addition to knowledge and skills, “teachers need certain personality characteristics to execute teaching tasks in a competent manner. Personality characteristics are those interests, temperaments, personality traits, and moral and ethical standards that suggest what that teacher is likely to do rather than how well he or she can do at peak performance” (Reid, 1997, p.5). The character traits Reid (1997) synthesizes include enthusiasm, warmth, supportiveness of students, sensitivity, interest in people, flexibility, self-confidence, honesty, intellectual freedom, equity, tolerance, due process, respect, trust, and care. Although indications are that many student teachers are not able to meet the expectations mentioned above (Reid, 1997), at least teacher educators can make appropriate efforts to work towards this aim. In developing a better teacher preparation program, one crucial aspect is to find the most harmonious mix between university input and the field experience.

One problem of many teacher education programs is that student teacher graduate with their previous ideas about teaching basically unchanged (McDiarmid, 1990). In an effort to challenge student teachers’ beliefs, MacDiarmid (1990) designed a field experience as the core of a “Exploring Teaching” course. The goal was to force students to identify their assumptions. However, he was skeptical about the effects of the
course, because “the strength of each individual belief about teaching learning, learners, subject matter knowledge, and context is formidable” (p. 18). Basically, their initial beliefs about teaching are rarely challenged, either in coursework or in practicum.

Most prospective teachers complete their teacher education programs without having examined the bases for their most fundamental beliefs about the teacher’s role, pedagogy, diverse learners, learning, subject matter, and the role of context. Teacher education students rarely become aware of assumptions on which they operate. Instead, they either reconfigure ideas and information they encounter to fit with their initial beliefs or they simply reject or ignore what does not fit (MacDiarmid, 1990, p. 13).

To foster innovative practices in teaching among student teachers, some of their preconceptions about competent teaching should be changed. One way of changing students’ previous beliefs is to “overcorrect” for typical practice learned from personal experience (Grossman, 1991). Students tend to listen only to the evidence which supports their previous ideas and to ignore contradicting evidence, when both are offered (Grossman, 1991). Overcorrection can deal with the tendency of people to use a mixture of supporting and contradicting evidence to confirm their previous ideas and assumptions. Overcorrecting, or ......., going to extremes in teacher education may ensure that when beginning teachers drift back towards the models they have almost inevitably will....they will still retain elements of the approaches or beliefs advocated by teacher educators (Grossman, 1991).

In reviewing the literature, several concepts and issues concerning teacher education concluding that The few studies comparing consecutive and concurrent programs advocate the advantages of a concurrent program, and claim it to be the only adequate program to train teachers (Al Adgham, 2003). Many scholars maintain that preconceptions student
teacher have are stable and rarely confronted in teacher preparation programs. Research suggests that educational courses only have a week effect on students’ knowledge, skills, and dispositions (Zeichner & Gore, 1990). Teacher educators believe that the practicum is important in developing student teachers’ skills (Castle, 1991; AlMutawaa, 1979), but they also notice the problems arising in field experiences. Foreign language teacher education has become a topical issue. The need for qualified personnel has never been greater in meeting this need has prompted educators to reflect on the nature of the competencies (FL) teachers ought to possess and the effective ways of developing them. In the mid–seventies a competence-based teacher education program was initiated to replace the conventional teaching practice program which was solely based on students' observation and practice teaching. The new program has the advantage of relying on a number of specific competencies suitable for group or individual teacher preparation in which students' performance is considered the major criterion for success. Universities are now paying increasing attention to the quality of teaching. The (FL) teacher education programs are aimed at assisting student teachers acquire and practice a number of teaching competencies required for their future teaching career.

Faculties of Education offer a number of professional courses relating to curriculum, educational psychology and methods of (TEFL) teaching. The practicum or teaching practice is the central component, since the student teacher has a chance to apply knowledge and skills gained during the theoretical study through the process of teaching a class of the learners and receiving feedback (Murdock: 1994 253-265.). Before the practicum the student–teachers could not judge whether their command of (TEFL) would be adequate enough to sustain instruction in (FL) class. Teaching practice plays a crucial role in this respect, situation that is where they will learn if they can survive in a classroom and function as
(TEFL) teachers (Mellgren and Lange. 1988 : 121-129) . Hence, (FL) teachers are faced with the task of making language learning a vivid experience by allowing learners to develop a wide range of competencies. Relatively , according to expected outcome of the programs' curriculum for example ,learners are not only expected to reach a certain level of communicative competence in foreign language, but also to be able to organize their learning processes with increasing autonomy while, at the same time ,are encouraged to use the foreign language both to establish and to intensify social interaction .To provide their learners with such a multi –faceted learning environment , teachers have to try on variety of competencies on their part. Apart from foreign language proficiency, student teachers depend on a rich inventory of professional knowledge in linguistics, literary studies, psychology, pedagogy, sociology, and philosophy. Further requisite requirements include the ability and the eagerness to cooperate with pupils, parents and colleagues. The ability to advance these competencies continuously by reflecting on their teaching experience against the background of their theoretical knowledge must be considered especially important. Yet, teaching for language proficiency has recently assumed critical importance in the (FL) student teacher preparation and training programs, with this orientation has become a central part of the responsibilities of the teacher education program (Murdoch,1994: 253 -265) Therefore, teacher education in particular should actively be engaged in research geared toward providing a wealth of knowledge contributing to the development of globally competent teachers.

This study managed to investigate the effectiveness of the student teacher Preparation programs through measuring the perception of preparedness to perform certain competences necessary for their success in the career.
In sum there are two broad views on what makes a language teacher effective. One focuses on teachers’ language and methodological knowledge/skills, the other on teachers' personality. Yet, by integrating both ways a new framework presented which:
1. reconciles these views, giving equal weight to all elements
2. Proposes a way to visualize their interrelations
3. Takes into account research findings indicating that teachers' practices are mostly influenced by their interpretation of methodologies.

Villeges-Reimers and Reimers (2000) suggest that there should be a balance between: a) subject knowledge and pedagogical skills; and b) practical and theoretical elements. Pre-service programs worldwide provide student teachers with subject knowledge and basic knowledge for teaching, which has to be kept in mind as a guideline for the field. Although subject knowledge has a strong impact on student achievement, teachers must still have sufficient pedagogical skills especially related to the content. Secondly, teacher education must include a practical element. Pre-service education always has been criticized for being overly theoretical, and not giving teachers enough chance to practice their teaching. The practical part of pre-service training is always viewed as the most powerful influence in the pre-service training or initial teacher education, especially, through contact and involvement with practicing teachers and practical knowledge of teaching. This view is supported by Caires and Almedia (2005) who emphasize that pre-service teaching practice could be a crucial experience directly and significantly affecting teachers ‘personal and professional development in terms of consolidating new skills and knowledge, developing interpersonal skills and interaction with a new set of situations. Ur (1992) points out that:

“A teacher education program should only be neither theoretical (received knowledge) nor (experiential knowledge) and the components of a teacher education
program reflect the harmony of both knowledge and application.” (p. 92)

2. 2. 18 SUBJECT-SPECIFIC PEDAGOGY - THE ART OF FL TEACHING

Knowing how to teach your subject involves much more than simply knowing how to do particular things in classroom. For Freeman the ability to teach your subject matter involves a cognitive dimension that links thought with activity, centering on the context-embedded, interpretive process of knowing what to do under particular circumstances (cited in Jimenez-Raya, 2001:32). For the context of this study, I use the term subject-specific pedagogy rather than Shulman’s definition of Pedagogical Content Knowledge to refer to this ability or pedagogical skills that are developed over time rather than acquired as knowledge during formal education. In this sense, subject-specific pedagogy refers to the skills teachers develop and use to communicate knowledge to others, to make it easier for students to understand the content they are learning. According to Peck (1999), “these are classroom language-teaching skills which, can only be practiced with one specific group or class at a time; they have to be prepared for out of the sum total of knowledge a teacher has gained, but they are particular as opposed to being general (as in the case of didactics), because they must be refined, and tuned anew every time the teacher encounters a different group of students with different needs, aptitudes and abilities” (p. 111).

This ability relates to a teacher’s development of certain specialized skills (e.g. Noticing, interpreting behaviors), which seem to be what Malderez and Wedell (2007) refer to as Knowing to (KT). They argue that this ability or skill (I will avoid using the term ‘knowledge’ for the same reason mentioned above) brings both of the other types of knowledge together (KA & KH) and is therefore the most important of the three.
However, these are not skills to be taught but ones that gradually develop as a result of personal teaching experiences and a sufficient amount of effort and time invested in real teaching and in this sense, they are considered non-prescriptive (Jimenez-Raya, 2001:31). It is therefore evident that such skills cannot be acquired by a FL teacher at a pre-service stage, as I also argued earlier in this section; however, teachers can be helped to draw on their Knowing About & Knowing How as a way of engaging in the development of their Knowing To or subject-specific pedagogy, which should be seen as a lifelong process. Such a view implies that effective teaching cannot be a goal to be reached on completion of a pre-service teacher education program. The aim of such a program should be to educate student-teachers to use reason soundly and to be capable of skilful performance. Fenstermacher (cited in Jimenez-Raya, 2001:32) argues that sound reasoning requires a process of thinking about what one is doing and an appropriate knowledge base that should provide the grounds for choices and actions. These two aspects will be further discussed in the next section.

Following the previous discussion with regard to what primary EFL teachers need to know and be able to do, in the following section, I refer to different approaches to the process of developing this knowledge base in future teachers, as these are discussed in the literature.

2. 2. 19 APPROACHES TO FOREIGN LANGUAGE TEACHER EDUCATION

Although teacher education programs have been in existence for a long time foreign language teacher education is a relatively recent development. According to Day (1991), in the past, language teachers were either native speakers or had some recognized expertise in the language, usually based on their knowledge of the literature and the culture of the target language. This knowledge was indeed the only
criterion for a teacher to enter the particular profession, which implied that no further education was necessary. However, during the last two decades, there has been an explosion in the teaching and learning of foreign languages, both in the actual classroom teaching and in the education of foreign language teachers (p. 1). This has been particularly rapid in the field of primary foreign language teacher education where a growing professionalism has pushed an agenda for both pre-service and in-service teacher education to the fore, the former being the focus of recent studies.

In recent years, even though the content of FLT education has been repeatedly debated, as discussed in the previous section, the process and methodology of delivering this content to trainee teachers has been given particular attention (Williams, 1994). Freeman and Richards (1993) assert that the different views regarding approaches to the preparation of teachers, in this case language teachers, derive from the different conceptions on what teaching is, what skills it involves and what teachers must know, which, is the topic of the discussion in the following subsection.

2. 2. 19. 1. Goals of Language Teacher Education programs

Teacher education programs set different goals they ultimately aim to achieve and these direct the focus of their content and structure. Freeman & Richards (1993) assert that there cannot be universal consensus on what ‘good’ teaching is as this can be conceived in different ways depending on how the nature of the work and the role of the teacher are framed in different contexts (p. 194). It is clear that one of the most crucial issues in language teacher education is the conception of teaching adhered to and the view of the teacher which necessarily derives from this conception. This conception determines the goal to be achieved as a result of the programs, which in turn, will manifest itself in a model of teaching.
It is, therefore, important to briefly summarize some possible goals of LTE programs and the various conceptions of teaching which underpin them, as these are discussed in the literature. One goal is likely to be the production of ‘good’ teachers which emphasizes turning the individual into a teacher; in other words, producing self-confident teachers who are able to survive in the classroom (Malderez & Wedell, 2007). A program informed by such a goal should therefore help the teacher to develop some ‘treachery qualities’, which will be accepted and valued in a given context. This entails programs using a *micro* (Richards & Nunan, 1990) or *competency-based* approach which focuses on providing student teachers with discrete and measurable skills for TEFL such as what to teach (content) and how to teach it (methods). Williams (1994:217) refers to these as “the tools of the trade”.

Malderez & Wedell (2007) refer to a second goal of language teacher education programs, which focuses on producing/developing ‘good’ teaching and stresses the importance of the activity and how it is carried out rather than of the individual. However, sharing this goal does not necessarily mean adopting the same approach to teacher education since the activity of teaching may also be understood differently. Some people see it as a *craft*, in the sense that learning means replicating the behaviors of experienced others, or as a *science*, in the sense that learning means access to the latest scholarly thinking and research. The above conceptions imply that teaching is a closed skill and support the view that there is only one best way of doing something, ignoring the complexity and the influence of the context within which this activity takes place.

Freeman (1989:42) posits that the focus here is on prescribed, specific, short-term measurable goals for the novice teacher that can be mastered in a set amount of time” through specific courses of action”. Even though
Malderez and Wedell (2007) view the development of technical teachers as a separate goal, I see it as being the outcome of the craft or science conceptions of teaching. A techniciation is somebody who is trained to display certain sets of behaviors in order to achieve the expected outcomes; such behaviors, however, may be modeled to them as a craft or as a science passed on to them from expertise which derives from specialist research. Nevertheless, regardless of the sources which guide such behaviors, they do not account for the individual teacher’s thinking, and professional contexts and programs informed by such conceptions expect the teacher to exhibit prescribed strategies.

A third goal identified by Malderez & Wedell (2007), is to produce professional teachers, who can autonomously make practical decisions on a variety of unpredictable issues while making use of relevant knowledge and skills, and who are capable of carrying out individual research and introducing innovation. While this seems to be the ideal goal to be set by a language teacher education programs, it sounds rather broad and theoretical as it mainly focuses on the qualities expected of the professional teacher but little attention is paid to how these may be acquired.

Undoubtedly, seeing the value of professional journals, participating in professional debates, developing flexible, informed decision-making skills all contribute to the construction of a teacher’s professional knowledge but how does the teacher come to develop these skills? This is where the notion of reflective practitioner comes in to complement the aforementioned goal. Here the focus is on the teacher learning process, especially in terms of self-evaluation and reflection. This goal demands a macro (Richards & Nunan, 1990) or holistic approach which concentrates on developing student teachers’ individual, internal, long-term needs and assumes that teachers will need to think for themselves.
and respond to teaching dilemmas and societal changes that cannot be anticipated. Instead of knowledge and skills, this goal aims at developing a trainee’s ‘attitude’ and ‘awareness’, which contrary to the traditional knowledge-transmission model of teacher education, aims at bringing about long lasting change and development (Freeman cited in Bailey, 2006:37). This will subsequently enable her to become what Williams (1994) to as a thinking professional who will autonomously engage in any professional action mentioned above.

In light of the above discussion, it seems that the various conceptions of teaching refers which underpin particular goals of language teacher education programs imply different assumptions about the role of the teacher, and the education of the teachers. These differences in philosophical conceptions are reflected in terminological differences (Richards & Crookes, cited in Raya, 2001:30).

Accordingly, programs are described in terms of teacher training or teacher education, depending on the outcomes they aim to achieve. Based on this premise, it is clear that the first two goals reflect the notion of training while the last two are more likely to be the outcome of education. Nevertheless, Williams (1989a), argues that the relationship between the above, seemingly contradictory terms, can be a collaborative one and as such they should be seen as points on a continuum rather than different goals to be achieved. in the next sub-section, I will review the different models of Language Teacher Education and discuss how these relate to the above goals.

2. 2. 20. Models of Language Teacher Education

The researcher will use Day’s term ‘model’ (or approach) to characterize the overall way in which a teacher education programs presents or delivers knowledge to its learners. To avoid any confusion, the term ‘learners’, is used synonymously with the terms ‘trainees’ and ‘student
teachers’. Various models of Language Teacher Education have been suggested in the literature, deriving from the different views on teacher learning as well as the goals set by the programs preparing these teachers. These models or approaches are distinguished into two major categories: *Teacher-centered* and *learner-centered*.

However, in the context of Teacher Education, the term ‘teacher’ refers to the trainer and the term ‘learner’ to the trainee; thus, for the sake of this study, I will use the terms: Trainer-centered and trainee-centered approaches. I use the term *Trainer-centered* to refer to approaches to teacher education which involve the application of public theory to teaching. These, as Williams (2002) argues, adopt a “transmission view of learning” where theory is perceived as a body of external knowledge which informs practice and which is transmitted from the expert to the novice (p.22). Within this context, I discuss two approaches: the *craft/apprenticeship* and the *applied-science approach*.

2.2. 20.1. The *craft/apprenticeship model*

This model is the oldest form of professional education and is still used today, albeit limitedly. This view of teacher education assumes that there are mystical or intangible skills that only the master can teach (Richards, 1998) through the process of showing or modeling, slowly inducting trainees into the skills of the craft. It is used in situations that are less likely to be researched and is based on the concept of apprenticeship with the apprentice (student teacher) learning from the craftsman (teacher educator) by observing and imitating her behaviors, which represent the proper ways to teach. This means that through the processes of demonstration, simulation and role play, experts aim at enabling trainees to master new techniques with the hope that they will transfer them into their classrooms and eventually incorporate them into their repertoire of teaching strategies. Knowledge is therefore acquired as a result of observation, instruction and practice.
Shimahara (1998) asserts that the craft model allows the trainee to develop pedagogical content knowledge and general pedagogical knowledge, since her primary responsibilities are in the classroom. He claims that both types of knowledge stem from professionally unique classroom-based practices and as such, they have a great deal to offer the trainee. However, it is doubtful if the mere development of these two kinds of knowledge will ultimately result in effective teaching as these are differentiated from substantive subject-matter knowledge. Shulman (1987) refers to PCK as the blending of content and pedagogy, which means that lack of knowledge of the subject-matter itself will simply lead the learner to develop pedagogical knowledge distanced from content. Practice gives trainees opportunities to acquire first-hand experiences of the teaching profession, thus enabling them to develop what Waters (2005) refers to as experiential knowledge; although its significance cannot be denied (Verloop et al., 2001), this represents an incomplete view of the teacher’s professional knowledge, as it needs to be combined with propositional knowledge to make important contributions to the development of teacher learning as discussed in section 2.5.1. Apart from this, the craft approach has been criticized as being a static approach to a dynamic profession; Grenfell (1998) argues that practice can remain static without ideals to work towards and he quotes the words of Waller that ‘practice is naturally conservative, theory naturally progressive’ (p.11). Criticisms regarding the limited learning outcomes resulting from practice led to the adoption of the applied science model.

2.2. The applied science or theory to practice model
This approach to EFL teacher education assumes scientific enquiry is the basis of all knowledge (Wallace, 1991:9). This has also been termed as the rationalist learn the—theory-and-then-apply-it model (Ur, 1992) or the rationalist model (Day, 1991). Knowledge is constructed scientifically, it is objective and when applied to teacher education, it
attempts to uncover the rules of teaching and learning through systematic observation and experiment. In teacher education programs, this approach implies that “unscientific and mystical approaches” (Wallace, 1991:8) to teacher education are rejected and teaching problems are solved by the application of empirical science to the desired objectives. The aims of such programs are for teachers to understand the theoretical foundations and principles on which a particular set of practice is based, to select or design syllabi, materials, tasks and activities according to these principles, and to monitor their own teaching to check that it conforms to those theories and principles (Freeman and Richards, 1993).

In spite of its widespread usage, this model has some important shortcomings. Grenfell, 1998:8) was amongst the most influential who questioned the effectiveness and the rigor of the theories which inform the applied science; he claims that educational theory is concerned with humans, their beliefs and unpredictable actions, and as such, it cannot derive from scientific inquiry. Day (1991) asserts that among the most serious problems of this approach is leaving trainees to apply on their own the scientific knowledge they have learnt to teaching.

This has important implications for teacher educators working with this model, who seem to be more concerned with communicating content rather than attending to how prospective teachers transform that content into pedagogical practice (Schon, 1983), also faults the model for its separation of research and practice. That is, those who are practicing the profession are not the same ones who are creating and testing the theories, which results in a gap between teacher and academic research (Zeichner, 1995). While it is evident that this model is an excellent source of content which helps the learner to understand the theoretical aspects of the subject-matter, pedagogical content knowledge is hardly dealt with, merely by studying the results of pedagogic research. Day (1991) points
out that theoretical understanding of pedagogical content knowledge is only partial, as trainees are not given any opportunities to use their understanding in a real classroom so as to integrate theory and practice.

Considering all the above mentioned, it could be argued that this model also appears to be inadequate in fully preparing language teachers; in contrast to the craft model the applied science approach helps the trainee gain propositional knowledge through the process of feeding (lectures, readings) but at the same time, leaves her/him rather unprepared for the realities of the language classroom.

Grenfell (1998), attempts to make a connection between these two models discussed so far; he argues that, while they differ in their philosophy of teacher learning, they share the assumption that teaching is mainly concerned with a techniques view of classroom activity where lessons are viewed as a series of prescribed procedures which allow little or no flexibility on the part of the trainees. He posits that under the craft model the trainee risks adopting an individual trainer’s or institution’s approach to teaching which may be of very little relevance to another context. Similarly, in the applied science model, the scientific theory presented may sound plausible in an academic context, but practical experience based on such theory may bring counterproductive results.

Apart from being context-neutral, these two models seem also to ignore individual trainees’ personal and professional biographies, as referred to by which will eventually impact on the way trainees interpret the behaviors, strategies and methods ‘imposed’ on them. In Hirst’s view, what both the ‘craft model’ and ‘applied science model’ have in common, is that, in their claims to general applicability, they necessarily ignore many of the practical, context-dependent particularities of classroom teaching itself (Grenfell, 1998:9).
In examining these two approaches to determine which of the aforementioned goals they treat, it is obvious that they both aim at developing ‘good teaching’, focusing on the activity and ignoring the individual. It is evident that the positions outlined in these models most closely resemble a positivist or behaviorist view of teaching and knowing, where knowledge is viewed as external to the knower. It should be clear then, that relying exclusively on any one of them would result in a failure to deal adequately with the knowledge base expected of a professional teacher. Inadequacies of trainer-centered approaches have led to the development of the trainee-centered approaches, which are based more on internal than external views of learning.

*Trainee-centered approaches* start from the assumption that teachers, rather than methods, make a difference and that teachers are engaged in a complex process of planning, decision-making, hypothesis, testing, experimentation and reflection (Richards, 1990). Moreover, this process is often personal and situation specific; it involves teachers developing their own theories of teaching, exploring the nature of their own decision-making and classroom practices and developing strategies for critical reflection and practice. In contrast to trainer-centered approaches, here teaching is viewed within a constructivist framework, where knowledge is viewed as an interaction between the knower and the known. While behaviorism focuses on Observable behavior and how it can be shaped, cognitive psychology, the theoretical basis of constructivism, is concerned with the ways the human mind thinks and learns. Within this tradition, I now move on to discuss the reflective and integrative models.

**2. 2. 20.3. The reflective model**

Deep-rooted in the philosophy of constructivism, this model aims at enabling trainees to explore, define and clarify their own classroom practice and their personal theories of teaching and learning. In contrast
with the models already discussed, this model assumes that merely bombarding the trainee with theories or exposing her to modeled activities does not ensure an integration of the knowledge base required of the prospective language teacher. In order to accomplish this, a reflective component must be included in the learning process, which will bridge the gap between theory and practice. The notion of reflection in second/foreign language teacher education is the source of extensive discussion, not only as to what it actually means but also how it should be used. The notion of reflective practitioner emanates directly from the work of Schon (1983) who talks about the individual’s ability to reflect in and on action in order to articulate her own practice and makes the distinction between reflection-in-action and reflection-on-action. The former is defined by Schon as the ability of professionals to ‘think what they are doing while they are doing it’.

This is the kind of reflection that occurs while the problem is being addressed, in other words, it is reflection in the action-present. He asserts that the outcome of such a process is our knowing-in-action (or the development of personal theories, as I understand it), which is often left unexplained or unmentioned when teachers describe what they do but is revealed in the way teachers perform. The task of the reflective practitioner is to bring this tacit or implicit knowledge to the awareness of the teachers by reflection on action. According to Schon (1983:26), this process involves ‘thinking back on what we have done in order to discover how our knowing—in-action may have contributed to an unexpected outcome’. This means that the teacher first acts, then consciously reflects on the action and develops hypotheses which are tried out in more action.

Building on Schon’s idea of reflective practice, Kolb develops his own theory of experiential learning, which also elaborates the idea of experience and reflection. Ur (1996), however, criticizes such a process for over-emphasizing
experience and considering teachers as the sole source of knowledge with a relative neglect of external input (p.6). For her, teacher reflection should be seen as a way of ensuring the processing of any input, regardless of where it comes from, that the individual teacher can use to make sense of his/her experiences. Therefore, she believes that a fully reflective model should be enriched by external sources of input (lectures, readings and so on) as illustrated in the following diagram

**ENRICHED REFLECTION**

Vicarious Experience

Concrete Experience

Active Experimentation

Reflective observation

Abstract Conceptualization

Input from professional research, theorizing

Other people Experiments

Observation

other people
Ur, 1996:7) She posits that lack of external sources of input is akin to expecting the trainees to ‘reinvent the wheel’, by merely prolonging the ways they were taught or the ways others teach, with little opportunity to familiarize themselves with new ideas, to benefit from progress made in the field or to develop personal theories through systematic study and experiment (p. 7-8). It seems that the reflective model alone does not facilitate the formation of links between propositional knowledge (theory) and experiential knowledge (practice). Thus, what is needed is an approach or a model that is able to incorporate the strengths of all three. Day (1991) refers to such an approach as the integrative model.

2. 2. 20.4. The integrative model

In light of the above discussion regarding the three most commonly used models of language teacher education, it is obvious that the views about whether theory is more important than practice or vice versa vary considerably. Some educationists would argue that in order to be able to teach effectively, teachers must possess rich background knowledge (as in the applied science model) while others would claim that theory does not guarantee a good performance, that knowledge is acquired by doing (as in the craft model). Both arguments are valid. The key to effective teaching is definitely a balance between theory and practice. The lack of one element makes the other one meaningless.

Based on this premise, Day (1991) proposes this model, which combines aspects of the applied science and the craft model with reflective practice, as a means of integrating experiential and propositional knowledge in some systematic fashion. He stresses the importance of reflective practice, arguing that it offers the possibility of being integrative; this means that student teachers should be given opportunities to acquire propositional knowledge (theory), which provides the theoretical aspects for thinking about experiential knowledge (practice), which in turn offers
opportunities for trying out and testing propositional knowledge (further practice) (p. 6). Williams (1994) argues that if reflection is to mediate between theory and practice to help learners construct new meanings, then an attempt must be made to define what is meant by *theory*. She asserts that this term can refer to the body of knowledge that is external to the learner and can be learned or to the theory that is in the head of the learner and which informs his/her actions and practices (p.218). If we combine Day’s integrative model with William’s conception of theory, then we come up with the model outlined below:

![Figure 2.3: Proposed model of Language Teacher Education](image)

**Figure 2.3: Proposed model of Language Teacher Education**

In sum, linking theory and practice through reflective inquiry brings flexibility in instructional settings by helping practitioners examine successes and failures in a constructive environment and promote self-awareness and knowledge through personal experience. It also provides practicality because it asks practitioners to make connections between their personal theories and what really is happening in different contexts. Thus experiential learning and reflection on that experience together with propositional knowledge are the key features of this approach.
Theory in the head
Personal theories
Theory as a body of external knowledge
Public theories / propositional Knowledge
Practice
(Experiential knowledge)
Reflection
(Raising awareness)
Construction of
Personal knowledge

Within these two trainee-centered approaches, there is a shift in emphasis from that of training to that of educating. This means that there is no longer an attempt to reduce teaching to a bulk of propositional or experiential knowledge but rather to feature teaching as involving processes that try to foster the development of personal knowledge. This seems to be the case of Day’s integrative model, which clearly implies that both types of knowledge are essential but not sufficient on their own.

2. 2. 21. PREVIOUS STUDIES

The aim in this section is to review a selection of previous studies regarding of pre-service language teacher education currently offer locally and in other countries in order to identify what program characteristics are considered important.

Mohammed ( 2009) in (Evaluation of Sudanese experience in teacher training. In this study, the researcher covered the historical development of Sudanese teacher training which began by opening Bakht-Errudha Institute for training primary school teachers in 1934. Then it was followed by opening a college for junior secondary school teacher training in 1949, and in 196, the ministry of education and the UNSECO signed an agreement to establish a higher institute for training secondary school teachers. This HTTI was affiliated to Khartoum University as
College of Education in 1974 to give graduates B.Ed in Arts and Sciences. Since 1994 the colleges of education became responsible for the training of the elementary school teachers.

In his study, Mohammed (2009) found that most colleges of education did not have specific mission or vision. They had very ambitious unfulfilled goals. These colleges lacked complete effective administrative System in addition, most of the staff remembers lacked the suitable qualifications and experience to help qualify teachers. Mohammed was not happy with the criteria for the selection of trainees. He found that most of trainees were low achievers. He talked about the syllabus in these colleges where he found that most colleges tended to theoretical teaching rather than practice in teacher training. He also found that the infrastructure was poor and the educational aids were totally lacking. There were poor library recourses. He found that the research work was weak and most of the researches were carried out as part of graduate requirements. He also found that there was poor relationship between those colleges and community factions. It might be due to lack of clear policy or lack of financial resources. He found that most of the candidates were low achievers. They were unwilling to take teaching as a profession. He found in a survey in some Arab countries that from (8334) candidates (70%) were unwilling to be teachers. Mohammed recommended the following:

- The College of education should have sound criteria for the selection of future teachers as to attract bright students.
- there should be a balanced weight between practice and theory in the syllabus.
- Candidates should be equipped with the latest know-how skills.
- there should be sound selection for staff members for these colleges.
- Colleges of education should have clear vision and mission.
there should be rules and regulation to organize work relations in these colleges.
We have to establish an inviting educational environment and improvement of student's conditions in the college.
these colleges should have full financial support.
there should be a continuous coordination between these colleges and the ministry of education to help success of these colleges' programs.

One of the most relevant studies is the PHD submitted by Dr. Gareeb Allah Hugo October (2000) under the title: training program for Sudan basic level teachers of English language the problem raised in that studies is explained by Hugo tries to investigate a particular training program in order to come up with a very challenging T.T.P in which we can overcome all the deficiencies of the new existing ones.

The study aims at: 1- critisizing the existing teacher training program, which is mainly designed to so as to graduate teacher of English language for the basic level in Sudan. It tries to prove that the existing training program is ineffective because it is irrelevant to the target group of trainees and it isn’t based on sound principles T.T.S.
2- To clarify the innovation in the area of T.T.P. so as to state what the trainees need

The researcher came out with the following:
1- There are discrepancies between theory concentration and academy aspects and neglect of professional aspects which the trainees need.
2- The existing program for the basic level seem to go in different direction in faculties of education although graduates are going to teach the same syllabus.
3- All programs are selected as courses regardless to the needed materials and media for both trainees and young learners.

The finding of the study are:
1- The existing program doesn’t include the appropriate components to qualify basic level teacher of English.

2- The existing program doesn’t combine theory and practice, it is an academic one.

3- The program was not designed by a committee of experts.

4- The learners’ (trainees’) and strategies of learning as well as the textbooks were completely neglected.

Thus the program should be changed by professional one.

The study ends with recommendations for teacher training program to be designed according to the principles of a good T.T.P of English. The study provides very detailed recommendations here are some of the most important ones:

1- Before planning the new teacher training program, there should be a careful investigation for the following:

a- The staff and their qualifications as teacher trainers.

B- The selection criteria of the target group of trainees.

Attention should be paid to the following components:

A- Teacher trainers:

There should start by designing intensive courses to train lecturers, tutors, and associate teachers before starting the program.

B- The program:

I. The first year courses should be devoted to English proficiency.

2- The trainees from the second year should be divided into groups (between 10-15) this division will help program to be divided into two parts: part one to be theory and part two to be practice, This system of training will be effective because it:

1- involves all the staff on the work and the work in harmony together.

2- is a professional work in the end.

3- Merges theory and practice.

4- Integrates teacher-training, teacher education and teacher development.
5-makes the trainers, tutors, and trainees consider all the time needed and all the young learner’s needs, abilities and interest as well as the material needed.


The study aims at:
1-Pointing out the important of English language teacher training.
2-Evaluating the standard of student teachers who join faculties of education be graduated as an English language teachers.
3-Working out practical criteria for selecting students with reasonable standard at English language.
4-Inviting program designers at faculties of education to revise the courses objectives and content that are set to English language teacher training.
5-Developing efficient methods and techniques of training students and providing them with current trends in English language methodology.
6- Constructing an ELT training program that offers teacher training courses which meet the needs and requirements of Sudanese teachers.
7-Reducing the deterioration of English language standard at schools on the one hand, and on the other hand, to improve the quality of English language teachers and consequently the standard of school boys and girls in the community as a whole.

The study found that the existing teacher training program is traditional. It is based on theory and neglect s the practical skills. It doesn’t reflect on what takes place at the schools. The results also reveal that the program doesn’t involve trainees and all the staff members, it also doesn’t integrate theory and practice. Moreover, it is teacher centered not student centered. Therefore it is communicative and not effective.

Therefore the researcher recommended that:
1- The selection of student’s teacher should be based on certain criteria. Good academic background subjected to a placement test in English,
2- As it is found that, the program is theory based, it needs to be revised. The theoretical courses should include practice of each concept, theory or technique. The content should be clearly explained and practical hours and activities should specified. Moreover, the number of teacher educators and trainers should be trained and increased to avoid the pressure of time. The students teachers should be encouraged to watch critically and to express their opinions and should be asked to criticize themselves as well as their fellows this will help their performance. The teaching should be stereo-taped in order to be used as a bases for discussion and fair evaluation to enable trainees to teach in real situation confidently.

Maha The effective Role of ELT Teacher in Secondary Levels School) By Mohamed Ahmed ELSheikh-Gezira University-Faculty of Education –Hassahisa-2006). The researcher recommended the following:
Training teachers on the methods and techniques of teaching foreign language pre-service and in-service training, teachers should prepare lessons regularly careful planning saves the teacher’s time and effort and enable him/her to teach effectively. The teacher must show genuine interest in his/her students and their achievements which lost in most of Sudanese teacher’s. Nothing is more disappointing for students to feel ignored and carelessly evaluated. Teachers should provide an atmosphere of success rather than failure to help students improve themselves and performance.
The researcher is looking forward to these suggestions being tackled by other researchers for benefit of pedagogical process, and the researcher hopes they will be useful due to the time and space of the study. The role of learners in learning teaching English language, The psychological side
the teacher and its effect on the teaching and learning process. The impact of previous knowledge about English appear in secondary level.

AL-Mekhlafi’s, (February, 2007) study: Competencies in UAE Universities: The Development of Prospective EFL Teachers’ Specialist Language Competencies in UAE Universities. This study investigates prospective EFL teachers' perceptions concerning the necessary specialized competencies they have acquired during their study in the TEFL program (Teaching English as a Foreign Language) at Ajman University of Science and Technology Network (AUSTN) in the UAE. The study seeks answers to questions related to the prospective teachers' perception on the acquisition of:

1) Necessary language competencies; 2) cultural, literary competencies; 3) linguistic competencies and; 4) whether or not the TEFL program has provided them with adequate coursework in the above areas. One hundred and 43 (143) prospective teachers were selected to fill out a questionnaire. The findings of the study show that the participants scored Reasonably high in ‘basic level competencies’, but they scored low in ‘high level competencies’. The study also shows that the participants did not acquire adequate coursework in language skills, culture and literature, and linguistics. The findings suggest that there is a need for rigorous revision of pre-service TEFL programs in the region in order to cater to the needs of prospective teachers so that they might perform their jobs more effectively and meet the changing and challenging needs of the 21st century.

Hamdan’s,(2006) study: The Effectiveness of Basic Stage Student Teacher *Program in the Faculty of Education at Aqsa University ,in Promoting the EFL Language Skills Among the Students .
The research aimed at identifying the language skills owned by basic stage students, and the program contribution in developing these skills .To find out the range of difference of the program contribution in
developing language skills among the basic students due to gender, academic level. And the relationship between student’s marks in the language skills test and their accumulative average. The researcher used the descriptive analytical method. The test was applied on (180) male & female students. Appropriate statistical treatment was used. The research revealed that: The language skills percentage was (60.68%). There were differences of statistical significance between first and fourth grade students, in favor of fourth to grade ones. There were differences of statistical significance between student’s marks means in the language skills test and their accumulative average. An increase in accumulative average leads accordingly to an increase in the test marks. The research recommended the necessity for enrichment if students’ language skills to qualified for teaching. Similar researches were suggested.

Hammoud’s, (2005) study: Global Trends in the Preparation of Teachers. This study starts from the basic role played by education in the preparation of human capital, especially in an era of scientific and technological revolution, and rapid development, and intensifying competition in world markets, and the increasing need for expertise and scientific and technical skills. The most discussed global trends in the preparation of teachers, taking into account the many factors that affect the effectiveness of this preparation, such as: apprenticeship teaching profession, and establish a system for licensing to practice this profession, and to take appropriate actions to attract excellent elements, and to choose the teachers, and teacher training for all stages in higher education institutions, The development of content preparation programs, the modernization of teaching methods and evaluation methods, and interest in the activities of the Education and supervisors, and the preparation of teachers and train teachers, etc. Focusing on the use of information technology and modern communication imposed radical changes in
processes of learning and teaching. Then highlight the global trends in teacher training during continuous service, which has become an urgent need to cope with rapid developments. It concludes invite Arab States interesting aspects in the development of quality education, including teachers attention and training, and benefit from the experiences and achievements of other countries commensurate with the circumstances and convictions.

Abu Rumman’s, (2005) study: Teachers’ Envision for their Needs in the Area of Preparation in Jordan. This study starts from the fundamental questions, including one on whether the teachers refuse to actually change, and the other including whether and training programs without interest. And that point of view, teachers and instructors from Jordan Badia and the rural and urban areas within the various levels of education. Adopt an analysis of the form of 53 questions and was distributed to those teachers, and covered 13 questions, including social and educational characteristics of teachers, spread with remaining 40 questions on four areas of study focused on the analysis of trends teachers know about their assessment, and included: the material they study, prepare them educational, to prepare them for work and training, in fact, the school authorities and the social, cultural, education and openness to the community and world and the future. The findings from the study results that most teachers Jordan capable of educating students in the article that examined but he felt the need for training in modern methods of teaching, and many of them are eager to build a positive relationship with students and is not satisfied with the level of training of teachers.

Abu Rejeili’s, (2005) study: Evaluation of Teacher Education Programs. This paper examines the various teacher education programs principles, relying on a definition based on the specific intention that it includes, on the one hand, the education policy adopted, on the other hand a list of objectives, contents and methods and means of assessment and the
various resources available. Systematic reviews the evaluation process dependent on the global model CIPP. The topics covered most common in the evaluation of teacher education programs. It suggests types of tools to evaluate and would give new dimensions to the original evaluation process. Then move on the synthesis of the most prominent results of the evaluation of such programs across the globe. Sealed make recommendations for the development of effective evaluation of teacher education programs, starting with the analytical evaluation of those programs, through diversification of methods and tools, and the involvement of social players from outside the institution to assess the effectiveness of the curriculum, and coordination between teacher training institutions in the country. Diligence and the end to secure feedback on the results of the evaluation of students ready and Sensitive way individual. Questions received.

The study aimed at highlighting the educational challenges that justify our need for the preparation of university student in a very quick changeable world, and the characteristics of the future university student, and the requirements of the preparation of such university student. The researcher used the descriptive method because of its importance for these kinds of study. To achieve the aims of the study, the researcher depended on the literature relating to the subject: books, studies, researches, and papers. The study reached to conclusion that there are educational challenges that justify the preparation of future university student, and these include: revolution of science and technology, globalization (cultural and quality, and economical dimensions) Information society, knowledge society, total quality, and unpredictable future. As for the characteristics of future university student, the study asserted five –dimensions personality: knowledge and technological
abilities, values and attitudes, skills, future perspectives, and cultural immunity. In the end, the study asserted our need for future education.

AbdelHaleem’s (2004) study: Provision of Teacher Preparation in Egypt. The study investigates the complexity of multi-faceted teacher preparation programs. Preparing teachers is directly correlated with the goals of the pre-university educational system. It is also correlated with the undergraduate system in the university which offers academic, cultural and educational contents. As a result, the outcomes are based on the quality of university tutors and lecturer’s. So, it is essential to assure well qualified and quality university staffing according to rigor standards, recruitment criteria, higher studies, and professional development programs. The paper referred to Ministry of Education documents to investigate the regulations and schemes of teacher preparation and to examine qualitatively the system of teaching. Considering the teacher preparation the benchmark of developing the whole learning system the paper investigated the conditions of the teacher preparation, the co-current and consecutive approaches.
Chapter Three
Research Methodology

3.1. Introduction

This chapter provides a description of the sample of the study, how data collected, analyzed, and statistically procedures used. The study adopts the descriptive analytical method. It discusses the responses of BSc students to whom the questionnaire have been distributed, and to find the validity, reliability of the questionnaire.

3.2. Population of the Study

The populations of this study are English language BSc students at University of Gezira, Hasahesaand Elkamleen their ages between twenty to forty years old. There are one hundred and thirty students were taken as a sample to this study.

3.3. Sample of the Study

The sample of the study has been randomly selected from BSc students of English language, University of Gezira, Sudan. The questionnaire has been distributed to one hundred and thirty of them to fill.

3.4. The Tool of the Study

The study used a questionnaire as a tool for collecting data. It composed of thirteen statements for the BSc students. Each statement has three options, they are: agree, uncertain and disagree. For the presentation of the results the researcher used percentages, tables and figures for more explanation. This tool will be analyzed statistically with SPSS Program. The study also used an interview with the English language Staff at the same University to fit the research data.
3.5. The Procedures
The questionnaire is designed and used as a tool to collect data from BSc students of English language, University of Gezira for investigating the topic. The interview also reflected the English staff of University of Gezira points of view about student-teachers’ training programs evaluation in colleges of education in Gezira university.

3.6. Reliability and Validity of the questionnaire
The study used the statistical package for social sciences to analyze the data collected. The researcher used Pearson's correlation and the results obtained as follows. In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2} \sqrt{N(\Sigma Y^2) - (\Sigma Y)^2}} \]

Where

\[ r = \text{correlation} \]
\[ R: \text{Reliability of the test} \]
\[ N: \text{number of all items in the test} \]
\[ X: \text{odd scores} \]
\[ Y: \text{even scores} \]
\[ \Sigma: \text{Sum} \]
\[ R = \frac{2 \times r}{1 + r} \]
\[ \text{Val} = \sqrt{\text{reliability}} \]

Correlation = 0.88

\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.88)}{1 + 0.88} = 1.76 \]
\[ \text{Reliability} = 0.93 \]

\[ \text{Val} = \sqrt{0.93} \]
\[ \text{Validity} = 0.94 \]
Chapter Four
Data Analysis and Discussion

4.1. Introduction
This chapter is confined to the analysis of the questionnaire and to the discussion the hypotheses in relation to them. In this questionnaire each statement was analyzed and displayed by means of tabulation and part chart

Table (4.1) has a clearly stated philosophy

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>100</td>
<td>76.9</td>
</tr>
<tr>
<td>Uncertain</td>
<td>20</td>
<td>15.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and diagram (4.1) show that, (76.9%) of the respondents agree that long passage slow down speed of reading and waste time, (15.4 %) of the sample uncertain and (7.7%) disagree with the statement. Therefore the statement is accepted

The majority of the subjects (76%) agree that the program has a clear philosophy this means that it is suitable and its aim will be achieved

Figure (4.1)
Table (4.2) had good linkage between different EFL courses

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>80</td>
<td>61.5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>12</td>
<td>9.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>29.2</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.2)
The statistical analyses of statement (2) in table and diagram (4.2) show that (61.5 %) of the respondents agree. (9.2%) of the sample choose the answer to uncertain and (29.2%) disagree that, had good linkage between different EFL courses. Thus the statement is accepted.

In terms of linkage among courses the majority of the participant agree that the program has a good linkage among the courses this mean that it well structured and the students can transfer the knowledge they gain from one course to another because the school experience requiring the use of receive theoretical knowledge in actual classroom which seems to be an important means of the training prospective teacher.
Table (4.3) avoided overlapping information between different EFL courses

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>92</td>
<td>70.8</td>
</tr>
<tr>
<td>Uncertain</td>
<td>26</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.3)
Table and diagram (4.3) show that, (70.8%) of the respondents agree with the statement, (20 %) of the sample answer uncertain and (9.2%) sample disagree with the statement, therefore the statement is accepted.
The majority of the subjects (70.8) agree that the program avoided overlapping information between different EFL course which support the previous statement this confirm that the existing training program is suitable.
Table (4.4) gave me adequate training in English Language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>85</td>
<td>65.4</td>
</tr>
<tr>
<td>Uncertain</td>
<td>15</td>
<td>11.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>23.1</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.4)

Table and diagram (4.4) show that, (65.4 %) of the respondents agree with the statement, (11.5%) of the sample choose the answer uncertain and (23.1%) of the sample disagree with the statement. Accordingly this statement is accepted.

The results presented above show that the existing training program gave adequate training in EFL according to the majority of the respondents (65.4%) who agree with the statement. Which should be the aims of the training program As Cullen(1994,p.164) has asserted that the main goal of TEFL program should be to “improve the candidates command of the language so that they can use it fluently, and above all more confidently in the classroom.”
Table (4.5) gave me adequate training in EFL teaching skills

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>79</td>
<td>60.8</td>
</tr>
<tr>
<td>Uncertain</td>
<td>37</td>
<td>28.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>10.8</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.5)**

Table and diagram (4.5) show that, (60.8 %) of the respondents agree, (28.5 %) of the sample choose the answer uncertain and (10.8%) of the sample disagree with the statement. The statement is accepted.

The results presented above show that the existing training program gave adequate training in EFL teaching skills according to the majority of the respondents(60.8%) who agree with the statement. Which should be the aims of the training program AS Freeman (1989) points out :the general aim of teacher training is to provide discrete aspects of skills and knowledge that will improve teachers’ effectiveness in the classroom.
Table (4.6) gave me adequate training for the needs of the local context (Sudan)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>93</td>
<td>71.5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>18</td>
<td>13.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>14.6</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The statistical analyses of statement (6) in table and diagram (4.6) show that (71.5%) of the respondents agree. (13.8%) of the sample choose the answer uncertain and (14.6%) disagree that, gave me adequate training for the needs of the local context (Sudan). Thus the statement is accepted. Referring to the above table we notice that the majority of the subject agree that the program gave them adequate training for the need of the local context and this shows that the existing program satisfy their needs.
Table (4.7) is up-to-date and reliable for updating

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>90</td>
<td>69.2</td>
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<td>Uncertain</td>
<td>28</td>
<td>21.5</td>
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<tr>
<td>Disagree</td>
<td>12</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
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</tr>
</tbody>
</table>

Figure (4.7)

Table and diagram (4.7) show that, (69.2 %) of the respondents agree, (21.5 %) of the sample choose the answer uncertain and (9.2%) of the sample disagree with the statement. The statement is accepted. With regard to the results obtained in the above table (4.7)(69%) which represent the majority of the subject agree with the statement which indicate the training program is reliable and is up-to-date.
Table (4.8) encouraged me to reflect on my past experiences as a Language learner

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
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<td>Disagree</td>
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<td>13.8</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.8)
Table and diagram (4.8) show that, (63.1 %) of the respondents agree, (23.1 %) of the sample choose the answer uncertain and (13.8%) of the sample disagree with the statement. The statement is accepted.

From the above table, the responses of the subject can be explained as follows (63%) while (23%) of the sample uncertain, (13%) disagree which indicate that the program encourage trainees to reflect on past experience as a language learners, that is because the highest proportion achieved as appositive response while the lowest represent those with negative ones.
Table (4.9) encouraged me to be a reflective teacher (when I start Teaching)

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
</tr>
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<td>23.1</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
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</tr>
</tbody>
</table>

Figure (4.9)
The statistical analyses of statement (9) in table and diagram (4.9) show that (67.6 %) of the respondents agree. (9.2%) of the sample choose the answer uncertain and (23.1%) disagree that, Encouraged me to be a reflective teacher (when I start Teaching). Thus the statement is accepted. With reference to the above table, the result shows that most of the subject (67%) responds positively to this view the result reflects appositive view about the existing training program.
Table (4.10) Promoted flexibility in using different teaching materials and practices for different situations

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
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<tr>
<td>Agree</td>
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<td>Uncertain</td>
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<tr>
<td>Disagree</td>
<td>12</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.10)

The statistical analyses of statement (10) in table and diagram (4.10) show that (60%) of the respondents agree. (30.8%) of the sample choose the answer uncertain and (9.2%) disagree that, Promoted flexibility in using different teaching materials and practices for different situations. Thus the statement is accepted.

Referring to the result in the above table (60%) of the sample agree that the existing program promoted flexibility in using different materials and practices for different situations while (30%) uncertain,(9.2%) disagree.
Table (4.11) balances teacher-centered and student-centered learning on its courses

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<tr>
<td>Agree</td>
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<td>73.8</td>
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<td>10.8</td>
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<td>Disagree</td>
<td>20</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
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</tr>
</tbody>
</table>

Figure (4.11)

Table and diagram (4.11) show that, (73.8 %) of the respondents agree, (10.8 %) of the sample choose the answer uncertain and (15.4%) of the sample disagree with the statement. The statement is accepted. The above table indicate that (73%) of the respondents agree with the statement that the training program balances teacher–centered and student-centered learning on its courses using integrative approaches, and that is relying exclusively upon only one of them would result in failure.
Table (4.12) taught me how to evaluate myself as prospective EFL teacher

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>68.5</td>
</tr>
<tr>
<td>Uncertain</td>
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<td>18.5</td>
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<tr>
<td>Disagree</td>
<td>17</td>
<td>13.1</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
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</tbody>
</table>

Table and diagram (4.12) show that, (65.8%) of the respondents agree, (18.5 %) of the sample choose the answer uncertain and (13.1%) of the sample disagree with the statement. The statement is accepted. Referring to the result obtained on the above table the majority of the subject agree that the program taught them as prospective EFL teachers how to evaluate themselves as a future teachers (18.5%) and (13%) between uncertain and disagree .Apparently the most of the subject responded positively to the this view ,the result stress that the existing
program fulfill its aim Table (4.13) taught me classroom management skills.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>69</td>
<td>53.1</td>
</tr>
<tr>
<td>Uncertain</td>
<td>15</td>
<td>11.5</td>
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<tr>
<td>Disagree</td>
<td>46</td>
<td>35.4</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.13)

The above statistical analyses of statement (13) in table (4.13) indicate that the majority of the participants (53.1%) agree that.

The statistical analyses of statement (13) in table and diagram (4.13) show that (53.1%) of the respondents agree. (11.5%) of the sample choose the answer uncertain and (35.4%) disagree that, Taught me classroom management skills Thus the statement is accepted.

The above statistical analyses of the above table indicate that the majority of the respondents (53.1%) agree that they acquire the classroom management skills during their commitment in the training program.
Regardless of the content area or topic being taught, teacher needs to create orderly classroom environment that promote learning.

**Table (4.14) taught me how to use foreign language teaching materials and how to adapt them**

<table>
<thead>
<tr>
<th>Options</th>
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<tr>
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<tr>
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<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
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</table>

**Figure (4.14)**

Table and figure (4.14) teachers who agree are (55.4%) and uncertain (36.9%) and disagree (7.7%) according to the result (55.4%) of the respondent agree that taught me how to use foreign language teaching materials and how to adapt them.

According to the above statistics it is clear that the existing program fulfill its aim that taught trainees how to use teaching materials and how to adapt them as the majority of the subject (55.4%) agree that.
Freeman (1999, p.92) states that language teaching form the content of teacher education”.

**Table (4.15) increased my abilities of self-evaluation and promotes skills of reflection**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<tr>
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<td>7.7</td>
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<td>26.2</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
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</tbody>
</table>

**Figure (4.15)**

Table and diagram (4.15) show that, (66.2%) of the respondents agree, (7.7%) of the sample choose the answer uncertain and (26.2%) of the sample disagree with the statement. The statement is accepted.

According to the result in the above table the training program fulfill its aim in increasing the prospective teachers ability of self-evaluation and reflection as the majority of the respondents (66.2%) agree with statement while (7.7%) uncertain and (26.2%) disagree. This turns will raise their
sensitivity to what is good and what is not. It put them on the first step of development professionally.

**Table (4.16) Raise my language proficiency**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>Uncertain</td>
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<td>23.1</td>
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<td>3.8</td>
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<tr>
<td>Total</td>
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</table>

**Figure (4.16)**

The statistical analyses of statement (16) in table and diagram (4.16) show that (71.3 %) of the respondents agree. (23.1%) of the sample choose the answer to uncertain and (3.8%) disagree that, Raise my language proficiency. Thus the statement is accepted.

With regards to the result on the table (4.16) majority of the subject (71%) agree that the training program raise their language proficiency which is considered as backbone of the teaching profession. It is underline by Richard (1998) that the proficiency level of prospective
non–native speaking teachers is a very important concern in English teacher education.

**Table (4.17) taught me foreign language testing and evaluation skills**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.17)**

Table and figure (4.17) teachers who agree are (52.3%) and uncertain (32.3%) and disagree (15.4%) according to the result (52.3%) of the respondent agree that taught me foreign language testing and evaluation skills.

From the above table the responses of the subject can be explained as that the majority of them (52.3%) agree that the existing program fulfill their need and taught them English as foreign testing and evaluation skill.
Table (4.18) put more emphasis on the theory rather than practice

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
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<tr>
<td>Disagree</td>
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<td>19.2</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
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</tbody>
</table>

Figure (4.18)
Table and diagram (4.18) show that, (65.4%) of the respondents agree, (15.4 %) of the sample choose the answer uncertain and (19.2%) of the sample disagree with the statement. The statement is accepted.

The result presented in the above table indicate that the existing training program put more emphasis on theory rather than practice as the majority of the subject (65.4%) agree with the statement this one of the weakness of the existing program .thus what is needed is an approach or a model that is able to incorporate the balance of all two.
Table (4.19) put more emphasis on practice rather than theory

<table>
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<th>Options</th>
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<th>Percent</th>
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</thead>
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<td>60.5</td>
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<tr>
<td>Total</td>
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</table>

Figure (4.19)

Table and figure (4.19) teachers who agree are (61.5%) and uncertain (23.3%) and disagree (15.4%) according to the result (61.5%) of the respondent agree that put more emphasis on practice rather than theory. Referring to the above table the responses confirm that the existing training program doesn’t give the prospective EFL teachers a balance experiential and propositional knowledge as the majority of the subject agree with the statement.
Table (4.20) Theory and practice components don’t reflect harmony of both knowledge

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>Agree</td>
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<td>16.9</td>
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<tr>
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<td>30.8</td>
</tr>
<tr>
<td>Total</td>
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</table>

Figure (4.20)

The statistical analyses of statement (20) in table and diagram (4.20) show that (52.3%) of the respondents agree. (16.9%) of the sample choose the answer uncertain and (30.8%) disagree that, theory and practice components reflect harmony of both knowledge. Thus the statement is accepted.

As indicated on the above table the majority of the respondents (52.3%) agree that theory and practice components in the existing program don’t reflect harmony of both and the key to effective teaching is definitely a balance between theory and practice the lack of one element makes the other meaningless.
Table (4.21) the program followed traditional approaches

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Disagree</td>
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<td>17.7</td>
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<tr>
<td>Total</td>
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Figure (4.21)
Table and diagram (4.21) show that, (68.5%) of the respondents agree, (13.8%) of the sample choose the answer uncertain and (17.7%) of the sample disagree with the statement. The statement is accepted.

The result presented in the above table shows that the majority (68.5%) of the respondents agree that the existing training program followed traditional approaches while (13.8%) of the sample uncertain and (17.7%) disagree. Which indicate that the program doesn’t meet the modern change in the field of teacher education.
Table (4.22) promote the trainee flexibility in using different teaching approaches

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<tr>
<td>Total</td>
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</table>

Figure (4.22)

Table and figure (4.22) teachers who agree are (64.6%) and uncertain (15.4%) and disagree (20%) according to the result (64.6%) of the respondent agree that promote the trainee flexibility in using different teaching approaches.

With reference to above table the responses indicate that most of the subject (64.6%) responds positively to this view. The respondents who uncertain (15.4%) disagree (20%) the result reflect that the existing program fulfill the aim to promote trainee flexibility in using different teaching approaches.
Table (4.23) has a good balance between the teachings of: English, Teaching skills, and classroom management skills

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<td>22.3</td>
</tr>
<tr>
<td>Total</td>
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</table>

Figure (4.23)
The statistical analyses of statement (23) in table and diagram (4.23) show that (60%) of the respondents agree. (17.7%) of the sample choose the answer uncertain and (22.3%) disagree that, has a good balance between the teachings of: English, Teaching skills, and classroom management skills. Thus the statement is accepted.

Table (4.23) can be summarized as follows most of the participants (60%) agree that the existing training program has a good balance between the teaching skills, and classroom management which indicate that the program fulfill their needs.
Table (4.24) does not introduce modern concepts about learning and teaching

<table>
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<th>Options</th>
<th>Frequency</th>
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</tr>
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<td>Disagree</td>
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<td>30.8</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

Figure (4.24)

Table and diagram (4.24) show that, (56.2%) of the respondents agree, (13.1%) of the sample choose the answer uncertain and (30.8%) of the sample disagree with the statement. The statement is accepted.

It is evident from the result from above table that the existing teacher training program fulfill its aim of introducing the modern concept about learning and teaching as the majority of the respondents (65.2%) agree with the statement while (13.1%) uncertain and (30.8%) disagree.
Table (4.25) does not reflect recent trends in EFL in teachers' education

<table>
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<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<td>16.9</td>
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<td>Disagree</td>
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<td>35.4</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.25) teachers who agree are (47.7%) and uncertain (16.9%) and disagree (20%) according to the result (35.4%) of the respondent agree Reflect recent trends in EFL in teachers' education Data presented in table (4.25) shows that the majority of the subject (47.7%) responses positively to the statement which indicate that the program fulfill its aim at this area.
**Table (2.26) develops creative thinking**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>15.4</td>
</tr>
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</tr>
</tbody>
</table>

**Figure (4.26)**

Table and diagram (4.24) show that, (54.6%) of the respondents agree, (30%) of the sample choose the answer uncertain and (15.4%) of the sample disagree with the statement. The statement is accepted.

As evident from the above table most of the subject(54.6%) agree that the program develops creative thinking while (30%) uncertain and (15.4%) disagree which indicate that the program is effective and help the trainee to acquire knowledge allows them to engage in expert thinking.
Table (4.27) has potential to meet student's teacher future requirement

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>63.8</td>
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<td>27.7</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

Figure (4.27)

The statistical analyses of statement (27) in table and diagram (4.27) show that (63.8 %) of the respondents agree. (8.5 %) of the sample choose the answer uncertain and (27.7 %) disagree that, has potential to meet student's teacher future requirement. Thus the statement is accepted.

The above table illustrates that (63.8%) responded that the existing program has potential to meet their future requirement while (8.5%) uncertain and (27.7%) disagree with the statement.
Table (4.28) creates awareness about student’s educational problems.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<tr>
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<tr>
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</tbody>
</table>

Figure (4.28)

Table and figure (4.28) teachers who agree are (53.8%) and uncertain (35.4%) and disagree (10.8%) according to the result (53.8%) of the respondent agree creates awareness about student’s educational problems. Table (4.28) presents the results obtained about the statement that show the majority of the respondents (53.8%) agree that the existing teacher training program fulfill its aim to creates awareness about student’s educational problems.
Table (4.29) Provides sufficient base for research.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>63</td>
<td>48.5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>26</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>41</td>
<td>31.5</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and diagram (4.29) show that, (48.5%) of the respondents agree, (20%) of the sample choose the answer uncertain and (31.5%) of the sample disagree with the statement. The statement is accepted

From the above table the results can be explained as follows:

With reference to the responses to the statement indicate that the program provides sufficient base for research as the most of the respondents(48.5%) agree with the statement.
by the end of this program, I feel ready to teach English

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>71</td>
<td>54.6</td>
</tr>
<tr>
<td>Uncertain</td>
<td>24</td>
<td>18.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>35</td>
<td>26.9</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The statistical analyses of statement (30) in table and diagram (4.30) show that (54.6%) of the respondents agree, (18.5%) of the sample choose the answer uncertain and (26.9%) disagree that by the end of this program, I feel ready to teach English. Thus the statement is accepted.

The results obtained from the above table indicate that the majority of the respondents (54.6%) agree that at the end of the program the trainees feel ready to teach English language while (18.5%) uncertain and (26.6%) disagree. Which indicate that the existing teacher training program fulfill its general aims.
4.31. Interview questions with a sample of teaching staff
Having finished reviewing and discussing the findings and the results obtained from the questionnaire to students teacher, now the discussion will be to the findings and results obtained from the interview conducted with the teacher trainers which reveals some different perspectives from those of the trainees. As was stated earlier the interview consist of ten questions which were intended to elicit information about the existing EFL teacher training program. As for the respondents of the interview, they are considered as participant in the study. Therefore, the following is a summary of the feedback obtained from the interviews conducted with ten teacher trainers the responses of the ten items are summarized as:

1- Do you believe that the program prepares the EFL teachers adequately as a prospective teacher?
All twenty teachers answer yes according to this result thus statement is accept
All the subjects agree that the program prepares the trainees adequately as prospective teacher, this means that it is suitable if it is well implemented and the aims will be achieved.

2- In your view, does the program attach sufficient importance to teaching practice?
All twenty teachers answer yes according to this result thus statement is accept
The response of question two reveals that all the interviewees agree that the program attached sufficient importance to teaching practice which indicate the point of suitableness according to the respondents point of view
3-Does the program promote reflection and self-evaluation as a teacher?

The sixteen teachers respond yes and four teachers respond no.

The result obtained from this question indicates that sixteen of the participants agree that the existing program promotes reflection and self-evaluation as a teacher, while four teachers disagree with the statement, showing the suitability of the existing training program.

4-To what extent are you satisfied with the length of the program?

Twenty teachers answer yes according to this result; thus, the statement is accepted.

The result of the above question indicates that the program length is suitable according to the obtained responses of all twenty interviewees who agree with the question.

5-Does the program incorporate balance in linguistics, pedagogic, and managerial competences?

The seventeen teachers respond yes and three respond no.

As indicated from the answer of this question, most of the respondents (17) agree that the existing teacher training program for EFL prospective teachers is balanced in linguistics, pedagogic, and managerial competences.

6-Does the program have a good linkage among EFL courses avoiding overlap?

All twenty teachers answer yes according to this result; thus, the statement is accepted.

About the above question, all the interviewees responded that the program has a good linkage among the courses, which also indicates that the existing program is suitable.
7-Does the program give adequate training for the needs of the local context?

The sixteen teachers answer no and four answer yes

The response for the question shows that sixteen of the participants answer no while four answer yes which indicate a weak point in the existing program.

8-Do you think that the program authorities encourage and support research activities? The three teachers answer yes and seventeen answer no. The result obtained from the question (8) three respondents agree that the program authorities encourage and support research activities while seventeen disagree with the statement which reveal that the program doesn’t meet all the needs of the prospective EFL teachers.

9-Do you think, Objectives given in the teacher training curriculum are in line with school curriculum? The five teachers answer yes and fifteen answers no. The responses for the question (9) of the participant answer negatively while (15)of the subjects answer no that the objective given in the teacher training curriculum aren’t in line with school curriculum the majority of the respondent prove that the courses of English language don’t reflect what is going on in the classroom this a weak point because as Tushyeh (2007), claim that a teacher training program must contain four major components

* Development of attitude
* Development of skills
* Development of knowledge and
* the application of these in real situation.

10-Do you feel your students are more confident after the completion of practice teaching during the training? The four teachers answer yes and sixteen answers no. The responses to the item in question ten are
four interviewees answer yes and sixteen answer no it is clear that the majority of the respondent feel that their student are not more confident after completion the practice teaching during the training which indicate that they haven’t enough opportunity to practice teaching.

3.32 Testing the research hypotheses:

1- Theory and practice should be balance and reflect harmony.

By looking closely to the data collected and the statistical results the researcher accepted the hypothesis. That is because statistical results (table 4.18) show that (65.4%) of the subject agree that the program put more emphasis on theory rather than practice compared with those who uncertain (15.4%), while (19.4%) disagree. Ur (1992) stated that:

“teacher training program should only be neither theoretical (received knowledge) nor practical (experiential knowledge) and the components of the teacher education program reflect harmony of both knowledge and application.

2- Students teachers should believe that the program meets their needs and prepare them for the classroom teaching.

The result obtained from the interview with the teacher trainers Question (10). Four of the interview agree that their students teacher are more confident after the completion of the teaching practice during the training. While the majority of the respondents (16) agree that their students are not more confident which is a positive responses to confirm the hypothesis

3- Objective given in the training curriculum should be in line with school curriculum. This hypothesis is accepted according to the results obtained from the interviewees’ responses to question (9) as following:

Five of the participants agree that the training program curriculum is in line with school curriculum, while (15) fifteen of the subject answer no Which prove the hypothesis.
4-EFL Students teacher in the colleges of education acquire the necessary competences they need to be successful in the professional career. The researcher accepted this hypothesis according to the result obtained from the question (7) with the interviewees that (16) of them agree that the existing teacher training program doesn’t give adequate training for the needs of local context while (4) of the respondents agree with the statement.

Also the results obtained from the interview Question(8) indicate that (3) of the interviewees agree that the program authorities encourage and support the research activities, while (17) of the respondents disagree with the statements, that reveal the existing program doesn’t meet the necessary needs for the prospective EFL teachers.
Chapter Five
Conclusion, Findings and Recommendations

5.1 Conclusion

This study proposed to evaluate and investigate the effectiveness of the English language teacher training program in Sudanese faculties of education. It attempts to investigate adequacy of the existing program and its relevance to the student teachers’ needs. Hundred and thirty trainees teachers of Gezira university- faculty of education (Kamleen-Hasshissa) were investigated to find out whether the existing program is an effective and relevant to their needs and profession, the 130 trainees constitute the first population sample of this research 20 teachers educators who are involved in the implementation of this program constitute the second sample of the study.

The results obtained from the analysis of data collected in terms of the effectiveness the existing program reveal that the training program does not thoroughly meet the actual needs of the prospective teachers.

Moreover, the result obtained by the analysis of the questionnaire item(18) proved that the program put more emphasis on theory rather than practice. The key to effective teaching is definitely a balance between theory and practice.

Furthermore, the result obtained from interview conduct with teacher trainers indicated that this program was ineffective because it does not include the component for supporting and encouraging research activity and also the program objective given in teacher training curriculum are not in line with school curriculum, another feedback obtained from the interview indicated that student teachers are not confident after completion of practice teaching during the training section which prove
that the program is insufficient to meet all the trainees’ needs as prospective EFL teachers.

5.2 Finding of the study

1. The existing English language teacher training program applied at the faculties of education is inadequate to meet the needs of the prospective EFL teacher as indicated by the result of the analysis and discussion of the questionnaire and the results obtained from the interview.

2. The analysis and discussion of the questionnaire indicate that the existing program put more emphasis rather than practice no reflection for harmony between theoretical knowledge and experiential knowledge. The result of the analysis of part (10) of the interview reveal that students teacher are not more confident after completion of the teaching practice during the training which indicate that they are not well prepared for the classroom teaching.

3. Concerning the results of part (9) of the interview indicate that the training program doesn’t meet the needs of prospective teacher in applying the received knowledge in real situation that is, the objective given in the training curriculum are not in line with the school curriculum.

4. The results obtained from part (7) of the interview show that the program doesn’t give adequate training for the needs of local context together with the results of part (8) the interviewees also agree that the program authorities don’t encourage and support research activities. The finding of the study indicate that the existing training program is ineffective to meet all the needs of EFL prospective teachers.
**Recommendations:**

In concluding the study the researcher recommended the following for the program improvement at the area where this study conducted:

1- Courses should be restructured to meet the practical needs of prospective teachers, it would be fair to suggest that trainees should incorporate more in micro-teaching and classroom observation changes in pedagogic courses.

2- The theory and practice components should be balanced as there seems to be feeling among the majority of the prospective teachers the program put more emphasis on theory rather than practice. A teacher education program should be neither theoretical (received knowledge) nor practical (experiential knowledge) and the components of teacher training program reflect the harmony of both knowledge and application (Ur. 1992)

3- Courses relevant to student teacher linguistics competence should increase in number.

4- Courses to improve students teachers managerial competence so that they can deal with possible problems they may experience in their future career.

5- Staff members, students teachers should made aware of the program’s aims those should be inclusive and valid. They should also re-stated into instructional or behavioral objective so as to facilitate implementation and evaluation.

6- Keeping in view the fast changing needs of the current century in the field of education, teachers needed to be more acquainted with how to be reflective introspective critically observer and researcher.

8- Teacher training program should provide opportunities for students teachers to direct their own professional development by researching their own teaching. Student teacher can research their own teaching through reflective practices, case methodology narrative inquiry, and peer...
discourse the aim of all these techniques for pre-service teacher to learn new ideas better and sustain professional growth after leaving the program.

9-Student teacher should be involved in research project on teaching issues. Research—engaged teachers generate a greater understanding of specific issues in teaching and learning. Gain knowledge and skills.

10-It also recommended on the basis of this study that trainees teachers are needed to be supported and encouraged by the principles head teachers of their schools concerned so that they are able to use their new knowledge and skills without hesitations and barriers.

However, regardless of the limitation found in this study, the researcher believe that the finding add to our understanding of the perceptions toward English language teacher education in general and in Sudanese universities in particular these perceptions need to receive attention in order to make certain progress in assisting Sudanese ELT student teachers in becoming better teachers,

**Future research:**

This small study could not investigate into all critical areas of the EFL teacher preparation programs in faculties of education in Sudanese universities and so it must have been subject to certain short coming for evaluating the existing program. Therefore, it suggested that researchers in education must investigate and evaluate into other areas of this problem such as teacher preparation curriculum, teacher preparation program evaluation, implementation issues and management issues involved in it.
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Appendix (1)

Student – Teachers Training Programs Evaluation

The purpose of this questionnaire is to gather information about how well student teacher training program prepared you for work as a promising teacher. The study title is: “Student-Teachers' Training Programs Evaluation in Colleges of Education in Gezira University"

This study aims to identify the degree of effectiveness of the programs prepare and train student teachers in the ELT colleges of Education in Gezira University. Your response, along with information will be used for research purposes aiming to investigate the current programs to come out with concrete conclusions and recommendations to improve the programs.

Thank you for your cooperation,
Researcher,
Ruqaya Hassan
<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>has a clearly stated philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Had good linkage between different EFL courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Avoided overlapping information between different EFL courses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Gave me adequate training in English Language.</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Gave me adequate training in EFL teaching skills.</td>
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<td></td>
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<tr>
<td>6</td>
<td>Gave me adequate training for the needs of the local context (Sudan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Is up-to-date and reliable for updating.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Encouraged me to reflect on my past experiences as a Language learner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Encouraged me to be a reflective teacher (when I start Teaching).</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>Promoted flexibility in using different teaching materials and practices for different situations.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Balances teacher-centered and student-centered learning on Its courses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Taught me how to evaluate myself as prospective EFL teacher.</td>
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<tr>
<td>13</td>
<td>Taught me classroom management skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Taught me how to use foreign language teaching materials and how to adapt them.</td>
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<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Increased my abilities of self-evaluation and promote skills of reflection.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Raise my language proficiency.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>Taught me foreign language testing and evaluation skills.</td>
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<tr>
<td>18</td>
<td>Put more emphasis on the theory rather than practice.</td>
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<tr>
<td><strong>19</strong></td>
<td>Put more emphasis on practice rather than theory.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20</strong></td>
<td>Theory and practice components reflect harmony of both knowledge.</td>
<td></td>
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<tr>
<td><strong>21</strong></td>
<td>the program followed traditional approaches</td>
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<tr>
<td><strong>22</strong></td>
<td>Promote the trainee flexibility in using different teaching approaches.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>23</strong></td>
<td>Has a good balance between the teachings of: English, Teaching skills, and classroom management skills.</td>
<td></td>
<td></td>
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<tr>
<td><strong>24</strong></td>
<td>Introduces modern concepts about learning and teaching.</td>
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<td></td>
<td></td>
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<tr>
<td><strong>25</strong></td>
<td>Reflect recent trends in EFL in teachers' education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>26</strong></td>
<td>Develops creative thinking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>27</strong></td>
<td>has potential to meet student's teacher future requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>28</strong></td>
<td>Has potential to meet student's teacher future requirement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>29</strong></td>
<td>Provides sufficient base for research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td>By the end of this program, I feel ready to teach English.</td>
<td></td>
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