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The Status of EFL Teacher Education in Jordan

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Abstract

This study aims at highlighting the status of English as a Foreign Language school teacher education in Jordan during the period 2004-2008 focusing on the objectives, content, assessment, certification and outcomes of five EFL training programs. Three of these programs are established in cooperation with the British Council and two programs in cooperation with the American Embassy in Amman. The goal is to help decision makers determine the need for the continued development and expansion of the professional training programs to improve the English teaching process in Jordanian schools, in cooperation with the Training and Supervision Department of the Ministry of Education in Jordan. Since this study is a descriptive one, the researcher presents a description, summary and a critique in terms of their content, procedures, assessment and any related activities. The study finds that EFL Teacher Education in Jordan needs to be revised and improved in order to improve the achievement of the Jordanian students in English Language. The improvement should be to a system that not only develops teachers but also nurtures knowledge about

teaching. In light of the findings of the study, the researcher recommends the Ministry of Education to invest more in EFL school teacher education as a key component of the education reform in Jordan.

Key words: TEFL, teacher, education, improvement, Jordan, professional development

The Status of EFL Teacher Education in Jordan

Recognition of the need for professional development for foreign language teachers has arisen across the world. Professional development based on research, has grown significantly over the last decade. Although teacher development has been a familiar notion in the English Language Teaching profession for the last few decades, it is relatively new and receives insufficient attention in Jordan. This study examines the status of EFL teacher education in Jordan during the period 2004-2008. It also suggests ways to promote professional development amongst EFL teachers in Jordan, which might be applicable to similar situations in other countries.

Professional development has been identified as an integral part of the educational reform (Guskey, 2000; Hawley & Valli, 1999; Lewis, Parsad, Carey, Bartfai, Farris & Smerdon, 1999) and has been included in documents such as the Educational Excellence for All Children Act of 1999 (U.S. Department of Education, 1999) and No Child Left Behind (Bush, 2001). Lewis (1999) writes: "The inclusion of a national goal for teacher professional development represents an increased focus on professional development as an important vehicle for school reform and education excellence" (p.21). Many educational research studies proves that teachers' education is the key to 1) raising student achievement, 2) implementing high academic standards, 3) implementing organizational change, 4) transforming schools, 5) improving instruction, and 6) creating authentic professional learning communities (Guskey,

1995; Lieberman, 1995; Sparks & Hirsh, 2000). More over, professional development is a key to keeping teachers updated to the current issues in education, helping them to implement innovations, refine their practice, and broaden themselves, both as educators and individuals (Darling-Hammond, 1990).

New types of expertise are required from teachers in order to be updated on the emerging knowledge base and be prepared to use it to continually refine their conceptual and craft skills (Guskey & Huberman, 1997). This has led educational scholars and policy makers to demand more professional development opportunities for teachers which will help them enhance their knowledge and develop new instructional practices (Ball & Cohen, 1999; Borko and Putman, 1995). Given the size of the investment in professional development and the dependence of educational reform on providing effective development for the EFL Jordanian teachers, the knowledge base on the link between teachers' instructional practice and student learning must be strengthened. Guskey and Huberman (1997) define teacher education as the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the school and classroom.

Boliton (1985) identifies a number of background factors as significant in the reasons for the emergence of teacher development. First is the huge expansion of the language teaching industry, bringing large number of teachers into the profession, and the lack of a career structure that offers opportunities for variety and promotion. Second, there is a mid-life crisis that is experienced by many teachers after ten or more years in the field. Third, low pay and poor conditions of service in many institutions, with many teachers working on temporary or part-time contracts, often lead to low morale, low self-esteem and a sense of frustration and isolation among teachers.

Indeed, EFL teachers must maintain proficiency in the target language and stay up to date on current issues related to the target culture. Phillips (1991) outlines a number of formal and

informal ways that teachers can improve their language proficiency and cultural knowledge, including participation in study and travel abroad programs, summer institutes, seminars, and informal opportunities that can be arranged locally (such as immersion weekends or monthly dinners where current events and other issues are discussed in the target language). Curtain and Pesola (1994) and Tedick and Walker (1996) list a number of factors that make the teaching of foreign languages particularly challenging and the authors emphasized the need for strong professional development. First, the cultural, socioeconomic, linguistic and academic diversity typical in today's student population requires foreign language teachers to work with students whose needs, educational experiences, and native language skills are different from those of students they have typically taught. In other words, EFL teachers should change their methods of teaching continuously according to the needs, educational experiences and native languages of their students. Second, the emphasis on thematic learning demands that teachers be skilled in the thematic areas explored, complete the vocabulary related to these areas, be responsive to student interests in various topics, and be able to work as a team with content-area teachers. Third, the emphasis on technology for language learning and teaching requires teachers to remain informed about new technologies and their instructional uses. Fourth, the emphasis on collaborative learning and student self-directed learning requires that teachers be able to act as facilitators, guides, counselors, and resources, not just as language experts.

Hu (2005) provides a critical overview of secondary EFL teacher education in China with the intent of offering useful lessons to foreign language teacher education in other parts of the world. She investigates secondary EFL teachers' continuing professional development in the workplace through formally organized in-service programs. Based on critical examination, Hu claims that the focus of teacher preparation should shift from getting student teachers to master prescribed knowledge and skills to helping them acquire awareness, dispositions, attitudes, values, qualities, and strategies that can form a solid ground for continuous development. She

suggests it will be useful to incorporate into pre-service programs many of the collaborative practices that practicing teachers adopt in their day-to-day professional work. Also she suggests a framework to position formal in-service education strategically in relation to pre-service teacher education and on-the-job professional development and to integrate the three major means of professional growth to better serve the needs, priorities, and aspirations of teachers at different points in their careers. She points out that the kind of coherent and articulate framework she calls for can only grow out of and draw strength from extensive and careful research into what quality education is. She maintains that sustainable professional development can empower teachers to make such education happen in their own classrooms.

Other studies are conducted to develop a web-based distance teacher training program for elementary school English teachers. Lim (2002) investigates the current situation of the web-based training courses for primary school English teachers with regard to the development of course contents, the instruction design of the courses, and the online activities. For this purpose, the study examines the case of a 10-week web-based teacher training course, focusing on the process of developing course materials and on the management of the course. Based on a survey that identifies effective tasks and student-centered activities according to respondents' opinion, the results of the study indicate that it is necessary to develop course contents relevant to in-service teachers' needs and web-based instruction.

EFL training programs in the Ministry of Education in Jordan

The study found that there are three EFL training programs offered in co-operation with the British Council (Extensive Reading, Building Capacity, Innovative Learners) and two programs in cooperation with the American Embassy in Amman (English Interactive Online, Delaware University). Most of them are receptive, like Extensive Reading and Delaware. One program is held every summer outside Jordan in Delaware University in the United States. It is conducted

during the holiday, and many trainees suffer from the lack of money and the practical experience inside real American classes (according to the trainees' responses to the questions of the study interview). More over, all the trainees in different training programs suffer from the lack of the "Following-up" activity by their supervisors in their classrooms. In addition, they are not given the chance by their supervisors to pass on new knowledge to their colleagues. All these programs are prepared, designed, certified and funded by the American and the British educational systems with no financial support from the Ministry of Education in Jordan.

The first program: English Interactive Online (EIO)

English Interactive Online (EIO) is an interactive multimedia program designed to enhance English skill of EFL/ESL learners in cooperation with Middle East Communication Corporation (MEC) U.S.A. It is for beginner to advanced level learners. It is an interactive self-paced online experience for students. Based on Education Reform for Knowledge Economy ERfKE standards and U.S EFL/ESL State (California, Florida, Texas), the program incorporates pedagogical approaches that deliver a constructive, collaborative learning program where participants achieve a high level of EFL fluency and communicative competence in real-world situations with an emphasis on communicative and productive skills.

A primary goal of the program is to improve the effectiveness efficiency and quality of students learning as well as their motivation to become life -long learners. Within the program, students and teachers have access to lesson, activities for each lesson, resources, and electronic assessment. The program is designed to be used by teachers in their daily lessons with students in the classroom, as well as by students through exercises carried out in groups and through periodic self-learning in school lab settings. The program exposes students to new ways of learning English and provides teachers with a blended learning approach to teaching English.

The EIO program assets are comprehensive teaching resources. They cover beginner to advanced levels and they contain 800 lesson plans for 74 modular units, 3000 interactive

activities which include web resources, unit preview and overview, communication companion, and worksheets. In addition, each unit has one extensive quiz in different levels. Each level has three midterms and one final test. Also, it introduces a separate professional development course for teachers. More over, EIO provides students with dictionary, glossary and grammar resources. In addition, over 200 assignment and homework worksheets in PDF format cover four critical language learning skills, listening, reading, speaking, and writing. Many highly interactive features that are effective for teaching and learning English are designed into the program, such as the Curriculum Matrix, which illustrates the complex mapping of English language learning objectives, online program assets and resources to be used by teachers and students, assessment components in the form of quizzes, mid terms tests and final tests to help teachers assessing students, and professional development to prepare teachers to effectively implement the programs.

The second program: Extensive Reading (2005-2008)

Extensive Reading (ER) is a training program run by the Ministry of Education in Jordan in cooperation with the British Council to achieve the objectives of ERfKE to reform Jordanian education. The rationale for the project reiterates the importance of changing traditional attitudes in schools and of adopting new approaches to learning that are conducive to acquiring the skills necessary for the 21st century knowledge economy.

New "Approaches" and the acquisition of adaptable "Skills" are the key ideas underpinning the philosophy of reform in all schools. The Extensive Reading project believes that "Reading" is the most important skill that Jordanian students must have to achieve a high level of literacy in English. This is so overused that many tend to forget that to be literate is to be able to function fluently with the written word. At a basic level, students must be able to read and understand a broad range of text, quickly mastering their content, purpose and audience. Also,

they ought to develop critical thinking skills, which allow readers to draw comparisons between different texts, and make judgments on how best to use their information.

More over, the program is based on the belief that the easiest way to become effective reader is by rigorous practice and exposure to different kinds of material. Extensive Reading ensures that the students who are involved with the project will read a variety of texts for a minimum of twenty minutes a day. Thus they will reinforce vocabulary and engage in a broad range of grammatical structures, and develop essential comprehension skills to cope with unseen texts. Extensive Reading provides a natural way for students to become accustomed to the written word and the uses of it .It gives students the opportunity to discuss their reading and write about it thereby consolidating other academic skills. Furthermore, by developing fluency in reading, the program includes skimming, scanning, surveying, and summarizing. On the other hand, effective use of ICT is an essential feature of the reform. The vision of the JEI and ERFKE is that technology must be an integral part of the learning process to create a technologically skilled workforce. Extensive Reading will provide a range of opportunities for creative use of IT.

Learning how to use Extensive Reading effectively in the classroom will help change teachers' attitudes toward learning and reinforce other training delivered by JEI and ERFKE. It will also give them the opportunity to develop "Innovative learning solutions" and the chance to practice language in new contexts. Another feature of the JEI and ERFKE is the emphasis on civics and education as a catalyst for social development Extensive Reading by definition exposes students and teachers to other cultures, their times and other ideas. Learners of all ages must have the opportunity to consider and evaluate traditions and cultures different from their own. Because literature deals with social issues of all kinds, reading opens a window on the world from which they can broaden their understanding of society. Students practicing Extensive Reading, therefore, have a natural starting point for the discussion of civic and moral

concepts. That means that successful discussions are preceded by reading enough information about the subject.

In fact, Extensive Reading is not a new idea in Jordan, the JEI is delivering "The Arabic language Early Reading Program" to primary students in Jordanian state schools. The JEI seeks partnerships with the private sector to spread the project over all areas in Jordan. Oxford University Press has been a generous supporter of the pilot and is keen to develop it, both by supplying expert training and resources. When considering the value of this project and its contribution to education in Jordan it is worth recollecting Henry Adams' words: "They know enough who know how to learn".

The third program: Building Capacity

Building Capacity is a training program consisting of 144 hours of direct face-to-face input. This is followed by 16 hours of individual observed teaching and feedback, as well as participant observation of British Council Trainers in a state school. The objectives of this program are: first, to improve and modernize the English teaching skills of local Teachers within the Jordanian state school system; and second, to enable selected local teachers to pass their knowledge on to other colleagues following from the British Council training sessions.

The participants are practicing teachers of English nominated by the Ministry of Education. The nominees are then required to sit for the British Council placement test in order to gauge their level of English. They are expected to be both enthusiastic, experienced and with a high level of English proficiency. The participants are also expected to pass on their knowledge to fellow colleagues through in-service sessions within their schools at the end of the course.

The course content is negotiated following a needs analysis and discussions with local teachers and the Ministry of Education. It focuses on the following themes: Classroom

Management Issues, Developing Language Skills, Assessment and Evaluation, and Training the Trainer.

According to the trainers, the British Council provides a Teacher Trainer who is a highly qualified and experienced professional with several years overseas teaching and training experience. They have a good knowledge of Jordan and the Middle East and are aware of the specific problems encountered by Arab learners of English. They are native speakers of English who are familiar with the British education system. The trainer has knowledge of the Jordanian education system and curriculum documents. The trainer also has visited schools and talked to teachers about their needs and expectations.

In fact, the British Council is invited by the MoE to submit a proposal to develop a package of courses for improving the English teaching skills of teachers within the Jordanian state school system. Building Capacity program started in 2005 at Amman Discovery Schools for one year in Amman Directorate 1, 2, 3, 4. After finishing this stage successfully, The British Council has planned a number of programs in partnership with the Ministry of Education to be conducted outside Amman. Two sub- programs are initiated outside Amman. The first is *Teachers on the Road*, a program where the British Council intends to travel out to remote areas of Jordan and deliver training workshops on Saturdays for large groups of English language teachers in primary and secondary schools. Some of British Council's trained MoE teachers work as trainers on this program. This helps consolidating their training skills and enhances the reputation of Jordanian ELT trainers. The second program is *Professional Development for Newly Qualified Teachers*. Under this program, the British Council trains novice teachers of English to take a Cambridge University test in ELT methodology (Teacher Knowledge Test or TKT).

The fourth program: Innovative Approaches To Learning

Dr. Nasima Alkhalidi, the coordinator of this project in the Ministry of Education, in a report about innovative approaches to learning on 13/12/2006, reports that the project aims at facilitating the educational co-operation between the participating countries, such as United Kingdom, Morocco, Egypt, Palestine, Lebanon and Jordan to improve cultural co-operation links between them. In addition, it aims at improving teaching procedures by developing relationships and links between teachers in those schools through encouraging the use of e-mail and internet. Moreover, the program encourages teachers to consider the students as the center of the teaching process by improving the students' performance and their innovative interactions.

This project is one of a series of projects launched in co-operation with the British Council to improve teachers' education in Jordan. They propose to run an 18-hour course for the 6 primary Jordanian school teachers who are involved in this project. This course is designed to enhance their ability to contribute to the success of the project by focusing on three areas; teacher training, communication, and soft skills.

The training consists of six three-hour sessions, each of which has a two-hour teacher training elements and a one-hour communication skills or soft skills elements. The soft skills element is introduced in week 1 and the participants are encouraged to use these skills in subsequent session. As part of the assessment and certification of the training program, participants are offered the opportunity to become a QCA (the Qualification and Curriculum Authority in England). The organization offers advice and support to English schools regarding the curriculum. Also, the supervisors observe and help the participants to modify their methods. In addition, the international award is the best way to assess the success of teachers inside their classroom.

The fifth program: Delaware University Training Program

The University of Delaware is awarded a grant from the Department of State in 2003 to implement a teacher – training program designed to support Jordan's Ministry of Education in its initiative to enhance English teaching at the junior high school level. Twelve English teachers participate in this program every year. Six teachers from public schools, two teachers from private schools, two teachers from military schools, and two teachers from UNRWA schools. The qualified candidates are to attend an intensive six – week English teacher training course at the University of Delaware in the United States. The Program started in the Summer of 2005-2008.

As participants return to Jordan, they apply their training experience in their teaching. Participants then implement a conference for 30 or more Jordanian English teachers to share materials and approaches that have been field- tested. The program aims at:

1. Increasing the effectiveness of English teachers to conduct training workshops upon return to other English teachers inside Jordan.
2. Improving the English teachers' capacity to use new technology in teaching and designing classroom activities.
3. Supplying the participants in Delaware program with a collection of teaching materials (Books and reference) and teaching equipment "Books – in – Box".

To assess the impact of the training program in Delaware on Jordanian teachers, the Department of Training and Supervision in the Ministry of Education observes the trained English teachers in their classrooms, the work and performance of trained teachers while training other teachers in the "Conference of English Teaching Strategies" which is held in Jordan upon the return of trainees from Delaware. Three Conferences have been held in Jordan upon their return from Delaware, they have trained about 86 English teachers during the Period 2005-2008 under the supervision of MoE.

Method

Purpose of the study

This study aims at highlighting the status of EFL school teacher education programs in Jordan during the period 2004-2008 focusing on the objectives, content, assessment, certification and outcomes of these programs.

Design

This research study uses a qualitative design methodology for the data analysis. The procedures outlined give an initial structure to the process. A qualitative descriptive research design is chosen because the research question is of a qualitative type and a descriptive study will allow for a rich description and explanation of the EFL teacher education in Jordan during the period 2004 to 2008. The consistency between interviews questions and research design is the standard criterion for high quality studies (Jick, 1979). The interviews' questions of this study focus on “how” and “what” descriptive questions to understand the EFL teacher education in Jordan. Utilizing interviews with EFL teachers serve as preferred research strategies to answer such questions about a contemporary phenomenon (Yin, 2003). In fact, there is wide agreement among researchers in the Jordanian universities that the interview methods of data collection strengthen a study.

Participants

The population of teachers consisted of 360 male and female EFL teachers who have participated in different training programs in the Ministry of Education between 2004-2008. The researcher uses typical case purposive sampling strategies to select participants (Patton, 2002). This type of purposeful sampling centered on selecting information-rich cases. The researcher consults the original records of the Training and Supervision Department in the Ministry of Education. Then, a qualitative profile on typical EFL teachers who participated in different EFL training programs during the period 2004-2008 is sought. The researcher defines

and selects twenty EFL teachers agreed to participate in these interviews. Each participant is given a number to observe his/her anonymous participation.

Instruments of the study

For the purpose of soliciting information needed to achieve the objectives of the study, the researcher carries out a structured telephone interview with the EFL teachers who participated in the current study to gather rich data about the subject. It is via telephone since they are from different places in Jordan. Most of them are teaching in far places in different Jordanian districts. The researcher contacts each interviewee on the requested date, time and excused him/her to record the interview for research purposes with pseudonyms. All the interviews are recorded. A professional agency transcribes all tape recorded responses. The researcher then reviews each transcript to ensure accuracy.

Validity of the instruments

To insure the validity of the research instruments, a jury of three EFL university professors, three EFL supervisors in Amman and four EFL teachers are asked to write their comments on the suitability of the structured interview. Their comments are taken into consideration in preparing the final draft of the instrument. In response to the jury's comments, some questions of the interview are omitted, some are changed and some others are modified. The number of questions in the final draft is eight.

Reliability of the instruments

To assess the reliability of the instruments, the researcher used different procedures for verification and trustworthiness of EFL teachers' interviews. Creswell (2002) indicates that there are different techniques for verifying qualitative research. The researcher has implemented two of Creswell's strategies into the methodological design of this study:

triangulation, which is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking result, and rich description. Triangulation is obtained from a qualitative interview and connected to a thorough literature review. Rich description occurred after qualitative interview is transcribed, coded and categorized. After transcription, the researcher compares each audio file to the written document to ensure accuracy. Meeting these requirements of trustworthiness protect the dependability, reliability and authenticity of this research.

Statement of the problem

English has been recognized by the government of Jordan as a valuable tool to facilitate Jordanian's economic, technological, educational, and cultural exchanges with other parts of the world. The government attempted to challenge the national tasks by meeting the new millennium with educational reform. As a result, those responsible for foreign language teaching will not be able to stand still, but will need to continue to innovate in the never-ending search for maximum effectiveness. In Jordan, the current EFL teacher education does not provide EFL teachers in Jordan with all that they need to be effective teachers (personal perspective), and practicing teachers need further opportunities for ongoing professional development to remain current in both language and pedagogy. Specifically, this study aims to highlight the EFL teacher education and professional development situation in Jordan and the need for improvements

Significance of the study

This study may provide an insight and suggestions to improve EFL teacher education in Jordan. It may also help EFL teachers adopt a more developmental attitude towards the profession. Eventually, the lack of local studies in this field has led the researcher to investigate the EFL teacher education in Jordan. The findings from the present study will be useful in

helping decision makers determine the need for the continued development and expansion of the professional training programs to improve the English teaching process in the Jordanian schools.

Limitations of the study

This study is limited to the training programs in the Training and Supervision Department in the Ministry of Education. It is also confined to EFL training programs during the period 2004-2008. In addition, the study is limited to the EFL teachers who participated in the five training programs that are studied in this research.

Data analysis

In order to answer the questions of the study, the researcher used inductive data analysis to code and categorize the qualitative data. Analysis of the study requires that the researcher continuously review, organize and synthesize the data using the hard copies of the transcribed interviews over a 70-day time period and information from the original documents of the MoE. A spreadsheet was also created for coding and organizing the teachers' names, incidents, and page numbers to find the incidents in the interview transcriptions. Incidents from all interviews were coded for each category and continuously compared with previous incidents. Subsequent to the coding all the teachers' interview data from the primary case, a professional statistician was asked to code one of the interview transcriptions. Inter-rater reliability of coding is 0.85. The places of disagreement were discussed between the coders to reach agreement. The coding categories and themes were revised based on the discussion between coders. All the teachers' interviews are reviewed

Results and discussion

To answer and discuss the question of the study and to develop an understanding of the EFL teacher education in Jordan during the period 2004-2008, a summary and a critique of the EFL training programs in the MoE, in term of their content, procedures, assessment and any other related activities, were presented in the introduction and background of the study. Information about these programs was taken directly from documents obtained from the Ministry of Education.

A number of telephone interviews were conducted with a purposeful sample of trainees who participated in these programs. These Interviews focus on five domains: (a) the way they have learned about these programs, (b) the outcomes of participating in these five programs, (c) the possibility of implementing what they have learned in their classrooms, (d) the difficulties they have faced during the training sessions, and (e) the English supervisor's "Follow-up" of trainees in their schools.

(A) Eighteen of the trainees say that they have learned about the training programs through their supervisors in the Directorates of Education of their areas. However, two of them have learned from their colleagues at another schools.

(B) The teachers who participate in these programs confess that these programs make a big change in their abilities and capacities in using and teaching English language. They further give them the chance to better know the West culture deeply and learn more about the English language and innovative strategies of teaching English in Jordan.

(C) In fact, the big gap between theory and practice has appeared when those teachers return to their classrooms and use the new strategies of teaching English language. They are shocked by the number of students, the lack of facilities and the load of classes that the teachers have to teach everyday, all of which cause a contradiction between theory and practice. The trainees say that they don't have time to implement what they have learned in these programs because of time restriction, and the time available is enough

only to cover the material in a traditional way of teaching. For example, they can not use technology because of the lack of technical infrastructure at schools. Also, they avoid group work because of the limited space of movement inside classroom and the large number of students inside each class. The trainees who have visited Britain for a week in order to observe their experiment in teaching English language said that the different conditions of teaching in Britain makes it too difficult for Jordanian teachers to use new strategies in their classrooms in Jordan. For example, British classrooms consist of 12-14 students with two teachers in each class, but Jordanian classrooms consist of more than forty students with one teacher. In addition, the facilities are of high standards supplied by the Ministry of Education in Britain. Most English teachers who witness these classes in Britain try to integrate what they have seen in these classes in their actual classrooms in Jordan, but they are faced by many difficulties such as crowded classrooms, lack of facilities and overloaded lesson programs which obliged EFL Jordanian instructors to teach between twenty to twenty four hours per week. As a result, these reasons and others lead them to return to the traditional way of teaching.

(D) The trainees who participated in Delaware and Innovative Programs outside Jordan suffer from the lack of money during the training period as the fund is provided by the US embassy. The MoE in Jordan is not mandated to spend any money on these programs. Also, some trainees criticize the outside training programs timing. One of the female candidates said, "I like to participate but the time of the program is during the summer, which means no students will be at schools!" So the opportunity to observe real classrooms in the USA is neglected. She adds that, "the training program is a repetition of theories without practice".

(E) The majority of trainees are upset because of the lack of "Follow-up" by the English supervisors of the MoE. Most programs are followed- up by British supervisors from the British Council in the absence of Jordanian English supervisors.

Recommendations for improving EFL teacher education in Jordan

Based on the findings of the current study, the researcher makes the following recommendations as a part of the solution to improve EFL teacher education in Jordan:

1. Give the trainees the chance to pass on their knowledge to fellow colleagues in their schools and areas supervised by the MoE.
2. Invite the private sector to provide EFL teacher education in Jordan with money, experts and training programs.
3. Vary the content of EFL teachers' education programs.
4. Cooperate with countries which have similar strategies of teaching to the Jordanian context, like Japan and Germany, since they teach English as a foreign language.
5. Increase the number of EFL supervisors in the Training and Supervision section of the MoE to follow –up teachers in all districts of Jordan as the central department has only two English supervisors.
6. Establish teacher training institutions through out Jordan districts to educate EFL teachers.
7. Decrease the teaching load for each teacher to give them the opportunity to implement the theoretical material in their classrooms.
8. Design local productive and receptive training programs in cooperation with professors of education in the Jordanian Universities.
9. Change the time of training outside Jordan from the summer holiday to the actual school year in order to allow the trainees visiting and observing real classes in American and British Schools.

10. Increase the number of supervisors' visits to the trainees in order to observe them inside classroom and provide them with the necessary feedback and support.
11. Develop a system that takes advantages of teachers' ideas. "Teachers should be engaged in improvement because they are the ones who can ensure students' learning improve (Head and Taylor, 1997) and they are also acquainted with the culture of the students
12. Teachers should be prepared and trained to be leaders in teacher education in order to participate in professional development.

Conclusion

To sum up, after critically studying the previous programs and interviewing the personnel in charge of these programs, and conducted telephone interviews with a sample of trainees, the status of EFL teacher education in Jordan during the period 2004-2008 has a special interest from the MoE as an important aspect in improving teaching English language in schools as a foreign language. There are five EFL Teacher Education programs in cooperation with Britain and America. Most of them are receptive, like extensive Reading and Delaware. One program is held every summer outside Jordan in Delaware University in the United States. It is a unique program that focuses on the strategies of teaching English as a foreign language, but it is conducted during the holiday, and many trainees suffer from the lack of money and to have a practical experience inside real American classes. More over, they complain from the lack of the "Following-up" activity by their supervisors in their classrooms and not giving them a chance to pass on their knowledge to their colleagues in their schools. To add, all of these programs are funded and certified completely by Britain and America with no funding or certificating from the MoE to the trainees.

EFL Teacher Education in Jordan needs to be revised and improved in order to achieve better teaching outcomes in the English Language .The improvement should be to a system that not only develops teachers but also promotes knowledge about teaching. In light of the findings

of the study, the researcher recommends that the Ministry of Education invests more in EFL school teacher education as a key component of the education reform in Jordan. In addition, researchers are encouraged to conduct further studies in investigating the effects of EFL teacher education on the competencies and performance of both EFL teachers and their respective students

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