



# **Training and Development Needs: An Assessment of Secondary School EFL Teachers in Benghazi**

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**This Thesis was submitted in Partial Fulfillment of the  
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University of Benghazi

Faculty of Arts



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## **Dedication**

*To my mum and dad.*



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Dina M. Bensureiti

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## Definition of Terms

The terms used in this study are as follows:

- **Assessment:** The process of evaluating and measuring a person's achievement.
- **Benchmarks:** descriptors for measuring learning and the process of **Benchmarking** is that of identifying standards.
- **Classroom management:** how the classroom is set up by a teacher and how they organize the educational process.
- **Competencies:** a person's abilities with regards to understanding, knowledge and skills.
- **Continuing Professional Development:** a set of activities systematically organized to allow (teachers) to develop their knowledge and skills to enhance the quality of their performance and to ensure ongoing education, growth and training throughout their teaching careers.
- **EFL:** English as a Foreign Language. This refers to non-native speakers learning English in a non-native English environment.
- **ESL:** English as a Second Language. This refers to non-native speakers learning English in a native English environment.
- **Foreign language:** A language which is not normally used for communication in a certain community, society or country.
- **Induction:** training and support that is given to teachers in their initial year(s) of service.
- **Information technology (IT):** the management and processing of information using technology.
- **In-service training/development:** training or development that is given to teachers during the course of employment.
- **L1:** first language; mother tongue
- **L2:** a foreign or second language, the target language that is being learned.
- **Language proficiency:** The level of competence at which a person can use a language to communicate and perform tasks.

- **Learner-based:** focused on the learners' needs and abilities.
- **Metalanguage:** language that is used to analyse, describe and/or explain another language.
- **Methodology:** the system of methods and principles used in a specific field
- **Module:** a discrete unit or portion of material that can stand alone, but may also be combined with other units or portions.
- **Native English speaker teacher (NEST):** a teacher who speaks English as their first language.
- **Native Language:** the first language learned and spoken by a person.
- **Needs Assessment:** The process of identifying the distance between the desired practices and actual performance, usually to inform training and development course and material decisions.
- **Non-native English speaker teacher (NNEST):** a teacher who speaks English as a second or other language.
- **Pedagogic:** related to teaching
- **Placement test:** a test that is used to establish a learner's current language proficiency.
- **Placement tests** (also known as **proficiency tests**): tests used to determine a learner's proficiency level.
- **Pre-service training:** training and education given to trainee teachers before they have done any professional teaching.
- **Proficiency level:** identifies how well a person can use a language.
- **Reconceptualization:** to reform/ recreate a concept or idea.
- **Standards:** a measure, an accepted norm, or a level of quality in comparisons.
- **Teacher education/ training:** refers to the academic and professional preparation and development of teachers. Can be used for either pre-service or in-service education
- **Teacher knowledge base:** the collection of a teacher's competencies

## **List of Abbreviations**

**ACTA:** Australian Council of TESOL Associations

**ACTFL:** American Council on the Teaching of Foreign Languages

**ALTE:** Association of Language Testers in Europe

**BIELT:** British Institute of English Language Teaching

**CEFR:** Common European Framework of Reference for Languages.

**CELTA:** Certificate in English Language Teaching to Adults.

**CELTA:** Certificate of Teaching English as a Foreign Language to Adults

**CPD:** Continual Professional Development

**DELTA:** Diploma in English Language Teaching to Adults.

**EAQUALS:** Evaluation and Accreditation of Quality Language Services

**EFL:** stands for Teaching English as a Foreign Language, and traditionally refers to teaching/learning in non-English speaking countries.

**ELT:** English Language Teaching and/or Training

**EPG:** European Profiling Grid

**ESL:** stands for Teaching English as a Second Language and refers to teaching/learning in English speaking countries.

**ETS:** Educational Testing Service

**IATEFL:** International Association of Teachers of English as a Foreign Language

**IELTS:** International English Language Testing System

**IT: Information Technology**

**L1:** A person's first (native) language

**L2:** A person's second language

**LPAT:** Language Proficiency Assessment for Teachers (Hong Kong)

**MCQ:** Multiple Choice Question

**NBPTS:** National Board of Professional Teaching Standards

**NEST:** Native English-Speaking Teacher

**NNEST:** Non-Native English-Speaking Teacher

**PD:** Professional Development

**QPT:** Quick Placement Test

**TEFL:** Teaching English as a foreign language

**TEFL(A):** Teaching English as a Foreign Language (to Adults)

**TESL:** Teaching English as a Second Language

**TESOL:** Teaching English to Speakers of Other Languages

**TKT:** Teaching Knowledge Test (Cambridge English)

**TOEFL:** Test of English as a Foreign Language

**UCLES:** University of Cambridge Local Examinations Syndicate (now Cambridge Assessment).

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## **ABSTRACT**

The purpose of this research is to discover whether the status quo in teacher education in Libya meets the professional requirements and professional developmental needs of Libyan in-service EFL teachers and, if not, to provide recommendations on how the situation could be improved. Thus, this research designed and administered a needs analysis survey to a randomly selected group of secondary school EFL teachers from Benghazi in order to explore and highlight their current language proficiency levels and their EFL teaching knowledge base, which in turn provided a snapshot of the current situation. The resulting data could contribute to creating the basis of comprehensive in-service EFL teacher training and development programmes that meet international standards. The first test that was administered was a language proficiency test (the Oxford Placement Test). The second was an EFL teaching knowledge test (the Cambridge Teaching Knowledge Test). Finally, the questionnaire collected the sample group's current status in and their views of continuing professional development as well as their biographical data. After a review of past work in the field of EFL teacher development, international quality standards and benchmarks for EFL teachers and need analysis, the research collected, analyzed and computed the relevant data and the results were presented, along with relevant recommendations, in the context of creating national standards or adapting internationally recognized standards for EFL teachers and establishing in-service training, assessment and support for EFL educators in Libya.

Findings indicated that the sample group could benefit from continuing professional development programs to bring their language proficiency and EFL teaching knowledge base up to internationally established standards.

**Key words:** Professional development, in-service teacher training, needs assessment, English language teaching, international quality standard

# **1 CHAPTER ONE**

## **BACKGROUND TO THE STUDY**

This chapter addresses the general background to the issue of the study with a brief discussion of EFL in Libyan secondary schools by briefly presenting the history of EFL in the public education system as well as shedding light on the current practice of teaching English as a foreign language and teacher development in Libya, with a special focus on the eastern region of the country. It also presents the statement of the problem which in turn leads to the purpose of the study. Additionally, this chapter highlights the research questions and the significance of the study, the study's procedures as well as its limitations and delimitations.

### **1.1 Introduction**

Over the last few years, teachers have been increasingly recognized as the most important factor affecting students' achievement (Carey, 2004). The material could be the best available and the students could be highly motivated to learn, but without a teacher who is sufficiently up-to-date with standard teaching methodology and practice and whose knowledge of the subject matter is strong and developed, the pedagogic experience will rarely be a successful one. Teacher quality has a long lasting and cumulative effect in learning contexts (Haycock, 1998).

There is a "reconceptualization of who language teachers are, what language teaching is, and how language teachers learn to teach" in teacher education underway and this reconceptualization is creating many significant challenges to ESL/ EFL teachers (Cheng and Wang, 2004, p.3). Curtain and Pesola (1994) (cited in Cheng and Wang, 2004) state that these challenges mean that teachers of English as a second language (ESL)/English as a foreign language (EFL) need to have ".....a combination of

competencies and background that may be unprecedented in the preparation of language teachers”.

According to Snoeck and colleagues. (2010), teacher education can be divided chronologically into three types:

- pre-service, which occurs before the teacher practices teaching as a vocation and which is at times referred to as “training” .
- induction, which is during the initial period of service.
- in-service, which is after a teacher begins practicing teaching professionally and which is at times referred to as “development”.

The value of quality pre-service training is unquestionable and undeniable; in-service development, however, is not so avidly pursued even though its benefits have been documented. Richards and Farrell (2005, p.1) note that

The need for ongoing renewal of professional skills and knowledge is not a reflection of inadequate training but simply a response to the fact that not everything teachers need to know can be provided at preservice level, as well as the fact the knowledge base of teaching constantly changes.

Furthermore, any attempt of improving the overall quality of education must consider the teacher as a fundamental area of concern which deserves development. Continuous professional development (CPD) is a central issue to achieving this goal and continuous, in-service development is one of the guarantors of CPD.

The significance of in-service CPD (further education for teachers) was internationally recognized and promoted by the United Nations as can be seen in the Recommendations Concerning The Status of Teachers which was adopted by the Special Intergovernmental Conference on The Status of Teachers, held in Paris on the 5<sup>th</sup> of October 1966.

These recommendations are revisited regularly and are still valid as a basis of improving education worldwide. In essence, the recommendations stress the importance of in-service teacher education to the overall improvement of education, while setting out a series of steps that should be followed to ensure that teachers are offered the chance to benefit from a variety of CPD programs, tools and materials.



Nevertheless, ESL/EFL teacher in-service education has yet to receive the attention it deserves with regards to research (Cheng and Wang, 2004). This might be relatively true for many Libyan EFL in-service teachers in the public schooling system, where there is a lack of a comprehensive framework of benchmarks or standards as well as ambiguity regarding teacher assessment and development. Coniam and Falvey(1999),ascited in Cheng & Wang (2004), created EFL teaching benchmarks in Hong Kong and in doing so described an EFL teacher’s required knowledge base.

Needs assessment - and the subsequent analysis- is an essential stage in planning training and development programs, from assessment to content to procedure. It is an effective tool for amassing information about a specific group’s needs, both current and potential and serves as an essential part of a foundation for setting a syllabus that will fulfill the needs of a specific group (Nunan, 1988).

Brown (1995: 36) states that needs assessment is the

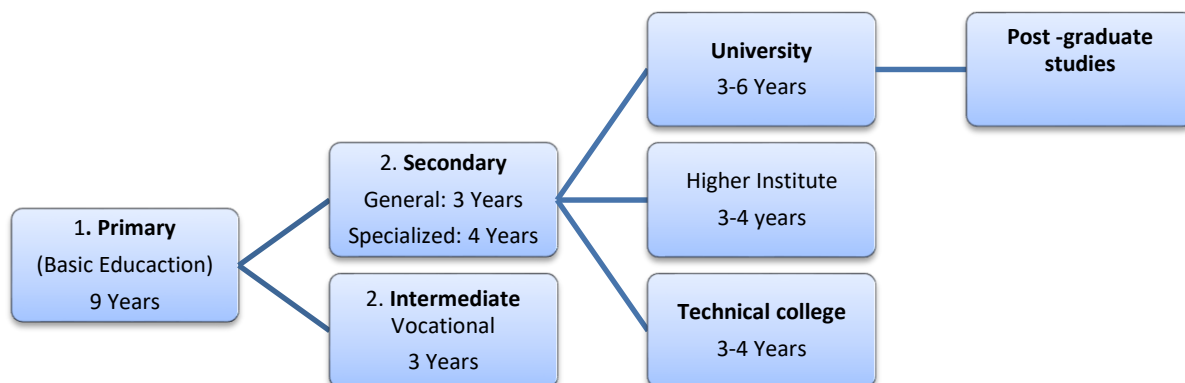
systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation.

In the case of the EFL teachers in this study, the assessment was in two areas: language awareness and language ability (proficiency) as well as EFL teaching knowledge.

## **1.2 A Brief Overview of EFL in the Libyan Education System**

The Libyan education system is comprised of the following as shown in Figure 1:

- Primary education, which is compulsory.
- Secondary education or intermediate vocational training.
- University or higher institute or technical college.
- Post-graduate studies.



**Figure 1: The Libyan Education System**

English is a compulsory subject in Libyan secondary schools and is taught at a frequency (time scale) that is determined by the Ministry of Education which controls course content and assessment as well (Shihiba, 2011). Teaching English as a Foreign Language is an established part of the Libyan education system. According to Mohsen (2014),

- Teaching English as a Foreign Language began as early as the post-war 1940s under the British administration in northern Libya. In 1968, the then Minister of Education formed a committee to revise the Libyan educational system and made English the language of instruction in scientific courses in secondary and university education.
- In 1986, the Gaddafi-regime Minister of Education issued a politically motivated decision banning the teaching and study of English in Libya, which has negatively impacted the Libyan education process.
- The decision was reversed and English was reintroduced in 1993/1994 as a subject in the Libyan educational system for secondary schools and then preparatory schools (grade 7-9 in the primary education). In 2006/2007, English was introduced in grades 5 and 6 in primary education.

Shihiba(2011, pp. 20-21) states that there are two paths to becoming an EFL teacher in Libyan Secondary schools, namely:

1. Graduating from English departments at Colleges of Teacher Training(Education).This includes four years of training, both practical and theoretical, in Teaching English as a Foreign Language. The theoretical modules focus on enhancing the student teachers' understanding of the linguistics of English, i.e. grammar, reading comprehension, writing, phonetics, etc.Additionally,the theoretical modules include subjects related to presenting psychological theories and their practical application in educational contexts. It must be noted that the latter subjects are taught in Arabic. The practical modules focus on developing student teachers' language skills andtheir knowledge and practice of teaching methodology. This trainingnormallyincludes one month of practicalteaching experiencein a Libyan secondary school .
2. Graduating from English departments atColleges of Arts. The period of study in these colleges is four years and provides students with a basis from which they can conduct further studies and carry out research.The curriculum is mainly based on theoretical linguistics, literature and translation and several subjects are taught in Arabic. It must be noted that graduates from English departments at colleges of arts also receive a course inteaching methodology.

### **1.2.1 Recent Teacher Training and Professional Development in Eastern Libya**

A preliminary search by the author of this thesis indicates that there have been some EFL in-service teacher development programs in Libya, both documented and undocumented with some relevant studies or research. Most notably, in 2003 the Ministry of Education, then known as the Secretariat of Education in collaboration with the Language Centre at the Libyan Academy for Graduate Studies conducted an

extensive in-service training program for Secondary School EFL teachers in the Hizam District (Alabyar, Gameenis, Alagooria ..etc). The program included development of language skills and methodology as well as workshops that aimed at helping EFL teachers to profitably make use of the coursebooks adopted in the public school system (Imssalem, 2013).

While there is an established pre-service EFL teacher preparation system in place, in-service CPD is a somewhat recent field. There are many skilled, able teachers working in the public school system. However, their abilities and skills are not receiving the necessary attention and support. These teachers deserve the opportunity to hone their skills and perfect their craft, working within a clear, fair framework of quality standards. Pragmatically, society as a whole would benefit from improving the education sector. Thus, developing teachers is a fundamental part of any potential education reform.

### **1.3 Statement of the Problem**

Although EFL teachers need assessment is an integral part of creating training and development programs, need assessment has not been widely conducted on in-service EFL teachers in Benghazi and as a result there is not enough data to inform the creation and execution of in-service Continuous Professional Development (CPD) programmes in this city. Additionally, there is a lack of a framework of standards that define and describe EFL teachers' competencies.

### **1.4 Research Questions**

This paper addressed the following questions:

1. What are the current English language proficiency levels and competencies of EFL secondary school teachers in the public school system in Benghazi according to the Common European Framework of Reference (CEFR)?
2. What are the current levels of EFL school teachers in the public school system in Benghazi with regards to knowledge of EFL/ESOL teaching methodology in the

following areas; language and background to language learning and teaching, planning lessons and use of resources for language teaching and managing the teaching and learning process according to the Cambridge TKT framework?

3. What is the current situation of continuing professional development for EFL secondary school teachers in the public school system in Benghazi and what are their professional training, educational and developmental needs?

### **1.5 The Aims of the Study**

The study aimed to assess the training, educational and developmental needs of EFL secondary school teachers in Benghazi that must be met in order to achieve internationally recognized standards of EFL/ESOL teaching as well as providing a base for further research with regards to assessment, development program design and the establishment of quality standards in the city of Benghazi and in Libya in general.

### **1.6 The Scope and Limitations of the Study**

- The scope of the research is assessing the language proficiency, the EFL teaching knowledge base of public secondary school ESL teachers in Benghazi, Libya as well as their current situation with regards to continuing professional development(CPD). The study focused on administering tests and questionnaires to this end.
- Secondary school teachers were chosen for this study because EFL has been part of public schools secondary education for a relatively longer period of time than preparatory and primary schooling and was considered to potentially have more relevant, available data and statistical information.
- The goal is to use this proposed study as a suggestive basis for what may be found in similar groups (i.e. preparatory and primary EFL teachers in public schools

in Libya); however, further research would be necessary to verify whether it will be possible to generalize the conclusions of this proposed research.

- Although classroom observations would have painted a more comprehensive picture of current practices and given a more holistic approach to the needs analysis in the EFL classroom in Benghazi, they were not possible for security reasons and time constraints.
- The study did not address other factors affecting the ESL/EFL pedagogic process, such as the personality traits of teachers, the physical environment of the EFL classroom, curricula, use of technology, cultural knowledge...etc.

### **1.7 Significance of the Study**

The study contributes to:

- Focusing stakeholders( EFL teachers and the relevant education experts and authorities) on the current situation in the field of teaching EFL with regards to in-service teachers' linguistic ability, language awareness and knowledge of pedagogy as well as pedagogical content knowledge.
- Focusing stakeholders( EFL teachers and the relevant education experts and authorities) on the relevance and effect of quality standards in teaching EFL and the need to establish and apply such standards.
- Providing a base for further research with regards to assessment, professional development program design and the establishment of EFL teaching quality standards in the city of Benghazi and in Libya in general.

### **1.8 Methodology**

The study was conducted through several stages. Firstly, establishing the theoretical framework by reviewing the literature in the fields of needs analysis, teacher education, training and development with a focus on in-service teachers as well as international quality standards. Secondly, preparing for data collection by selecting data collection

instruments (tests), adapting a questionnaire and selecting the methods of data collection. Thirdly, randomly selecting the participants of the study (the sample) from a number of secondary schools in Benghazi. Fourthly, applying the data collection instruments on the secondary school EFL teachers and analyzing the resulting data statistically. And finally, presenting the results, providing conclusions and recommendations.

## **2 CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter begins by highlighting the topic of EFL teacher education in general with a specific focus on in-service training and development. The differences between native speaker teachers (NESTs) and non-native speaker teachers (NNESTs) and the subsequent divergence in training and development needs will be highlighted. The chapter then discusses needs assessment in EFL teacher education. A theoretical framework will be set and a review of previous research in this field will be conducted in order to define general trends as well as highlighting relevant studies in EFL teachers' training and development needs assessment.

#### **2.1 Teacher Education and Knowledge Base**

According to UNESCO (2005), the term teacher education takes into consideration several contexts, namely environmental, social, and economic, to generate teacher education programmes which are locally and culturally relevant and appropriate for teachers, both pre-service and in-service.

Talbert-Johnson (2006) notes that teacher education is and has been the most significant way we know of preparing agents of change as the success of educational reform relies on the teachers' awareness of and attitudes to innovative changes, as well as their incorporation of these reforms in their day to day discussion, their professional values, commitment and content knowledge.

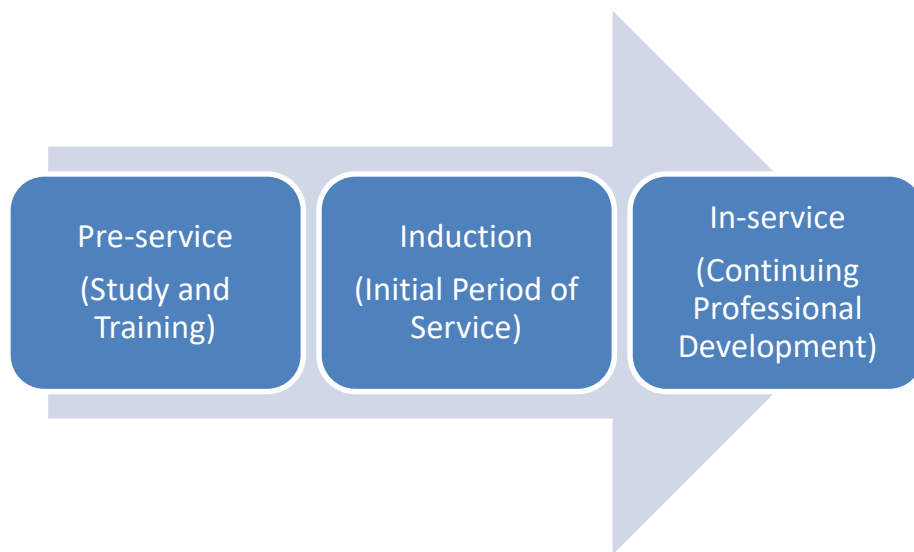
##### **2.1.1 EFL Teacher Education**

While teacher education has been established for some time, the education of second language teachers can be considered a relatively new domain (Day, 1991). Due to the use of English as the main lingua franca, the language is currently used and – more significantly to this study – taught by a growing number of non-native speakers.



According to Johnson (2016, p. 123), “the changing demographics of English language learners and the teachers who teach them has intensified the challenges facing the preparation and professionalization of the English language teaching force around the world”. The field of EFL teacher education is, therefore, an emerging and rich area of research and discussion.

Teacher education can be divided chronologically into three stages; **pre-service**, which is by nature limited to a specific period of study and training, **induction**, which is provision of support and training for novice teachers during their first year(s) of teaching and **in-service** which can and arguably should extend from the beginning of to the end of an educator’s career and encompasses a wider range of development and training as illustrated in Figure 2.



**Figure 2: The three main chronological stages of teacher education**

Nevertheless, ESL/EFL teacher in-service education has yet to receive the attention it deserves with regards to research (Cheng and Wang, 2004).

### **2.1.2 Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)**

Another distinction in teacher education must be made between Native Speaker Teachers (NEST) and Non-native Speaker Teachers (NNEST). Bettinelli (1998, p. 24) highlighted the differences between the “ ..educational backgrounds and the teaching situations of the two groups..” in Table 1:

<b>Table 1</b>	
<b>Differences between native English speaker teachers &amp; non-native English speaker teachers.</b>	
<b>Native English speaker teachers</b>	<b>Non- native English speaker teachers</b>
are secure in their command of English	feel insecure about their command of English
are not always aware of how their language works	have a sophisticated level of language awareness and well developed metalanguage
have different qualifications, ranging from zero to postgraduate level	are usually graduates with a sound grounding in linguistics
usually teach: <ul style="list-style-type: none"> <li>• multinational classes</li> <li>• of motivated learners</li> <li>• in English-speaking countries</li> <li>• for short and intensive periods of time</li> </ul>	usually teach: <ul style="list-style-type: none"> <li>• monoglot classes</li> <li>• of variably motivated students</li> <li>• far from English-speaking countries</li> <li>• for 2/3 hours a week over a long period of study</li> </ul>
may not have been through the process of learning a foreign language	have been through the process of learning the same language that their students are acquiring
are from a different culture than their students	share their students’ culture
do not usually speak their students’ mother-tongue	speak their students’ mother-tongue

Reprinted from *An analysis of the training needs of Italian secondary school teachers of English as a foreign language* Bettinelli (1998, p. 24).

Bettinelli (1998) also states that there is a lack of research and study with regards to the needs of non-native English speaker teachers and consequently there is a shortage in the data required to inform the formation of effective training and developments that address these needs.

### 2.1.3 EFL Teacher Knowledge Base

When Coniam and Falvey (1999), cited in Cheng & Wang (2004), were setting up the English language benchmarks in Hong Kong, they noted that the most crucial elements with regards to a language teacher's competence in these benchmarks should be: language ability, language awareness and knowledge of subject content as well as knowledge of pedagogic content in English. Shulman (1986) stated that a strong knowledge base is a prerequisite for teaching effectively, and perceived this knowledge base as a combination of skills, knowledge and attitudes that form the basis of a teacher's ability to teach effectively.

Until the mid 1980s, teacher knowledge was divided into two types; content knowledge (knowledge of the subject) and pedagogical knowledge (knowledge of how to teach). Grossman & Richert (1988: 54) described teacher knowledge as: "a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught". *Pedagogical knowledge* is knowledge of the general principles of teaching. Day and Conklin (1992) define pedagogical knowledge as the knowledge of comprehensive approaches, practices and beliefs in teaching, which are unchanged by the subject that is being taught. Hidden Curriculum (2014) defines *content knowledge* as the collection of knowledge and information, i.e. the concepts, facts, theories, and principles which educators teach and which students are proposed to learn in a particular subject or area of content.

For language teachers, there is another layer of content knowledge that is unique to their specialization. As the language they teach serves as both the target language (the content) and ideally, the metalanguage (the language used to teach), it is not enough for foreign language teachers to know about the language (declarative knowledge), they must also know how to use the language (performative knowledge).

Bachman and Palmer (1996) as cited in Sabokrouh (2014, p.73) state the need for establishing standards of language proficiency for teachers. A "target language domain"

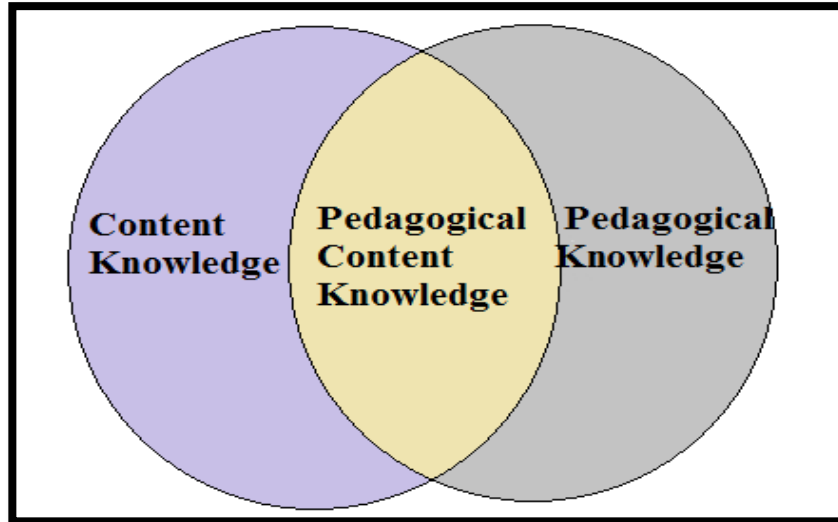
for teaching English may assist teachers in assessing more objectively their need to improve their levels of English proficiency.

A survey of the available literature indicates that studies and research related to EFL teachers' L2 proficiency or competence are a recently developed area, even though reports from some countries of EFL teachers' lack in L2 competence exist (Sešek, 2007).

Abu Mallouh (2001) as cited in Al-Thumali (2011, p. 15) stated that foreign language teachers should at least:

- speak the language of the textbook (and all preceding textbooks in the series) which they teach fluently and accurately;
- have awareness of the differences between the patterns and new sounds of L1 and L2;
- have awareness of the language previously studied by their students to avoid using unfamiliar words and structures;
- know how to develop listening skills and good learning behavior on the part of their students;
- know how use English as a medium to convey vocabulary and structures and in real life situations;

In the mid 1980s, Shulman (1986;1987) stated that teachers'*content knowledge* and *pedagogical knowledge* were being viewed as exclusively distinct issues and that teacher education should unite the two. To this end, he presented the concept of *pedagogical content knowledge* which exists in the overlap between pedagogical knowledge and content knowledge and which highlight ways of teaching that are specific to the specific subject matter and its contents and environment. See Fig 3.



**Figure 3: The main types of teacher knowledge according to Shulman (1986)**

Shulman’s (1986; 1987) conceptualization of teachers’ knowledge base outlines the following as elements of teacher knowledge: subject matter content knowledge, pedagogical content knowledge, curriculum knowledge, general pedagogy, learners and their characteristics, educational contexts, and educational purposes.

## **2.2 Continuing Professional Development (CPD)**

Education, all over the world, is constantly evolving. It is given that a strong, efficient education system is one of the foundations of a successful society. Thus, educational reform has been brought to the forefront and subsequently the continuing professional development of teachers. Ingvarson, Meiers & Beavis, (2005) as cited in Yates, S.M. (2007) note that it is an indisputable fact that all teachers need professional development.

Day and Sachs (2004) cited in Alibakhshi & Dehviri (2015) define CPD as all the activities that teachers partake during the course of their professional careers with the aim of enriching and improving their work in teaching.

The Committee for the Review of Teaching and Teacher Education, (2003) cited in Yates (2007, p.214) states that the “vitality” of teaching relies on continuous

professional education and that it should be “planned, systematic, regular and relevant“.Furthermore, Richards and Farrell (2005) stress the importance and relevance of continuing professional development for in-service teachers as a way of raising awareness of the most current and up-to-date methodologies and resources available.

The taxonomy of professional development needs of EFL teachers was devised by Igawa (2008 ). This study, a needs analysis, was based on the concept of teachers being professionals who need professional development that includes several processes of continuous growth: intellectually, experientially, and attitudinally. The aim of the study was to create a interim list of EFL teacher's professional development needs which would in turn lead to a extended taxonomy. The participants were mainly non-native speakers from Korea and China. The conclusions (Igawa, 2008, p. 432) show the perceived CPD needs of the teachers to be in the following areas: (1) teaching skills and methods, (2) language improvement (for non-native speaking teachers), (3)(General) communication skills, (4) motivation, and others.

Igawa (2008, p. 432) also addressed the reasons why teachers should continuously work on their professional development, namely:“.. in order to cope with the ever-expanding knowledge base in subject matter and pedagogy, rapidly changing social contexts of schooling, and increasingly diversifying students’ needs.”

The significance of in-service CPD and of further education for teachers was internationally recognized and promoted by the United Nations as can be seen in the Recommendations Concerning The Status of Teachers which was adopted by the Special Intergovernmental Conference on The Status of Teachers, held in Paris on the 5th of October 1966. These recommendations are revisited regularly and are still valid as the basis of improving education worldwide. In essence, these recommendations stress the importance of in-service teacher education to the overall improvement of education, while setting out a series of steps that should be followed to ensure that teachers are offered the chance to benefit from a variety of CPD programs, tools and materials. An excerpt from their report states:

## **“ VI. Further education for teachers**

31. Authorities and teachers should recognize the importance of in service education designed to secure a systematic improvement of the quality and content of education and of teaching techniques.

32. Authorities, in consultation with teachers' organizations, should promote the establishment of a wide system of in-service education, available free to all teachers. Such a system should provide a variety of arrangements and should involve the participation of teacher- preparation institutions, scientific and cultural institutions, and teachers' organizations. Refresher courses should be provided, especially for teachers returning to teaching after a break in service.

33.(1) Courses and other appropriate facilities should be so designed as to enable teachers to improve their qualifications, to alter or enlarge the scope of their work or seek promotion and to keep up to date with their subject and field of education as regards both content and method.

(2) Measures should be taken to make books and other material available to teachers to improve their general education and professional qualifications.

34. Teachers should be given both the opportunities and the incentives to participate in courses and facilities and should take full advantage of them.

35. School authorities should make every endeavour to ensure that schools can apply relevant research findings both in the subjects of study and in teaching methods.

36. Authorities should encourage and, as far as possible, assist teachers to travel in their own country and abroad, either in groups or individually, with a view to their further education.

37. It would be desirable that measures taken for the preparation and further education of teachers should be developed and supplemented by financial and technical co-operation on an international or regional basis.”

(Recommendation concerning the Status of Teachers: Adopted by the Special Intergovernmental Conference on the Status of Teachers. Paris, 5 October 1966)

The effect of teacher education, both pre- and in-service, is clear in the performance of countries that follow the aforementioned recommendation of a strong teacher education process. Yates (2007, p. 2) notes that

..... the four countries listed as being among the top performers in terms of offering a quality education for their students (Finland, Korea, Canada and Cuba), all four of these countries place a high value on teacher education and their continuous professional development (CPD) and on social networking.

The necessity of establishing a strong in-service teacher training program for English teachers so that elementary EFL teaching was successful was addressed by Chou (2008). The case study focused on three in-service teachers and data was collected via interviews, observation, teachers' journals and teaching materials. The study concludes that in-service training increased pedagogic competence, English language knowledge and aided in the pursuit of professional development. Additionally the study stresses the importance of collaboration between teachers, researchers and teacher educators. Kazemi (2014) also highlights the importance of designing efficient pre-service and in-service training courses when developing competent teachers.

### **2.3 In-service Continuing Professional Development (CPD) in Libya**

A preliminary search indicates that there have been some EFL in-service teacher development programs in Libya, both documented and undocumented with some relevant studies or research. Most notably, in 2003 the Ministry of Education, then known as the Secretariat of Education in collaboration with the English Department at Benghazi University conducted an extensive in-service training program for Secondary School EFL teachers in the Hizam District (Alabyar, Gameenis, Alagooria ..etc). The program included development of language skills and methodology as well as workshops that aimed at helping EFL teachers to profitably make use of the coursebooks adopted in the public school system (Imssalem, 2013).



Elabbar (2013) carried out a study of EFL university teachers at the University of Benghazi. The study was focused on presenting ideas and reasons for using Action Research as a model of continuing professional development. Elabbar(2013, p. 202) notes that "... if we seek to offer support, we need to explore in detail the influences affecting their teaching approaches in the language classrooms. It may then be possible to suggest a way or an approach of continuing professional development (CPD)"

More recently, an in-service teacher training project for public school EFL teachers was carried out at International House Tripoli by EFL teachers Rose Aylett and Emma Halliday in 2013. While working at IH Tripoli, they noticed a lack of CPD for teachers in the Libyan public education sector. The project was known as the IH Tripoli 'English for Libya' Teacher Training Project. After visiting Libyan public schools to observe first-hand the educational contexts EFL teachers work in, the researchers focused on designing and delivering four teacher training workshops for EFL teachers in preparatory and secondary Libyan public schools. (Aylett & Halliday, 2013). These workshops focused on presenting a communicative approach with regards to teaching vocabulary and the skills of reading, speaking and writing via the materials of the Libyan National curriculum: the English for Libya (Garnet Publishing, 2008) series, and concluded with observations of the participants using or trying to use some of the presented techniques in their own classes.

The workshops were met with great enthusiasm as Aylett and Halliday (2013, paragraph 4) noted,

In a country where the majority of government teachers receive no formal teacher training and many are fresh-faced English graduates recruited straight out of university, the demand for such training hugely outweighs the number of opportunities available.

The feedback from this project was positive and participants stated that the workshops had assisted them with lesson planning, classroom management, feedback and correction techniques. Furthermore, the participants noted that their overall teaching practice was reinvigorated as a consequence of taking part in this project. (Aylett & Halliday, 2013)

However, the lack of data and research about CPD in Benghazi and in Libya in general indicates that while there is an established pre-service EFL teacher preparation system in place, in-service CPD is a relatively unexplored field.

## **2.4 Needs Assessment (NA) in Teacher Training and Development**

Needs Assessment is an essential stage in planning training and development programs. It is a tool for amassing information about a specific group's needs, both current and potential, and serves as an essential part of a foundation for setting a syllabus that will fulfill the needs of a specific group (Nunan, 1988).

Brown states that needs assessment is the

Systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (1995, p.36).

In general, a need can be determined as “a discrepancy or gap between ‘what is’, or the present state of affairs in regard to the group and situation of interest, and ‘what should be’, or a desired state of affairs” Witkin&Altshuld, (1995)as cited in Eksi(2010, p. 8). Thus, the professional development needs of teachers could be defined as the disparity between what is the actual performance of teachers and the performance that is aspired to in teaching. (Eksi, 2010)

The topic of formal needs analysis, as stated by Iwai et al. as cited in Songhori, M. H., (2008), is a relatively new one in English language pedagogy. This is certainly the case with in-service EFL teachers' continuous professional development.

The taxonomy of professional development needs of EFL teachers was studied by Igawa (2008). The study, a needs analysis, was based on the concept of teachers being professionals who need professional development that includes several processes of

continuous growth; intellectually, experientially, and attitudinally. The aim of the study was to create an interim list of EFL teacher's professional development needs which would in turn lead to an extended taxonomy. The participants were mainly non-native speakers from Korea and China. The conclusions show the perceived PD needs of the teachers to be in the following areas: (1) teaching skills and methods; (2) language improvement (for non-native speaking teachers); (3) (general) communication skills; (4) motivation, and others (Igawa, 2008, p. 432).

Igawa (2008, p. 432) also addresses the reasons why teachers should continuously work on their professional development, namely:

.. in order to cope with the ever-expanding knowledge base in subject matter and pedagogy, rapidly changing social contexts of schooling, and increasingly diversifying students' needs.

With regards to further practical application of needs analysis in EFL teacher education, a relatively large-scale needs analysis study was carried out by Kusumoto (2008) in response to changes regarding initial age students receive EFL instruction in Japan. The target of this study were 256 elementary level homeroom teachers in Japan. The aim of this study was to set the groundwork for developing a teacher training program. The main conclusion of this research suggests that professional development needs could be addressed from two aspects: (a) increasing and maintaining the level of the teachers' English proficiency; (b) providing teachers with opportunity to attain knowledge and skills for EFL teaching.

Another practical application can be found in Nehal (2013), who studied the perceptions of training needs of EFL teachers as part of a larger study. The information collected in this NA determined the training needs of the 99 EFL teacher participants and highlighted the lack of teacher training opportunities in rural areas in India. The aims of the study were threefold; assessing teachers' perceptions of their training needs, determining the effect of "local contexts and the administrative structure" (Nehal, 2013,p.72) on teachers' perceptions of their training needs and identifying the issues

related to “teachers’ assessment of restructured curriculum and materials design in rural settings” (Nehal, 2013, p.72). The results of this study indicated that covering course materials and scheduling issues are areas of difficulty for the participants. Additionally, almost half of the respondents expressed particular difficulties with regards to listening and speaking skills and grammar, followed by reading and writing skills. The study also resulted in identifying essential areas of training needs, such as type and length of training programs, access, classroom management, adapting materials, teaching skills, increasing the use of L2 in the classroom...etc.

A further needs assessment study of 47 in-service secondary school teachers of English participating in a professional development course at Qingdao Education College in Northeast of China was conducted by Cheng & Wang (2004). The aim of the six-week professional development course was to improve subject and pedagogical knowledge of local in-service secondary teachers of English.

A review of the relevant literature in teacher education and development of Libyan in-service EFL teachers at the secondary level shows that there has been some, but not much, empirical study of the topic especially with regards to assessing and analyzing needs. Thus, there is a demand for the conducting of a needs assessment which addresses EFL secondary school teachers' language proficiency and pedagogical knowledge needs and which can serve as the foundation of an effective continuing professional development program.

## **2.5 International Teaching Standards**

When teachers embark on professional development, they might be faced with a multitude of options for their respective training and development needs. This dilemma of choice could be solved by a clear definition of what competencies should be developed. This in turn creates a need for clearly stated standards that are agreed upon and that would serve as targets for any professional training and development programme and further serve as points of assessment and accountability.

According to TESOL (2005), standards are defined as statements describing the commonly accepted or desired levels in behavior or practice with regards to achievement, mastery, or requirement. El-Naggar and colleagues (2003), cited in Sultan (2014), defined standards as statements which convey what teachers or learners should know and what they should be able to do as a result of teaching.

### **2.5.1 Examples of Standards in EFL Teacher Training and Development**

- **TESOL International Association**

TESOL International Association has developed and continues to revise standards for different areas of teaching English as a second or foreign language. TESOL's Standards for ESL/EFL Teachers of Adults (2008) is comprised of eight standards which function as the nucleus of what professional ESL/ EFL teachers of adult learners should know and should be able to do (Kuhlman & Knežević, 2013).

- **The Common European Framework of Reference**

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment is a framework of reference that is organized into domains rather than standards. However, the function of both is the same (Kuhlman & Knežević, 2013).

- **The China Project**

A project which began in 2003 in the People's Republic of China and whose aim was to make materials for language teachers, saw the creation of two different sets of standards. The project was a joint effort between McGraw-Hill Education, TESOL, the National Foreign Language Teaching Association, the China Basic Foreign Language Education Research and Training Center, and staff of the Foreign Language Teaching and Research Press (Agoret al, 2005 as cited in Kuhlman & Knežević, 2013). These standards were classified into eight domains (TESOL, 2008).

- **ACTFL Program Standards for the Preparation of Foreign Language Teachers**

The standards developed by the American Council on the Teaching of Foreign Languages, ACTFL (2002) set out six requirements (or standards) for foreign language teachers in *ACTFL Program Standards for the Preparation of Foreign Language Teachers*. Additionally, ACTFL goes on to set standards for foreign language teacher programmes.

- **Cambridge English Teaching Framework**

The Cambridge English Teaching Framework was created to assist teachers in identifying their current position in their professional careers and to decide their next move as well as to identify the activities and tasks they need to attain for this developmental goal. The framework classifies teacher competencies into four stages (*Foundation, Developing, Proficient and Expert*), and divides teacher knowledge and skill into five categories.

- **The Australian Council of TESOL Associations Inc (ACTA)**

The Australian Council of TESOL Associations Inc. (ACTA) is the national professional body which represents ESOL/EFL teachers of English in Australia and has developed professional standards for practitioners of TESOL in Australia.

## **3 CHAPTER THREE**

### **METHODOLOGY OF DATA COLLECTION**

#### **3.1 Introduction**

This chapter initially focuses on data collection by identifying the research design, the procedures and materials used in gathering data (i.e. the questionnaire, the written linguistic proficiency test, the teaching knowledge test) as well as highlighting the limitations, reliability and validity of these procedures. It also addresses the research questions with relevance to data collection. Additionally, it delineates the setting of the data collection as well as the participants (the sample, 49 EFL secondary school teachers from Benghazi) of the study. Thus, this section addresses the procedures that were used to collect and analyze the data relevant to assessing EFL secondary school teachers' training and development needs with regards to linguistic ability and knowledge and practice of teaching methodology as well as the current status of continuing professional development.

The data was quantitative and collected through primary research sources. To maintain confidentiality, participants were assigned random identification numbers to use in the tests and to receive their band/ CEFR (The Common European Framework of Reference for Languages) results for the first two parts of the testing process if they were interested in doing so. They were informed that the results were unofficial.

#### **3.2 Research Design**

This research aimed to investigate the current linguistic proficiency and teaching knowledge of teachers of English as a second or other language working at public secondary schools in Benghazi to determine their professional development needs. Initially, a survey research design was used, in which data was collected through three tools; a questionnaire adapted from several questionnaires by the researcher as well as

two internationally recognized tests. The sample group's answers to the questions of the questionnaire as well as their test results represent the data of this research.

### **3.3 Sample Group (Participants)**

The participants were 49 EFL teachers employed in secondary schools in the public school system in Benghazi. The sample group was selected using a random selection process in which all teachers in the target population had an equal, non-zero probability of being selected. The characteristics of this sample were used to estimate the characteristics of the population.

The probability sampling technique used was that of stratified sampling which selected a third of the participants from each of the main educational districts in the city of Benghazi.

Benghazi has four main educational strata:

1. Al Berka which has 35 secondary schools
2. Benghazi Central which has 12 secondary schools
3. Al Sellawy which has 12 secondary schools
4. SidiKhalifa which has 3 secondary schools

As the SidiKhalifa strata has only three secondary schools, it was combined with Al Sellawy. The strata used in this research were, therefore, as follows:

1. Al Berka; 25 secondary schools
2. Benghazi Central; 12 secondary schools
3. Al Sellawy and SidiKhalifa; 15 secondary schools

The total population of in-service EFL teachers in secondary schools in the scholastic year 2016/2017 was more challenging to determine. This could be in part due to the difficulty in tracking the many transfers that occurred in the teaching profession in Benghazi over the last 3-4 years. According to unofficial data from various sources at the Ministry of Education in Benghazi, the number of EFL teachers in secondary schools



ranged from 250-400. Further research with individual sectors and schools lowered the number of active teachers further to a range of 195-255. The study used the high end of the range stated in the data collected from the strata and the schools themselves in this regard which placed the number of EFL teachers in secondary schools in the city at 255.

A random sampling of participants was taken from each section as follows:

- The Benghazi Central strata: 17 participants
- Al Berka strata: 16 participants
- Al Sellawy and SidiKhalifa strata: 17 participants

### **3.3.1 Rationale behind Sample Size:**

With a margin of error of 10%, a confidence level of 90% and a 50% response distribution, the recommended sample size was fifty out of 255 in-service EFL teachers in Benghazi. The response rate was 98%.

### **3.3.2 Sample Demographics**

The study participants were a homogeneous group in terms of their mother tongue (Arabic) and basic working conditions (i.e. teaching in public secondary schools). The following was collected via questions 1-4 in the Professional Development Questionnaire (See Appendix J).

#### **3.3.2.1 Gender**

*1. What is your gender?*

- *Female*
- *Male*

Data was collected from 49 teachers; 37 of whom were female (75.51%), while the remaining 12 (24.49%) were male as can be seen in Figure 4.

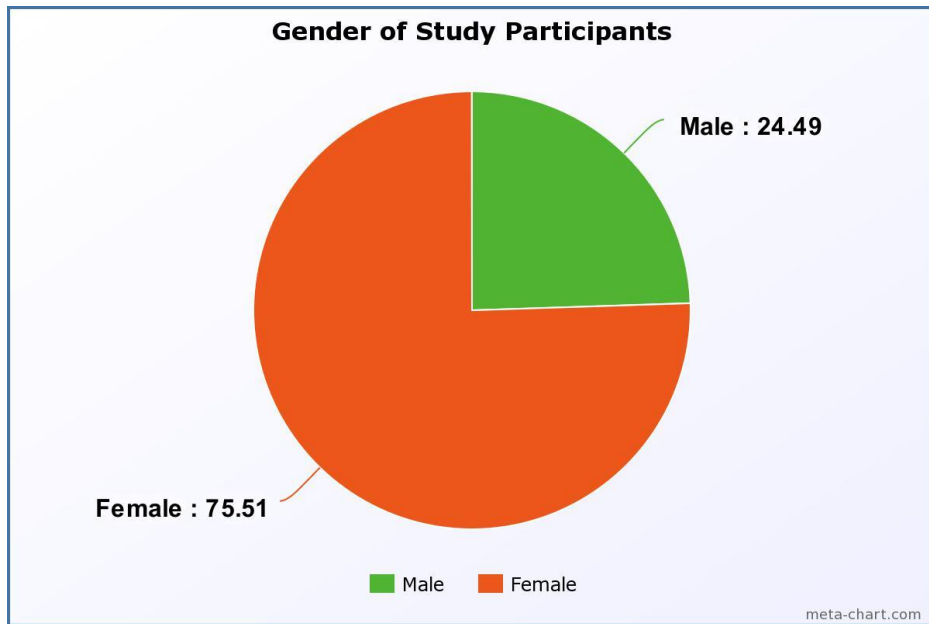


Figure 4: Gender of study participants

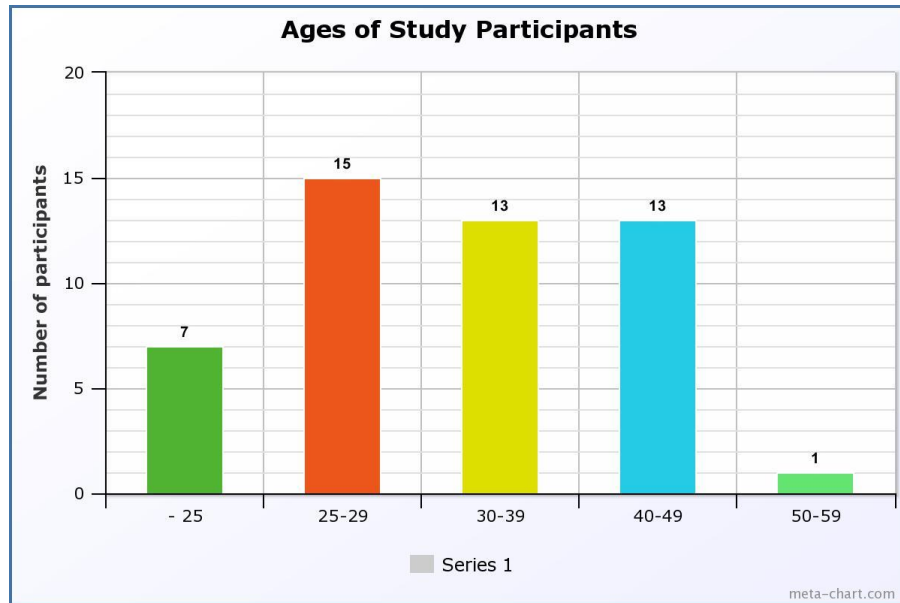
### 3.3.2.2 Age

2. *How old are you?*

- Under 25
- 25-29
- 30-39
- 40-49
- 50-59
- 60+

Their ages ranged from the under 25 bracket to the 50-59 bracket. (Table 2 & Figure 5)

<b>Table 2</b>		
<b>Ages of study participants</b>		
<b>Age in years</b>	<b>Number of participants</b>	<b>Percentage</b>
-25	7	14.29%
25-29	15	30.61%
30-39	13	26.53%
40-49	13	26.53%
50-59	1	2.04%



**Figure 5: Ages of study participants**

### 3.3.2.3 Education

**3.** *What is the highest level of formal education that you have completed?*

*Please mark one choice.*

- Secondary School*
- High Institute*
- Bachelor's degree*
- Master's degree*
- PhD*

With regards to educational background, the majority, 87.76% ( $n=43$ ), held a bachelor's degree as their highest qualification while 12.24% ( $n=6$ ) held a master's degree. (See Figure6).

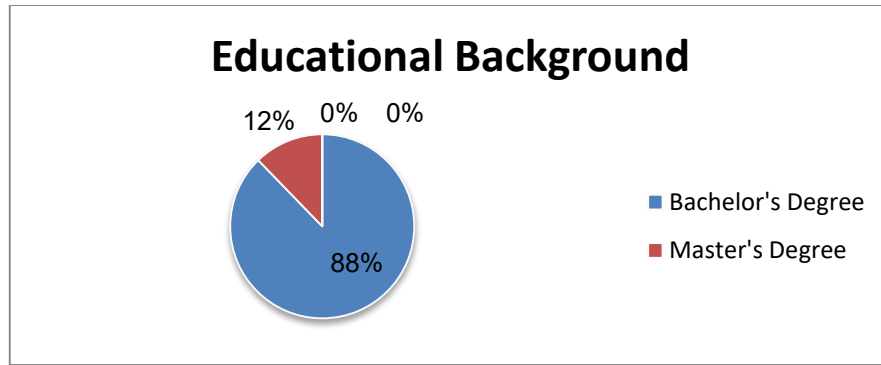


Figure 6: Educational backgrounds of the study participants

### 3.3.2.4 Experience

#### 4. How long have you been working as a teacher?

Where possible exclude extended periods of absence (e.g. career breaks).

- This is my first year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

The 49 participants had varying levels of experience in teaching English. The participants' teaching experience ranged from 1 year to over 20 years as can be seen in the following Table 3 and in Figure 7.

<b>Table 3 Teaching Experience of the study participants (in years)</b>		
<b>Years of teaching Experience</b>	<b>Number of participants</b>	<b>Percentage</b>
First year	5	10.20
1-2 years	3	6.12
3-5 years	18	36.73
6-10 years	10	20.41
11-15 years	2	4.08
16-20 years	9	18.37
More than 20 years	2	4.08

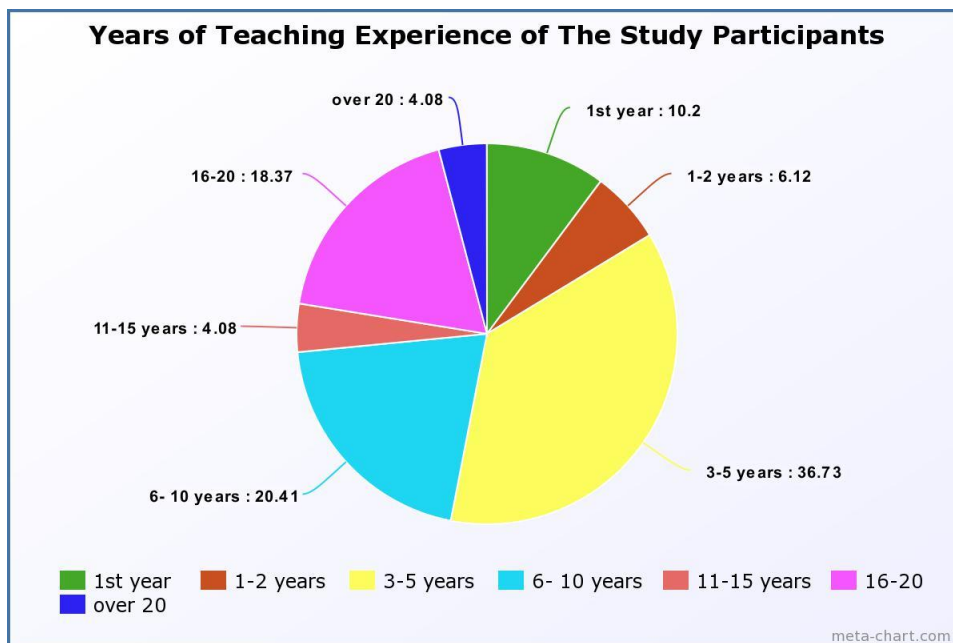


Figure 7: Teaching experience of the study participants (in years)

### 3.4 Data Collection Instruments

In choosing the data collection instruments, four contextual questions were posed: What is the purpose of the test? What are the results that are required from the test (data)? What are the practical considerations (time, cost, etc.)? and last but not least, how valid and reliable is the proposed test? Data was collected through three instruments outlined in the following sections.

#### 3.4.1 Paper-based Quick Placement Test (QPT)

Level Of L2 Language Proficiency

##### 3.4.1.1 Approach

The Quick Placement Test is an internationally established assessment tool that provides a practical method for assessing ESL/EFL linguistic ability. It is available in two forms; paper-based and computer-based. The QPT is a placement test for non-native learners of English. It is the result of a collaboration between Oxford University and the University of Cambridge ESOL Examinations. The results of the QPT are

formulated according to the Association of Language Testers in Europe Framework (ALTE) and with the Common European Framework of reference (CEFR) which is

...a series of descriptions of abilities which can be applied to any language. These descriptors can be used to set clear targets for achievements within language learning, to help define language proficiency levels and to interpret language qualifications. It has become accepted as a way of benchmarking language ability, not only within Europe but worldwide, and plays a central role in language and education policy. (Common European Framework of Reference for Languages (CEFR). (n.d.))

In language learning, the CEFR is recognized throughout Europe as the most prominent frame of reference and it places learners within a range of proficiency from “Beginner” to “Mastery”( See appendix A).

#### **3.4.1.2 Rationale behind Choice of Approach**

The QPT is a standardized English language test of proficiency that was developed by arguably the two foremost expert institutions in English language teaching. It has been pretested and consequently validated by approximately 6,000 students in over 20 countries. The items in the test have undergone Cambridge ESOL quality control procedures. The continuous pretesting and reassessment afford the Oxford Quick Placement Test (Syndicate, 2001) high levels of validity and reliability. Additionally, Mehran (2015) states that according to the evidence she collected, the records of assessment in the OQPT were consistent over the variety of assessment tasks, the different facets of assessment procedure, and over a variety of test takers.

### **3.4.1.3 Strengths**

The test was a good match for this research as it followed an established protocol of design, administration and marking. As it was a paper based test, it did not require any special equipment.

### **3.4.1.4 Challenges**

As this test is in the form of multiple choice questions, there was some concern that some participants might resort to answering randomly and thus providing false results. However, the participants were requested to avoid guessing if they definitely did not know the answer and to leave the relevant question/questions unanswered to provide an accurate representation.

### **3.4.1.5 Test design**

The test examines general linguistic ability according to an established protocol created by Oxford University and Cambridge ESOL Examinations. It consists of 60 MCQs. Participants mark their answers on an answer sheet. The time allowed for answering the test is 30 minutes(See appendix B).

### **3.4.1.6 Implementation**

The implementation followed the standard established procedure of the Quick Placement Test administration which is the standard procedure followed by the majority of local and international testing procedures. Participants sat for one 30 minute session. Participants were informed that it was not an official exam.

### 3.4.1.7 Interpretation

The results were interpreted according to the QPT specific marking system which places results within a range of 0-60 and then further places the results within the CEFR. This allowed the results to be viewed in terms of proficiency according to an internationally established standard(See appendix B).

### 3.4.2 The TKT – Teaching Knowledge Test

Knowledge of Standard EFL Teaching Methodology and Language Awareness

#### 3.4.2.1 Approach

Cambridge ESOL developed the Teaching Knowledge Test (TKT) as a qualification that addresses the core professional knowledge which is a necessity for teachers of English as a second language. The TKT has been utilized as a benchmark by many schools to assess their teaching staff's knowledge, especially in Latin America. For example, Chile uses the TKT to conduct re-training for in-service teachers and has plans to include the test in state universities' teacher training programmes(Harrison, 2006).

As stated previously, Shulman's (1986; 1987) conceptualization of teachers' knowledge base outlines the following categories of knowledge: subject matter content knowledge, pedagogical content knowledge, and curriculum knowledge, general pedagogy, learners and their characteristics, educational contexts, and educational purposes.

For EFL teachers, this corresponds with

- knowing English (proficiency) and knowing about English (language awareness) which together constitute *subject matter content knowledge*.
- knowing how to teach English, i.e. *Pedagogical content knowledge*.
- knowledge of teaching materials used specifically for English, i.e. *Curriculumknowledge*.
- knowing how to teach, i.e. *general pedagogy*.



- knowing who you are teaching, i.e. learners and their characteristics.
- knowledge of the environment/situation in which instruction is taking place, i.e. educational contexts.
- knowing why instruction is taking place, i.e. educational purposes.

The TKT assesses the concepts in teachers' knowledge base that pertain to language and language use, and the background to and practice of language learning and teaching. The syllabus covered by the TKT has theoretical, practical and classroom management components, and addresses universal areas of a successful EFL educator's required knowledge (Harrison, C, 2006). Additionally, the knowledge base assessed by the TKT is defined by Tsui and Nicholson (1999) and in Tsui (2003) cited in Elizondo (2015: 2) as the following:

- Subject matter knowledge, i.e., knowledge of the concepts and terminology of a subject discipline; the understanding of the facts, concepts, substantive and syntactic structures of a subject discipline.
- General pedagogic knowledge, i.e., knowledge of general principles (strategies, beliefs and practices) of teaching and learning which are applicable across subject disciplines.
- Pedagogic content knowledge, i.e., specialised knowledge of how to represent content/subject matter knowledge in diverse ways that students can understand (e.g. through examples, analogies).
- Knowledge of context, i.e., knowledge of social, cultural and institutional contexts in which teaching and learning takes place.

The tests examine the target data of the participants' knowledge of teaching English as a foreign language in these three areas:

**Module 1: Language and background to language learning and teaching**

- Describing language and language skills
- Background to language teaching
- Background to language learning

## **Module 2: Planning lessons and use of resources**

for language teaching

- Planning and preparing a lesson or sequence of lessons
- Selection and use of resources and materials.

## **Module 3: Managing the teaching and learning process**

- Teachers' and learners' language in the classroom
- Classroom management.

(Source: TKT all modules: Teaching Knowledge Test. Flexible assessment for language teachers (Brochure). (n.d.) )

### **3.4.2.2 Rationale Behind Choice Of Approach**

#### **Validity**

According to the syllabus it covers (See appendix D), the TKT covers content knowledge, pedagogic knowledge and content pedagogical knowledge.

#### **Reliability**

According to Cambridge English Language Assessment's website, “.....the composite reliability for these exams is above 0.90 and the SEM is around 3. These figures demonstrate a high degree of trustworthiness in the overall scores reported.”

### **3.4.2.3 Strengths**

In addition to being a highly regarded measure of EFL teachers' knowledge with high levels of validity and reliability, the TKT follows an established protocol of design, administration and marking.

### **3.4.2.4 Challenges**

As with the QPT, there was some concern that some participants might resort to answering randomly and thus providing false results. However, participants were again

instructed to avoid guessing if they definitely did not know the answer and leave the relevant question/questions unanswered to provide an accurate representation . Additionally, the tests were time-consuming which meant that they had to be conducted over several days.

#### **3.4.2.5 Test Design**

Sample Cambridge Teaching Knowledge Tests (TKT)- Module 1, Module 2 and Module 3 were used (See Appendices E, F, G). Each module consisted of 80 questions in which the participant had to choose a letter to answer. The tests were paper based, with a duration of 80 minutes per module.

#### **3.4.2.6 Implementation**

Implementation followed the standard established procedure of the Teaching Knowledge Test administration. Participants sat for three sessions. Each session lasted for 80 minutes. Participants were informed that it was not an official exam and were given 2 ten minute breaks between modules.

#### **3.4.2.7 Interpretation**

The results were interpreted according to the TKT specific marking system which places results within a range of four bands (See appendix H).

### **3.4.3 Current Situation of Continuing Professional Development & Biographical Information Questionnaire**

#### **3.4.3.1 Approach**

An adapted 2-part questionnaire in which items were developed and adapted via review of related literature and the examination of previous questionnaires related to professional development was created. The questionnaire had two parts: the first part was dedicated to the collection of biographical and demographical data. The second part focused on the participants' current situation with regard to continuing professional development. A variety of question types were used. There were several MCQs as well as Likert-type items for which the participants were asked to rate their agreement, the rate of their perceived needs as well as the impact of various items on a scale ( See appendix J).

### **Validity**

The questionnaire was pilot tested on a group of 6 EFL teachers as well as an experienced teacher trainer and 2 university academics who provided expert insight. This group were asked to provide feedback on the questions; i.e. which questions/ options/ instructions were unclear or irrelevant . Additionally, the average time needed to complete the questionnaire was noted. Feedback was then collected.

Both the teachers and the experts in the pilot study agreed that Q5 was irrelevant to the study.

**Q.5 How long have you been working as a teacher at your current school?**

Where possible exclude extended periods of absence (e.g. career breaks).

- This is my first year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

To eliminate confusion regarding whose language proficiency was in question, the experts recommended amending the last part in Q12 as follows.

Pre-pilot:

**12. Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.**

*Please mark one choice in each row.*

“Developing language proficiency”

Post-pilot amendment:

“Develop own language proficiency”

The questionnaire was then revised accordingly. There were no issues with the rest of the items. The experts agreed that the questionnaire as a whole and specific individual items displayed construct validity. The time needed to complete the questionnaire by the pilot study group was approximately 14 minutes.

#### **3.4.3.2 Rationale Behind Choice of Approach**

Less intimidation. The impersonal style of surveys means that participants, some of whom have been teaching for decades, will feel more at ease and thus answer more honestly than they would in a more personal context, such as an interview.

#### **3.4.3.3 Survey Design**

The questionnaire is a modified version of the Survey of Instructional Practice for ESL/ELD Teachers Grades K-12, used by Council of Chief State School Officers at the Wisconsin Center for Education Research as well as the researcher’s own material.

#### **3.4.3.4 Implementation**

A hardcopy of the questionnaire was given to the participants with clear instructions on how to fill the form and how to return to the researcher.

#### **3.4.3.5 Strengths**

The questionnaire format saved time and effort in execution.

#### **3.4.3.6 Challenges**

Participants' response was lower than the first two sections and there was a delay in returning many of the completed questionnaires. Participants had to be tracked down individually in most cases.

#### **3.4.3.7 Interpretation**

The results were interpreted statistically to highlight percentages, frequencies, averages and deviations.

## 4 CHAPTER FOUR

### DATA ANALYSIS

#### 4.1 Introduction:

This chapter sheds light on the data analysis phase of the research, highlighting the method(s) and presenting the research's findings and ultimately, the conclusions that were reached by statistically analyzing the results of the fieldwork. These results are then compared within two internationally recognized frameworks, namely Cambridge ESOL's Teaching Knowledge Test (TKT) and the Common European Framework of Reference (CEFR). This chapter also addresses the analysis of the data collected from the biographical data/ professional development questionnaire related to the current status of continuing professional development for the participants as well as their views and their perceived needs of certain issues in this regard. The data was analyzed using SPSS, a software package used for statistical analysis. Due to the fact that the study was exploratory and due to the relatively small size of the sample (49), the mode of analysis used was descriptive (Cheng & Wang, 2004). Initially, the accuracy of data collection, data entry and availability were checked. There were no inaccurate data entries and no missing data from 49 participants, so all items and samples from this group were included in the data set.

#### 4.2 Research Question 1

*“What are the current English language proficiency levels and competencies of EFL secondary school teachers in the public school system in Benghazi according to the Common European Framework of Reference (CEFR)?”*

This question focused on assessing the current proficiency levels of the sample as a representative of the study's population. The rationale behind choosing to evaluate language proficiency is due to the fact that EFL teachers in the public school system are

predominately NNESTs. To improve the language proficiency of learners, foreign language teachers are expected primarily to have a good level of proficiency in the language being taught. If they do not, it would not be easy to increase the language proficiency of the learners ( Cheng & Wang, 2004).

#### 4.2.1 The Quick English Placement Test (QPT)

##### 4.2.1.1 Data Collection and Analysis

The QPT was used as a data collection tool and the results were interpreted according to the QPT specific marking system which placed the results within a range of 0-60 marks. These results were then placed within the Common European Framework of Reference (CEFR). This allowed the results to be seen in terms of proficiency according to an international standard which in itself is comparable to other international standards. (See Table 4).

<b>Table 4</b>				
<b>Chart of equivalent levels in English language learning</b>				
<b>QPT</b>	<b>Common European Framework Level and Description</b>	<b>Cambridge ESOL</b>	<b>IELTS</b>	<b>TOEFL iBT</b>
55-60	C2 Mastery (Upper Advanced)	CPE	8.5 - 9	-
48-54	C1 Effective Proficiency (Lower Advanced)	CAE	7 -8	110 - 120
40-47	B2 Vantage (Upper Intermediate)	FCE	5.5 - 6.5	87 -109
30-39	B1 Threshold (Lower Intermediate)	PET	4 - 5	57-86
18-29	A2 Waystage (Elementary)	KET	-	0-56
11-17	A1 Breakthrough	-	-	-
0-10	Beginner	-	-	-

Compiled from A Quick Review of the English Quick Placement Test; *Research Notes*; (2003) &The Common European Framework of Reference for Languages (CEFR)n.d..



The results of the language proficiency data collection test were as follows:

- The average score (mean) was:  $\mu=36.27$  marks out of 60, which is equivalent to level B1 (Lower Intermediate) in the CEFR framework.
- The standard deviation was  $\sigma=8.92319955018$ .
- The median was 34 marks.
- The mode was 32 marks.
- The range was 38 marks (from 20 marks to 58 marks).
- The highest score attained was 58 marks out of 60, which is equivalent to level C2 ( Higher Advanced) in the CEFR framework and was achieved by % 2.04 ( $n=1$  ) of the sample group; z-score =2.4358 .
- The lowest score , on the other hand, was 20 marks out of 60, which is equivalent to CEFR level A2 (Elementary) and was attained by 2.04% ( $n=1$ ) of the sample group; z-score=-1.8228 .
- The frequency per marks is illustrated in Table 5.
- The frequency per level is delineated in the Table 6 and in Figure 8.

<b>Table 5</b>		
<b>QPT frequency per marks</b>		
<b>Marks</b>	<b>Frequency (<i>n</i>)</b>	<b>Frequency (%)</b>
20	1	2.04
22	1	2.04
23	2	4.08
25	1	2.04
26	3	6.12
28	1	2.04
30	4	8.16
31	3	6.12
32	5	10.20
33	2	4.08
34	4	8.16
37	1	2.04
38	1	2.04
39	1	2.04
40	1	2.04
41	1	2.04
42	4	8.16
43	4	8.16
45	3	6.12
47	1	2.04
49	1	2.04
50	1	2.04
53	1	2.04
56	1	2.04
58	1	2.04

<b>Table 6</b>		
<b>QPT frequency per level</b>		
<b>CEFR Level Achieved</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
A1 Beginner	0	0
A2 High Elementary	9	18.37
B1 Lower Intermediate	22	44.90
B2 Higher Intermediate	14	28.57
C1 Lower Advanced	2	4.08
C2 Higher Advanced	2	4.08

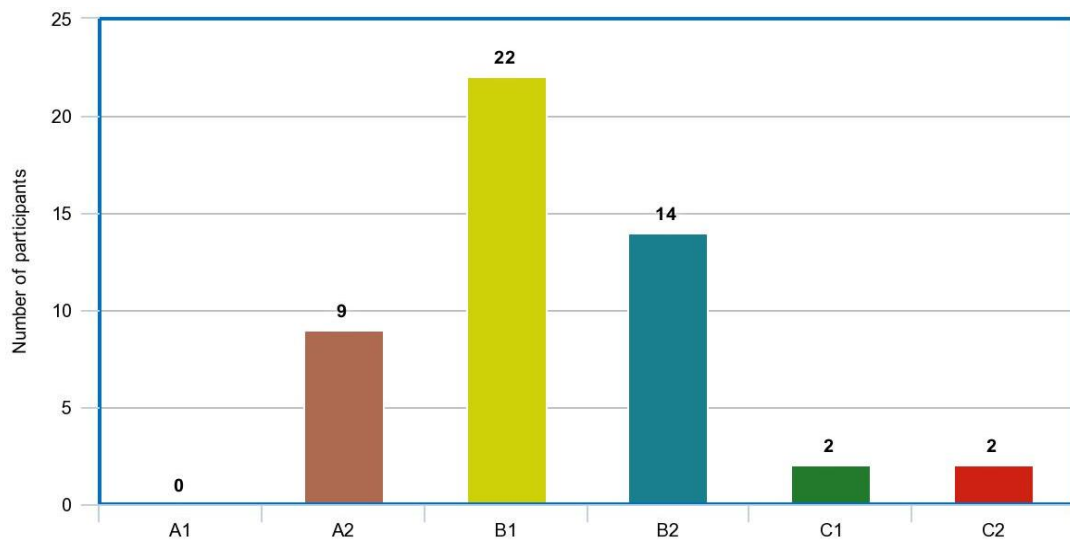


Figure 8:QPT results per CEFR level

The majority of the participants, 31 out of 49 (63.27% ), were found to be at level B1(Lower Intermediate) or less, with 22 out of 49 (44.90%) at level B1 (Lower Intermediate) and 9 participants (18.37%) at A2 (Higher Elementary) . 28.57% of the participants ( $n=14$ ) were at the B2 level (Higher Intermediate) while 8.16% ( $n=4$ ) were found to be in levels C1 and C2 (Lower Advanced, Higher Advanced).

These levels can be interpreted as follows:

- **CEFR Level A2 ( achieved by 18.37%):**

“Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.” (Global scale - Table 1 CEFR 3.3: Common Reference levels, n.d.)

- **CEFR Level B1 ( achieved by 44.9%):**

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. (Global scale - Table 1 CEFR 3.3: Common Reference levels, n.d.)

- **CEFR Level B2( achieved by 29.57%):**

“Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.” (Global scale - Table 1 (CEFR 3.3): Common Reference levels, n.d.)

- **CEFR Level C1( achieved by 4.08%):**

“Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.” (Global scale - Table 1 (CEFR 3.3): Common Reference levels, n.d.)

- **CEFR Level C2 ( achieved by 4.08%):**

“Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.” (Global scale - Table 1 CEFR 3.3: Common Reference levels, n.d.). **(See appendix A.)**

The results indicate a need for improved language proficiency. A study of Polish EFL teachers was conducted by Berry (1990) in which the participants were asked to rank three training elements according to their perceived need of development in the aforementioned categories. The categories were:

- Methodology
- Theory of language teaching
- Improving language proficiency

Improving language proficiency was ranked as the most important. Furthermore, Doff (1987) stated that the level of a teacher's confidence while teaching is negatively affected by a low level of proficiency in English.

Further highlighting the significance of language proficiency for EFL teachers is the benchmarking carried out by Coniam and Falvey (1999) (cited in Cheng & Wang, 2004) in Hong Kong which indicated that the most important factors in the competence of

English language teachers are language ability ( proficiency), knowledge of the subject content and language awareness, as well as pedagogic content knowledge.

An example of using language proficiency as a standard for teachers is that of the Language Proficiency Assessment for Teachers (LPAT) an assessment conducted by the Education Bureau in Hong Kong since 2001. The assessment has oral and written components, as well as a classroom language assessment. Only teachers who achieve Level 3 or above in all components are allowed to teach in schools. (Language Proficiency Assessment for Teachers (LPAT), n.d.).

With regards to the significance of language proficiency in international standards, the TESOL Standards for example, (TESOL International Association, 2008) which are arguably the most well-known standards for EFL teachers, include the following (See appendix I):

*Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.*

All of the above support the premise that language proficiency is a significant factor in NNESTs' knowledge base and ultimately, their performance.

#### **4.3 Research Question 2**

*What are the current levels of EFL school teachers in the public school system in Benghazi with regards to knowledge of EFL/ESOL teaching methodology in the following areas; language and background to language learning and teaching, planning lessons and use of resources for language teaching and managing the teaching and learning process according to the Cambridge TKT framework?*

A trend to professionalise English language teaching has appeared recently with the creation of bodies and movements that aim to establish international frameworks and

standards of professional qualifications and codes of practice. Examples of these entities are the British Institute of English Language Teaching (BIELT), the National Board of Professional Teaching Standards (NBPTS) in the United States of America (Andrews, 2003), the TESOL Standards, the American Council on Teaching Foreign Languages (ACTFL) Standards, the Cambridge English Teaching Framework, The British Council CPD framework and The European Profiling Grid (EPG), to name a few. Additionally, the move to professionalization can be observed in the increased interest in teacher education, professional development and qualification as embodied in various certification programmes such as the TKT, the CELTA and the DELTA.

The TKT has three testing modules to assess teachers' knowledge base. The three modules assess the following:

Module 1: Language and background to language learning and teaching

- Describing language and language skills
- Background to language teaching
- Background to language learning

Module 2: Planning lessons and use of resources for language teaching

- Planning and preparing a lesson or sequence of lessons
- Selection and use of resources and materials.

Module 3: Managing the teaching and learning process

- Teachers' and learners' language in the classroom
- Classroom management.

(TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.).

The Teaching Knowledge Test (TKT) in its three main modules was the tool used to collect the data relevant to assessing the participants teaching knowledge base in this study. The results were interpreted according to the TKT's unique marking system and the participants were assigned a "band" within a range of four bands.

Band 1 means that test-takers attained less than 20% of the total marks. Band 2 is awarded to participants who have achieved 20% -56% of the total marks. Band 3 indicates that the test-taker achieved 56.25% -87% of the total marks. Band 4 is awarded

to test-takers who achieved 87.5% and over of the total marks. (*Welcome to the free Teaching Knowledge Test course*, n.d.) Table 7 illustrates the interpretation of these percentages into marks and bands:

<b>Table 7</b>		
<b>Interpretation of TKT marks into bands</b>		
<b>Percentage of total marks</b>	<b>Range of marks (Total=80 marks)</b>	<b>Band</b>
Less than 20%	0-15	Band 1
20% - 55%	16-44	Band 2
56% - 87%	45-69	Band 3
87.5%- 100%	70- 80	Band 4

Compiled from(*Welcome to the free Teaching Knowledge Test course*, (n.d.))

In general, Band 1 ( the lowest) indicates a limited knowledge of the content areas being tested; Band 2 means that the test-taker has basic knowledge that is however, systematic; Band 3 illustrates knowledge that is both broad and deep , whereas Band 4 (the highest) is an indicator of an extensive knowledge base in the areas being tested. (Cambridge English, n.d.) (See appendix H).

The following is the data analysis of the results of the TKT in this study per module.

#### **4.3.1 Module 1: Language and background to language learning and teaching:**

Module 1 is divided into three parts:

Part 1 assesses knowledge of common EFL teaching terms and concepts that describe language and its use as well as language skills. Part 2 assesses knowledge of factors that function as the foundation of EFL learning. Its areas of focus include: learner characteristics which differentiate between learners/ groups of learners with regards to their learning as well as the characteristics that influence what and how a teacher decides to teach a group or an individual. It also assesses knowledge of facets of the



process of language learning and the impact they have on teaching. Part 3 assesses knowledge of the pedagogic options before the teacher to address learner characteristics, learning processes and the differences between learning one's mother tongue and learning a second (or other) language. It also tests the participants' knowledge of the terms and concepts pertinent to teaching and learning activities and procedures, included in which is assessment. See appendix for a listing of the syllabus covered the TKT. (TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.)

With regards to the sample of the study, the results of TKT Module 1 can be summarized as follows:

- The average score (mean) was:  $\mu=42.85$  marks out of 80, which is equivalent to Band 2 in the TKT framework.
- The standard deviation was  $\sigma=14.5335642496$ .
- The median was 37 marks ( Band 2).
- The mode was 33 marks (Band 2).
- The range was 51 marks ( from 26 marks to 77 marks).
- The highest score attained was 77 marks out of 80, which is equivalent to Band 4 in the TKT framework and was achieved by %0.49 ( $n=1$  ) of the sample group; z-score = 2.3492 .
- The lowest score , on the other hand, was 26 marks out of 80, which is equivalent to Band 2 in the TKT framework and was attained by 6.12% ( $n=3$ ) of the sample group; z-score= -1.1599 .
- The frequency per marks is illustrated in Table 8 overleaf.
- The frequency per band is illustrated in Table 9 and Figure 9 overleaf.

<b>Table 8</b>		
<b>TKT Module 1 frequency per marks</b>		
<b>Marks</b>	<b>Frequency (<i>n</i>)</b>	<b>Frequency (%)</b>
26	3	6.12
27	1	2.04
28	1	2.04
29	1	2.04
30	3	6.12
31	3	6.12
32	3	6.12
33	5	10.20
35	1	2.04
36	3	6.12
37	3	6.12
38	1	2.04
42	2	4.08
44	3	6.12
46	1	2.04
47	1	2.04
54	1	2.04
58	1	2.04
59	2	4.08
60	2	4.08
62	2	4.08
63	1	2.04
67	2	4.08
69	1	2.04
76	1	2.04
77	1	2.04

<b>Table 9</b>		
<b>TKT Module 1 frequency per band</b>		
<b>Band</b>	<b>Frequency (<i>n</i>)</b>	<b>Frequency (%)</b>
2	33	67.35
3	14	28.57
4	2	4.08

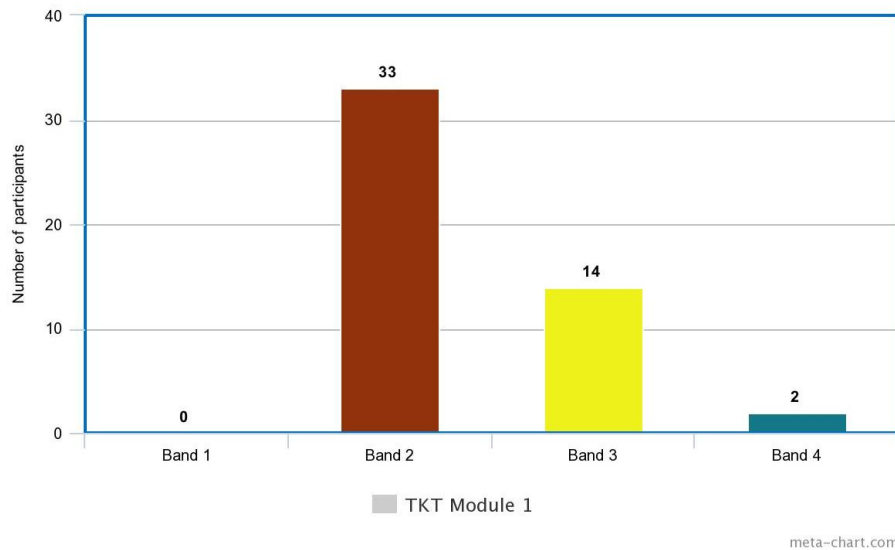


Figure 9: TKT Module 1 results per band

The majority of the participants at 67.35% ( $n= 33$ ) achieved Band 2 in Module 1 of the TKT whereas 28.57% ( $n=14$ ) scored Band 3.

**Band 2**( attained by 67.35 % of the sample group) indicates:

- A basic knowledge of domains covered in the TKT Module 1 syllabus.
- A knowledge some of the concepts, terminology, behaviors and actions that are assessed in TKT Module 1.
- An ability to relate available knowledge to familiar situations in classroom teaching and sometimes to unfamiliar situations.

**Band 3**( attained by 28.57% of the sample group) indicates:

- General evidence of extensive and precise knowledge of domains covered in the TKT Module 1 syllabus.
- A conversance with most of the scope of concepts, terminology, behaviors and actions that are assessed in TKT Module 1.
- A general ability to relate available knowledge to both familiar and unfamiliar situations in classroom teaching.

**Band 4**( attained by 4.08 % of the sample group) indicates:

- An extensive and precise knowledge of all the domains covered in the TKT Module 1 syllabus.
- A conversance with the whole scope of concepts, terminology, behaviors and actions that are assessed in TKT Module 1.
- An ability to relate available knowledge to both familiar and unfamiliar situations in classroom teaching.(TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.) (See appendix H).

#### 4.3.2 **Module 2: Planning lessons and use of resources for language teaching:**

Module 2 is divided into two parts. Part 1 assesses knowledge of the connection between activities and aims. It also assesses knowledge of the various methods of ordering activities in a single lesson or over a sequence of lessons in a way is suitable for specific groups of learners, as well as choosing suitable assessment activities to create a lesson or a sequence of lessons. Part 2 assesses knowledge of how to appropriately utilize and incorporate teaching aids, resources and materials when planning a lesson (TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.).

The results of the data collection process in TKT Module 2 are as follows:

- The average score (mean) was:  $\mu=38.38$  marks out of 80, which is equivalent to Band 2 in the TKT framework.

- The standard deviation was  $\sigma=14.6702758297$ .
- The median was 35 marks ( Band 2).
- The mode was 30 marks (Band 2).
- The range was 58 marks ( from 12 marks to 70 marks).
- The highest score attained was 70 marks out of 80, which is equivalent to Band 4 in the TKT framework and was achieved by 2.04% ( $n=1$ ) of the sample group; z-score = 2.1549.
- The lowest score, on the other hand, was 12 marks out of 80, which is equivalent to Band 1 in the TKT framework and was attained by 4.08% ( $n=2$ ) of the sample group; z-score= -1.7987.
- The frequency per marks is illustrated in Table 10.
- The frequency per band is delineated in Table 11 and in Figure 10.

<b>Table 10</b>		
<b>TKT Module 2 frequency per marks</b>		
<b>Marks</b>	<b>Frequency (<i>n</i>)</b>	<b>Frequency (%)</b>
12	2	4.08
16	2	4.08
23	1	2.04
24	1	2.04
26	1	2.04
27	1	2.04
28	2	4.08
29	3	6.12
30	5	10.20
31	1	2.04
32	2	4.08
33	1	2.04
34	1	2.04
35	3	6.12
36	1	2.04
37	2	4.08
38	3	6.12
40	2	4.08
44	1	2.04
45	2	4.08
52	1	2.04
55	1	2.04
57	3	6.12
59	1	2.04
60	1	2.04
62	1	2.04
65	1	2.04
66	1	2.04
67	1	2.04
70	1	2.04

Table 11 TKT Module 2 frequency per band		
Band	Frequency ( <i>n</i> )	Frequency (%)
1	2	4.08
2	32	65.31
3	14	28.57
4	1	2.04

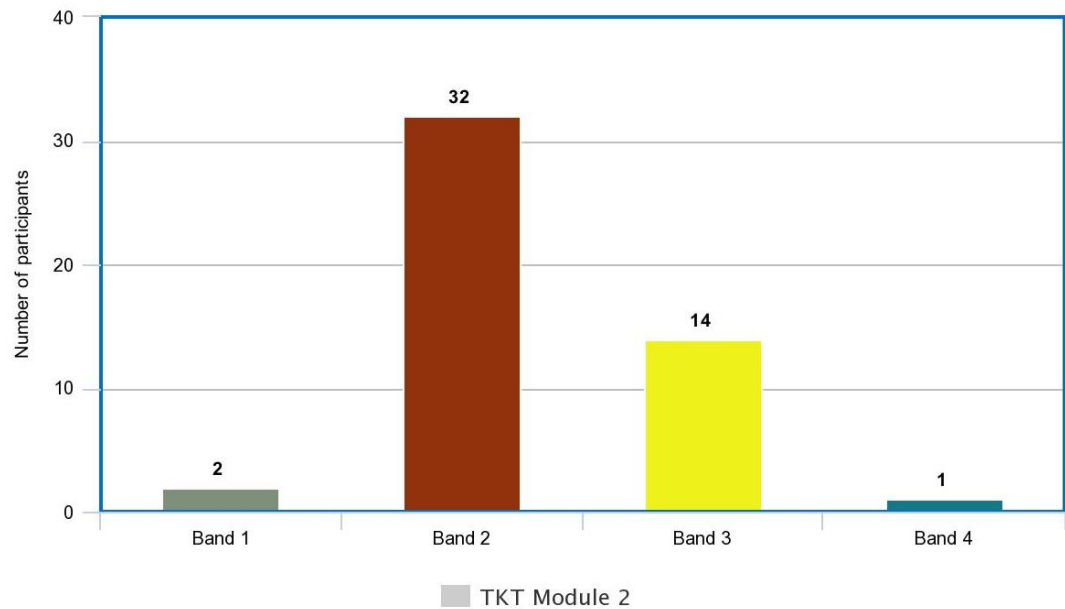


Figure 10: TKT Module 2 results per band

From the above, 2 of the test-takers (4.08 %) received Band 1 while 32 (65.31%) achieved Band 2 and comprised the majority of the sample group. 28.57 % ( $n=14$ ) of participants achieved Band 3 whereas only 1 (2.04%) participant of the 49 participants achieved Band 4.

**Band 1**( attained by 4.08% of the sample group) indicates:

- A limited knowledge of domains covered in the TKT Module 2 syllabus.

- A conversance with a restricted range of concepts, terminology, behaviors and actions that are assessed in TKT Module 2.
- An ability to relate available knowledge only to familiar situations in classroom teaching.

**Band 2**( attained by 65.31 0% of the sample group) indicates:

- A basic knowledge of domains covered in the TKT Module 2 syllabus.
- A knowledge some of the concepts, terminology, behaviors and actions that are assessed in TKT Module 2.
- An ability to relate available knowledge to familiar situations in classroom teaching and sometimes to unfamiliar situations.

**Band 3**( attained by 28.57% of the sample group) indicates:

- General evidence of extensive and precise knowledge of domains covered in the TKT Module 2 syllabus.
- A conversance with most of the scope of concepts, terminology, behaviors and actions that are assessed in TKT Module 2.
- A general ability to relate available knowledge to both familiar and unfamiliar situations in classroom teaching.

**Band 4**( attained by 2.04% of the sample group) indicates:

- An extensive and precise knowledge of all the domains covered in the TKT Module 2 syllabus.
- A conversance with the whole scope of concepts, terminology, behaviors and actions that are assessed in TKT Module 2.
- An ability to relate available knowledge to both familiar and unfamiliar situations in classroom teaching. (TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.).



### 4.3.3 Module 3: Managing the teaching and learning process

Module 3 has two parts. Part 1 assesses knowledge of classroom language functions, and how teachers adjust their language according to the learners and the goal. It also assesses participants' knowledge of teachers' classroom language in terms of appropriacy, the way to analyse the language of the learners and how to categorise errors that learners make. Part 2 assesses knowledge of the various techniques and their functions that a teacher can use to manage classes in a manner that is appropriate for the learners and for the proposed pedagogic and learning aims, including varying the activities and the pace, methods of grouping learners, correction techniques for learners' errors and mistakes and the different roles a teacher plays at different parts of a lesson. (TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.)

The results of the data collection process in TKT Module 2 are as follows:

- The average score (mean) was:  $\mu=29.81$  marks out of 80, which is equivalent to Band 2 in the TKT framework.
- The standard deviation was  $\sigma=14.5134328622$ .
- The median was 31 marks (Band 2).
- The mode was 15 marks (Band 2).
- The range was 65 marks.
- The highest score attained was 74 marks out of 80, which is equivalent to Band 4 in the TKT framework and was achieved by 2.04% ( $n=1$ ) of the sample group; z-score = 3.0443.
- The lowest score, on the other hand, was 9 marks out of 80, which is equivalent to Band 1 in the TKT framework and was attained by 2.04% ( $n=1$ ) of the sample group; z-score = -1.4343.
- The frequency per marks is illustrated in the following table (Table 12).
- The frequency per band is outlined in the Table 13 and in Figure 11:

<b>Table 12</b>		
<b>TKT Module 3 frequency per marks</b>		
<b>Marks</b>	<b>Frequency (<i>n</i>)</b>	<b>Frequency (%)</b>
9	1	2.04%
10	1	2.04%
14	3	6.12%
15	6	12.204%
16	1	2.04%
18	4	8.16%
20	1	2.04%
22	3	6.12%
25	2	4.08%
27	1	2.04%
29	1	2.04%
31	1	2.04%
32	2	4.08%
33	4	8.16%
34	4	8.16%
35	1	2.04%
38	2	4.08%
39	1	2.04%
40	1	2.04%
43	2	4.08%
44	1	2.04%
49	1	2.04%
51	2	4.08%
52	1	2.04%
70	1	2.04%
74	1	2.04%

<b>Table 13</b>		
<b>TKT Module 3 frequency per band</b>		
<b>Band</b>	<b>Frequency (<i>n</i>)</b>	<b>Frequency (%)</b>
1	11	22.45
2	31	63.27
3	5	10.20
4	2	4.08

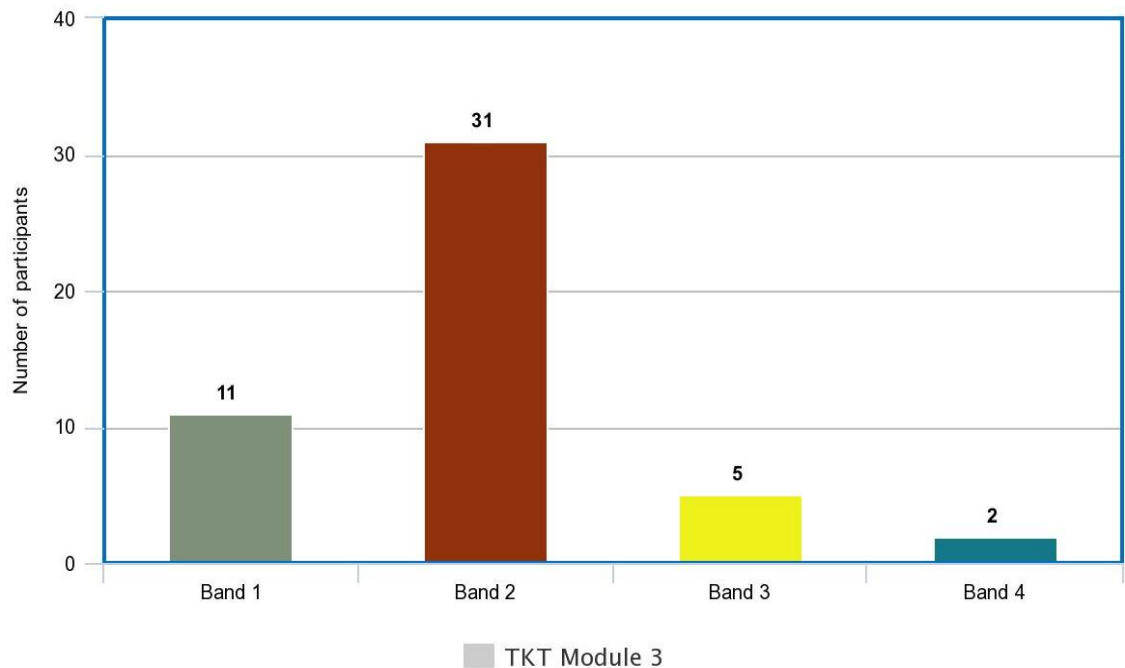


Figure 11: TKT Module 3 results per band

The previous data indicates that the overwhelming majority of 42 participants (85.72 %) received Band 2 or less ; 22.45% ( $n=11$ ) received Band 1 and 63.27% ( $n=31$ ) received Band 2. Band 3 was achieved by 5 test-takers (10.20%) whereas 2 (4.08%) participants achieved Band 4.

**Band 1**( attained by 22.45% of the sample group) indicates:

- A limited knowledge of domains covered in the TKT Module 3 syllabus.
- A conversance with a restricted range of concepts, terminology, behaviors and actions that are assessed in TKT Module 3.
- An ability to relate available knowledge only to familiar situations in classroom teaching.

**Band 2**( attained by 63.27% of the sample group) indicates:

- A basic knowledge of domains covered in the TKT Module 3 syllabus.
- A knowledge some of the concepts, terminology, behaviors and actions that are assessed in TKT Module 3.
- An ability to relate available knowledge to familiar situations in classroom teaching and sometimes to unfamiliar situations.

**Band 3**( attained by 10.20% of the sample group) indicates:

- General evidence of extensive and precise knowledge of domains covered in the TKT Module 3 syllabus.
- A conversance with most of the scope of concepts, terminology, behaviors and actions that are assessed in TKT Module 3.
- A general ability to relate available knowledge to both familiar and unfamiliar situations in classroom teaching.

**Band 4**( attained by 4.08% of the sample group) indicates:

- An extensive and precise knowledge of all the domains covered in the TKT Module 3 syllabus.
- A conversance with the whole scope of concepts, terminology, behaviors and actions that are assessed in TKT Module 3.

- An ability to relate available knowledge to both familiar and unfamiliar situations in classroom teaching. (TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.).

#### **4.4 Research Question 3**

*What is the current situation of continuing professional development for EFL secondary school teachers in the public school system in Benghazi and what are their professional training, educational and developmental needs?*

##### **4.4.1.1 Data Collection and Analysis:**

The first part of the Professional Development Questionnaire ( questions 1-4) was used to collect biographical data. The second part of the questionnaire ( questions 5-14) focuses on determining the participants' current situation of continuing professional development. This data was collected in the second part of the questionnaire; the participants were given 6 questions about continuing professional development and were asked to respond to these statements in several ways; choosing responses from a list of multiple choices, writing a short answer response ( e.g. number of days), choosing a response on a 4-point scale. (See appendix J on page 143).

When analyzing the data;

- Each response in the multiple choice responses was assigned a numerical value.
- The write-in responses were calculated and the majority responses were assigned numerical values following the last number of the multiple choice responses in each question.
- Each choice in the agreement scale was designated a numerical value from 1 to 4.

- The “number of days” responses were each assigned a number according to a specific range; ( Zero= 1, 1-10= 2, 11-20= 3, 21-30= 4, 31- 40= 5, 41-50= 6, 51-60= 7, 50+ =8)
- All of the above were then statistically analysed.

**4.4.1.2 Questionnaire Data Analysis Results:**

**I. Formal continuing professional development participated in by the sample group during the last 18 months.**

- **Questions 5 and 6** in the second part of the questionnaire focused on the number of days of formal CPD attended in the last 18 months and whether they were organized by the public school system or were the result of individual efforts. **Question 7** was related to whether those who took part in any formal CPD had to pay for their participation. **Question 8** addressed the question of whether the teachers who participated in formal CPD were given time off when the development sessions took place within regular work hours and **Question 9** asked whether those who took part in formal CPD were given time off when the development sessions took place within regular work hours. The responses are illustrated in Tables 14, 15, 16, 17 and 18 and in Figure 12.

<b>Table 14</b>		
<b>Responses to Q5 in the questionnaire</b>		
<i>Q.5 In all, how many days of professional development did you attend during the last 18 months, approximately?</i>		
<b>Number of Days</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
Zero days	47	95.92%
1-30 days	0	0%
31-60 days	2	4.08%
More than 60 days	0	0%

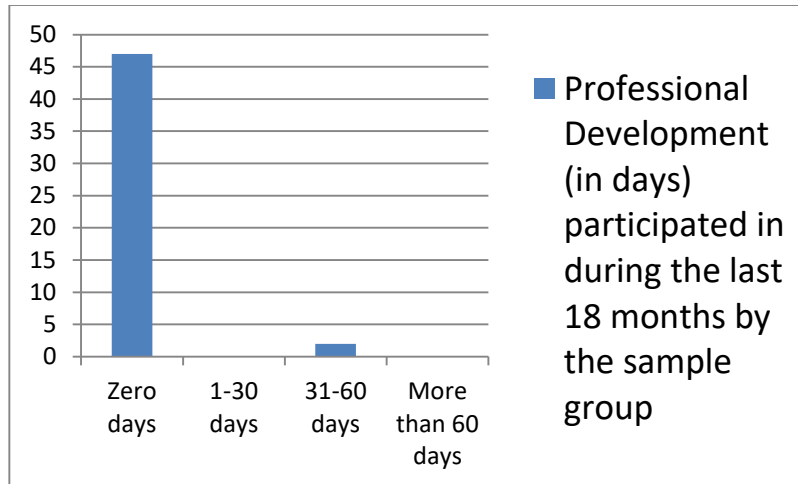


Figure 12: Continuing professional development participated in over the last 18 months

**Note:** Only two of the study’s participants indicated that they had taken part in formal CPD in the last 18 months. Therefore, the following questions, (6,7,8 ,9 ,10) were answered by only these two as per the questionnaire’s instructions.

<b>Table 15</b>		
<b>Response to Q6 in the questionnaire</b>		
<i>Q.6 Of these, how many days were organized by the public school system for you to attend as part of your job as a teacher?</i>		
<b>Number of days</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
Zero days	2	100%
Number of days	0	0%

<b>Table 16</b>		
<b>Responses to Q7 in the questionnaire</b>		
<i>Q.7 For the professional development in which you participated in the last 18 months, how much did you personally have to pay for?</i>		
<b>Number of days</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
None	0	0%
Some	0	0%
All	2	100%

<b>Table 17</b>		
<b>Responses to Q8 in the questionnaire</b>		
<i>Q.8 For the professional development in which you participated in the last 18 months, did you receive scheduled time for undertaking the professional development that took place during regular work hours?</i>		
<b>Received time off to attend professional development activities</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
Yes	0	0%
No	0	0%
Did not take place during regular working hours	2	100%

<b>Table 18</b>		
<b>Responses to Q9 in the questionnaire</b>		
<i>Q.9 For the professional development in which you participated in the last 18 months, did you receive a salary supplement for undertaking the professional development activities that took place outside regular work hours?</i>		
<b>Received salary supplement</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
Yes	0	0%
No	2	100%

The results indicate that the overwhelming majority of 47 participants out of 49 (95.92%) did not attend any type of formal CPD in the period in question while 4.08% ( $n=2$ ) attended 31-60 days of CPD.

With regards to the two participants who took part in formal CPD, none of the CPD days were organized by the public school system and both of them paid personally for all the CPD they received. They were not given time off as the formal CPD they participated in



did not take place during regular working hours. Additionally, both of these participants who did take part in formal CPD indicated that it occurred in their free time and were thus not given a salary supplement for undertaking these activities.

- **Question 10** addressed the nature of the formal CPD undertaken by those who answered “yes” in Question 6 as well as its impact. The question had 7 items. The participants were asked to comment on their participation to evaluate said participation’s impact on their own development. The teachers were asked to mark one choice in (A). If they chose ‘Yes’ in part (A), they were then requested to mark one choice in part (B) to indicate how much impact it had upon their development as a teacher. (See Appendix J). The responses are outlined in Table 19.

<b>Table 19</b>			
<b>Responses to Q10 in the questionnaire</b>			
<i>Q.10 During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?</i>			
<b>Type of activity</b>	<b>Frequency (n)</b>	<b>Frequency %</b>	<b>Impact</b>
Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	2	4.08%	Large impact: 100% (n=2)
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	0	0	N/A
Qualification programme (e.g. a degree programme)	0	0	N/A
Observation visits to other schools	0	0	N/A
Participation in a network of teachers formed specifically for the professional development of teachers	0	0	N/A
Individual or collaborative research on a topic of interest to you professionally	1	50	Moderate impact: 100% (n=1)
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	0	0	N/A

The resulting data analysis indicated the following:

- Of the two participants (4.08% of the sample group) who were asked to respond to this question, both of them took part in EFL Teaching **courses/workshops** and they both indicated that it has had a **high impact** on their professional development.
- Neither of the two participants in question (0%) took part in:
  - *education conferences or seminars*
  - *Qualification programmes (e.g. a degree programme)*
  - *Observation visits to other schools*
  - *A network of teachers formed specifically for the professional development of teachers*
  - *Mentoring and/or peer observation and coaching, as part of a formal school arrangement*
- Only one of the participants (2.04% of the sample group) participated in **individual or collaborative research on a topic of interest to him/her professionally** and indicated that it has had a **moderate impact** on his/her professional development.

## **II. Less formal continuing professional development participated in by the sample group during the last 18 months.**

- **Question 11** addressed the nature of less formal CPD undertaken by members of the sample group as well as its impact. The question had 2 items. The entire sample were asked to comment on their participation in these items and evaluate said participation's impact on their own development. The teachers were asked to mark one choice in (A). If they chose 'Yes' in part (A) they were then requested to mark one choice in part (B) to indicate how great an impact it had upon their development as a teacher. (See Appendix J) The results are presented in Table 20.

**Note:** This question and the following questions to the end of the questionnaire were answered by all members of the sample group, as per the questionnaire's instructions.

**Table 20****Responses to Q11 in the questionnaire**

*Q.11 Thinking about less formal professional development, during the last 18 months, did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher?*

Type of Activity	Frequency	Frequency %	Impact:		
Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	38	77.55%	<b>Level of impact</b>	<b>Frequency (n)</b>	<b>Frequency %</b>
			<i>No impact</i>	0	0%
			<i>Little impact</i>	1	2.63%
			<i>Moderate impact</i>	14	36.84%
			<i>High impact</i>	23	60.53%
Engaging in informal dialogue with your colleagues on how to improve your teaching	49	100%	<b>Level of impact</b>	<b>Frequency (n)</b>	<b>Frequency %</b>
			<i>No impact</i>	2	4.08
			<i>Little impact</i>	8	16.33
			<i>Moderate impact</i>	23	46.94
			<i>High impact</i>	16	32.65

The resulting data analysis indicated the following:

- 38 (77.55%) of the study's participants indicated that they had **read professional literature** and of these only one (2.63%) said that it has had little impact on their professional development whereas the remainder of 37 participants (97.37%) indicated that this activity has had a **moderate to large impact** on their professional development.
- 100% of the study's participants (n=49) engaged in **informal dialogue with their colleagues on how to improve their teaching** and of these 10 participants (20.41%) said that it has had **little to no impact** on their professional development, and 39 (79.59%) indicated that it has had a **moderate to high impact** on their professional development.

#### **4.4.1.3 Participants' self-perceived professional development needs**

- **Question 12** focused on assessing the study participants' view of their own needs in professional development. The question had 11 items the teachers were asked to evaluate with regards to the level of their own perceived needs in a range from "No need at all" to a "High level of need". (See appendix J). The results are outlined in Table 21.

**Table 21****Responses to Q12 in the questionnaire**

*Q.12 Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.*

<b>Professional development area</b>	<b>1. No need at all</b>	<b>2. Low level of need</b>	<b>3. Moderate level of need</b>	<b>4. High level of need</b>
Content and performance standards in teaching English as a foreign language	0% (n= 0)	2.04% (n= 1)	16.33% (n= 8)	81.63% (n= 40)
Student assessment practices	0% (n= 0)	0% (n= 0)	40.82% (n= 20)	59.18% (n= 29)
Classroom management	0% (n= 0)	4.08% (n= 2)	40.82% (n= 20)	55.10% (n= 27)
Language awareness	0% (n= 0)	6.12% (n= 3)	48.98% (n= 24)	44.90% (n= 22)
Background to language learning and teaching	0% (n= 0)	4.08% (n= 2)	36.73% (n= 18)	59.18% (n= 29)
Knowledge and understanding of instructional practices and teaching methodology in teaching English as a second language	0% (n= 0)	0% (n= 0)	22.45% (n= 11)	77.55% (n= 38)
IT skills for teaching	0% (n= 0)	20.39% (n= 10)	16.33% (n= 8)	63.28% (n= 31)

Planning a lesson or a sequence of lessons	0% (n= 0)	26.53% (n= 13)	36.73% (n= 18)	36.73% (n= 18)
Student discipline and behaviour issues	2.04% (n= 1)	8.16% (n= 4)	36.73% (n= 18)	53.06% (n= 26)
Selection and use of resources and materials	12.24% (n=6)	65.31 (n=32)	12.24% (n=6)	10.20% (n=5)
Time management	14.29% (n=7)	48.98% (n=24)	30.61% (n=15)	6.12% (n=3)
Developing own language proficiency	0% (n= 0)	2.04% (n= 1)	81.63% (n= 40)	16.33% (n= 8)

The resulting data analysis indicates:

- **Student assessment practices** were placed in the **moderate or high need** category by 100% of the participants (n=49) as was **Knowledge and understanding of instructional practices and teaching methodology in teaching English as a second language**.
- **Content and performance standards in teaching English as a second language** was also designated as a **moderate or high need** by the majority, 77.55% of the sample group (n=38) as was **Developing (teachers') language proficiency**.
- **Classroom management** and **Background to language learning and teaching** were each individually considered a **moderate or high need** by 95.92% of the sample group (n=47).
- **Language awareness** was also placed as a **moderate or high need** by 46 participants (93.88%).
- **Student discipline and behaviour issues** were designated as a **moderate or high need** by 44 participants (89.79%).
- **IT skills for teaching** was considered a **moderate or high need** by 39 participants (79.61%).
- **Planning a lesson or a sequence of lessons** was seen to be a **moderate or high need** by 36 participants (73.46%).
- **Time management** were placed as a **moderate or high need** by only 18 participants (36.73%) which puts it in the bottom two of the sample groups' perceived moderate to high needs, along with **Selection and use of resources and materials** which was considered a **moderate or high need** by just 11 participants (22.4%).



- **Question 13** addressed the teachers’ desire to have taken part in more CPD than they did or lack thereof; participants were asked to respond with a simple “Yes” or “No”.

Table 22 Responses to Q13 in the questionnaire <i>Q.13 In the last 18 months, did you want to participate in more professional development than you did?</i>		
<b>Response</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
<b>Yes</b>	47	95.92
<b>No</b>	2	4.08

The results showed that a clear majority of the participants, 47 (95.92%), indicated that they considered their participation in CPD during the last 18 months insufficient and would have liked to have participated in more.

- **Question 14** focused on the obstructions preventing EFL teachers from participating in CPD from their own viewpoint. They were asked to choose the most significant reason from a list of 6 responses. Table 23 illustrates the responses.

**Note:** This question is only required for participants who answered “Yes” in the previous question (Q.13) as per the questionnaire’s instructions.

<b>Table 23</b> <b>Responses to Q14 in the questionnaire</b> <i>Q.14 If 'Yes' in the previous question, which of the following reasons best explain what prevented you from participating in more professional development than you did?</i>		
<b>Reason</b>	<b>Frequency (n)</b>	<b>Frequency (%)</b>
I did not have the pre-requisites (e.g. qualifications, experience, seniority).	0	0%
Professional development was too expensive/I could not afford it.	0	0%
There was a lack of employer support.	0	0%
Professional development conflicted with my work schedule.	0	0%
I didn't have time because of family responsibilities.	10	20.41
There was no suitable professional development offered.	39	79.59

The resulting data analysis illustrates the following:

- The majority of the participants , 39 out of 49 (79.59%) chose the lack of **suitable professional development** on offer as the most significant reason that prevented them from taking part in CPD.
- The remaining 10 participants (20.41%) cited **a lack of time due to family responsibilities** as the most significant factor obstructing their way to CPD.
- **Question 15** was aimed at assessing the participants views on their current professional development situation. They were asked to choose their responses

from a 4-point agreement scale ( Strongly agree/ agree/ disagree/ strongly disagree). The results are presented in Table 24 and depicted in Figures 13, 14 and 15.

Table 24 Responses to Q15 in the questionnaire <i>Q.15 Please rate the following statements concerning professional development and your career development.</i>				
Statements	Strongly agree	Agree	Disagree	Strongly disagree
<b>I am satisfied with my current position</b>	0% (n= 0)	32.65% (n= 16)	67.35% (n= 33)	0% (n= 0)
<b>I would like opportunities to advance professionally</b>	81.63% (n= 40)	18.37% (n= 9)	0% (n= 0)	0% (n= 0)
<b>There are enough professional development opportunities offered in my field.</b>	0% (n= 0)	0% (n= 0)	14.29% (n= 7)	85.71% (n= 42)

The data indicated the following:

- With regards to **satisfaction with their current position**, the majority of 67.35%(n=33) **agreed** with the statement “I am satisfied with my current position ,” while 16 participants (32.65%) **disagreed**.(See Figure 13).

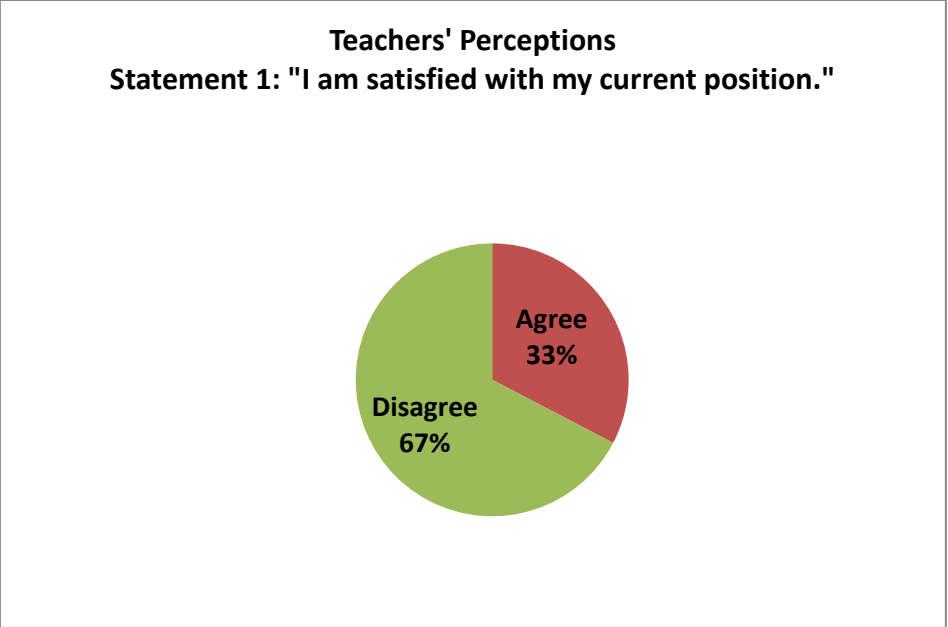


Figure 13: Responses to Statement 1 in Q15 in the questionnaire

- As for **wanting to have more opportunities to advance professionally**, 100% of the sample group (n=33) **agreed or strongly agreed** with the statement, “I would like opportunities to advance professionally.”(See Figure 14).

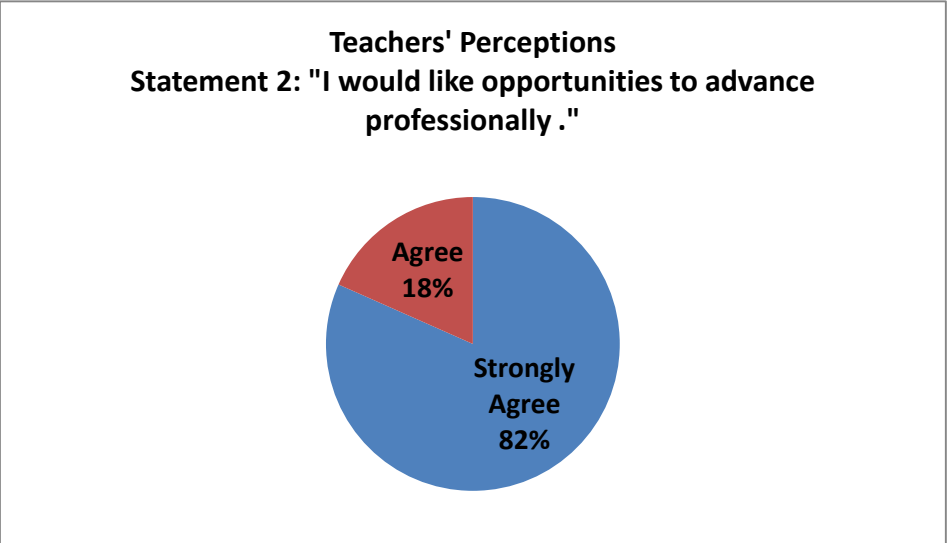


Figure 14: Responses to Statement 2 in Q15 in the questionnaire.

- Finally, with regards to the **availability of a sufficient number of professional development opportunities**, once again, the whole sample group of 49

participants (100%) either **disagreed** or **strongly disagreed** with the statement: "There are enough professional development opportunities offered in my field." (See Figure 15)

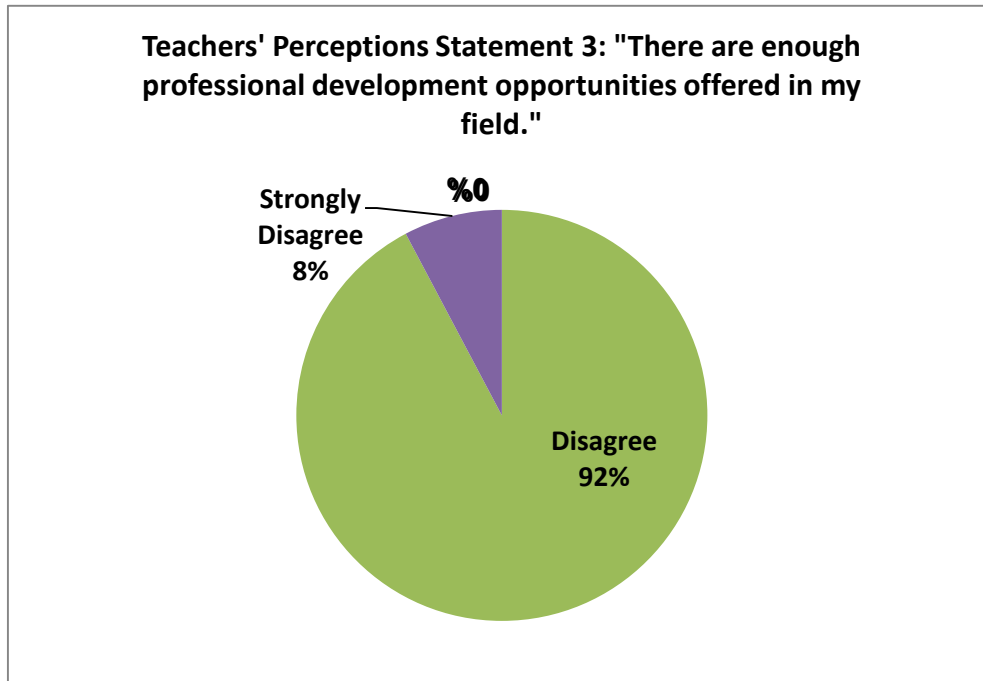


Figure 15: Responses to Statement 3 in Q15 in the questionnaire

In summary, the results of the two tests indicate that, with regards to the participants of the study, the levels of linguistic proficiency and standard knowledge of teaching English as a second or foreign language are on the low end in general. This could indicate a need for reevaluating and perhaps reforming the standards, concepts and practices of EFL teacher education. Moreover, the data collected through the Professional Development Questionnaire highlights the lack of effective, sustained CPD programmes, while illustrating the general desire of the participants to be offered opportunities to receive high quality, effective and continuous professional development support on all levels.

## **5 CHAPTER FIVE**

### **CONCLUSIONS & RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings that resulted from the data collection and data analysis stages. The conclusions are presented and organized according to the research questions of the study. This chapter also addresses recommendations resulting from the study as well as presenting suggestions for future research.

#### **5.2 Conclusions**

The object of this study was two-fold:

1. To delineate a profile of the study participants' proficiency levels and EFL teaching knowledge base and to correlate this profile to an internationally recognized scales for language proficiency and EFL teaching knowledge; and
2. To obtain an outline of the current situation in CPD for the sample as representative of EFL secondary school teachers in the public education system.

The results indicated that the majority of the EFL teachers who participated in the study (63.27%) achieved level B1(Lower Intermediate) or less in the language proficiency testing. It is possible that this could lead to challenges in teaching the practical use of language as part of teaching is modeling the target language, especially in the productive skills, i.e. speaking and writing and the metalanguage used in the instructional process. Additionally, the TKT results in which the majority of the sample group received Band 2 in Modules 1, 2 and 3 (65.35%, 65.315 and 85.72%, respectively) indicated that there was a need of more development in some areas of the syllabus tested. (See appendix D)

Furthermore, the questionnaire results indicated that EFL CPD has been relatively overlooked with the sample pointing to a significant lack of opportunities for CPD. The questionnaire also highlighted the majority of the sample members' interest in participating in CPD and in developing and growing professionally as teachers.

Therefore, to follow the guidelines of international teacher knowledge standards which recommend strong language ability on the part of EFL teachers as well as a comprehensive, constantly developed and updated knowledge base, and to address the teachers' self-proclaimed interest in and need of CPD, more training and development are necessarily required to help teachers continuously improve and develop.

The study faced limitations by virtue of the possible scope, as it was not possible to do a full census for various logistic reasons and practical restrictions. Furthermore, ideally, the sample would have been observed during classroom teaching as an extensive source of data for pedagogy as well as for language proficiency, in a manner similar to the LPAT system adopted by the Hong Kong Education Bureau. However, this was logistically difficult due to two reasons: (1) the wariness of participants of being observed; and (2) the unstable security situation in Benghazi at the time of data collection.

The focus of the study was limited to competence and only addressed performance indirectly within theoretical questions. The study also intentionally did not focus on assessing personality traits and dispositions of the teachers in the sample as they do not fall within the study limits. Additionally, the small sample size also limited the analysis to a descriptive level. The study did not aim to correlate any of the variables, e.g. age or experience to test results or perceptions

To conclude, this study can be considered as a first step and an assessment to address the status and needs of this sample group of EFL teachers.

The results from this study can offer some implications for other EFL contexts due to the relatively homogenous nature of EFL teaching in Libya as well as for the establishment of a CPD programme in the public education system.

### **5.3 Recommendations**

The main recommendation of this research is to promote the concept of investing substantially and effectively in sustainable professional development for EFL teachers in the public schools in Benghazi and in Libya in general.

In further detail, the following are the recommendations for continuing professional development deduced from this study:

- CPD plans should be developed and implemented with the input of relevant available literature, local assessments and the views and informed input of stake holders: EFL specialists, specialists in teacher education and training, specialists in continuing professional development, EFL school inspectors, school administrators and above all the teachers themselves.
- CPD should take into consideration that the time, duration and continuity of CPD is sufficient for the effective development of teachers' knowledge base and skills.
- CPD activities/programmes should not be short-term, disjointed or random and should include follow-up.
- CPD should be institutionalized, systematic and sustainable in order to be effective and should therefore be an unalienable, documented part of the education system that is constantly reassessed and updated as required. This includes but is not limited to training CPD trainers, scheduling and organizing CPD activities, tracking progress and factoring CPD into the teaching profession and scheduling sessions as part of the academic year.
- Standards and benchmarks for EFL teachers as well as for the assessment of EFL teachers should be developed, either by adopting international standards as is, adopting international standards with amendments and adaptations or creating specific standards for this country.
- Teachers should be awarded access to opportunities for CPD as well as opportunities to attain credentials and qualifications, and their participation in



these opportunities should be encouraged and supported at all levels of the public school system.

- CPD should address content knowledge, pedagogical knowledge and content pedagogical knowledge, with the possibility of adding what Day and Conklin( as cited in Day, 1993) considered the fourth domain of the EFL teacher knowledge base, “support knowledge”.
- CPD in Libya should reflect the unique needs of the Libyan public school system; size of classes, hours of EFL instruction, syllabus, curriculum, working environment, cultural specifics, ..etc. Freeman (2002, p.11 as cited in Cheng & Wang, 2004) stated that “In teacher education, context is everything” .

#### **5.4 Suggestions for Future Research**

During the course of conducting this study, various ways of extending the scope of the research were encountered by the researcher which could be the basis of future studies.

The most prominent of these are the following.

- EFL teachers’ perceptions of CPD
- Effect of CPD on teachers’ practice of EFL teaching
- Effect of CPD on student achievement
- Adopting standards for EFL teachers
- Evaluating and adopting standards-based teacher evaluation
- Pedagogic content knowledge for Libyan EFL teachers
- NNEST specific teacher education
- Correlation between age, level of education and attitudes towards training
- Effect of developing teachers’ language proficiency on their teaching performance.

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## Appendices

### Appendix ACEFR Levels

<b>Proficient User</b>	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly

		give reasons and explanations for opinions and plans.
<b>Basic User</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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**Appendix B**  
**The Quick Placement Test**

**Oxford University Press**  
**and**  
**University of Cambridge Local Examinations Syndicate**

Name: .....

Date: .....

**quick**  
**placement**  
**test**

Version 1

**This test is divided into two parts:**

**Part One (Questions 1 – 40) – All students.**

**Part Two (Questions 41 – 60) – Do not start this part unless told to do so by your test supervisor.**

**Time: 30 minutes**

Photocopiable © UCLES 2001

## Part 1

### Questions 1 – 5

- Where can you see these notices?
- For questions 1 to 5, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

- 1 

<b>Please leave your room key at Reception.</b>
---

<b>A</b>	in a shop
<b>B</b>	in a hotel
<b>C</b>	in a taxi
- 2 

<b>Foreign money changed here</b>
---------------------------------------

<b>A</b>	in a library
<b>B</b>	in a bank
<b>C</b>	in a police station
- 3 

<b>AFTERNOON SHOW BEGINS AT 2PM</b>
---

<b>A</b>	outside a theatre
<b>B</b>	outside a supermarket
<b>C</b>	outside a restaurant
- 4 

<b>CLOSED FOR HOLIDAYS</b>
<b>Lessons start again on the 8 th January</b>

<b>A</b>	at a travel agent's
<b>B</b>	at a music school
<b>C</b>	at a restaurant
- 5 

<b>Price per night:</b>
<b>£10 a tent</b>
<b>£5 a person</b>

<b>A</b>	at a cinema
<b>B</b>	in a hotel
<b>C</b>	on a camp-site

### Questions 6 – 10

- In this section you must choose the word which best fits each space in the text below.
- For questions 6 to 10, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

#### Scotland

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the North Sea on the east. Some people (6) ..... Scotland speak a different language called Gaelic. There are (7) ..... five million people in Scotland, and Edinburgh is (8) ..... most famous city.

Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are a lot of sheep. A long time ago, there (9) ..... many forests, but now there are only a (10) .....

Scotland is only a small country, but it is quite beautiful.

- |    |   |       |   |         |   |       |
|----|---|-------|---|---------|---|-------|
| 6  | A | on    | B | in      | C | at    |
| 7  | A | about | B | between | C | among |
| 8  | A | his   | B | your    | C | its   |
| 9  | A | is    | B | were    | C | was   |
| 10 | A | few   | B | little  | C | lot   |

**Questions 11 – 20**

- In this section you must choose the word which best fits each space in the texts.
- For questions **11 to 20**, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

**Alice Guy Blaché**

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst working for the Gaumont Film Company in the late 1890s. This was a period of great change in the cinema and Alice was the first to use many new inventions, **(11)** ..... sound and colour.

In 1907 Alice **(12)** ..... to New York where she started her own film company. She was **(13)** ..... successful, but, when Hollywood became the centre of the film world, the best days of the independent New York film companies were **(14)** ..... . When Alice died in 1968, hardly anybody **(15)** ..... her name.

- 11** A bringing      B including      C containing      D supporting
- 12** A moved      B ran      C entered      D transported
- 13** A next      B once      C immediately      D recently
- 14** A after      B down      C behind      D over
- 15** A remembered      B realised      C reminded      D repeated

### UFOs – do they exist?

UFO is short for 'unidentified flying object'. UFOs are popularly known as flying saucers, (16) ..... that is often the (17) ..... they are reported to be. The (18) ..... "flying saucers" were seen in 1947 by an American pilot, but experts who studied his claim decided it had been a trick of the light.

Even people experienced at watching the sky, (19) ..... as pilots, report seeing UFOs. In 1978 a pilot reported a collection of UFOs off the coast of New Zealand. A television (20) ..... went up with the pilot and filmed the UFOs. Scientists studying this phenomenon later discovered that in this case they were simply lights on boats out fishing.

- 16   A   because        B   therefore        C   although        D   so
- 17   A   look            B   shape            C   size            D   type
- 18   A   last              B   next              C   first              D   oldest
- 19   A   like                B   that                C   so                D   such
- 20   A   cameraman    B   director            C   actor              D   announcer



**Questions 21 – 40**

- In this section you must choose the word or phrase which best completes each sentence.
- For questions **21** to **40**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

- 21 The teacher encouraged her students ..... to an English pen-friend.  
A should write    B write            C wrote            D to write
- 22 They spent a lot of time ..... at the pictures in the museum.  
A looking        B for looking    C to look            D to looking
- 23 Shirley enjoys science lessons, but all her experiments seem to ..... wrong.  
A turn            B come            C end                D go
- 24 ..... from Michael, all the group arrived on time.  
A Except        B Other            C Besides            D Apart
- 25 She ..... her neighbour's children for the broken window.  
A accused        B complained    C blamed            D denied
- 26 As I had missed the history lesson, my friend went ..... the homework with me.  
A by              B after            C over                D on
- 27 Whether she's a good actress or not is a ..... of opinion.  
A matter        B subject        C point              D case
- 28 The decorated roof of the ancient palace was ..... up by four thin columns.  
A built            B carried        C held                D supported
- 29 Would it ..... you if we came on Thursday?  
A agree        B suit              C like                D fit
- 30 This form ..... be handed in until the end of the week.  
A doesn't need    B doesn't have    C needn't            D hasn't got
- 31 If you make a mistake when you are writing, just ..... it out with your pen.

- A cross      B clear      C do      D wipe
- 32 Although our opinions on many things ..... , we're good friends.  
A differ      B oppose      C disagree      D divide
- 33 This product must be eaten ..... two days of purchase.  
A by      B before      C within      D under
- 34 The newspaper report contained ..... important information.  
A many      B another      C an      D a lot of
- 35 Have you considered ..... to London?  
A move      B to move      C to be moving      D moving
- 36 It can be a good idea for people who lead an active life to increase their ..... of vitamins.  
A upturn      B input      C upkeep      D intake
- 37 I thought there was a ..... of jealousy in his reaction to my good fortune.  
A piece      B part      C shadow      D touch
- 38 Why didn't you ..... that you were feeling ill?  
A advise      B mention      C remark      D tell
- 39 James was not sure exactly where his best interests .....  
A stood      B rested      C lay      D centred
- 40 He's still getting ..... the shock of losing his job.  
A across      B by      C over      D through

## Part 2

***Do not start this part unless told to do so by your test supervisor.***

### Questions 41 – 50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions 41 to 50, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

### **The tallest buildings - SKYSCRAPERS**

Nowadays, skyscrapers can be found in most major cities of the world. A building which was many (41) ..... high was first called a skyscraper in the United States at the end of the 19th century, and New York has perhaps the (42) ..... skyscraper of them all, the Empire State Building. The (43) ..... beneath the streets of New York is rock, (44) ..... enough to take the heaviest load without sinking, and is therefore well-suited to bearing the (45) ..... of tall buildings.

- |    |              |             |              |              |
|----|--------------|-------------|--------------|--------------|
| 41 | A stages     | B steps     | C storeys    | D levels     |
| 42 | A first-rate | B top-class | C well-built | D best-known |
| 43 | A dirt       | B field     | C ground     | D soil       |
| 44 | A hard       | B stiff     | C forceful   | D powerful   |
| 45 | A weight     | B height    | C size       | D scale      |

## SCRABBLE

Scrabble is the world's most popular word game. For its origins, we have to go back to the 1930s in the USA, when Alfred Butts, an architect, found himself out of **(46)** ..... . He decided that there was a **(47)** ..... for a board game based on words and **(48)** ..... to design one. Eventually he made a **(49)** ..... from it, in spite of the fact that his original **(50)** ..... was only three cents a game.

- 46** A earning      B work      C income      D job
- 47** A market      B purchase      C commerce      D sale
- 48** A took up      B set out      C made for      D got round
- 49** A wealth      B fund      C cash      D fortune
- 50** A receipt      B benefit      C profit      D allowance

**Questions 51 – 60**

- In this section you must choose the word or phrase which best completes each sentence.
- For questions **51** to **60**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

- 51 Roger's manager ..... to make him stay late if he hadn't finished the work.  
A insisted      B warned      C threatened      D announced
- 52 By the time he has finished his week's work, John has hardly ..... energy left for the weekend.  
A any      B much      C no      D same
- 53 As the game ..... to a close, disappointed spectators started to leave.  
A led      B neared      C approached      D drew
- 54 I don't remember ..... the front door when I left home this morning.  
A to lock      B locking      C locked      D to have locked
- 55 I ..... to other people borrowing my books: they always forget to return them.  
A disagree      B avoid      C dislike      D object
- 56 Andrew's attempts to get into the swimming team have not ..... with much success.  
A associated      B concluded      C joined      D met
- 57 Although Harry had obviously read the newspaper article carefully, he didn't seem to have ..... the main point.  
A grasped      B clutched      C clasped      D gripped
- 58 A lot of the views put forward in the documentary were open to .....  
A enquiry      B query      C question      D wonder
- 59 The new college ..... for the needs of students with a variety of learning backgrounds.  
A deals      B supplies      C furnishes      D caters
- 60 I find the times of English meals very strange – I'm not used ..... dinner at 6pm.  
A to have      B to having      C having      D have

**Appendix C**  
**Chart of Equivalent Levels in Language Learning**

<b>QPT Score</b>	<b>Common European Framework Level</b>	<b>Cambridge ESOL Examinations</b>	<b>IELTS</b>	<b>TOEFL iBT</b>
55-60	C2 Mastery (Upper Advanced)	CPE	8.5 - 9	-
48-54	C1 Effective Proficiency (Lower Advanced)	CAE	7 - 8	110 - 120
40-47	B2 Vantage (Upper Intermediate)	FCE	5.5 - 6.5	87 - 109
30-39	B1 Threshold (Lower Intermediate)	PET	4 - 5	57-86
18-29	A2 Waystage (Higher Elementary)	KET	-	0-56
11-17	A1 Breakthrough (Elementary)	-	-	-
0-10	Beginner	-	-	-

*Note: Compiled from A Quick Review of the English Quick Placement Test; Research Notes; (Cambridge University Press, 2003) & “The Common European Framework of Reference for Languages (CEFR).” CEFR and English Exam Comparison Charts, [www.lingualo.com/language-travel/exam-comparison.html](http://www.lingualo.com/language-travel/exam-comparison.html).*

**Appendix D**  
**The Syllabus Covered in the Teaching Knowledge Test**

<b>Module</b>	<b>Syllabus</b>
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• grammar</li> <li>• lexis</li> <li>• phonology</li> <li>• functions</li> <li>• language skills</li> <li>• motivation</li> <li>• focus on form and exposure to language</li> <li>• the role played by errors</li> <li>• the differences between L1(acquisition) and learning L2.</li> <li>• the characteristics &amp; needs of the learner</li> <li>• methods of presentation and activities used at introductory stages</li> <li>• kinds of activities and tasks that promote the development of language and skills</li> <li>• different types of tasks used to assess language learners.</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• The use of reference resources when preparing a lesson.</li> <li>• The choice and utilization of supplementary activities and materials.</li> <li>• The choice and utilization of teaching aids.</li> <li>• The identification and selection of a lesson's aims.</li> <li>• The identification of the various constituents of a lesson plan.</li> <li>• The planning of a single lesson or a series of lessons.</li> <li>• The selection of assessment activities .</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• roles played by teachers</li> <li>• ways of grouping learners</li> <li>• techniques of correcting learners errors and mistakes</li> <li>• methods and forms of giving feedback</li> <li>• functions that teachers commonly use when teaching</li> <li>• use of the mother tongue in a EFL lesson</li> <li>• identifying language functions used by learners in a lesson</li> <li>• categorising mistakes made by learners</li> </ul>

*Note: Compiled from: (TKT Handbook Teaching Knowledge Test Modules 1-3, n.d.)*

# Appendix E

## TKT Module 1 Sample

Candidate Name _____	Centre Number	Candidate Number
	<input type="text"/>	<input type="text"/>

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS  
English for Speakers of Other Languages

### TEACHING KNOWLEDGE TEST

**001**

MODULE 1

**Version 07**

Language and background to language learning and teaching 1 hour 20 minutes

Additional materials:  
Answer sheets  
Soft clean eraser  
Soft pencil (type B or HB is recommended)

**TIME** 1 hour 20 minutes

#### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet if **they are not already printed**.

Do not open this booklet until you are told to do so.

There are eighty questions in this paper.

Answer **all** questions.

Mark your answers **on the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

At the end of the test, hand in both the question paper and the answer sheet.

#### INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

---

This question paper consists of 14 printed pages and 2 blank pages.



For questions 1-6, match the underlined words/groups of words in the text with the language terms listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

#### Language terms

- |          |                    |
|----------|--------------------|
| <b>A</b> | word with affix    |
| <b>B</b> | idiom              |
| <b>C</b> | compound adjective |
| <b>D</b> | connector          |
| <b>E</b> | phrasal verb       |
| <b>F</b> | compound noun      |
| <b>G</b> | word family        |

#### Text

My oldest brother is quite different from me – he's a bit **(1)** old-fashioned really. I suppose he's just very traditional. For example, he always wears **(2)** a suit, a tie and leather shoes, listens to the radio and plays cricket. But the worst thing is that he's got no sense of humour and that really **(3)** gets on my nerves. I also get the impression that he thinks I'm pretty **(4)** worthless, which doesn't help our relationship. We rarely see each other these days. He sometimes **(5)** calls in when he's in the area and then we may go out together. But we usually end up arguing about which **(6)** bus stop to walk to, or something silly like that.

For questions 7-13, match the underlined clauses with their meanings in the sentences listed A, B or C.

Mark the correct letter (A, B or C) on your answer sheet.

---

**Meanings**

- |   |           |
|---|-----------|
| A | condition |
| B | reason    |
| C | result    |

**Clauses**

- 7 It was such a bad film that we walked out.
- 8 I decided to go and see him since he hadn't phoned me.
- 9 I fell asleep in the car because I was so tired.
- 10 As there was no coffee left, I had a cup of tea.
- 11 I won't speak to him again unless he apologises.
- 12 As long as you can save the money yourself, you can go on the trip.
- 13 I walked into town so that I could avoid the traffic.

[Turn over

For questions 14-19, choose the correct lexical or phonological terms to complete the sentences.

Mark the correct letter (A, B or C) on your answer sheet.

---

14

*Unhappy, disagree* and *incorrect* include examples of

- A prefixes.
- B informal language.
- C synonyms.

15

*Hole* and *whole*; *mail* and *male*; *by* and *buy* are examples of

- A homophones.
- B unvoiced sounds.
- C false friends.

16

*Put out*, *put off*, *put away* are examples of

- A antonyms.
- B verb patterns.
- C multi-word verbs.

17

*Vehicle* – *car, bicycle, plane*; *pet* – *dog, cat, rabbit*; *food* – *bread, pizza, meat* are examples of

- A collocations.
- B lexical sets.
- C collective nouns.

18

*Can't*, *don't*, *he's* are examples of

- A connected speech.
- B weak forms.
- C contractions.

19

*Fit* and *feet*; *fear* and *fair*; *track* and *truck* are examples of

- A rhymes.
- B minimal pairs.
- C linking.

For questions 20-28, match the underlined letter 'a' in each example word with the phonemic symbols which would be used in a dictionary entry listed A, B, C or D.

Mark the correct letter (A, B, C or D) on your answer sheet.

You need to use some options more than once.

---

**Phonemic symbols**

A /æ/

B /eɪ/

C /ɑː/

D /ə/

**Example words**

- 20 late
- 21 player
- 22 party
- 23 alphabet
- 24 island
- 25 hard
- 26 pizza
- 27 grandson
- 28 invitation

[Turn over

For questions 29-34, match the example sentences with the functions listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

---

**Example sentences**

29 I can't decide whether this radio is worth buying or not.

30 I'm going to visit my mother this afternoon.

31 I'd rather have the blue one.

32 If I finish the work earlier, can I get paid more?

33 You must fill in the form before the end of the month.

34 Paula's got a chance of winning the race.

**Functions**

A expressing obligation

B expressing a preference

C offering help

D expressing an intention

E predicting

F expressing doubt

G negotiating

For questions 35-40, look at the language skills and three possible descriptions of them.

Two of the descriptions are appropriate in each situation. One of the descriptions is **NOT** appropriate.

Mark the description (A, B or C) which is **NOT** appropriate on your answer sheet.

---

35

Productive skills involve

- A expressing rather than understanding language.
- B speaking and writing activities.
- C listening and reading tasks.

36

Re-drafting involves

- A copying a piece of writing out neatly.
- B doing a piece of writing for the second or third time.
- C making changes to a piece of writing.

37

Process writing involves

- A planning a piece of writing.
- B writing without editing.
- C using writing subskills.

38

Listening for gist involves

- A being able to understand every word of a text.
- B working out the overall meaning of a text without concentrating on the details.
- C forming a general idea of what a text is about.

39

Proofreading involves

- A checking for language errors.
- B reading your written work word by word.
- C paraphrasing parts of a text.

40

Speaking accurately involves

- A using the right expressions to convey meaning.
- B using colloquial language to express ideas.
- C using lexis and structures correctly.

[Turn over

For questions **41-46**, match the classroom activities with the strategies for motivating learners listed **A-G**.

Mark the correct letter (**A-G**) on your answer sheet.

There is one extra option which you do not need to use.

---

**Classroom activities**

- 41** At the start of the class, the teacher writes on the board what she hopes the learners will achieve in the lesson.
- 42** The teacher introduces a new topic by using situations from the learners' own lives.
- 43** The teacher gives only positive feedback on language used in an activity.
- 44** Students A and B exchange information in order to complete a text.
- 45** The teacher finds out how and when the learners like to be corrected.
- 46** The teacher shows the learners how to use the self-access centre.

**Strategies for motivating learners**

- A** Ask learners about their learning preferences.
- B** Build up learners' confidence in their abilities.
- C** Personalise lessons.
- D** Make sure that learners understand instructions.
- E** Encourage learner autonomy.
- F** Make the learning aims clear to learners.
- G** Give learners a reason for communicating with one another.

For questions 47-52, match what the student does with the learning strategies listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

---

**Learning strategies**

- |          |                                     |
|----------|-------------------------------------|
| <b>A</b> | illustrating meaning                |
| <b>B</b> | guessing from context               |
| <b>C</b> | memorising                          |
| <b>D</b> | highlighting pronunciation features |
| <b>E</b> | focusing on collocations            |
| <b>F</b> | predicting content from titles      |
| <b>G</b> | consulting reference sources        |

**What the student does**

- |           |   |
|-----------|---|
| <b>47</b> | I try to identify the part of speech from the other words in the sentence.      |
| <b>48</b> | I make a note of the stress when I put words into my vocabulary notebook.       |
| <b>49</b> | I try to listen out for new words in expressions, rather than individual words. |
| <b>50</b> | If I'm not sure what form to use, I look it up in a grammar book.               |
| <b>51</b> | I sometimes draw timelines in my grammar notebook.                              |
| <b>52</b> | Occasionally, I test myself on recently taught words so I don't forget them.    |

[Turn over



For questions 53-58, match the needs of each group of students with the most suitable type of course listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

---

#### Groups of students

- 53 These young adults need a range of study skills before going to a British university.
- 54 These adult beginners are going on holiday, and need to learn how to communicate in an English-speaking environment.
- 55 This group of young children have a short attention span; their parents want them to learn English while having some fun.
- 56 These business people need to meet and work with people from other countries at international conferences.
- 57 These secretaries and receptionists want to focus on vocabulary and skills which are useful for them in their work.
- 58 These scientists need to keep up-to-date with the latest developments in their subjects.

#### Types of courses

- A a course focusing on basic language skills for everyday situations
- B a course focusing on listening and note-taking, and writing academic essays
- C a course based on role-plays and situations, such as greeting visitors and telephoning clients
- D an activity-based course with lots of games, songs and stories
- E a course based on grammar revision and written practice
- F an oral skills course based on cross-cultural material
- G an online course in which students read texts on specific topics and answer detailed comprehension questions

For questions 59-64, match the class activities with the teaching approaches listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

#### Teaching approaches

- |          |   |
|----------|---|
| <b>A</b> | Presentation, Practice and Production (PPP) |
| <b>B</b> | Task-based Learning (TBL)                   |
| <b>C</b> | Total Physical Response (TPR)               |
| <b>D</b> | The Lexical Approach                        |
| <b>E</b> | Grammar Translation                         |
| <b>F</b> | Test-teach-test                             |
| <b>G</b> | Guided discovery                            |

#### Class activities

- 59** I asked groups to design an advertisement for a new type of cereal. While they were working, we looked at some real advertisements together, and the students practised writing some 'slogans'.
- 60** I gave the class an exercise on the past simple and past continuous. Lots of students found it difficult, so I explained the grammar, then they practised in pairs.
- 61** I gave the class a series of instructions, for instance, to stand up and turn around, which they followed. Then some students gave me the same instructions.
- 62** I introduced a new structure to the class by showing a set of pictures while I said sentences containing the structure. Then I gave pairs some sentence prompts to complete. Finally, students talked in groups about a similar set of pictures while I monitored their conversations.
- 63** I gave the class some 'if' sentences containing second and third conditional structures. In pairs, they discussed the sentences and completed a set of grammar rules for the form and use of the two structures.
- 64** I gave the class an authentic text from a magazine about unusual sports. We found lots of useful sports collocations in it and looked in some detail at how the text was written. The students then practised using some of the new language, orally and in writing.

[Turn over

For questions 65-70, match the teacher's actions with the introductory activities for different lessons listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

---

**Introductory activities**

- |          |                          |
|----------|--------------------------|
| <b>A</b> | asking concept questions |
| <b>B</b> | eliciting language       |
| <b>C</b> | doing a warmer           |
| <b>D</b> | miming                   |
| <b>E</b> | setting the scene        |
| <b>F</b> | explaining               |
| <b>G</b> | drilling                 |

**Teacher's actions**

- |           |   |
|-----------|---|
| <b>65</b> | The teacher asks the students to look at pictures of Paris before they listen to a recording about tourist attractions there. |
| <b>66</b> | The teacher asks the students to repeat sentences after her.  |
| <b>67</b> | The teacher checks whether the students understand when the new language is used.   |
| <b>68</b> | The teacher does a short game with the students to give them energy.  |
| <b>69</b> | The teacher asks the students for examples of different kinds of fruit and writes them on the board.                          |
| <b>70</b> | The teacher does an action which shows the meaning of a new word.   |

For questions 71-75, look at the questions about classroom activities and three possible answers. Choose the correct answer A, B or C.

Mark the correct letter (A, B or C) on your answer sheet.

---

71

Which one of these does **not** involve putting things in order?

- A ranking
- B jumbled paragraphs
- C labelling

72

Which one of these does **not** usually involve pair or groupwork?

- A jigsaw reading
- B choral repetition
- C information-gap activities

73

Which one of these does **not** usually focus on grammar practice?

- A project work
- B transformation exercises
- C gap-fills

74

Which one of these is **not** a speaking activity?

- A mind map
- B mingle
- C role-play

75

Which one of these is **not** a vocabulary-learning strategy?

- A visualisation
- B problem solving
- C categorisation

[Turn over

For questions **76-80**, match the descriptions of different tests with the types of test listed **A-F**.

Mark the correct letter (**A-F**) on your answer sheet.

There is one extra option which you do not need to use.

---

**Types of test**

- |          |             |
|----------|-------------|
| <b>A</b> | progress    |
| <b>B</b> | achievement |
| <b>C</b> | subjective  |
| <b>D</b> | proficiency |
| <b>E</b> | diagnostic  |
| <b>F</b> | placement   |

**Descriptions**

- |           |  |
|-----------|--|
| <b>76</b> | These tests are designed to test language taught on the whole course.          |
| <b>77</b> | These tests are designed to help teachers to plan course content.              |
| <b>78</b> | The purpose of these tests is to test language taught on part of a course.     |
| <b>79</b> | These tests help teachers to put students in classes at the appropriate level. |
| <b>80</b> | The marking of these tests depends on decisions made by individual examiners.  |

# Appendix F

## TKT Module 2 Sample

Candidate Name _____	Centre Number	Candidate Number
	<input type="text"/>	<input type="text"/>

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

MODULE 2

Lesson planning and use of resources for language teaching

**002**

**Version 07**

1 hour 20 minutes

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

**TIME** 1 hour 20 minutes

### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.

Write these details on your answer sheet if **they are not already printed**.

Do not open this booklet until you are told to do so.

There are eighty questions in this paper.

Answer **all** questions.

Mark your answers **on the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

At the end of the test, hand in both the question paper and the answer sheet.

### INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

---

This question paper consists of 15 printed pages and 1 blank page.

For questions 1-6, match the textbook rubrics with the lesson aims listed **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

---

**Lesson aims**

- |          |                                 |
|----------|---------------------------------|
| <b>A</b> | developing pronunciation skills |
| <b>B</b> | developing reading skills       |
| <b>C</b> | developing vocabulary           |

**Textbook rubrics**

- |          |  |
|----------|--|
| <b>1</b> | Choose the best summary of each paragraph.   |
| <b>2</b> | Listen and group the words according to whether they have two, three or four syllables. Practise saying them in pairs. |
| <b>3</b> | Complete this chart with the correct prefixes or suffixes.   |
| <b>4</b> | Indicate on the map the way that Kate went, according to the information given.  |
| <b>5</b> | Read and listen to the dialogue and underline the weak forms.  |
| <b>6</b> | Circle the noun in each set which does not collocate with <i>have</i> .  |

For questions 7-15, match the information from a lesson plan with the lesson plan headings listed A-E.

Mark the correct letter (A-E) on your answer sheet.

You need to use some options more than once.

---

**Lesson plan headings**

- |          |                            |
|----------|----------------------------|
| <b>A</b> | Lesson aim(s)              |
| <b>B</b> | Anticipated problem(s)     |
| <b>C</b> | Procedure and interaction  |
| <b>D</b> | Aids and resources         |
| <b>E</b> | Personal aim(s) of teacher |

**Information from a lesson plan**

- |           |   |
|-----------|---|
| <b>7</b>  | Stronger students may dominate in pairwork.   |
| <b>8</b>  | Remember to use gestures to encourage self-correction whenever possible.                  |
| <b>9</b>  | Develop dictionary skills.  |
| <b>10</b> | Students use dictionaries individually to check the meaning of vocabulary.                |
| <b>11</b> | Students have difficulty with phonemic transcriptions.                                    |
| <b>12</b> | Dictionary on CD-Rom.   |
| <b>13</b> | Raise students' awareness of learning strategies.   |
| <b>14</b> | Students complete the task in groups.   |
| <b>15</b> | Students, in pairs, match phonemic transcriptions to the correct spellings of vocabulary. |

[Turn over



For questions 16-22, look at the stages of an integrated skills lesson, each of which has three possible main aims listed A, B or C.

Two of the aims for each stage are appropriate. One of the aims is **NOT** appropriate.

Mark the aim (A, B or C) which is **NOT** appropriate on your answer sheet.

Stages	Main aims
<p><b>16</b> <b>Lead-in</b></p> <ul style="list-style-type: none"> <li>The teacher shows the students some photographs of a famous singer and elicits what they know about him.</li> <li>The teacher asks the students what they can guess about the singer from the photos and title of an article.</li> <li>The students decide whether written statements about the singer could be true or false.</li> </ul>	<p><b>To help students</b></p> <p>A have a purpose for reading.            B learn new grammar items.            C develop prediction skills.</p>
<p><b>17</b> <b>Reading 1</b></p> <ul style="list-style-type: none"> <li>The students quickly read an article about the singer to find out whether their answers to the true/false questions were correct.</li> <li>They compare their answers in pairs.</li> </ul>	<p><b>To encourage students to</b></p> <p>A infer the writer's attitude.            B scan.            C only read necessary information.</p>
<p><b>18</b> <b>Reading 2</b></p> <ul style="list-style-type: none"> <li>The students underline the topic sentence of each paragraph.</li> <li>The students are given a jumbled list of paragraph headings.</li> <li>The students match the headings to the topic sentences in the article.</li> </ul>	<p><b>To give students practice in</b></p> <p>A identifying the main points of a text.            B reading extensively.            C understanding how texts develop.</p>

**19 Vocabulary development**

- The students read definitions of some phrases from the text.
- The students find phrases in the text which match the definitions.
- The students compare their answers in pairs.

**20 Language focus**

- The teacher elicits typical language used in a biography, such as past forms and adverbs of time.
- The students underline examples of past forms and adverbs of time in the text.

**21 Writing**

- The students use the library or a computer to find out information about a famous person of their choice.
- The students write a text about this person's life, including past forms and adverbs of time.
- The students look at each other's work and correct it.

**22 Class mingle**

- The students put their texts up on the classroom wall. They do not say who the famous person is.
- The students look at everyone's texts to identify who the people are.
- The students mingle and ask each other 'yes/no' questions about the people in the texts they cannot identify. (Example: Is he still alive?)

**For students to**

- A learn new expressions.
- B practise deducing meaning from context.
- C develop oral fluency skills.

**To give students an opportunity to**

- A develop writing skills.
- B revise language.
- C prepare for the writing stage.

**To encourage students to**

- A focus on the layout of a text.
- B practise the language they have learned.
- C develop independent learning skills.

**For students to practise**

- A reading skills.
- B oral communication skills.
- C editing skills.

[Turn over

For questions 23-29, put the stages of a writing skills lesson plan in order.

Mark the correct letter (B-H) on your answer sheet.

The first stage (A) is done for you. You do not need to use option A again.

0	A	A The teacher gives the students a short newspaper article about a swimming pool in their town that may close down and tells them they are going to write a letter to the newspaper to ask for the pool to stay open.
23	.....	B Students choose the six best reasons and the teacher writes these on the board.
24	.....	C Groups check each other's letters for grammar and spelling errors and correct these.
25	.....	D The teacher asks students in groups to brainstorm reasons for keeping the swimming pool open.
26	.....	E The teacher asks the students in their groups to write a draft letter using three of the reasons from the written list.
27	.....	F The teacher collects all the letters to send to the editor of the newspaper.
28	.....	G Groups tell the whole class their list of reasons.
29	.....	H Groups write an improved draft of their letter.

For questions 30-35, match the example assessment items with their grammatical focus listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

**Grammatical focus**

- A superlatives
- B past simple
- C present continuous
- D gerunds and infinitives
- E present simple passive
- F second conditional
- G relative pronouns

**Example assessment items**

- 30** Complete the sentences with the correct word(s).  
I ..... there for six years before moving to Budapest.
- 31** Complete the descriptions with *who* or *which*.  
This is a kind of cheese ..... is made from goat's milk not cow's milk.
- 32** Rewrite the sentences using the correct form of the verbs in brackets.  
Where (you/fly) if (you/be) a bird?
- 33** Complete the sentences with the correct form of the verbs in brackets.  
Coffee (grow) in Brazil. It (export) to many countries in the world.
- 34** Complete the sentences with ... *+ing* or *to + ...* .  
I decided (send) a letter to my friend.
- 35** Complete the sentences with an appropriate adjective.  
Shanghai is the ..... city in the world.

[Turn over

For questions **36-40**, look at the syllabus areas which a teacher wants to test and three possible testing methods.

Two of the methods are suitable for testing the syllabus areas. One of the testing methods is **NOT** suitable.

Mark the method (**A**, **B** or **C**) which is **NOT** suitable on your answer sheet.

---

**36** spelling of everyday words connected with food and cooking

- A** The teacher dictates 25 words from a recipe.
- B** Students, in pairs, discuss differences between two pictures of kitchens.
- C** Students find mistakes in a restaurant's menu.

**37** knowing the correct word stress for the names of different countries

- A** Students underline the appropriate syllable(s) in country names.
- B** Students look at three different patterns and categorise each country name under the correct pattern.
- C** Students write country names in the right position on a map of the world.

**38** correctly using regular and irregular past simple forms

- A** Students tell their partner a story about what they did last summer.
- B** Students write an essay about their hopes and plans.
- C** Students do a gap-fill task about a bank robbery in which all the verbs are missing.

**39** taking part in simple shopping conversations

- A** Students read a text about new supermarkets in Britain.
- B** Students do a role-play about buying new shoes.
- C** Students record themselves performing a dialogue in a department store.

**40** narrating events in writing

- A** Students write an email to a friend about something funny that happened to them recently.
- B** Students write a business letter to order a product.
- C** Students write a story based on a sequence of pictures.

For questions 41-47, choose which book listed A-H could help a teacher who is interested in the topics below.

Mark the correct letter (A-H) on your answer sheet.

There is one extra option which you do not need to use.

---

**Books**

	<b>Title</b>	<b>Author</b>	<b>Publisher</b>
<b>A</b>	<i>Poem into Poem</i>	Maley, A & Moulding, S	CUP
<b>B</b>	<i>Using Readers in Language Teaching</i>	Hedge, T	Macmillan
<b>C</b>	<i>Learning to Learn English</i>	Ellis, R & Sinclair, B	CUP
<b>D</b>	<i>Learner English</i>	Swan, M & Smith, B	CUP
<b>E</b>	<i>English Phonetics and Phonology</i>	Roach, P	CUP
<b>F</b>	<i>Visuals for the Language Classroom</i>	Wright, A & Haleem, S	Longman
<b>G</b>	<i>Mixed Ability Classes</i>	Prodromou, L	Macmillan
<b>H</b>	<i>Keep Talking</i>	Klippel, F	CUP

**Teacher's interests**

- 41 developing fluency skills
- 42 exploiting a class library
- 43 helping students to become independent learners
- 44 teaching intonation
- 45 finding ways of teaching students at different levels
- 46 focusing on creative writing
- 47 using pictures to present language

[Turn over

For questions 48-55, read the dictionary entry. Match the extracts from the dictionary entry with the information they provide listed A-I.

Mark the correct letter (A-I) on your answer sheet.

There is one extra option which you do not need to use.

### Dictionary entry

**scowl 1** / skaʊl / v [I] to look at someone in an angry way; frown: *Patrick scowled, but did as he was told.* [ + at ] *Mum scowled at him and refused to say anything.*  
**scowl 2** n [C] an angry or disapproving expression on someone's face; frown: *She looked at me with a scowl on her face.*

Adapted from: *Longman Dictionary of Contemporary English*. Longman, 2003

Extracts	Information
48 [ + at ]	A headword
49 n	B definition
50 to look at someone in an angry way	C register
51 scowl	D synonym
52 She looked at me with a scowl on her face.	E plural form is possible
53 [C]	F verb form has no object
54 frown	G part of speech
55 [I]	H dependent preposition
	I example sentence

For questions **56-61**, match the examples of unit content with the unit headings from a book on teaching listed **A-G**.

Mark the correct letter (**A-G**) on your answer sheet.

There is one extra option which you do not need to use.

---

**Examples of unit content**

- 56** forming and joining letters
- 57** developing students' interactive strategies
- 58** aims and stages
- 59** providing a clear written record for students
- 60** features of connected speech
- 61** getting students to predict content

**Unit headings**

- A** Planning a lesson
- B** Using the blackboard
- C** Teaching handwriting
- D** Reading activities
- E** Role-play
- F** Teaching pronunciation
- G** Testing

[Turn over



For questions 62-67, match the ways a teacher can adapt a written text with the teaching purposes listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

---

#### Teaching purposes

- A to focus on linking words and phrases
- B to raise learners' awareness of register
- C to make the text more accessible to weaker learners
- D to generate interest in the topic covered by the text
- E to highlight particular grammatical patterns
- F to develop learners' proofreading skills
- G to work out meaning from surrounding context

#### Ways a teacher can adapt a written text

- 62 removing from the text all the verbs which follow prepositions
- 63 replacing nouns with nonsense words and asking learners to provide the original words
- 64 putting some spelling mistakes into the text
- 65 shortening the text and paraphrasing parts of it
- 66 re-writing the text in an informal style and asking learners to compare it with the original
- 67 jumbling the paragraphs and asking learners to re-order them correctly

For questions **68-73**, match the student activities with the learning aids listed **A-G**.

Mark the correct letter (**A-G**) on your answer sheet.

There is one extra option which you do not need to use.

---

**Learning aids**

- |          |                             |
|----------|-----------------------------|
| <b>A</b> | overhead transparencies     |
| <b>B</b> | workbooks                   |
| <b>C</b> | authentic printed materials |
| <b>D</b> | flashcards                  |
| <b>E</b> | video clips                 |
| <b>F</b> | role-cards                  |
| <b>G</b> | bilingual dictionaries      |

**Student activities**

- |           |   |
|-----------|---|
| <b>68</b> | Students, in groups, look at leaflets and brochures to get ideas on content and language for a formal writing task.     |
| <b>69</b> | The whole class does a task to develop the skill of listening for detail.   |
| <b>70</b> | Students act out conversations as doctors and patients.   |
| <b>71</b> | Students complete extra grammar practice activities at home.  |
| <b>72</b> | During formal presentations at the front of the class, students display the results of information they have collected. |
| <b>73</b> | Students are prompted by the teacher to call out the names of objects one after the other.                              |

[Turn over

For questions 74-80, look at the supplementary materials for elementary learners and the three possible ideas for exploiting them.

Two of the ideas are appropriate in each situation. One of the ideas is **NOT** appropriate.

Mark the idea (A, B or C) which is **NOT** appropriate on your answer sheet.

---

- 74** The material would be useful for practising
- A present simple questions.
  - B prepositions of time.
  - C reported speech.
- 75** The activity would probably work well with
- A teenagers.
  - B young children.
  - C young adults.
- 76** The context would revise the vocabulary of
- A places in town.
  - B free time activities.
  - C train travel.
- 77** The material would be suitable for practising
- A requesting.
  - B making plans.
  - C giving permission.
- 78** The material would give practice in
- A reading for gist.
  - B reading for specific information.
  - C reading for detail.
- 79** The activity would require the following interaction patterns:
- A pairwork
  - B class mingle
  - C individual work
- 80** Useful pre-teaching for this task could include
- A telling the time.
  - B giving directions.
  - C expressing ability.

## 20 PLANNING A DAY OUT

### A

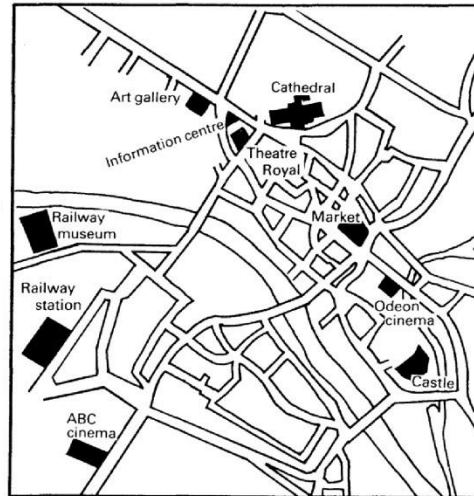
It is Tuesday 4 December.  
 You are going to York for the day.  
 You arrive at 9.30am.  
 The last train home leaves at 22.35.  
 You want to:

visit the castle  
 go to the Railway Museum  
 go to the art gallery  
 visit the cathedral  
 go to the market  
 see a play or a film

You want to plan your day, so ring up York Tourist Information Centre and ask about opening and closing times.

Decide what you are going to do and when you are going to do it. You may not be able to do everything!

Draw in your route on the map.



### B

It is Tuesday 4 December.  
 You work in York Tourist Information Centre.  
 Your job is to give information about things to do and places to visit in York.  
 Here is a guide to the week's entertainments in York.

**CASTLE** Open March–October 9.30–18.30    October–March 9.30–16.00

**RAILWAY MUSEUM** Open Monday–Saturday 10.00–18.00

**ART GALLERY** Open 10.00–18.00. Closes 14.00 on Tuesdays

**CATHEDRAL** Open every day 7.00–18.00

**CITY CENTRE SHOPS** Open 9.00–5.30 every day

**MARKET** Tuesday mornings 9.00–13.00

#### CINEMAS

Odeon Cinema: *Star Wars* Starts 19.30; finishes 22.00

ABC Cinema: *Goldfinger* Starts 19.30; finishes 22.35

#### THEATRES

Theatre Royal: *Evita* Starts 19.30; finishes 22.15

From: *Elementary Communication Games* by Andrew Wright, Charles and Jill Hadfield.  
 Longman, 1987

# Appendix G

## TKT Module 3 Sample

Candidate Name _____	Centre Number	Candidate Number
	<input type="text"/>	<input type="text"/>

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

MODULE 3

Managing the teaching and learning process

**003**

Version 07

1 hour 20 minutes

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

TIME 1 hour 20 minutes

### INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet **if they are not already printed**.

Do not open this booklet until you are told to do so.

There are eighty questions in this paper.

Answer **all** questions.

Mark your answers **on the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

At the end of the test, hand in both the question paper and the answer sheet.

### INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

---

This question paper consists of 12 printed pages.

For questions 1-8, match the examples of teachers' classroom language with their purposes listed A-I.

Mark the correct letter (A-I) on your answer sheet.

There is one extra option which you do not need to use.

**Purposes**

- A giving feedback
- B eliciting language
- C organising a mingling activity
- D asking for clarification
- E drilling
- F setting up pairwork
- G managing a jigsaw task
- H dictating
- I concept checking

**Teachers' classroom language**

- 1 It's a person who checks your ticket on the train. Does anyone know the name of this job?
- 2 Listen and repeat after me: *I always eat eggs for breakfast.*
- 3 Look at this sentence: *I've just broken my computer.* Did I break the computer a long time ago, or a short time ago?
- 4 Good, Marek. You used the new vocabulary very well.
- 5 This part of the class, read section A, and this part, read section B, and the rest of you, read section C.
- 6 Listen and write what you hear: *Last summer I went camping for the first time.*
- 7 Stand up and ask your questions to as many people as you can in five minutes.
- 8 Sorry Maria, I don't understand. Did you come to school by train or bus?

For questions 9-16, match the teacher's instructions to an elementary class with the teacher trainer's comments listed A-I.

Mark the correct letter (A-I) on your answer sheet.

There is one extra option which you do not need to use.

---

**Teacher's instructions**

- 9** Compare your answers with what the others have written down. Oh, first you should get into groups.
- 10** Today, we're going to learn some functional exponents – they're on the syllabus.
- 11** Can't you get it right, just for a change? Come on, you two!
- 12** Write the essay tonight and hand it in tomorrow, please.
- 13** Now we're going to move onto the role-play on page 7. Read the instructions and start when you're ready. OK, off you go!
- 14** Can anybody tell me the answer to number 1?
- 15** Right, could you all turn to page 72. Or is it 62? Wait a minute, I'll just look... It's 52. Sorry.
- 16** Sorry, no more time for questions. We need to move on. We've got a lot to get through this morning.

**Teacher trainer's comments**

- A** I don't think you've allowed them enough time – check that they don't have any other homework to do.
- B** You need to think before you speak, and decide on the order you want the class to do things in.
- C** Don't be in such a hurry to start new work – it's more important for students to understand what they've done so far.
- D** Check references in your lesson plan in advance, not while you're giving the instructions.
- E** Try to avoid repeating yourself – it doesn't necessarily make students understand instructions any better.
- F** It's better to nominate a particular student, rather than asking the whole class, in order to give the weaker ones a chance.
- G** Your students won't understand such technical language – it would be better to paraphrase it.
- H** You shouldn't really speak to students like that – it sounds rude.
- I** Always check students have understood your instructions. A demonstration of the activity is also a good idea.

[Turn over

For questions **17-23**, read the transcript in which the teacher asks a student to talk about a picture. Answer the questions about the student's use of language by choosing the correct option **A, B** or **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

---

Teacher: Anna, here are your two pictures. They show people playing games. I'd like you to compare and contrast these pictures, and say how you feel about games like these.

Anna: Well, they are both pictures of people playing games, as you said. In the first *line 4* picture there are some old men playing cards at a table outside a café, I think. They look very ... how to say ... concentrated in, I mean, on what they are *line 6* doing. Some of the men are not playing but just watching what the others are doing. The second picture shows some boys, some teenagers playing kind of *line 8* ... games in a ... I think that you call it an amusement arcade. Actually they *line 9* look as if they are enjoying themselves. I quite like playing these games too, but I don't like playing cards so much. I sometimes play with my grandmother, *line 12* though.

Teacher: Thank you, Anna.

Adapted from *First Certificate Gold: Exam Maximiser* by Acklam R. and Burgess S. Longman, 2000



- 17 Why does Anna say 'as you said' in line 4?
- A to remind the teacher of a previous topic
  - B to show that it isn't her own idea
  - C to give a reason for her next statement
- 18 Anna says 'how to say' in line 6 because
- A she is describing the way the men are speaking.
  - B she wants to give herself some time to think.
  - C she doesn't know whether to continue her description.
- 19 Why does Anna say 'I mean' in line 6?
- A She is showing what the players intend to do.
  - B She wants to emphasise her opinion.
  - C She is correcting herself.
- 20 Anna uses 'kind of' in line 8 because
- A she intends to say which type of game they are playing.
  - B she is describing the teenagers themselves.
  - C she is not sure what language to use.
- 21 Why does Anna stop herself in line 9 and complete her sentence in a different way?
- A She has remembered the language she needs.
  - B She realises that she has used the wrong structure.
  - C She wants to start talking about a new idea.
- 22 Anna uses 'Actually' in line 9 in order to
- A involve her listener more fully.
  - B give an objective opinion of the situation.
  - C add a little more to the description.
- 23 Anna uses 'though' in line 12 to show that this sentence
- A is in contrast to the one before.
  - B refers to something she does regularly.
  - C describes something very important to her.

[Turn over

For questions **24-30**, match the teacher's instructions with the activities that the class is doing listed **A-H**.

Mark the correct letter (**A-H**) on your answer sheet.

There is one extra option which you do not need to use.

**Teacher's instructions**

- 24** Right, now everybody, please pass your paper to the person on your left. Then read and reply to the message.
- 25** The man gives lots of reasons why he is late. Write down three of them.
- 26** OK, now you Paola. Tell us about your family – your parents and brothers and sisters.
- 27** Don't forget to take your coursebook with you – the Useful Language section on reports is very good.
- 28** OK, now, all the Student Bs, listen very carefully, as you have to give detailed feedback on your partner's story.
- 29** OK everybody, repeat after the tape.
- 30** Jacques, turn away from Brigitte so you can't see her text.

**Activities**

- A** The teacher is doing a fluency activity with an advanced class.
- B** The teacher is giving a written homework task to an advanced class.
- C** The teacher is doing a jigsaw-reading task with an intermediate class.
- D** The teacher is doing a classroom writing activity with an intermediate class.
- E** The teacher is doing a word-building activity with an intermediate class.
- F** The teacher is doing a listening comprehension task with an intermediate class.
- G** The teacher is doing a fluency activity with a low-level class.
- H** The teacher is doing a pronunciation activity with a low-level class.

For questions 31-40, match the circled mistakes in the student composition with the types of mistake listed A, B, C or D.

Mark the correct letter (A, B, C or D) on your answer sheet.

You need to use some options more than once.

Student composition	Types of mistake
31 People like <u>to live in specail places</u> They prefer to design	
32 <u>there own house,</u> not live in an old house. I always think	
33 <u>about design my own house</u> in the future.	A articles
34 Every day <u>I have new idea</u> I don't know which idea I	B spelling
35 should <u>use, one of my ideas</u> is a house on the beach.	C punctuation
36 First of all, I would like the house <u>to be long way</u> from	D verb forms
37 the city. I also <u>want it being big</u> and strong. That way	
38 I can relax <u>and to have fun</u> Secondly, the design of the living room is very important. I want a big screen	
39 TV <u>with an exellent sound system.</u>	
40 <u>Rest of the house will</u> be empty for future plans.	

[Turn over

For questions 41-46, match the classroom management problems a teacher is experiencing while doing group project work with the solutions listed A-G.

Mark the correct letter (A-G) on your answer sheet.

There is one extra option which you do not need to use.

---

**Classroom management problems**

- 41 Weaker students are relying on stronger students and not participating.
- 42 Students are copying directly from the internet and books.
- 43 Some groups are not working quickly enough.
- 44 Some students are relying on the teacher to correct work as they are doing it.
- 45 Some groups are spending all their time on the content of their text and are not thinking about how it looks.
- 46 Some students appear uninterested in the subject of their project.

**Classroom management solutions**

- A Make sure that all students have a clear role within the group.
- B Remind students that marks will be given for paragraphing and layout.
- C Tell students that they are responsible for the process of checking and editing language.
- D Allow students to choose their own topic.
- E Teach students some useful exponents of classroom language.
- F Explain to students the importance of trying to use their own words in their writing.
- G Set time limits and deadlines for completing stages of the project.

For questions 47-56, match what the teacher knows with the types of teaching knowledge listed A-E.

Mark the correct letter (A-E) on your answer sheet.

You need to use some options more than once.

---

**Types of teaching knowledge**

- |   |                |
|---|----------------|
| A | linguistic     |
| B | pedagogical    |
| C | psychological  |
| D | cross-cultural |
| E | technological  |

**What the teacher knows**

- |    |   |
|----|---|
| 47 | the importance of respecting differences between people from all national and racial groups |
| 48 | theories of how memory works  |
| 49 | the importance to language learners of feeling confident and independent                    |
| 50 | all areas of the target language  |
| 51 | how multi-media resources work  |
| 52 | how to use a variety of techniques, strategies and tasks as teaching tools                  |
| 53 | the fact that motivation is a factor in learning  |
| 54 | a range of methodologies and types of instruction   |
| 55 | the communicative value of style and register   |
| 56 | the fact that regular revision must be built into lessons by the teacher                    |

[Turn over

For questions 57-64, match the features of interaction patterns with the ways teachers interact with students listed A, B or C.

Mark the correct letter (A, B or C) on your answer sheet.

---

**Ways teachers interact with students**

- |          |   |
|----------|---|
| <b>A</b> | teaching from the front of the class    |
| <b>B</b> | teaching by moving around the classroom |
| <b>C</b> | both A and B                            |

**Features of interaction patterns**

- |           |  |
|-----------|--|
| <b>57</b> | This makes the teacher the focus of attention for everyone.                        |
| <b>58</b> | This allows the teacher to maintain eye contact with all the students.             |
| <b>59</b> | This can improve rapport with the class.   |
| <b>60</b> | This allows the teacher to monitor the quality of individual students' work.       |
| <b>61</b> | This is more appropriate for introducing language.                                 |
| <b>62</b> | This helps the teacher to maintain discipline.                                     |
| <b>63</b> | This allows the teacher to check whether individual students are paying attention. |
| <b>64</b> | This can give shy students the confidence to ask questions.                        |

For questions **65-70**, look at the situations in which a teacher needs to correct students and at the possible correction strategies.

Two of the correction strategies are appropriate in each situation. One of the correction strategies is **NOT** appropriate.

Mark the correction strategy (**A, B or C**) which is **NOT** appropriate on your answer sheet.

- 65** When you are conducting an individual drill of a new structure, one student finds the pronunciation very difficult.
- A Without saying it again yourself, ask the student to keep repeating it.
  - B Model it for the student and suggest he practises at home.
  - C Ask another student to say it and then ask the first student to try again.
- 66** You hear one student using target language incorrectly during a controlled practice pairwork activity, while other students are using the language appropriately.
- A Prompt the student to correct the language herself.
  - B Repeat the language correctly for the student to say after you.
  - C Stop the activity and explain the point again to the class.
- 67** During a role-play a student makes a mistake but his partner understands what he means.
- A Interrupt the role-play and make sure the student corrects the mistake.
  - B Ignore the mistake; the pair have used a lot of good language too.
  - C Make a note of the mistake to give to the student later.
- 68** During an open-pair demonstration of an activity, a student stops because she cannot remember a key word which has been covered in a recent class.
- A Ask if anyone in the class can supply the word.
  - B Write the word on the board and say it out loud.
  - C Tell the student that it is not important and to carry on.
- 69** The first piece of writing from a new student is full of basic mistakes.
- A Focus on two important areas and correct only those mistakes for the student.
  - B Say that it is disappointing to see so many mistakes, and ask the student to re-do it.
  - C Underline the most serious mistakes and ask the student to rewrite it for homework.
- 70** Students in a large, intermediate class are writing a short dialogue to practise telephone language, but many of them are making the same mistakes.
- A Walk round the class monitoring, and correcting each pair's dialogue.
  - B Stop the class and clarify the language areas they are having problems with.
  - C Look at the common mistakes with the class at the end of the activity and ask them to correct their dialogues.

[Turn over

For questions 71-80, match the learner comments on feedback with the types of feedback on oral work listed A-E.

Mark the correct letter (A-E) on your answer sheet.

You need to use some options more than once.

**Types of feedback on oral work**

- A peer feedback
- B giving a grade
- C echo-correction
- D using facial expressions
- E praise

**Learner comments on feedback**

- 71 At first it seemed strange when the teacher repeated my mistake. But now I think it's a great way to help me put it right myself.
- 72 I know immediately when I've made a mistake – I only have to look at my teacher!
- 73 Sometimes you learn as much from other students' comments as from the teacher's.
- 74 It's nice to be told you've done the task well. It makes you feel more positive towards the teacher.
- 75 I need to know what my level is, so that I can improve on it another time.
- 76 As it might be us getting the comments next time, we're usually careful to say positive things about each other's work.
- 77 The teacher tries to say nice things about everybody's language, but you can see it's quite difficult with some students!
- 78 I started to say *persons*, not *people* but when I saw the teacher's reaction, I quickly corrected myself.
- 79 My parents want to check whether I'm making progress or not, so I need to show them something to prove that I'm doing well.
- 80 The teacher's voice goes up a bit when he says it, almost like a question, and I always know what he means.





## Appendix H TKT Band Descriptors

	<b>Module 1: Language systems and background to language learning and teaching</b>	<b>Module 2: Lesson planning and use of resources</b>	<b>Module 3: Managing the teaching and learning process</b>
<b>BAND 4</b>	The candidate demonstrates comprehensive and accurate knowledge of all areas on the TKT Module 1 syllabus, i.e., language systems and background to language learning and teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in TKT Module 1, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the TKT Module 2 syllabus, i.e., lesson planning and use of resources for language teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in TKT Module 2, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in TKT Module 3, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.
<b>BAND 3</b>	The candidate generally demonstrates comprehensive and accurate knowledge of areas on the TKT Module 1 syllabus, i.e., language systems and background to language learning and teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in TKT Module 1, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the TKT Module 2 syllabus, i.e., lesson planning and use of resources for language teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in TKT Module 2, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in TKT Module 3, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.
<b>BAND 2</b>	The candidate demonstrates basic knowledge of areas on the TKT Module 1 syllabus, i.e., language systems and background to language learning and teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in TKT Module 1, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the TKT Module 2 syllabus, i.e., lesson planning and use of resources for language teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in TKT Module 2, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in TKT Module 3, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.
<b>BAND 1</b>	The candidate demonstrates restricted knowledge of areas on the TKT Module 1 syllabus, i.e., language systems and background to language learning and teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in TKT Module 1, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the TKT Module 2 syllabus, i.e., lesson planning and use of resources for language teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in TKT Module 2, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the TKT Module 3 syllabus, i.e., managing the teaching and learning process. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in TKT Module 3, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations only.

*Note: Reprinted from <http://www.cambridgeenglish.org/images/22185-tkt-band-descriptors.pdf>*

## **Appendix I**

### **TESOL Standards**

#### **Standards for ESL/EFL Teachers of Adults Framework**

##### **Domain: Planning**

Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

##### **Domain: Instructing**

Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

##### **Domain: Assessing**

Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction “on the spot” and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

##### **Domain: Identity and Context**

Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

##### **Domain: Language Proficiency**

Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.

##### **Domain: Learning**

Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

##### **Domain: Content**

Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

**Domain: Commitment and Professionalism** Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

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*Reprinted from: <http://www.tesol.org/advance-the-field/standards>*

**Appendix J**  
**Professional Development Questionnaire**

**Number:**.....

**Date:**.....

**Confidentiality**

Any information that is collected in this questionnaire will be treated confidentially. While results will be made available upon direct request, you are guaranteed that neither you nor your school will be identified at any point.

**About the Questionnaire**

- This questionnaire asks for information about educational and vocational backgrounds as well as professional development matters.
  - This questionnaire should take about 30 minutes to complete.
- Most questions can be answered by marking the one most appropriate answer. Other instructions are included in italics.

**Thank you very much for your cooperation!**

# Background Information

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These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

**5. What is your gender?**

- Female
- Male

**6. How old are you?**

- Under 25
- 25-29
- 30-39
- 40-49
- 50-59
- 60+

**7. What is the highest level of formal education that you have completed?**

Please mark one choice.

- Secondary School
- High Institute
- Bachelor's degree
- Master's degree
- PhD

**8. How long have you been working as a teacher?**

Where possible exclude extended periods of absence (e.g. career breaks).

- This is my first year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

# Professional Development

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In this questionnaire, **professional development** is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional development you have taken **after** your initial teacher training/education.

**9. In all, how many days of professional development did you attend during the last 18 months, approximately?**

- Zero**
- Days** (*Please write number of days*).....  
*If you answered '0' (zero), please go to question 12.*

**10. Of these, how many days were organized by the public school system for you to attend as part of your job as a teacher?**

- Zero**
- Days** (*Please write number of days*).....

**11. For the professional development in which you participated in the last 18 months, how much did you personally have to pay for?**

*Please mark one choice.*

- None
- Some
- All

**12. For the professional development in which you participated in the last 18 months, did you receive scheduled time for undertaking the professional development that took place during regular work hours?**

*Please mark one choice.*

- Yes
- No

- Did not take place during regular work hours

**13. For the professional development in which you participated in the last 18 months, did you receive a salary supplement for undertaking the professional development activities that took place outside regular work hours?**

*Please mark one choice.*

- Yes
- No
- Did not take place during regular work hours

**14. During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?**

*For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.*

<b>Activity</b>	<b>(A) Participation</b>	<b>(B) Impact</b>
Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> </ul>	<ul style="list-style-type: none"> <li>○ No impact</li> <li>○ A small impact</li> <li>○ A moderate impact</li> <li>○ A large impact</li> </ul>
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> </ul>	<ul style="list-style-type: none"> <li>○ No impact</li> <li>○ A small impact</li> <li>○ A moderate impact</li> <li>○ A large impact</li> </ul>
Qualification programme (e.g. a degree programme)	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> </ul>	<ul style="list-style-type: none"> <li>○ No impact</li> <li>○ A small impact</li> <li>○ A moderate impact</li> <li>○ A large impact</li> </ul>
Observation visits to other schools	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ no</li> </ul>	<ul style="list-style-type: none"> <li>○ No impact</li> <li>○ A small impact</li> <li>○ A moderate impact</li> </ul>



		<input type="radio"/> A large impact <input type="radio"/> No impact <input type="radio"/> A small impact <input type="radio"/> A moderate impact <input type="radio"/> A large impact
Participation in a network of teachers formed specifically for the professional development of teachers	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> No impact <input type="radio"/> A small impact <input type="radio"/> A moderate impact <input type="radio"/> A large impact
Individual or collaborative research on a topic of interest to you professionally	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> No impact <input type="radio"/> A small impact <input type="radio"/> A moderate impact <input type="radio"/> A large impact
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> No impact <input type="radio"/> A small impact <input type="radio"/> A moderate impact <input type="radio"/> A large impact

**15. Thinking about less formal professional development, during the last 18 months, did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher?**

*For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.*

<b>Activity</b>	<b>(A) Participation</b>	<b>(B) Impact</b>
Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> No impact <input type="radio"/> A small impact <input type="radio"/> A moderate impact <input type="radio"/> A large impact
Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> No impact <input type="radio"/> A small impact <input type="radio"/> A moderate impact <input type="radio"/> A large impact

**16. Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.**

*Please mark one choice in each row.*

<b>Professional Development Need</b>	<b>No need at all</b>	<b>Low level of need</b>	<b>Moderate level of need</b>	<b>High level of need</b>
Content and performance standards in teaching English as a second language				
Student assessment practices				
Classroom management				
Language awareness				
Background to language learning and teaching				
Knowledge and understanding of instructional practices and teaching methodology in teaching English as a second				
IT skills for teaching				
Planning a lesson or a sequence of lessons				
Student discipline and behaviour problems				
Selection and use of resources and materials				
Time management				
Developing own language proficiency				

**17. In the last 18 months, did you want to participate in more professional development than you did?**

- Yes
- No

*If you answered **no** to question 13, please go to question 15.*

**18. If 'Yes' in the previous question, which of the following reasons best explain what prevented you from participating in more professional development than you did?**

*Please mark the most significant reason.*

- I did not have the pre-requisites (e.g. qualifications, experience, seniority).
- Professional development was too expensive/I could not afford it.
- There was a lack of employer support
- Professional development conflicted with my work schedule.
- I didn't have time because of family responsibilities.
- There was no suitable professional development offered.
- Other

**19. Please rate the following statements concerning professional development and your career development.**

- **I am satisfied with my current position**
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  
- **I would like opportunities to advance professionally**
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  
- **There are enough professional development opportunities offered in my field.**
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

## تقييم الاحتياجات التدريبية و التطويرية لمعلمي اللغة الانجليزية كلغة أجنبية في بنغازي

إعداد

دينا محمد بن صريتي

إشراف

البروفسور نورة امسلم

ملخص

الغرض من هذا البحث هو إعداد و تطبيق استبيانات واختبارات استقصائية لتقييم احتياجات مجموعة مكونة من أربعة وتسعين معلم تم اختيارها عشوائياً من معلمي اللغة الانجليزية في مدارس ثانوية عامة في مدينة بنغازي. وهذا من أجل استكشاف وتسليط الضوء على المستويات الحالية لهذه المجموعة في اللغة الانجليزية بالإضافة إلى مدى درايتهم بمنهجية تدريس اللغة الانجليزية المتعارف عليها ، والذي بدوره سيوفر الأساس للإعداد لبرنامج تدريب وتطوير شاملة ومتكاملة للمعلمين العاملين في القطاع العام والتي تستوفي شروط المعايير الدولية في مجال تعليم اللغة الانجليزية كلغة ثانية.

الاختبار الأول الذي تم استعماله هو اختبار الكفاءة اللغوية المعروف بإسم "إختبار أكسفورد السريع لتحديد المستوى" (Oxford's Quick Placement Test). وكان الاختبار الثاني اختبارا للمعرفة التعليمية في تعليم اللغة الانجليزية "اختبار كامبردج للمعرفة التعليمية" (Cambridge's Teaching Knowledge Test). وأخيرا ، تم استعمال استبيان لجمع معلومات عن الحالة

الراهنة للعينه فيما يخص التدريب و التطوير المهني المستمر ا بالتطور فضلا عن بيانات عامه  
عن العينه.

بعد استعراض الأبحاث و الدراسات السابقه في مجال تحليل الاحتياجات التدريبية و التطويرية  
لمعلمي اللغة الانجليزية كلغه ثانيه ومعايير الجودة الدوليه والمعايير المرجعيه للمعلمين والحاجه إلى  
تحليل ، ، ركز البحث على جمع البيانات المطلوبه من عينه البحث وتم تحليل هذه البيانات  
وعرض النتائج، مع التوصيات الناتجه عن ذلك، في سياق التدريب الشامل والتطوير المهني  
المستمر لمعلمي اللغة الانجليزية كلغه ثانيه و في سياق وضع المعايير الوطنيه أو تكييف المعايير  
المعترف بها دوليا للمعلمين بما يناسب الوضع في ليبيا وإنشاء برامج فعاله للتدريب و التطوير أثناء  
الخدمه.

وأشارت النتائج إلى انه يمكن لمجموعه العينه أن تستفيد من برامج التطوير المهني المستمره لتقريب  
كفاءتها اللغويه وقاعده معارفها التعليميه إلى المعايير الدوليه.

الكلمات الرئيسيه: التطوير المهني ، تدريب المعلمين أثناء الخدمه ، تقييم الاحتياجات ، تدريس  
اللغه الانجليزية ، معايير الجودة الدوليه



# تقييم الاحتياجات التدريبية و التطويرية لمعلمي اللغة الانجليزية كلغة أجنبية في بنغازي

إعداد

دينا محمد بن صريتي

إشراف

البروفسور نورة امسلم

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في الآداب في  
اللغة و اللغويات الانجليزية

جامعة بنغازي

كلية الآداب

يناير 2019