

Examining the Effectiveness of In-Service English Language Teacher Training in Khartoum State/Sudan 2011/2012

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Abstract

This study aims at investigating the effectiveness of in-service English language teacher training in Khartoum state: A case study of in-service teacher training programme “English for Teaching 1” (Eft1) provided by the British Council (2011-2012). The Researchers adopted the descriptive analytical method to analyze the collected data. The tool used to collect data was a questionnaire which was analyzed with the Statistical Packages for Social Science (SPSS). All the Hypotheses of the study were verified to be true and according to the analysis of the questionnaire. The study has come up with the following findings: Teacher training programme English for Teaching (1) (Eft(1)) has a positive impact on developing teaching process, the components of the programme satisfy the training needs of the English language teachers in Khartoum State, and the trainees who attended the programme have a positive attitude and opinions towards the programme. The study has been included with some recommendations that reflect the importance of in-service teacher training for Sudanese English language teachers and the effectiveness of partnership between national and international educational institutions in this field.

Keywords

in-service teacher training, teacher training effectiveness, English language teacher, teacher education in Sudan

1. Introduction

Training of English language teachers in Sudan has a long history since 1901 the first college of education was attached to Omdurman primary school to provide teachers for elementary and primary schools then transferred to Gordon Memorial College (G.M.C), in 1905 a new course of four years was provided to deal with theory and practice of teaching at (G.M.C). As a result of increasing Quranic Schools (Khalwas) in 1923, G.M.C was closed and reopened in 1925 to meet the lack of the teachers

after the departure of many Egyptian teachers in 1929, a special course of phonetics and oral aspects of English was provided. In 1934 Bakht er Ruda was founded as an elementary teacher training institute and it was the first step of reforming the Sudanese education, in 1972, In-service educational training institute was founded to train intermediate and secondary schools teachers and in 1975 the Sudan English Language Institute (S.E.L.T.I) was established to provide service for persons and different organizations (Mohamed A/Alla, 2012).

As a partnership with the Federal Ministry of Education in Sudan, some universities participated on English language teacher training as the University of Khartoum, Sudan University of Science and Technology and recently Open University of Sudan. Each of these universities has different experience and training courses but all of them provide great efforts to enrich teacher training in Sudan and the standards of teaching English language.

Recently the British council has joined a partnership with The Federal Ministry of Education and provided different kinds of teacher training programmes. This is beside the different forums that deal with teacher training in Khartoum state.

This study aims at investigating the effectiveness of teacher training courses according to the trainees' needs dealing with the case study of the In-Service Teacher Training English for Teaching 1 (EfT1) in Khartoum State.

2. Methodology of the Study

The methodology of the study will be descriptive and analytical methods. It will be adopted in two parts:

- 1) Questionnaire will be distributed for teachers who attended (EfT1) programme. The data obtained will be analyzed and discussed to come out with the finding of the study.
- 2) Course Evaluation bases on two types of teacher training programmes' evaluations (The training course packages' evaluation and In-depth training evaluation) will be adopted to evaluate the In-service teacher training programme English for Teaching 1 (EfT1) according to the main standard of teacher training framework.

3. Statement of the Problem

When the researchers looking at the British Council's programme (English for Teaching (1)) (EfT(1)) have observed that some techniques, terms, activities, games and methods were absolutely new for many trainees and by the end of the first 60 hours they have noticed changes in the competence and performance of the teachers while they are doing the micro teaching activities. Therefore, this study intends to investigate the effectiveness of the In-services teacher training programme English for Teaching 1 (EfT1) and the trainees' attitudes and interests according to the programme (EfT1)

4. Objectives of the Study

The objectives of this study are as follows:

- a) Investigating the Effectiveness of the Teacher Training programme (English for Teaching 1) (EfT1) according to the English language teachers in Khartoum state.
- b) Investigating whether (English for Teaching 1) (EfT1) satisfies English language teachers' needs in Khartoum state.
- c) Finding out the teachers' attitudes and opinions towards the in-service teacher training programme (English for Teaching 1) (EfT1).

5. Questions of the Study

The questions which the present study tries to answer are:

- 1) Do teacher training programmes (EfT1) for English language teachers have a positive impact on developing teaching?
- 2) Do the components of (English for Teaching (1)) programme satisfy the needs of English language teachers?
- 3) What are the attitudes and opinions of the trainees towards (English for Teaching (1)) programme?

6. Hypotheses of the Study

- 1) The In-services Teacher training programme (English for Teaching 1) has a positive impact on developing teaching process.
- 2) The components of (English for teaching (1)) programme satisfy the needs of English language teachers.
- 3) Trainees who attended (English for Teaching (1)) programme have positive attitudes and opinions towards the programme.

7. Literature Review

7.1 Teacher Training, Education and Development

Richards et al. (1996) claimed that both teacher education and teacher training deal with the preparation and professional development and they made a distinction between teacher training and teacher development. The first term "teacher training" deals with basic teaching skills and techniques (pre-service education programme), while teacher development looks beyond initial training with on-going professional development of teachers particularly in In-service Education programmes.

According to Musaad (2007) the integration of terms (teacher training, education and development) is clearly seen not only according to the definitions but also as usage and function due to the field of education, the categories relate to perceptions of experience, not to objectively quantifiable data. That is to say, in most circumstances, programmes for teachers will include elements of all these three categories: training, education and development, in a possibly unpredictable mixture. What is training for someone

might be educational for another and leads to development for all of English Language teachers. So, it is not so much trying to put any given programme into a single box, it is rather trying to characterize different standards of intention and experience which are found in the work teachers do which is meant to make them better teachers.

According to the previous point of views, it was found that the three terms teacher training, education and development have much in common but the cornerstone is competence and performance (knowledge and skills) of teaching, which are very essential for teachers and teaching—learning process and how teacher training would help to achieve the goals.

7.2 Competency Based Teaching

Richards et al. (1996) claim that competency based teaching is an approach to teaching which focuses on the mastery of the skills or competencies needed in different domains. In competency-based teaching, students at various levels in their schooling must pass competence tests on selected performance objectives in basic skill areas such as reading or mathematics (p. 69). To achieve that goal training has to deal with competence and performance (knowledge and skills) of teaching providing according to the main aims of education.

7.3 Teachers' Knowledge about Teaching

According to Cooper and McIntyre (1996); Carlgren et al. (1994); Russle and Munby (1992). Shulman (1987) the effective teaching must includes knowledge about content, strategies of classroom management and organisation, curriculum materials and programmes, teaching of particular content topics, about pupils, educational contexts, ranging from the classroom group to aspects of community, educational aims and values (Kyriacou, 1998). Having knowledge about the mentioned components only is not enough the challenge is that how to deal with them? And that what is the training programme should provide.

7.4 Qualities Looked for by Ofsted

Kyriacou (1998) introduce “the types of skills school inspectors expect to see displayed when good teaching is taking place. These can be inferred from the following descriptions commonly used by recently the office for standards in education (Ofsted)” (p. 7). Lessons should be purposeful, pupils should participate to organise their own work with the teachers, elicitation must be used. The work should be relevant to pupils' abilities and learning needs, communicative approach preferred, Variety of learning activities should be employed, effective classroom management and pupils' participation in the lesson are essential.

7.5 Competence to be Developed during Initial Training

Kyriacou (1998) summarized a list of standards expected of newly qualified primary and secondary school Teachers in England and Wales and used by the Teacher Training Agency (TTA) and (Ofsted) to monitor the quality and the effectiveness of initial training courses it contains terms of four areas:

- a. Knowledge and understanding;
- b. Planning, teaching and class management;

- c. Monitoring, assessment, recording, reporting and accountability;
- d. Other professional requirements.

7.6 Essential Teaching Skills

According to Kyriacou the other source of information about how teaching skills developed lies in the efforts of:

7.6.1 Planning and Preparation

The lesson plan has clear and suitable aims and objective. The content, methods and structure of the lesson selected are appropriate for the pupil learning intended. The lesson is planned to link up appropriate with past and future lessons, Materials, resources and aids are well-prepared and checked in good time. All planning decisions take account of the pupils and the context, The lessons is designed to elicit and sustain pupils' attention, interest and involvement.

Planning and preparation are the first steps of effective teaching procedures that training must deal with, especially for new teachers for many reasons because it will reflected in self-confidence and good time management which are very important factors in teaching.

7.6.2 Lessons Presentation

Presenting lessons depends on many factors as Chris Kyriacou (1998) summarized the features of lesson presentation as The teacher must be confident, relaxed, and generates interest in lesson, provides clear instructions and explanations which are relevant to pupils' needs. The teacher must use various questioning types, learning activities, time management, motivation and respect pupils' ideas and contributions. Materials, resources and aids must be relevant to the work and the pupil's needs which will cause good effect.

7.6.3 Lesson Management

The lesson steps are very important part it is the backbone of teaching process, teachers must have enough knowledge about it and well trained on how to deal each step from the warm up step to the feedback, teaching must take place in harmony with each step.

7.6.4 Classroom Climate

The climate is purposeful; pupils feel relaxed, secure and motivated to learn, with high positive expectations conveyed by the teacher. Teacher—pupil relationships are largely based on mutual respect and support. Positive Feedback from the teacher is very essential for self-confidence, the good appearance and layout of the class will facilitate participation on the classroom activities.

7.6.5 Discipline

Discipline is essential need on teacher training to facilitate class room management for teachers and clarify the relationship between the teacher and the students. The teacher authority is established and accepted by the pupils,

Clear rules and expectations regarding pupil behavior are conveyed by the teacher at appropriate times. Pupil behavior is carefully monitored and appropriate actions by the teacher are taken to pre-empt misbehavior, Pupil misbehavior is dealt with by an appropriate use of investigation, counseling,

academic help, reprimands and punishments and Confrontations are avoided, and skillfully defused.

7.6.6 Assessing Pupils' Progress

Assessing pupils' progress gives indicators to provide clear outline for teaching and suggested solutions for different challenges that might face both the pupils and the teacher, therefore, teacher training programmes have to deal with this area carefully and it contains: marking of the pupils' work during and after the lessons and work is returned in good time, Feedback on assessments aims not only to be diagnostic and corrective, but also to encourage further effort and maintain self-confidence, which involves follow up comments, help or work with particular pupils as appropriate, A variety of assessment are used, covering both formative and summative purposes and a variety of records of progress are kept.

7.6.7 Reflection and Evaluation

One of the most important levels of teacher training programme is Reflection and evaluation because The teacher regularly reviews whether the time and effort can be organised to better effect, the teacher regularly reviews the strategies and techniques to deal with sources of stress, Lessons are evaluated to inform future planning and practice.

7.7 Essential Concepts of Teaching Skills

According to Reece and Walker (2005) many teacher training courses such as the City and Guilds 7407, and some Certificate in Education courses identify slightly different competences although they have a similar base as:

7.7.1 Basic Teaching

Basic teaching deals with the main procedure of adopting teaching role, planning learning, Managing and assessing learning.

7.7.2 Principles and Practice of Student Learning

Identify the characteristic of the three learning taxonomies, demonstrate effective design of learning sessions through the identification of variables, which effect learning, use the components of a range of theories of learning and identify variables, which influence students' motivation.

7.7.3 Techniques of Teaching

Techniques of teaching involve approaches and methods of delivering programmes of teaching sessions and manage learning activities effectively so as to achieve the targeted aims and goals.

7.7.4 Recourse for Teaching and Learning

Recourse for teaching and learning establish a basis for choosing and using variety of learning aids, Selection, adaption of learning resources for a specific programme, using electronic multimedia, visual learning aids and evaluate the use of learning resources.

7.7.5 Planning and Design for Teaching and Learning

Teaching planning and designing contains analysing syllabus document for deficiencies, Identifying learning outcomes for specific programmes, designing and managing learning programmes related to the specific needs of learners.

7.7.6. Communication, Teaching and Learning

Communication in teaching and learning deals with demonstrating effective teacher communication skills and supporting students to develop their communication skills.

7.7.7 Assessment of Learning and Achievement

Assessment of learning and achievement Assessing learners during lessons or learning period, Justifying usage and records of appropriate forms of measuring student achievement and employ appropriate assessment of student practical work.

7.8 *Evaluating and Improving Professional Practice*

Professional practice evaluation convey the areas of engagement of self-evaluation and other's teaching, courses evaluation, diagnosing own learning needs to improve teaching competence and provide clear evidence of competence in teaching. According to Kyriacou (1998), Reece and Walker's (2005) point of views it's clearly seen that competence and performance are very essential in English language teacher training and it conveys many parts which are very difficult to deal with them as one unit but they can be focused on as main objectives in different training sessions according to the trainees need. All the mentioned criteria are equally important as essential fundamental needs for any English language teacher so training has to achieve them.

7.8.1 Evaluation of Teacher Training Courses

Evaluation of teacher training courses contains assessment of the steps and levels of teacher training programmes to be applied and evaluated according to main criteria of training related to various situations as cultures and educational system.

7.8.2 Types of Evaluation

According to Alderson (1992) there are generally three types of evaluation for training course and about each of which summarized note is given below:

- 1) Sumative Evaluation: This type of evaluation that is normally done by the end of the course. it's generally done by using questionnaire.
- 2) Formative Evaluation: This type of evaluation is done during the training course, it forms during the activates of the course, therefore its useful in evaluating the change in the trainee's educational behaviour, the main advantage of this type is that it provides feedback.
- 3) Process Evaluation: This type of evaluation helps in detecting what is happening to the trainees and how it is taking place. It's mainly useful in helping to adapt the course in the light of evaluation.

7.9 *Selection, Grading and Designing the Course Programme*

The three terms that have been mentioned above are closely integrated and affected each other and through which the training programme gain its value, so the researcher concentrates on the levels of training process as:

7.9.1 Pre-Training Process

According to Alan (1995) the process of selection a course book, which can be adapted to the training course can be done through different technique as:

(A) Impressionistic over view

When the researcher search to have general introduction about the material and then make short list.

(B) In-depth evaluation

The next step is trying to see what the core of the training programme is such as items which related to the organization's, trainee's, trainer's, needs and syllabus requirements how different aspects of language are dealt with or the researcher can choose two modules or units and analyze them according to the general needs.

(C) Deciding on check list

Another approach for evaluating training course is through making check list contains different criteria related to the training needs such as aims and approaches, design and organization, language content, skills, topic, methodology, trainer's course book and practical consideration.

(D) The training course Package

This approach of training course can be done through the whole training package, i.e., how it made up and how the different parts relates to each other for example the trainer's book, trainee's book cassette or CDs, and test pack, additional reading, listening material, video, CALL materials and other components.

These approaches can be used when training institutions or trainers want to select among different training courses programmes and they can adapt the three approaches to make sure it's relevant to the Elements of teacher training course design.

7.10 Elements of Teacher Training Course Design

There are many factors, which affect the efficiency of the course. According to Saied Arbab (2011) the main elements of teacher training course are:

1) Needs analysis

Needs analysis depend on survey to cover all the factors that stand for the constitution of the programme and it contains elements to be considered into three main categories:

(A) Trainee's factors

This element involves the circumstance under which trainees will take their training course. Which can be divided in to two factors either internal or external factors according to the trainees:

(B) Internal Factors

This related to various components such as Social, cultural, personal, educational, interest and motivation of the trainee.

(C) External Factors

Which involve facilities and equipment, materials and aids, physical environment and administrative management.

2) Institutional Factors: Institutional factors can be divided in to two groups also:

(A) Internal factor such as education system, political interest, economical policy, administrative management.

(B) External factors which relates to the trainee's factors and reflects the integrated factors of designing and evaluating teacher training course programme.

7.11 Possible Course Content

The course content is a means to achieve the goals and satisfies the other factors needs. According to Saied Arbab (2011) the possible course contents are depending on the nature of each item in the following topic, which can be divided into to categories:

A) Knowledge

Involve theories of language learning and language acquisition, teaching methods, learner's autonomy and the textbook, analysis of linguistic and communicative system of English language.

B) Skills

Contain classroom management, planning and teaching practice, activity for (T.E.F.L) classroom teaching Strategies, testing, adapting methodology to different circumstance, developing the four skills, classroom research, remedial teaching and error analysis.

As the researcher mentioned before the field of teacher training has much in common and even complicated as items, levels and terms for example the categories mentioned before can't be considered as perfect one, even it looks like because it contains many elements of teacher training components ,but those elements must be related to other factors which can added or shorten the list, i.e., the educational system, the educational policy also trainee's and trainer's factors could affect the selection and grading of the same programme which resulted in different application of the training programme, that may need adaptation according to various factors.

7.12 English for Teaching (1) Teacher Training Programme

7.12.1 Back Ground about the British Council

The British Council is a United Kingdom-based organisation specialising in international educational and cultural opportunities. It is registered as a charity both in England and Wales, and in Scotland. Founded in 1934 as the British Committee for Relations with Other Countries, and granted a royal charter by King George VI in 1940, the British Council was inspired by Sir Reginald Leeper's recognition of the importance of "cultural propaganda" in promoting British interests. Its "sponsoring department" within the United Kingdom Government is the Foreign and Commonwealth Office.

The British Council's remit is "to build mutually beneficial cultural and educational relationships between the United Kingdom and other countries, and increase appreciation of the United Kingdom's creative ideas and achievements". Its overseas network extends to 233 locations in over 100 countries and territories. It has headquarters in Spring Gardens, near Whitehall in Central London (<http://www.en.wikipedia.org/wiki/British-Council>).

7.12.2 English for Teaching 1 (Eft1)

According to the course information and trainer's guide which was provided to the trainers as a part of the course package, English for Teaching 1 (Eft1) is an in-service course for L2 teachers who can communicate in simple and routine tasks requiring simple and direct exchange of information on

familiar and routine matters in areas of immediate need.

The course contains 18 modules which combine a structured language syllabus with input on communicative, learner—centered and reflective teaching approaches. Participants engage in varied range of tasks and activities which enable them to develop grammar analysis, teaching, speaking, listening, reading, writing and reflective skills. The tasks and activities provide models of current ELT methodology which participants can adapt for use with their own learners.

The course title “English for Teaching” was chosen to reflect the rational of the course. An integral part of the course is the micro teaching stage: “In the Classroom” this provides opportunities for participants to try out teaching techniques and ideas within a supportive frame work and to give and receive constructive feedback.

7.12.3 Course Duration

The course provides approximately 120 hours of content the timescale for course delivery will be local decision. It is recommended that the course is delivered once or twice a week or twice a month. It’s clearly observed that the timing is flexible so this course can be delivered according to hours per days, weeks, months or according to the modules.

8. Course Trainee’s Suitability

Table 1. EfT (1) is Aimed at Teachers Who are at Stages 1, 2, or 3 of the British Council’s Continuing Professional Development Framework (See the Illustration Below)

1	Starting	Learning the principles
2	Newly qualified	Putting principles into practice
3	Developing	Building confidence and skills
4	Proficient	Demonstrating confidence, experience and reflection
5	Advancing	Exemplifying good practice
6	Specialist	Leading and advising

According to this Professional Development Framework EfT (1) is suitable for different degrees of teaching experience in addition for those teachers who wish to develop more up-to-date teaching skills in tandem with improving their language competency.

One of the basic requirements of the course is that participants should have minimum of one year’s teaching experience so as to be able to participate within the group activities.

9. The Facilities and Equipment for EfT (1) Course

(A) Trainer’s Experience and Qualifications

Trainers delivering the course are expected to be experienced in the delivering teacher training and to

be familiar within the theory and practice of communicative language teaching, reflective teaching and learning, encouraging learner centered approach, learning styles and their impact on learning and teaching.

(B) Visual Aids and Training Room

The course is suitable for delivery to groups of up to 24 participants, depending on the size of the training room the room should be equipped with board and it would be useful to have papers, coloured pens, CD and DVD and via computer. If equipment is not available, tape and video-scripts can be given to participants though this will involve modifying the accompanying activities.

10. Data Analysis and Discussion

The Questionnaire

Table 2. Academic Qualification, Experience Teaching

			Academic qualification		
			Diploma	B.A.	Total
Yes	experience	0-5 years	4	7	11
		6-10 years	0	5	5
		More than 10 years	7	16	23
	Total		11	28	39
No	experience	0-5 years	7	15	22
		6-10 years	0	3	3
		More than 10 years	0	3	3
	Total		7	21	28
Total	experience	0-5 years	11	22	33
		6-10 years	0	8	8
		More than 10 years	7	19	26
	Total		18	49	67

As shown in Table 2 above, association among three variables Academic qualification, experience and training professionals are reflected so as to make it easy to compare the variables and have an idea of respondents are verity which reflect the suitability of sample according the study. The majority of the respondents are B.A holders (49).

Table 3. Professional Training in ELT

Professional Training (2)			Professional1		Total
			Yes	No	
0-15 hours	experience	0-5 years	1		1
	Total		1		1
15-60 hours	experience	0-5 years	3		3
		More than 10 years	2		2
	Total		5		5
More than 60 hours	experience	0-5 years	7	3	10
		6-10 years	5		5
		More than 10 years	23		23
	Total		35	3	38
Total	experience	0-5 years	11	3	14
		6-10 years	5		5
		More than 10 years	25		25
	Total		41	3	44

As shown in Table 3 above, link among two variables qualification and experience is presented, which reflects the variety of the sample. The majority of the respondents had other training courses more (than 60 hours) (23 teacher) before (EFT1)

11. Summary

According to the Table 2 and 3 Academic qualification, Experience Teaching and professional Training in ELT, the majority of the respondents are B.A holders (49). Those who had more than 10 years experience in ELT field were (23) teachers. That reflects the bright side of teacher training in Khartoum State as the majority of the sample are B.A holders, trained teachers and experts due to years of teaching and training hours.

11.1 Demographic Description

This section of the study provides the description of the sample and some explanation related to the study analysis using statistical tables and figures.

Table 4. Academic Qualification

	Frequency	Valid Percent
Diploma	18	26.9
B.A.	49	73.1
Total	67	100.0

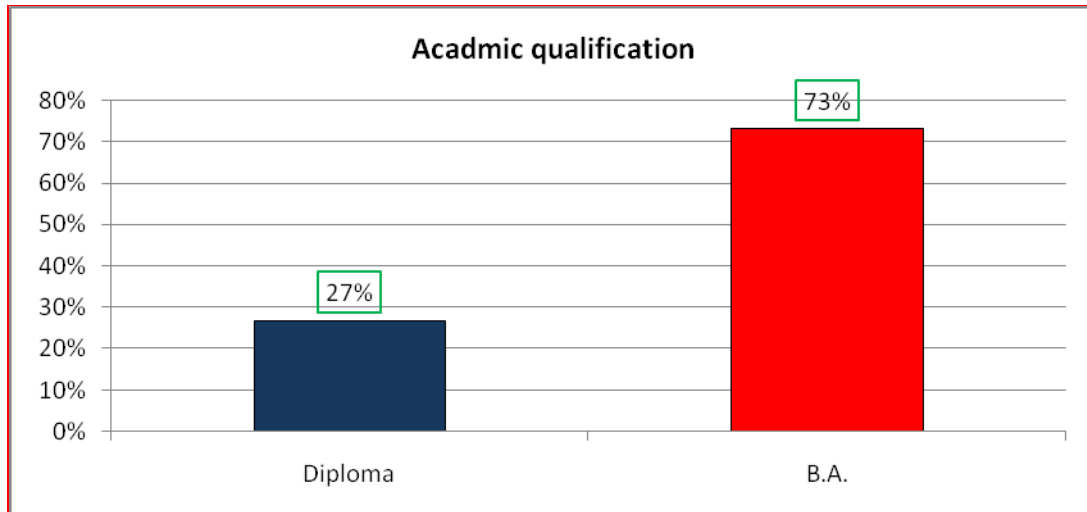


Figure 1. Academic Qualification

It's clear as shown in Table 4 and Figure 1 above that 27% of academic qualification or about quarter for questionnaire responses are Diploma and 73% or three quarters are B.A. that means the majority of the sample are B.A. holders.

Table 5. Experience

	Frequency	Valid Percent
0-5 years	35	47.9
6-10 years	8	11.0
More than 10 years	30	41.1
Total	73	100.0

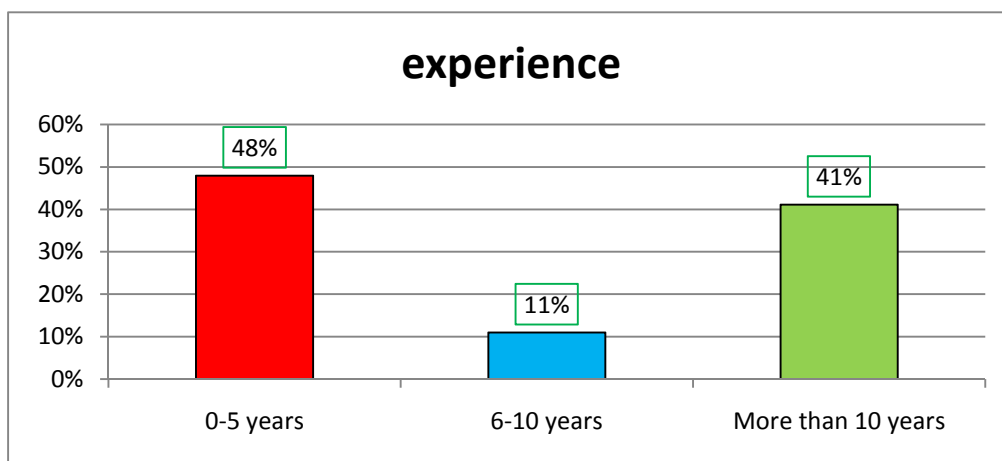


Figure 2. Experience

According to the Table 5 and Figure 2, it's clear that the experience of the groups are different, the first group is interval of experience from (0 to 5) years reflects (48%), the second group is interval of experience from (6 to 10) years reflects (11%), the last group is interval of experience (more than 10) years reflects (41%). That reflects the Ministry of Education concentrate on training of new teachers, at least those who had one year in teaching English as recommended by (EFT1) Guidance.

Table 6. Professional Training

	Frequency	Valid Percent
Yes	41	57.7
No	30	42.3
Total	71	100.0

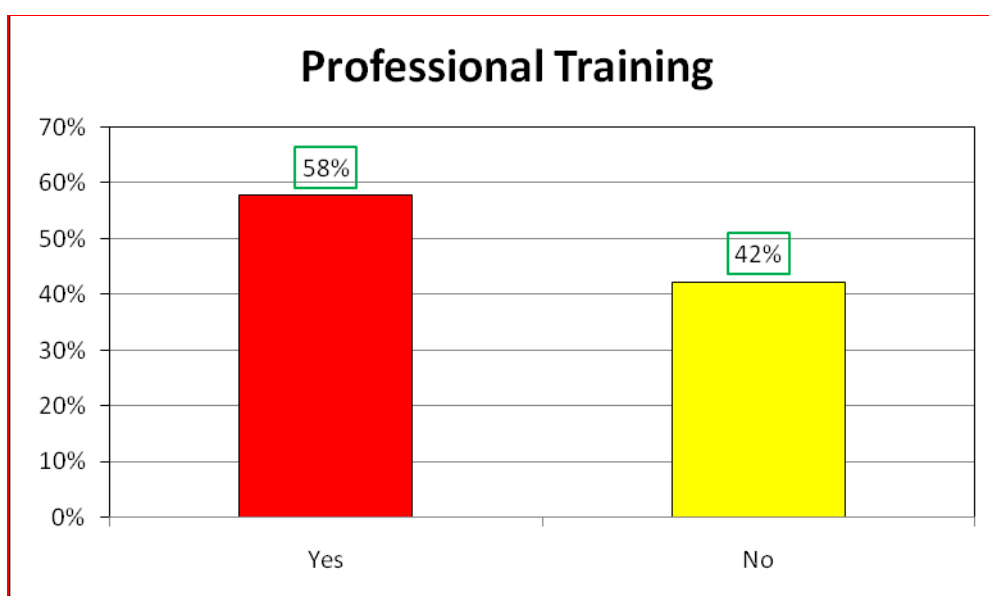


Figure 3. Professional Training

According to the Table 6 and Figure 3, it is clear that the groups are different; the group which received training on ELT field before Eft (1) represent (58%), while the other group which did not receive any training on ELT field indicates (42%). That provides the needs of English language teachers training in Khartoum state, this group of teachers should be involve in other training programmes in ELT field.

Table 7. Training Hours

	Frequency	Valid Percent
0-15 hours	1	2.3
15-60 hours	5	11.4

More than 60 hours	38	86.4
Total	44	100.0

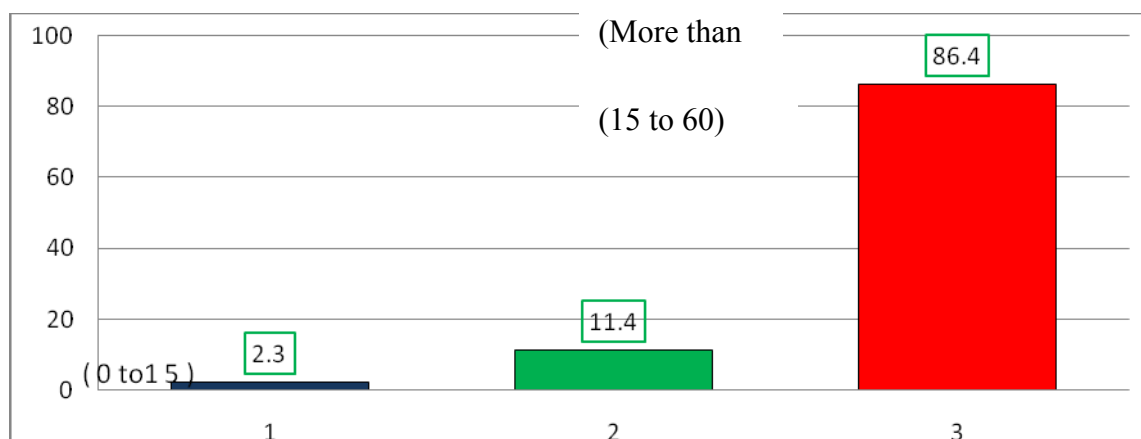


Figure 4. Training Hours

According to the Table 7 and Figure 4 it is clear that the groups are different according to professional training hours, among three group the first group indicates interval of training from (0 to 15) hours reflects (2.3%), the second group is interval of training from (15 to 60) hours reflects (11.4%), the last group is interval of training (more than 60) hours reflects (86.4%). That reflects the contribution of (S.E.L.T.I) and (OUS) as the majority of teachers were trained there for those who had more than 60 hours training sessions.

11.2 The Analysis of the Statements of the Questionnaire

Statement No. (1): EFT (1) provides current knowledge in ELT field.

Table 8. Current Knowledge

	Frequency	Valid Percent
strongly agree	40	55.6
agree	31	43.1
Not sure	1	1.4
Total	72	100.0

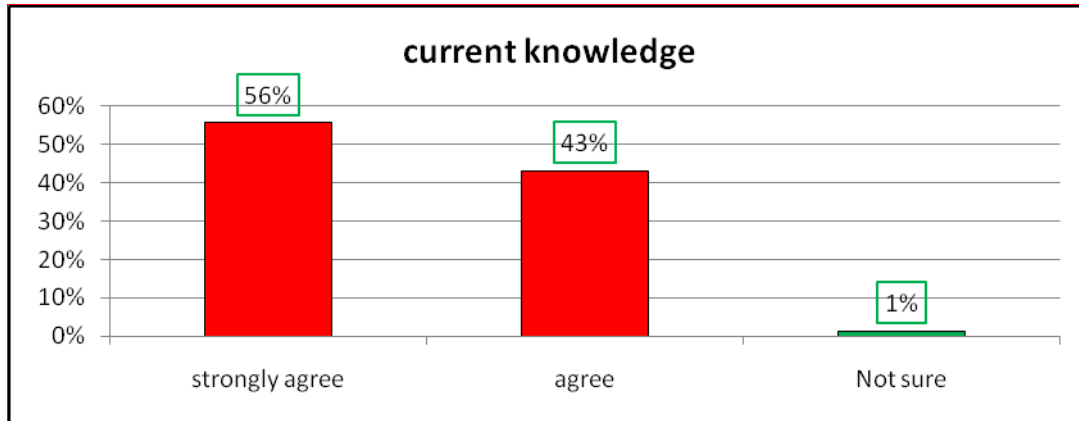


Figure 5. Current Knowledge

According to the Table 8 and Figure 5, the agreement of statement No. (1) is 99% while “not sure” reflects (1%). This means EFT (1) provides current knowledge. This strengthens that many of content components were new for the trainees and provide new information.

Statements No. (2) EFT (1) provides new technique for teaching English language.

Table 9. New Technique

	Frequency	Valid Percent
strongly agree	41	58.6
agree	29	41.4
Total	70	100.0

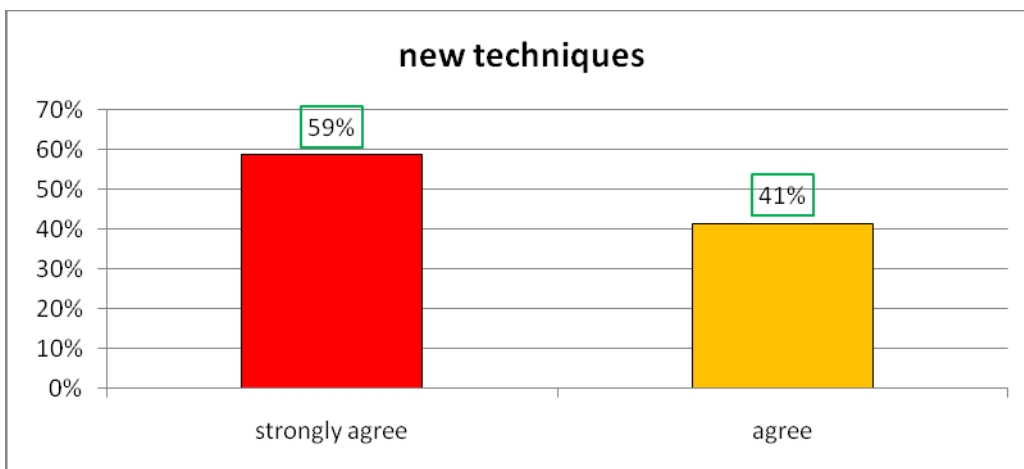


Figure 6. New Technique

According to the Table 9 and Figure 6, the agreement with statement No. (2) is (100%) that means EFT (1) provides new technique for teaching English language. It is clear that this statement is (100%) true

according to the responses, which supports the problem of this study which claims that many approaches, methods, activities and games were completely new according to many of the trainees.

Statements No. (3) EfT (1) provides Practical activities for teaching English Language.

Table10. Practical Activities

	Frequency	Valid Percent
strongly agree	44	61.1
agree	28	38.9
Total	72	100.0

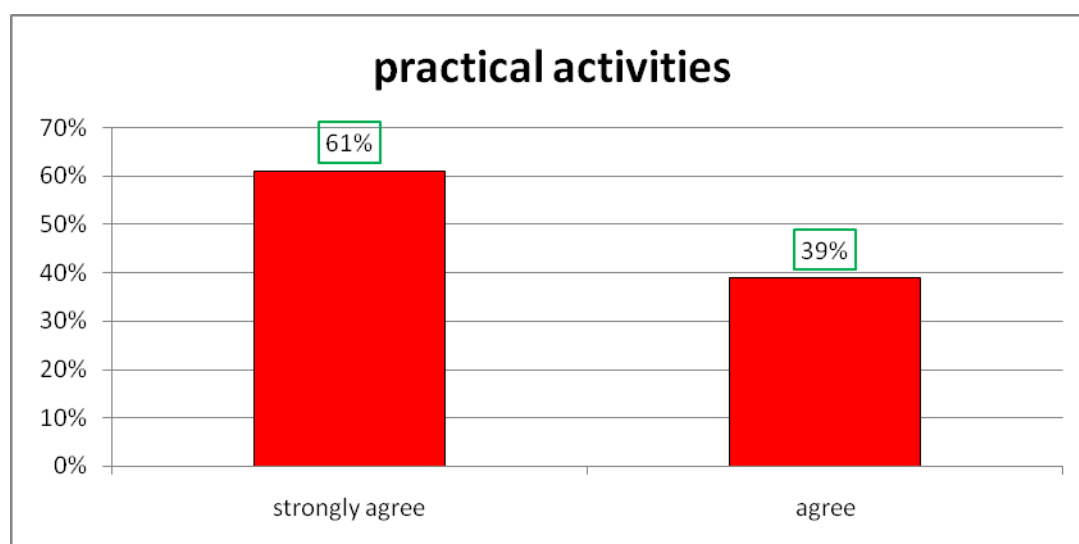


Figure 7. Practical Activities

According to the Table 10 and Figure 7, the agreement of statement No. (3) is (100%) that means EfT (1) provides new technique for teaching English language. It is clear that this statement is (100%) true according to the responses, which supports the problem of this study.

Statements No. (4) EfT (1) provides Useful websites for teaching English language

Table 11. Useful Websites

	Frequency	Valid Percent
strongly agree	20	28.2
agree	45	63.4
Not sure	4	5.6
disagree	1	1.4
strongly disagree	1	1.4
Total	71	100.0

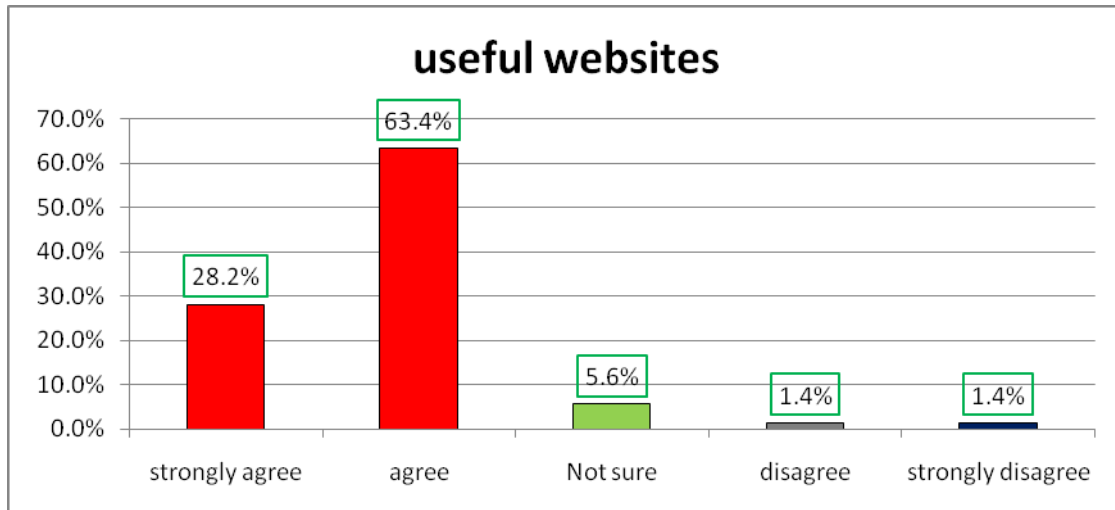


Figure 8. Useful Websites

According to the Table 11 and Figure 8, the agreement of statement No. (4) is about (91.5%) that means Eft (1) provides new technique for teaching English language. It is clear that this statement is (91%) true according to the responses, which supports the recommendation of the researcher about the importance of ICT training to apply teacher training on line.

Statements No. (5) EFT (1) provides Clear outline for self-development in ELT field.

Table 12. Clear Outline

	Frequency	Valid Percent
strongly agree	36	50.0
agree	33	45.8
Not sure	3	4.2
Total	72	100.0

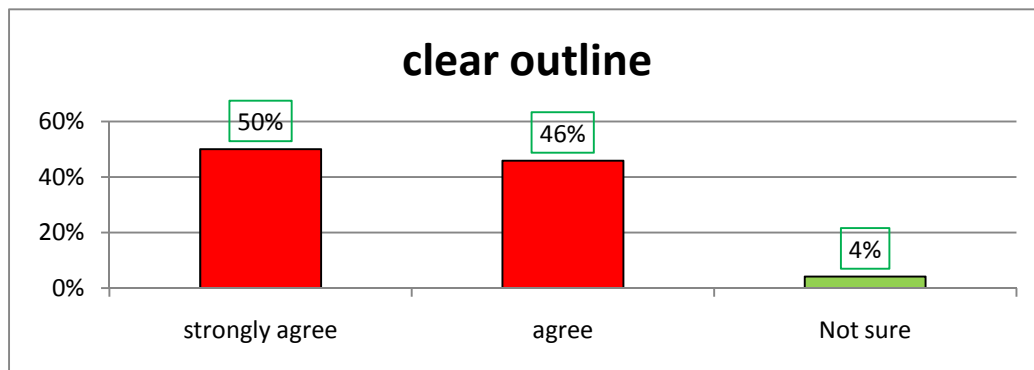


Figure 9. Clear Outline

According to the Table 12 and Figure 9, the agreement of statement No. (5) is about (96%) that means Eft (1) provides Clear outline for self-development in ELT field. It is clear that this statement is (96%) true according to the responses, which supports the researcher's points of views about the importance of the clear out line on training designing.

Statements No. (6) Eft (1) deals with Integrated teaching approaches

Table 13. Integrated Teaching Approaches

	Frequency	Valid Percent
strongly agree	34	48.6
agree	33	47.1
Not sure	3	4.3
Total	70	100.0

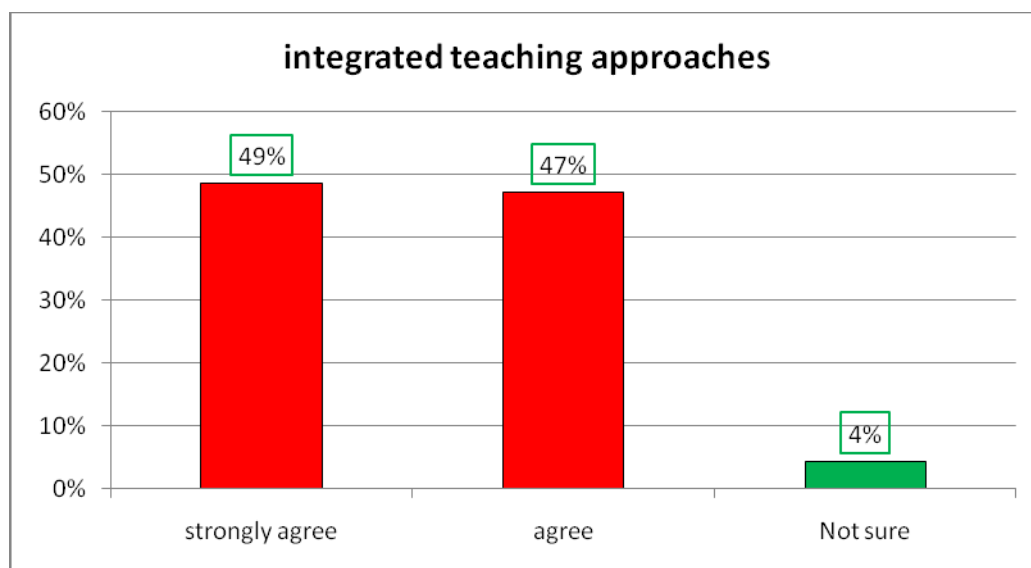


Figure 10. Integrated Teaching Approaches

According to the Table 13 and Figure 10, the agreement of statement No. (6) is about (96%) that means Eft (1) deals with Integrated teaching approaches. It is clear that this statement is (96%) true according to the responses, which supports the researcher's points of views that (Eft1), deals with various ELT approaches.

Statements No. (7) Eft (1) focuses on the communicative approach.

Table 14. Communicative Approach

	Frequency	Valid Percent
strongly agree	46	64.8

agree	18	25.4
Not sure	6	8.5
disagree	1	1.4
Total	71	100.0

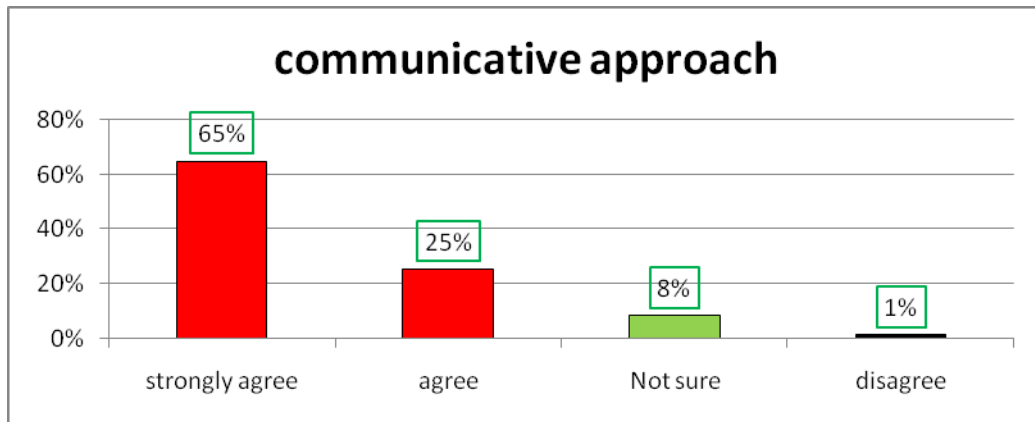


Figure 11. Communicative Approach

According to the Table 14 and Figure 11, the agreement of statement No. (7) is about (90%) while the neutral group reflects (8%) and the group which disagree with this statements reflects (1%) that means EfT (1) focuses on the communicative approach. It is clear that this statement is (90%) true according to the responses, which supports the researcher's points of views that (EfT1), concentrate on the communicative approach.

Statements No. (8) EfT (1) concentrates on the learner-centered approach.

Table15. Learner-Centered Approach

	Frequency	Valid Percent
strongly agree	37	50.7
agree	32	43.8
Not sure	4	5.5
Total	73	100.0

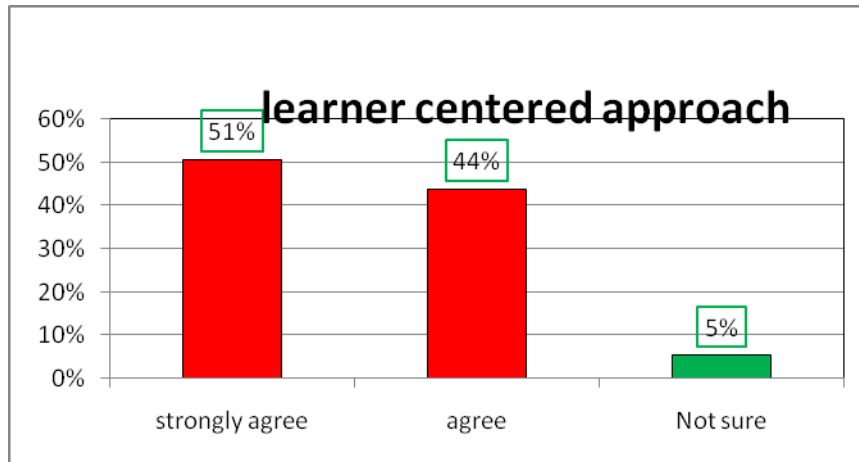


Figure 12. Learner-Centered Approach

According to the Table 15 and Figure 12, the agreement of statement No (8) is about (95%) while neutral group reflects (5%) that means EfT (1) concentrates on the learner-centered approach. It is clear that this statement is (95%) true according to the responses, which supports the researcher's points of views that (EfT1), focuses on the learner-centered approach and the trainees examine that obviously.

Statements No. (9) EfT(1)content allows for different learning styles.

Table 16. Learning Styles

	Frequency	Valid Percent
strongly agree	41	56.9
agree	26	36.1
Not sure	5	6.9
Total	72	100.0

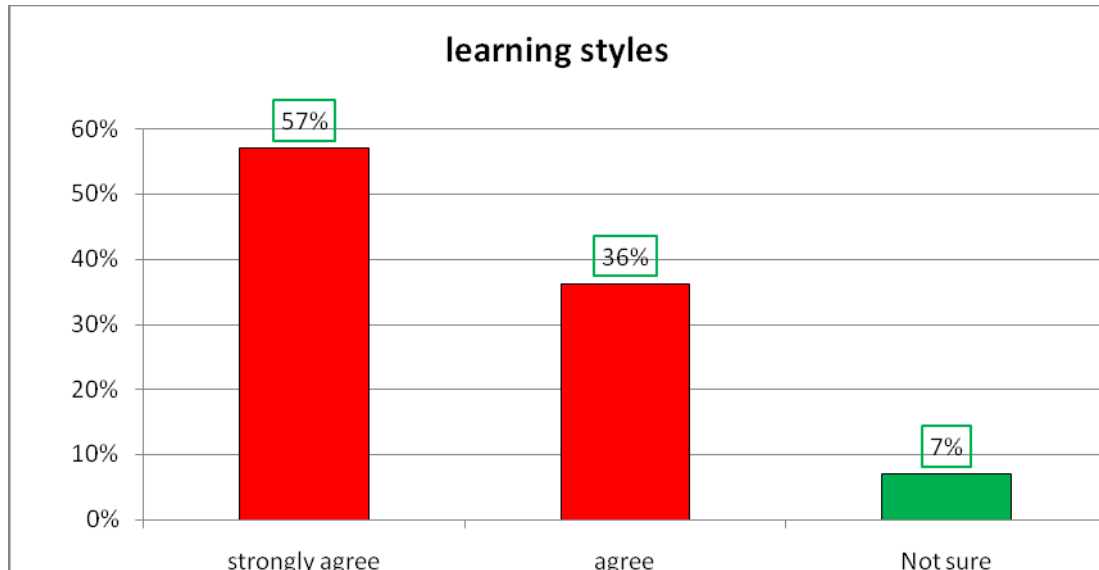


Figure 13. Learning Styles

According to the Table 16 and Figure 13, the agreement of statement No (9) is about (93%) while neutral group reflects (7%) that means EfT (1) content allows for different learning styles.

It is clear that this statement is (93%) true according to the responses, which supports the points of views that (EfT1), integrated programme in terms of learning style.

Statements No. (10) EfT (1) is highly organized in terms of topics.

Table 17. Highly Organized Topics

	Frequency	Valid Percent
strongly agree	26	38.2
agree	35	51.5
Not sure	7	10.3
Total	68	100.0

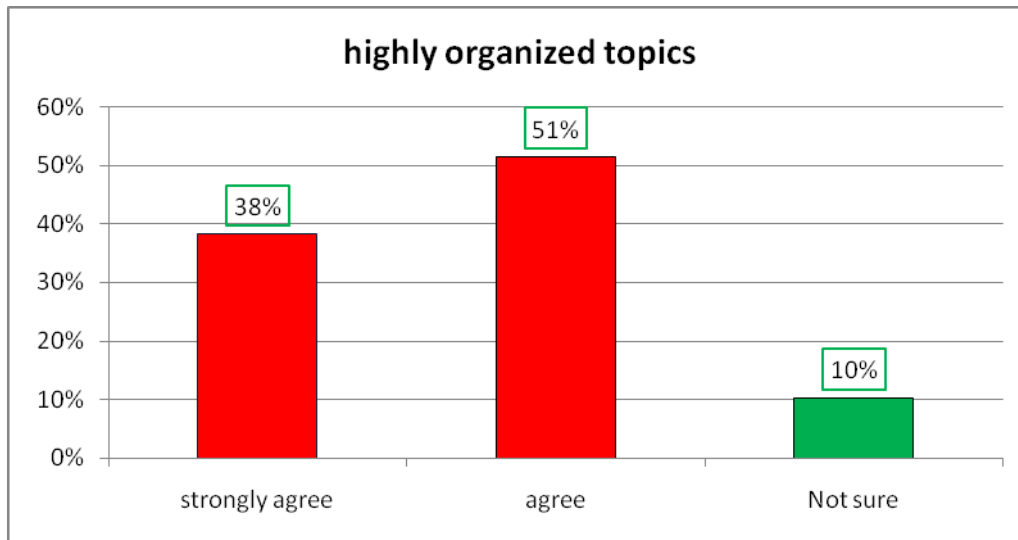


Figure 14. Highly Organized Topics

According to the Table 17 and Figure 14, the agreement of statement No. (10) is about (90%) while neutral group reflects (10%) that means EfT (1) is highly organized in terms of topics. It is clear that this statement is (90%) true according to the responses, which supports the points of views that (EfT1), is highly organized in terms of topics as the researcher mentioned that the sub-titles are clear in terms of contents and even the topics due to the modules.

Statements No. (11) EfT (1) topics grading is suitable according to the trainees' needs.

Table 18. Topics Grading

	Frequency	Valid Percent
strongly agree	38	52.1
agree	34	46.6
Not sure	1	1.4
Total	73	100.0

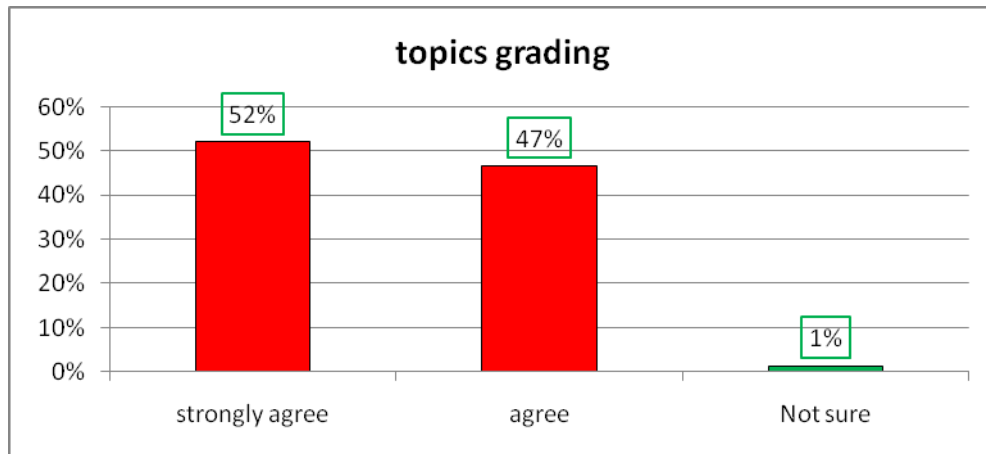


Figure 15. Topics Grading

According to the Table 18 and Figure 15, the agreement of statement No. (11) is about (99%) while neutral group reflects (1%) that means EfT (1) topics grading is suitable according to the trainees' needs. It is clear that this statement is (99%) true according to the responses, which supports the points of views that (EfT1), topics grading is suitable according to the trainees needs as module (1) title is Then and Now (present and past).

Statements No. (12) EfT (1) materials are adequate to the trainees in terms of quality.

Table 19. Materials Adequate

	Frequency	Valid Percent
strongly agree	22	30.1
agree	36	49.3
Not sure	10	13.7
disagree	5	6.8
Total	73	100.0

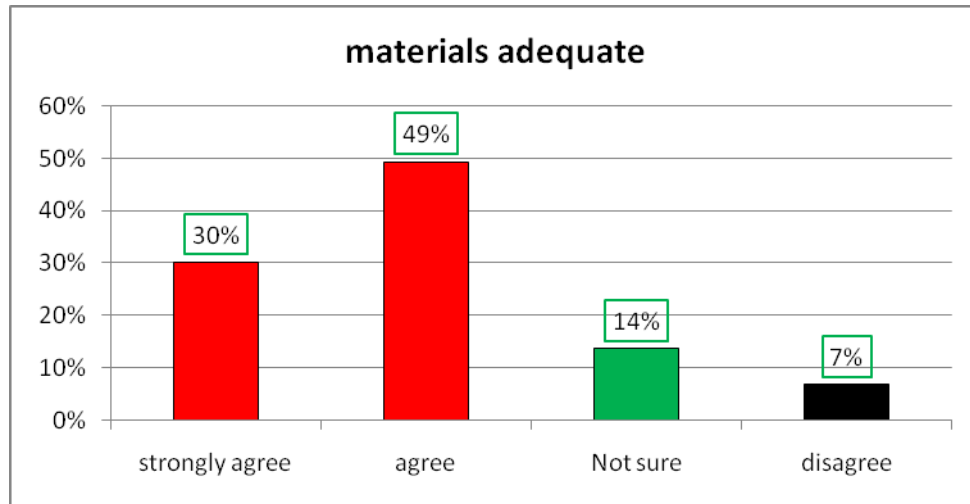


Figure 16. Materials Adequate

According to the Table 19 and Figure 16, the agreement of statement No. (12) is about (80%) while neutral group reflects (14%) and the group which disagree with this statements reflects (7%) that means EfT (1) materials are adequate to the trainees in terms of quality. It is clear that this statement is (80%) true according to the responses, which supports the points of views that (EfT1) material, has good quality.

Statements No. (13) EfT (1) provides authentic listening materials.

Table 20. Authentic Listening

	Frequency	Valid Percent
strongly agree	25	34.2
agree	44	60.3
Not sure	1	1.4
disagree	2	2.7
strongly disagree	1	1.4
Total	73	100.0

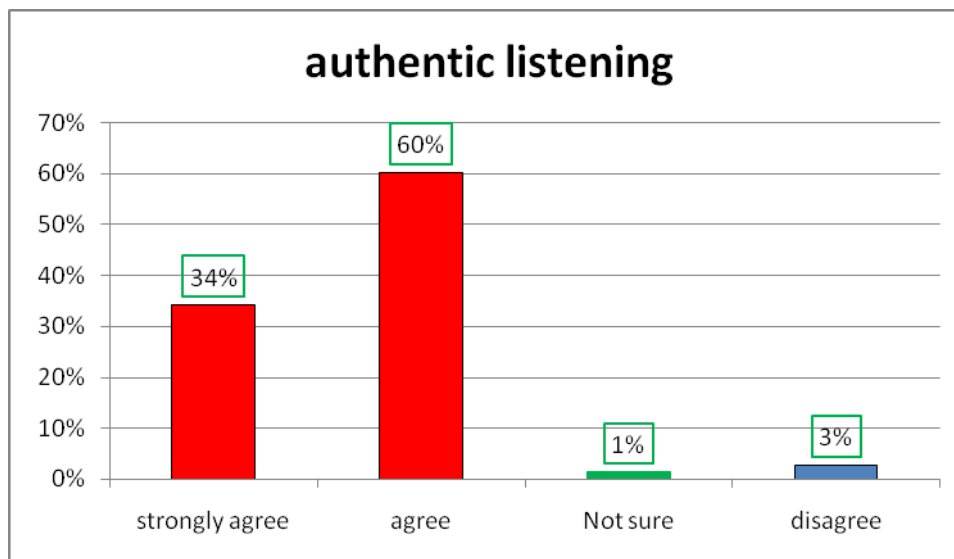


Figure 17. Authentic Listening

According to the Table 20 and Figure 17, the agreement of statement No. (13) is about (94%) while neutral group reflects (1%) and the disagreement of this statement reflects (3%) that means Eft (1) provides authentic listening materials. Authentic listening is one of the most important features of (Eft1) that proved clear among the responses (94%).

Statements No. (14) Eft (1) provides authentic spoken language.

Table 21. Authentic Spoken

	Frequency	Valid Percent
strongly agree	26	36.1
agree	42	58.3
Not sure	1	1.4
disagree	1	1.4
strongly disagree	2	2.8
Total	72	100.0

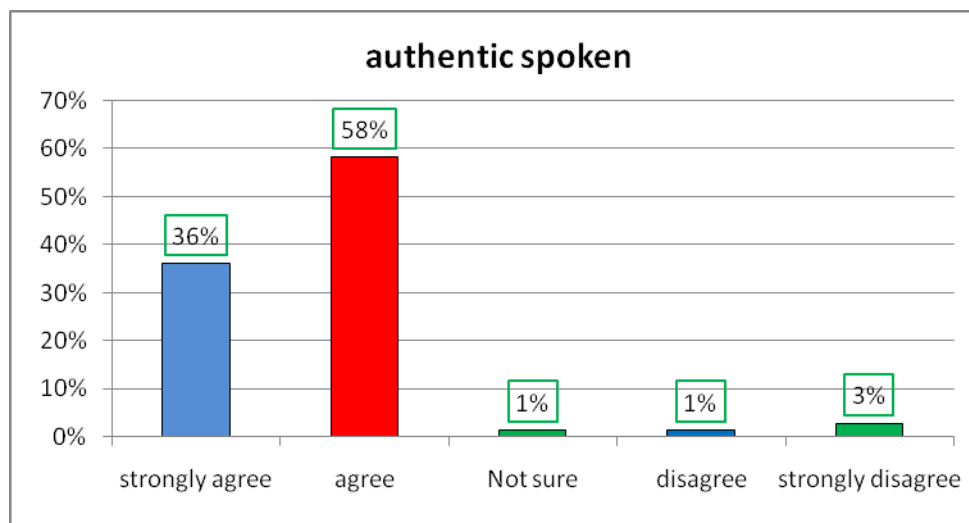


Figure 18. Authentic Spoken

According to the Table 21 and Figure 18, the agreement of statement No. (14) is about (94%) while neutral group reflects (1%) and the disagreement of this statement reflects (4%) that means Eft (1) provides authentic spoken language. Authentic spoken language activities is one of the most clear features of (Eft1) that proved clear among the responses (94%).

Statements No. (15) Eft (1) provides informative reading materials in ELT field.

Table 22. Informative Reading Materials

	Frequency	Valid Percent
strongly agree	32	43.8
agree	27	37.0
Not sure	11	15.1
disagree	1	1.4
Total	73	100.0

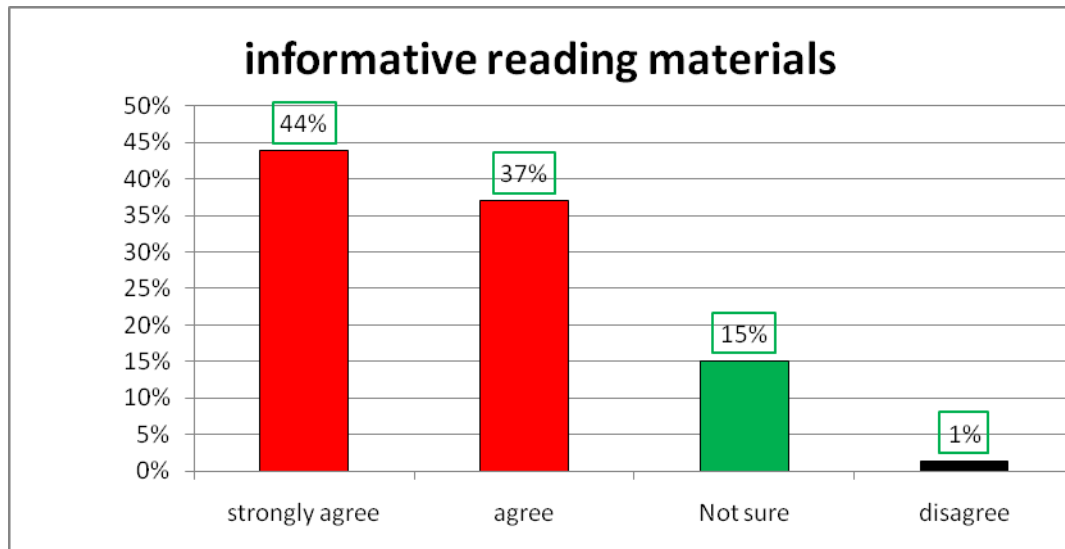


Figure 19. Informative Reading Materials

According to the Table 22 and Figure 19, the agreement of statement No. (15) is about (81%) while neutral group reflects (15%) and the disagreement of this statement reflects (1%) that means EFT (1) provides informative reading materials. Information about ELT provided by (EFT1) clear observed by the trainees as the majority responses indicate (81%).

Statements No. (16) EFT (1) provides functional writing activities.

Table 23. Functional Writing

	Frequency	Valid Percent
strongly agree	36	50.7
agree	32	45.1
Not sure	1	1.4
disagree	1	1.4
strongly disagree	1	1.4
Total	71	100.0

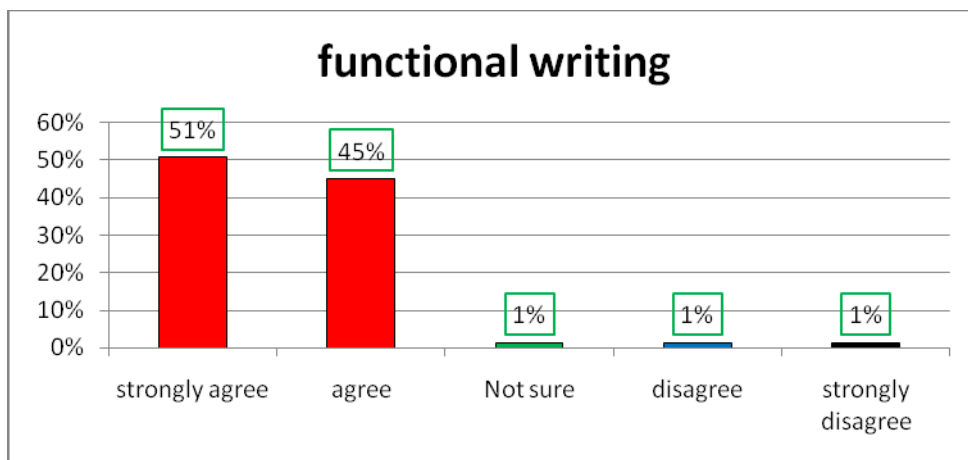


Figure 20. Functional Writing

According to the Table 23 and Figure 20, the agreement of statement No. (16) is about (96%) while neutral group reflects (1%) and the disagreement of this statement reflects (2%) that means Eft (1) provides functional writing activities. Writing activities are clear represented in (Eft1) according to the responses which indicates (96%).

Statements No. (17) Eft (1) provides practical techniques for teaching pronunciation.

Table 24. Practical Techniques

	Frequency	Valid Percent
strongly agree	48	65.8
agree	23	31.5
Not sure	1	1.4
strongly disagree	1	1.4
Total	73	100.0

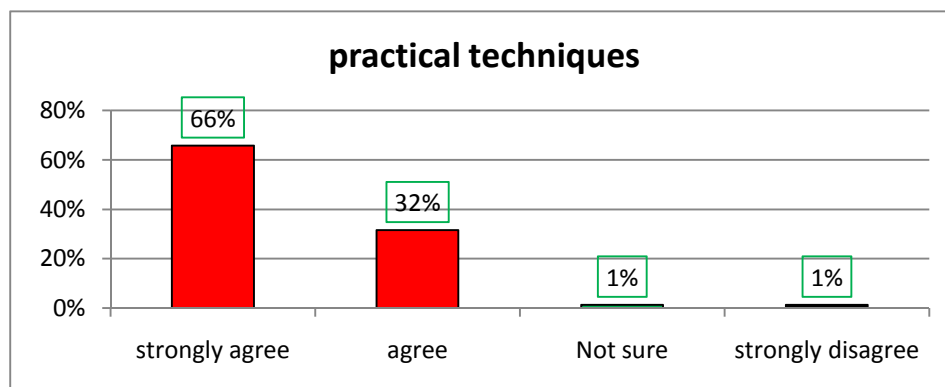


Figure 21. Practical Techniques

According to the Table 24 and Figure 21, the agreement of statement No. (17) is about (98%) while neutral group reflects (1%) and the disagreement of this statement reflects (1%) that means EfT (1) provides practical techniques for teaching pronunciation. Practical techniques are the corner stone of (EfT1) was clear adopted, and approved by the responses (98%).

Statements No. (18) EfT (1) concentrates on practical training approach.

Table 25. Practical Training Approach

	Frequency	Valid Percent
strongly agree	38	53.5
agree	28	39.4
Not sure	5	7.0
Total	71	100.0

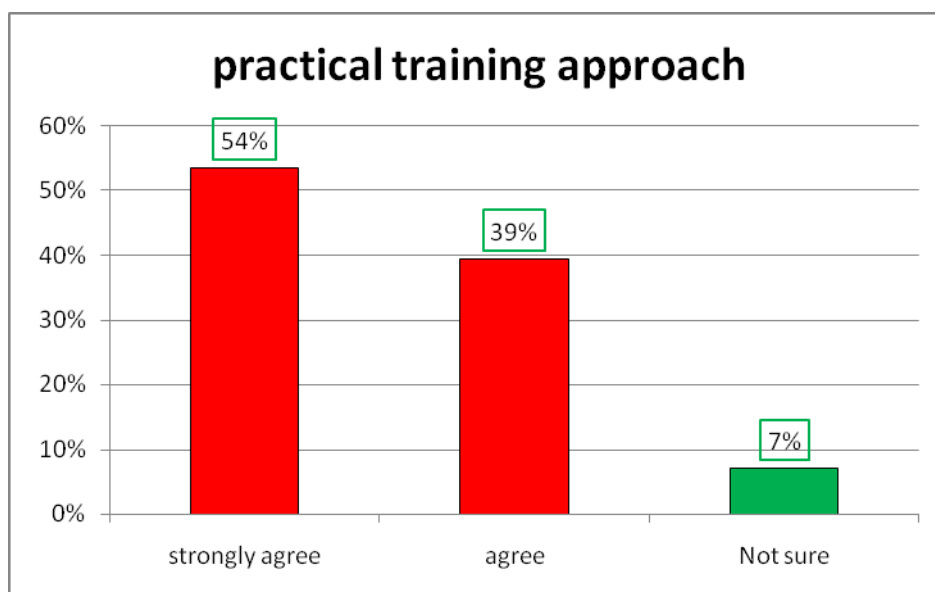


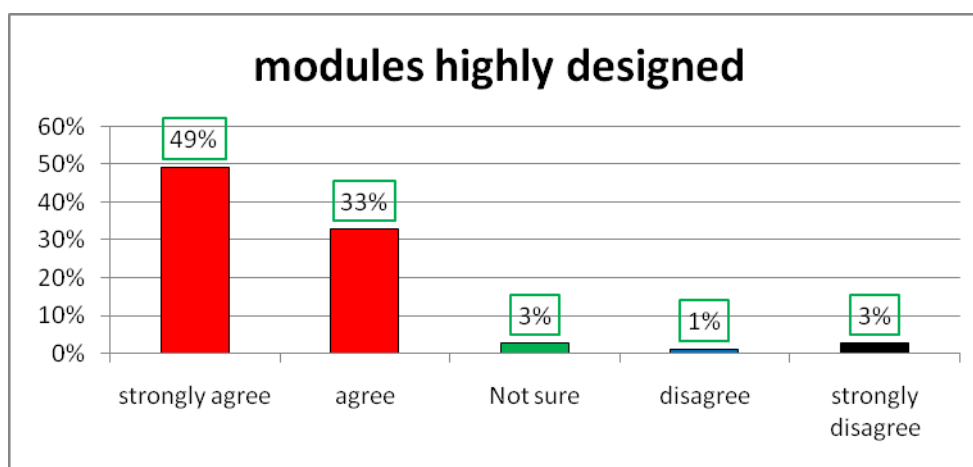
Figure 22. Practical Training Approach

According to the Table 25 and Figure 22, the agreement of statement No. (18) is about (93%) while neutral group reflects (7%) that means EfT (1) concentrates on practical training approach. Practical training approach clear approved by the responses (93%) and that justifies the large numbers of activities, games and micro-teaching activities.

Statements No. (19) EfT (1) modules are highly designed according to the teachers' needs.

Table 26. Modules Highly Designed

	Frequency	Valid Percent
strongly agree	36	49.3
agree	24	32.9
Not sure	2	2.7
disagree	9	12.3
strongly disagree	2	2.7
Total	73	100.0

**Figure 23. Modules Highly Designed**

According to the Table 26 and Figure 23, the agreement of statement No. (19) is about (96%) while neutral group reflects (1%) and the disagreement of this statement reflects (2%) that means EFT (1) modules are highly designed according to the teachers' needs. The designing of (EFT1) provides clear frame work for both trainers and trainees indifferent aspects was also highly approved (96%).

Statements No. (20) EFT (1) meets my expectations in English language teaching.

Table 27. My Expectations in English

	Frequency	Valid Percent
strongly agree	39	53.4
agree	27	37.0
Not sure	5	6.8
disagree	2	2.7
Total	73	100.0

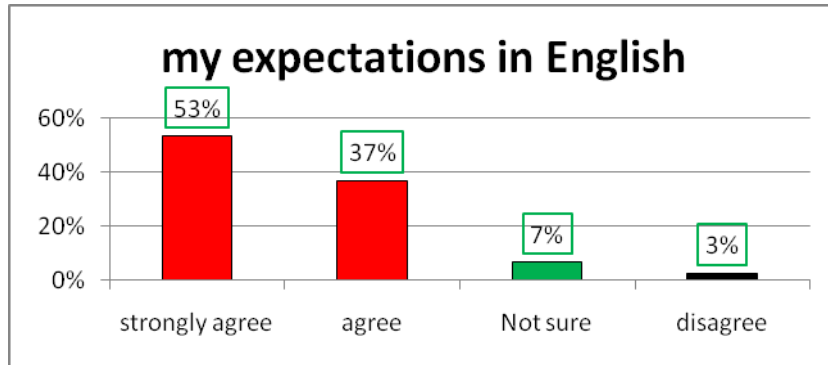


Figure 24. My Expectations in English

According to the Table 27 and Figure 24, the agreement of statement No. (20) is about (90%) while neutral group reflects (7%) and the disagreement group reflects (3%) that means EfT (1) meets the majorities' expectations in English language teaching. Trainees' expectations are very essential in the training process as it provides feedback, post-training evaluation and it may form positive attitudes to other training programmes. The majority responded positively to these statements which indicate (90%). **Statements No. (21) EfT (1) is a high quality of teacher training programme.**

Table 28. High Quality Training

	Frequency	Valid Percent
strongly agree	35	47.9
agree	33	45.2
Not sure	2	2.7
disagree	3	4.1
Total	73	100.0

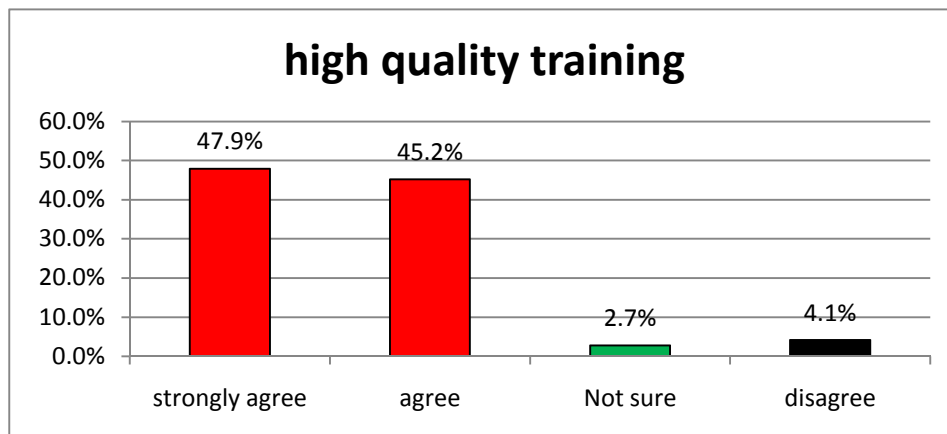


Figure 25. High Quality Training

According to the Table 28 and Figure 25, the agreement of statement No. (21) is about (93%) while neutral group reflects (3%) and the disagreement group reflects (4%) that means EfT (1) is a high quality of teacher training programme. Quality measuring needs main criteria to deal with, in the case of (EfT1) the trainees responses were according to their own criteria which indicate (93%).

Statements No. (22) EfT (1) achieved its aims and objectives.

Table 29. Aims & Objectives

	Frequency	Valid Percent
strongly agree	36	49.3
agree	29	39.7
Not sure	4	5.5
disagree	4	5.5
Total	73	100.0

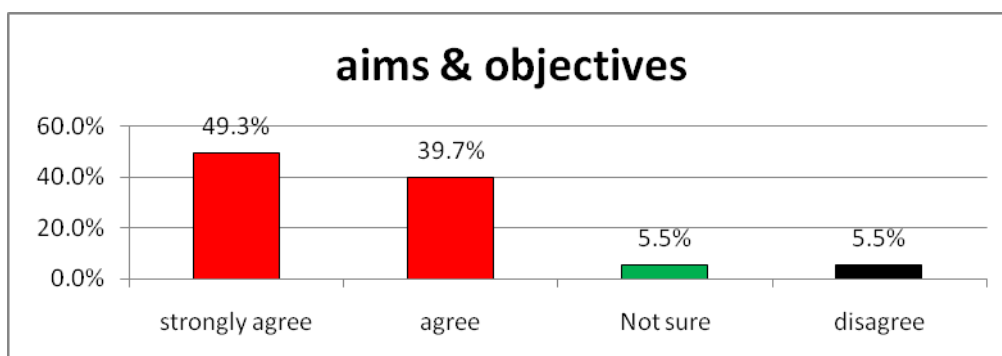


Figure 26. Aims & Objectives

According to the Table 29 and Figure 26, the agreement of statement No. (22) is about (93%) while neutral group reflect (3%) and the disagreement group reflects (4%) that means EfT (1) achieved its aims and objectives.

The weighted average: The weighted average is a method used to organize the statement according to their influence among the questionnaire (Wight = $5 \times \text{strongly agree} + 4 \times \text{agree} + 3 \times \text{not sure} + 2 \times \text{disagree} + 1 \times \text{strongly disagree}$). While the (weight average = $\frac{\text{statement} \times \text{weight}}{\text{statement}}$).

Table 30. The Weighted Average

Statement	Statement weight	Weighted average
current knowledge	327	65.40
new techniques	321	64.20

practical activities	332	66.40
useful websites	295	59.00
clear outline	321	64.20
integrated teach-approaches	311	62.20
communicative approach	322	64.40
learner centered approach	325	65.00
learning styles	324	64.80
highly organized topics	291	58.20
topics grading	329	65.80
materials adequate	294	58.80
authentic listening	309	61.80
authentic spoken	305	61.00
informative reading materials	303	60.60
functional writing	314	62.80
practical techniques	336	67.20
practical training approach	317	63.40
modules highly designed	302	60.40
expectations English language	322	64.40
high quality training	319	63.80
aims & objectives	316	63.20

According to Table 30, it is clear that some statements have greater value than others, according to the level of agreement which represents the effectiveness of those statements.

12. Discussion

This section examines the hypotheses of the study according to the analysed data to provide the finding of the study.

The relation between the questionnaire's Statements and the hypotheses

Table 31. Consequences of Hypotheses

statement	agreement level	assumption	position
practical activities	66.40		
current knowledge	65.40	Positive impact on	
new techniques	64.20	teaching process.	accepted
clear outline	64.20		
useful websites	59.00		

practical techniques	67.20		
topics grading	65.80		
Learner-centered approach	65.00		
learning styles	64.80		
communicative approach	64.40		
practical training approach	63.40		
functional writing	62.80	Content suitability	accepted
Integrated teach-approaches	62.20		
authentic listening	61.80		
authentic spoken	61.00		
informative reading materials	60.60		
materials adequate	58.80		
highly organized topics	58.20		
expectations English language	64.40		
high quality training	63.80		
aims & objectives	63.20	Positive Attitudes	accepted
modules highly designed	60.40		

According to the Table 31, the weighted average has been used to organize the statement according to their influence among the questionnaire and made link between the questionnaire statements and assumption of the study providing each assumption with the statements that reflects.

The Table 30 reflects clear results about the study's hypotheses for example:

1) Teacher Training programme (English for Teaching 1) has positive impact on developing teaching process.

Table 32. Positive Impact on Developing Teaching Process

statement	agreement level	assumption	position
current knowledge	65.40	Positive impact on teaching	accepted
new techniques	64.20	process.	
clear outline	64.20		
useful websites	59.00		

According to the Table 32 which provides the first hypothesis through the first five statements the agreement level is between (66.40-64.20) which is statistically accepted. So from the above results, "Teacher training programmes for English language teachers have a positive impact on developing teaching process" is proved.

2) The components of (English for Teaching (1)) programme satisfy English language teacher's needs.

Table 33. Satisfy English Language Teacher's Needs

practical techniques	67.20		
topics grading	65.80		
learner centered- approach	65.00		
learning styles	64.80		
communicative approach	64.40		
practical training approach	63.40		
functional writing	62.80	Content	accepted
integrated teaching approaches	62.20	suitability	
authentic listening	61.80		
authentic spoken	61.00		
informative reading materials	60.60		
materials adequate	58.80		
highly organized topics	58.20		

According to the Table 33 which provides the second hypothesis through the second thirteen statements the agreement level is between (67.20-58.20) which is statistically accepted. So from the above results, "The components of (English for Teaching (1)) programme satisfy English language teacher's needs" is proved.

3) Trainees who attended (English for Teaching (1)) programme have a positive attitude and opinions towards the programme.

Table 34. Positive Attitude and Opinions towards the Programme

expectations English language	64.40	Positive Attitudes & opinions	accepted
high quality training	63.80		
aims & objectives	63.20		
modules highly designed	60.40		

According to the Table 34 which provides the third hypothesis through the third four statements the agreement level is between (64.40-60.40) which statistically accepted so from the above results, "Trainees who attended opinions towards the programme" is proved.

12.1 Course Evaluation

The Framework Evaluation for EFT (1)

The framework is very important part in teacher training programme so as to reflect the features of the

course' components and it provides information about while—training instructions and gives mind maps about designing other training courses also it provides ability of addition or omission of training sessions. Two methods which have been mentioned before will be adopted so as to evaluate EFT (1) teacher training programme. Those methods would be:

(A) The Training Course Package's Evaluation

(B) In Depth Training Course' Evaluation

(A) The Training Course' Package Evaluation

A description was provided about this method before, but in this part the researcher will adopt this method as practical process so as to reflect the effectiveness of this method and examine the suitability of the course' package to the trainees.

12.2 Elements the Course Package

(A) Trainer's Book (fully comprehensive with detailed training plan).

(B) Course Book (participant's course book reflecting current ELT models).

(C) CD (containing recording from each module).

(D) A DVD (containing four short clips of class room activities).

(E) Teacher Development journal (useable for assessment).

(F) Glossary (of ELT terminology).

(G) Workshop for trainers.

(H) Detailed course information and guide for trainers.

(I) Course evaluation documents.

This part of the study deals with the Trainer's Book and the Course Book as the main parts of the course package the other parts as sup-materials to support the training course using the main criteria of course' evaluation which has different parts:

(1) Physical Characteristic

	Trainer book	Course book
Size	428 leaves	282leaves
Robusticity	Well bounded paper back.	Well bounded paper back
Multiple use	Easy to photocopy	Easy to photocopy

(2) Layout and Graphics

Trainer book	Course book
(A)Density and mix of text and graphic materials: a-Well-spaced clear typeface script; b-Illustrations, diagrams, pictures etc. are nicely fittedin.	
(B)Use of colours: no colours are used.	

(C)Attractiveness: Taking the books at face value, it is simple but attractive.

(3) Availability

Trainer book	Course book
The books are available for both trainers and trainees.	

(4) User Definitions

Trainer book	Course book
The target groups are clearly defined besides their levels and abilities in the course information and trainers guide.	

(5) Rationale

	Trainer book	Course book
purpose	Are clearly identified for both in the course information and trainers guide	
Objectives	Are clearly identified for both in the course information and trainers guide	

(6) Training Validity

Trainer book	Course book
The Both books are fits well with over all objectives of teacher training that are relevant to the personal and professional development of both the trainers and trainees according to the Common European Framework of Reference for language (CEFR).	

(7) Sufficiency and Flexibility

Trainer book	Course book
The both books are clearly supported with audio, video scripts and other materials of the course package. Due to the course flexibility there are many options to deliver the training sessions has been mentioned before in this study in the part relates to the background of the course and it proves that the course is flexible.	

(8) Appropriacy

Trainer book	Course book
Both books are presents good Variety of topics that would be of interests to different groups with Variety needs. The appropriacy of conceptual level is clearly judged because of the specification of the target groups of trainees.	

(9) Authenticity

Trainer book	Course book
The topics and knowledge are natural enough to the teaching and learning filed so the language is authentic.	

(10) Selection and Gradation

Trainer book	Course book
<p>The focus in the both books is in the four skills (Reading ,Writing ,Listening and Speaking) as general but the researcher believes that speaking is mainly focused on which clearly reflects the Communicative and Learner’s-Centered Approaches.</p> <p>The tasks are selected and graded within each other in each module and each module is related to another one.</p> <p>The skills are not isolated for the purpose of integration and development and supporting real –life English language, Top—down and bottom up approaches are included.</p>	

(11) Activities

Trainer book	Course book
<p>There is a variety of activities, trainer/trainees roles and Communication activities are included.</p> <p>Each unit is recycled for adaption to the trainees every day teaching in a revision unit called (Reflection).</p>	

(12) Linkage

Trainer book	Course book
There is obvious connection between the two books and the other course package materials, sessions and activities, units and the modules.	

(13) Accessibility

Trainer book	Course book
The materials are clearly organized, Rubrics are clear for both the trainer and the trainees and table of contents, indexes and others are provided.	

(14) Guidance

Trainer book	Course book
<p>The guidance for both trainer’s and course’s books are provided clearly with instructions and in details.</p> <p>Answer keys, useful language and some times a summary for especial points are provided.</p>	

(15) Cultural Bias

Trainer book	Course book
<p>The course book contains many pictures which can be changed and adapted according the region in which the course is delivered, about the topics are related to the teaching condition in both national and international and tries to make a adaptations as far as possible of new methods and approaches due to school situation. but the dominated culture in both audio and video script is British culture and it could be justified as to provide the trainees with authentic British English language.</p>	

(B) In-Depth Training course Evaluation

As the researcher mentioned before in this study one of the evaluation methods is In-Depth evaluation in which the relation between the components are reflected to show how they relates to each other. In this part of the study the researcher adapts this method evaluating the components of the modules as general uses its framework because there are main titles for all the eighteen modules which helps in analyzing and evaluation.

1) The Course Contents

The course contains main seven sub-titles as Language, Methodology, pronunciation, Magazine, vocabulary, Activity page and Reflection. In which various topics, texts, activities and skills are presented.

2) The Modules' Titles

The researcher observes that some of the modules have various main titles, which reflect the topics' unity, while others don't have, but the revision modules called Review modules.

3) Languages

As a general definition "The system of human communication which consists of the structured arrangement of sounds (or their Written representation) in to larger units" (Richards & Platt, pp. 196-197).

According to the course the sub-title Language is the first part that contains a pre-task stage and explores the topic of the module, activate and share language participants know, and prepare for task completion. It's important to understand how language works in different contexts will help teachers to teach more confidently and have better awareness of learner difficulties and confusion.

As the researcher recognizes the Useful language boxes provide trainees with vocabulary and the structure they needed to deal with especial tasks which provides self-confidence that reflected in the effective interaction among training sessions.

4) Method and Methodology

As a general definition Jack, John and Heidi (1996) are define: "Method (in language teaching) away of teaching a language which is based on systematic principles and procedures" (p. 228).

Concerning Methodology the definition is (in language teaching) the study of the practice and

procedures used in teaching, and the principles and beliefs that underlie them.

According to the course information and trainer's guide EfT1 follows balanced approach which includes both focus on communicative methodology as well as opportunities for study and analysis of grammatical patterns.

5) Pronunciation

Penny Ur (2004) defines the concept of Pronunciation as "Pronunciation may be said to include the sound of the language, or phonology, stress and rhythm and intonation" (p. 47).

No doubt in pronunciation there are many problematic areas. There for phonetic and phonology are very important in English language and they are contain many components that (EfT(1)) deals with them as information and how to teach them and they satisfy the trainee's needs, therefore the focus is in pronunciation: stress and intonation patterns, stress and meaning, voiced and unvoiced consonants, rhythm, connected speech, linking and elision. Those topics are clearly linked to the target language through various activities in each module in addition several modules provide recording for study and practice.

Hubbard, Jones, Thornton and Wheeler (1996) Claim that pronunciation should be an integral part of an English teaching programme from the early stages, just as teaching of structures and vocabulary.

Penny (2004) provides some ideas for improving learners' pronunciation as: Imitation of the teacher, contrasted with native model, systematic explanation and instruction (include details of the structure and movement of parts of the mouth imitation drills, repetition of sounds, words and sentence ,choral, varied repetition of drills (varied speech, volume, mood), learning and performing dialogues Learning by heart of sentence, rhymes, Jazz chants, tongue twister, self-correction through listening to recordings of own speech.

The researcher observes that both suggestion of Hubbard, Jones, Thornton, Wheeler and Penny were applied in (EfT(1)) and all the ideas of improving learners pronunciation are used in (EfT(1)) expect the part of recording of the trainees own speech, which reflect high standards of teacher training for pronunciation teaching.

6) Magazine

At this stage the trainees deal with different text related to English language teaching using different technique for teaching reading for different purposes to make teachers more aware of what involved in reading a text providing some ideas and activities that can be adapted in their own classes.

Adrian (2002) provides some activities before reading which can form the basis for introducing a text to gain student's attention and make it easier for them as: presenting some of the new words which will appear in the text; giving a brief introduction to the text; giving one or two "guiding" question (orally or on the board) for the students to think about as they read.

The researcher observes that all the techniques have been used in EfT(1). This stage is useful because it's not only informative but also entertaining through the modules, topics relates to the target language are presented in the shape of authentic articles.

7) Vocabulary

Penny Ur (2004) summarize Vocabulary as “the learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling)” (p. 61).

A) Presenting vocabulary

We don't need to present all the new words in a text before the students read it; they can guess the meaning of many words from the context (Adrian, 2002).

There many ways for presenting vocabulary and it's fundamental needs for teaching languages, Penny (2004) suggests some ways of presenting the meaning of new items as: Providing definition, description using hyponyms, Illustration (picture, object, Demonstration (acting, mime), Context, Synonyms, antonyms, Translation Associated ideas and collocation. EfT(1) presents all the mentioned techniques for teaching vocabulary and the Course concentrates on both areas (items and words) using Varsity of activities, games and methods.

It's clear that EfT(1) is relevant to the standards of teaching vocabulary using various sorts of techniques, methods and activities, which are very important in teacher training how to teach meaning.

8) Activity Page

In this stage EfT(1) Course providing trainees with different classroom activities and games the participants participate as learners and after that discuss the way of adapting the activities and games into their own classes. The researcher observes that the trainees are not familiar with many of the activities and games as example find some one who, jigsaw, different writing games, brain storming and mind maps.

Danny whitehead (2011) summarized the importance of writing activity while delivering ELT course as useful tool in learner development not less than spoken activities, language mixing activities have strong potential in grammar and discourse and must be integrated in to existing syllabi.

The researcher observes that EfT(1) is rich with different games and activities not only on this stage but also on the other stages which strengthen the target points and motivate the trainees especially on “Pronunciation” part.

9) In the classroom

As a trainer dealing with this stage the researcher claims that it's the most useful part of the modules because the participants engage in simulated a classroom practice (teacher-students) using Micro-teaching, it provides the different evaluation's stages which have been mentioned before in this study as:

A) Formative Evaluation (pre-while training) it provides feedback about the expected changes in teaching performance.

B) Process Evaluation (while-training) it provides feedback about what happening to the trainees and how it taking place.

C) Summative evaluation (post-training) by the end of the course trainees do micro-teaching sessions which can be reported to the Ministry of Education. On the other hand the British Council provides a

questionnaire for the trainees to evaluate the role of the British council among the course.

10) Reflection

At this stage the participants can reflect their opinions towards the targeted module or other modules, e.g., what they like and what they don't like and why, also they can compare their experience to the new ideas which may reflect on the targeted change on the teaching—learning process.

As it clearly seen the role of the participants in the evaluation and adaptation of the training sessions is highly considered which reflected on the quality of EfT (1) training course.

Finally the researcher approved that EfT (1) practically adapts the main steps and stages of designing training courses through the course evaluation also according to the analysis of the questionnaire the researcher found that all the Hypotheses of the study were confirmed to be true and it will be presented in chapter five with the Conclusion and Recommendations.

13. Conclusion and Recommendations

Conclusion

This study is conducted under the title of The effectiveness of in-service English Language Teacher Training in Khartoum state. The researcher adopted descriptive analytical method to test the hypothesis of the study. The population consists of trainee teachers of English language who attended the programme (English for Teaching 1) (EfT1) provided by the British Council in Khartoum state in (2011-2012). The sample of the study was (73) teachers who attended (EfT1) programme and who responded to the questionnaire. The researcher analysed the questionnaire and has come out with the following results:

Findings

According to the analysis of the questionnaire the researcher has come across the following finding:

- 1) English for Teaching (1) programme has positive impact on developing teaching process as it contains practical activities, current knowledge, new technique, and clear out lines for teaching English language.
- 2) The components of (English for Teaching (1)) programme satisfy the needs of the English language teachers as it contains practical technique, good topic grading, concentrate on learner –centered approach, learning style, communicative approach, functional writing, integrated, teaching approaches, authentic spoken and listening activities, informative reading materials, adequate materials and the topic were highly organised.
- 3) The trainees who attended (English for Teaching (1)) programme have a positive attitude and opinions towards the programme as the majority of the trainees claims that (EfT1) meets their expectations, high quality training programme, achieved its aims and objectives and the modules are highly designed.

Recommendations

The recommendations based on the finding are:

- 1) It is very important to provide clear outlines for selecting and designing teacher—training programmes by the Federal Ministry of Education for English language teachers in Sudan.
- 2) It is very crucial to provide opportunities for the co-operation between leading organizations on teacher-training such as the British Council and the Federal Ministry of Education.
- 3) It is useful to adopt “Cascade Training” in schools. In other words, the teachers who attended training sessions should extend them to their colleagues.
- 4) It is necessary to provide teachers with training sessions on Information Communication Technology (ICT) in order to enrich their knowledge and skills in teaching using on-line teacher training programmes.

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