

An-Najah National University
Faculty of Graduate Students
Dept. of Teaching Methods

**An Investigation of UNRWA EFL Teachers' Perception
of their Current English Skills and their Pre- service
Teacher Education**

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An-Najah National University
Department of Teaching Methods

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Abstract

An Investigation of UNRWA EFL Teachers' Perception Of their Current English Skills and their Pre-service Teacher Education

By : Adel A. Karim Zawawi

Supervised by : Dr. Fawaz Aqeel

This study investigated EFL UNRWA teachers' perceptions of their communicative skills and their perceptions of college preparation . The population of the study consisted of all the English teachers who were employed to teach English as a foreign language at UNRWA schools in the West Bank ,during the year 2000/2001.

The population of the study was taken wholly because of the relatively small number of the study , which was (182) teachers (97 females, and 85 males).

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A questionnaire was used to collect data for this research . The original one was developed by an educator called (Unyakat,1991)

The copies of the questionnaire were distributed to EFL teachers , who completed and returned the questionnaires ,the return rate was 100%.To convert the responses to a numerical value , Likert scale of 4 options was used . Reliability of the questionnaire was calculated using Cronbach's Coefficient Alpha formula of reliability, which gave a total value of .902 which fitted the study.

The researcher used the means ,standard deviations and percentages to answer the questions of the study,Pearson Coefficient Correlation

was conducted to find whether there was any relationship between sets of perceptions ; perceptions concerning current English language skills and perceptions regarding pre- service education. These steps were done by the computer, and the data was analyzed using the program of statistical package for social sciences (SPSS).

The results of the study were as follows :

- 1)EFL teachers did not receive enough preparation in sociolinguistics, psycholinguistics , Non- verbal communication, English culture, and language acquisition theory and research in foreign teaching.
- 2)Teachers were not satisfied with emphasis placed on the conversational programs.
- 3)Another concern of teachers was found that teachers criticize the great emphasis placed on theory teaching.
- 4)Prospective teachers think they aren't familiarized with their future environment, the actual realities they encounter at schools.
- 5)Teachers claimed that their oral proficiency is sufficient at school, but not outside the school when communicating with native speakers.
- 6)Teachers complained about their crowded classrooms in college.
- 7)Teachers protested about their limited access to computer and language labs, and libraries in their colleges.

Based on the findings of this research ,it was recommended to replicate this study on a larger number of teachers throughout the country.

Another study was recommended to evaluate the textbooks used in ELT departments according to their relevance to the communicative approach and up-to-dateness.

A third study may be conducted to investigate the resources available to teachers to improve themselves professionally (in- service seminars, conferences , handouts and publications.

Nablus ,2001

Dedication

To my parents' souls, to my brothers and sisters, to my wife and beloved children .

To all those who are dedicated to their work and to all those who have taught and supported me through the years .

To all Palestinian martyrs who sacrificed their souls to defend their homeland.

Acknowledgment

I would like to express my deepest gratitude to my thesis supervisor Dr. Fawaz Aqel, for his sincere advice, valuable guidance, support, great advice and encouragement.

I also wish to thank the committee member : Dr. Suzan Arafat and Dr. Hanna Tushiyeh for their valuable suggestions and participation in discussing the thesis .

Special thanks go to Dr. A.En Nasser Al- Qaddoumi, my statistical consultant for helping me with statistical computations.

Sincere appreciation is extended to everybody who helped in restoring my hope and confidence in myself.

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CHAPTER ONE

Brief History of Foreign Language Teaching:

Introduction:

Foreign language instruction has always been an important part of educational investment through the world. Stern (1983) roughly divided the history of teaching foreign languages into four main periods in which books, events, magazines and associations appeared:

- | | |
|----------------|-----------------------|
| 1- 1880-W.W. I | 2- W.W.II-1940 |
| 3-1940-1970 | 4- 1970- early 1980s. |

According to Stern (1983), the teaching of modern foreign languages has seen many reforms in many countries of the western world in the last few decades of the nineteenth century. Separated from the classics , modern foreign languages were brought into the school and university curriculum with new methods.

During the second period , new methods were developed, including the "Reading Approach" by West (1926), the "Oral Method of Teaching Languages" by Palmer (1920) and the "Compromise Method" proposed by Memorandum of the Incorporated Association of Assistant Masters in Secondary Schools in great Britain (1929).

During the third period, linguists were given a leading role in the solution of foreign language teaching problems.

The Armed Forces' foreign language training programs appeared and made earlier approaches in schools and universities seem to be almost irrelevant.

In the fifties, psycholinguistics began to establish itself and gained recognition in the sixties. Following this, many developments took place including the use of new technology in the form of tape recorders, language laboratories, video, television, and so on.

In the fourth period, new emphasis was given to the communicative approaches, putting more weight on curriculum design, need analysis, discourse analysis and language for special purposes (L.S.P.), human relations and humanistic techniques, experimental research, first and second languages and inter-language studies, methodology, community language learning and suggestopedia.

Foreign Language Teaching in Palestine:

This aspect can easily be traced back to the early twenties of the 20th century when the British Mandate was imposed on Palestine and thus English replaced Turkish as the foreign language in Palestine. English was taught as a school subject in the very few schools opened in Palestine then, apart from some Christian missionary schools that used English as the language of instruction. Thus, in Palestine, English was taught as a foreign language.

English was used as the first official language in government departments in Palestine. Next came Arabic and Hebrew.

Schools have witnessed several attempts of reform since 1921. In 1930, children living in Trans Jordan began studying English in grade three. In 1939, the study of English moved to grade 4, and in

1953 to grade 5 and now to grade 1. In 1964, the number of weekly periods of English was reduced from eight to six in grades 5 and six in grades five and six, and from seven to six in grades seven, eight and nine. Language and literature are focussed in the curriculum, though at a low level.

According to El-Hussein W(1981), United Nations Relief and Works Agency (UNRWA) schools follow the communicative approach in teaching English, whereas the government schools are free to use any method. Mostly they use the grammar-translation method. In the private schools, English is introduced right from the beginning in the kindergartens, additional class periods in English are assigned for students. These might be the reasons for the high level of English among graduates of such schools.

As noticed by Altaha (1982), one important side of the educational process has not been given enough attention: The preparation of foreign language teachers. Altaha (1982) indicated, according to the Jordanian Ministry of Education in (Resalat Al- Mualem), 75 percent of the foreign language teachers in Jordan didn't meet minimum qualifications. A qualified teacher, according to Educational Bill Number 16 (1964) of the Jordanian Ministry of Education, is defined as one who has passed the Tawjihi examination and who has successfully completed two more years of instruction in general education and in the area of specialization.

It is assumed that teachers who successfully complete their education in a teacher-training program are competent teachers. It is important for these programs to produce language teachers who can meet the responsibilities, roles that communicative

language teaching approaches impose on language teachers. With regard to the effectiveness of the preparation programs, it is appropriate to ask the perception of the teachers who are the graduates of these programs as Schrier (1994) stated that " there is no better assessment of a teacher preparation program than the practitioner".

This study focuses on UNRWA teachers' perception of current communicative language skills in English and their collage preparation. However, the purpose of the study is not limited to the description of how the teachers evaluate their preparation . It also aims to identify the current enigmatic areas which need to be improved in these programs . Once the problem is identified , based on the findings of the study , suggestions and recommendations will be proposed.

Statement of the Problem:

The researcher has been working as a school supervisor for UNRWA in Nablus Area since 1998. During this period, he noticed teachers who successfully completed their education in a teacher-training program but cannot meet the responsibilities, roles that communicative language approaches impose on language teachers.

So, by conducting this study the researcher focuses on UNRWA EFL teachers' perception of their current communicative language skills and their perception of their college preparation. He also aims at the description of how these teachers evaluate their preparation, and to identify the current enigmatic areas which need to be improved in these programs.

Purpose of the Study

The purpose of the present study is twofold:

- 1) To investigate U.N.R.W.A inservice EFL teachers' perceptions of their current knowledge and communicative skills in the English language.
- 2) To investigate the inservice EFL teachers' perceptions of the nature and effectiveness of their college EFL preparation with respect to communicative approach.

Research Questions:

The study is guided by the following research questions:

1. What are UNRWA EFL teachers' perceptions of their communicative skills in English ?
2. What are UNRWA EFL perceptions of their college preparation?
3. Is there any relationship between perceptions of college preparation and U.N.R.W.A EFL teachers' perceptions of their current communicative skills in the English language?
4. What are the primary differences in perception concerning the effectiveness of college preparation of current school EFL teacher due to :
 - a) area .
 - b) gender,
 - c) years of teaching English,
 - d) highest degree obtained,
 - e) travel and /or work experience in an English – speaking country.

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5. What are the recommendations offered by the teachers based on their teaching experience?

Assumptions:

The researcher assumes that the English language is viewed as a necessary and dominant language among Palestinians. Therefore, ELT departments, which produce English teachers, are valued by the Palestinian government and the Palestinian people.

Another assumption is that UNRWA ELT teachers will provide honest and reliable information.

The researcher also assumes that the findings of the present study should give birth to constructive modifications in the current ELT teacher preparation program in Palestine, thereby increasing the quality of these programs.

Significance of the Study:

The findings of this study will be of significance to English language teaching departments' programs. The data gathered from the study will reveal potential strength and weakness of these training programs as perceived by the graduates.

Since many EFL teachers work in U.N.R.W.A school settings and impact students, it is important to improve their training.

Second , the information gathered from this study will be useful to both the Ministry of Higher Education and the Ministry of Education which are in charge of determining and developing the English language curriculum , making decisions and preparing changes to better serve students.

Third, as the present study is about " practitioners" (i.e., English teachers) the findings will bring the policy makers working in the Ministry of Education together with practitioners for mutual goal attainment.

Definition of terms:

In order to establish an understanding of the terms used in the study , selected terms are operationally defined below:

Communicative Approach:

An emphasis in teaching foreign languages in which meaning is more important than form .This approach aims at not only mastery of correct grammatical rules but also the ability to use the language appropriately in its social context.(Hancock,1994)

English as a Foreign Language (EFL):

English is studied mainly in the classroom in contexts where English is not the language communicated. Outside the classroom, English is seldom used. In this study, English is a foreign language as it is used only in the classroom with non-native English teachers and outside the classroom the students do not have contact with the native speakers of English.(Researcher)

Perception:

A personal interpretation, recognition of events, way of seeing and understanding things drawing on personal experiences, or knowledge and information which are drawn from personal experiences.(Researcher).

UNRWA EFL Teachers:

Teachers who teach English as a foreign language in basic schools in the West Bank which are run by UNRWA. (Researcher).

Limitations of the Study:

This study has the following limitations:

- This study is limited to the UNRWA ELT teachers in the West Bank. Therefore, findings of this study may not be generalizable beyond the targeted population.
- This study is limited to the ELT teachers who work for UNRWA in the scholastic year 2000/2001.

Summary:

This chapter presented the research questions guiding the present study. The background and the significance of the study were highlighted. The reasons why knowing UNRWA ELT teachers' perceptions of their language skills and their perceptions of their college preparation were clarified. In the next chapter, the literature review related to the study will be presented.

Chapter Two

Review of Related Literature

In this chapter, the researcher reviewed the available literature which is related for this study. It comes from two resources:

In the first part, the issue of linguistic competence is discussed. This part also contains information about knowledge and skill types which are viewed as essential to the preparation of language teachers. This part also explains the impact of the teacher competence on his/ her teaching profession and his/ her students' EFL learning experiences.

The second part of the literature review deals with teacher training for language teachers.

Part 1: Knowledge Base and Skills Required of EFL Teachers:

Communicative approaches to language teaching redefined the roles of language teachers. Breen and Candlin (1980)

identified the first role of teachers in communicative language teaching approaches as facilitating the communicative process between all the participants in the classroom.

With the advent of the communicative approach, the foreign language teaching and learning adopted new goals. Moeller (1996) stated that the language teacher "no longer dispenses knowledge, but rather is charged with creating an environment that is learner-centered, planning a curriculum...etc.(P.60)

According to Schrier (1994), professional foreign language teachers must have the ability to reflect, analyze critically, select the tools and materials of teaching, and evaluate the products and performance of the learner.

On the other hand, Lange (1983) claims that no language program would exist without teacher competence. Similarly, Wing (1984) stated that teacher competence is the keystone of excellence of education.

Other researchers have asserted that the competence of the language teacher is central to teacher preparation (Stevens, 1974; Stevens, 1977; Politzer, 1981; Altman, 1981).

Stevens (1974), in particular, focusing on the language teacher's communicative competence has stated that poor communicative competence of the language teacher may affect the learner's achievement.

Other educators argue that along with the target language competence, an effective language teacher should have some other skills.

According to Altman (1981), a language teacher should understand the nature of the target language and he should be knowledgeable about the factors which influence the teaching/

learning process such as : target culture, learner' needs and interests.

Morain (1993) stated that the first and the most important competence for language teacher is the ability to communicate with ease in the foreign language to build a confident learning atmosphere in the classroom.

Similarly, Doff (1987) remarked that a poor command of English damages the self-esteem and professional status of the teacher. such a teacher, according to Doff, is far from following teaching procedures such as ; asking questions or clarifying his/her ideas.

Another educator, El-Banna (1987) pointing out the psychological consequences of having limited proficiency claimed that teachers who have limited proficiency in the language they are teaching may lose their confidence thereby making the students feel insecure and defensive.

Similarly, Lafayette (1995) stated that among the components of the content knowledge none is more important to foreign language teaching than the language proficiency of the teacher.

According to Buchmann (1984), a well-informed language teacher who has thorough content knowledge will not have control and management problems in his/her classroom as s/he will be always mentally organized and prepared to teach.

Cullen (1994) also argued that low levels of English should not be considered the problems of teachers. Low proficiency levels should be a major concern of teacher educators as well.

Horwitz (1996) pointed out the impact of the teachers' language proficiency on students. He asserted that if the teacher doesn't appear comfortable speaking the language in front of the students,

it is difficult for the students to believe that they will be able to speak the language. According to Horwitz (1996), good foreign language teachers possess a number of characteristics "Good humor, creativity, understanding of young people, love of the language and culture, high language proficiency, a solid background in methodology, and a flexible teaching style".

Wing (1995) emphasized that today, language teachers are expected to have multiple roles from having target language competence: the teacher needs to be a manager who facilitates language acquisition; a resource developer who uses to the greatest advantage the target and native languages, materials, and technology; an analyst who observes and evaluates what is happening in the classroom.

In a study conducted by Moscovitz (1976), the characteristics of outstanding foreign language teacher were identified. The study focused on three major characteristics of teachers: subject-matter competence, professional competence and the desired personal qualifications. One result of the study revealed that subject-matter competence is not a criterion to consider a teacher as outstanding. Prodromu (1991), argued that good teachers are the ones who are able to assume different roles varying from social worker to counselor and facilitator in the classroom.

The American Council on the Teaching of Foreign Languages ACTFL (1994) stated that an essential characteristic of an effective teacher is the ability to communicate with a wide variety of audiences using both written and spoken languages.

Schrier (1994) proposed four desirable characteristics of future language teachers. She stated that future language teachers should have proficiency in the foreign language and its culture,

proficiency in the language and culture of the school's community, experience in curricular design and its implementation, and technological sophistication.

Freeman and Freeman (1994) focused on the personal qualities of teachers. They said that along with sound knowledge of the target language, teachers should have energy and vigor, enthusiasm for their subject matter, and limitless patience.

Regarding the importance of a teacher's personality, Cross (1995) claimed that the importance of teacher personality in language teaching (is) far greater than in any other subject. Similarly, Blatchford (1984) reported that when preservice and inservice teachers were asked to list the characteristics of good teachers during their language learning process, personal qualities of teachers came before their academic qualities.

Brosh (1996) stated that an effective teacher is the one who is close to his/her students, sensitive to students' learning process and one who creates a classroom environment which is conducive to motivation.

According to Penner (1992), years of teaching experience and knowledge of teaching methods do not guarantee effective teaching. Teachers should improve their teaching skills along with the subject matter. Penner, maintained that teachers bring out their own personality to the classroom each time they teach. Therefore, teachers' personalities are also important as far as effective language is concerned.

Part 2: The Training and the Status of EFL Teachers:

Training of the language teachers has always been the focus of attention in foreign and second language teaching profession.

(Holden,1987;Woodward,1991;Wallace,1991;Moore,1996;Ashton, 1996).

Denemark and Neil (1980) stated that language teaching profession needs bright, sensitive and reflective human beings. In addition, they need a rigorous preparation program which will double their personal strengths extending their professional status.

Palmer, (1993) felt that English teacher instructional skills are seriously deficient and should be improved and suggested that the education authorities should provide additional supplementary teaching aids, information exchange, and in-service teacher training and recommended that English should be used all the time for classroom interaction.

Nerenz (1993), asserted that teacher education programs should be more than a mere collection of courses, they should be ones which are relevant to the present -day movements in education and social demands.

Moeller,A (1996) , stated that for the foreign language teachers , the most striking deficiency is the lack of any courses to develop language proficiency.

Freeman and Freeman (1994) argued that since teachers' teaching practices are influenced by the content of training and by the way they themselves are taught college preparation must be given necessary importance.

There are several educators who claim that effective teaching programs are the ones which are relevant to the present –day movements in education and social demand (Denemark & Nelli, 1980;Goehring, 1981; Blair, 1983; and Cross, 1995).

Cross(1995), for example stated that prospective language teachers should be thrust into contact with current affairs, global

issues, social concerns, local businesses, economic issues , the target cultures.... In this way , teacher preparation and language teaching is not divorced from the real world.

According to Blair (1983), most teacher training programs consist of courses which are irrelevant, unrealistic, too theoretical, and impractical.

Ur (1992) focused on the same point by stating that trainee teachers feel that there is hardly any connection between the courses offered in their program and their classroom practices.

Regarding the courses in foreign language teacher education programs, Ur (1992) stated that courses which are taught in these programs should aim at developing prospective teachers' "personal theories of action" through ELT pedagogy course which includes integrated teaching practice and observation.

Lightbown (1985) , for example , argued that language acquisition research is an essential component of teacher education, because it can give teachers appropriate expectations for themselves and for their students.

Ellis(1986) suggested that experiential and conscious- raising activities should be combined in teacher preparation programs.

With respect to the practical and realistic aspects of teacher education programs, Strevens (1974) stated that trainee teachers might be asked to observe actual classroom sessions, micro-teaching through video- tape recordings, teaching to fellow-trainees, or long –term teaching practice in a school setting under supervision of an experienced teacher.

Johnson (1994) stated that there should be a set of realistic expectations about the theoretical aspects taught in these courses. She claimed that what teacher education program should

emphasize is the perceptual knowledge as opposed to what is called conceptual knowledge which is too abstract.

Cross (1995) proposed various components to be included in teacher education curriculum. One of these is pedagogic techniques which teach the teacher trainees how to present lexical items, design and conduct meaningful drills, introduce communicative structures. Furthermore, Cross (1995) added that management skills of teachers are equally important and should be emphasized in teacher education programs. He argued that timing a lesson, maintaining attention and using eye contact must be taught in language preparation courses, Cross maintained that prospective teachers should be taken to the actual teaching settings to discover the mechanics of language classrooms.

Hammadou and Bernhardt (1987) pointed that communicative approach to language teaching requires a new focus into foreign language teacher education. They claimed that the courses taught in teacher education programs should encourage interaction in the classroom instead of promoting teacher dominant lecture types. They suggested that teacher training programs should incorporate sociolinguistics, sociology, and anthropology into their curriculum.

Similarly, Jorstad (1981) pointed to the multidisciplinary nature of language teaching suggested that teacher education programs should be organized by sociolinguists, educators, linguists and other related professionals.

Regarding the courses taught in teacher education programs, emphasizing the importance of knowledge of Second Language Acquisition (SLA) for language teachers, Bahns (1990) stated that knowledge of SLA research might cause a change in the attitudes of the teachers, at least teachers who are informed with the

findings of SLA research, might judge students' errors as natural products of language learning process.

Morain emphasizing the importance of pedagogical education argued that in the 21st century language departments will accept how an important role they have in the preparation of the future teachers.

Morain (1993) naming syntax, phonetics, and conversation class as "Old Faithfuls" argues that these courses will be more than demonstrating and clarifying points in grammar and phonetics. These courses will help future teachers to design and implement effective ways to teach them in the language in the 21st century.

According to Morain, the teacher education curriculum in the next century, will be enriched with courses which help future teachers to talk and write intelligently about their own culture and to compare it with the target culture. Teacher preparation programs, in the new century, will offer courses which will equip teachers with competencies such as; advancing arguments, defending positions, conversing with confidence about the sociopolitical agenda of the target culture, understanding humor in foreign language contexts.

Morain further emphasized the vitality of contact with students in actual schools and spending time in schools for prospective teachers. Another point she raised is the cooperation between schools, colleges and the public.

As the study is related to the skills and college preparation of UNRWA EFL teachers who are non-native speakers of English, this part of literature review will refer to non-native speaker issue.

Being an international language ,English has become the most widely "taught, read and spoken language that the world has ever known (Kachru & Nelson ,1996).

According to language statistics, the number of non-native speakers will be much more greater than the English native speakers. One issue has been raised concerning English language teaching around the world is whether non-native English language teachers will fulfill the mission .

According to Williams (1975), a non- native speaker will have disadvantage over his/her peers; He may not be well informed with every English usage because of limited contact with the native speakers. Therefore , a non-native teacher's English will be not up-to-date according the living language. His language production may not be authentic and genuine. However ,the non-native teacher has advantages as he/she is well aware of his/her students' native language. Furthermore, non-native teacher's nativeness with the culture and the interests will help the teacher to select appropriate materials and activities for his/her students.

Widdowson (1984) claimed that native speakers take the advantages of being native speakers divulging in delusion that a native speaker, being a reliable informant, makes a good language teacher. However, there is a serious disadvantage related to native speakers. As native speakers feel secure in their knowledge, they become closed off from the language and the culture of other communities. Widdowson (1992) further argued that: this kind of native speaker attitude is a severe disadvantage for the development of expertise as an instructor, even though they are effective informants.

Nayar (1997) stated that English language teaching shouldn't be limited to native speakers as knowledge of English is different from knowledge of teaching, and English language competence is different from sociocultural competence.

According to Medgyes (1994), non-native teachers may have some linguistic shortcomings in oral proficiency, vocabulary and pronunciation, but these shortcomings might be overcome by hard work. On the other hand, non-native teachers might be valuable sources for students as they are well aware of the students' culture and needs.

Concerns about limited contact of non-native teachers with the target language and the resultant communication problems have been emphasized by other educators. Hammadou and Berhardt (1987) emphasized the dynamic and interactive nature of language. They remarked that since the use of the target language is limited to classroom sessions, language teachers may lose their skills over time.

In a study conducted by Kalivoda and Morain (1989), it was found that more than half teachers used the target language in their classrooms less than 50% of the class time. The main reason was their own inability to clarify the grammar points without switching to their native language.

Concerning the communicative competence of the non-native teachers, Peretz (1988) argued that the main problem faced by the non-native teachers who are teaching in non-English speaking environment is the lack of communication. According to Peretz, non-native teachers should be equipped with both linguistic and culture-based learning.

Seelye(1984)and DeKeyser (1991) emphasized the importance of staying in a country where the language that foreign language teachers teach is dominantly used.

Regarding the connection between cultural knowledge and language learning, Bacon (1995) stated that the fundamental goal of teacher education is learning to represent fairly the culture of the language one teaches.

However, although a living experience in the target is very beneficial for language teachers it requires a budget for having trips and registering for courses. Hammadou and Bernhardt (1987) stated that this problem can be remedied by incorporating courses such as linguistics, psycholinguistics sociolinguistics into the teacher education programs. These courses will help the trainees to get deeper insight into non-linguistic and sociocultural concepts embedded in the target language.

Conclusion:

Language is dynamic; it is alive and changes over time. Therefore, those who are engaged in language teaching have the burden of keeping up-to-date with the language.

Regarding the requirements of the profession, Basnata (1996),concluded that in order to fulfill these missions ,language teachers should be competent not only in their target language knowledge, but also in their pedagogical knowledge.

Furthermore, more and more teacher education programs incorporate a variety of related disciplines to help language teachers and broaden their understanding of how the language learning and teaching works and improve their instructional skills.

Crookes (1997), emphasized that there are many factors that influence the success of language teachers such as : teaching resources, administrative support, and physical facilities in schools where teachers work.

Summary:

In this chapter, the researcher reviewed the available literature which is related to the study. The issue of linguistic competence which is viewed as essential to the preparation of language teachers. The impact of the teacher competence on his /her teaching profession and his/her students' EFL learning experiences. The chapter also dealt with teacher training programs.

Chapter Three

Methodology

In this chapter, the researcher presents population of the study, instrumentation, data collection and data analysis.

Population:

The population of this study consisted of all the English teachers who were employed to teach English as a foreign language at UNRWA schools in the West Bank, during the year 2000/2001.

The population of the study was taken wholly to represent the elements of the study because the relatively small number of the population of the study, which was (182) teachers (97 females,85 males)as given by UNRWA Department of Education in Jerusalem.

The population of the study is shown in tables:

Table –1-:

The distribution of the teachers according to area:

Area	Frequency	Percentage
Nablus	77	42.3
Jerusalem	55	30.2
Hebron	50	27.5
Total	182	100

Table –2-:

Distribution of the EFL teachers according to gender:

Gender	Frequency	Percentage
Female	97	53.3
Male	85	46.7
Total	182	100

Table –3-

EFL teachers' English language experience:

Years of English Teaching	Frequency	Percentage
0-5 years	52	28.6
6-10 years	41	22.5
11-15 years	18	9.9
More than 15	71	39
Total	182	100

Table –4-:

Highest degree obtained by EFL teachers:

Highest Degree Obtained	Frequency	Percentage
Diploma	75	41.2
Bachelor's + Diploma In Education	70	38.5
Bachelor's	31	17.0
Master's	6	3.3
Total	182	100

Table –5-:

Work/travel experience in any English –speaking country:

Work/ Travel Experience	Frequency	Percentage
Yes	22	12.1
No	160	87.9
Total	182	100

Table- 6-:

Participation in professional conference and/or seminar:

Participation in professional conference/seminar	Frequency	Percentage
Yes	81	44.5
No	101	55.5
Total	182	100

Table- 7-:

Subscription to any professional journal:

Subscription to any Professional Journal	Frequency	Percentage
Yes	16	8.8
No	166	91.2
Total	182	100

Instrumentation:

A questionnaire was used to collect data for this research. The original one was developed by (Unyakiat, 1991).

The questionnaire was divided into four parts. A copy of the questionnaire has been included in the appendices as Appendix (C) Page 74.

Part 1: Demographic information:

In this part, controlled – choice questions were asked to collect the information related to the personal and professional backgrounds of the EFL teachers. The teachers were asked their gender, years of EFL teaching English, highest degree obtained, work / travel experience in an English speaking country, participation in a professional seminar/ conference, subscription to any professional journal.

Part 2: Knowledge and Communicative Skills in English:

This part included 10 items which provided teachers with opportunities to describe their perception concerning their current English language skills.

Part 3: Perceptions Concerning the Effectiveness of EFL Teacher Education Programs:

This part included 20 items which provided teachers with opportunities to identify their perceptions concerning their own preservice education.

Part 4: EFL Teachers' Recommendations and Difficult Aspects of English Language for UNRWA EFL Teachers:

In this part of the questionnaire, EFL teachers were provided with the opportunity to identify the most difficult aspects of English language and to indicate their opinions and recommendations to modify and improve EFL teacher education programs.

Questionnaire and Data Collection:

The researcher requested a permission from the UNRWA Department of Education to conduct the study. The researcher requested a list of names of all EFL teachers who teach English in UNRWA schools. The researcher sent a cover letter (Appendix A) Page 72 and the copy of permission to conduct the questionnaire (Appendix B) Page 73 to the principals of the schools. In the cover letter to the principals the researcher introduced himself, explained the purpose of the research, and asked for their cooperation. The researcher sent the questionnaires to all EFL teachers. In the cover letter attached to each questionnaire, the researcher emphasized the importance of teachers' responses to the study, stressed that the individual teachers' names are not needed. In order to help EFL teachers understand the directions, instructions were clearly stated and placed in each part of the questionnaire. The researcher indicated a deadline for returning the questionnaires. When the questionnaires were not received after the deadline, the researcher waited for a week, assuming possible delay in the mail. The researcher asked school principals to encourage the teachers to complete and return the questionnaires. When the questionnaires were returned , the researcher compared the identification numbers

of questionnaires with the numbers written on the master list.

A total of (182) questionnaires out of (182) were returned.

The return rate was (100%).

Data Analysis:

The researcher applied the study on the whole population of the study. The data collected by the researcher were analyzed: Descriptive statistics with frequencies , percentages , means and standard deviations were calculated ,Pearson Correlation was conducted to investigate whether there is any relationship between teachers' perception of current communicative skills and perception of college preparation .These steps were done by the computer, and the data was analyzed using the program of statistical package for social sciences(SPSS).

Validity of Instrument:

To insure the content validity of the questionnaire, the researcher gave it to a jury of experts in this field of the faculty of education at An Najah National University & Bethlehem University.

All of them approved the content validity of the questionnaire and suggested slight recommendations and modifications.

Reliability of the Study:

The reliability of the questionnaire of the study was calculated using Cronbach's Coefficient Alpha formula of reliability, it was 90.2 ,which fitted the purpose of the study.

Table - 8

Reliability of Instrument using Cronbach's Coefficient Alpha:

Domain	Reliability
1)Skills in English Language.	.8024
2) Effectiveness of College Preparation.	.7907
3)Topics/ Courses in English Classes.	.8542
4)Topics Emphasis in Methods Course.	.8997
5)Instructional Strategies Used by College Professors.	.7241
6 Most Difficult Aspects of the English Language.	.8732
7)Teachers' Recommendations.	.7740
8)Total.	.9021

Summary:

This chapter was devoted to specify the steps taken in carrying out the research endeavor. The steps included the general methodology procedures, the population & sample of the study, the instrument of the study, data collection, validation procedures of the questionnaire, questionnaire reliability and data analysis.

Chapter Four

Results and Findings

This chapter presents the results of the statistical analysis of data collected through the questionnaire and the answers of the research questions on the light of the research findings.

After collecting the questionnaires, the data were calculated and analyzed by the computer using the SPSS package, Pearson Correlation was also conducted to investigate whether there is any relationship between teachers' perception of their current communicative skills and their perception of their college preparation. Only the descriptive statistics such as raw means, percentages and standard deviations were used because the sample was the same as the population and hence, there was no need for analytical statistics.

Question 1

1.What are the UNRWA EFL teachers' perceptions of their communicative skills in English language?

In this part of the questionnaire, teachers were asked 10 different activities and skills to evaluate their current English language according to these skills. Teachers rated themselves on a Likert scale 1-4 which ranged from "very easily" to "not at all". The results are presented in Table 9.

Table –9

Means , standard deviations and percentages of UNRWA EFL teachers' perception of their current English Language skills:

Ser. No.	Skills in English Language	Mean	Std. Deviation	Percentage
1	Introduce myself in social situations and use appropriate greeting and leave –taking expressions.	3.65	.56	91.25
2	Give simple biographical information about myself.	3.67	.53	91.75
3	State and support my point of view with reasons.	3.48	.64	87.00
4	In face to face conversation, understand a native speaker who is speaking at normal speed.	3.43	.58	85.75
5	Understand English TV programs.	3.17	.51	79.25
6	Understand idiomatic expressions used by a native speaker.	2.92	.58	73.00
7	Comprehend essential points after reading an article.	3.51	.60	87.75
8	Write a personal letter.	3.69	.53	92.25
9	Write a summary report.	3.43	.66	85.75

10	Use technical equipment such as: video, overhead projector to present English lessons.*	2.98	.96	74.75
	Total	3.39	.377	84.75

* General Skill = Use of technical equipment like video, and overhead projector.

Regarding the speaking skills, most teachers stated that they can use English easily to give simple biographical information about themselves. This is indicated by a mean score of 3.67. Introducing themselves in social situations and using appropriate greeting and leave-taking expressions were also rated as very easy to perform by EFL teachers (mean score = 3.65). Stating one's opinion was also rated as very easy to perform with a mean score = 3.48.

Regarding the listening skill, teachers rated understanding a native speaker talking on the phone at normal speed as easy to do (mean score = 3.43). Teachers claimed understanding an English TV program and understanding idiomatic expressions used by a native speaker as somewhat easy to perform. Their mean score were 3.17 and 2.92, respectively.

Regarding reading skill, teachers rated comprehending essential points after reading an article as very easy (mean score = 3.51). As for writing skill, teachers reported that they could very easily write a personal letter to a foreign friend (mean score = 3.69). Writing a summary report was rated as very easy to perform, too (mean score = 3.43). Teachers reported their confidence in using technical equipment like video, overhead projector when presenting English lessons with a mean score of (2.98).

The total means for the speaking skill (mean score = 3.6), listening skill (mean score = 3.17),reading skill (mean score=3.6). writing skill(mean score = 3.65), and skills for using technical equipment which was called general skill(mean score = 2.98) are shown in Table –10.

Table –10:

Means ,standard deviations and percentages of EFL teachers' current knowledge in four skills and use of technical equipment:

Knowledge and Skills	Mean	Std. Deviation	Percentage
Speaking	3.6	.57.66	90.00
Listening	3.17	.55.66	79.25
Reading	3.60	.60.00	90.00
Writing	3.65	.59.50	91.25
General Skill.*	2.98	.96.00	74.5

General Skill = Use of technical equipment like video and overhead projector

Question2:

What are UNRWA EFL teachers of the effectiveness of their college Preparation?

In the third part of the questionnaire, the teachers were asked to evaluate their college preparation based on 33 items, eight are related to the effectiveness of preparation in terms of courses, twelve items are related to topic courses and course preparation in English classes, eight items are related to the topic emphasis in English teaching methods courses, and the last five items are related to the instructional strategies used by college professors. The means , standard deviation and percentages related to the

rating are shown in table -11. -Ratings are based on a scale of 1-4 which ranges from "full preparation" to "no preparation"

Table –11.1-:

Means, standard deviations and percentages of EFL teachers' perceptions of college preparation:

Course Preparation (in general):

Ser No.	Courses	Mean	Std. Deviation	Percentage
1	Linguistics	3.19	.71	79.75
2	Educational Psychology	3.01	.82	75.25
3	Sociolinguistics	2.61	.83	65.25
4	General Methods of Teaching	3.57	.64	89.25
5	Psycholinguistics	2.47	.86	61.75
6	Nonverbal Communication	2.65	.96	66.25
7	Computer Use in Language Teaching	1.71	1.01	42.75
8	Practice Teaching	3.31	.93	82.75
9	Total	2.81	.48	70.25

Concerning course preparation, most of the teachers believed that they received minimal preparation in computer use in language teaching (mean score =1.71). The teachers reported that their preparation in sociolinguistics (mean score = 2.61) Psycholinguistics (mean score = 2.47), and nonverbal communication(mean score = 2.65) was not adequate.

However, the teachers' rating for linguistics was higher with a mean score =3.19. Moreover, the teachers believed they received adequate preparation in the general methods of teaching course with a mean score = 3.57.

Topic and Course Preparation:

Table –11. 2-:

Means, std. deviations ,and percentages of teachers' perceptions of topic and major course preparation:

Ser No.	Topics/Courses	Mean	Std. Deviation	Percentage
1	Phonetics	3.37	.71	84.25
2	Grammar	3.54	.61	88.50
3	Reading	3.53	.69	88.25
4	Conversation	3.19	.82	79.75
5	Composition	3.15	.82	78.75
6	English Literature	2.92	.95	73.00
7	Translation	2.87	.92	71.18
8	Research/Paper Writing	2.86	.91	71.50
9	Oral presentation	3.02	.85	75.50
10	Language Acquisition Theory	2.74	.90	68.50
11	Methods of Foreign Language Teaching	3.16	.88	79.00
12	English/ Western Culture	2.44	.88	61.00
	Total	3. 07	.52	76.75

As for the findings for topic and course preparation ,teachers reported that they had adequate preparation in phonetics, grammar, reading: mean scores of 3.37, 3.54, and 3.53, respectively. However, the teachers claimed that they had only been offered fairly adequate preparation in conversation, composition, oral presentation, and methods of foreign language teaching with mean scores of :3.19,3.15,3.02, and 3.16.The teachers claimed that they received less than adequate preparation in English literature, translation, and language acquisition theory with mean scores of : 2.92,2.87,and 2.86, respectively. Teachers also claimed they received minimal preparation in English / Western culture with mean score =2.44.

Teaching Methods Courses:

In the next section, the teachers were asked to rate their English teaching methods courses on the scale of 1-4, ranging from "full emphasis" to " no emphasis based on 8 items .

Table -11. 3-
Means, std. deviation of teachers' perceptions of teaching methods courses:

Ser. No	Methods/Course	Mean	Std. Deviation	Percentage
1	Motivating students.	3.29	.75	82.25
2	Managing classroom techniques	3.37	.75	84.25
3	Selecting appropriate materials .	3.29	.75	82.25

4	Identifying students' needs	3.21	.79	80.25
5	Constructing authentic tests.	3.00	.81	75.00
6	Designing communicative curricula.	2.70	.90	67.50
7	Diagnosing and selecting appropriate instructional materials.	2.95	.84	73.75
8	Diagnosing students' learning problems and progress.	3.02	.86	75.50
Total		3.10	.62	77.50

The teachers reported that in methods courses, there was adequate emphasis on the topics motivating students, managing classroom techniques, selecting appropriate materials and identifying students' needs with mean scores :3.29, 3.37, 3.29, and 3.21, respectively. Teachers also claimed that diagnosing students' learning problems and progress and constructing authentic tests were fairly adequately emphasized in methods courses with mean scores: 3.02, and 3.00 respectively.

In this part, the lowest ratings were given to designing and selecting appropriate instructional materials, and designing communicative curricula with mean scores of 2.95, and 2.70, respectively.

Instructional strategies used by college professors:

Table -11. 4-:

Means , std. deviation, and percentages of instructional strategies used by college professors:

Ser. No.	Instructional Strategies Used by College Professors	Mean	Std. Deviation	Percentage
1	Discussion	3.14	.75	78.50
2	Grammar Translation	2.87	.91	71.75
3	Pair/ small group teaching	2.94	.90	73.50
4	Films, videotapes in foreign language teaching	2.21	.98	55.25
5	Learner-centered instruction	2.73	.89	68.25
	Total	2.78	.61	69.45

As for instructional strategies used by college professors , the teachers claimed that discussion was adequately emphasized with a mean score of 3.14. The teachers reported that grammar – translation and pair- small group teaching were given minimal emphasis with the mean scores of 2.87, and 2.94, respectively. In this section , the lowest ratings were given to learner- centered instruction, films, videotapes in foreign language teaching with mean scores of 2.73, and 2.21, respectively.

Table -11.5-

Means ,std. deviation, and percentages of EFL teachers' perceptions of college preparation:

Ser No.	Effectiveness of College Preparation	Mean	Std. Deviation	Percentage
1	Courses	2.81	.4800	70.25
2	Topics/Courses in English Classes	3.07	.5235	76.75
3	Topics Emphasized in Method Courses	3.10	.5235	77.50
4	Instructional Strategies Used by College Professors	2.78	.613	69.50

In summary , the total mean scores for course preparation was 2.78, preparation on topics and courses in college English classes was (2.81), topics emphasized in English teaching methods courses was (3.07),and emphasis of instructional strategies used by college professors was (2.78).

Question 3:

Is their any relationship between EFL teachers' perception of knowledge and communicative skills in the English language and perception of college preparation?

In addition to the descriptive analysis of EFL teachers' perceptions of knowledge and skills in the English language and their college preparation, and in order to investigate whether there was any relationship between EFL teachers' perceptions of current language skills and knowledge in the English language and perception of college preparation Pearson Correlation was conducted.

Table –11. 6 :-

Pearson correlation for the relation between EFL teachers' perception of knowledge and communicative skills in the English language and perception of college preparation:

Variable	Spea	List.	Rea.	Writ.	G.Ski	Cour.	Cour. Top. Eng.	Top. Eng. Meth	Inst. Str.
Speaking	X	.46**	.29**	.44**	.39**	.26**	.33**	.10**	.16*
Listening	.50**	X	.35**	.43**	.34**	.45**	.47**	.23**	.20**
Reading	.29**	.35**	X	.36**	.24**	.30**	.36**	.14	.35**
Writing	.43**	.43**	.36**	X	.40**	.38**	.42**	.21**	.26**
G. Skill	.39**	.34**	.24**	.40**	X	.31**	.24**	.15*	.14
Courses	.26**	.45**	.23**	.38**	.31**	X	.63**	.56**	.43**
Cour.To. Eng. Cla	.33**	.47**	.36**	.42**	.24**	.63	X	.46**	.59**
Top.Eng. Methods	.10	.23**	.13	.21**	.15*	.56**	.46**	X	.55**
Instruc. Strat.	.16*	.20**	.35**	.26**	.14	.43**	.59**	.55**	X

* * Correlation is significant at the 0.01 level (2- tailed).

* Correlation is significant at the level 0.05 (2-tailed).

The results presented in Table 11-6 showed that there was a positive relationship between particular variables . In positive relationship , if one variable increases in value, the other variable also tends to increase .

These results were shown by the above table :

1-Speaking;

There is positive relationship between Speaking , "Courses",and "Courses and Topics in English Class" at the level 0.05.

Speaking and "Instructional Strategies Used by College Professors at the level" 0.01.

There is negative relationship between speaking and "Topic in English Methods".

2-Listening :

There is positive relationship between Listening ,"Courses", "Courses Topics in English Class" "Topic in English Methods", and "Instructional Strategies Used by College Professors" at the level 0.05.

3- Reading :

There is positive relationship between reading "Courses", "Courses Topics in English Class" and "Instructional Strategies Used by College Professors" at the level 0.05.

There is negative relationship between reading and "Topic in English Methods".

4-Writing:

There is positive relationship between writing ,"Courses", "Courses Topics in English Class", "Topic in English Methods", and "Instructional Strategies Used by College Professors at the College".

Question 4:

What are the primary differences in perception concerning the effectiveness of college preparation of current school EFL teachers in terms of :

- a) area
- b) gender
- c) years of teaching English
- d) highest degree obtained
- e) travel and /or work experience in an English – speaking country.

a) Area:

Table –12.1-

The differences in teachers’ perceptions of their college preparation according to the area:

Ser No.	Effectiveness of College Preparation Domain	Nablus		Jerusaem		Hebron	
		M	SD	M	SD	M	SD
1	Courses	2.76	.45	2.91	.46	2.75	.55
2	Topics/ Courses in College Preparation	3.03	.54	3.14	.52	3.04	.48
3	Topics Emphasis Methods Course	3.15	.58	3.16	.63	2.92	.66
4	Instructional Strategies Used By College Professors	2.80	.60	2.82	.61	2.67	.65
Total		2.94	.54	3.01	.56	2.85	.59

Regarding the Area variable, the results showed that there was a difference due to the area variable in favor of Jerusalem Area, Nablus Area came second and Hebron Area came third. This was evident by comparing the means in the domains for each of the three areas. For example, in the domain "Courses" the teachers in Jerusalem reported that they were satisfied with their course preparation, however the teachers in Nablus and Hebron showed less satisfaction with mean scores =2.91,2.76, and 2.75, respectively. Similarly, in the domain "Topics /Courses in College Preparation" ,teachers in Jerusalem got the highest mean scores(3.14), Hebron teachers' rate was less with mean scores 3.04,while teachers in Nablus had the least mean scores (3.03).

As for "Topics Emphasized in Methods Courses" ,teachers in Jerusalem were the highest with mean score (3.16) while teachers in Nablus rated themselves with the mean score (3.15) ,but the teachers in Hebron had the least results (2.92). As for the "Instructional Strategies Used by College Professors" the rate of the teachers in Jerusalem was 2.82 , but in Nablus the rate was less with mean score =2.80 , and in Hebron the rate was the least with mean score = 2.67. Moreover, the teachers' total perception of the effectiveness of college preparation was the highest in Jerusalem , and less in Nablus and Hebron with mean scores: 3.01, 2.94, and 2.85 respectively.

B) Gender:

Table –12. 2-:

Teachers' perception of their college preparation according to gender:

Ser No.	Effectiveness of College Preparation	Male		Female	
1	Courses	2.86	.49	2.77	.47
2	Topics/ Courses in College Preparation	3.09	.54	3.05	.51
3	Topics Emphasis Methods Course	3.08	.64	3.12	.60
4	Instructional Strategies Used By College Professors	2.72	.65	2.83	.58
Total		2.94	.58	2.94	.54

As for the Gender variable, the results showed that there were differences due to the gender variable in favour of males . They showed better results in domains "Courses" & " Topic Courses in College Preparation" with mean scores: 2.86, and 3.09 respectively compared with females' results 2.77, and 3.05 respectively. However, female teachers showed better results in domains "Topics Emphasized in Method Courses" and "Instructional Strategies Used by College Professors" with mean scores : 3.12, and 2.83 respectively , as compared with males, whose results were 3.08, and 2.72 respectively. Concerning the total results males and females got equal results with mean scores 2.94.

C: Experience:

Table –12-3-:

Means, std. deviation, and teachers' perception of college preparation according to years of experience:

Ser No.	Effective of College Preparation Domain	0-5 years		6-10 years		11-15 years		More than 15 years	
		M	SD	M	SD	M	SD	M	SD
1	Courses	2.79	.44	2.84	.46	2.72	.43	2.84	.54
2	Topic/Courses in College Preparation	3.17	.41	3.05	.47	2.94	.45	3.03	.63
3	Topics Emphasized Methods Courses	3.00	.65	3.05	.59	3.13	.52	3.20	.63
4	Instructional Strategies Used by College Professors	2.79	.63	2.67	.53	2.8	.46	2.82	.67
Total		2.94	.53	2.90	.51	2.90	.47	2.97	.62

As for the years of experience, Table – 12.3 -revealed that teachers who had a length of 6-10 years of experience and those who had a length of more than 15 years of experience had equal satisfaction with the effectiveness of their "Courses " with mean scores 2.84, and those who had 0-5 ,and 11-15 years of experience were less satisfied with the effectiveness of their " Courses" with mean scores 2.79 , and 2.72 respectively.

Concerning "Topics / Courses in College Preparation", those who had a length of 0-5, and 6-10 years of experience had a clear feeling of satisfaction with mean scores = 3.17, and 3.05 respectively, but those who had 11-15, and more than 15 years felt less satisfied with mean scores 2.94, and 3.03, respectively. Similarly the table revealed that those who had relatively short length of experience 0-5, and 6- 10 thought that they had a low level of satisfaction with " Topic Emphasized in Methods and Courses " with mean scores =3.00, and 3.05, but those who had a longer period of experience 11-15, and more than 15 years had a high level of satisfaction with the same topic with mean scores 3.13, and 3.20.

Regarding the "Instructional Strategies Used by College Professors ", those who had long experience 11- 15, and more than 15 years, appreciated those instructional strategies with mean scores = 2.80, and 2.82. On the other hand, those having short experience 0-5, and 6- 10, were less satisfied with mean scores 2.79, and 2.67.

Teachers with 0-5, more than 15 years of experience were more satisfied with the effectiveness of college preparation with mean scores = 2.94, and 2.97 while those teachers with 6-10, and 11-15 showed equal low level of satisfaction with the effectiveness of college preparation with mean scores = 2.90.

d) Highest Degree Obtained:

Table -12.4-:

Means, and std. deviations of teachers' perception of college preparation according to highest degree obtained:

Ser No.	Effectiveness of College Preparation	Diploma		BA+ Diploma		Bachelor's		Master's	
		M	SD	M	SD	M	SD	M	SD
1	Courses	2.76	.44	2.86	.49	2.79	.52	3.26	.48
2	Topics/ Courses in College Preparation	2.86	.54	3.18	.49	3.22	.42	3.51	.48
3	Topics Emphasized in Methods Courses	3.20	.59	3.04	.59	3.00	.71	3.31	.71
4	Instructional Strategies Used by College Professors	2.78	.62	2.78	.62	2.77	.57	2.87	.710
Total		2.90	.55	2.97	.55	2.95	.56	3.2	.60

Regarding the highest degree obtained , the results showed that those who hold a master's degree had the highest level of perception in all domains with mean scores = 3.26, 3.51,3.31,and 2.87 respectively. As for those who got Diploma + Bachelor, they got a high level of perception in two domains "Courses", and "Instructional Strategies Used by College Professors" with mean scores of 2.86,and 2.78 respectively. They got a moderate level of perception in domains "Topics /Courses in College Preparation" and "Topics Emphasized in Methods Courses". However, those who hold a Bachelor's degree rated themselves a bit lower than

those who hold Bachelor's + Diploma . Their mean scores were as follows : "Courses"2.79,"Topic / Courses in College Preparation" 3.22, "Topics Emphasis Methods Courses"3.00,and "Instructional Strategies Used by College Professors "2.77.Concerning the total mean scores ; holders of Master's degree got the highest Mean score = 80.00, Holders of Bachelor's + Diploma came next , 74.00,and holders of Bachelor's Degree came third,73.80and Diploma holders became last 72.5

d) Travel and / or Work Experience in an English Speaking Country:

Table –12.5-

Means ,std. deviations of teachers' perception of college preparation according to travel/ work in an English –speaking country:

Ser No	Effectiveness of College Preparation	Yes		No	
		M	SD	M	SD
1	Courses	3.20	.55	2.76	.44
2	Topics / Courses in College Preparation	3.37	.56	3.03	.50
3	Topics Emphasized Methods Courses	3.27	.59	3.08	.62
4	Instructional Strategies Used by College Professors	2.90	.63	2.77	.612
Total		3.20	.58	2.91	.54

Table –12.5 - shows that those teachers who had a travel or/ and work experiences showed higher level of perception of college preparation than those who didn't have that experience in all domains with mean scores = 3.20, 3.37, 3.27,and 2.90

respectively while their counterparts who didn't have that experience , their mean scores were as follows:2.76,3.03,3.08,and 2.77 respectively.

Those who had travel experience also got a high total with a mean score = 3.20, while those who didn't have that experience had a lower total with a mean score = 2.91.

Participation in a Professional Conference and / or Seminar:

Table –12.6:
Means, and std. deviations of teachers’ perception of college preparation according to participation in a professional conference and / or seminar:

Se r N o	Effectiveness of College Preparation	Yes		No	
		M	SD	M	SD
1	Courses	3.20	.47	2.78	.47
2	Topics / Courses in College Preparation	3.46	.40	3.03	.52
3	Topics Emphasized in Methods Courses	3.23	.41	3.10	.63
4	Instructional Strategies Used by College Professors	2.88	.52	2.77	.62
Total		3.20	.58	2.91	.54

Table -12.6 -: shows that those who participated in a professional conference and / or seminar are more satisfied with their college preparation than those who didn't. The participants' results were better in all domains and their mean scores came as follows:

3.20,3.46, 3.23, and 2.88, respectively. While results of those non participants were lower with mean scores as follows: 2.78,3.03,3.10,and 2.77 respectively. Participants' total mean scores were higher=3.20, while non participants' total mean scores were lower =2.92.

Subscription to a Professional Journal in the Field of One's Field:

Table –12.7-:

Means ,and std. deviations of teachers' perception of college preparation according to subscription to a professional in one's field :

<u>Ser</u> No	Effectiveness of College Preparation	Yes		No	
		M	SD	M	SD
1	Courses	3.19	.47	2.78	.47
2	Topics / Courses in College Preparation	3.46	.40	3.03	.520
3	Topics Emphasis Methods Courses	3.23	.41	3.10	.63
4	Instructional Strategies Used by College Professors	2.88	.52	2.77	.62
Total		3.19	.45	2.92	.56

Table 12.7 shows that teacher subscribers to professional journals were more satisfied with their college preparation than non subscribers. Subscribers' results were better in all domains . Their mean scores were as follows: 3.19,3.46,3.23,and 2.88 respectively. Non subscribers' results came lower with mean scores of 2.78,3.03, 3.10,2.77 respectively. Subscribers' totals

were also high with mean scores of 3.19, while non subscribers' results were fairly high with total mean score = 2.92.

Question 5:

What are teachers' recommendations offered by teachers based on their teaching experience?

Table –13.1-:

Means ,std. deviation, and percentages of the most difficult aspect of the language as perceived by EFL teachers:

Ser. No.	Difficult Aspect	Mean	Std. Deviation	Percentage
1	Speaking fluently	2.88	.87	72.00
2	Pronunciation	2.87	.91	71.75
3	Non-corresponding structures, tenses in both languages English and Arabic	2.64	.90	66.00
4	Idiomatic expressions.	2.78	.80	69.50
5	Knowledge regarding target culture aspects.	2.76	.83	69.00
6	Phrasal verbs.	2.79	.95	69.75
7	Prepositions	2.67	1.00	66.75
	Total	2.76	.68	69.00

In this section , the teachers were asked to identify the most important difficulty they face in the English language,

Table-13. 2-:

Means , std. deviations and percentages of teachers' recommendations for the improvement of teachers' education programs:

Ser. No.	Recommendations	Mean	Std. Deviation	Percentage
1	Offer English teachers an opportunity to practice the target language	3.65	.68	91.25
2	Provide more conversational courses	3.64	.64	91.00
3	Provide more realistic practice oriented methods course which emphasize material design	3.43	.60	85.75
4	Hire more native speakers as instructors especially for conversational courses	3.43	.81	85.75
5	Incorporate less literature courses into curriculum. Emphasize language specific courses.	3.01	.83	75.25
6	Provide more technical teaching facilities such as language labs, videos.	3.63	.72	90.75
7	Provide less crowded classrooms in ELT departments	3.74	.59	93.50
8	The content of the	3.69	.59	92.25

	courses should not be theory but they should be meaningful for future teachers			
Total		3.50	.42	87.50

For the improvement of EFL teacher education programs , based on their personal experience as teachers, they were requested to rank some suggestion according to their importance and priority. Table –13.2 - shows that EFL teachers strongly agreed with the suggestions :Provide less crowded classrooms in ELT departments, the content of the courses shouldn't be theory but they should be meaningful for future teachers, offer English teachers an opportunity to practise the target language in an English - speaking country, providing more conversational courses, and providing more technical teaching facilities like language labs and videos with mean scores of 3.74, 3.69, 3.65,3.64,and 3.63, respectively. Some teachers equally supported providing more realistic practice oriented methods courses which emphasize materials design, and hiring more native speakers as instructors especially for conversation courses with mean scores of 3.43.Other teachers suggested incorporating less literature courses into the curriculum, and emphasizing language specific courses with mean scores of 3.01, The total mean score for teachers' agreement with the suggestions was 3.51.

Summary:

This chapter included analysis of the data collected by the questionnaire. The results of statistical analysis performed were reported to answer the following questions: 1) biographical and professional background of EFL teachers. 2) EFL perceptions of teachers' current skills in English language and perception of college preparation; relationships between these two sets of perceptions; 3) Differences in EFL teachers' perceptions concerning college preparation; and 4) Teachers' recommendations for the improvement of education programs. Both quantitative and qualitative data were reported in this chapter.

Chapter Five

Discussions Conclusions and Recommendations

This chapter discusses the results of this study and state the researcher's conclusions and recommendations.

Discussions:

Demographic and Professional Data:

The data collected through the questionnaire revealed that 42.3% of the respondents were from Nablus Area, 30.2% were from Jerusalem Area ,and 27.5% were from Hebron Area. It also showed that 53.3% were female and 46.7% were male .Most of the participating teachers have been teaching for more than 15 years(39%).However , 28.6% of the teachers have been teaching for 0-5 years 28.6% , 22.5% of the participating teachers have been teaching for 6-10 years. The rest of the teachers have been teaching for 11-15 years(9.9%).The majority of the teachers held a diploma degree (41.2%)whereas 38.5% obtained a diploma + a bachelor's degree. Of the respondents 17.0% hold a bachelor's degree and only 3.3 got a master's degree. Of the respondents, only 12.1% were able to go to a n English speaking country.

The majority of the respondents reported that they did not participate in a professional conference and /or a seminar.(55.5%). However, 45.5% of the teachers reported that they participated in professional seminars. These seminars are provided to in –service teachers by UNRWA Education Development Center in Jerusalem.

The majority of the teachers (91.2%) reported they were not currently subscribers to a professional Journal. Others reported that they are subscribers to English Language Teaching Journals.

Perception of their Current Skills in the English Language:

Of the four languages skills , listening , speaking , reading and writing , the participating teachers rated their listening skills the lowest (mean score = 3.17) . Reading and speaking skills received the second lowest rates (mean score =3.6). Writing skills received the highest mean score =3.65. The teachers rated writing a personal letter as the easiest skill(mean score =3.69).However, Listening and using technical equipment such as video and overhead projector emerged as a common weakness among all the respondents with mean scores = 3.17, and 2.98, respectively.

This may be attributed to the absence of fully- equipped labs which might provide prospective teachers with opportunities to hear English spoken by native speakers which enables them to improve their listening comprehension. So English departments should be supported with technical resources and audio- visual equipment such as: labs, overhead projectors, computers and a video club which might show movies and other documentaries thereby filling the cultural knowledge gap. With regard to this domain of this study ., the results support those of Doff(1987), Cross (1995),Ur(1992) and Strevens (1974).

Reading also emerged as a common weakness among all the respondents . This may be attributed to the absence of libraries which are equipped with the latest periodicals , references , literary

and scientific books so that prospective teacher can have access to articles and books on the profession and enhance and promote their reading skills .

Teachers were satisfied with their writing skill with a mean score =3.65. This may be attributed to the fact that teachers may be accustomed to preparing appropriate annual and lesson plans, and reporting about English activities conducted in their schools.

Results showed that teachers encounter a real difficulty in speaking fluent English with a mean score = 3.6. Although speaking fluently is one of the major characteristics of an ideal English teacher, they generally found themselves to be competent users of English in classrooms but they found their speaking skills to be poor outside the classroom, for instance in one-on-one communications outside the native speakers. This may be attributed to the fact that language teaching practices in ELT departments , no matter which university one graduates from, do not promote speaking. With regard to this domain of the study ,the results support those of Morain (1983), El-Banna (1987)

Perceptions of College Preparation:

Concerning their college preparation , EFL teachers reported that they are not satisfied with their college preparation except for General Methods of Teaching and Practice Teaching. Teachers criticized the balance in distribution of the courses which are in ELT departments. Some courses are given priority over other courses which are vital to English teachers when they start their profession.

Teachers argued that some courses such as ; Computer Use in Language Teaching, Psycholinguistics, Sociolinguistics, and

Nonverbal communication were neglected. With regard to this domain of this study, the results support those of Hammadou & Bernhardt (1987), Jorstad (1981).

Teachers reported that some courses taught in colleges were not related to professional needs of prospective teachers, English Literature, English Western Culture, and Research Paper Writing.

With this regard to this part of the study, the results support those of Cross (1995) and Schrier (1994).

Concerning the methods courses which is a required course in every ELT department, teachers found the contents of this course theoretical. That is the practical aspects related to this course were always irrelevant in terms of teachers' experiences in actual school settings when they began teaching after graduation. They stated they were satisfied with topics like, motivating students, managing classroom techniques, but they claimed they were not satisfied with topics like diagnosing students' needs, constructing authentic tests, and selecting appropriate instructional materials.

Regarding college professors, teachers argue that in higher education, students should not be loaded with only theoretical knowledge. Instead, professors should provide students not only with class notes and memorization, but discussions, projects and hands-on experiences. They stated that professors should put more emphasis on pair/ small group teaching, learner – centered instruction.

Differences in Perceptions Concerning the Effectiveness of College Preparation Due to Certain Variables:

A)Teachers' Area:

The results of the study showed that there was a difference in teachers' perception of college preparation due to area variable in favor of Jerusalem area, Nablus area came second , Hebron came third, with total mean scores =3.01 , 2.94,and 2.85, respectively, the researcher related this to the ample opportunity teachers in Jerusalem have of interaction with native speakers ,tourists and foreign employees of non governmental organizations.

B)Teachers' Gender:

The results of the study showed that there were no differences in teachers' perceptions of college preparation, males and females got the same mean score = 2.94.

C)Teachers' Experience:

Teachers who have a teaching experience of more than 15 years had the best level of satisfaction with college preparation that may be due to the in- service training courses they attended during their long practical experiences. Those who had short experience (0-5 years) had less satisfaction with their college preparation that's because they were new graduates with fresh knowledge and information. Those teachers of 6-10, 11-15 years of experience had the least level of satisfaction with their college

perception because they graduated during the Intifaddah (university closure and difficult teaching situations).

D) Highest Degree Obtained :

Results of the study revealed that the mean score of teachers' college preparation perceptions of holders of master's degree was the highest = 3.2 . Holders of Diploma + BA came next with mean score =2.95, and holders of Bachelor's degree came third 2.97, and Diploma holders with mean scores = 2.90.

The result here looks normal because of unequal level of their qualification.

E) Travel and /or Work in an English- Speaking Country:

Results showed differences in college preparation perceptions' of in favor of those teachers who had travel and / or work experiences . Their mean score was :3.20, while the mean score of those who didn't have that experience was 2.91. That is attributed to the better opportunity of those who traveled or worked in an English –speaking country to improve their fluent speaking of the language through real and authentic use of the language while communicating with native speakers.

F) Participation in a Professional Conference and / Seminar:

Results showed that participation and involvement in a professional and/ or conference reflected the participants' interest and desire to exchange expertise. This was clear in the high level of college participation of teachers in such conferences with a mean score = 3.2. It is higher than that of those non-participants 2.91.

G)Subscription to a Professional Journal in One's Field :

Results were in favor of teachers who subscribe to a professional journal because of their permanent contact with the latest articles written on topics of special importance in his field, with mean score =3.19. It is higher than their counterparts' =2.92

Teachers' Recommendations for Th Improvement of EFL Teacher Preparation Program in English:

1) Difficult Aspects of English Language:

EFL teachers were asked to identify the most difficult aspects they face in the English language , they categorized them as follows :

Very Difficult: Speaking Fluently ,and Pronunciation with mean scores =2.88, and 2.87, respectively.

Difficult Aspects :Phrasal Verbs, Idiomatic Expressions, Knowledge Regarding Target Language Culture with mean scores=2.79, 2.78, and 2.76 respectively.

Somewhat Difficult Aspects: Prepositions , Non-corresponding Structures , tenses in both languages English and Arabic with mean scores = 2.67, and 2.64, respectively.

2) Teachers' Recommendations:

Most of teachers who reported speaking English fluently as the most difficult skill of the English language , stated that in order to overcome this difficulty they try to see English movies or watch English TV channels. Some stated they try to use the target language in the classroom as much as possible. Practicing the target language with native speakers and reading novels in English were reported by strategies to improve speaking skill.

Some teachers who reported the pronunciation as the most difficult language skill stated that they watch English movies or listen to English tapes. The respondents who reported the non-corresponding grammar structures as the most difficult aspect of the English language stated they consult different grammar source books. Reading books and watching films were common strategies among the respondents who claimed understanding cultural aspects, phrasal verbs , prepositions, idiomatic expressions as the most difficult aspects of the English language.

Conclusions:

- 1) The study revealed that EFL teachers did not receive enough preparation in sociolinguistics , psycholinguistics , nonverbal; communication, English culture, language acquisition theory and research in foreign teaching . Therefore, the researcher recommends that all EFL departments should incorporate these topics and courses into their curriculum.

- 2) Teachers stated they were not satisfied with the emphasis placed on the conversational programs. The researcher recommends continuous teaching of language skills in language improvement throughout their college education.
- 3) Another concern of teachers was the emphasis placed on theory teaching and lecturing. The researcher recommends a balanced blend of theory and practice .For instance in methods courses ,prospective teachers could be assigned topics to teach in front of the classroom instead of learning the names of approaches to be followed when teaching. In doing so , group/pair work,which received a low rating in the questionnaire as an instructional strategy used by college professors, could be promoted .
- 4) In order to familiarize prospective teachers with their future environment , the researcher recommends that a school experience component should be included in their training program, where they can observe actual lessons and familiarize themselves with the realities of the schools , to build their teaching competencies.
- 5) Teachers claimed that their oral proficiency is sufficient in classroom , but not outside the classroom , specially when communicating outside the classroom. This problem can be remedied by providing an English summer program within the ELT departments. This is to provide teachers with a language – rich environment in which they can practice the language with native speakers from the British Council.
- 6) Teachers complained about their crowded classrooms in college. The researcher recommends limiting the number of the students in ELT departments to a maximum of twenty.

7) Computer and language labs were rated low in the questionnaire. The researcher recommends that language and computer labs be set up in ELT departments to improve EFL teachers' listening and pronunciation.

8) The researcher recommends that a departmental library should be set up in ELT departments to provide easy access to students for self study. They might read recent issues in the field of language teaching and keep themselves up -to- date about the profession.

Recommendations for Further Studies:

The following recommendations are put forward for further research topics to improve the quality of the EFL teacher preparation programs in Palestine:

1) The population of the study was UNRWA EFL teachers working in UNRWA basic schools in the West- Bank. Another study should be done by gathering data from a larger sample throughout the country.

However , the study might be conducted through different data collection methods . In such a study , the teachers could be required to take actual tests which can test teachers on their skills and knowledge. For instance, in order to test speaking skill of teachers, an oral proficiency interview might be used.

2) The findings of the study revealed that that EFL teachers criticize the content of the textbooks which are used in teacher preparation programs. A study might evaluate the textbooks according to their relevance to the communicative approaches implemented , and up- to- dateness of the content.

3) Another finding of the study is that EFL teachers lack the opportunities to improve themselves professionally such as in –

service seminars , conferences, and publications. Such a study might investigate the resources available for English teachers.

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برجى الحرفه
الملك عبد الله
الملك عبد الله
صالح بن صالح

Appendix A

التاريخ : ٢٠٠١/١/٢١

السيدة رئيس برنامج التعليم في وكالة الغوث الدولية المحترمة

نَحْيَةُ طَيِّبَةٌ وَبَعْدُ ،،

14

الموضوع: تسهيل مهمة الطالب عادل عبد الكريم عبد الحميد زواوي.

رقم التسجيل (٩١٤٩٩٢٦)

الطالب المذكور أعلاه هو احد طلبة الماجستير في جامعة النجاح الوطنية تخصص أساليب تدريس لغة انجليزية وهو بصدد إجراء دراسة له بعنوان :

(An Investigation of UNRWA EFL Teachers' Perceptions of their Current English Skills and their Pre-Service Teacher Education)

يرجى من حضرتكم تسهيل مهمته في توزيع استبانة على معلمين اللغة الانجليزية في مدارس الفوئ في مناطق نابلس والقدس والخليل .

شاکرین لکم حسن تعاونکم .

وتفضلوا بقبول الاحترام ،،

د. عميد الدراسات العليا

محمد العملة



للمحاضرات
بإشراف الدراسة
المذكورة أعلاه

د. عبد الحیو
مدرس
۱۴۱۶

Appendix B

بسم الله الرحمن الرحيم

جامعة النجاح الوطنية
كلية التربية
قسم الدراسات العليا

حضرة مدير/ة مدرسة.....المحترم/ة

تحية طيبة و بعد:

أضع بين يديكم استبانته تهدف الى الكشف عن مدى وعي معلمي وكالة الغوث الدولية بمهاراتهم في اللغة الإنجليزية و مهارات التعليم التي اكتسبوا قبل الخدمة.

أشكركم على تمكينكم المعلمين التالية أسماؤهم من ملء هذه الاستبانة. أرجو بعد ذلك إعادة الاستبانات في المغلف و إرجاعها الى مدير التعليم في منطقتكم بتاريخ أقصاه ٢٠٠١/٣/١٥ .
مع شكري و تقديري.

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وتفضلوا بقبول فائق الاحترام.

٢٠٠١/٣/١

الباحث:

عادل عبد الكريم زواوي

Appendix C

A Scale to Investigate UNRWA EFL Teachers' Perceptions of their Current English Skills And their Pre-Service Teacher Education

Dear Colleague,

Your cooperation means a great deal in this research .I request that you will fill out the attached questionnaire. Please take time to answer it. Your responses to the questionnaire will be used only for research and not for evaluation. You need not write your name.

Part 1. Personal & Professional Background:

Please tick the box next to each statement wherever appropriate:

1) Area: Nablus ☐ Jerusalem ☐ Hebron ☐

2) Gender :
Male ☐ Female ☐

3)Number of years of experience in teaching English:

0-5 years ☐ 6-10 years ☐

11-15 years ☐ More than 15 years ☐

4)Highest degree obtained :

Diploma ☐ Bachelor's + Diploma ☐

Bachelor's ☐ Master's ☐

5)Have you had travel or work experiences in an English –
speaking country? Yes ☐ No ☐

5)Have you ever participated in a professional conference or
seminar ?
Yes ☐ No ☐

7)Are you a subscriber to any professional journal in your field?
Yes ☐ No ☐

Part 2.English Ability:

In this part you will be asked to assess your own proficiency in English, according to your best judgement. Please circle the number that best describes your ability to accomplish the following activities in English:

Ser. No.	Questions	Very Easily 4	Somewhat Easily 3	With great Difficulty 2	Not at All 1
1	Introduce myself in social situations and use appropriate greeting and leave –taking expressions.	4	3	2	1
2	Give simple biographical information about myself.	4	3	2	1
3	State and support my point of view with reasons.	4	3	2	1
4	In face to face conversation, understand a native speaker who is speaking at normal speed.	4	3	2	1
5	Understand English TV programs.	4	3	2	1
6	Understand idiomatic expressions used by a native speaker.	4	3	2	1
7	Comprehend essential points after reading an article.	4	3	2	1
8	Write a personal letter.	4	3	2	1
9	Write a summary report.	4	3	2	1
10	Use technical equipment such as: video, overhead projector to present English lessons.	4	3	2	1

Part 3. College Preparation:

In this section, you will be asked to assess your college preparation according to your best judgement.

11. Please circle the number that best describes the level of preparation and/or training you received in each of the following courses:

	Courses	Full Preparation 4	Adequate Preparation 3	Minimal Preparation 2	No Preparation 1
1	Linguistics	4	3	2	1
2	Educational Psychology	4	3	2	1
3	Sociolinguistics	4	3	2	1
4	General Methods of Teaching	4	3	2	1
5	Psycholinguistics	4	3	2	1
6	Nonverbal Communication	4	3	2	1
7	Computer Use in Language Teaching	4	3	2	1
8	Practice Teaching	4	3	2	1

12. Please circle the number that best describes the level of topics and courses preparation in your college English classes:

Ser No.	Topics/ Courses	Full Preparation	Adequate Preparation	Minimal Preparation	No Preparation
1	Phonetics	4	3	2	1
2	Grammar	4	3	2	1
3	Reading	4	3	2	1
4	Conversation	4	3	2	1
5	Composition	4	3	2	1
6	English Literature	4	3	2	1
7	Translation	4	3	2	1
8	Research / Paper Writing	4	3	2	1
9	Oral Presentation	4	3	2	1
10	Language Acquisition Theory	4	3	2	1
11	Methods of Foreign Language Teaching	4	3	2	1
12	English / Western Culture	4	3	2	1

13. Please circle the number that best describes the level to which your college English teaching methods course was included in the following topics:

Topics	Full Preparation	Adequate Preparation	Minimal Preparation	No Preparation
Motivating students.	4	3	2	1
Managing classroom techniques .	4	3	2	1
Selecting appropriate materials.	4	3	2	1
Identifying students' needs.	4	3	2	1
Constructing authentic tests.	4	3	2	1
Designing communicative curricula.	4	3	2	1

Designing and selecting appropriate instructional materials.	4	3	2	1
Diagnosing students' learning problems and progress.	4	3	2	1

14. Please circle the number that best describes the emphasis placed on different types of instructional strategies used by your college professors:

Ser No.	Instructional Strategies	Full Emphasis	Adequate Emphasis	Minimal Emphasis	No Emphasis
1	Discussion	4	3	2	1
2	Grammar Translation	4	3	2	1
3	Pair / small group teaching	4	3	2	1
4	Films, videotapes in Foreign language teaching	4	3	2	1
5	Learner- centered instruction	4	3	2	1

Part 4. Your Recommendations:

A: Please tick the box next to the statement to indicate the most difficult aspect of the English language:

Ser. No.	Difficult Aspect	High Degree	Moderate degree	Low Degree	Very Low Degree
1	Speaking fluently				
2	Pronunciation				
3	Non-corresponding Structures, tenses in both languages English and Arabic.				
4	Idiomatic expressions.				
5	Knowledge regarding target culture aspects.				
6	Phrasal verbs				
7	Prepositions.				

B: For the improvement of EFL teacher programs, tick the box next to the statement to indicate your opinion:

Ser. No.	Recommendations	High Degree	Moderate Degree	Low Degree	Very Low Degree
1	Offer English teachers an opportunity to practice the target language in an English –speaking country.				
2	Provide more conversational courses.				
3	Provide more realistic, practice oriented methods course which emphasize material design.				
4	Hire more native speakers as instructors especially for conversation courses.				
5	Incorporate less literature courses into the curriculum, Emphasize language specific courses.				
6	Provide more technical teaching facilities such as language labs, videos.				
7	Provide less crowded classrooms in ELT departments.				
8	The content of the courses should not be theory but they should be meaningful for future teachers..				

Thank You.

Researcher:
Adel Zawawi

Appendix D

الملخص

تهدف هذه الدراسة الى التعرف على إدراك معلمي وكالة الغوث الدولية لمستوى مهاراتهم في اللغة الإنجليزية و وعيهم للمهارات التي اكتسبوها اثناء إعدادهم ليصبحوا معلمين.

تشمل عينة الدراسة كل معلمي اللغة الإنجليزية العاملين في مدارس الصفة الغربية التابعة لوكالة الغوث الدولية في العام الدراسي ٢٠٠٠/٢٠٠١

تمثل عينة الدراسة مجتمع الدراسة كله: ٨٢ معلم ومعلمة (٩٧ إناث و ٨٥ ذكور).
لجمع المعلومات اللازمة ، تم توزيع استبانة من إعداد (أنيكات، ١٩٩١). وزعت نسخ الاستبانة على كل أفراد العينة، عبات الاستبانات وأعيدت بنسبة كاملة ١٠٠%. استخدم في الاستبانة مقياس ليكرت ذي الأربع خيارات. لقياس ثبات الاستبانة تم استخدام معادلة كرونباخو كانت نتيجة ثبات الاستبانة ٩٠,٢%.

للإجابة عن أسئلة البحث تم حساب المتوسطات الحسابية و الانحراف المعياري و النسب المئوية، ثم استخدمت معامل (بيرسون للارتباط للكشف عن وجود علاقة بين وعي المعلمين لمهارات اللغة الإنجليزية لديهم و وعيهم لما اكتسبوا من مهارات اثناء إعدادهم للعمل كمعلمين. تم التحليل لفقرات الاستبانة باستخدام البرمجية الحاسوبية الإحصائية المستعملة في تحليل العلوم الاجتماعية.

لقد أظهرت الدراسة النتائج التالية:

١. لم يتلق معلمو اللغة الانجليزية إعدادا كافيا في اللغويات من حيث أصولها النفسية و الاجتماعية ومهارات التواصل غير اللفظي والثقافة الانجليزية ونظريات التعلم والبحوث في تعليم اللغة الإنجليزية.

٢. المعلمون غير راضين عن مدى التركيز على ما تعلموا من برامج في المحادثة.

٣. لم يرض المعلمون عن التركيز العالي على تعلمهم النظري

٤. يرى المعلمون المستجودون أنهم لم يتلقوا الإعداد اللازم لما سيقونه من صعوبات حقيقية في عملهم مستقبلا كمعلمين في المدارس.

٥. يرى المعلمون أن قدراتهم على المحادثة كافية للتحدث مع طلبتهم في المدرسة لكنهم عاجزين عن التحدث بطلاقة مع الأجانب الناطقين باللغة الانجليزية .
٦. يشكو المعلمون من اكتظاظ قاعات الدراسة في الجامعات بأعداد كبيرة من الدارسين.
٧. يعاني المعلمون من عدم توفر قاعات للحاسوب ومختبرات اللغة ومكتبات زاخرة بالكتب و المراجع.

توصيات لأجراء دراسات أخرى:

١. أن تكرر الدراسة على مجتمع يشمل كافة معلمي اللغة الإنجليزية في الوطن.
٢. أن تجرى دراسة لتقييم الكتب المقررة في الجامعات من حيث ملاءمتها لأساليب التواصل اللفظي.
٣. أن تجرى دراسة للبحث في مدى كفاية المصادر المتوافرة للمعلمين ليطوروا أنفسهم مهنيًا مثل (حلقات دراسية أثناء الخدمة، مؤتمرات، نشرات...الخ)