

## **Intermediate Schools EFL Teachers Evaluation of An In-service Training Programme on “Iraq Opportunities”**

**Ahmed Mohammad Hasan**  
Dijla University College

### **Abstract**

Training and retraining of teachers have become a central issue in Iraq recently especially in-service training of English teachers on the new curricula (Iraq opportunities). English teachers should be objectively evaluated and assessed.

A sample of (40) trained teachers of English is included in the study and a questionnaire is used as the main instrument of the study.

The main findings of the study were the following:

1. The trainees were serious in training on the new course (item 6) the programme helped increase their information (item 4) and motivate them towards better teaching (item 3). The aims of the programme were clear (item1). The programme helped develop their teaching skills (item 2) and was comprehensive (item 5).
2. Most of the trainees benefit from the subject of testing (item12). The programme helped most of them train on teaching methods (item7).
3. Teachers' trainers were vocational and led training sessions perfectly (items 14 and 13). They fairly used lecture formats and discussion in delivering lectures (item 15 and 16).there administration and using other combined methods were not successful (items 18 and 17).
4. Items in the table of training methods showed great shortage. (table3)
5. In the field of using training aids, whiteboard was over used (item29).
6. In table (5) duration of the course was suitable to most of the trainees (item33) but its period interfered with school timetable of the trainees (item 35). Other items showed different degrees of defect in this field.
7. In the field of evaluation. Class oral discussion was used (item 24) and a post-test at the end of the course (item 39). Other procedures of evaluation were neglected.
8. In the field of trainees needs. trainees got advantage in teaching English in the classroom (item 48) and lesson planning of different period (item 47). They were trained how to be adequate with the objective of teaching English in Iraq (item 47). They were also trained on teaching different skills (item46) and established relationship between the objectives and content of the textbooks (item 43). (Items 50, 49, 51 and 44) did not meet trainees needs' in group (A).
9. In group (B) trainees preferred printing the lectures (item 54) and discussing them in the classroom (item 53). In group (C) trainees showed that using the whiteboard was efficient (item 55). Teaching aids were not appropriate (item 56).

A conclusion and some recommendations were mentioned at the end of the research based on the findings of the study in order to improve the quality of in-service training programmes in Iraq.

## تقويم برنامج تدريب مدرسي اللغة الانكليزية في الخدمة من وجهة نظرهم حول "فرص العراق" في المدارس المتوسطة

احمد محمد حسن  
كلية دجلة الجامعة

### ملخص البحث

ان تدريب واعداد تدريب المدرسين المعلمين اصبحت مسألة مركزية في العراق حديثاً وخاصة تدريب مدرسي اللغة الانكليزية المستمرين بالخدمة على المناهج الجديدة (فرص العراق) في المدارس المتوسطة. يجب تقييم كفاءة المدرسين المتدربين بشكل موضوعي بين فترة واخرى.

البحث الحالي هو محاولة لتقييم برامج مدرسي اللغة الانكليزية من وجهة نظر المدرسين انفسهم على البرامج الجديدة. ان الباحث استخدم الاستبيان كوسيلة رئيسية في هذه الدراسة للحصول على المعلومات. الفصل الاول: يتضمن الهدف واهمية البحث وتوضيح بعض الامور الاخرى المهمة والمتعلقة بالبحث. الفصل الثاني: يتضمن بعض الادبيات المتعلقة بالبحث وبعض الدراسات السابقة التي لها علاقة بالبحث. الفصل الثالث: يتضمن كيفية تركيب وتنظيم الاستفتاء وتوزيعها وكيفية بناء الصدق والثبات. الفصل الرابع: ويتضمن نتائج البحث مع خاتمة وتوصيات واقتراحات. اهم نتائج هذا البحث كانت كالآتي:

١. ان المتدربين كانوا جادين للتدريب على المنهج (فقرة ٦) وان البرنامج ساعد المتدربين على زيادة معلوماتهم (فقرة ٤) وحفزهم نحو التدريس بشكل افضل (فقرة ٣) ان المتدربين يعتقدون بأن اهداف البرنامج كانت واضحة (فقرة ١).
٢. اكثر المتدربين استفادوا من موضوع الاختبارات (فقرة ١٢) وتدرّبوا على طرائق التدريس (فقرة ٧).
٣. ان المحاضرين في الدورة كانوا كفونين ومهنيين واستطاعوا ادارة المحاضرات بكفاءة (فقرات ١٣-١٤) وقد استخدموا طريقة الاملاء والمناقشة في القاء المحاضرات (فقرات ١٥-١٦).
٤. الفقرات التي تخص التدريب على طرائق التدريس اظهرت عجزاً واضحاً (جدول ٣).
٥. في حقل التدريب على الوسائل التعليمية: تم استخدام السبورة بشكل مفرط (فقرة ٢٩).
٦. فترة المحاضرة كانت مناسبة لكثير من المتدربين لكن الوقت كان يتداخل مع الجدول المدرسي للمتدربين (فقرات ٣٣-٣٥).
٧. في حقل التقويم: استخدموا المناقشة الشفوية مع اختبار في نهاية الدورة (فقرات ٢٤-٣٩).
٨. في حقل حاجات المتدربين: استفاد المتدربون من كيفية تدريس الانكليزية في الصف (فقرة ٤٨) وكيفية التخطيط لمختلف المراحل الزمنية (فقرة ٤٧). (الفقرات ٥٠-٥١-٤٤) لم تلبى حاجات المتدربين في مجموعة (A).
٩. فضل المتدربون طبع المحاضرات ومناقشتها اثناء المحاضرة (فقرات ٥٣-٥٤). الخاتمة والتوصيات في نهاية البحث استندت على نتائج توصل اليها الباحث لتحسين نوعية برامج تدريب مدرسي اللغة الانكليزية على المناهج الجديدة مستقبلاً.

### Chapter One

#### 1-1 The Problem and its Significance

Authorities of education in Iraq are under increasing pressure to recruit and train teachers to meet the necessary needs of the rapid expansion system of education, especially for the new programmes which are recently introduced into Iraqi schools as a part of renewing curricula.

Training a great number of the English teachers on the new series of the textbooks (Iraq Opportunities) is a serious problem that faces specialist in this field.

The significance of the present study stems from the fact that it attempts to provide such a description while bringing to light the problems confronting in-service training programmes for teachers of English as a foreign language in Iraq today.

#### 1-2 Importance of the Study

Educationals agree that well-trained teachers may contribute to the promotion of positive learning attitudes which are necessary for effective results. (Willis, 1981: 45).

The need for in-service programmes for teachers of foreign language is recognized by most educators who are concerned with the improvement of the teaching – learning process.

Teachers may lose their abilities for effectiveness because they do not have any in-service training.

One important element in the periodic assessment of the programme is the perception of the participants and their roles and needs.

Results of a study of this type may prove valuable in current and future programme planning, whereby a comprehensive and innovative programme may be designed for preparing professionals in the field of English as a foreign language (EFL) in Iraq.

### **1-3 The Objective of the Study**

This study tries to answer the following questions:

1. What are the trainees' views of their in-service training programme?
2. What experiences are needed to develop the trainees'?

### **1-4 Limitation of the Study**

1. The study is limited to the in-service training programme offered by General Directorate Education of Al-Khark 2–Baghdad in the academic year 2010-2011 for intermediate school teachers of English.
2. The study covered 20% participating teachers who took part in the in-service training programme mentioned above.

### **1-5 The Value of the Study**

This study may be valuable to the Educational Specialists in the Directorates General of Education in Iraq as well as to the specialists in the Ministry of Education who are responsible for training teachers in designing programmes for the courses of training and evaluating the achievements of the teachers' performance in such courses.

### **1-6 Definition of Basic Terms**

#### **1-6-1 Evaluation**

Good (1973 : 120) considers evaluation as : “the process of a ascertaining or judging the value or amount of something by use of a standard of a appraisal, which includes judgment in terms of internal evidence and external criteria”.

#### **1-6-2 Evaluation of In-service Programme**

Rupley and Norto (1975: 41) state that evaluation of the effectiveness of in-service education programmes remain vital, but often, debated issue. The debate centers on whether the effectiveness of the in-service programme should be judged by changes in teachers' attitudes or knowledge or by the degree of improvement or lack of improvement in students' reading and language arts skills.

#### **1-6-3 Training**

Freeman (1985: 39 – 40) defines training as “a strategy for direct intervention by the collaborator to work on specific aspects of the teacher's teaching”. The intervention focuses on specific outcomes that can be achieved through a clear sequence of steps within a specified period time.

#### **1-6-4 Trained Teacher**

The trained teacher is the teacher of English who has participated in an in-service training programme of at least a month in length.

## **Chapter Two**

### **Theoretical Background and previous studies**

#### **2-1 Preliminary Notes**

The present chapter sheds light on some relevant literature on English teachers' training. It also contains two previous studies in the field of in-service teachers training with their discussion.

## **2-2 Theoretical Background**

### **2-2-1 In-service Training Objectives**

Aitken (2001:5) summarizes in-service training objectives as follows:

1. It includes special learning activities according to the teachers' needs.
2. It enables teachers to deal with new curriculum.
3. It improves the capability of teachers.
4. It improves that skills of teachers.
5. It satisfies the schools' needs.
6. It improves teachers' professional practice.
7. It enhances teachers' performance.
8. It improves the pupils' learning and achievement.
9. It improves classroom practice.

### **2-2-2 The Effectiveness of In-service Training Course**

Hopkins (1989:135) states that good courses for in-service training have the following features:

1. A clear focus on the teachers' current and future needs.
2. A collaborative planning involving course leaders and participants.
3. Careful preparations for participants several weeks ahead of the course.
4. New skills are being implemented like asking questions.
5. A programme which contains experience practice and methods.

### **2-2-3 The Main Goals of Training**

Aitkin (2001:3) explains the main goals of in-service education as "they are to fulfill the demands with qualified personal, provide continuous development, to provide on opportunity to acquire new skills, and to introduce flexible system of continuous education. In-service education is constant and indispensable part of the national system of continuous education".

Na'ama (1982:22-24) points out the major reasons for in-service education as follows:

- A- To give help to new education.
- B- To improve the professional staff of the school system.
- C- To eliminate deficiencies in the background preparation of teachers.

He adds that in-service education is needed to focus on two areas:

1. Development of skills to improve teachers' competence.
2. Meeting the requirements for certification.

### **2-2-4 The Problems of In-service Programmes Planning.**

Planning is the most important fact to guarantee in-service programme success. Teachers should know the topic of the in-service programme.

Power (1996:13) states that the in-service training programmes must be planned carefully.

## **2-3 The previous studies**

### **2-3.1 Mahmood et al. (1986)**

A comprehensive study was conducted by a number of researchers in the Ministry of Education in Iraq. The study attempted to evaluate the in-service training programmes designed for primary and secondary school teachers. The study posed a number of research questions such as:

- a. What are the basic principles used in selecting teachers for in-service training programmes?
- b. To what extent are the training programmes effective in terms of meeting trainee's actual needs?
- c. To what extent are the in-service training procedures successful in improving the teacher's teaching skills?

- d. What are the trainee's viewpoint about the trainers and the teaching staff who are responsible for the training programme?

The study involved a large number of teachers and covers a sample of 1935 male and female teachers who were selected from all governorates in Iraq.

A questionnaire was used in the study and it covered major issues such as the content of training programme, the training procedures, the course administration and the trainers.

### **2-3.2 Mohammed (1989)**

A study carried out in Baghdad which intended to evaluate the in-service training programme for teachers of English as seen by them.

The study involved 227 male and female secondary school teachers in Baghdad. The study depended on the questionnaire in collecting data.

#### **The main findings of the study were the following**

1. Training helped motivate the trainee towards teaching which can be central to both teaching and learning.
2. Training programme was useful in increasing the informational of the trainees.
3. The programme placed too much weight on traditional methods and techniques and neglecting other modern alternative courses because the lecture was the most frequently used teaching method.
4. The study showed the stability of the teaching staff and their high qualification and experience.
5. The final examination was the only evaluative procedure used during the course.

### **2-4 Discussion of Previous Studies**

In discussing previous studies, it is important to explain points of similarity or difference among the studies reviewed in this chapter. However, we can conclude that the importance of in-service teacher training as an effective vehicle of updating teacher's skills and knowledge has prompted a wide range of research on the issue of in-service training. The important attached to such training stems from the fact that new development in the field of learning and teaching a foreign language can be scattered among practicing teachers by means of a well organized training course. The studies reviewed in this chapter are believed to be relevant to the main attempt of the present study owing to the fact that the objectives of most of these studies bear resemblance to these outlined in the present study. The scope of these studies is also of great relevant to that of the present study where most studies were limited to the investigation of the needs of teachers of English as a foreign language and the evaluation of the in-service training programmes designed to cater for such needs.

It should be remembered that studies discussed here are similar to the present study in the context in which they were conducted and in the target audience at which these studies were aimed. In other words, the present study shares a number of aspects with these studies in that it send endeavors to investigate the teachers' needs and at the same time to evaluate the in-service training course offered by the Directorate General Education Khark 2. The study may differ from other studies in terms of context and subjects, but the relevance of such studies to the present study is self-evident. That is to say, the present study benefits from methods of selecting the sample, the construction of the questionnaire and the use of statistical tests from these studies.

The researcher believes that the problem in in-service training is similar all over the world. The problems faced by many teachers and teacher trainers are universal.

### **Chapter Three** **“ Methodology ”**

#### **3-1 Preliminary Notes.**

This chapter presents a detailed account of the research methods and procedures used in the study. It includes constructing and administering the questionnaire, the study sample, validity, the pilot study, reliability and the statistical procedure.

#### **3-2 The Study Sample**

The investigation was carried out in Baghdad and the sample represents population of intermediate English teachers who were trained at the Directorate General of Education Khark 2 during the academic years 2010-2011. The population was about (224) teachers. Twenty teachers were excluded from the main investigation because they were involved in the open-ended questions and in the pilot study.

The remaining is about (200) teachers. Actually (40) teachers took part in the investigation which represents %20 of the total population whose responses were analyzed and used for the purpose of the present study. The researcher visited different intermediate schools to achieve the study aims according to the order issued by the educational planning department (see appendix 3).

#### **3-3 Construction of the Study Instrument (The Questionnaire)**

It is naturally known by the educationists that the tool of any research is determined according to the nature of the research and its limitation.

(Henderson, 1978: 60) States that the questionnaire is the most suited means for collecting data in survey studies.

Four open questions were used to establish a pool of items relevant to the study (What are the points of strength in the training programme? What are the points of weakness in the programme? What are the training needs of English teacher? What are your suggestions to develop training programme?). The questions were given to ten trained teachers who were requested to answer the questions as perfectly as possible. These teachers were not included in the main sample of the study.

The researcher was able to obtain a large pool of items relating to various aspects of retrained English teachers. A closed questionnaire was constructed using the information collected from the open-ended questions and in the light of similar experiences in the relevant literature. The first version of the questionnaire consisted of (60) items (see appendix 1).

#### **3-4 Validity**

Borg and Gall (1983: 273) define validity as “ the degree to which a test measures what it purposed to measure.

Therefore, validity is an important feature of the research instrument since it provides a direct check on how well the instrument fulfils its function.

Anastasi (1982: 131) states that: “the validity of a test concerns what the test measures and how well it does so”.

The first draft of the questionnaire was given to a panel of experts in order to determine the face validity of the questionnaire. The Jurors were among staff in the Departments of Educational and Psychological Science, and English at the Universities in Baghdad.

The Jurors were kindly requested to check :

1. The clarity and appropriateness of each item included in the instrument, and 2. The content of the instrument to determine whether it covers a representative sample of the behaviour to be measured. The procedure led to a number of valuable suggestions such as the elimination of unnecessary repetitive items, the revision of some items and the modification of some ambiguous items. According to the judgment of these experts; three items were eliminated; two items were added and four other items were modified.

The remaining fifty nine items constructed the final version of the questionnaire (see appendix) (2).

### **3-5 The pilot study**

The next step to be taken is the piloting of the questionnaire.

Evan (1978:65) states several advantages which a pilot study has in the first place, it gives the research a chance to practice administering the test. Accordingly the chance of making a mistake which would spoil the whole investigation is greatly reduced. Furthermore, the pilot study will bring to light any points of weakness in the administrative procedure. An additional advantage is that the statistical procedures can be tried out to make sure that they can be applied to the collected data.

Names of Jurors are arranged in alphabetical order:

1. Abbas, Salam H. Ph.D. Asst. Prof. College of Education Ibn Rushd.
2. Al-Bakri , Shaima Ph.D. Asst. Prof. College of Education Ibn Rushd..
3. Al-Rifai , Fatin Khairi Ph.D. Prof. College of Education Ibn Rushd..
4. Arif , Ali Ph.D. ELT Methodology College of Languages.
5. Jabir , Azher T. Ph.D. College of Education.
6. Kadim , Mansour Ph.D. Ministry of Education.
7. Mikke , Tamara Adil M.A. College of Education.
8. Mizhir , Dhea M.A. College of Languages.
9. Nasser , Abdul-Hameed Ph.D. College of Languages.
10. Waheed , Jinan Ph.D. College of Arts.

The researcher conducted a pilot study, in which ten trained teachers were included, but they were excluded from the main sample of the study.

### **3-6 Reliability**

The questionnaire was administrated to ten trained teachers (The pilot study sample) in the middle of April 2011. The time span between the first and the second application was fifteen days.

According to Adams (1964: 18) "the time span between the first and second application should not exceed two to three weeks". A value of %95 was obtained representing the reliability co-efficient for the questionnaire. In the light of this value, the questionnaire used in this study is considered a reliable instrument.

### **3-7 Statistical Procedure**

According to the nature of the present study it was decided to use percentage frequency to measure each item in relation to the five columns against it. The raw scores obtained of each item in the seven sections are recorded, see appendix (2). The raw scores against each item in the columns (strongly agree and agree) are added to each other to obtain (total agreement). The result was multiplied to 100 and divided by 40 (the number of teachers who actually took part in the investigation) to achieve percentage frequency. The same thing was done with the columns (strongly disagree and disagree) to obtain (total disagreement). The results indicated trainees' opinions upon each item in the columns. The results were re-arranged sequential beginning with the highest score in the (total agreement) column and grading. The discussion was made accordingly. The level of %50 indicates medium more than that indicates good and better less than that indicates not good and bad etc.

## **Chapter Four**

### **4.1 Discussion of the Results**

The seven sections of the questionnaire are re-arranged and tabulated according to the total agreement grading, using percentage measure with short discussions on each item, some items in a section are classified into (a) and (b) for more regulation.

4.2 *The Aims of the Training Programme and trainees benefit**Table (1)*

Re-arrangement of item scores according to total agreement.

Item number	Item	Rank order	Total agreement	I don't know	Total disagreement
A-	I think that:				
6	The trainees are serious in training on the new course,	1	90	10	-
4	The programme helps increase the information of the trainees,	2	87.5	12.5	-
3	The programme helps motivate the trainees towards better teaching,	3	85	-	15
1	the aims of the programme are clear ,	4	82.5	7.5	10
2	The programme helps develop trainees teaching skill,	5	77.5	17.5	5
5	The programme is comprehensive,	6	75	25	-
B-	The trainees benefit from :				
12	The subject of testing,	1	75	10	15
7	Training on teaching methods,	2	65	15	20
8	The subject of the textbook analysis,	3	62.5	20	17.5
11	The subject of phonetics,	4	50	10	40
9	The matching between the training programme and the trainees needs.	5	45	40	15
10	The subject of linguistic,	6	35	20	45

In the items of group (A). It can be seen that item 6 obtained the highest score. It indicated that the trainees strongly were serious to achieve the aims of training. Item 4 obtained second rank. It refers to trainees' agreement that the programme increased their information towards better teaching. Item 3 indicates that the programme motivated trainee's to do better. Item 1 showed that the aims of the training programme were mostly clear. Item 2 indicated that the programme helped to develop most of trainee's teaching skills. Item 5 showed that most of the trainees agreed that the programme was comprehensive. In group (B) item 12 showed that the trainees' benefit from the subject of testing different skills. Item 7 means that the trainees got advantage to practice teaching method inside the class room. Item 8 showed that many trainees benefit from the subject of the textbook analysis. Item 11 refers to medium score which indicated that trainees benefit in the field of getting information on phonetics was not strong. Item 9 showed that matching between the training programme and the training needs was not very successful. Item 10 showed that trainee's benefit in obtaining information on linguistics was not good.



**Table (2)****4.3 Teachers' trainer's (instructors) and the administration**

Item number	Item	Rank order	Total agreement	I don't know	Total disagreement
A	The teachers' trainers were :				
14	Able to lead the training sessions perfectly,	1	82.5	10	7.5
13	Competent and vocational.	2	77.5	15	705
B	The instructors used the following methods in delivering the lectures :				
15	Lecture format (dictation) only,	3	65	10	25
16	Discussion,	4	62.5	7.5	30
18	The course administration was effective in making the training programme successful,	5	47.5	15	25
17	Other combined methods.	6	42.5	10	47.5

Here item (14) obtained the highest rank. It means that the teachers' trainers were able to do their job perfectly and the trainees were satisfied to their ability to lead the training sessions perfectly. Item (13) obtained the second rank which showed that the teachers' trainers were competent and vocational. Item (15) obtained the highest rank in the field of using teaching methods which means that the instructors used lecture format (dictation) largely and followed that in item (16) with discussion method in delivering the lectures. Item (18) obtained medium rank which indicated that the administration of the course was not very effective. Item (17) obtained the lowest rank which showed that the instructors did not use other teaching methods effectively.

**Table (3)****4.4 Training Methods**

Item number	Item	Rank order	Total agreement	I don't know	Total disagreement
A	The following training methods were used in the course:				
22	Giving model training lesson ,	19	45	2.5	52.5
19	The problem solving ,	20	27.5	20	52.5
21	Field visits to schools ,	21	20	5	75
23	Inviting specialist visitors ,	22	15	7.5	77.5
20	Research and reports .	23	10	5	85

In the field of training methods all the items are under the average of medium. The table indicates that those who sponsored the training course did not give enough importance to training methods.

The fields of methods refer to the practical side of the programme which is very important in training especially for the new series which recently introduced into intermediate schools "Iraq opportunity".

**Table (4)**

**4.5 Training Aids**

Item number	Item	Rank order	Total agreement	I don't know	Total disagreement
-	The following aids were used in the course :				
29	Whiteboard ,	1	100	-	-
24	Audio recordings ,	2	70	-	30
26	Pictures and illustrative drawings ,	3	42.5	7.5	50
30	Flash cards ,	4	12.5	2.5	85
28	Booklets and printed materials ,	5	10	-	90
25	Overhead projectors ,	6	7.5	12.5	80
31	Internet ,	7	5	5	90
27	Educational films.	8	2.5	7.5	90

In the field of training aids item 29 obtained the highest rank which indicates that the instructors used whiteboard as a main teaching aid and this indicates a major mistake. Whiteboard is an important teaching aid but it should not abolish the role of other teaching aids. Item (24) obtained the second stage among teaching aids. Audio recording helps the trainees to identify correct pronunciation of the words and sentences in the textbook and fluency in reading. Other items are all greatly under the average which indicates neglecting important training aids which is a great defect in training programme.

**Table (5)**

**4.6 Duration, Timing, Place and the subject of the course**

Item number	Item	Rank order	Total agreement	I don't know	Total disagreement
35	The period of the course interfered with the school time table ,	1	70	10	20
33	The duration of the course was adequate ,	2	67.5	5	27.5
34	The time of holding the course was appropriate ,	3	45	12.5	42.5
36	The place was suitable and comfortable for the trainees ,	4	42.5	2.5	55
32	The weekly hours allotted for training were enough ,	5	40	12.5	47
37	The number of the trainees were suitable with the capacity of the place.	6	27.5	7.5	65

In this table item (35) obtained the highest rank. This showed that the period of the course interfered with the school time table of the most trainees which is considered a short coming in the programme. Item (33) obtained the second rank in the table which refers that most of the trainees considered the duration of the course was adequate. Item (34) showed that the time of holding the course was not appropriate to the most of the trainees. Item (36)

indicates that the place of the trainees was not suitable and comfortable. Item (32) showed that the hours allotted for training were not enough because it was the first training programme for the new English textbooks and a short course could not cover all the subjects in it. Item (37) showed that the number of the trainees were more than the capacity of the place.

**Table (6)****4.7 Evaluation**

Item number	Item	Rank order	Total agreement	I don't know	Total disagreement
-	The following evaluation procedures were used :				
42	Class oral discussion ,	1	82.5	5	12.5
39	A post-test at the end of the course ,	2	70	2.5	27.5
41	Considerable course attendance ,	3	7.5	15	77.5
40	Reports and researchers ,	4	2.5	10	87.5
38	A pretest at the beginning of the course.	5	-	7.5	92.5

Item (42) obtained the highest rank in the table of Evaluation. The trainees affirmed that oral discussion of problem in the classroom is one of the important methods to obtain good results. Item (39) showed to a post-test which had been used at end of the course to evaluate trainees' achievement. Items (41, 40 and 38) obtained the lowest ranks; they are important points for every training programme. The trainees opinions here refer to important defects in the training programme. Specially the item (38) which was neglected completely; that means the new teachers were mixed with old teachers and more experienced old teachers which indicates an important gap in training programme.

**Table (7)****4.8 Trainees Needs**

Item number	Item	Rank order	Total agreement	I don't know	Total disagreement
A -	I need training in how to :				
48	Increase information in the field of teaching English in the classroom ,	1	80	5	15
45	Set the daily, weekly, monthly and yearly lesson plans,	2	75	7.5	17.5
47	Adequate with the objective of teaching English in Iraq ,	3	70	7.5	22.5
46	Establish the relationship between the objectives and content of the textbooks,	4	65	10	25
43	Teach different skills in the classroom,	5	60	12.5	27.5
50	Test different oral and written language skills ,	6	47.5	5	47.5
49	Use different teaching aids ,	7	45	2.5	52.5
51	Improve competence in speaking English ,	8	40	2.5	57.5
44	Prepare additional activities.	9	35	7.5	57.5
B-	I think that :				

54	Printing the lectures and discussing them in the classroom better than using lectures formats (dictating),	1	85	7.5	7.5
53	Overuse of lectures formats in the classroom by the instructors was wasting of time ,	2	72.5	12.5	15
52	Some trainees were weak and slow in writing the lectures during instructor's delivering.	3	67.5	15	17.5
C-	I think that the following things were efficient and appropriate during the course :				
57	Classroom lightening	1	82.5	5	12.5
59	Ventilation and Air-conditioning	2	70	5	25
55	The whiteboard	3	62.5	2.5	35
56	Teaching aids	4	42.5	7.5	50
58	Seating places were enough and comfortable.	5	37.5	7.5	55

This table is divided into three groups (A, B and C). Item 48 in group (A) obtained the highest rank. This means that the trainees were looking forwards to get more information in teaching English in classroom. Item 45 indicates that the trainees got advantage in making different period plans. Item 47 showed that the training programme corresponds with the objective of teaching English in Iraq. Item 46 showed that the programme approximately established relationship between the objectives and content of the textbooks. Items 43 showed that most of the trainees obtained some knowledge in teaching different skills. Items (50, 49, 51 and 44) are under the average. They indicate existence of shortage in the training programme.

In group (B) Item 54 indicates that most of the trainees agreed to the idea of printing the lectures in advance and discussing them in the classroom during the lecture because this style will save time and may be more benefit. Item 53 showed that many trainees agreed that overusing of lectures formats by instructors was wasting of time without advantage. The two previous items are interrelated and they complete each other. Item 52 showed that the trainees agreed that many of them were weak and slow in writing the lecture delivering by the instructors which may embarrass the trainees and the instructor at the same time. This item is the complement of the two previous items.

In group (C) Items 57 and 59 indicate that the trainees agreed that the classroom lighting and ventilation were suitable during the course. Item 55 indicates that the whiteboard was overused and it was rather efficient. Item 56 shows that the instructors did not use other teaching aids efficiently. Item 58 the trainees indicate here that the seating places were not enough to the number of the trainees and the seats were uncomfortable.

#### **4.9 Conclusion**

Through the questionnaire, Trainees ensured the importance of training. Even they agreed with most items but they showed that the programme did not completely meet their need. The trainees agreed that the instructors were approximately professional. But they greatly used lecture formats in the classroom without fairly discussion. Their opinions showed that they were not content with items of training methods which indicated an important defect in training programme. Excessively using whiteboard and neglecting other teaching aids was another defect in designing the programme.

They assured that the duration of the course was adequate. But it is interfered with the school time table of most trainees. The specialists devoted five days for training to cover the whole skills in the programme which was not enough according to the authors of the textbooks. Many types of training evaluation were neglected during the course except a post-test at the end of the course. The programme failed to meet the trainee's needs in the field of testing different skills. Application is necessary in training programme such as model lesions or education films which were neglected. In addition of the defects there was an impression

among trainees that such programmes are useful. The specialists should overcome any defects in the future.

#### **4.10 Recommendations**

In the light of the results, the researcher would like to put forward the following recommendations:

1. The subject of learning a foreign language should be incorporated into the training programme in order that trainees can benefit from them in teaching English as foreign language.
2. Native English-speaking language specialists should be invited to contribute to the training of practicing teachers in Iraq. If this is not possible it could be changed into educational films.
3. Up to date training techniques should be used in the training programme and to benefit from similar experiences of other countries in the field of in-service teacher training.
4. There is a need to re-activate the “Institution of Development of English language teaching in Iraq” or building new centers for in-service teacher training to meet the increasing needs of training teachers.
5. The teachers’ needs should be identified before designing training programmes.
6. More attention should be given to teaching aids and to training methods in training programme.
7. Participating teachers should be freed from their teaching loads to give them ample time to perform their training assignments.
8. In-service new teachers should be separated from old experienced teachers to give them enough time and more concentration to improve their performance.
9. In any training programme more time should be given to the practical sides such as model lessons, educational films, visiting experienced teachers in their classroom, circle discussions, short training course outside Iraq ... etc.
10. Teachers should be encouraged to enroll in the training programme by awarding them a number of incentives such as salary increments, certificates and financial awards.
11. Educational television should be actively used in retraining of English teachers in order to save time and money and allow the largest number possible to benefit from the training course.

#### **4.11 suggestions for further studies:-**

1. A study may be carried out to evaluate in-service training teacher's programme in preparatory schools.
2. A study may be carried out to evaluate supervisors and headmasters' opinions towards in service training.

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