Interventions in the Egyptian Internship Program for Teachers of English as a Foreign Language

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Abstract

This research paper diagnostically measures the teaching proficiency level of ten interns, teaching English as a foreign language in Zahran Secondary School, Alexandria, Egypt, to specify their proficient competencies as well as their weaknesses. It also develops a 6 sessions workshop to upgrade the teaching skills of the ten interns focusing primarily on their six most challenging teaching skills. The 6 sessions workshop, concurrently, compensates for the most recent and upgraded pedagogical and methodological trends, that are not considered in their courses at the faculty of education. The results of the evaluation procedures and the 6 sessions workshop indicate that their overall teaching proficiency augmented with a rate of 19.22 after the execution of the workshop. Consequently, it is highly recommended that their academic education at the faculty of education should be supplemented with workshops in their internship program to set resolutions for the teaching hindrances that they encounter. Additionally, the Egyptian internship program, in other governorates in Egypt, should be modified to include similar workshop sessions enhancing the teaching skills of the interns and providing resolutions for their teaching impediments.

Key words: teacher's education; teachers evaluation; active learning; learning theories; differentiation; MALL (mobile-assisted language learning); learners attitudes.

On both the national and the international levels, there is a crucial demand to produce EFL (English as a foreign language) teachers that can meet the required qualifications and skills of the 21st century teachers. Accordingly, this research investigates the teaching proficiency level of 10 interns in Zahran Secondary School for Girls in Alexandria, Egypt and develops a 6 sessions workshop to improve their teaching proficiency skills.

1. Review of the Literature

1.1. *Teachers' Education and the Societal, Political, Economical Welfare of Nations*

Teachers' education has consistently been classified by nations and presidential authorities as a fundamental factor necessary for the welfare of societies. In the United States of America, President Obama and his office have prioritized the development of teachers' education in all the educational reform strategies starting with "the American Recovery and Reinvestment Act to the award of Race to the Top grants, to the approval of waivers from NCLB regulations, to its plans for the replacement of NCLB".

(Chubb, 2012, p.50) From a more national scope and under the presidency of Sisi, the ministry of education in Egypt has launched two reform programs: the first program is the full-time appointment of 30,000 teachers in all governmental schools in Egypt with a 100% raise in their salaries, and the second restructuring program in the Egyptian agenda is the construction of more schools in an attempt to reduce the number of students in each classroom. Another off-spring of the second program is the usufruct land grant system which offers free land to individuals and corporations to build schools. According to Egyptian civil jurisdictions, the candidates offered the grants will not pay the price of the land to the ministry of education, but they will pay all expenses of construction, furnishings, administration, and teachers' salaries for 20 years, subsequently, the land remains a governmental property.

The conception of the directly proportional correlation linking economic, political and societal progress with the quality of education and the proficiency of the teachers has always been an undisputable notion as national and international decision makers are aware of the "growing belief in the importance of schooling for the civilized quality of societies and for the success of national economies", and, in the "assumption that the quality of schooling is heavily dependent, primarily dependent, on the quality of its teachers and their teaching."   (Hagger & McIntyre, 2006, p.3)

Massive research has currently investigated the mandatory credentials required in 21st century teachers and in teachers' education reform programs centralizing in "(1) teacher education, (2) certification, (3) recruitment and hiring, (4) professional development, (5) teacher evaluation, and (6) compensation and career advancement." (Akiba, 2013, p xxi) One influential study has been conducted in Hagger and McIntyre (2006) studied the discrepancies in initial teacher education and the deficiency of valid standardized models to be followed, for, they claim that " internationally, there are as yet no satisfactory models of teacher education practice which meet the needs of the education systems in which they are embedded". (p. 3) Because of the substantial impact of education on the social, political and economical welfare of nations, many governments dedicated financial, academic and administrative support for the reformation of their educational systems and specifically in the field of upgrading the professional skills of teachers and their education. On the one hand, England, in the 1990, shifted the authority for initial teacher educations from universities to schools to allow for the capitalization of apprenticeship and practical hands-on experience of the teachers. (Hagger & McIntyre, 2006, p. 4) On the other hand, France adopted a contradictory school of thought relocating the responsibility of initial teacher education in the premises of universities when it founded the Instituts Universitaires de Formation des Maîtres (IUFM), which was also given the task of enhancing the practical experience of the teachers as an integral dimension of their initial education. (Hagger & McIntyre, 2006, p. 4) However, one of the contemporary governmental-based trends of teacher education in the new millennium advocates "the partnerships being formed between universities and schools within the new dispensation." (Hagger & McIntyre, 2006, p. 15), as it particularly promotes blending the administrative, academic and professional supervision of universities together with the professional expertise of schools to maximize the benefits given to student teachers in their initial teacher education.

1.2. Theories of Learning.

A substantially important factor in the teaching competence of EFL teachers is their knowledge and implementation of the theories of learning, which have witnessed a massive chronological development from the age of Socrates and Plato to the current age where nuero-linguistics is proposing the hemo-dynamic neuro-imaging techniques to examine the neurological processes performed during the process of acquisition. A tremendous number of philosophers, mathematicians and educators have attempted to compile definitions for the process of thinking and learning. Starting with Plato and Socrates who were the original source of the thinking skills which have been recently classified as critical and creative thinking skills, these two philosophers explained that the thinking and learning processes take place when learners are provided with intricate questions concerning morality, life or even "commonly held beliefs". (McGregor, 2007, p.8) With the emergence of constructivism or cognitivism, on the one hand, and social constructivism, on the other, Skinner's behaviorism has been totally refuted and Piaget rationalized the cognitive potentials in the learning process through his schema theory. (McGregor, 2007, p.10 & p.48) The development of the linguistic and the communicative competencies of learners through more socially oriented paradigms has started with Vygotsky and developed to reach socio-cultural constructivism, which emphasizes the cultural competence as well as the linguistic and communicative potentials of learners. (McGregor, 2007 p.10 & 48) Another major consequence of the chronological development of the social constructivist theories of learning is the transfer from teacher centered approaches to learner-centered paradigms paving the way for the emergence of the theory of autonomy where the responsibility of the learners towards the learning process is maximized. (Fekri, Hamidi & Montazeri, 2015)

1.3. CALL (Computer-Assisted Language Learning) and MALL (Mobile –Assisted Language Learning)

Computer-assisted language learning has always been highly recommended in the literature as a substantially fundamental component of a teacher in the 21st century. (Hagger, & McIntyr, 2006, p.23-24) This paradigm is further developed into mobile-assisted language learning as digitized applications are installed on mobile devices such as iPods, iPads, laptops and mobile phones. Numerating the privileges of the pedagogical implementation of mobile assisted language learning, Diaz-Vera (2012, p. xi-xii) explains that it enhances learners' autonomy and collaboration skills and it extends the duration of concentration of learners as they "remain more focused for longer periods". In addition, it fosters cultural awareness "bridging social and cultural gaps". (Diaz-Vera, 2012, p. xvii)

Due to the consistent augment in the integration of mobile –assisted language learning, pedagogical theorists started initiative attempts of formulating theories for the use of such new technique. Kukulska-Hulme (2012, p. 5-7) introduces a theory founded on the concept of any-time and any-place paradigms which had originally been developed in Microsoft and Toshiba campaign to promote their laptops in the new millennium. On the other hand, other theories focus on mobile blogging claiming that mobile blogging can be explained through the implementation of the multimodality theory which comprises the multimodality of texts, tasks as well as early theoretical interpretation. (Comas-Quinn & Mardomingo, 2012, p.48) The scarcity of compiling specifically tailored theories for MALL is not only

due to the novelty of the field and the instantly developing digitized techniques, but also to the changes witnessed in the available second language acquisition theories. These theories are currently moving   in a fluctuating manner shifting from the cognitive dimension to the social perspectives to the interactionist theories, to the social cultural ideologies, to the modifications in the input theory and finally to learners' autonomy. (Chapelle, 2010, p. 540,541)

As for the digitized tools of MALL, they are not only restricted to off-line computer software and applications but they extensively transcends them to mobile-phone applications such as What's Up and Viber and online virtual environment options such as www.edmodo.com . Automated essay evaluation tools have also chronologically progressed as they started with The Writer's Workbench which is fundamentally based on the identification of errors in spelling and punctuation. It also performs a limited stylistic analysis process including "readability measures, percentage of passives, and nominalization." (Burstein & Chodorow, 2010, p. 530) However, this early attempt for automated essay scoring has witnessed a lot of development till it reached the contemporary evaluation systems of "Education Testing Services' e-rater and Pearson's Education's   Intelligence Essay Assessor (IEA)" (Burstein & Chodorow, 2010, p. 530) , both of which digitally and statistically compare the vocabulary in a target essay to the vocabulary existing in essays that are graded by human markers.

Off-line tools such as sound-recorder, NetMeeting Sessions and Windows Movie Maker and online applications such video making and video editing options available at www.wevideo.com   and www.youtube.com   and speech recognition tools in www.voki.com and www.fotobabble.com constitute some of the tremendously vast options accessible for EFL teachers and learners in the digitized world.

Active Learning

Working on fossilized inefficient paradigms that have consistently been integrated in EFL classes in Egyptian schools, in spite of the numerous evidences for their inadequacy, the 10 interns are constantly guided to avoid "reading out loud, vocabulary tests and copying from the board/book." (Bartram, 2010, p. 47) Such activities are misconceptually regarded as tasks that promote active participation of the students in EFL classes in Egypt. "What worked in the classroom a decade (or two or three) ago, however, will no longer suffice, for the simple reason that past approaches fail to develop the full battery of skills and abilities desired" in a 21st century school graduate. (Allen, Duch & Groh, 2001b, p. 4)

Group work and pair work are activities that promote active participation of learners as well as collaboration. These activities "promote a good atmosphere for collaborative learning" and they "are never a waste of classroom time" as most conventionally traditional teachers and practitioners believe. (Allen, Duch & Groh, 2001a, p. 60) The nature of contemporary students reveals that they are not satisfied with traditional teaching practices. They are always motivated to be involved in activities in class; this indicates that the higher the rate of students' participation in class activities, the higher probability of acquisition will be expected. Techniques for socially and cognitively wiring students in class are not only restricted to group work and pair work, they comprise other techniques such as peer review, discussions, games and role-play. Active learning techniques could also be implemented in the digitized world of the world wide web such as developing WebPages that would include their assignments and an e-portfolio, recording their

speech on speech recognition tools, publishing their written or their spoken performance online, implementing virtual environment tools to communicate with their classmates and teachers and upload their assignments, sharing data through various social media tools such as Twitter, Instagram and What's Up, and, finally, browsing the net for updated data for research. The cognitive assets and pedagogical merits of active and collaborative learning has consistently been confirmed in the literature and highly recommended in teaching/learning milieus. (Brophy, 2001, p. 18)

1.4. Differentiation

Recent research has witnessed interest in the process of differentiation in classroom activities because "individual differences have been one of the most important research topics in language learning" (Motallebzadeh & Sadripour, 2015, p. 35) milieus. One major criterion differentiating learners is the level of their intelligence as it substantially impacts their linguistic aptitudes. This correlation drawn between linguistic competence and intelligence has been recurrently emphasized in the literature starting with the traditional perspectives concerning intelligence which concentrate primarily on "verbal-linguistic and logical-mathematical intelligences" (Motallebzadeh & Sadripour, 2015, p. 35). However, recent theories of intelligence attached more taxonomies to the definition of intelligence such as spatial recognition, speed of deduction, comparison and criticism.

In order to develop a system for applying differentiation techniques in the language classroom, teachers should be fully aware of the cognitive and intelligence potentials of their students. Two trends of clustering students are evident in schools; either students with multiple intelligence capabilities are grouped together in regular classes or gifted students are assembled in special classes and students with learning difficulties are collected in different classes. "Both movements call for a differentiated curriculum that acknowledges students' diverse strengths." (Noble, 2004)

However, they can also be differentiated according to their learning styles. Sprenger (2008, p.37-40) categorizes learners' strategies into 6 major strategies: "visual", "auditory/verbal", "Kinesthetic/tactile", "hands-on learners", "whole-body learners" and "doodlers" who primarily depend on graphics and shapes in their learning. In order to maximize the learning process, teachers should cater for creating opportunities and activities that enhance the learners' cognitive abilities as well as the implementation of different learning strategies.

1.5. Enhancing National Identity and Developing Multicultural Awareness

Efficient teachers of foreign languages perform an eminently controversial task of preserving the national identity of the learners and concurrently expanding their multicultural awareness of the culture of the foreign language/s being taught. "Apart from developing the students' communicative (dialogic) competence in the target language, language teaching ought also as far as possible to enable students to develop into multilingually and multiculturally aware world citizens." (Risager, 2007, p. 1) Catering for multicultural alertness "is not synonymous with ceasing to take an interest in national and ethnic identities." (Risager, 2007, p. 1)

Due to "the formation of a pluralistic community of diversity and co-existence created by globalization and internationalization", fostering "intercultural competency has been advocated as an essential component in L2 classroom." (Chen & Yang, 2014) Some instructors view culture in terms of facts and, accordingly, they will teach stereotypes, famous people and places. "In contrast, instructors who believe culture is a dynamic, rather than a static, entity would probably view the teaching of culture as a process of discovery and construction and encourage students to construct their own cultural knowledge." (Chen & Yang, 2014) Culture cannot be restricted to the classical heritage or historical background of a nation; it transcends these boundaries to include everyday practices such as cuisines, interior designs of homes and offices, artifacts, language, beliefs, dancing, literature, buildings, hairstyle, clothes, religion and rituals. In an attempt to investigate the influence of language teachers' perception concerning the teaching of culture in the language classroom, Chen & Yang (2014) conducted a qualitative research implementing both interviews with teachers and students, on the one hand, and observations, on the other. The interviews conducted in the needs analysis phases in this study indicate that language teachers confirm "that language and culture are closely interconnected" and their inevitable connectedness arises from the fact "that students cannot have a comprehensive grasp of a language without understanding its culture." (Chen & Yang, 2014)

In conclusion, the session concerning enhancing national identity and developing multicultural awareness has been conducted through two channels: the importance of the national and multinational contextualization of language and methodologies implemented to foster these ideologies in the EFL classes.

1.6. Private Tutoring

For the past five decades, private tutoring in Egypt has been a consistently devastating catastrophe for both parents and the ministry of education, soaking the salaries of parents, on the one hand, and increasing the rates of absenteeism in schools under the supervision of the ministry of education, on the other. The urge for taking private tutoring in the Egyptian community has multi-faceted grounds and consequences.   This social and educational phenomenon which had originated in the 70s and expanded to become a dogmatized principle in the competence of parents and students in contemporary times emerged from the subsequent reasons:

1. Shortage of proficient and knowledgeable   school teachers
2. Weak salaries of school teachers
3. Long working hours of parents leaving no opportunity for assisting their children, if they encounter hindrances in education
4. Disbelief in autonomous learning.
5. Poor furnishing and accommodation conditions in public schools.
6. The size of the class in public schools has ranged between 50 and 60 students in 2013 (El Sheekh & Tarek, 2013) and reached 80 students in 2015.
7. "Egypt ranked 118th in regards to its quality of primary education according to the Global Competitiveness Report – issued by the World Economic Forum – for that year, behind Gambia and Nepal."   (Abdel Aziz, 2015)

Egypt is not the only country suffering from private tutoring, as this educational phenomenon is witnessed in other countries such as Korea and Taiwan. Although the studies in the literature had been restrictive in the past, current practitioners and researchers are exerting more effort in the investigation of such phenomenon, because "private tutoring had become recognized as a world-wide phenomenon that transcended geographic and national boundaries, as well as social class boundaries." (Bray, Mazawi & Sultana, 2013, p.2) However, the definition and conception of private tutoring in each societal location immensely varies; to illustrate, private tutoring in Egypt "implies close mimicry of regular lessons in the private sector", (Bray, Mazawi & Sultana, 2013, p.6), whereas in France private tutoring has three different taxonomies. First, coaching is primarily concerned with consultancy regarding students' goals in education where the teacher's role is similar to that of the academic advisor in any educational credit-hour system; second, after school support focuses on the fulfillment of homework assignments and enhancing educational skills and finally private lessons explains academic content.

National policies combating "shadow education" or private tutoring have been implementing many paradigms. (Kassotakis & Verdis, 2013, p. 18) In Greece, for example, free supplementary tutoring is provided to students and a program for upgrading the teachers' qualifications and skills is adopted to make the private tutoring redundant and useless. (Kassotakis & Verdis, 2013, p. 18)

2. The Internship Program at Zahran Secondary School, Alexandria, Egypt.

This research is specifically a case study of an Egyptian internship program designated for the undergraduate students in the English department, faculty of education, Alexandria University as part of their education. The internship program allocates student teachers in various schools in Alexandria according to the geographical distribution of these schools and the place of residence of the student teachers, who are distributed to the nearest schools in their residential areas. The role of the interns is "defined as an individual working in a temporary position that provides on-the-job training." (Lee, 2011, p. 10) Adopting the latest theories in initial teacher education, this program is based upon school-based contribution as well as on university-based management. Elaborately, a delegate from the faculty of education and a supervisor from the ministry of education are hired to work collaboratively in this internship program. The fact that teachers' education programs delivered in the different faculties of education in Egypt are neither standardized nor documented is a predicament that exists in the educational systems of many developing as well as developed countries such as the USA, where "much of the innovation of teacher preparation, whether in university-based programs or in other settings has not been well documented, and, … data have not been systematically collected to support firm conclusions about which programs produce effective teachers." (Committee on the study of teacher preparation programs in the United States, and National Research Council, 2010, p. 15) Lack of documentation and research concerning the validation of teacher preparation programs offered in the faculties of education in general and lack of reliable data concerning the internship program in question, in particular, have constituted an inspirational force for the selection of the construct of the current research.

The annual evaluation procedures adopted by the ministry of education for measuring the teaching performance of teachers of English in Egyptian schools is mechanical and outdated. One drawback of such

system is the lack of analytical rubrics or a framework to measure the performance of teachers yielding to unreliable scores. Leaving the evaluation process absolutely to the mentors and supervisors leads to a high level of subjectivity in judgment and the inability to compare results emerging from different schools as each mentor has based his/her evaluation on different criteria. Some supervisors would assess the performance of the interns according to whether or not their students have documented what is written on the board in their copybooks; other mentors would evaluate their performance according to their implementation of computer-assisted language learning paradigms in class.

3.   The Target Population

The target population consists of 10 fourth year students in the English department, faculty of education, Alexandria University, Egypt. They are multi-majored in education, English literature, linguistics and translation. "Many states now have a double major as a requirement for secondary teacher certification", because "these requirements may improve teacher effectiveness, as subject matter knowledge is a significant predictor of teacher quality at least in some subjects and at some grade levels." (Chubb, 2012, p. 68)   In addition, high levels of content competency allow teachers to be more creative in creating collaborative and active learning tasks for students. "Teachers who have a wide, deep and confident knowledge of the subject can afford to promote investigations by pupils and wide-ranging discussion among them. (Hagger & McIntyre, 2006, p. 5) Having a homogeneous population with roughly similar educational, age and residential background assisted the researcher in developing the content of the 6 sessions workshop.

Like in the United States, in Egypt the EFL "teaching work force remains overwhelmingly females" (Committee on the study of teacher preparation programs in the United States, and National Research Council, 2010, p. 14) and the target population consist of two males and 8 females.

4.   Statement of the Problem and Research Objectives

The most crucial problem that has been encountered in the first academic semester 2015/2016 during the procedures of evaluating the teaching performance of the target population is the gap between the pedagogical theories that they have studied in their courses at the faculty of education, Alexandria University and the implementation and application of these theories in the classroom. This conflict has resulted in the weak and inefficient teaching performance of the target population. To bridge this gap and to identify the topics that should be included in the 6 sessions workshop, the researcher conducted a comparative study comparing the topics studied in their courses at college and the areas of deficiency in their performance.

This research aims at:

1. Evaluating the teaching performance of the target population using the adapted version of Danielson's framework of teaching (2007, p.3) (Tables3, 4, 5, 6 & &)
2. Designing and conducting 6 sessions workshop for improving and developing the 6 most challenging skills of teaching according to the process of assessment conducted prior the execution of the 6 sessions workshop.

5.   Research Methodology

In order to achieve the above mentioned objectives, three different phases had been accomplished:

5.1. The Needs Analysis Phase:

The needs analysis process started in the fall 2015/2016, when the researcher was assigned to supervise and evaluate the performance of the 10 interns in Zahran Secondary School. After one month of regular observation of the teaching performance of these interns, the researcher found that they have demonstrated very weak teaching and classroom management skills. In spite of the consultation sessions that were held after their teaching, where the merits and demerits of their performance were discussed, evidence of weak teaching performance still persisted. Accordingly, the identification of the skills of teaching that need improvement became one of the objectives of this research. This analytically diagnostic evaluation process is conducted by the implementation and adaptation of Danielson's framework of teaching (2007, p.3) (Tables 3, 4, 5, 6 & 7) in the fall 2015/2016. Although Danielson's framework of teaching is highly inclusive and comprehensive, other sub-skills of teaching are added to cope with 21st century teaching requirements. Boys (2008, p. 13) recapitulates the teaching process as possessing authentic passion for the language, pursuing and following updated research in the field of teaching, creating a "print-rich learning environment" in the class, formulating a precise list of the needs, expectations and abilities of the students, developing activities that generate an efficient learning environment and finally launching systems to build deferential relations with families.

 Since supplementary workshops have been selected as a technique for upgrading the teaching performance of the target population concerning the 6 most crucial challenges encountering the target population, the selection and validation of the topics discussed were fulfilled in the needs analysis stage. Interviews were conducted with the target population concerning the topics that they have studied in different pedagogical courses at the faculty of education. These interviews aims at ensuring high rates of content and construct validity and the elimination of topics that have been thoroughly studied in their college. For further validation measures concerning the content and topics studied at the faculty of education, the researcher studied the course description of all the subjects and courses studied by the target population at the faculty of education, Alexandria University.

Accordingly, the needs analysis process provided the researcher with the 6 most challenging hindrances witnessed in the teaching performance of the target population as well as the topics to be discussed in the 6 sessions workshop developed to enhance the teaching potentials of the 10 interns.

5.2. The 6 Sessions Workshop Phase

In the spring semester 2015/2016 which consists of 12 weeks, the researcher conducted a weekly 4 hours workshop for 6 weeks. Each of the following topics is discussed in a week of the 6 weeks allocated for the delivery of the workshops:

1.   Theories of learning
2.   CALL and MALL
3.   Active learning

4. Differentiation
5. Enhancing national identity and developing multicultural awareness.
6. Private tutoring

The content of the workshops consists primarily of the resources discussed in the review of the literature section for each topic. The target population was assigned to read the articles and/or books selected for the sessions of the workshop prior the sessions. To illustrate, they had to read the references concerning the theories of learning before they attend the workshop session about the theories of learning. The researcher developed a PowerPoint presentation for each workshop and downloaded videos to illustrate the topic in question from www.youtube.com. The teaching methodologies implemented in these workshops are primarily discussions, role-play, debates, microteaching, group work, pair work, jigsaw, presentations and hands-on tasks for the session of CALL and MALL.

5.3. Evaluation Phases and Scoring Validation

The evaluation of the teaching performance of the target population is conducted prior the 6 sessions workshop and after the workshop. In other words, the first piloting of the assessment procedure is conducted at the end of the fall semester 2015/2016 and the second assessment execution is conducted by the end of the spring semester 2015/2016. The adapted version of Daneilson's framework of teaching (2007, p.3) (Tables 3, 4, 5, 6 & 7) is integrated to assess the teaching performance of the 10 interns in the two administrations of the assessment process. The scores are statistically analyzed using SPSS (Statistical Package for Social Sciences) and reliability factors are estimated using Cronbach's Alpha equation as shown in table 1 resulting in a value of 0.987 that confirms high reliability measures . Test re-test statistical values are calculated in table 2 proving high rates of validity coefficients of the rubrics, scores and scoring tasks implemented in the evaluation process prior the 6 sessions workshop and the second assessment procedure delivered after the 6 sessions workshop.

Table 1: Reliability Statistics

	No. of Items	Cronbach's Alpha
Domain 1: Planning and Preparation	27	0.935
Domain 2: The Classroom Environment	16	0.968
Domain 3 Instruction	22	0.979
Domain 4: Professional Responsibilities	20	0.875
Domain 5: Teachers' character	5	0.697
Overall	90	0.987

Table 2: Validity statistics using test-retest

	r	p
Domain 1: Planning and Preparation	0.909[*]	<0.001[*]
Domain 2: The Classroom Environment	0.978[*]	<0.001[*]

Domain 3 Instruction	0.967[*]	<0.001[*]
Domain 4: Professional Responsibilities	0.976[*]	<0.001[*]
Domain 5: Teachers' character	0.933[*]	<0.001[*]
Overall	0.984[*]	<0.001[*]

Table 3: Comparison between pre and post evaluation according to Domain 1: Planning and Preparation

Domain 1: Planning and Preparation	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 1 a: Demonstrating Knowledge of Content and Pedagogy	60.0	7.54	65.67	6.30	5.075[*]	0.001[*]
Knowledge of content and the structure of the discipline	72.0	4.22	72.0	4.22	-	-
Knowledge of prerequisite relationships	58.0	12.29	58.0	12.29	-	-
Knowledge of content related pedagogy	50.0	9.43	67.0	9.49	5.075[*]	0.001[*]
Component 1 b.: Demonstrating Knowledge of Students	47.50	2.89	62.50	3.33	14.230[*]	<0.001[*]
Knowledge of child and adolescent development	80.0	0.0	80.0	0.0	-	-
Knowledge of students' skills, knowledge, and language proficiency	42.0	4.22	58.0	4.22	9.798[*]	<0.001[*]
Knowledge of students' interests and cultural heritage	51.0	8.76	63.0	10.59	4.811[*]	<0.001[*]
Knowledge of students' special needs.	17.0	6.75	49.0	5.68	11.012[*]	<0.001[*]
Component 1 c: Demonstrating knowledge of CALL & MALL	24.33	22.67	75.0	5.72	8.359[*]	<0.001[*]
Knowledge of the theories of MALL & CALL	27.0	23.12	70.0	8.16	7.435[*]	<0.001[*]
Knowledge of online software & applications	22.0	22.51	78.0	6.32	8.358[*]	<0.001[*]
knowledge of off-line software & applications	24.0	23.19	77.0	4.83	8.368[*]	<0.001[*]
Component 1 d: Demonstrating knowledge of theories of learning	31.67	5.93	69.0	5.22	17.328[*]	<0.001[*]
Knowledge of latest theories of learning	34.0	8.43	76.0	6.99	14.453[*]	<0.001[*]
Knowledge of autonomy	3.0	9.49	63.0	9.49	16.432[*]	<0.001[*]
Knowledge of various learning strategies	58.0	4.22	68.0	4.22	6.708[*]	<0.001[*]
Component 1 e. Setting Instructional Outcomes	42.67	3.44	63.33	4.71	17.270[*]	<0.001[*]
Value, sequence and alignment	47.0	4.83	66	5.16	10.585[*]	<0.001[*]
Clarity	48.0	4.22	65	7.07	11.129[*]	<0.001[*]
Balance	33.0	6.75	59.0	3.16	11.759[*]	<0.001[*]
Component 1f: Demonstrating Knowledge of Resources	39.33	11.42	62	8.78	17.493[*]	<0.001[*]

Resources for classroom use	43.0	14.94	69.0	8.76	9.750*	<0.001*
Resources to extend content knowledge and pedagogy	43.0	14.94	62	11.35	8.143*	<0.001*
Resources for students	32.0	6.32	55	8.50	10.776*	<0.001*
Component 1 g: Designing Coherent Instruction	46.25	7.66	63.0	6.95	13.521*	<0.001*
Learning activities	40.0	10.54	64	9.66	14.697*	0.019*
Instructional materials and resources	60.0	12.47	69.0	8.76	2.862*	<0.001*
Instructional groups	36.0	8.43	55.0	7.07	10.585*	<0.001*
Lesson and unit structure	49.0	9.94	64	10.75	5.582*	<0.001*
Component 1h: Designing Student Assessments	48.25	6.35	55.75	4.87	7.115*	<0.001*
Congruence with instructional outcomes	47.0	11.60	63.0	9.49	6.000*	<0.001*
Criteria and standards	52.0	6.32	58.0	6.32	3.674*	0.005*
Design of formative assessments	52.0	6.32	60.0	4.71	6.000*	<0.001*
Use for planning	42.0	4.22	42.0	4.22	7.115*	<0.001*
Total Domain 1	43.04	6.84	64.07	5.13	21.789*	<0.001*

t: Paired t-test

*: Statistically significant at p ≤ 0.05

From table 3, it is evident that four sub-skills classified under the first domain which is planning and preparation   reveal stagnant performance because no development is witnessed , if we compare the scores accomplished in the pre and post evaluation stages. These four sub-skills are:

Component 1 a: Demonstrating Knowledge of Content and Pedagogy:

1. Knowledge of content and the structure of the discipline
2. Knowledge of prerequisite relationships

Component 1 b.: Demonstrating Knowledge of Students

3. Knowledge of   child and adolescent development

Component 1h: Designing Student Assessments

4. Use for planning

However, table 3 indicates that the rest of the sub-skills in this domain are witnessing high rates of development. The highest rates of progress are achieved in:

Component 1 c: Demonstrating knowledge of CALL & MALL

1. Knowledge of online software & applications
2. knowledge of off-line software & applications

As far as their competencies in the implementation of online and offline software and applications in their teaching are concerned, it has been discovered that the target population's knowledge concerning the digital tools available is vast and consistently increasing. However, they only used such tools in their teaching after the 6 sessions workshop. They used to implement applications such as What's Up, Facebook, Viber and Instagram in their social communication rather than as pedagogical tools in EFL classes.

On the other hand, domain 2: The Classroom Environment is statistically analyzed in table 4 and the statistical values for the mean which are 28.38 in pre-evaluation and 50.69 in post evaluation, respectively, results in high rates of progress in the skills of the target population after the execution of the 6 sessions workshop. The only sub-skill in this domain that has not shown any kind of development is Importance of the content which is classified under Component 2b: Establishing a Culture for Learning. On the contrary, the highest progress is accomplished in Component 2b: Establishing a Culture for Learning: Students Pride in Work.

Table 4: Comparison between pre and post evaluation according to Domain 2: The Classroom Environment

Domain 2: The Classroom Environment	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 2a: Creating an Environment of Respect and Rapport	37.67	10.43	60.33	11.91	17.493*	<0.001*
Creating an Environment of Respect and Rapport	40.0	12.47	57.0	8.23	6.530*	<0.001*
Teacher interaction with students	39.0	14.49	65.0	16.50	8.510*	<0.001*
Students interaction with other students	34.0	9.66	59.0	12.87	8.135*	<0.001*
Component 2b: Establishing a Culture for Learning	12.0	11.78	37.33	12.84	17.804*	<0.001*
Importance of the content	17.0	22.14	17.0	22.14	-	-
Expectations for learning and achievement	19.0	15.95	46.0	12.65	8.060*	<0.001*
Students pride in work	0.0	0.0	49.0	8.76	17.697*	<0.001*
Component 2c: Managing Classroom Procedures	29.60	14.54	48.80	13.70	18.437*	<0.001*
Management of instructional groups	17.0	12.52	56.0	13.50	11.207*	<0.001*
Management of transitions	25.0	12.69	47.0	11.60	16.500*	<0.001*
Management of materials and supplies	28.0	22.51	55.0	14.34	9.000*	<0.001*
Performance of non-instructed duties	41.0	12.87	48.0	15.49	3.280*	0.010*
Supervision of volunteers and paraprofessionals	37.0	16.36	38.0	17.51	1.000	0.343
Component 2d: Managing Student Behavior	25.0	14.76	49.0	10.19	7.754*	<0.001*
Expectations	28.0	6.32	49.0	11.01	7.584*	<0.001*
Monitoring of student behavior	25.0	19.58	50.0	9.43	5.514*	<0.001*
Response to student misbehavior	22.0	18.74	48.0	13.17	6.500*	<0.001*
Component 2e: Organizing Physical Space	41.0	22.71	63.50	9.44	4.644*	0.002*
Safety and accessibility	40.0	22.61	57.0	14.94	4.295*	0.002*
Arrangement of furniture and use of physical resources	42.0	23.0	70.0	4.71	4.452*	0.001*
Total Domain 2	28.38	13.44	50.69	11.28	21.000*	<0.001*

t: Paired t-test

*: Statistically significant at p ≤ 0.05

Table 5: Comparison between pre and post evaluation according to Domain 3 Instruction

Domain 3 Instruction	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 3a: Communicating with Students	34.25	14.19	54.50	9.85	13.007*	<0.001*
Expectations for learning	27.0	18.29	59.0	9.94	9.798*	<0.001*
Directions and procedures	25.0	17.16	44.0	10.75	6.862*	<0.001*
Explanation of content	45.0	12.69	58.0	9.19	6.091*	<0.001*
Use of oral and written language	40.0	11.55	57.0	11.60	11.129*	<0.001*
Component 3b: Using Questioning and Discussion Techniques	29.0	12.18	52.67	11.09	16.385*	<0.001*
Quality of questions	29.0	11.01	52.0	13.17	10.776*	<0.001*
Discussion techniques	32.0	13.98	53.0	11.60	11.699*	<0.001*
Student participation	26.0	12.65	53.0	10.59	10.371*	<0.001*
Component 3c: Engaging Students in Learning	24.75	13.30	56.25	9.30	18.357*	<0.001*
Activities and assignments	20.0	11.55	55.0	12.69	21.000*	<0.001*
Grouping of students	16.0	18.38	61.0	7.38	11.211*	<0.001*
Instructional materials and resources	33.0	14.18	59.0	9.94	8.510*	<0.001*
Structures and pacing	30.0	14.14	50.0	9.43	7.746*	<0.001*
Component 3d: Using Assessment in Instruction	27.75	6.29	38.0	8.23	9.462*	<0.001*
Assessment criteria	41.0	7.38	51.0	7.38	6.708*	<0.001*
Monitoring of student learning	37.0	9.49	59.0	9.94	11.000*	<0.001*
Feedback to students	33.0	11.60	42.0	16.87	2.862*	0.019*
Student self-assessment and monitoring of progress	0.0	0.0	0.0	0.0	-	-
Component 3e: Demonstrating Flexibility and Responsiveness	32.0	14.92	51.0	12.48	9.544*	<0.001*
Lesson adjustment	31.0	13.70	48.0	10.33	7.965*	<0.001*
Response to students	30.0	17.0	47.0	17.03	6.530*	<0.001*
Persistence	35.0	15.09	58.0	10.33	10.776*	<0.001*
Component 3 f: Implementing CALL & MALL activities	8.0	15.49	59.5	10.39	17.810*	<0.001*
Online software & applications	5.0	15.81	60.0	12.47	12.845*	<0.001*
Offline software & applications	11.0	16.63	59.0	12.87	14.697*	<0.001*
Component 3g: Using differentiation techniques	0.0	0.0	37.0	20.58	5.687*	<0.001*
Developing tailored tasks for different cognitive potentials	0.0	0.0	37.00	20.58	5.687*	<0.001*
Grouping students according to their cognitive abilities	0.0	0.0	37.00	20.58	5.687*	<0.001*
Total Domain 3	24.82	10.89	49.95	10.22	28.616*	<0.001*

t: Paired t-test

*: Statistically significant at p ≤ 0.05

Table 5 stresses the fact that the sub-skills scoring the highest rates of development as far as Domain 3: Instruction is concerned are:

Component 3c: Engaging Students in Learning

Grouping of students

Component 3 f: Implementing CALL & MALL activities

Online software & applications

The only sub-skill which remains stagnant is Student self-assessment and monitoring of progress under Component 3d: Using Assessment in Instruction, because the students in Zahran Secondary School are still not used to the fact that they are competent to evaluate their own performance. They have a fossilized conception that their teacher is the only one who can perform this task of assessment.

Table 6: Comparison between pre and post evaluation according to Domain 4: Professional Responsibilities

Domain 4: Professional Responsibilities	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 4a: Reflecting on teaching	19.50	17.07	34.0	14.68	7.660*	<0.001*
Accuracy	19.0	15.95	35.0	12.69	7.236*	<0.001*
Use in future teaching	20.0	18.26	33.0	17.03	6.091*	<0.001*
Component 4b: Maintaining Accurate Records	16.0	12.65	19.33	13.31	6.708	<0.001*
Student completion of assignments	24.0	18.97	33.0	18.89	9.000	0.343
Student progress in learning	24.0	18.97	25.0	21.21	1.000*	<0.001*
Non-instructional records	0.0	0.0	0.0	0.0	-	-
Component 4c: Participating in a Professional Community	30.50	3.87	45.25	3.81	12.875	<0.001*
Relationships with colleagues	70.0	0.0	78.0	6.32	4.000*	0.003*
Involvement in a culture of professional inquiry	30.0	0.0	42.0	10.33	3.674*	0.005*
Service to the school	21.0	14.49	60.0	0.00	8.510	<0.001*
Participation in school and district projects	1.0	3.16	1.0	3.16	-	-
Component 4d: Growing and Developing	33.33	7.70	41.67	5.27	6.228*	<0.001

Professionally						1*
Enhancement of content knowledge and pedagogical skill	30.0	23.09	54.0	13.50	5.622*	<0.001*
Receptivity to feedback from colleagues	70.0	0.0	71.0	3.16	1.000	0.343
Service to the profession	0.0	0.0	0.0	0.0	-	-
Component 4f: Showing Professionalism	31.0	3.56	46.40	8.73	6.899	<0.001*
Integrity and ethical conduct	70.0	0.0	70.0	0.0	-	-
Service to students	0.0	0.0	26.0	13.50	6.091*	<0.001*
Advocacy	15.0	17.80	44.0	18.38	5.513*	<0.001*
Decision making	0.0	0.0	22.0	19.32	3.601*	0.006*
Compliance with school and district regulations	70.0	0.0	70.0	0.00	-	-
Component 4g: Combating private tutoring	0.0	0.0	10.67	7.98	4.226*	0.002*
Advice teachers, administration, families & students to boycott private tutoring	0.0	0.0	15.0	10.80	4.392	0.089
Penalty for students taking private tutoring	0.0	0.0	7.0	11.60	1.909*	0.023*
Rewarding students boycotting private tutoring	0.0	0.0	10.0	11.55	2.739*	0.002*
Total Domain 4	23.20	5.93	34.80	7.37	17.876*	<0.001*

t: Paired t-test

*: Statistically significant at p ≤ 0.05

From table 6, it is manifested that the maximum rates of scores are achieved in the two sub-skills: Involvement in a culture of professional inquiry and Service to the school, both of which are classified under Component 4c: Participating in a Professional Community. Because of the time constraints of the internship program and the minimal teaching experience of the target population, this domain reveals marginal or no development in many of its sub-skills.

Table 7: Comparison between pre and post evaluation according to Domain 5:   Teachers' Character

Domain 5: Teachers' character	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 5A: Accessible and admirable	32.0	13.78	42.0	11.60	5.477	<0.001*
Coming down to the level of the students	40.0	13.33	47.0	9.49	3.280*	0.010*
Admiration is the result of teachers' sincerity,	24.0	15.06	37.0	14.94	4.993*	0.001*

integrity and ability						
Component 5B: Humane and modest	44.50	1.58	44.5	1.58	-	-
Teachers' humane qualities	39.0	3.16	39.0	3.16	-	-
Humility	50.0	0.0	50.0	0.00	-	-
Component 5c: A passion for teaching	52.0	6.32	52.0	6.32	-	-
Total Domain 5	41.0	6.41	45.0	5.83	5.477[*]	<0.001[*]

t: Paired t-test

*: Statistically significant at p ≤ 0.05

As shown in table 7, the sub-skills classified under domain (5) reveal minimal development except for the sub-skill Admiration is the result of teachers' sincerity, integrity and ability which is categorized under Component 5A: Accessible and admirable.

When comparing the performance of the target population according to the total Mean values and standard deviation for the 5 domains, as shown in tables 3, 4, 5, 6 and 7, it is obvious that Domain (2): The Classroom Environment and Domain (3): Instruction achieved the highest rates of progress which is equal to 22.31 and 25.13 respectively; whereas Domain (4): Professional responsibilities and Domain (5): Teachers' Character scored the least values of development estimated as 11.6 and 4 respectively.

Table 8: Comparison between pre and post evaluation according to overall mean and standard deviation values:

	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Overall	31.46	8.61	50.68	7.82	36.391[*]	<0.001[*]

t: Paired t-test

*: Statistically significant at p ≤ 0.05

Table 8 asserts that there is a prominent development in the teaching performance of the target population with a difference of 19.22 between the pre-evaluation stages and the post-evaluation procedures.

The 6 sessions workshop assisted the 10 interns in identifying their faults in teaching and proposing remedies and resolutions for the obstacles that they have encountered in their teaching in the fall semester 2015/2016. This is firmly reflected in the progress they have accomplished in the above mentioned teaching skills and particularly in their skills of creating an efficiently encouraging classroom environment.

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Abbreviations

EFL   English as a foreign language

NCLB No Child Left Behind Act

CALL   computer-assisted language learning

MALL   mobile-assisted language learning

DfES   Department of Education and Skills in the United Kingdom

KS3 Key Stage 3

IGCSE   International General Certificate of Secondary Education

SPSS   Statistical Package for Social Sciences

USB   Universal Serial Bus

IUFM   Instituts Universitaires de Formation des Maîtres