

Evaluating the Reality of Iraqi EFL In-service Teacher Training Courses from the Perspective of Trainees

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Abstract

The current research intends to evaluate the reality of Iraqi EFL teachers' in-service teacher training courses from the perspective of trainees. Forty nine English teachers working in the secondary schools of the General Directorate of Education in Baghdad- Al-Karkh/1 who had attended the training courses during the academic year 2014-2015 were the subject of the research. Data were collected through a questionnaire that consists of three domains. The responses were analyzed by using the proper statistics. The research findings indicate that although the trainees' attitudes are positive towards the courses they attended in general, but in terms of improving the basic English knowledge as the most important aspect for teaching new English curriculum still not effective yet, as well as the courses have limitations especially in terms of their planning, evaluation phases, and their impact on teachers' practices. Finally, some recommendations and suggestions are presented by the researcher to enhance the training process in Iraq.

Keyword: *in-service training, training courses evaluation, trainees' perspective.*

Section One

Introduction

1-1- The Problem and its Significance

Teaching is a profession which demands frequent training, therefore, teachers face challenges, one of these challenges is: how to learn and develop the most up-to-date and most recent or newly adopted pedagogical theories and practices underlying the teaching/learning process. It is a well known fact that the success of the educational process starts with the improvement of the efficiency of teachers, yet this depends to a large extent on the quality of teacher training. Gatenby (1967:213) states that "If we can train the teacher, make him/her proficient and give him/her confidence, he/she can himself remove most of the other drawbacks". To develop the teachers' ability to motivate their students, they must be highly knowledgeable and up-to-date in their subject area and capable of promoting student participation. Therefore, teacher training is of vital importance to teachers and to governments to pass on the latest innovations in teaching methods/strategies and new curricula (Chan, 2001: 1-8).

English teachers in particular should continuously gain more and more of the new developments in the language teaching practice, and they should be evaluated and objectively assessed. So, training is an important phase for them to develop their skills, acquire knowledge and widen their experience. Thus, it is necessary to consider in-service training pivotal for EFL teachers.

Applying the new English textbooks (English for Iraq) imposes the need to produce trained teachers who could cope with the new communicative orientation in teaching English. As Strevens (1981:528) reports, one significant requirement for EFL education is that "English language teachers must be trained to meet the changes in curriculum".

However, the changes in the Iraqi EFL school curriculum and the worldwide rapid developments in language teaching theories and practices demand well qualified and trained EFL teachers. Accordingly, evaluating the current in-service teachers training courses becomes a pressing and urgent necessity. Therefore, the present research attempts to evaluate the FEL in-service teacher training courses for the secondary school teachers. So, the main question of the research is:

"What is the reality of Iraqi EFL secondary school teachers' in-service training courses from the perspective of trainees?"

1-2- Value

The present research is hoped to be of significance to the decision makers at the Ministry of Education / General Directorate of Pre-service and In-service Training and Educational Development /Department of Development and Training who may decide, relying on the findings of this study, to reconsider the implemented courses of training as a first step toward initiating a new stage of training which is more based on modern techniques of training, modern theories and practices of language teaching/learning, both EFL teachers and students needs, and long and short term objectives of EFL education in Iraq.

1-3- Aim

The current research aims to identify the evaluation of in-service training courses reality for EFL secondary school teachers from the perspective of trainees.

1-4- Limits

The present research is limited to:

The evaluation of the in-service EFL teacher training courses who are EFL teachers at the secondary schools in the General directorate of education in Baghdad- Al-karkh/1.

The academic year 2014-2015.

1-5- Definition of Basic Terms

1-5-1- Evaluation:

A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. Ross et al. (2004) defined it as “a resource-intensive process, frequently requiring resources, such as evaluate expertise, labor, time, and a sizable budget”.

A systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved (Boulmetis and Dutwin, 2000 cited in Topno, 2012:16).

1-5-2- In-service Teacher Training Courses:

Any activity which a teacher undertakes after s/he has begun to teach, which is concerned with her/his professional work (Henderson, 1978:11).

Nation & Macalister (2010:183) define such courses saying that they "involve teacher development after initial teacher training and after the teachers have had some teaching experience".

They are operationally defined as regular and periodic courses administered by the Iraqi Ministry of Education/ Department of Training and Educational Development aiming at upgrading secondary schools EFL teachers' performance as long as they are enrolled in the teaching force.

Second Section: Literature Review

2.1. In-Service Training

In-service training is a significant stage of the continuum of teacher education as a whole. Yet, it is not only related to the development of the professional career but also to the development of the school and the society in general. As world changes and develops, improving the quality of in-service teacher training is one of the central concerns for educational process worldwide. Many educators concentrated on the importance of in-service training. James (1973, as cited in Altun. et al, 2007: 491-497) argue that link

between knowledge and practice can be made by providing teachers with more in-service training opportunities.

Kazmi. et al.(2011:238-248) say that "the in-service teacher training enables the teachers to be more systematic and logical in their teaching style". Others say that the in-service training programs are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, and to provide them with the knowledge and skills to teach new learning areas (Conco, 2004; Al-Zoubi et al., 2010,as cited in Al-Zoubi&Rahman,2011:1021). In-service training helps teachers to develop their knowledge of a subject matter, and to engage with colleagues in their school and other schools. Additionally, it helps them to plan and develop their own work. They may also become more conscious of strategies for change and curriculum development trends, as many teachers enter the profession without having received specific training for curriculum development (Carl, 1995:265). In-service training may form an integral part of the school's instructional development program. Through in-service training, subject groups may also link up with supervisors or subject advisors as well as with subject groups at other institutions so as to form subject societies for development (Conco :2005:8). So, any in-service training course should be so constructed as to respond to the immediate needs of the trainees first and also to enable them handle future changes efficiently.

Finally, it can be concluded that in-service training is a continuing and practical activity for teachers to develop professional knowledge and skills throughout the educational process. It can take different forms in attempting to achieve different objectives in order to bring change in education. In-service training activities can be classified into three groups: Professional education, which means a widening and deepening of a teacher's theoretical perspectives by means of advanced study, Professional training: the development of knowledge and skills which are of direct applicability to daily work, and Professional support: activities aimed at developing on-the-job experience and performance. (Spence, 1996, as cited in Yigit, 2008:70).

2.2. Goals of EFL Teachers' In-service Training

The main goal of in-service teacher training is to assist trainees in rethinking of their role, so that they are able to meet the expectations of the classroom environment, as well as to equip them with the knowledge and skills they need in their daily practice. When organizing training courses or programmers which aim at improving EFL teachers' proficiency, a number of

fundamental issues have to be taken into accounts which are connected with the objectives of the training, the selection and scope of areas to be addressed, the choice of appropriate methods, techniques and resources, as well as decisions concerning organization. Pawlak (2011:25) elucidates that the general goals of such training include:

Developing knowledge in the area of the four competences,
Developing the ability to employ explicit knowledge in tasks so that implicit knowledge can develop,
Improving proficiency in the application of all the main language skills,
Raising awareness of how the target language works,
Developing confidence in using the target language;
Developing awareness of the nature of classroom discourse,
Devising strategies for realizing the main classroom functions in the target language,
Reducing overdependence on the coursebook and teacher manual,
Improving ability for self-assessment of language use,
Fostering reflection and autonomy with respect to improving language competence.

2.3. In-Service Teacher Training in Iraq

The task of in-service teacher training is within the responsibility of Ministry of Education through the General Directorate of Pre-service and In-service Training and Educational Development(GDPITED)/ Department of Training and Educational Development, and the Preparation and Training Departments in General Directorates of Education in the Governorates (20 Departments: 6 in Baghdad & 14 in the Governorates). These departments organize training courses for teachers of primary and secondary schools, teachers trainers, qualification courses for new educational specialists and supervisors, training sessions for schools' administrations, and developing and activating sessions. The main focus of the in-service teacher training is on content knowledge; the implicit goal for this training is to keep teachers updated with the curriculum content. The following is a summary of the number of training sessions and trainees for the different disciplines held by the GDPITED/ Department of Training and Educational Development, and the Preparation and Training Departments in General Directorates of Education in the Governorates during the year 2014.(see Table 1).(GTPITED, 2014).

Table (1)

Training Courses held by GTPITED and Preparation and Training Departments in General Directorates of Education in the Governorates /academic year 2014

No	stage	Number of Training Courses	Number of Trainees
1	Primary	1338	45816
2	Secondary	808	24138
Total		2146	69954

The status and capacity of the in-service teacher training was assessed in 2010 through a joint project of the Iraqi Ministry of Education, United States Agency for International Development (USAID), and Management Systems International (MSI). The assessment concluded that the physical facilities of the training centers are operational but of generally poor quality. The MSI report recommended that in-service teacher trainers should undertake courses in modern pedagogy, subject matter, and training skills. It was recommended that the training program be expanded and become more focused on needs diagnosed at the local/provincial level (MSI, 2010). According to another study (Iraq Education Surveys-MAHARAT, 2012:48) of how in-service teacher training process in Iraq is currently provided. This study reached to several conclusions, the followings are some of them regarding current practices and the weaknesses of the current model:

Practices:

Training content is largely, but not exclusively, determined at the center—by the Training and Education Development Institute (TEDI)(currently Department of Training and Educational Development). Although individual Preparation and Training Departments do provide inputs into the planning of their courses, a strong national agenda exists, The content agenda is closely matched to changes being made to the national curriculum and to the associated textbooks, Courses are most frequently taught by visiting instructors—drawn from the ranks of university teachers, supervisors, and excellent practitioner school

teachers—with the methodological approach being dominated by teacher-centered lecturing to relatively passive groups of up to 35 teachers at a time, A common formulation of training courses is built around a 10-day period.

Model:

Supply driven, where training content is largely determined centrally by TEDI (currently Department of Training and Educational Development) or by Preparation and Training Departments, rather than demand-driven, where content is determined by the realities in schools and by teachers' needs.

Focused on inputs rather than outputs, outcomes, and impact, with little follow-up to determine how effectively the training is improving teacher performance in the classroom and improving student learning.

Detached from continuous professional development for teachers, with training being viewed as an event rather than a process; it does not appear to be linked to broader issues of continuous professional development for teachers.

Disconnected from international standards for the stages of typical teacher training sequences (see figure 1).

(Figure 1)



International Standards for Stages of Training Sequence.

2.3.1. EFL In-service Training Courses' Content

Most of the material of the training courses for EFL secondary and primary school teachers which are provided by Preparation and Training Departments in the General Directorates of Education in the Governorates centered on the following topics:

The component of the book: Why should a teacher use 3 books in teaching?

Modern Teaching Methods, especially Communicative Approach.

Literature focus, Iraqi and Foreign one.

Teaching grammar in context.

Composition, the method of teaching and writing.

The method of teaching the passage of reading.

Listening and its importance.

The distribution of marks monthly and final.

Monthly and annual plan.

Classroom Management (Pair/Group work, Motivation).

Written and oral tests.

Different Activities.

2-4- Previous Studies

The following is a number of studies that, in one way or another relevance to the current research, have surveyed.

Atiya (1987) evaluated the training of English primary school teachers in Iraq. The study was mainly intended to shed light on the nature of the English language teaching, in relation to the education and training of these teachers. It also aimed to diagnose areas of inadequacies in teacher training and to find out the main reasons underlying these inadequacies. The subject included (220) English primary school teachers in Baghdad. The questionnaire was used as a main instrument. The findings of the study revealed that the teachers' attitudes towards training were positive, theory and practice were disintegrated, disparity between what goes in teacher-training courses and what happens in everyday school life, draw backs in the teachers' competence were revealed, teacher training was still very traditional, and there were lack of systematic planning and evaluation of teacher training .

Barakat (2005) studied the effect of in-service training courses on teachers achieving and practicing teaching competencies, and their attitudes towards profession. The subject of the study consisted of (347) teachers in Tulkarem, Palestine. Data was collected by using two instruments: 1) Teaching Competencies Inventory, and 2) Profession Attitude Teaching Scale. The findings indicated no significant differences reflected by in-service training on teachers achieving teaching competencies, whereas they showed significant differences reflected on practicing of such competencies. In addition, the findings indicated no significant differences reflected by in-service training on their attitudes towards profession.

Sarsam (2005) investigated the effect of the mini course on the performance of English teachers in primary schools in Iraq. The study attempted to compare whether such course has a significant influence on the teaching of English after attending the training period. The subject was two groups of (46) English teachers in Baghdad. The first group was the experimental and the second was the control one. The t- test formula for two independent samples was conducted, and an evaluation checklist was also used. The findings revealed that there were statistically significant differences between

the two groups in favor of the teachers of the experimental group who attended the mini course for in-service training.

Uysal (2012) evaluated a one-week in-service training course offered by the Turkish Ministry of Education to explore its sustained impact on English teachers' attitudes, knowledge-base, and classroom practices. Data was gathered through: 1) course materials analysis, 2) interviews with trainers and trainees, and 3) a questionnaire distributed to trained teachers. The subject included three groups as follows, first group consisted of (3) trainers, the second one consisted of (6) teachers who were chosen for interview, and last group consisted of (72) teachers who were given the final questionnaire. Findings revealed that although the teachers' attitudes are positive towards the course in general, the course has limitations especially in terms of its planning and evaluation phases, and its impact on teachers' practices.

The studies reviewed in this section are believed to be relevant to the main attempt of the present research owing to the fact that the objectives of most of these studies bear resemblance to the objective of the present research. The current research may differ from other studies in terms of content and audience, but the relevance of such studies to the present study is self-evident. As far as the aim is concerned, the present research is in line with the previous studies, which evaluated the in-service training courses. In these studies, questionnaire, checklist, formal and informal interviews, the experimental and the control groups, and Teaching Competencies Inventory and Profession Attitude Teaching Scale are used as instruments for collecting data. The present research used a questionnaire as the main instrument. Concerning the kind and number of the involved samples, each of the previous studies includes a certain numbers of subjects that the researcher, in these studies, thinks is needed for her or his research. The samples were between (46 to 347), whereas the present research involves (49) secondary school EFL teachers. Regarding the results, there is a nearly consistence with previous studies results because the problems of in-service training almost are similar.

Section Three: Procedures and Methodology

3-1- preliminary

The descriptive analytical methodology is adopted to describe and analyze the information taken from the questionnaire to explore EFL secondary school teachers' perceptions. The descriptive research is defined by Brown and Rodgers (2002:117) as "A research that describes group of characteristics or behaviors in numerical terms". In the present research the researcher uses

quantitative data that is taken from the questionnaire and described numerically.

3-2- Procedures

To achieve the aim of the current research, the following procedures are adopted:

Selecting a representative sample of EFL secondary school teachers who enroll in one or more training courses.

Constructing a questionnaire for evaluating the training courses from the perspective of trainees.

Applying the questionnaire and collecting data.

Statistical manipulation of the data collected.

3-3- Population and Sample

The population of the research includes EFL secondary school teachers in General Directorates of Education in Baghdad (Al-Karkh- 1, Al-Karkh- 2, Al-Karkh- 3, Al-Rusafa -1, Al-Rusafa- 2, Al-Rusafa -3). The total number of teachers is (4684) teachers who teach in the secondary schools (Table: 2), while the sample consists of (49)EFL secondary school teachers with percentage of (1%),who have been trained during the academic year 2014-2015.

(Table: 2)

EFL Secondary School Teachers Numbers in General Directorates of Education in Baghdad for the Academic Year 2013-2014

No	General Directorate of Education	Total
1	Al-Rusafa /1	896
2	Al-Rusafa/ 2	941
3	Al-Rusafa /3	499
4	Al-Karkh / 1	777
5	Al-Karkh / 2	970
6	Al-Karkh / 3	601
General Total		4684

3-4- Description of the Instrument

Educational researchers maintain that the tool of research is determined according to the nature of the research and its limitations (Borg &Gall, 1983:273). Since the present research aims at evaluating in-service training courses for English secondary school teachers, the questionnaire will be the

most appropriate instrument to be used in achieving the aim of the research. It is designed in the light of different local and foreign questionnaires, literature and previous studies related to the field of in-service teacher training, and the researcher experience. The questionnaire comprises (30) items under three domains (preparation and organization (10) items), (quality of training (10) items), and (affective aspects (10) items). Each item is measured by 5-point scale starts from 5 (excellent) to 1 (weak).

3-5- Face Validity

Validity is one of the important aspects to be checked in any data collection instrument. Face validity is one of the several types of validity that is most appropriate for questionnaires. It is secured if the list of items appears to measure what is intended to be measured (Anastasia, 1976:139). In order to ensure the face validity of the questionnaire of the present research, its initial form was exposed to five jurors (Appendix: 2) in the fields of EFL methodology, applied linguistics, and education to give their opinion about the validity of the items, The jury members mostly agree on all the (30) items with some modifications, under the same three categories of the questionnaire, thus the face validity were achieved (Appendix-1).

3-6- Reliability

Reliability is an important step for assessing the research instrument. Mousavi (1999:323) indicates that "reliability is a quality of test scores which refers to consistency of measures across different times, test forms, raters, and other characteristics of the measurement context." The researcher uses the test-retest reliability (Person Correlation Coefficient formula). So the researcher distrusted the questionnaire to (20) EFL secondary school teachers. After two weeks re-administration of the questionnaire has taken place. Frequencies and reliability coefficient have been found between the first responses and the second for all the items of the questionnaire. The reliability correlation coefficient is reached (0.87). This result indicates that the questionnaire is reliable and is suitable for final administration.

3-7- Statistical Means

Pearson's correlation coefficient is used to show the reliability. Fisher's formula is applied to each item to establish the mean score for each item.

Section Four: Results Analysis and Discussion

4-1- Results Analysis

The present research gathers data with respect to the perception of (49) English secondary schools teachers who are working in Baghdad/ General Directorate of Education/Al-karkh-1 regarding the in-service courses they enrolled in. The information gathered through the questionnaire has been treated statistically. The results are analyzed quantitatively through computation of descriptive statistics such as frequencies and means. Following is the analysis of the questionnaire's items according to their rank-order organization. (Table: 3) provides the results of the statistical treatment of the items under three domains: 1- Preparation and organization, 2- Quality of training, 3- Affective aspects.

(Table: 3)

Results of the Questionnaire

First Domain: Preparation and Organization				
Rank	Item No.	Item	Weighted Means	Weighted percentage
1	5	are conducted in suitably furnished and conditioned rooms.	4.28	85.7
2	7	complete each other to form a continuous training.	4.1	82.58
3	1	are carefully prepared for.	4.09	81.8
4	9	provide handouts for trainees.	4.02	78.3
5	4	have sufficient duration.	4.15	7.60
6	2	are planned with careful consideration of the Iraqi EFL education setting.	4.06	71.9
7	6	involve the use of some technological facilities to illustrate the presented items.	4.04	67.6
8	3	are conducted in suitable time of the year.	3.7	58.16
9	10	elicit feedback to improve the coming training courses.	3.4	55.25
10	8	provide training which is highly organized.	3.1	50.2
Second Domain: Quality of Training				
Rank	Item No.	Item	Mean score	Weighted percentage
11	13	provide training through different procedures such	4.3	84.9

		as workshops, presentations, and tasks.		
12	16	expose trainees to different teaching strategies/procedures for teaching.	4.31	83.0
13	18	provide new information about EFL teaching.	4.4	79.7
14	12	present the objectives of the course in the first day of training.	4.10	77.1
15	19	provide training on making and using audio-visual aids.	4.7	74.8
16	11	are conducted by trainers eligible in TEFL.	4.14	71.5
17	20	provide training on how to plan teaching.	4.29	70.9
18	17	develop trainees' skills to teach the various activities in the textbook.	3.17	67.16
19	14	provide training on suitable evaluation and assessment procedures.	3.11	63.6
20	15	provide sufficient opportunities for discussion among trainees.	3.09	59.3
Third Domain: Affective Aspects				
Rank	Item No.	Item	Mean score	Weighted percentage
21	22	Provide training through interesting and comfortable atmosphere.	4.6	89.5
22	24	are interesting and rich enough to make trainees willingly engaged.	4.5	87.2
23	26	include activities that are intended to help trainees shape their attitudes toward teaching.	4.8	86.7
24	30	Provide training on how to increase trainees' self-confidence, self-esteem, and self-efficacy.	4.16	84.12
25	27	involve activities that motivate trainees to participate in the training sessions.	4.04	83.00
26	23	are beneficial enough to encourage trainees to willingly enroll in future training courses.	4.21	80.10
27	28	take into consideration individual needs and interest of the trainees.	4.2	73.01
28	21	meet the different personal and professional needs of trainees.	3.8	43.25
29	25	include activities that are intended to help trainees shape their personal traits.	3.6	32.3
30	29	increase trainees motivation and enthusiasm to be better teachers.	3.19	30.5

4-1-1- Results of the First Domain:

Item number (5) (the training course(s) you enrolled in are conducted in suitably furnished and conditioned rooms) ranked number one, got weighted means of (4.28) with weighted percentage of (85.7). Item number (7) (the training course(s) you enrolled in complete each other to form a continuous training) ranked number two, got weighted means (4.1) with weighted percentage of (82.58). While item number (10) (the training course(s) you enrolled in elicit feedback to improve the coming training courses) ranked number nine, got weighted means of (3.4) with weighted percentage of (55.25). Item number (8) (the training course(s) you enrolled in provide training which is highly organized) with ranked number ten, got weighted means of (3.1) with a weighted percentage of (50.2).

4-1-2- Results of the Second Domain:

Item number (13) (the training course(s) you enrolled in provide training through different procedures such as workshops, presentations, and tasks) ranked under number eleven, got a weighted means of (4.3) with a weighted percentage of (84.9) Subsequent item number (16) (the training course(s) you enrolled in expose trainees to different teaching strategies/ procedures for teaching) with ranked number twelve, recorded a weighted means of (4.31), with a weighted of (83.0). Regarding item number (14) (the training course(s) you enrolled in develop trainees' skills to teach the various activities in the textbook) ranked number nineteen, received a weighted means of (3.11) with a weighted percentage of (63.6). Regarding item number (15) (the training course(s) you enrolled in provide sufficient opportunities for discussion among trainees) which ranked twenty, got a weighted means of (3.09), with a weighted percentage of (59.3).

4-1-3- Results of the Third Domain:

Item number (22) (the training course(s) you enrolled in provide training through interesting and comfortable atmosphere), ranked twenty-one, gained a weighted means of (4.6), with a weighted percentage of (89.5). For the item number (24) (the training course(s) you enrolled in are interesting and rich enough to make trainees willingly engaged), ranked twenty-two, gains a weighted means of (4.5), with a weighted percentage of (87.2). Whereas, item number (25) (the training course(s) you enrolled in include activities that are intended in to help trainees shape their personal traits), ranked twenty- nine, gains a weighted means of (3.6), with a weighted percentage of (32.3). Final item is the item number (29) (the training course(s) you enrolled in increase

trainees motivation and enthusiasm to be better teachers), ranked thirty, gains a weighted means of (3.19) with a percentage of (30.5).

4-2- Discussion

The analysis and the interpretation of the results reveal that there are positive and negative points in the mentioned evaluated in-service training courses. The positive result shows the availability of suitable training rooms and the conviction of the trainees to the importance of continuing training courses. Moreover, the trainees are convinced that training methods are going in the right direction because these courses offer a variety of strategies which help them on how to deal with homogeneous and heterogeneous classes, and that the training environment helps teachers to take part in such courses. These courses provide theoretical information that encourages the trainees to deal positively with the in-service teacher training in general.

However, negative or weak points show that there is a need for improving the current training process, this means that the existing training courses need a systematic review regarding the aim, course content, training package, time, planning, and the qualified trainers who are applying a participant- centered approach instead of lecturer- centered approach. This on the one hand, and on the other hand, there is a deficiency in dealing with adequate skills to teach various activities in the textbook, this point is an important one because the new English curriculum (English for Iraq) requires qualified teachers in teaching it. In Addition, there is a shortage in providing trainees with the opportunities to participate in the activities for collaborating with peers and reflect because teachers should be allowed to describe their own problems and situations and share their expertise (Bax,1997: 237), and the demonstration of good English teacher's characteristics does not covered enough in the satisfied way. These findings are in line with the findings of Atiya (1987) and Uysal (2012) studies, and many of these diagnosed points reported in the studies which assessed Iraqi current status of the in-service training like (USAID), (MSI), and (MAHARAT) regarding the fields of practices and model as set out in the literature review of the present research.

4-3- Conclusion and Suggestions

The researcher can say that the current research is succeeded in identifying the specific problems and limitations of EFL in-service training process, and from the results, the researcher notices that there are satisfaction and dissatisfaction regarding teachers' perceptions toward training. Therefore, the researcher believes that there is a need to adopt the basic standards for

training when planning and implementing teacher in-service training programs.

Therefore, It can be concluded that the evaluated in-service training courses for EFL secondary school teachers are not organized adequately, because they do not take into consideration the effective role of different teaching approaches which are negatively influencing the effectiveness of such courses, and the lack of applying diverse English teaching approaches and techniques in spite of the fact that new developments in the field of teaching and learning English should be taken into consideration when implementing the training courses which lead to the desired outcomes. Moreover, there should be a diversity in the training courses, and the aim of these courses must highlight the problems of the teachers through bringing eligible experienced trainers, such as experienced English specialist supervisors and creative teachers who are familiar with the problems facing teachers in teaching English, and their roles and responsibilities in the class, school, and society, as well as increasing the trainees self-confidence. In Addition, there is a need for diversity in the techniques of assessment which contribute to the development of these courses, and there must be a follow-up to the teachers after the completion of the training courses.

Based on the findings and results of this research, the following recommendations and suggestions are formulated:

-Ministry of education should open channels of cooperation with the relevant authorities in order to formulate sound trends regarding in-service training programs.

-Those who are responsible for the training should take into account the diversity, inclusion, and integration of the training programs in order to suit the different needs of EFL in-service teachers, and concentrate on the best ways regarding planning, designing, implementation, evaluation, follow-up, and feedback of these programs.

-A committee including members from both universities (professors) and Ministry of Education (practicing teachers) under the supervision of GDPITED can be formed to take charge of the needs analysis and the planning stage of EFL in-service training programs.

-Teachers must participate in determining their training needs.

- There is a high necessity that EFL in-service teacher training programs have to take into consideration the need to improve the language command of the trainees in order to meet their needs and to respond to their wishes.
- Similar researches are needed for evaluating EFL teachers' in-service training courses in the other general directorate of education in Baghdad.
- Finally, the researcher suggests continuous researches for evaluating teacher training courses of all General Directorates of Education in Iraq in order to check their influence on the professional competence development and adequacy level of teachers.

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(Appendix:1)

Evaluating EFL Teacher Training Courses Questionnaire Final Version

The training course(s) you enrolled in;

No.	Items	excellent	Very good	Good	Acceptable	Weak
Preparation and Organization						
1	are carefully prepared for.					
2	are planned with careful consideration of the Iraqi EFL education setting.					
3	are conducted in suitable time of the year.					
4	have sufficient duration.					
5	are conducted in suitably furnished and conditioned rooms.					
6	involve the use of some technological facilities to illustrate the presented items.					
7	complete each other to form a continuous training.					
8	provide training which is highly organized.					
9	provide handouts for trainees.					

10	elicit feedback to improve the coming training courses.					
Quality of Training						
11	are conducted by trainers eligible in TEFL.					
12	present the objectives of the course in the first day of training.					
13	provide training through different procedures such as workshops, presentations, and tasks.					
14	provide training on suitable evaluation and assessment procedures.					
15	provide sufficient opportunities for discussion among trainees.					
16	expose trainees to different teaching strategies/procedures for teaching.					
17	develop trainees' skills to teach the various activities in the textbook.					
18	provide new information about EFL teaching.					
19	provide training on making and using audio-visual aids.					
20	provide training on how to plan teaching.					
Affective Aspects						
21	meet the different personal and professional needs of trainees.					
22	Provide training through interesting and comfortable atmosphere.					
23	are beneficial enough to encourage trainees to willingly enroll in future training courses.					
24	are interesting and rich enough to make trainees willingly engaged.					
25	include activities that are intended to help trainees shape their personal traits.					
26	include activities that are intended to help trainees shape their attitudes toward teaching.					
27	involve activities that motivate trainees to participate in the training sessions.					
28	take into consideration individual needs and interest of the trainees.					
29	increase trainees motivation and enthusiasm to be better teachers.					
30	Provide training on how to increase trainees' self-confidence, self-esteem, and self-efficacy.					

(Appendix:2)

Jury members

No.	The name and Scientific degree	Specialization	Place of work
1	Prof.Dr. Asim Abud Izbar	Methods of teaching English	Babylon University / College of Basic Education
2	Asst. Prof.Dr. Nabeel Rafeeq Mohammad	Educational Psychology	Ministry of Education/ General Directorate of Pre-service and In-service Training and Educational Development
3	Asst. Prof.Dr.Salam Hamid Abbas	Methods of teaching English	College of Education Ibn-Rushd
4	Asst.Prof. Dr. Chassib Fanukh Abbas	Methods of teaching English	Open Educational College
5	Dr. Muayyad Naji Ahmed	Applied linguistic	Open Educational College

تقويم واقع الدورات التدريبية في أثناء الخدمة لمدرسي اللغة الانكليزية

في العراق من وجهة نظر المتدربين

م. د. فاخر محي محمود

وزارة التربية /المديرية العامة لإعداد المعلمين والتدريب والتطوير التربويّ

الملخص:

يرمي البحث الحالي إلى تقويم واقع الدورات التدريبية في أثناء الخدمة لمدرسي اللغة الانكليزية للمرحلة الثانوية من وجهة نظر المتدربين. عينة البحث تكونت من (٤٩) مدرس من العاملين في المدارس الثانوية في المديرية العام للتربية في محافظة بغداد/ الكرخ الأولى ممن اشتركوا في الدورات التدريبية للعام الدراسي ٢٠١٤-٢٠١٥. أداة البحث هي الاستبانة التي تم جمع البيانات من خلالها والتي تحتوي على ثلاث مجالات. تم تحليل البيانات باستخدام الوسائل الإحصائية المناسبة. أثبتت نتائج البحث انه بالرغم من إيجابية وجهات نظر المتدربين تجاه الدورات التدريبية بشكل عام، لكن لم يؤكد كلياً بان الدورات المذكورة قدمت ما من شأنه تطوير المعرفة الأساسية باللغة الانكليزية باعتبارها الجانب المهم لتدريس هذه اللغة وبالذات ما يتعلق بالمنهج الجديد، إضافة لذلك فان الدورات المذكورة كان فيها قصور في العديد من الجوانب وأهمها التخطيط، مراحل التقويم وأثرها على ممارسات المدرس. وأخيراً قدمت بعض التوصيات والمقترحات لأجل دعم العملية التدريبية في العراق.