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**PROFESSIONAL DEVELOPMENT OF TEACHERS OF  
ENGLISH AS A FOREIGN LANGUAGE IN BAHRAIN:**

**WITH PARTICULAR REFERENCE TO IN-SERVICE  
PROVISION FOR SECONDARY SCHOOL TEACHERS.**

by

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**Presented for PhD. Examination**

**Warwick University**

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**July 1990**



## DEDICATION

To my dearest Father, Brothers and Sisters.

To my beloved Wife, Son and Daughters.

To all my Relatives and Faithful Friends.

I would like to dedicate this thesis to you all with love and respect.

## ACKNOWLEDGEMENT

I would like to express my indebtedness to the Government of the State of Bahrain and in particular to the Management of the University of Bahrain for providing me with the opportunity of continuing my education and all the support that has helped me to reach this stage of achievement.

In Britain, my sincere gratitude goes to my supervisor Mr E. J. Ross, without whose help this thesis would not have come to its final shape. Deep thanks go to Mr Martin Merson for his support and encouragement. Lots of thanks also go to Mrs Margaret Handy for the pain she has endured in typing the thesis, and many thanks go to V and J System Printers, Coventry, for the hard work and effort they have put in, in order to present it in such a nice format. Last but not least, I thank Mr David Whale and all the teachers who responded to the questionnaires in Warwickshire County and in Coventry for their co-operation.

Back home, I would like to extend my thanks to the President of the University of Bahrain, Dr Marwan Kamal and his Deputies as well as the Dean of the College of Art and Science, Dr Abdulla Sabt for their support.

I would also like to thank all my colleagues at the Department of English for their co-operation and willingness to help.

My sincere thanks also go to Dr Nasser Husain Al-Mosawi and Mr Faisal Ahmed Al-Halwachi who have made every effort to help and support in all respects.

From the Ministry of Education there are some people to whom I am very grateful, in particular, Mr Hasan Al-Mehri, Mr Ali A Al-Haq, Dr Ebrahim Yousif, Mrs Laali Al-Zayany and her Staff and Mr Abul Aziz Abdulla Al-Sammak for their help in facilitating the field work.

My sincere thanks also go to All the Headteachers, teachers and students who kindly responded to my questionnaires.

In general, I would like to extend my gratitude to every single person who has helped me in any form. I am grateful to them all.



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## **ABSTRACT**

The notion that an effective teacher is more likely to be able to bring about effective learning has led the writer of this thesis to investigate the characteristics of 'the effective' teacher and how they can be enhanced by means of INSET arrangements. It is assumed that these arrangements have to take care of the development of not only the personal qualities, professional awareness and pedagogical abilities of the teachers, but have also to take into account the learners, the curriculum and the learning context which are necessary for any teaching-learning process. It is suggested that these arrangements can be delivered through an eclectic approach which consists of, e.g. reading programmes, discussions, classroom visits, formal long-term and short-term courses as well as self and colleague evaluation. It is argued that in order to be fully aware of their rights, duties and commitments to their profession, teachers have to be involved in curriculum development, syllabus design and material selection. It is suggested that teachers are encouraged to consider that INSET provision is a continuous process of professional development of both successful and unsuccessful teachers. It has been recommended that teachers' morale and self-esteem have to be raised by granting them the support and respect which they appear to need in order to maintain positive attitudes towards their profession, their pupils and towards INSET. Recommendations are also made for the improvement of INSET provision in Bahrain and the organisation of an administrative system to ensure that such improvement takes place.

## PRELIMINARY INFORMATION

### The Country

The State of Bahrain is an Arab country and consists of, according to (Clarke, 1981), 33 islands which are scattered over an area of 660 square kilometers of which 410 kilometres total land area. The largest of the six principal islands is called Bahrain which is 44 kilometres long and 17 kilometres wide. The Country is situated in the middle of the Arabian Gulf about 24 kilometre from the Eastern Coast of Saudi Arabia. The estimated population of the country is around 400,000 people, 20 per cent of whom constitute foreign communities i.e. Persians, Indians, Pakistanis, Europeans, people from the Far East and Americans.

### The Need for English

Before 1930 the main trades of the country were Pearl Diving and Fishing but in 1931, Oil was extracted with the help of the American Eastern Gulf Oil Company. This had brought a new life style to the country and its people which has been developing rapidly since then.

In 1969, according to a book published by the Ministry of Information in 1984, entitled, **Bahrain**, a consortium of British, Swedish, French and U.S. companies in conjunction with the Bahrain Government was formed to build and operate an aluminium smelter. This project has also helped in creating new jobs and industries in the country. Both oil and aluminium industries have necessitated a close contact between Bahrain and the West. This has resulted in the need for Bahrainis to learn the English Language as an essential for communication between the locals and the Non-Arabic speaking people in and out of the country. The use of airlines and telecom-



munication services in both private and commercial businesses in Bahrain with various countries of the world have also added force to this need.

In addition to this, there are a numerous number of Banks and Monetary agencies whose existence in Bahrain has made it one of the large financial centres in the world.

### **Availability of English**

Because there is a large English Speaking community in Bahrain, there are, in addition to foreign English Newspapers and Magazines, two local newspaper in English - one weekly, 'Gulf Mirror' and one daily, 'Gulf Daily News'. There is also one Television Channel and one Radio Broadcasting in English locally and several Television and Radio Channels in the Gulf region.

### **Education in Bahrain**

Al-Tajer (1982) gives a brief account of the first period of Education in Bahrain starting with the era prior to 1921 where there were no formal (public) schools in the country but there were traditional teachers called 'Kuttab', literate persons who taught the three R's or 'M'allimeyah'/'Mataweyah' teachers of the Holy Kuran. What was taught by those people were the Holy Kuran and some religious matters. Al-Sulayti, (1980), explains that the establishment of such religious or Kuranic school goes back to 700 AD when the country embraced Islam.

Both Al-Tajer, (ibid) and Al-Sulayti, (ibid) indicate that modern education

commenced in Bahrain in 1892, according to Al-Tajer and 1893 according to Al-Sulayti, when a Christian missionary school was established in the country. As far as formal (systematic or public) schools are concerned, Al-Sulayti states that 'Al-Hidaya Primary Boys School' was the first school to be opened by voluntary public efforts in 1919, whereas, Al-Tajer states that it was established in 1921. This school was situated in Moharraq, the second largest city in the country then. In 1928 the first modern public school for girls was opened and that coincided with the Government's take-over of the administration of public schools, (Al-Sulayti, *ibid*).

Al-Tajer, (*ibid*) adds that in 1927, Al-Madrassa Al-Alawiyah was founded in the village town of Al-Khamis and one year later the Jafaryah School for boys was established in Manama (the Capital). In 1948, Al-Tajer adds, 'The Bahrain Petroleum Company (BAPCO) opened a small school in Zallaq whose duty was to provide local employees of BAPCO with courses of four months in basic English. The expansion in the company resulted in the replacement of Zallaq School by a new school in Awali, the residential area of those foreigners who worked for the company, in October 1949.

The Official Department of Education was founded in 1931 and a more systematic education began to take shape and as the population started to grow, the demand for more schools began to increase.

Teachers from other Arab countries such as Syria, Jordan, Iraq and Egypt were employed to teach in Bahrain public schools and local citizens who could read, write and solve mathematical problems were also employed to teach. (see chapter three for more details regarding teachers).

Pupils accepted at schools were of a range of ages - the youngest could be six and the oldest could be ten or twelve or even older. Their schooling programme was as follows:

two years at the preparatory, four years at the primary and four years at the secondary levels.

Those who had had some form of tuition could join higher classes after being tested in order to be placed in the right level. Those who finished the primary level could be employed as clerks or as teachers. This was so, one imagines, because of three reasons:

The first is that the emphasis of the school was on the mastery of the subject rather than the general development of the child. This could result in the mastery of the studied subjects but with some pupils only. Those who could not do it were automatically forced to drop out of school.

Secondly, there was a great need for literate people to embark on abundance of jobs including teaching, and

Thirdly, some pupils were too old to continue going to school as their parents needed them to bring income to their families.

In the middle of the 1950s the preparatory level was included in the primary level to form six years of study and a few years later one more year was added to the Secondary level. This raised the schooling years from ten to eleven years. In 1961, Secondary education was divided into two levels, namely, the Intermediate Level, the duration of which again raised the

number of schooling years to twelve years instead of eleven, and the secondary level. The system at present is as follows:

Pupils join school at the age of six and spend six years to finish the primary cycle. Then they join the Intermediate school for three years and finish it at the age of fifteen. The final schooling stage is the Secondary level which lasts three years. Thus, pupils leave school at the age of eighteen. (see Educational Ladder in Bahrain - appendix No 1).

The late 1960s early 1970s have witnessed the establishment of tertiary education in the form of colleges such as, Teachers' Training Colleges, the Technical College and the College of Health Sciences. At present there are two Universities consisting of a number of faculties of various specialisations.

According to the Statistical Summary published by the Ministry of Education in 1987/8, there are 147 schools in Bahrain, 78 of them are for boys and 69 for girls. These schools contain a total number of 90,734 pupils, 46,185 of them are boys and 44,549 are girls. By comparing these figures with the 1950s when there were only 21 schools, 15 of which were for boys and 6 for girls in Bahrain (Al-Rumaihi, 1976), it shows how rapid the growth and development of Education in Bahrain has been. It also demonstrates the great demand for teachers who are qualified and well trained with sound professional awareness to carry out their duties effectively.

## INTRODUCTION

The importance of the English Language as 'The Lingua Franca' of the modern world is recognised by the Arab States in general and the states of the Arabian Gulf in particular. This recognition of the importance of the English Language has placed the teaching of it amongst the priorities of the educational curricula of those states. Despite the emphasis and the care given to the teaching of english as a foreign lanugage in the schools of the region, it is surprising to note that the standard of learning the language is, unfortunately low, as Bratton, (1984) indicates in a paper presented at a conference in Bahrain in which he states that:

'...the degree of our failure was unmatched by any other school subjects. Even in mathematics, the other 'hard' subject, the poorest students emerge with at least a command of the basic mathematical operations needed for daily life - how to count your change! But after eight years of study, many students are unable (according to teachers of the tawjihyah classes) to write their names or progress beyond 'Hallo, Teacher!'

Bahrain, as one of the Arabian Gulf States, has given even more recognition to the English language which has been created by the long and solid relationship between Bahrain and Britain. In an unpublished dissertation Al-Halwachi (1986) shows, through tertiary students' writings, that after studying English for 11 to 12 years, some students were unable to write even single sentences correctly. One of the reasons for the existence of this problem, the writer thinks, might be attributed to the ineffective teaching of the subject. As an English language teacher himself, the writer feels very much concerned about this problem and would wish to contribute, in some way, to solving it.

As the components of any teaching-learning process are the learner, the teacher, the syllabus and the context in which it takes place, it is the effectiveness of the four that brings about effective learning. Thus, it is assumed that the establishment of effective learning might solve the above problem.

Hence, the major aim of this study is to develop the effectiveness of the teachers of English as a foreign language not only because they form one of the four components mentioned above, but also it is believed that teachers effectiveness is more likely to make up for the deficiencies of the other three.

Thus, the argument in this thesis is that the provision of appropriate in-service education and training for teachers of English as a foreign language in Bahrain will contribute to their professional development and improve their effectiveness.

Chapter one looks at the characteristics of the effective teacher as recognised by educationists and teachers alike. These are divided into the components namely, personal qualities, professional knowledge and teaching or pedagogical skills.

Chapter two contains a piece of empirical work on the characteristics of the effective teacher.

While chapter three displays some literature on the professional awareness of teachers, chapter four shows some empirical work on the same topic.

Chapter five contains a review of literature on professional development of teachers and chapter six exhibits an historical perspective of the development of INSET in Britain.

Chapter seven is about the present situation of INSET in Britain and chapter eight is about teacher training in Bahrain.

Chapter nine is regarding the administering of a questionnaire on INSET provision in England and, finally, chapter ten portrays a discussion about the outcomes and some recommendations for the improvement of INSET as a means of professional development of teachers of English as a foreign language in Bahrain.

Because the thesis encompasses the three themes: The Characteristics of the Effective Teacher; Teachers' Professional Awareness; and Professional Development of Teachers, the review of the literature has been divided according to the themes for more convenience.

Please note that the terms writer and researcher have been interchangeably used to refer to the author of the thesis.

## **INTRODUCTION TO CHAPTERS ONE AND TWO**

There are four essential areas which serve as pillars upon which any teaching-learning process firmly rests. These can be referred to (as will be discussed in some depth in a forthcoming chapter) as: THE LEARNER, THE TEACHER, THE CURRICULUM AND THE CONTEXT. They can hardly be isolated from each other for the reason that each one of them does, to a great extent, influence the functions of the other three.

The main theme of this thesis is, however, the teacher and what makes him/her 'effective'.

The creation of the 'effective' teacher is not only a major concern of all Education Authorities all over the world, but has also maintained a high level of priority in Educational Research. This is so because, on the one hand the teacher's role in the teaching-learning process is extremely vital, and on the other hand the characteristics of the 'effective' teacher are very hard to evaluate in terms of their effects on the achievement of the learners.

What will be attempted in these chapters is firstly, to provide a sample perspective of some of what exists in the literature about the characteristics of the 'effective' teacher and secondly, to conduct an empirical piece of work in order to find what actually exists in the world of practice and the congruence between the two aspects.

It is hoped that the outcomes of these two chapters will help in the organisation of INSET for the teachers of English as a foreign language in Secondary



Schools in Bahrain in order to develop them professionally and help them to become more effective in their teaching.

Thus, some attributes of the 'effective' foreign language teacher have to be gathered from the literature and checked against what the teachers themselves feel about them. This will be done by means of administering a questionnaire, although it is realised that it is not the best method of doing so as it has a number of limitations, as pointed out by Shipman, 1973-81, p.89:

"The asking of questions is the main source of social scientific information about everyday behaviour, yet between question and answer there may be shifts in the relation between scientist and subject."

It is also hoped that identifying the characteristics of the 'effective' teacher might help not only in designing INSET activities but in evaluating the effectiveness of teachers as well.

The 'effective' teachers will be considered in terms of the personal qualities which they entertain, the professional knowledge which they have acquired and the teaching skills which they have developed.

## **CHAPTER ONE: THE CHARACTERISTICS OF THE 'EFFECTIVE' TEACHER**

### **1.0. Literature Review**

#### **1.1. The Characteristics of the Effective Teacher.**

An 'effective' teacher is looked at in terms of three variables which are stated by Strevens (1977) as:

1. Personal Qualities
2. Technical Abilities, and
3. Professional Understanding

Although Millar (1987), approves of the three dimensions, provides four aspects instead of three because she divides the technical abilities into two areas namely, the characteristics of teaching skills and the characteristics of classroom management. Hence, her list includes:

1. Effective characteristics: e.g. enthusiasm, encouragement, respect, humour, etc.
2. Characteristics of skills: which contain creativity and challenge.
3. Characteristics of classroom management; such as keeping pace, discipline and fairness, presumably for good teacher-pupil relationship.
4. Characteristics of academic knowledge; which can be displayed in knowing grammar, pronunciation, intonation, stress, etc of the language s/he teaches.

Ryan and Cooper (1988) in elaborating on what makes a teacher effective have also produced a list of four elements rather than the three given by Strevens. They have split the aspect of professional understanding into two categories namely, knowledge of the subject and knowledge of human behaviour, hence their list is as follows:

1. Attitudes that foster learning and human relationships,
2. Skills of teaching which facilitate learning,
3. Knowledge of the subject taught,
4. Knowledge of theories of human learning and behaviour.

One can argue from what has been established that it might not be easy to add to the three areas provided by Strevens in as much as one can divide them into sub categories.

For the convenience of the researcher, the three areas will be referred to henceforth as:

1. Personal qualities
2. Professional knowledge, and
3. Teaching or pedagogical skills.

These are handled below in some depth, so that a wider perspective can be developed.

#### **1.1.1. Personal Qualities of the 'Effective' Language Teacher**

This area is not only very broad, because it encompasses a wide range of attributes which an 'effective' teacher has to have, but is immensely paradoxical, because these traits can neither be objectively defined nor adequately measured (Getzels & Jackson, 1963). Yet it is usually assumed that they can be easily identified by almost anybody in the field of education (Perrott, 1982). This is so because of the complexity of the teaching/learning process itself in which all variables integrate and overlap and each one of them plays a significant role.

Personal qualities are seen as some abstract concepts through which good behaviour is differentiated from bad behaviour. Qualities such as honest, truthful, faithful, loving, just, sympathetic, humorous and the like are seen as good qualities, (Getzels and Jackson *ibid*, indicate that:

"...good teachers are friendly, cheerful, sympathetic and morally virtuous." (Gage, 1963, p 674)

Ryan and Cooper (*ibid*) state that:

"If teachers have warmth, empathy, sensitivity, enthusiasm and humour, they are much more likely to be successful than if they lack these characteristics." P 435

Broughton et al (1978-80) explain that the success of some English language teachers who had had no professional training or even rigorous language study is due to their sensitive and sympathetic traits which make them natural teachers.

Although (Getzels and Jackson *ibid*) as well as many others e.g. (Taylor, 1980) deny that there is a method with which a teacher's personal qualities can be evaluated objectively, they admit their importance in the classroom and suggest that some people might argue that it is the most important variable, and that it is what the teacher is, which could have a great educational impact on pupils, rather than what they know or do.

The crucial question is how do these traits of the personal qualities of a teacher affect pupils' behaviour in general and their learning in particular?

First of all, one can argue that it is quite common that people with the characteristics mentioned previously, irrespective of who they are, can

attract others and by attracting them it is more likely that their co-operation can be maintained. If this is true for the outside world, it might be applied to the classroom as well.

Child (1973-81) and Kerry (1986) are of the opinion that there is strong relationship between learners' personality and their educational achievement.

Lawrence (1988) and Choudhury (1989) assert that teachers with a high self esteem do have the ability to raise self-esteem of their pupils who would perform as they were expected.

Kyriacou (1986) makes the following observation:

"From the discussion of classroom climate and pastoral care it will be evident that sound teacher-pupil relationships lie at the heart of the effective teaching." p 152

In sum, one would emphasise the point that enhancement of teachers' personal qualities has to be one major element of their professional development in order to ensure better self-esteem as well as better teacher-pupil relationship.

One can also look at personal qualities of teachers in terms of another three sub categories (as has been indicated above) as follows:

1. Traits of personality; such as being committed to job or conscientious, understanding, confident, patient, responsive, flexible, serious, calm and humorous.
2. Traits of relationship; e.g. cooperative, respects pupils, persuasive, like to work with pupils, liked by pupils or popular, kind, critical and firm.

3. Traits of appearance; for instance, clear in speech (or intelligible), clean, smart, loud, active (or energetic), good-looking (or handsome or beautiful), and of average build neither too short, tall, thin, (or too fat).

Personal Qualities, then, are a very crucial variable of the 'effective' teacher particularly in the area of establishing rapport not only with pupils, colleagues and the headteacher of the school but also with pupils' parents whose role in the educational process is essential.

### **1.1.2. Professional knowledge of the 'Effective' Language Teacher**

This is the second essential area which contributes a great deal to the efficiency of the 'effective' teacher in general but in this case the foreign language teacher in particular. It is also a very broad one indeed.

Professional knowledge refers to a number of aspects which a language teacher has to acquire right from the initial stages of preparation for the career of teaching and gradually develop as long as s/he remains in the profession. These aspects of knowledge are being dealt with as follows:

#### **1.1.2.1 Knowledge of the subject taught (the foreign language)**

This includes, according to (Corder, 1975), possession of grammatical and phonological rules; knowing the appropriate use of sets of utterances; as well as the ability to speak, read and write in the foreign language.

Allen and Valette (1972-77) see teachers' competence in the foreign language not only in their fluency in the target language but also in their efforts in improving their competence in addition to keeping abreast of the

current developments in the country where it is spoken by reading at least one journal. They should also watch films and listen to broadcastings in the target language.

Mackey (1965) explains that: "the more that is known about the language to be taught, the more complete the methods (of teaching it) may become." (p X). He and Corder (1975) divide the knowledge about the language in terms of language theory, language description, language differences and language learning.

Allen and Corder (1975) point out that scientific investigation into the nature of language provides knowledge and insights with which problems that arise in the planning and implementation of language teaching programmes are hoped to be solved.

"Teachers should maintain a sound amount of knowledge about the subject to be taught which is a relative matter to teaching it." McArthur, 1983).

#### **1.1.2.2 Knowledge of the theories and methods of teaching**

In 1876 the president of Yale University wrote the following to one of his colleagues:

"...I am convinced that special instructions upon methods of teaching would come with the best effect from professors in several departments." Schneider in Popkewitz (1987) p 214

This quotation shows that since the last century educators felt the need for a discipline regarding methods of teaching for the reasons, perhaps, that a

body of knowledge about methodology is the one that can be converted into practice in the classroom.

Penny Ur (1982) explains that one of the factors which make a teacher efficient is the exploitation of his or her knowledge of methodology so that s/he can choose appropriate and effective techniques.

Hubbard et al (1983-89) suggest that it is not enough for teachers to use effective techniques in teaching English as a foreign language but should know how those techniques developed and what theoretical principles they are based on.

Carre (1986) emphasises this point by adding that teachers unaware of the principles contained within their practice will not be able to defend, articulate and develop their practice. Practice, Carre explains, is not merely haphazard reaction to circumstances but reaction towards a method conditioned by specialised ways of understanding what we are doing.

Rivers (1972) believes that methodological recommendations will change as our knowledge about language, human beings and people in interaction develops and we begin to reject earlier ideas and accept new ones. Thus teachers must keep in touch with development in these areas would they wish to enjoy the excitement of a developing and progressing profession.

#### **1.1.2.3 Knowledge about how language is learnt**

Corder (1975) states that, "Good language teachers do not work by rule of thumb or recipe. They possess... an informal theory about how languages



are taught and learned.” p 1

Ellis (1985) states that without a theory of how language is learnt language teaching (facilitating learning) does not take place and that the theory can be implicit in what a teacher does. A conscious understanding of second language acquisition, he adds, is a basis for modifying and improving teaching.

Littlewood (1984) makes the assertion that research in second language learning provides us with insights and ideas which we can add to our existing knowledge, understanding and experience in the field and that “every increase in our knowledge should be recognised as having high potential relevance for improving our work in teaching.” p 98

#### 1.1.2.4 Multi faceted knowledge of teaching

The following diagram illustrates areas of knowledge with which a foreign language teacher has to be acquainted. It is called by Broughton et al (1978-80) as "the contributory areas of knowledge".

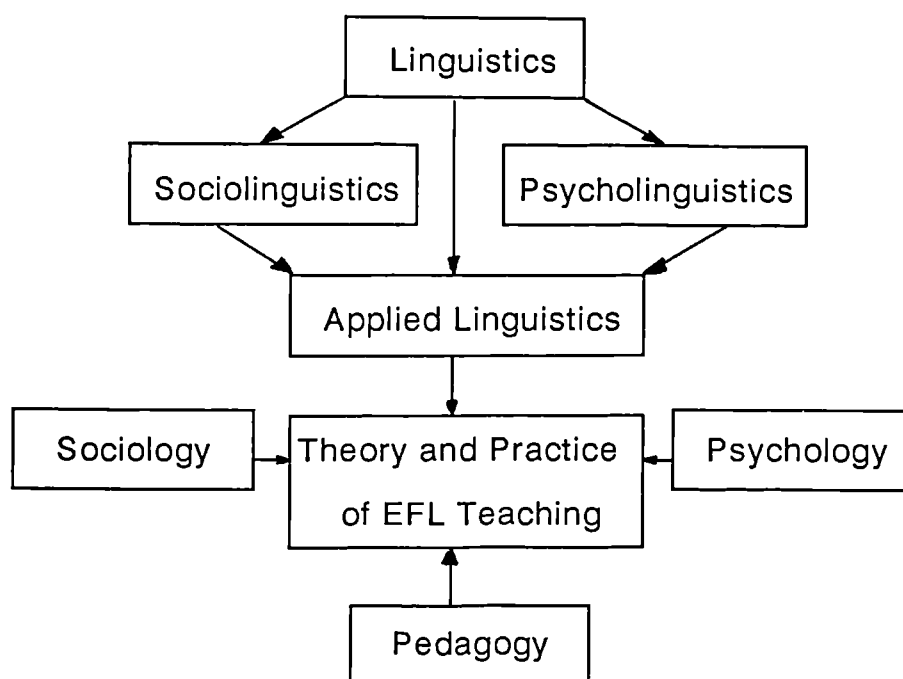


Figure (1) adapted from (Broughton et al *ibid*, p.38)

#### 1.1.2.5. Other views about Professional Knowledge

A. Rivers (1986-1972) points out that teachers should be professionally alert by evaluating their practice very carefully in the light of what they read, hear and discuss. They also have to improve their language skills and keep them at a high level, update their knowledge of linguistics and psychology as well as changes in the target language and the country of its origin.

**B.** Ryan and Cooper (1988) make the assertion that,

"Teaching is neither static nor a matter of intuition; it has given rise to a body of theoretical knowledge that is constantly growing." p.451

They classify this knowledge into three types; knowledge of discipline content (subject matter); knowledge of curriculum content; and knowledge of knowledge about knowledge by which they mean the broad understanding of things and with which they can provide justification of their decision making. Every teacher, they indicate, should be acquainted with up-to-date respected theoretical knowledge about human behaviour as well as their social system which Ryan and Cooper regard as general knowledge that has to be added to teachers' specialised knowledge which must not only include subject matter knowledge but also theoretical knowledge about teaching and learning. This theoretical knowledge, according to Ryan and Cooper, is derived from areas such as educational psychology, educational sociology, educational anthropology, linguistics, foundation of education, tests and other evaluation measures, and classroom control. Ryan and Cooper also add another type of knowledge which they call practical knowledge which they believe "is limited to applicability and is used primarily to respond to familiar situations." p.452

**C.** There should be a knowledge base of teaching which consists of scientific knowledge of rules and principles; knowledge of cases which have been richly described and critically analysed; and of knowledge of practice which is needed for learning how to apply, adapt, and even invent those rules and principles of cases of events. (Shulman 1986)

Shulman (ibid) distinguishes between three types of what he calls content knowledge in the following way:

1. Subject matter knowledge; which shows sound understanding of e.g. Physics by majoring in physics, or Shakespeare's work in majoring in English literature, etc.
2. Pedagogical knowledge; which is shown through the comprehension of how topics, principles, strategies, etc are understood, learned or even forgotten.
3. Curricular knowledge; which indicates familiarity with the ways in which knowledge is organised and packaged for instruction.

While Shulman looks at teachers' knowledge in terms of content, Fienman-Nemser and Floden (1986) look at it in terms of practice and call it practical knowledge which they define as the beliefs, insights, and habits that enable teachers to do their work in school.

They divide practical knowledge into five categories as follows:

1. Knowledge of self or personal knowledge
2. Knowledge of the milieu of teaching
3. Knowledge of the subject matter
4. Knowledge of curriculum development
5. Knowledge of instruction.

**D.** Fienman-Nemser and Floden (ibid) base their assumptions on work done by Elbaz (1983) and Mampert (1981 and 1984) who explain that personal knowledge is necessary for the fulfilment of what the teacher cares about, what the students look for, and what the curriculum requires.

They state that:

"Teachers use their personal and practical knowledge to resolve tension, manage dilemmas, and simplify complexities of their work."  
in Wittrock 1986, p 513

In addition to what has been mentioned above there are numerous books and journals written about Teacher Education and training, methods of teaching, Psychology, Sociology, Language learning/acquisition, Language teaching, linguistics and applied linguistics etc. whose primary aim is to provide knowledge and insights which are essential for the didactic discipline.

One can see from what has been considered here that the variable of teachers' knowledge is extremely important for the professional development of teachers and that it has to be comprehensive to include knowledge about the teachers themselves, the learners, the subject matters, educational, psychological, sociological matters as well as contextual and environmental matters both inside and outside classrooms.

It is true that a teacher cannot fully digest all of this but continuous provision of INSET through various means will certainly build up a considerable repertoire which is more likely to enhance his or her ability in teaching effectively.

One can argue that Professional Knowledge is another variable that an 'effective' teacher should maintain in order to excel in their profession. Without professional knowledge a teacher becomes similar to a brave soldier in a battlefield without ammunition or a skilled fisherman without his gear.

### **1.1.3 Pedagogical or Teaching Skills**

#### **1.1.3.1 Skills for the 'Three Stages of Teaching**

Pedagogical skills are looked at from a range of angles but all agree that what is meant by the phrase is all those activities which a teacher carries out in facilitating learning at any of the following three stages as made by Kyriacou (1986-88) as well as many others.

1. The stage of planning and preparation, during which a teacher has to have the skills of defining aims and objectives, choosing the right materials, and deciding on the types of activities which will take place as well as the means with which evaluation will be carried out.
2. The stage of presentation and monitoring, during which the teacher is required to have the ability to monitor and adjust the progress of the lesson while it is taking place.
3. The stage of reflection and evaluation, during which the teacher should have the skill of gathering feedback for present and future activities.

Gitlin (1987), looks at the skills that teachers should maintain, in terms of:

- a) Setting objectives for the teaching/learning situation
- b) Moving students smoothly from one objective to another
- c) Knowing and judging what students have actually learned.

These are similar to the three stages mentioned earlier.

Perrott (1982) is of the same opinion and considers planning, implementation and evaluation as the three basic functions of teaching. Thus, a teacher has to possess skills in these fundamental functions.

### 1.1.3.2 Skills for the Milieu (Context) of Teaching

A number of books especially designed for training teachers of English as a foreign language have been examined and pedagogical skills or techniques have been drawn out of them. These are displayed one by one as follows:

1. Lewis, M and Hill, J (1985) in their book, Practical Techniques for Language Teaching, illustrates how teachers can develop the skills of:
  - Classroom management,
  - Preparation for teaching,
  - Using techniques in dealing with language aspects.
2. Gower, R and S Walters (1983-85) in their book, Teaching Practice Handbook, also provide the following practical techniques:
  - The skills of using body and voice in teaching,
  - The skills of classroom management, e.g. seating arrangement, giving instructions, etc.,
  - Teaching strategies, e.g. writing lesson plans, controlling practice etc.,
  - Teaching techniques, e.g. eliciting, correcting etc.
3. Larsen-Freeman (1986) in her book, Techniques and principles in Language Teaching, provides teaching techniques based on the following approaches of teaching English as a foreign language.
  - The Grammar Translation Method,
  - The Direct Method,
  - The Audio-Lingual Method,
  - The Silent Method,
  - The Suggestopedia,
  - The Total Physical Response Method,

- The Community Language Learning Method,
- The Communicative Method.

Each of these methods according to Larsen-Freeman requires specific types of skills or techniques and the effective teacher is the one who can handle these techniques and uses them adequately whenever they appear suitable.

4. Stern (1983) is also of the same opinion as Larsen-Freeman but provides six methods instead of eight, These are:

- The Grammar Translation Method, which requires memorisation of grammatical rules and vocabulary items.
- The Direct Method, in which pupils study short passages which contain rules, to be discovered by the pupils themselves, and vocabulary items which have to be explained by the teacher. The method also requires abundant amount of questions and answers about the text and about some pictures.
- The Reading Method, which contains elements from both of the above two methods emphasising both intensive and extensive reading practice.
- The Audio-Lingual Method, which emphasises simple active practice conducted through repetition and imitation with less mental work.
- The Audio-Visual Method, which requires a great deal of watching and hearing by the use of projectors and tape recorders as well as language laboratories.
- The Cognitive Theory Method, which seeks intellectual understanding of the language by the learners. Pupils have to learn and understand rules and apply them correctly and effectively.

Teachers have to apply techniques which suit the methods they decide to adopt at any particular stage.

It can be noticed that while Nos (1) and (2) above explicitly name the skills and provide some examples on them, Nos (3) and (4) appear to see the



necessity of a variety of skills related to methodological theories of teaching foreign languages and that using one type of skills which suit a particular approach may not work with another.

5. Doff (1988) in his book, Teach English: A Training Course for Teachers, presents a comprehensive list of contents which embraces the following 24 areas of skills in teaching English as a foreign language.

1. Presenting vocabulary,
2. Asking questions,
3. Presenting structures,
4. Using the blackboard,
5. Using reading texts,
6. Practising structure,
7. Using visual aids.
8. Planning a lesson,
9. Teaching basic reading,
10. Teaching pronunciation,
11. Teaching handwriting,
12. Pair work and group work,
13. Writing activities,
14. Eliciting,
15. Reading activities,
16. Correcting errors.
17. Listening activities,
18. Communicative activities,
19. Using English in the class,
20. Role play,
21. Using Work sheets,
22. Classroom tests,
23. Planning a week's teaching,
24. Self-evaluation.

Doff has dealt with skills in teaching, listening, reading, writing as well as structure presumably in order to take, implicitly, the language teaching approaches mentioned earlier. He has also taken care of the stages of, planning and preparation, implementation and monitoring; and reflection and evaluation. He has not, however, listed skills for

classroom management. This might also be implicit simply because a teacher with skills in all the 24 areas will most probably be in full control of any group of learners.

A more or less similar comprehensive list of contents can be found in a book entitled, A Training Course for TEFL, by Hubbard et al (1983-89).

Some of the areas that are covered here also make the contents of a book called, A Teacher Training Course, by Hill and Dobbyn (1979).

6. Harmer (1983-85) in his book, The Practice of English Language Teaching, considers the skills of classroom management as those different roles which the teacher plays in the process of teaching and learning as well as the learning activities which he/she conducts effectively.

Harmer sees, firstly, the roles of a teacher as controller, assessor, organiser, prompter, participant and resource. Secondly, the activities which he/she conducts as grouping of pupils, lockstep (a situation where all the pupils work as one group under the control of the teacher), pair work and group work. Thirdly, recognising causes of indiscipline and trying to prevent them or taking the right action when they happen as the three main areas of teaching skills.

Although the following books are not Teacher Training course books, they are on the subject of teaching.

7. Wragg (1987) shares Harmer's view in seeing a teacher's skills with

regard to his/her various roles which include subject expert, guidance, controller, jailer, first aider, manager of resources, teaching member, assessor, surrogates parents and social worker.

The actual skills which a teacher should possess according to Wragg are:

- the ability to explain new concepts,
- ask appropriate questions,
- manage the badly behaved,
- prepare lessons,
- organise a classroom, and
- assess and monitor progress.

8. Buckby and Styan (1988) are also of the opinion that in order that learning takes place, skills in management have to be maintained. It is these skills that help the teacher cope well with the classroom. The managerial skills that are required by the teacher, according to Buckby and Styan, are those of:

- planning and preparation;
- resource organisation including space and time;
- interpersonal relationships;
- leadership;
- monitoring, assessment and evaluation.

It looks as if that although Nos (6), (7) and (8) use different wordings, they share the same idea that a teacher has to be an organiser, an assessor, a resource and a controller.

9. Broughton et al (1978-80) in their book, Teaching English as a Foreign Language, provide several sets of skills that a language teacher should possess. These sets are in the following areas:

1. Presenting, practising and testing materials,
2. Conducting controlled, guided and free activities,
3. Arranging teaching tasks with relation to pupils' needs, levels, interests and challenge,
4. Grading tasks in terms of length of material, amount of preparation, guidance needed, pupils' collaboration, cross-checking, simplification of task complexity, and pace of carrying out the task,
5. Handling errors with relation to identification, analysing, treating and provision of extra practice.

10. Ryan and Cooper (1988) give the following statement:

"....many educators have independently defined the skills they believe essential to effective teaching. Among them are the following:" p.456

1. The ability to ask different types of questions, each of which requires different kinds of thought process from the learners.
2. The ability to reinforce certain kinds of pupils' learning.
3. The ability to diagnose pupils' needs and learning difficulties.
4. The ability to vary the learning situation continually to keep the learners involved.
5. The ability to recognise when the learners are paying attention and to use this in varying behaviour and/or the direction of the lesson if necessary.
6. The ability to use technological equipment such as motion pictures, projectors or micro computers.
7. The ability to judge the appropriateness of instructional materials.
8. The ability to define the objectives of particular lessons and units in terms of learners' behaviours.

9. The ability to relate learning to pupils experience.

11. Kyriacou (ibid) provides two types of teaching skills in the following way:

1. General teaching skills which include being audible, managing pupils, managing activities etc.
2. Content specific teaching skills such as appropriately sound content, method and structure of the learning activities.

According to Kyriacou, a teacher has to be skilled in the six qualities of performance, namely:

1. Starting the lesson.
2. Clarity of presentation.
3. Pacing the lesson.
4. Pupils' participation and attention.
5. Ending the lesson.
6. Teacher-pupil rapport.

The two types of skills which are essential for maintaining effectiveness in the classroom, as Kyriacou suggests, are:

1. Assessing pupils' participation and progress during the lesson.
2. The skill of dealing with a number of variables at the same time.

On the whole a teacher should secure three aspects by using his/her skills.

These are seen by Kyriacou as:

- Pupils' attentiveness,
- Pupils' receptiveness, and
- Appropriateness of the learning experience.

It seems that Nös (6 - 11) embrace three types of skills, namely: Academic Skills, Management Skills, and Combined Academic and Management Skills. The lists provided by these authors concentrate mostly on the skills of management and to some degree on the combined academic and management skills.

12. One can assume that the effective strategies approved by Gage (1978) that an effective teacher has to have the skills of:

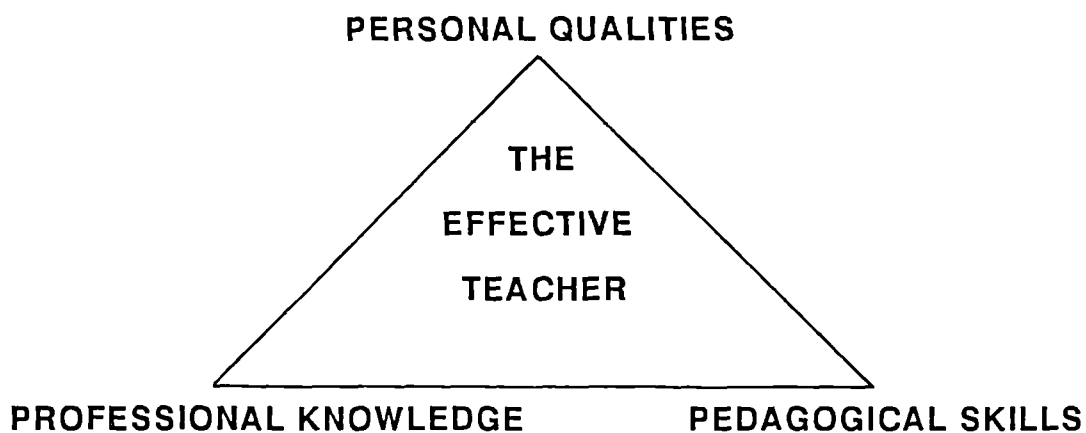
- Conducting discussions,
- Delivering lectures,
- Setting inquiries,
- Arranging for independent learning,
- Organising contacts,
- Preparing tasks for simulation and role playing.

In sum, all teachers in general and foreign language teachers in particular are supposed to entertain a large repertoire of general as well as specific skills with which they can facilitate learning. It might be true that the more skills a teacher acquires the more effective he/ she will be. If this is so, INSET is the procedure which should equip teachers with as many skills as they can absorb over a long period of time.

Thus, Pedagogical Skills are the third variable that makes a teacher 'effective' without which a teacher's failure is inevitable. A teacher without a sound range of pedagogical skills looks like a cook with all the required ingredients, utensils and fire but without experience of cooking.

## 1.2. CONCLUSION

The following diagram illustrate how the three aspects discussed above function together in order to produce the 'effective' teacher who is badly needed in every part of the world.



**Fig 2** *The integration of personal qualities, professional knowledge and pedagogical skills in the creation of the 'effective' teacher.*

It is needless to say that a teacher's PERSONAL QUALITIES, PROFESSIONAL KNOWLEDGE and PEDAGOGICAL SKILLS are the three fundamental aspects which make the 'EFFECTIVE TEACHER' and that any weakness in any of them could affect, in one way or another, the effectiveness of the practitioner's performance which might in turn affect the gains of the learners. Thus, these three variables have to be taken into consideration during the PLAN-NING, IMPLEMENTING and EVALUATING INSET PROVISION

## **CHAPTER TWO: QUESTIONNAIRE ON THE CHARACTERISTICS OF THE EFFECTIVE FL TEACHER**

### **2.1. The Basis for The Questionnaire**

In addition to the various sources mentioned earlier, two lists of characteristics of the 'effective' foreign language teacher that are shown below form the basis of the questionnaire at hand. These are:

**A.** Finochiaro (1983) is of the opinion that an effective language teacher should be able to:

1. Maintain high motivation among learners,
2. handle learners' errors tactfully,
3. provide for individual differences,
4. organise teaching experiences,
5. plan communicative situations,
6. provide for habit formation and real life use of the target language,
7. create a good range of communicative situation,
8. prepare, use and evaluate appropriate materials,
9. produce supplementary materials,
10. prepare and select teaching aids such as tapes, scripts, film slides etc.
11. Provide for more training in the four macro language skills i.e. listening, speaking, reading and writing,
12. prepare lesson plans for the above skills,
13. provide for cross-cultural insights,
14. make the students retain their individual dignity and ethnic pride,
15. create real situation from the environment,



16. select capable learners and encourage them to help the less capable one,
17. use the same piece of material in a variety of contexts,
18. arrange out of class activities by assigning the learners variety of tasks,
19. select, produce and evaluate different types of tests with which learners; achievement can be assessed, and
20. understand learners' mother tongue if possible.

**B.** Sheila Rowell in a report produced by the Centre for Information on Language Teaching and Research (CILT) issued in October, 1984 provides the following list of the characteristics of a good foreign language teacher.

The list contains the following:

1. The ability of promoting oral communication skills should predominate,
2. Full range of interpersonal skills by which it is meant making pupils perform in the foreign language.
3. Should be able to provoke enthusiasm on the part of the learners.
4. Must be likeable i.e. taken as a model by the pupils.
5. Must be confident in the target language.
6. Should be sensitive towards his pupils' needs.
7. Needs to be very patient.
8. Needs to maintain stamina and good voice production.
9. Needs good management techniques especially when the foreign language predominates.

10. The ability to employ a variety of activities.
11. Needs to initiate, to be resourceful and to supplement the course book.
12. The ability to use audio-visual support.
13. The ability to effect communication.
14. The ability to provide insight of how language works as well as ample practice.
15. The willingness to maintain regular updating to his/her own knowledge and fluency of and in the target language.
16. The ability to organise out of class activities.
17. The need to visit the native land of the target language.

The above two lists do not go beyond the three areas of Personal Qualities,

Professional knowledge and Pedagogical Skills.

## **2.2 AIMS OF THE QUESTIONNAIRE**

The questionnaire at hand aims at establishing the following two goals:

1. To find out how many of the characteristics of the 'effective' language teacher are endorsed by the respondents.
2. To find out which of those characteristics are seen more important than others.

## **2.3 CONTENTS OF THE QUESTIONNAIRE**

The questionnaire contains 51 characteristics and is composed of three sections as follows:

- a) 24 traits of Personal Qualities
- b) 10 traits of Professional Knowledge,
- c) 17 traits of Teaching Skills.

(see questionnaire appendix No. 2)

Although it is not shown in the questionnaire itself, the Personal Qualities are also seen in terms of three categories, namely traits of personality e.g. calm, patient, etc; traits of appearance e.g. smart, clean, etc; and traits of relationship e.g. kind, co-operative, etc.

The aim of applying the questionnaire in Bahrain and Coventry was so that a model of relatively advanced practice i.e. that of Coventry teachers could be used in comparison with the results from the Bahraini context.

## **2.4 THE SUBJECTS**

The questionnaire was administered in Bahrain on a population of 238 male and female secondary school pupils; 62 male and female secondary school teachers; and 19 male and female Headteachers, Advisers and Tutors.

The questionnaire has been translated into English and about one hundred copies were sent to various secondary schools in the City of Coventry in England. Unfortunately only twenty five have been filled in and returned.

The aims behind administering the questionnaire in Coventry are:

1. To find out that the characteristics in the questionnaire are globally agreed upon.
2. To find out the differences in opinions regarding the importance of the traits in the questionnaire if there are any and the reasons behind those differences.

## **2.5 VALIDATION**

It must be pointed out that validity of any questionnaire is very difficult to obtain and in this case the lack of similar questionnaires being administered in Bahrain before, makes it even more difficult. One would require a number of years to check and recheck as many times as one can in order to claim validity of a questionnaire such as this one. What one could do to the best of one's ability was to discuss it with some experts in the field. Hence, the questionnaire at hand had been shown to some of the Bahraini lecturers at the University of Bahrain, to be granted with some kind of validation before administering it. These are:

Dr A Ali Mohammed Hassan from the Faculty of Education

Dr M Al-Jenade from the Faculty of Education

Dr N H Al-Mosawi from the Faculty of Education

Dr A K Ashour from the Faculty of Art and Science (Department of English)

Dr H A Dhaif The Head of the English Language Centre.

The questionnaire had been approved with some valuable suggestions which were taken into account. It was administered first on a sample of students studying at the preparatory level at the University of Bahrain and who had recently finished their secondary education.

This pilot study was conducted for two main objectives, the first of which was to obtain an evidence that secondary pupils could handle such a questionnaire and the second was to see if a different result would come out if the questionnaire was put to them in a different form (suggested by one of the above mentioned Drs) which appeared to the researchers to be more complicated. That is to ask the students to rearrange the traits in a sequence of importance, i.e. to put the one which they think is the most important at the top of the list followed by the less important one and the less important one until they write the least important one at the bottom of the list. When the two forms of the questionnaire were administered and analysed, they gave more or less the same result which in fact provided the researcher and the other person with some kind of satisfaction.

## 2.6 RELIABILITY OF THE QUESTIONNAIRE

Although it is realised that reliability of any questionnaire can never be claimed unless it produces the same results when it is administered several times on different groups of subjects, it is acceptable in educational research to determine reliability by the application of one of a number of methods such as the ones explained by (Heyes et al 1986) as follows:

1. Scorer Reliability, i.e. when skilled scorers agree on judging a particular performance.
2. Test-Retest Reliability, that is when the same subjects are given the same questionnaire after a period of time.
3. Equivalent Forms, which means giving the same group of subjects different forms of the same questionnaire.
4. Split Half, which has been adopted in this piece of research.

The reliability of the questionnaire has been maintained by means of the following formulas:

1. Spearman's coefficient of rank correlation  $P$  which is conducted according to the following formula:

$$P = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)} \quad \text{(Ferguson 1981, p.382)}$$

2. The procedure has taken place by taking 62 copies of the questionnaire answered by the teachers as a sample of the entire population and dividing the items into two groups; one of which consists of the row scores of the odd numbers and the other consists of the row scores of the even numbers. The scores have been ranked and the differences between ranks have been calculated and squared. After that the total of the squared differences was obtained and used in the formulas in the following way:

$$\begin{aligned}
 1. \quad \text{Spearman's formula, } P &= 1 - \frac{6(\sum d^2)}{N(N^2-1)} \\
 &= 1 - \frac{6 \times 7796.75}{62 \times 3844-1} \\
 &= 1 - \frac{46780.5}{62 \times 3843} \\
 &= 1 - \frac{46780.5}{238266} \\
 &= 1 - 0.196337286 \\
 &= 0.803662714 = 0.8
 \end{aligned}$$

$$\begin{aligned}
 2. \quad \text{Spearman-Brown formula, } r_{xx} &= \frac{2 r_{hh}}{1 + r_{hh}} \\
 &= \frac{2 \times 0.8}{1 + 0.8} \\
 &= \frac{1.6}{1.8} \\
 &= 0.88 = 0.9
 \end{aligned}$$

The result 0.88 which is nearly 0.9 is, according to Spearman-Brown, a sign of reliability of the questionnaire.

## **2.7 THE ANALYSIS OF THE QUESTIONNAIRE**

The analysis of the questionnaire is carried out by giving marks to the five grades of the questionnaire in the following way:

5 marks for the grade of very much (V.M.)

4 marks for the grade of much (M.)

3 marks for the grade of somehow (S.H.)

2 marks for the grade of little(L.)

1 mark for the grade of very little (V.L.)

The next step was to add the marks gained by each trait given by a particular group of subjects and calculate the percentage of those remarks, for example, the total number of the teachers who answered the questionnaire in Coventry is 25 and if each one of them had given a particular trait the best grade, that is (V.M.) which equals 5 marks, means that the trait would gain 5 marks x 25 time which is 125 marks. In order to obtain the percentage of those marks, the 125 is divided by 125 and multiplied by 100 which is 100% of the total marks. All the marks obtained by the traits in this analysis have been obtained according to this method.

The analysis has been conducted with regards to the following tables;

### **2.7.1 TABLE (1-A)**

This table displays all the items in the questionnaire which appear in three columns each of which contains one type of the characteristics of the 'effective' foreign language teacher. The numbers in the first column are



the numbers of the traits (N.T.) as they appear in the questionnaire and are shared by the three types, for example number 1 is for the first trait in each column and number 2 is for the second and so on. It can be seen that traits of professional knowledge end at number 10 and traits of teaching skills end at number 17, while traits of personal qualities continue until number 24.

TABLE (1-A)

## THE CHARACTERISTICS OF THE 'EFFECTIVE' FOREIGN LANGUAGE TEACHER

N.T. PERSONAL QUALITIES		PROFESSIONAL KNOWLEDGE	TEACHING SKILLS
1	FIRM	WELL EDUCATED	EXPLAINS WELL IN L2
2	SERIOUS	KNOWS SUBJECT	DISCUSSES THINGS IN L2
3	HUMOROUS	KNOWS CHARACS OF PUPILS	USES L1 AS LAST RESORT
4	KIND	KNOWS THEOR.S ED. & PSY	ADVISES & GUIDES PUPIL
5	PATIENT	KNOWS TEACHING METHODS	VARIES ACTIVITIES IN L
6	CALM	KNOWS ABOUT TEACH. AIDS	CONDUCTS INDIVID. ACT
7	QUICK (ACTIVE)	KNOWS ABOUT MASS MEDIA	CONDUCTS PAIR WORK
8	CO-OPERATIVE	KEEPS PROF. UP-TO-DATE	CONDUCTS GROUP WORK
9	LOUD	ATTENDS INSET COURSES	DOESN'T STICK TO CO.B
10	CRITICAL	KNOWS ABOUT CL MANAG.	POSTPON COR. SPK. ERRS.
11	CLEAN		CORR. WRIT. WORK SOON
12	SMART		CONNECTS ALL L2 LESSON
13	RESPECTS PUPILS		CONNECT L2 LESS SUBJTS
14	FLEXIBLE		APP. INDUCTIVE METHODS
15	LIKES WORK WITH Ps		GIVES REG. EV. TESTS
16	AVERAGE BUILD		GIVES SUITABLE HOME WORK
17	THINKS ON FEET		REVISE PREV. L. REGUL.
18	PERSUASIVE		
19	LIKED BY PUPILS		
20	CONFIDENT		
21	UNDERSTANDING		
22	CONSCIENTIOUS		
23	GOOD LOOKING		
24	CLEAR IN SPEECH		

Ps = Pupils

Caracts = Characteristics

Theors = Theories

L2 = Second Language

L1 = First Language

L = Lesson

Act = Activities

CO.B = Course Book

Corr = Correcting

SPK = Speaking

ERRs = Errors

REG = Regular

EV = Evaluative

WRIT = Written

APP = Applies

Ed = Education

Psy = Psychology

Teach = Teaching

Prof = Professionally

Cl = Classroom

Mang = Management

### 2.7.2 TABLE (1-B)

In this table the traits of personal qualities have been divided into three groups, namely, traits of personality, traits of appearance and traits of relationship. These have also been arranged to take the format of the above table. There are 9 traits of personality, 7 of appearance and 8 of relationship.

Both tables (1-A) and (1-B) can serve as a reference for the forthcoming tables.

**TABLE (1-B) PERSONAL QUALITIES**

S.N.	TS OF PERSONALITY	TS OF APPEARANCE	TS OF RELATIONSHIP
1	2 SERIOUS	7 ACTIVE	1 FIRM
2	3 HUMOROUS	9 LOUD	4 KIND
3	5 PATIENT	11 CLEAN	8 CO-OPERATIVE
4	6 CALM	12 SMART	10 CRITICAL
5	14 FLEXIBLE	16 AVERAGE BUILD	13 RESPECTS PUPILS
6	17 THINKS ON FEET	23 GOOD LOOKING	15 LIKES WORKING WITH PUPILS
7	20 CONFIDENT	24 CLEAR IN SPEECH	18 PERSUASIVE
8	21 UNDERSTANDING	19 LIKED BY PUPILS	
9	22 CONSCIENTIOUS		

S.N. = SERIAL NUMBER

TS = TRAITS

### 2.7.3 TABLE (2-A)

This table shows the percentages of marks obtained by each trait as given by three groups of subjects. These are, pupils (P), teachers (T) and a group of headteachers, advisers and tutors (H.) together. (G) refers to the group as a whole.

The following two aspects can easily be noticed.

1. The majority of the marks are high.
2. The scores given by the three types of subjects are very close.

By working out both the mean for the 51 characteristics which is 81.46; and the standard deviation 9.025, the following observations have been made:

1. The ones with the highest scores (90.5 and above) amongst the traits are numbers; 5, 8, 11, 13, 20, 21, 22 and 24 of personal qualities, as well as numbers 2 and 5 of professional knowledge.
2. None of the traits of teaching skills has scored 90.5 or above to be amongst the highest traits.
3. The ones with the lowest scores (72.5 and below), however, are numbers; 3, 16 and 23 of personal qualities, number 7 of professional knowledge and numbers 10 and 13 of the traits of teaching skills.
4. The traits with the sign (/) are of the highest scores whereas the ones with the sign (X) are the lowest scores. The ones without a sign are those of average scores.

5. Despite the differences between the three groups with regard to the highest and lowest scores, there is an agreement between them on the values of some of them i.e. the three groups agree that numbers 5, 8, 20, 21, 22 and 24 to be the highest of the entire traits. On the other hand numbers 3, 16 and 23 of the personal qualities and number 10 of the teaching skills are agreed to be the lowest of them all.

TABLE (2-A)

THE CHARACTERISTICS OF THE 'EFFECTIVE' FOREIGN LANGUAGE TEACHER  
AS SEEN BY PUPILS, TEACHERS AND HEADTEACHERS, ADVISERS AND TUTORS

	N.T. PERSONAL QUALITIES				PROFESSIONAL KNOWLEDGE				TEACHING SKILLS			
	% P	% T	% H	% G	% P	% T	% H	% G	% P	% T	% H	% G
1	69.5	77	x72	73	/93.5	90.5	79	88	87	/94	88.5	88.5
2	79	x75	77	77	/90	94	87.5	90.5	83	91	85	86.5
3	x65	x70	x67	79	85.5	/90	85	x70.5	84.5	78	78	
4	78	76	77	77	74	81.5	78	78	88	91	87.5	89
5	/90.5	/93	92	92	89	92	92	91	76	87.5	85	83
6	74	73	77	75	87	89	86.5	87.5	x65	75.5	79	73
7	73	80.5	x69	74	x70	77	x67.5	x71.5	x66	79.5	78	74.5
8	/94	/96	/90	/93.5	79	78	81	79.5	72	79	80	77
9	75	80.5	x66	74	75	83	89.5	82.5	76	77	81	78
10	75	77	74	75.5	80	83.5	88	84	x50	x65	x62	x59
11	/91.5	/95	86.5	/91					77.5	84	83	81.5
12	80	84.5	83.5	83					75	88	82	82
13	/94.5	88.5	89.5	/91					x62	77.5	73.5	x71
14	80	87	84	84					87	84	76	82.5
15	/92	83	/91	89					75	80.5	82	79
16	x61	x72	x61	x65					71	77.5	75	74.5
17	83	87	82	84					79	83	82	81.5
18	/90	89	85.5	88								
19	/92	86.5	86.5	88.5								
20	/89	/96	89.5	/91.5								
21	/91	/93	/95	/93								
22	/97	/95	/96	/96								
23	x67.5	x73.5	x62.5	x68								
24	/91	/94	/92	/92.5								

N.T. = No of Traits; P = Pupils; T = Teachers; / = Highest;  
H = Heateachers, Advisers and Tutors; G = Entire Group; x = Lowest

#### **2.7.4 TABLE (2-B)**

The sub-categories of personal qualities are shown in this table which displays consistency in the scoring. The traits of appearance, however, seem to have scored a little below the other two types except for the teachers who have not degraded them.

By working out the mean and the standard deviation for these sub-categories in the same way, the following observations have been made according to:

##### **1. Group One : the Pupils**

- i) Numbers 3, 8 and 9 of traits of personality have scored the highest marks, whereas number 2 has scored the lowest.
- ii) With regard to traits of appearance, numbers 3 and 7 have gained the highest marks while number 5 and 6 have gained the lowest.
- iii) The highest marks of the traits of relationship have been obtained by number 3, 5, 6 and 8 with no lowest marks.

##### **2. Group Two : the Teachers**

- i) The highest marks gained by the traits of personality are numbers 3, 7, 8 and 9 whereas numbers 1, 2 and 4 have obtained the lowest marks.
- ii) The two highest marks of the traits of appearance are numbers 3 and 7, while the lowest are 5 and 6.

- iii) There is one highest mark in the traits of relationship, which is number 3 but there are no lowest marks gained by this group.

### 3. Group Three : the Headteachers, Advisers and Tutors

- i) The highest marks of the traits of personality as seen by this group of subjects are numbers 3, 8 and 9 and the lowest is number 2.
- ii) Number 7 of the traits of appearance has scored the highest mark whilst numbers 1, 2, 5 and 6 are the lowest marks gained by these traits.
- iii) The two traits of relationship which have scored the highest marks are numbers 3 and 6. The lowest score, however, is obtained by number 1 of these traits.

### 4. Group Four : the Whole Group (The above three groups together)

- i) Numbers 3, 7, 8 and 9 of the traits of personality have scored the highest marks and number 2 has been given the lowest score.
- ii) Amongst the traits of appearance numbers 3 and 7 have gained the highest marks whereas numbers 5 and 6 have been given the lowest marks.
- iii) None of the traits of relationship has been given a low mark by the entire group and those which scored high marks are numbers 3 and 5.



TABLE (2-B)

## PERSONAL QUALITIES

N.T.	PERSONAL QUALITIES				PROFESSIONAL KNOWLEDGE				TEACHING SKILLS			
	% P	% T	% H	% G	% P	% T	% H	% G	% P	% T	% H	% G
1	79	x75	77	77	73.5	80.5	x69	74	x69.5	77	72	73
2	x65	66	x70	x67	75	80.5	x66	74	78	76	77	77
3	/90.5	/93	/92	/92	/91.5	/95	86.5	/91	/94	/96	/90	/93
4	74	/73	77	75	80	84.5	83.5	83	75	77	74	75
5	80	87	84	84	x61	x72	x61	x65	/94	89	89.5	/91
6	83	87.5	82	84	x67.5	x73.5	x62.5	x68	/92	83	/91	89
7	89	/96	89.5	/91.5	/91	/94	/92	/92.5	90	89	85.5	88
8	/91	/93	/95	/93					92	86.5	86.5	88.5
9	/97	/95	/96	/96								
AVER	83	85	84.7	84.4	77	83	74.5	78	85.5	84.2	83.2	84

SN = Serial Numbers

TS = Traits

P = Pupils

/ = Highest

T = Teachers

H = Headteachers, Advisers and Tutors

G = Whole Group

x = Lowest

### 2.7.5. TABLE (3-A)

This table shows a comparison of the scores provided by the pupils in Bahrain with regard to gender. The scores are high and very close, too.

By working out the means and the standard deviations of each group i.e. the boys and the girls, however, the following observations have been made:

1. Both boys and girls have given the highest marks to numbers 5, 8, 11, 13, 15, 18, 20, 21, 22 and 24 of the traits of personal qualities and numbers 1 and 2 of the traits of professional knowledge and the lowest marks to numbers 3 and 16, of the traits of personal qualities and number 6, 7 10 and 13 of the traits of teaching skills.
2. Amongst those with neither the highest nor the lowest marks, according to both groups, are numbers 2, 4, 7, 9, 10, 12, 14 and 17 of the traits of personal qualities; Numbers 3, 4, 8, 9 and 10 of the traits of professional knowledge; and 5, 9, 11, 12, 14, 15 and 17 of the traits of teaching skills.
3. The differences between the two groups, which are not very significant, can be seen in numbers 1, 6, 19 and 23 of the traits of personal qualities; Numbers 5, 6 and 7 of the traits of professional knowledge; and numbers 1, 2, 3, 4, 8 and 16 of the traits of teaching skills.

TABLE (3-A)

THE CHARACTERISTICS OF THE 'EFFECTIVE' FOREIGN  
LANGUAGE TEACHER AS SEEN BY BAHRAINI PUPILS

N.T.	PERSONAL QUALITIES		PROFESSIONAL KNOWLEDGE		TEACHING SKILLS	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1	x66	73	/93.5	/93.5	83	/91
2	81.5	77	/89.5	/90.5	77.5	/89
3	x68.5	x65	78	80.5	x68.5	72.5
4	73.5	83	75.5	73	86.5	/89.5
5	/89	/92	/90	88.5	74	78
6	76.5	x71	/88	86.5	x62.5	x67
7	74.5	72	70.5	69.5	x61	x71.5
8	/93.5	/94	79.5	78	x66	78
9	73	76.5	73.5	77	74.5	77
10	76.5	73	80	79.5	x52	x48
11	/91	/92			76.5	78.5
12	80	79.5			74.5	76.5
13	/94.5	/94.5			x61.5	x62.5
14	80	80			85.5	88
15	/91	92.5			75.5	75
16	x62	x59.5			x64.5	77.5
17	82.5	83.5			72	85.5
18	/88	/92				
19	/96.5	88				
20	/89	/89.5				
21	/89	/93				
22	/97	/96.5				
23	71.5	x63.5				
24	/90	/92.5				

### **2.7.5 TABLE (3-B)**

This table illustrates the sub-categories of the traits of personal qualities and the marks gained by each trait in these sub-categories given by the two groups of pupils (the boys and the girls). They can be viewed as follows:

1. The highest marks given by the boys are the ones given to number 9 of the traits of personality; number 3 of the traits of appearance; and to numbers 5, 6 and 8 of the traits of relationship. The lowest marks given by the boys, however, are the ones given to numbers 2 and 6 of the traits of appearance; and numbers 1 and 2 of the traits of relationship. They have not given low marks to the traits of personality.
2. The highest marks given by the girls are the ones given to numbers 3, 8 and 9 of the traits of personality; numbers 3 and 7 of the traits of appearance; and numbers 3, 5, 6, and 7 of the traits of relationship. The lowest marks given by the girls are those of numbers 2 and 4 of the traits of personality; numbers 1, 5 and 6 of the traits of appearance; and numbers 1 and 4 of the traits of relationship. This shows that the girls have given a greater number of highest and lowest marks than the boys despite the close average scores given by both the groups to these three types of sub-categories.

TABLE (3-B)

## PERSONAL QUALITIES

S.N.	TS OF PERSONALITY		TS OF APPEARANCE		TS OF RELATIONSHIP	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1	(2) 81.5	77	(7) 74.5	x72	x(1) 66	x73
2	(3) 68.5	x64	x(9) 73	76.5	x(4) 73.5	83
3	(5) 89	/92	/(11) 91	/92	(8) 93.5	/94
4	(6) 76.5	x71	(12) 80	79.5	(10) 76.5	x73
5	(14) 80	80	(16) 62	x59.5	/(13) 94.5	/94.5
6	(17) 82.5	83.5	x(23) 71.5	x63.5	/(15) 91	/92.5
7	(20) 89	89.5	(24) 90	/92.5	(18) 88	/92
8	(21) 89	/93			/(19) 96.5	88
9	/(22) 97	/96.5				
AVER	83.6	83	77.5	76.5	85	86

2.8.6 TABLE (4-A)

A comparison between the marks given by foreign language teachers in Bahrain and foreign language teachers in Coventry is shown in this table. Although scores are still high and close, there are some big differences which range from 20 up to 50 marks.

By working out the standard deviations of the marks given by each group the following shows the comparison:

## TEACHERS IN BAHRAIN

The highest marks are 93 and above

The lowest marks are 75 and below

1. Personal qualities:

Highest: Nos 5,8,11,20,21,22,24

Lowest: Nos 2,3,6,16,23

2. Professional knowledge:

Highest: Nos. 2 only

Lowest: Nos. none

3. Teaching skills:

Highest: Nos. 1 only

Lowest: Nos. 5, 9 and 10

## TEACHERS IN COVENTRY

The highest marks are 85.5 and above

The lowest marks are 68 and below

1. Personal qualities:

Nos. 5,13,14,15,17,20,21,22,24

Nos. 2,9,19,12,16,23

2. Professional Knowledge:

Nos. 2, 3, 10

Nos. 4, 7

3. Teaching skills:

Nos. 4,5,7,9,17

Nos. 3, 13, 14

TABLE (4-A)

**THE CHARACTERISTICS OF THE 'EFFECTIVE' FOREIGN LANGUAGE  
TEACHER AS SEEN BY TEACHERS IN BAHRAIN AND TEACHERS IN  
COVENTRY**

S.N.	PERSONAL QUALITIES		PROFESSIONAL KNOWLEDGE		TEACHING SKILLS	
	T.I.B	T.I.C.	T.I.B.	T.I.C.	T.I.B.	T.I.C.
1	77	84	90.5	83	/94	76.5
2	x75	x58	/94	/93	91	74
3	x66	82.5	85.5	/87.5	84.5	x53.5
4	76	77	81.5	x57.5	91	/89
5	/93	/90.5	92	84	87.5	/90.5
6	x73	83	89	74	x75.5	76
7	80.5	80	77	x67.5	79.5	/87.5
8	/96	84	78.5	83	79	83.5
9	80.5	x38	83	81	77	/87
10	77	x40	83.5	/87.5	x65	73.5
11	/95	73			84	84
12	84.5	x67			88	82
13	89	/91			77.5	x68
14	87	/88			84	x63
15	83	/93			80.5	73.5
16	x72	x28			78	81
17	87.5	/87			83	/85
18	89	78.5				
19	86.5	69.5				
20	/96	/91.5				
21	/93	/89.5				
22	/95	/92.5				
23	x73.5	x23.5				
24	/94	/93				

SN = serial number

T.I.B. = Teachers in Bahrain

T.I.C. = Teachers in Coventry

AVER = AVERAGE

### 2.7.7. TABLE (4-B)

This table illustrates the scores of the same teachers of the sub-groups of personal qualities. The lowest scores are again of the traits of appearance but the overall average is somehow similar between the two groups.

1. Both groups have given the highest marks to numbers 3, 7, 8 and 9 of the traits of personality; number 7 of the traits of appearance; and number 3 of the traits of relationship.
2. They have also given the lowest marks to number 1 of the traits of personality; numbers 5 and 6 of the traits of appearance.
3. It can be noticed that numbers 1 and 4 of the traits of appearance and numbers 2, 7 and 8 of the traits of relationship have been granted with marks which are neither among the highest nor the lowest scores.
4. The traits which have been given different marks by each group are numbers 2, 4, 5 and 6 of the traits of personality; numbers 2 and 3 of the traits of appearance and numbers 1, 4 and 5 of the traits of relationship. These numbers form one third of whole 24 traits of personal qualities.
5. By examining number 1 of the traits of personality as well as numbers 5 and 6 of the traits of appearance, it can be noticed that although there are big differences in the scores, the traits are still regarded by both groups as the lowest ones.



TABLE (4-B)

## PERSONAL QUALITIES

S.N.	PERSONAL QUALITIES		PROFESSIONAL KNOWLEDGE		TEACHING SKILLS	
	T.I.B	T.I.C.	T.I.B.	T.I.C.	T.I.B.	T.I.C.
1	x75	x58	80.5	80.5	77	/84
2	x66	82.5	80.5	x38	76	77
3	/93	/90.5	/95	73	/96	/84
4	x73	/83	84.5	67	77	x40
5	87	/88	x72	x28	89	/91
6	87.5	/87	x73.5	x23.5	83	/93
7	/96	/91.5	/94	/93	89	78.5
8	/93	/89.5			86.5	69.5
9	/95	/92.5				
AVER	85	84.5	83	57.5	84	77

SN = serial number

T.I.B. = Teachers in Bahrain

T.I.C. = Teachers in Coventry

AVER = AVERAGE

### 2.7.8 TABLE (5)

This table provides an overall picture of the averages of scores gained by every single type of traits from every single type of subjects. The figures on the left hand side of the table represent the scores of the sub-groups of the characteristics of personal qualities while the figures on the right hand side of the table indicate the scores of the three main categories. The table also illustrates how the three types of characteristics are to some extent equally important.

**TABLE (5)**

#### **AVERAGE SCORES GAINED BY EACH TYPE OF CHARACTERISTICS**

SUBJECTS	T.P.	T.A.	T.R.	PER.QUA.	PROF.KNOW.	TEACH.SKILL
H.T.A.T. in Bahrain	84.7	74.5	83.2	81	84	80
TEACHERS in Bahrain	85	83	84.2	84	85.3	82.3
PUPILS in Bahrain	83	77	85.5	82	81.5	74
TEACHERS in Coventry	84.5	57.5	77	73	80	78
OVERALL AVERAGE	84.3	73	82.5	80	83	78.5

T.P. = TRAITS OF PERSONALITY  
T.A. = TRAITS OF APPEARANCE  
T.R. = TRAITS OF RELATIONSHIP  
PER = PERSONAL  
QUA = QUALITIES  
PROF = PROFESSION  
KNOW = KNOWLEDGE  
TEACH = TEACHING

## **2.8. OUTCOMES OF THE BAHRAINI CONTEXT**

1. It is interesting to note that there is a great deal of agreement on the characteristics of the 'effective' foreign language teacher for there are about 20% of the traits listed in the questionnaire gained votes of popularity ranging from 90% to 96%; plus 37% of them received votes ranging from 80% to 89%; whereas none of the traits received below 50%, which is in fact the lowest score received by any of the traits.
2. The result achieved is not very surprising because it does not deviate from the usual norms and, as Dr A Ali Mohammed Hassan had warned before the pilot study, that it was quite possible to end up with a result where all the respondents would tick the very much column for all the traits as they appeared to be equally essential for the 'effective' teacher. It is, nonetheless, interesting to see that the respondents managed to put the traits into various levels of popularity.
3. It is assumed that the majority of the respondents responded negatively rather than positively to some of the traits which the researcher thinks might have gained more popularity than what they have actually gained. This can be interpreted either in terms of ignorance on the part of the respondents or in terms of misunderstanding caused by lack of attention or even by vagueness in the wording of the traits concerned. The following illustrations provide a better perspective:
  - a) Traits which received the least percentages of votes are number 10 of the traits of professional knowledge whose score is 50% and number 10 of the traits of teaching skills whose score is 59%. These were expected to

be amongst the most favourable ones because first of all, what is exactly meant by classroom management, as has been explained above, are those skills and techniques with which a teacher makes his or her pupils preoccupied with their learning. Secondly, 'postpones correcting spoken errors' means that the teacher should not interrupt pupils while they are conversing if they make mistakes, but should make a note of them and deal with them later. This is so because this kind of interference would hinder rather than help the pupils' fluency in the foreign language as pointed out by Norrish (1983)"

"...:there are times when pointing out mistakes and thereby interrupting the flow of an activity could be counterproductive. It is possible to note the mistakes and deal with them at a more suitable time."  
(p.3)

The scores of these traits could have become greater if the respondents had taken them this way.

- b) The trait 'humorous' which is listed as No 3 among the traits of personal qualities is also suspected to have, perhaps, been misinterpreted by the respondents and taken as 'sarcastic' which, of course, means making fun by hurting the feelings of some of the pupils particularly the unfortunate ones. It is also possible that 'humourous' is taken as being a comedian which according to the Arabic culture causes lack of respect to the teacher. The common norm is that the more fun there is in the classroom, the more enjoyable the lesson becomes and consequently better leaning might take place. If the respondents had not misinterpreted the term humorous, why has this important trait gained the approval of only 67% of the total marks?

- c) The third example which shows that there is something wrong is with the trait No.13, 'connecting L2 lessons with other subjects' i.e. learning the language through, for instance, History, Geography, Chemistry etc. This belief has two distinguished advantages; on the one hand it helps pupils understand the other subject either because of the repetition or because of the method used by the language teacher; on the other hand, it helps pupils acquire the foreign language either because it is meaningful or because of their previous knowledge of the subject itself which helps them understand the foreign language. In addition to these two advantages, it is advisable that pupils should be introduced to various genres and registers of the English language which cannot be done without tackling other subjects.
- d) Although the traits 'good looking' and 'average build' are among the least favourable traits, yet there are some pupils as well as teachers, headteachers, advisers and tutors who think that they are important. This proportion of subjects' opinions has to be taken into account. Although there is very little that can be done about these traits in the In-service Training and Education of Teachers (INSET), they can be taken care of in the process of the selection of teachers. However, it is quite possible that physical drawbacks can be compensated for during INSET by the improvement of other dispositions of personal qualities, professional knowledge and didactic skills.
- e) The traits 'conducts individual activities'; 'conducts pair work' and 'conducts group work' have been listed separately in order to find out if they are equally appreciated. Only 'conducts individual activities' appear in the list of the least popular ones. This could mean that both pair work

and group work are appreciated more than the work which is done individually. It must be taken into account that some activities can only be done individually.

- f) It can be noticed that the trait 'clean' has a higher score than that of the trait 'likes working with pupils' which consolidates the importance of appearance in that part of the world. It could be an indication that cleanness and tidiness brings more respect and privilege to the teacher. The case is exactly the opposite with the teachers in Coventry.
- g) The trait 'patient' is an interesting one for there are those who believe that too much patience would actually harm pupils because it helps in making them lazy and very slow learners. Advocates of such view see that teachers have to be impatient at times in order to encourage quick learning. Patience, however, does not only lend itself to the process of learning; it is also related to pupils' behaviour as well as other professional constraints, e.g. time, syllabuses and resources, each of which requires a great deal of patience.
- h) It can be concluded from the averages of percentages gained by the five groups of characteristics that the traits of personality are somehow the most popular ones which are followed by the traits of professional knowledge and the traits of relationship. The traits of teaching skills are, however, less important and the traits of appearance are the least important of all. This seems to contradict what has been stated in paragraph (f) above but, in fact it is the score given by Coventry teachers which has caused the average of this trait to come down.

i) There are some other dispositions of the 'effective' foreign language teacher which are not actually in the questionnaire but have been suggested by the respondents. Some of these attributes occurred more than twice. The entire list is in (appendix No 3). Some of them are worthwhile mentioning. These traits are:

## 1. TRAITS OF PERSONAL QUALITIES

There is a list of 28 traits in this category. Some examples of these are:

- i) 'Fair' or Does not discriminate between pupils' or 'Just' as some others put it, has occurred 23 times. It has to be taken into consideration for it seems to be very sensitive one particularly amongst pupils.
- ii) 'Not moody' is another trait which has occurred 6 times and might affect relationship with pupils as well as colleagues. Steady and consistent attitude at work might prevent some problems to take place.
- iii) 'Not sarcastic' has also occurred 6 times. It might be that this feeling of some of the respondent which might have made them give the trait of 'Humorous' in the questionnaire rather low marks.
- iv) 'Polite with good characters' or some other respondents put it, 'Does not use taboo terms' has occurred 5 times. It is certainly an aspect of offending others just by the use of unsuitable terminologies.
- v) 'Should not be arrogant' has occurred 3 times and it is indeed socially unacceptable for anybody, particularly teachers who are supposed to be models for their pupils to follow.

It can be noticed that all these attributes fit into the category of the traits of relationship. If they have not been taken into account during the process of teaching-learning situation, they might affect interaction not only with the teachers but also with the subjects they teach whatever they may be.

## 2. TRAITS OF PROFESSIONAL KNOWLEDGE

The list of traits on professional knowledge is rather small, only 5 items, three of which have been listed below.

- i) 'Knows about the curricula of other countries' is mentioned once only, but seems to be quite logical for it has the effect of widening a teacher's horizon in the field of Education.
- ii) 'Knows another foreign language' is also mentioned once and there is no doubt that knowing another foreign language (a third language in this case) does have some effects on understanding not only the mother tongue of the teacher but also the foreign language he/she teaches.
- iii) 'Knows the aims and objectives related to the teaching of his/her subject very well' has also been mentioned once but it is a valid one.

## 3. TRAITS OF TEACHING SKILLS

- i) 'Encourages and/or gives more care to weak pupils' has occurred 7 times and perhaps indicates that able pupils can learn with very little effort from the teacher and that the rest of the teacher's effort is badly needed by the weak or less able ones.



- ii) 'Takes care of individual differences' has occurred only once, yet it shows that not only weak pupils need more help but this help should be given according to individual needs of pupils.
- iii) 'Relates the content of the lesson to real life' which has occurred once only refers to making the subjects learned meaningful and useful.
- iv) 'Helps and makes sure pupils understand the lesson' has occurred 3 times. It is what teaching is all about.
- v) 'Provides pupils with the skills of self-study' although mentioned only once, points out that self-study will be the ultimate aim of teaching and has to be accounted for.
- vi) 'Must be creative' has appeared once only but it is a very important characteristic of the 'effective' teacher. It is the skill that helps teachers overcome most of the difficulties they encounter during the teaching-learning process.

## **2.9 THE OUTCOMES OF THE COMPARISON BETWEEN THE SCORES GIVEN BY TEACHERS IN BAHRAIN AND TEACHERS IN COVENTRY**

A few points regarding the differences in score are discussed and an attempt is made to provide some reasons for such differences as follows:

1. The biggest difference that can be noticed is the one related to the trait 'Good looking' which has scored 73% in Bahrain but only 23% in

Coventry. This could probably be attributed to the cultural differences between the Arabs and the British with regard to feelings and attitudes. As an Arab, the researcher finds it more pleasant to work with a good looking person than to work with an ugly one. This attitude has been admitted by several Arab friends. Another possibility might be that the respondents in Coventry had not looked at it in this way or perhaps they have been discouraged by the fear of criticism especially when living in a multicultural society such as the one in Coventry.

2. 'Average Build' has also caused a dramatic difference in the opinions of teachers; it has received 72% from the teachers in Bahrain where as teachers in Coventry have granted it with just 28% of its marks. This could also have resulted from some cultural aspects. In the Arab world, particularly amongst illiterates and youngsters, it is customary that physical construct of a particular person can be vulnerable to mockery if it is out of the usual norms such as being too fat, too short, very tall etc. Thus, it is more likely that teachers' physical appearance grant them with either some respect or disrespect from their pupils which in a way might affect interaction or classroom management. One would not think that the difference in opinion regarding this matter would be this big but that is what the results show. It has to be pointed out again that the strength of other qualities do compensate for any physical drawbacks.
3. The trait 'Loud' has also caused some disagreement between the teachers in Bahrain and their counterparts in Coventry, where the formers have given it 80.6% while the latters have given it just 38%. The 42 marks difference is most probably caused again by cultural differences as well. One can

tell from experience and this has been confirmed by some colleagues that in a classroom situation Arab teachers normally shout to the extent that they sometimes disturb each other. Hence, it could be that a loud voice is considered to be important in order to cover any noise and to attract pupils' attention.

4. Another big difference in opinion has appeared with regard to the trait 'Clean; which has gained 95% in Bahrain and 73% in Coventry. In England as one has witnessed, teachers as well as lecturers can go to work improperly dressed, i.e. in dirty jeans, and nothing happens; it could even be that pupils or students feel more relaxed with such a teacher/lecturer. This can rarely happen in the Arab world. A lecturer is more likely to receive critical comments from colleagues or students if he or she only wears the same clothes for three or four days successively rather than wearing shabby clothes.
5. There is also a big difference in opinions with regard to the trait 'Critical' which scored 77% of its total marks in Bahrain, whereas it scored 40% in Coventry. It is very difficult to suggest why such a difference has taken place. The reason could most probably be within the interpretations of the term critical. This could have happened because of the translation from Arabic which literally means 'knows how to criticise well'.
6. The trait 'Uses L1 as the last resort' which is a trait of teaching skills rather than of personal qualities is also a cause for difference in opinions between the two groups. It has scored 84.6% in Bahrain but 53.3% in Coventry; a difference of 31 marks. The reason for this

structed to use Arabic whenever it is necessary to do so.

7. Another trait of teaching skills has caused difference in opinions. It is, 'Uses inductive method of teaching'. Its score in Bahrain is 84.2% but in Coventry its score is 62.7%; a difference of 22 marks. What is meant by using inductive method of teaching is what (Rivers and Temperley 1978) explain as ('student see a number of examples of a rule in operation in discourse, practice its use, and then evolve a rule from these examples with the help of the teacher'. p 110). Interpretation of the question in a way different than this might have caused this difference. It is also possible that the teachers in Coventry had taken it as the only method to be used although this has not been explicitly stated.

## **2.10 CONCLUSION**

It can be concluded from the empirical work carried out that the characteristics of the 'effective' foreign language teacher can be recognised not only by advisers, headteachers and teachers but also by pupils.

Secondly, there have not been significant differences in the opinions of the respondents with regards to the most important and least important characteristics apart from those created by cultural differences, i.e. there seems to be a global agreement on the characteristic provided irrespective of sex, race, occupation or age.

Thirdly, that the traits of personal qualities, professional knowledge and pedagogical skills are more or less equally important.

Finally, the respondents have suggested some interesting comments and suggestions which the researcher is grateful to receive.

## **CHAPTER THREE: PROFESSIONAL AWARENESS OF TEACHERS**

### **3.1 LITERATURE REVIEW**

It has been established in the previous chapter that professional knowledge is an important variable in the characteristics of the 'effective' teacher. Professional knowledge has been seen in terms of knowledge of the subject taught, of methodology, of human behaviour, of the curriculum etc. This professional knowledge is merely one part of what is known as professional awareness which also includes what teachers and their roles are and what their job is in addition to knowing what teaching constraints are and how they could tackle them.

#### **3.1.1 Teachers' Roles**

It has been since the early 1950s when educators and researchers began to look at teachers behaviours with regard to the various roles they play, as is explained by (Wallen and Traver, 1963) who give the following two examples:

1. One type of classification of the roles of the teacher is that of (Fishburn, 1955) who had used a classification made by (Kinney, 1952) as a basis for his study. Fishburn's study resulted in seeing the teacher as:

1. Director of Learning,
2. Guidance and counselling person,
3. Mediator of the culture,
4. Member of the school community,
5. Liaison between school and community,
6. Member of the profession.

Another classification of the roles of a teacher made by (Havinghurst and Neugarten 1957) in the following two groups:

<p>A Roles in relation to adults in school system</p> <ol style="list-style-type: none"> <li>1. Employee</li> <li>2. Subordinate to the principle</li> <li>3. Adviser to superiors</li> <li>4. Colleague</li> <li>5. Follower</li> <li>6. Leader</li> </ol>	<p>B Roles in relation to pupils.</p> <ul style="list-style-type: none"> <li>Mediator of learning</li> <li>Disciplinarian</li> <li>Parent Substitute</li> <li>Confidante</li> <li>Surrogate of middle class morality</li> </ul>
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### **3.1.2 Rights, Duties etc.**

Whatever Wallen and Traver (1963) have to say in criticising the classification of the different roles of a teacher, they still, according to the researcher, form a basis for investigating teachers' rights, duties, commitments, and expectations which constitute teachers' professional awareness discussed in this chapter.

There is a wide range of views concerning teachers' rights, duties and commitments which sometimes overlap and cause confusion, as (Ireland, 1984) asserts that:

"It should be remembered that the two - rights and duties - should be inseparable." p.97

In order to exemplify this, one could put forward some questions:

1. What rights does a teacher have?
2. How many duties does a teacher have to implement?
3. Which of these duties are important and which are less important?
4. Does this level of importance divide duties into say duties and commitments?
5. Is e.g. attending INSET activities, of teachers' rights which they should claim or of their duties which they have to perform and bear all the expenses which they require?

### **3.1.3 Literature and official documents.**

It seems feasible to look into teachers' rights, duties, obligations etc. from the points of view of, a) the literature, and b) documents from the official bodies who provide education to the public.

#### **3.1.3.1. The Literature**

Ireland (ibid) in his book, Teachers' Rights and Duties, talks of the following areas:

1. Teachers have to be inside the school during school times even when not teaching.
2. Coming late to school may cause dismissal when repeatedly committed without valid reasons. (This refers to punctuality.)

3. Teachers have to abide by the rules and regulations in the contract between them and their employers.
4. Reasonable request from the head of the school to the staff must be followed even if the teachers lose their breaks.
5. Free periods left for marking and preparation are not considered as teachers' rights. This however, should not inflict unfair treatment on any teacher by the head.
6. A teacher has to teach the subject to his/ her specialisation and any other subject within his/ her capability except for religious education when a teacher has strong feelings about teaching it.
7. A teacher has to escort pupils to and attend the morning assembly, but has the right not to attend the religious part of it.
8. Arranging and writing the register is the class teacher responsibility.
9. Teachers have to perform supervision during breaks as arranged by the headteacher and they can be held responsible for any accident that happens due to their negligence.
10. A teacher supervises pupils during lunch time is entitled to receive a free meal of a restricted value.
11. After school supervision is limited to ten minutes during which teachers are expected to empty the school from pupils.



12. Teachers can never be compelled to attend any meeting outside school hours unless a meeting is to be with a school governor regarding disciplinary matters. This statement, however, is no longer valid according to new regulations as will be noticed later on.

The above duties according to Ireland are compulsory and that there are some other duties which he considers voluntary ones. He, however provides the following warning:

"What should be born in mind is the difference between what a teacher is not obliged to do and what, in normal circumstances, he or she ought professionally, to do." p 41

1. Staff should make an effort to attend staff or parents' after school meetings if sufficient notice for them is given. If some members of the staff fail to attend such meetings, the headteacher is not supposed to report that to anyone.
2. Once a teacher has volunteered to carry out a particular task, he/ she should not give it up halfway through.
3. Taking part in out-of-school activities is a rewarding kind of voluntary duties available for teachers.
4. If a teacher does not want to take up a voluntary activity it is always better to reject it tactfully rather than showing a blunt refusal.

It could have been more useful if Ireland had provided three lists of teacher's rights, duties and commitments, just for the sake of clarification, instead of mixing them together. Other areas such as the syllabuses,

examinations, and INSET should have been included.

Kerry (1986) looks at teachers' duties within the perspective of the following areas:

1. Teachers have to define their roles effectively with relation to pastoral care as well as academic responsibilities.
2. They should be ready to deal with parents regarding their children.
3. They should have their eyes open for any case of child abuse and report any incident to the school administration immediately.
4. They should realise their responsibilities towards the public or the community among whom they live.
5. Improving their methods of teaching.

In their study of English and French teachers (Broadfoot et al, 1987) list the following items in one section of their questionnaire in order to see how much a teacher feels responsible to each one of them:

1. Myself/my conscience
2. My pupils
3. My pupils' parents
4. My school
5. My colleagues
6. The society
7. The headteacher
8. The inspector/adviser

Although the list shows most of the personnel a teacher has to deal with in one form or another, item No 4 which reads (My school), however, seems rather odd and vague.

In another section of the questionnaire (Broadfoot, et al, ibid) put a list of responsibilities and asked their subjects to indicate how important each one is to them. The list goes as follows:

1. Helping the child to become mature
2. Arouse interest in learning
3. Instruction/academic work
4. Children enjoy what they do
5. Pupils can apply knowledge in future
6. Development of personality
7. Children know how to organise work
8. Children see relevance of what they do
9. Training in personal relations
10. Children like hard work and effort
11. Children's behaviour in class
12. Development of intelligence
13. Moral education
14. Children kept constructively engaged
15. Health education
16. Physical education
17. Training for future citizen
18. Artistic/aesthetic education
19. Sex education

This list appears to be mainly concerned with management and administrative responsibilities rather than academic ones apart from Nos 2, 3 and 4.

Broadfoot **et al** have come out with the conclusion that British teachers who follow a 'child-centred' approach in teaching believe that in addition to academic responsibilities, they are also responsible for the curriculum, the materials, the development of the child, the parents and their colleagues. Whereas the French teachers who are restricted by a traditional centralised system, feel mainly responsible for the academic achievement of the child and how well he/she does in the examinations.

The above paragraph leads to the controversy over the issue whether curriculum design and material selection is in fact one of a teacher's rights? Apple and Teitelbaum (1986) maintain that Education Authorities in the United States of America are trying to borrow policies from industry into education. They explain that workers in industry do the manual work only and that planning and designing is done at the administrative level because the workers do not need to know anything apart from what they need to do. This does not help the workers to develop and progress and this does not in any way affect the firms in which they work. Teachers, Apple and Teitelbaum argue, can never be treated like that because they are part of the whole process of education and that in order to be more effective, teachers have to be given the freedom to gain access to the curriculum as well as the materials used in implementing it.

Among those who believe that teachers' roles should not be confined to academic achievement of pupils is (Marland, 1987) who states:

"...tasks that make up the role of a 'school teacher': course planning, selecting and preparing teaching materials, organisation and planning, team leadership (when applicable), contribution to school thinking, tutoring and pastoral care, and relating to parents." in (Stan, 1987, p 10)

Another one is (Burke, 1987) who suggests that teachers' duties should be related to:

1. The curriculum,
2. The administration of the school,
3. Teaching itself,
4. Extra curricular activities,
5. Routine duties,
6. Community services,

He is of the opinion that a teacher's important tasks are:

1. Attendance procedures,
2. Social education referrals,
3. Counselling practices,
4. School programmes and events,
5. School regulations,
6. Changes in policy,
7. School board minutes,
8. Faculty meeting minutes,
9. Teacher attitude data,
10. Curriculum effectiveness data.

11. Pupil information data,
12. Teacher association activities,
13. Community activities and attitudes,
14. Team/Unit/Department meetings.

He suggests that teachers can assess themselves with regard to:

1. Pupil rapport,
2. Pupil learning,
3. Relationship with colleagues,
4. Relationship with the principal,
5. Relationship with parents,
6. Relationship with the community,
7. Relationship with the supervisors,
8. Planning lessons,
9. Facilitating learning,
10. Communicating in general.

If the above areas form the criteria against which self-evaluation is to be carried out, according to (Burke, *ibid*), 'facilitating learning' illustrated by No 9 is merely one aspect of teachers' duties. One actually does not know where the level of importance lies and if all the above tasks are equally important, they might cause some confusion on the part of the teacher who needs to know where supreme priority should go.

A teacher's duties are seen by some educators as the elements of success of that teacher and that failure in fulfilling any of them means incompetence on the part of the teacher. Bridge (1985) indicates that incompetence

appears to mean persistent failure in one or more of the following respects:

1. Maintain discipline,
2. Treat pupils properly,
3. Imparting subject matter effectively,
4. Accepting teaching advice from supervisors,
5. Demonstrating mastery of the subject matter being taught,
6. Achieving the intended observed results in the classroom.

It is interesting to note that the above list resembles those lists of 'Pedagogical Skills' discussed in the previous chapter. If a teacher's failure is to be determined, for example, by his/her failure in keeping discipline, it is a teacher's duty, then, to keep discipline in the classroom and so on.

Miller (1977) provides a number of tasks which in Miller's terms make 'Super Teachers'.

These include the following:

1. Individualise teaching to meet students' needs.
2. Giving attention to as many as 40 students everyday.
3. Preparing individual programmes and spending endless hours duplicating them.
4. Helping a group of students after school time.
5. Giving up one's lunch to listen to a problem.
6. Donating one's own time to go, for example, to the fire station, the museum, the hospital etc.
7. Arranging out-of-classroom experiences.

8. Going on trips to almost any place of learning benefits.
9. Participating in the activities arranged by the community.
10. Teach in Sunday schools.
11. Participate in curriculum committee.
12. Run any cycling programme.
13. Counsel disturbed children.
14. Lead a boy scout troop.
15. Bringing the family to the classroom or the classroom to the family.

Why should teachers do all this? and what do they receive in return?

Feinman-Nemser and Floden (1986) provide the following answer:

"Thus it comes as no surprise that teaching, with a reputation as low-paid service work with children is reviewed by many teachers as rewarding in terms of interaction with students and the pleasure of serving, and not because of the pay and opportunities for advancement." in (Wittrock, 1986, p 512)

The question that forces itself here is, how many of the existing teachers in the world believe that teaching is an enjoyable contact with children and an interesting way of serving? On the other side of the spectrum, how many of them think that it is merely a means of earning a living? There are certainly some teachers of both types in the profession everywhere and the number of teachers in each type depends, one believes, on the type of society in which they live and its social, economical, political, ethical and educational conditions. It could be, for instance, that the majority of teachers enjoy teaching for the sake of it in one society and vice versa in another.



Finally, one could sense from reviewing both American and British literature that the Americans tend to emphasise more local control of schools and that they concentrate on exact, clear, unambiguous teachers' performance, which the British are beginning to follow.

### **3.1.3.2. Official Documents**

Four official documents have been obtained, two of which issued by the Department of Education and Science (School Teachers' Pay and Conditions Document, DES 1989) HMSO London, and Commission Audit, 1986 and the other two by the Ministry of Education in Bahrain, (see appendix No 4).

*The DES School Teachers' pay and condition document provides the following 'Professional duties' with regard to:*

1. Teaching:
  - a. planning and preparing courses and lessons.
  - b. teaching according to their educational needs, the pupils assigned to him, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
  - c. assessing, recording and reporting on the development progress and attainment of pupils.

In each case having regard to the curriculum for the school.

#### Other activities:

- a. Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him.
- b. providing guidance and advise to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- c. making records of and reports on the personal and social needs of pupils;
- d. communicating and consulting with the parents of pupils;
- e. communicating and co-operating with persons or bodies outside the school;
- f. participating in meetings arranged for any of the purposes described above.

#### Assessments and reports:

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

## Appraisal:

Participating in any arrangements within an agreed national framework for the appraisal of his performance and that of other teachers.

## Review: further training and development:

- a. Reviewing from time to time his methods of teaching and programmes of work;
- b. Participating in arrangements for his further training and professional development as a teacher;

## Educational methods:

Advising and co-operating with the headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

## Discipline, health and safety:

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

#### Staff meetings:

Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

#### Cover:

Supervising and so far as possible teaching any pupils whose teacher is not available to teach them.

Provided that no teacher should be required to provide such cover.

#### Public examinations:

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangement for pupils' presentation for and supervision during such examinations.

#### Management:

- a. Contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teachers.
- b. Co-ordinating and managing the work of other teachers.

- c. Taking such part as may be required of him in the review, development and management of activities related to the curriculum, organisation and pastoral function of the school.

Administration:

- a. Participating in administrative and organisational task related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- b. Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

Working Time for fully employed teachers is 1265 hours spread over 195 days of which 190 days are considered as teaching days. Time of travelling to and from school should not be included in the specified 1265 working hours.

It is interesting to see that No.1 'Teaching' which includes preparation, implementation and assessment/ evaluation, is regarded as the main duty which the teacher is responsible for and the remaining tasks as other activities which a teacher should be involved in.

In a report by the Audit Commission (1986) entitled, 'Towards Better Management of Secondary Education' four areas of activities other than teaching are recommended to be considered, these are:

- a) School-based activities such as policy decision making, finance and resource assessment, external relations, LEA and government returns.
- b) Teacher-based activities i.e. substitution for absent staff, appointment of staff, timetable creation and maintenance, lesson preparation (although this should be regarded as part of the teaching process!), and in-service training and induction of new teachers.
- c) Pupil-related activities, for instance, record keeping, reports and references, pastoral and disciplinary work, marking and individual follow-up work. (This aspect is also part of the teaching process itself!)
- d) Other activities, such as, site related activities, community or area related activities.

(For more details about these four areas see appendix No 4)

If teachers have to carry out all these activities as a compulsory part of their duties, there should be some concessions on the part of the employer such as giving the teachers fewer pupils to teach as well as less teaching hours on their timetables (as has been demanded by the Bahraini teachers in their responses to the questionnaire in this chapter).

Recognition of good teaching is seen by the Commission (ibid) through higher pay to the teachers and higher pay means offering promoted posts to the teachers. Amongst the reasons for obtaining such posts are:

1. Carrying out managerial elements such as being head of Faculty of Department.
2. Being responsible for broad elements of pastoral work such as head of house, head of upper or lower school or head of year.
3. Holding "added duty" element, e.g. responsibility for timetabling, out of school activities, or home-school liaison.
4. When there is high demand for specialisation such as the case of keeping a mathematics teacher which can be done by offering a high scale post.
5. As a reward for being a good class teacher.
6. Keeping an awkward member of staff quiet or providing moral support to influential members of staff.

It appears that Nos 1, 2 and 3 are quite reasonable and perhaps easy to manage but Nos 4, 5 and certainly 6 are very vague and extremely hard to implement and could even cause injustice to some teachers.

The documents from the Ministry of Education in Bahrain state the following:

**a. Purpose of position:**

Teaching the prescribed syllabuses and carrying out the activities which lead to the delivery of the behavioural and educational aims to the pupils.

**b. Major duties:**

1. Prepares a detailed table which includes distribution of the syllabus for the academic year.
2. Prepares the topics of the syllabus using relevant references.
3. Prepares the necessary teaching aids for teaching the syllabus.
4. Prepares any equipment he intends to use beforehand and be sure of its validity.
5. Returns all the equipment used to their places and tidies them up.
6. Prepares questions and exercises for homework in order to enhance the learnt subject; refers to and marks pupils' exercise books and gives his comments.
7. Carries out periodical tests and examinations to measure his pupils' level of achievement, gives marks and provides remedial exercises and lessons to those who need help in digesting the subject.
8. Advises pupils during his lessons and takes part in solving their academic and social problems through his co-operation with the school social worker and administration.
9. Consults the senior teacher with regard to what has been completed of the curriculum and the problems which he encounters as well as finding the suitable solutions to those problems.



10. Co-ordinates with advisers and educational tutors regarding any educational studies or experiments he intends to carry out and shows them the ways and means he applies and makes use of their suggestions.
11. Takes part in the meetings organised by the administration of the school with regard to the improvement of the level of the scientific and educational performance in the school.
12. Participates in school activities as well as activities and seminars related to his subject.
13. Participates in the setting of the upgrading examinations, writing illustrative pamphlets and evaluation criteria as well as taking part in committees organised for examinations, correction and invigilation.
14. Carries out other tasks which are relevant to his job.

**c. Supervision:**

Receives general supervision from the headmaster of the school in which he works.

In another document produced by the Ministry of Education of Bahrain some of the above items have occurred the others are listed below:

1. To be a good model and maintain an appropriate appearance before his pupils.

2. To be responsible for the levels of the academic achievement of his pupils and for their sound and suitable education.
3. Encouraging the capable pupil and urging the less capable one to put more effort and work harder and more seriously.
4. Uses all possible ways and means to raise his pupils; levels and develops in them the desire for search and curiosity for acquiring knowledge.
5. A teacher has to keep abreast with the latest in his subject in order to become able to maintain a complete cover of the lesson he teaches.
6. The application of the instructions given by the headmaster, the senior teacher and the adviser which are related to the instructional process.
7. Attending the training courses that are organised by the Ministry of Education and which aim to the development and advancement of the educational process.
8. To be a continuous link between home and school in monitoring the pupil.
9. Early attendance at school, accompanying pupils to the morning assembly and the duty of watching the pupils during the breaks.

10. Co-operating with school administration in keeping the school tidy and preserving school discipline.
11. Covering extra periods.
12. Not giving private lessons outside school.
13. Abiding by the rules and regulations of the Ministry of Education.

It can be noticed that both documents contain, to some extent, the same elements. There are, however, some aspects which are included in one and absent from the other, for example, items numbers 3, 4 and 6 which can be found in the DES document (Teachers pay and Conditions) do not exist in the document prepared by the Ministry of Education in Bahrain (second document). Similarly, the items numbered 2, 3, 6, 9 and 13, in the Bahraini document have no place in the DES document.

### **3.2. Outcomes:**

It can be deduced from the above lists of teachers' duties and responsibilities, that they lie within two areas, the first of which comprises the obligatory duties which a teacher must perform, while the other is the one which contains those activities which a teacher ought professionally to perform. The former can be regarded in terms of 'Teaching Activities', which include, not only, the preparation for, and the implementation and evaluation of, the process of facilitating learning, but also curriculum development, syllabus design, material selection and production and methodology. The latter, on the other hand, refers to 'Non-teaching

Activities' such as the relationships with pupils, school administration, colleagues, pupils' parents, inspectors/supervisors/advisers/the employer and the community at large.

The following diagram shows how much each of these a teacher can be responsible for in the view of the researcher and their integration with the characteristics of the effective teacher.

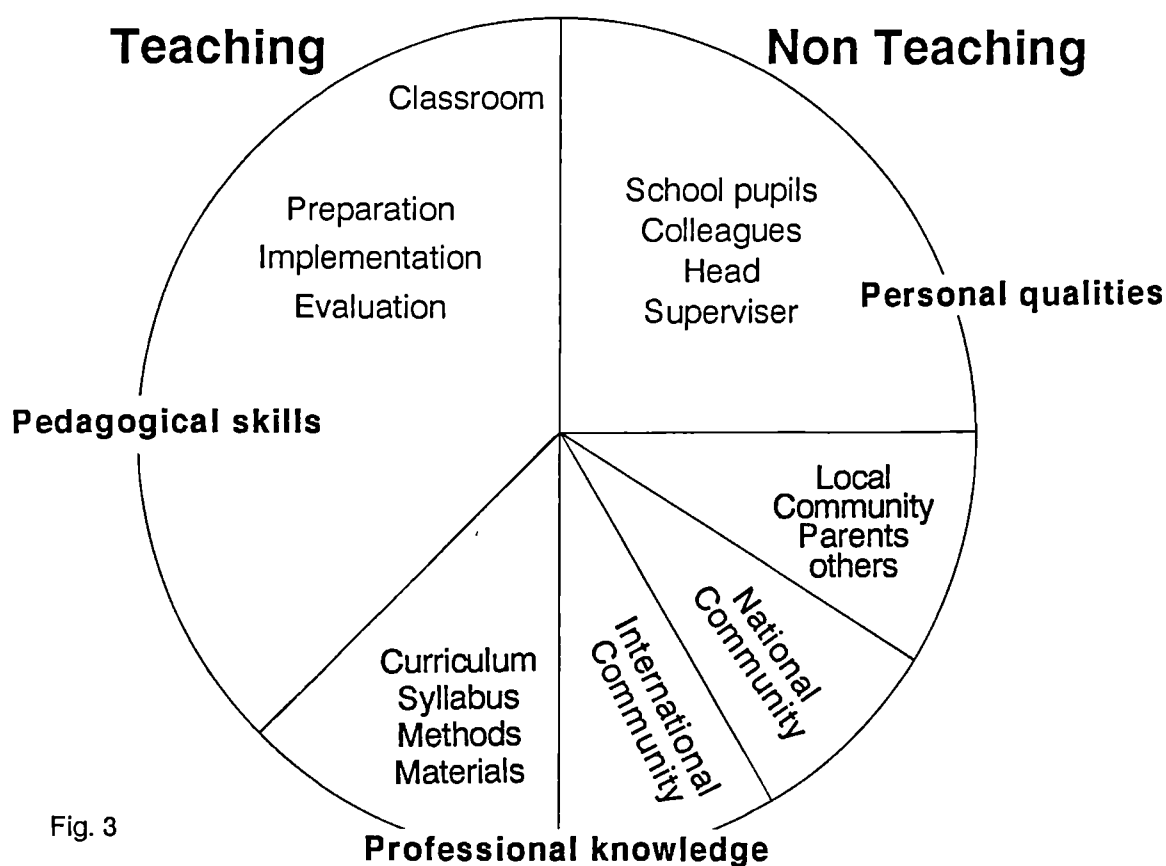


Fig. 3

It has to be taken into account that teachers duties and obligations in England and Wales have changed considerably during the 80s which have been caused by the Educational Reform Act. Schools used to be in charge of their curricula and teachers had the freedom to choose the materials and the methods they thought to be suitable to their pupils. Nowadays, however, teachers are not only monitored but also constrained on what to teach and to some degree how to teach.

## **CHAPTER FOUR: QUESTIONNAIRE ON PROFESSIONAL AWARENESS**

### **4.1 The Subjects:**

In order to investigate the notion that teachers of English in Bahrain need more help to improve their professional awareness, a questionnaire on professional awareness has been administered on 127 male and female teachers of English in six girls schools and six boys schools of the secondary level in Bahrain. The questionnaire is included in full (in Appendix 5)

### **4.2. The Questionnaire on Professional Awareness**

The questionnaire consists of five sections, the first of which is divided into three parts as follows:

In part (a) the respondents are requested to give not more than five statements of what they think a teacher's rights are. In part (b) they are asked to list not more than five statements of what they think a teacher's duties are. In part (c) they are asked to list not more than five statements of what they think a teacher's obligations are. It was mentioned, though not in writing, that the distinction between 'duties' and 'obligations' refer to the idea that the latter means the commitments a teacher is supposed to attribute to him/ her-self whereas the former means the tasks which are made compulsory by their employer.

Section two of the questionnaire asks the respondents to list some (not more than five) of the difficult problems which they face in teaching English as a foreign language and Section three asks them to suggest some

solutions to those problems.

Section four requests the respondents to write the definitions of the terms (a) 'teacher' and (b) 'teaching' as they perceive them.

Section five provides the respondents with a list of items, created by the researcher and requests them to give each item a degree of importance to them by putting a tick in one of the columns of the categories, Very Much (V.M.) Much (M), Little (L), Very Little (V.L.) and Not at All (N.A.A.).

The researcher felt the need to check on teachers of English in Bahrain in terms of their professional awareness not only for the reason that it is a great asset to more effective practice but also to be sure whether they actually need help with this aspect or not.

The elements of the questionnaire came from preliminary discussions with a range of professionals most of whom are teacher trainers both in England and in Bahrain and also as an outcome of reviewing a range of literature in the field as has been seen in Section 2.1 above.

#### **4.3. Validation:**

It is understood that validation of such a questionnaire is extremely difficult, however, the consultation with experienced bodies in the field of education and obtaining their consent has given it some sort of validity. The ones who have been directly involved in this concern are:

1. Mr Martin Merson (from the University of Warwick)

2. Mr Ted Ross (The researcher's supervisor from the University of Warwick)
3. Dr Nasser Al-Mosawi (from the University of Bahrain)

Who also gave their valuable suggestions which were taken into account.

#### **4.4 Reliability:**

The reliability of the questionnaire is also very hard to obtain, never the less, section five of it has been tested by means of Spearman's split half test for correlation coefficient, (Ferguson, 1981) (on a samples of 60 respondents picked out randomly). The score achieved is 0.73, which indicates that (this section of) the questionnaire is fairly reliable.

#### 4.5. Analysis of the Questionnaire

##### 4.5.1. Section one (A) (Table 1)

**TABLE 1 TEACHERS' RIGHTS AS SEEN BY TEACHERS IN BAHRAIN**

NO	TEACHERS' RIGHTS	FREQUENCY	PERCENTAGE
1	Receive respect from everybody	65	16.6
2	Involvement in every aspect related to teaching	61	15.6
3	Good working conditions	53	13.5
4	Full support and encouragement from the authorities	49	12.5
5	Freedom of handling teaching and discipline	43	11
6	Work privileges	34	8.7
7	Good salary	30	7.7
8	In-service training and promotion	20	5
9	Freedom of expressing opinions and putting them into practice	17	4.3
10	Have the final say in passing pupils	6	1.5
11	To be the only master of his/her class	6	1.5
12	Freedom to refuse any task s/he does not want to do	4	1
13	Choosing the class s/he wants to teach	2	0.5
14	To have privacy in the class	1	0.2
		TOTAL	391

It can be noticed from the above table that the teachers have provided 391 statements which express teacher's rights. These have been clustered in 14 groups and explained as follows:

- a) "Receive respect from everybody" (which included pupils, colleagues, administrators of the school, the authorities the Ministry of Education and the entire community. This has been stated 65 times (16.6%) from 391 comments given by 127 teachers.



- b) "Involvement in every aspect related to teaching" (which include, selection of books, adjusting the syllabus and setting examinations). This has been repeated 61 times (15.6%) from the same number of comments.

The next statements which follow in the ranking order are:

- a) "Good working conditions" (which include less working load, fewer pupils in each classroom, abundant amount of resources, shorter and more interesting syllabus and text books and flexible working time) has occurred 53 times (13.5%).
- b) "Full support and encouragement from the authorities" has been stated 49 times (12.5%), and
- c) "Freedom of handling teaching and discipline" (which includes choosing the right method of teaching, rejecting the aspects which a teacher finds unsuitable, expelling any pupil from the class and even passing and failing pupils). This has been mentioned 43 times (11%).

The bottom two statements at the top half of the list are:

- a) "Work privileges (which includes sick leave, consideration of teachers' circumstances, fair treatment, teachers' children must be accepted at school before they reach the specified age, free medical treatment, professional society or club, and facilities in all walks of life). This occurred 34 times (8.7%).
- b) "Good salary" (which includes raising teachers' standard of living, getting increments regularly and making salaries match the salaries of other professional bodies in the country), which has been stated 30 times (7.7%)

At the bottom half of the list the following statements appear:

- a) "Receive In-Service training" inside and outside the country which occurred 20 times (5%), and
- b) "Freedom of expressing opinions" regarding the syllabus, the text books, the pupils, the school and the educational system as well as the acceptance of those opinions "and putting them into practice" by the bodies concerned. This has been mentioned 17 times (4.3%).

The statements which follow the above two in rank are:

- a) "To be the only master of his or her class" i.e. to do whatever they like without any interference from anyone. This has occurred 6 times (1.5%).
- b) "Have the final say in passing pupils" has been mentioned 6 times (1.5%)
- c) "Freedom to refuse any task he or she does not want to do" which occurred 4 times (1%)

The two items which can be seen as the bottom of the whole list are:

- a) "To choose the class he or she wants to teach" which has occurred only twice (0.5%) and
- b) To have privacy in the class" which has been mentioned just once (0.25%) out of the 391 statements made by the 128 respondents.

#### 4.5.1. Section one (B) TABLE 2

##### TEACHERS' DUTIES AS SEEN BY TEACHERS IN BAHRAIN

NO	TEACHERS' DUTIES	FREQUENCY	PERCENTAGE
1	Teaching educating and helping pupils to learn	169	36.8
2	Abiding by the rules and regulations	62	13.5
3	Testing and evaluating pupils	61	13.3
4	Preparing lessons and materials	43	9.4
5	Treating pupils fairly and encouraging them to learn	35	7.6
6	Improvement of professional knowledge and skills	26	5.7
7	Improving pupils' good code of conduct	23	5
8	Working consciencelessly	20	4.3
9	Finishing the syllabus on time	18	3.9
10	Identifying pupils' needs and fulfilling them	2	0.4
		<b>TOTAL</b>	<b>459</b>

In this part of the first section one can notice that the respondents have expressed their opinions regarding teachers' duties in a list of 459 statements which again have been clustered according to their similarities in meaning into ten groups of statements the most outstanding of which are:

- a) "To teach/educate and/or help other to learn". There are 169 statements (36.8%) of a total of 459 that have come under this heading.
- b) "Abide by the rules and regulations" of the Ministry of Education in general and of the school in particular (including punctuality in attending school and classes, handing pupils' marks on time, keeping discipline in school, taking care of school facilities etc) has appeared about 62 times (13.5%).
- c) "Testing and evaluating pupils" has appeared 61 times (13.3%)

The bottom two items of the top half of the list are:

- a) "Preparing lessons and materials" which have been repeated 43 times (9.4%) and
- b) "Treating pupils fairly and encouraging them to learn" which has occurred 35 times (7.6%)

The most frequent statement at the bottom half of the list is 'improvement of one's professional knowledge and skills' which has appeared only 26 times (5.7%) out of the 459 statements.

The two statements which follow in rank are:

- a) "Improving pupils' good code of conduct" which has occurred 23 times (5%) and,
- b) "Working conscientiously" which has been repeated 20 times (4.3%)
- c) "Finishing the syllabus on time" occurred about 18 times (3.9%) followed by,
- d) "Identifying pupils' needs and fulfilling them" which has occurred just twice (0.4%). It is the least frequent statement among them all.

#### 4.5.1. Section one (C) TABLE 3

##### TEACHERS' OBLIGATIONS AS SEEN BY TEACHERS IN BAHRAIN

NO	TEACHERS' OBLIGATIONS	FREQUENCY	PERCENTAGE
1	Co-operate with and assist school administration	45	19.3
2	Give pupils extra time and help	44	18.9
3	Establish a good collaborative relationship with colleagues	31	13.3
4	Solve pupils' problems inside and outside school	29	12.4
5	Take part in school social and extra curricular activities	25	10.7
6	Encourage good mannerisms and/or be a good example	24	10.3
7	Give the best of one's ability as much as one can	10	4.3
8	Boosting the educational process	10	4.3
9	Establishing a strong home and school relationship	10	4.3
10	Giving more attention to the society and culture	3	1.3
11	Accepting criticism and facing problems	2	0.8
		TOTAL	233

This third part of the first section of the questionnaire embraces what the respondents feel to be the obligations of a teacher. A list of their responses which came up to 233 statements which have been clustered into 11 groups according to similarity is shown in table three above.

These can be seen as:

The two statements which are most frequent in this list are:

- a) "Co-operate with and assist school administration" has occurred 45 times (19.3%) out of 233 statements in total.
- b) "Give pupils extra time and help" (including outside classroom activities and remedial lessons) which has been expressed 44 times (18.9%)
- c) "Establish a good collaborative relationship with colleagues" comes as

the third statement in the ranking order. It has occurred 31 times (13.3%) and followed by

- d) "Solving pupils' problems inside and outside school" which means studying as well as social and domestic problems, which has occurred 29 times (12.4%).

The two statements which come at the bottom of the top half of the list are:

- a) "Take part in school social and extra curricula activities" has been mentioned 25 times (10.7%) and
- b) "Encourage good manners and/ or be a good example" which has occurred 24 times (10.3%)

The following statements appeared 10 times (4.3%) each:

- a) "Gives the best of one's ability as much as one can"
- b) "Boosting the educational process" by taking part in curriculum development and improving teaching, and
- c) "Establishing a strong school-home relationship"

The two statements with rather low frequency in the list are:

- a) "Giving more attention to the society and culture" which has been mentioned 3 times (1.3%) and
- b) "Accepting criticism and facing problems" which has occurred 2 times (0.8%) only out of the total 233.

#### 4.5.2. Section two TABLE 4

### TEACHERS' PROBLEMS IN TEACHING ENGLISH IN BAHRAIN

NO	PROBLEMS STATED BY TEACHERS	FREQUENCY	PERCENTAGE
<b>A PROBLEMS RELATED TO THE PUPILS:</b>			
1	Weakness of pupils in English	94	22.1
2	Lack of motivation and interest in learning esp. English	60	14.1
3	Pupils' carelessness and lack of discipline	40	9.4
4	Shyness of some pupils	1	0.2
TOTAL		195	45.9
<b>B. PROBLEMS RELATED TO THE ADMINISTRATION</b>			
1	Overcrowded classrooms	46	10.8
2	Lack of learning resources	35	8.2
3	Teachers; excessive work	24	5.6
4	Automatic promotion of pupils	15	3.5
5	Classes with pupils of mixed abilities	14	3.3
6	Lack of full support from the administration	6	1.4
7	Tests and evaluation measures	6	1.4
8	Timing of some English periods is unsuitable	3	0.7
9	Lack of enough teacher training	1	0.2
10	Absence of teachers' involvement in syllabus design and selection of teaching materials	1	0.2
11	Overcrowded staff room	1	0.2
TOTAL		152	35.8
<b>C. PROBLEMS RELATED TO THE SYLLABUS</b>			
1	Lack of areas that deal with grammar, spelling and pronunciation	40	9.4
2	Long syllabuses and unsuitable books	32	7.5
TOTAL		72	16.9
<b>D. PROBLEMS THAT ARE RELATED TO PUPILS HOMES</b>			
1	Lack of co-operation between pupils homes and schools	6	1.4
TOTAL		425	

In this section the respondents have been asked to list some of the most difficult problems which they face in teaching English. Their responses have formed a list of 425 statements which have been divided into four groups which contain one or more clusters. These are:

a) Problems related to the pupils themselves which have appeared as:

1. "The weakness of the pupils" has occurred 94 times (22.1%)
2. "Lack of motivation and interest in learning especially English" has occurred 60 times (14.1%)
3. "Pupils' carelessness and lack of discipline" has occurred 40 times (9.4%) and
4. "Shyness of some pupils" which has occurred once (0.25%) only.

The total number of statements of this category are 195 (45.9%) out of 425.

b) Problems related to the administration. These include the following items each followed by the number of times it has been repeated:

1. "Overcrowded classrooms" 46 (10.8%)
2. "Lack of learning resources" 35 (8.2%)
3. "Teachers' excessive work" 24 (5.6%)
4. "Automatic promotion of pupils" 15 (3.5%)
5. "Classes with pupils of mixed abilities" 14 (3.3%)
6. "Lack of full support from the administration" 6 (1.4%)
7. "Tests and evaluation measures" 6 (1.4%)
8. "Unsuitable timing of English lessons" 3 (0.7%)



9. "Lack of enough teacher training" 1 (0.2%)
10. "Absence of teachers' involvement in syllabus design and selection of teaching materials" has also appeared 1 time (0.2%) and
11. "Overcrowded staff room" has again appeared 1 time (0.2%) only

This gives us the total of 152 times (35.8%) out of 426.

c. Problems related to the syllabus itself. These are:

1. "Lack of areas that deal with grammar, spelling and pronunciation" which has occurred 40 times (9.4%) and
2. "Long syllabus and unsuitable books" which has occurred 32 times (7.5%) The total of the two is 72 times (16.9%) out of 425.

d) Problems that are related to pupils' homes:

There is only one problem which lies in the lack of co-operation between pupils' parents or guardians and the teachers.

This has been repeated 6 times (1.4%) only.

#### 4.5.3. Section three (Table 5)

### SUGGESTED SOLUTIONS TO THE PROBLEMS

NO	SUGGESTED SOLUTION	FREQUENCY	PERCENTAGE
<b>A. PROBLEMS RELATED TO PUPILS</b>			
1	Encouraging pupils to learn English	50	15.3
2	Building solid foundation of English at earlier levels	24	7.4
3	Orientation for the pupils	3	0.9
		<b>TOTAL</b>	<b>77</b>
			<b>23.6</b>
<b>B. PROBLEMS RELATED TO THE ADMINISTRATION</b>			
1	Reducing the numbers of pupils in the classrooms	37	11.3
2	More and better facilities and resources	23	7
3	With holding automatic promotion of pupils	22	6.7
4	Reducing teachers' work load	20	6.1
5	Giving the teacher the freedom to handle whatever related to teaching and discipline	20	6.1
6	Providing in-service training for the teachers	8	2.4
7	Streaming pupils according to their abilities	8	2.4
9	Applying a 'Credit System'	3	0.9
10	Making the learning of foreign languages optional	2	0.6
11	Creating relationships between schools and the community	1	0.3
12	Giving incentives to the teachers	1	0.3
13	Identifying teachers' and pupils' requirements	1	0.3
14	More sincere relationship with the Ministry	1	0.3
		<b>TOTAL</b>	<b>151</b>
			<b>46.3</b>
<b>C. PROBLEMS RELATED TO THE SYLLABUS</b>			
1	Shortening and improving the syllabus	47	14.4
2	Place for remedial work and extra activities	23	7
3	Placing emphasis on grammar, spelling, pronunciation	19	5.8
		<b>TOTAL</b>	<b>89</b>
			<b>27.3</b>
<b>D. PROBLEMS RELATED TO PUPILS' HOMES</b>			
1	Establishing a co-operative relationship between the school and pupils' home	9	2.8
		<b>TOTAL</b>	<b>326</b>

In this section the respondents are asked to suggest some solutions to the problems they have stated. The suggested solutions to the problems formed a list of 326 statements which have been clustered into four groups identical to the groups of problems in the previous table. Each group contains one or more clusters of statements

The following description elaborates on the content of (Table 5).

a) There are three suggestions made to the problems attributed to the pupils', namely:

1. "Encouraging pupils to learn English" by making them realise the importance of English, varying activities, bringing more interesting materials and exposing them to real English. This has occurred 50 times (15.3%) out of a total of 326 statements.
2. "Building a more solid foundation for pupils' English" at earlier stages of their schooling which has been repeated 24 times (7.4%)
3. "Orientation for pupils" which means that pupils should be advised on which section of secondary education they should join. This has been mentioned 3 times (0.9%).

b) The suggested solutions to the problems attributed to the administration occupy a long list which can be seen in (Table 5) above. The ones which have been mentioned most frequently are listed below and each of which is followed by the number of times it has appeared.

1. "Reducing the numbers of pupils in the classrooms." 37 times (11.3%).
2. "More and better facilities and resources." 23 times, (7%)
3. "Withholding automatic promotion of pupil." 22 times (6.7%).
4. "Reducing teachers' work load" 20 times, (6.1%).
5. "Giving the teacher the freedom to handle whatever related to teaching and discipline." 20 time (6.1%).

The least frequent ones are:

1. "Creating relationship between school and the community",
2. "Giving incentives to the teachers",
3. "Identifying teachers' and pupils' requirements" and fulfilling them,
4. "More sincere relationship with the Ministry", and
5. "The use of mixed ability classes".

Each of these was stated only once (0.3%).

C. There are three suggested solutions for the problems which have been linked to the syllabus. These are listed below with the number of times each one has been mentioned.

1. "Shortening and improving the syllabus", 47 times (14.4%).
2. "Room to allow for remedial work and extra activities" 23 times (7%)
3. "Placing emphasis on grammar, spelling and pronunciation" 19 times (5.8%)

D. The suggested solution to the problem attributed to the relationship between pupils' homes and school is merely "Establishing a co-operative relationship between them and encouraging parents to pay more care to their children's educational development", which was repeated 9 times (2.8%) out of 326 statements.

#### 4.5.4. Section four TABLE 6

##### DEFINITION OF THE TERM 'TEACHER' AS MADE BY TEACHERS IN BAHRAIN

NO	DEFINITION OF THE TERM 'TEACHER'	FREQUENCY	PERCENTAGE
1	The one who imparts knowledge/information to others	46	28.7
2	The one who facilitates learning	37	23.1
3	The one who teaches/educates others	32	20
4	A guide, a leader, a messenger, etc	25	16.6
5	The one who produces good citizens	16	10
6	A skilled person, an actor, and a monitor	2	1.3
7	The one who is learning herself	1	0.6
8	The most valuable person in the society	1	0.6
TOTAL 160			

In this section the respondents are asked to define the terms 'teacher' and 'teaching'. The responses have been put into two tables each of which is used for the definition of one of the two terms.

The respondents have given 160 definitions to the term 'teacher' and 141 definitions of the term teaching. These have been grouped according to their similarities in meaning.

1. Table 6 above shows how the term 'teacher' has been defined and the definitions which seem to be the most common ones are:

1. "The one who imparts knowledge, information, skills etc to others" which has been mentioned 46 times (28.7%)
2. "The one who facilitates learning/helps others to learn" which has been mentioned 37 times (23.1%)
3. "The one who teaches/educates others", which has occurred 32 times (20%) out of 160 statements.

The least commons ones are:

1. "A skilled person, an actor and a monitor" 2 times, (3%)
2. "The one who is learning herself" 1 time (0.6%)
3. "The most valuable person in the society" 1 time (0.6%)

In between those two levels the following definitions have been made:

1. "A guide, a leader, a messenger etc" 25 times (16.6%)
2. "The one who produces good citizens" 16 times (10%)

**4.5.4. SECTION FOUR TABLE 7 THE DEFINITION OF THE TERM  
'TEACHING' AS MADE BY TEACHERS IN BAHRAIN**

NO	DEFINITION OF THE TERM 'TEACHING'	FREQUENCY	PERCENTAGE
1	Passing on knowledge to others	51	36.2
2	Techniques used in the process of learning	29	20.6
3	Educating others	17	12
4	Preparing people for a better life	17	12
5	Explaining the subject learnt	10	7.1
6	The interaction of the teacher, the pupil and the syllabus	5	3.5
7	A situation in which learning takes place	3	2.1
8	Improving pupils' skills	3	2.1
9	The work of a teacher	2	1.4
10	Instructing	2	1.4
11	A system of changing human behaviour	1	0.7
12	The hardest job	1	0.7
		TOTAL	141

2. Table 7 above shows the regrouping of the definitions of the term 'teaching' which have been made by the respondents and have been clustered and ranked hierarchically as follows:

a) The two most frequent ones are:

1. "Passing/ imparting knowledge/ information to others" has been mentioned 51 times (36.2%) out of 141 statements.
2. "Techniques used in the process of learning" has been mentioned 29 times (20.6%) which means, although not very high, it is the second most frequent statement.

b) The four least frequent statements are listed below with the number of times each one has been mentioned:

1. "The work of a teacher" 2 times (1.4%)
2. "Instructing" 2 times (1.4%)
3. "A system of changing human behaviour" 1 time (0.7%) and
4. "The hardest job" 1 time (0.7%)

c. In between there are two sets of definitions:

(i) the upper of which includes:

1. "Educating others" 17 times (12%)
2. "Preparing people for a better life" 17 times (12%) and
3. "Explaining the subject learnt" 10 times (7.1%)

(ii) the lower set, however, consists of the definitions:

1. "The interaction of the teacher, the pupil, and the syllabus" 5 times (3.5%)
2. "A situation in which learning takes place" 3 times (2.1%)
3. "Improving pupils' skills" which has also appeared 3 times (2.1%) out of 141 statements.



#### 4.5.5. Section five Table 8

In this section the respondents have given rates to a list of eleven items through which they have shown how much they believe in, like, or think each item is important.

#### SECTION FIVE OF THE QUESTIONNAIRE ON PROFESSIONAL AWARENESS (ATTITUDE)

ANSWERS TO THE QUESTIONS: How much do you...?:

TABLE 8-A

NO	QUESTION	V.M.	M.	L.	V.L.	N.A.A
1	Like being a teacher	41	37.5	5.5	2.5	3
2	Responsible for pupils' learning	50	46	3	1	0
3	Need more INSET	14	26.5	37.5	11	11
4	Believe in the importance of INSET	44.5	32	16	3.5	4
5	Participating in the planning of INSET	39.5	41	12	7.5	0
6	Participating in the evaluation of INSET	40.5	43	12.5	4	0
7	Learning depends on qualities of teachers	39.5	44.5	12	3	1
8	Teachers are undervalued by community	30	30.5	19.5	13	7
9	Teachers' involvement in Curriculum Development	55.5	34.5	7	1.5	1
10	You could contribute to Curriculum Development	30.5	58	6.5	3.5	1
11	Teachers should ask for INSET courses	30	45.5	18	4	2.5

1. In Table 8-A above the full scales are shown e.g. number 9 "Teachers' involvement in curriculum development" has gained 55.5% of the total votes in the degree of very much, 34.5% of the much votes, 7% low, 1.5% very low and 1% of not at all important. Number 3 "Need more INSET", however, obtained 14% of very much, 26.5% of much, 38% of low, 11% of very low and 11% of not at all important.

**TABLE 8-B**

NO	QUESTION	V.M. +M.	L. + V.L.	N.A.A
1	Like being a teacher	78.5	8	3
2	Responsible for pupils' learning	96	4	0
3	Need more INSET	40.5	49	11
4	Believe in the important of INSET	78.5	19.5	4
5	Participating in the planning of INSET	80.5	19.5	0
6	Participating in the evaluation of INSET	83.5	16.5	0
7	Learning depends on the qualitties of teachers	84	15	1
8	Teachers are undervalued by community	60.5	32.5	7
9	Teachers should be Involved in Curriculum Development	90	8.5	1
10	You could contribute to Curriculum Development	88.5	10	1
11	Teachers should ask for INSET not asked to attend	75.5	22	2.5

2. Table 8-B above shows a more combined grading of the scores where very much and much have been put together in order to give more force to the favourable side, little and very little have also been put together so that the less favourable side gain force as well, while the not at all column has remained unchanged. In this table number 2 "Responsible for pupils' learning" can be seen as gaining 96% of favourability, 4% of less favourability, and 0% of not at all, whereas, number 3 "Need more INSET" obtained 40.5% of favourite, 49% of less favourability, and 11% of not at all important which has remained unchanged.

**TABLE 8-C**

NO	QUESTION	T.N.V.	T.M.O.	MEAN	RANK
1	Like being a teacher	126	544	4.32	3
2	Responsible for pupils' learning	127	565	4.44	1
3	Need more INSET	121	387	3.2	11
4	Believe in the importance of INSET	122	501	4.10	8
5	Participating in the planning of INSET	120	496	4.13	6
6	Participating in the evaluation of INSET	122	512	4.19	4
7	Learning depends on qualities of teachers	127	532	4.18	5
8	Teachers are undervalued by community	125	453	3.6	10
9	Teachers' involvement in Curriculum Development	125	552	4.41	2
10	You could contribute to Curriculum Development	122	503	4.12	7
11	Teachers should ask for INSET courses	124	491	3.9	9

3. Table 8-C above illustrates the result in yet another picture. It can be seen that the total numbers of votes have been put in the first column and the total marks obtained by each item have been placed in the second column. By dividing each of the total marks obtained by each item on the total votes it gained, means have been obtained. The means are shown in the third column. The fourth column contains the ranks of each item. Thus, number 2 which is "Responsible for pupils' learning" has gained 127 votes the mark of which is 565, its mean is 4.44 and its ranking order is 1 among a total of eleven items. Number 3 which is "Need more INSET", however, has come out with 121 votes the mark of which is 387, with a mean of 3.2 and its ranking order is 11 which means the lowest in the group. Percentages of total marks obtained have been worked out and the result has not changed.

**TABLE 8-D**

R.O.	Q.N.	QUESTION	%
1	2	Responsible for pupils' learning	89
2	9	Teachers' involvement in curriculum development	88
3	1	Like being a teacher	86
4	6	Participate in the evaluation of INSET provision	84
5	7	Learning depends on the qualities of teachers	84
6	5	Participating in the planning of INSET provision	83
7	10	Could contribute to curriculum development	82
8	4	Believe in the importance of INSET	82
9	11	Teachers should ask for INSET rather than being asked to attend	79
10	8	Teachers are undervalued by the community	72
11	3	Need more INSET	64

4. Table 8-D above shows the eleven items in a hierarchical order where the most favourable one comes at the top and the least favourable one comes at the bottom of the table. This shows that:

- a) The top most favourable ones are number 1 with a mean of 4.44 (89%) and number two whose mean is 4.41 (88%),
- b) Number 3 whose mean is 4.32 (86%) comes next in this hierarchy,
- c) Numbers 4 and 5 with means is 4.13, (84%) which can be considered as the median of the means, comes as the lowest in the most favourable ones,
- d) Number 6 whose mean is 4.13 (83%), which can be considered as the median of the means, comes as the lowest in the most favourable ones.
- e) Number 7 and 8 with means of 4.12 and 4.10 (82%), although without a significant difference, come in a position which is below the median.
- f) Number 9, 10 and 11 with means below 4 (79%) come as the least favourable ones in the entire group.

#### **4.6. Outcomes of the Questionnaire**

1. With regard to the first four sections, a very wide range of responses have been given to the extent that even after regrouping them, the percentages shown are rather low even amongst the most frequent statements. Nonetheless, the significant differences between the values of the statements can still be observed.
2. Even though an effort was made in distinguishing 'duties' by which compulsory tasks are meant and 'obligations' by which less compulsory tasks are referred to, the majority of the respondents seemed to have either become confused or were not happy with the distinction. This can be noticed from the number of statements related to duties which is 459 when compared with the number of statements related to obligations which is only 233.
3. It appears from the responses that the majority of the teachers suffer from the following:
  1. Lack of respect from, and the feeling of being under valued by, not only the pupils but from superiors as well as the community at large. This has led to a negative attitude towards pupils and the profession.
  2. Lack of techniques in classroom management.
  3. Lack of techniques in motivating pupils.
  4. Lack of the ability of being creative.
  5. Lack of the awareness of the constraints that are attached to teaching.

6. Lack of good morale.
  7. Lack of interest in INSET.
  8. Lack of the ability of handling grammar, spelling and pronunciation in communicative approaches.
  9. Lack of the skill of conducting remedial work in the available time.
- 
4. Teachers ask to be involved in curriculum development and to be given the freedom in using some suitable materials.
  5. They ask for better working conditions.
  6. Not many teachers realise that the identification of pupils needs should be the first task a teacher should focus on.
  7. Not many of them realise that positive attitude towards the job in general and towards the pupils in particular has always to be maintained.
  8. Only a few of them realise that accepting criticism is a good indicator of willingness towards career improvement.
  9. Only a few of them realise that the role of a teacher should exceed the boundary of the school.
  10. None of the respondents referred to self-assessment as one of the duties or obligations of a teacher.
  11. None of the respondents mentioned that some problems could be

caused by the teachers themselves.

12. The majority of the respondents stated that there is a need for change in the existing system.

13. Not many teachers see a teacher as a facilitator of learning, and teaching as the act of facilitating learning. On the contrary, the majority of them see a teacher as the one who imparts knowledge and teaching as imparting knowledge to others.

14. None of the respondents mentioned that teaching is the whole process of preparation for interaction with the learners, actual interaction with the learners, and evaluation of the interaction.

15. There are quite a few of the respondents who are not sure that they could contribute to curriculum development.

## <sup>44.7</sup> ~~2.2.5(j)~~ **DISCUSSION**

Some important issues have emerged from the analysis of the questionnaire which need to be looked into in some depth. These are:

### 1. The concepts of 'teacher' and 'teaching'

It is more likely that understanding what the terms 'teacher' and 'teaching' mean might help teachers to determine not only what pedagogical skills they will need for any teaching/ learning situation, but also how those skills can be appropriately handled. If, for instance, a teacher

conceptualises that teaching is merely imparting knowledge to others and teacher is the one who does that, s/ he will more likely apply the traditional content-based method of teaching by lecturing to pupils in order to fill their minds with knowledge while they sit passively to receive that knowledge. If, on the other hand, a teacher believes that teaching is facilitating learning or helping others to learn, s/ he might tend to adopt up-to-date learner-centred approaches during which pupils are engaged in various learning tasks and activities.

Some teachers might argue that a teacher can do his or her work effectively without realising how the above terms can be clearly defined, i.e. understanding theoretical concepts does not always mean better performance. This is quite true, but the counter argument is that firstly, all those teachers who do their job effectively do have some sort of theoretical understanding but cannot express themselves; secondly, a skilful teacher with sound theoretical understanding is by no means identical to another skilful teacher without it; thirdly, it is more likely that a skilled teacher without explicit theoretical understanding can hardly explain why s/he is doing what is being done by him or her.

## 2. The concepts of 'duties' and 'obligations'

Synonymity plays a great role in the English language which does not only affect style but meaning as well. Thus, making distinction between terms provides the users with more specific conceptions which can help in establishing accuracy as well as intelligibility. It is believed that confusion occurs when there is vagueness or ambiguity but if terms are clearly defined, the chance of confusion taking place will most probably



be much less.

It can be argued that dictionaries provides more or less the same meaning for both 'duty' and 'obligation' which indicates that they can be interchangeably used. Therefore, using them differently could cause a problem. It is clear that there is an overlap between the two terms as there is an overlap between the various roles of every single teacher. A need was felt to establish an invisible line between the essential roles of a teacher and the less essential ones. Hence, a specific term has to be allocated to each group of roles for the sake of making such a distinction. If the distinction between 'duties' and 'obligations' had been explicitly printed in the questionnaire instead of being mentioned verbally, the problem could have been a trivial one.

Although different people have different views on what a teacher's duties and obligations should be, it is assumed, as has been checked with a number of teachers prior to the administering of the questionnaire, that a distinction can be made between teachers' 'duties' and teachers' 'obligations'.

### 3. Understanding the concept of INSET

Many teachers, particularly in Bahrain where the researcher has a good number of years of experience, unfortunately, think that in-service education and training is to be conducted in order to help weak teachers to teach better and that is probably why 11% of the votes of the respondents indicate no need for INSET at all. 11% indicate that it is of very little importance and 37.5% indicate that it is of little impor-

tance. This in fact shows that 59% of the 120 teachers who responded to the question are of negative attitude towards INSET. This conceptualisation of INSET is wrong although helping teachers to improve their practice is part of the whole process. Seeing INSET as a means of solving problems or merely helping weak teachers to be better indicates that it will not only be received with a negative attitude, but should also finish as soon as those problems are solved and/ or those teachers have improved.

INSET is a continuous process of professional development (as explained in detail in the chapter on INSET) which begins with the 'good' teachers rather than the 'bad' ones and keeps on functioning inside and outside schools involving both 'good; and 'bad' teachers alike.

Teachers have to understand the notion of INSET in this way and maintain a positive attitude towards it by regarding it as an inseparable part of their career.

Others might argue that too much and too many types of INSET might confuse the teachers and hinder rather than help them professionally develop. This could be true if,

1. there are many INSET sources with a wide diversity of aims and objectives,
2. provision is haphazardly carried out,
3. providers of INSET are not capable, open minded, flexible or dedicated.

A well planned and systematically organised INSET provision which is

efficiently implemented and carefully evaluated, is unlikely to fail to achieve its aims or be counter productive.

#### 5. The issue of coping with constraints

The respondents to the questionnaire state that the most difficult problems they face are; the large numbers of pupils in the classrooms; too much work that they have to do; the lack of resources; the unsuitable syllabus and materials and the lack of enthusiasm on the part of the learners. These problems are commonly shared by many teachers in various parts of the world. In some countries the problems are even worse as one hears from time to time from overseas students that in their countries they do not have blackboards for the teachers to use or chairs for pupils to sit on. In other instances there are no classrooms or even exercise books for the pupils to write in. They sit under a tree and use the soil to write on instead. These and many others are seen by the researcher as constraints which he believes effective teachers should be able to cope with and consider as challenges to their effectiveness or even treat them as advantages to the teaching/learning process.

In sum, the most important issue could be that our teachers in Bahrain need to receive a special type of INSET which changes some of their conceptions, motivates and encourages them to develop professionally, builds up their self-esteem and provides them with ideas with which they cannot only cope with constraints but also stimulate their pupils.

## **CHAPTER FIVE**

### **PROFESSIONAL DEVELOPMENT OF TEACHERS**

#### **5.1 Review of the Literature**

It has been mentioned earlier that for any teaching-learning process there should be somebody who carries out the learning and who is known as the pupil, the student or, in general terms, the LEARNER. There should also be someone to facilitate the learning process who is called the TEACHER and they both need something which is planned, prepared to be implemented when the learning process takes place, which is considered to be the CURRICULUM as well as a place for learning which is realised as the context, the environment, the milieu or the SITUATION.

Each variable of the above four has essential roles to play in the process of teaching and learning and in order to improve this process, an account has to be taken of each of them.

Since the theme of this thesis is the development of teachers, which is only one of the four variables, the other three will be dealt with here in some depth in order to emphasise their importance.

##### **5.1.1. The Learner**

The learner is not only the one for whom learning is designed but he/ she is a part of it; he/ she has influence on it probably as much as he/ she is influenced by it, particularly when it is carried out in groups; as (Stern,

1983) explains in the following quotation:

'Although learner factors are not yet well understood, our selective review of some of those factors has shown that there has been in recent years an increasing awareness of specific psychological characteristics which have bearing on approaches to language learning and which can ultimately influence the learning outcome.' p,387

Ingram, E (1975) confirms this point of view by stating that second language learners have capacities and strategies of learning which they bring with them to the learning situation. Stern (ibid) suggests that teachers can adjust their teaching strategies by knowing the characteristics of the learners and their individual differences. Another person among those who share the same idea is Kyriacou (1986) who believes that taking account of pupils' differences enables the teacher to be more aware of the context of the learning task to be set up and the elements involved in ensuring that this task will facilitate the desired learning by the target audience.

In addition to the above three authors there are many others such as: Carroll (1963), Ellis (1985), Littlewood (1984), Child (1986), Harmer (1983), Wright (1987), and Pett (1987); who agree that learners bring with them to the learning situation their:

1. attitude,
2. aptitude,
3. cognitive and learning styles,
4. motivation,
5. age,
6. sex,

7. leaning experience,
8. personalities,
9. home background,
10. knowledge,
11. needs and interests,
12. status,
13. beliefs

Both Child (1986) and Wilson (1988) divide the above aspects into:

- A Cognitive behaviour, e.g. intellectual abilities, learning experience, stages of development, knowledge and skills, etc.
- B Affective behaviour, e.g. subject interest, feedback, school and learning attitude to learning, confidence of success, etc.

There are others who look at learners' effects on the learning situation in terms of their behaviour such as McManus (1989) who suggests that:

"If pupils think teachers are hostile towards them, this would clearly influence pupils' cooperation." p70

McManus is of the opinion that pupils behaviour is determined by their perspectives, motives and strategies in dealing with their class mates or their interaction with their teachers. Lawrence (1987-88) who shares the same view maintains that one of the sources of stress in teaching is having to cope with behavioural difficulties and that teachers have to be very careful in dealing with pupils who cause such difficulties in order to secure

good relationships.

It can be asserted that the learner is a vital variable in the teaching/ learning process which has to be accounted for not only as a person whose cooperation is a must, but also as a resource which feeds the learning context with essential aspects. It has to be realised that both materials and methods of teaching have to be in harmony with the learner's cognitive and affective behaviours in order to gain his/ her active participation which would result in effective learning.

### **5.1.2. The Curriculum**

The curriculum is another essential variable in the teaching/ learning process for without it there is nothing to be learned by the learner or taught by the teacher. The problem, however, is that there is no single definition available in the literature which is unanimously accepted as the definition of curriculum, by educationists. The available definitions go from as narrowly as:

"the courses offered by an educational institution or followed by an individual or group."  
(Longman Dictionary of the English Language, 1984)

to as wide as:

"The curriculum includes the goals, objectives, content, process, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programmes."  
(Robertson, 1971, p 566)

or even to "include the whole of educational studies." (Lawton, 1983 p 2).

Yalden (1987) explains that in North America the term curriculum is often used to mean the term syllabus but she prefers to preserve the distinction made by Robertson (ibid) who defines 'syllabus' as:

"a statement of a plan for any part of the curriculum excluding the element of curriculum evaluation itself. Yalden (ibid) p 29

Kerr (1968, p 16) states that the curriculum includes:

"all learning which is planned and guided by the school whether it is carried on groups or individually, inside or outside the school."

The School Council (1981) consider the "true curriculum" to be what the children take from their school.

Kelly (1982) warns from defining the curriculum too closely and provides a definition which he considers to be quite loose as:

"all the aspects and dimensions of the educational experiences which pupils have during any period of formal education." p 11

With all due respect to all the definitions given, the researcher would incline towards a definition of curriculum suggested by (Tyler, 1949), for the purpose of this thesis, as "the aims, objectives, plans, the materials, the methods of teaching and means of evaluation which are arranged for the teaching/ learning process". This one has been selected because the context of the learning/ teaching process, which includes all the required facilities, is being dealt with separately.



The notion of the hidden curriculum, whether it is intended or not, has to be taken into account because there are many things that children learn at school which the school is not aware of and which could have either positive or negative effects on the children. The researcher is of the opinion that, despite its complexity, it should not be ignored at any stage of the educational process.

As there is a school curriculum which covers all the intended aspects and dimensions of the educational experiences to be given to children, one would think that there has to be a curriculum for each subject taught in the school which includes the syllabus of the subject, its aims, objectives, methodology as well as the basic materials to be used. It has also to be related to the entire curriculum of the school and the national curriculum if there is one. It is this curriculum which one has in mind.

Thus, a teacher does not only have to know the curriculum which he or she is going to implement but also ought to take active part in designing it as well as evaluating it with regard to its suitability to their pupils' needs and desires. One could assert that the more suitable and efficient the curriculum, the easier the teacher's task in facilitating learning could become.

### **5.1.3. The Learning Context/Situation**

The learning context or situation contributes to the effectiveness of learning not less the contribution made by the learner, the teacher and the curriculum. As (McArthur, 1983) and (Kyriacou, 1986) remark that:

"In any classroom or learning situation there are, as it were, three components; a teacher, some students, and some kind of materials to work with. How these components are associated in the mind of the teacher has definite psychological and pedagogical consequences." (McArthur, 1983 p 86)

The Teaching/ learning context, then, covers the four essential aspects under discussion but since they are being dealt with separately, it is better to look at the context in terms of, a) its physical construct; b) the interaction between the participants, and c) the application of the language taught.

#### a) The Physical Construct of the Situation

If the learning situation is outside the classroom, it can be affected by the weather, the safety of the learners, and the cooperation of others. If, on the other hand, it is in the classroom as it usually is, it is affected by, as Pett (1987) explains, the size of the classroom, the number of pupils, the seating arrangement and if the seats are comfortable or not, light, ventilation, temperature (too cold, too hot or too humid), time of the day, whether the class is equipped with facilities such as a small library and a resource cabinet etc.

#### b) The Social Interaction between Participants

McManus (1989) states that:

"Consideration of the classroom context, therefore, needs to include teacher attitudes and behaviour as well as those of the pupils."

p 124

One could draw from such a statement the conclusion that if teachers and learners exchange positive attitudes and respect, the context is more likely to be more encouraging rather than discouraging for learning to take place. This claim can be substantiated with what Doyle (1980) explains about the

two major tasks which teaching encompasses, learning and order. Thus, if order is maintained through positive attitudes and respect, most of the effort will be spent by both the teacher and the learners on learning only.

McManus (ibid) is of the opinion that the environment of the school which contains the classroom can have effects on the behaviour of not only the pupils but also the teachers in the classroom itself.

Stern (1983) who takes into account a very broad social context which includes in addition to the school the learner's home, the area of the school, the region, and the whole nation as well as the educational, economical, sociological and linguistic areas, makes the following statements:

"The social context of language learning can be regarded as a set of factors that is likely to exercise a powerful influence on language learning, and it is therefore necessary to take note of such contextual factors in analysing a given language teaching situation." p 269

Interaction between the teacher and the pupils can also be affected by the places in which the pupils sit. In conventional classrooms where pupils sit in rows, for instance, one could assume that those who sit at the front are more active than those who hide themselves at the back while those who sit in the middle of the class portray less participation than the ones at the front but more than those at the back. (This may not apply to University students.)

#### c) The Application of the Target Language

Some of those who talk about language learning situation refer to the

linguistic situation as to whether it is a real communicative situation or an artificial communicative one. If it is an artificial situation, it could be simulation and role playing, repetition of utterances, meaningful drilling, conversational practice or merely doing exercises on language forms?

Ellis (1986) shows how important the situation is by stating that:

"situational factors influence both the nature of the linguistic input and the strategies used by the learner. The situation and input together constitute the linguistic environment in which learning takes place." p 16

The type of activities the learners are assigned to carry out also affect learning, in that what learners learn through individual tasks differ from what they learn through pair work or groups work or even when the whole class is involved in one single activity. There is also the participation of the teacher in the activity.

In sum, one can quote what Burke (1987) has to say in this concern:

"Things or images both inside and outside the classroom are a part of the environment that teachers must recognise for their influence on teaching and they must then identify means of using what they have found out to improve their status as teachers." p 84

#### **5.1.4. The Teacher**

Each of the above variables forms a field of research in its own right and each of which has been and still is under study by many educationists. This, however, by no means indicates that they are distinct and that each one can be handled in total isolation of the others. In fact it is almost

impossible to discuss one without referring in one way or another to the other ones because, as has been indicated above, they form variables of one process and each of them is an inseparable part of it.

There are two main reasons for placing the focus of this piece of research on the teacher and his or her effectiveness. The first of which is that the researcher himself has been and will be involved in In-service training of teachers of English as a foreign language in Bahrain. Secondly, the researcher believes that the effective teacher might be able to compensate for some deficiencies of the other three variables, i.e. the effective teacher can possess the ability to create a more pleasant atmosphere in a rather dreary classroom; vary activities to suite overcrowded classrooms; produce or select some interesting teaching materials to make up for a dull course book; use strategies of encouraging reluctant learners to take active parts in his/ her lessons and so on. If this is true, it can be claimed that by improving the teacher the teaching/learning process will be improved.

A teacher is the force which has to be strengthened first if effective learning is to be established, as (Jarvis, 1987) asserts that:

"It is truism to say that the teacher is the most important influence in formal language classes, but in many Third World contexts this has added force. Where resources are limited, the teacher may be the only source of English, providing model, input and source of Evaluation."  
p 180

The White Paper (Teaching Quality, DES 1983) describes the teaching force in England and Wales as the 'major single determinant of quality of education' and that initial training, deployment and career development of teachers is a major concern not only to the Government but also to the nation as a whole.

Perrott (1982) states that:

"Observational studies of teaching suggest that the effective teacher is one who is able to demonstrate the ability to bring about intended learning goals." pp 4-5

and Wilson (1983) makes the following statement in this regard,

"But in most circumstances the teacher is acknowledged to be the single most influential factor in the pupils learning." p 79

and Kirk (1988) suggests that the quality of the educational service depends dramatically on the quality of the teachers who carry it out.

The list of those who endorse the view that the teacher is a critical factor in any teaching/learning process is much longer.

If this variable (the teacher) is to be studied, it can be looked into in terms of, a) Initial Training which includes the selection of candidates for the profession as well as the preparation for the job by conducting both theoretical and practical activities; and b) In-service Education and Training which includes those activities that aim to educate and support practising teachers in order to develop them professionally.

Initial training (IT) is a vast area in itself which can be researched into as an autonomous field. The focus of this piece of research will be on In-Service Education and Training (INSET) of teachers.

## **5.2. In-Service Education and Training (INSET) of Teachers**

The British Government's essential aims for education, as stated by the DES paper (Better Schools, 1985), are:

1. To raise standards of all levels of ability, and
  2. To secure the best possible return from the resources which are found for education, which is an investment in the nation's future.
- (Para 2. p 1)

One of the routes to the above aims is the improvement of the professional effectiveness of teachers and the management of the teaching force. (Better Schools, para 29 p 8).

The British Government also believes that INSET is a fundamental device for the improvement of teaching quality and has an important role to play in the career development of teachers. (White Paper 'Teaching Quality' 1983. Para 91, p 27).

Thus, INSET is being investigated in depth with regard to the following topics:

1. The need for INSET
2. The Development of INSET in England
3. Matching INSET with Needs
4. Arrangement of Funding INSET Provision
5. INSET Delivery
6. Accountability and Evaluation of INSET Arrangement.

This layout is based on a report produced by the Advisory Committee on the Supply and Education of Teachers (ACSET) (1984) entitled, 'The In-Service Education, training and Professional development of School Teachers'.

### **5.3. The Need for INSET**

Because INSET is a means of professional development and because development, as the term implies, is infinite, INSET should be regarded as an infinite demand for professional development. The following reasons which have been gathered from ACSET report (ibid). Howey (1976), Goble and Potter (1977), Burke (1987), Kirk (1988) and others can substantiate this point:

1. There is no doubt that human society is continuously changing.
2. The social, cultural, political, financial etc. needs of the society are also changing.
3. The needs of pupils and teachers are consequently continuously changing.
4. Changes in the curriculum are inevitable due to those needs and due to curriculum development.
5. The changing role of the school requires changes in teaching.
6. Without development teachers become 'rusty' and begin to 'fossilize' in their teaching.
7. The fact that there are always some kind of teaching problems, regarding to the learner, the teacher, the curriculum, the teaching context or even a combination of two or more of them, which need to be solved.
8. Because there is no absolutely perfect teaching, there is always room for improvement.



9. Preparing teachers for other posts, e.g. pastoral care, administration, staff development agent, etc.
10. There are always new comers to the profession who need help and support.
11. The use of modern technology in education.
12. New vocational demands.
13. New ideas in psychology, sociology, and pedagogy with which teachers have to come to terms with.

The list is by no means exhaustive for there are other reasons that show that the need for continuous provision of INSET is extremely important, no matter how much pre-service education and training a teacher receives, and, as has been stated by many educationists, that obtaining a qualification for teaching is merely a beginning step to the profession.

It has been established in the first chapter of this thesis that the 'effective' teacher is seen in terms of his/ her personal qualities, professional knowledge, and pedagogical skills and since the major aim behind INSET provision is the creation of the 'effective' teacher, it can be argued that INSET provision is needed for developing these three areas.

The development of teachers professionally can be carried out in three stages as suggested by Lambert (1977), Appleman (1978), Burke (1987) and many others. These stages are called:

1. The beginning stage, the induction stage or the 'switch on courses' stage. (to be carried out when teachers embark on teaching)

2. 'Stay and Grow' courses stage, renewal stage, or new ideas and activities stage. (to be conducted after teachers have spent some time in teaching)
3. Redirection stage, extension in curriculum development stage or 'broad perception' courses stage. (to be conducted at a later period of time)

It has to be realised that these stages are not static or restricted to that chronological arrangement but can easily overlap, in that a teacher of several years of experience might still need provision of the beginning stage and vice-versa.

## **CHAPTER SIX: DEVELOPMENT OF INSET IN BRITAIN**

### **6.1. The Starting Point**

The movement of In-service education and training of teachers in Britain goes back to the establishment of the school system in the country, as described by Brand and Whitbread (1975) in their historical perspective in which they indicate that the College of Preceptors was awarded a Royal Charter in 1848 for the work done in teacher training and in-service activity. Brand and Whitbread begin their article by stating that:

"The growth of a central authority during the last century, and the emergence of state system after 1870, made possible attempts at a deliberate intervention in the in-service education of teachers." p 10

They also make it clear that INSET was being provided in order to control the existing curriculum as well as to foster the restricted movement of innovation.

Brand and Whitbread (ibid) explain that when England became an urban society during the last three decades of the 19th century there was a great deal of educational investigation, legislation and reform together with much public discussion of the curriculum at all levels. This resulted in the creation of a variety of pressure groups, particularly subject associations which have continued to influence in-service work until the present day. In addition, the social upheaval of World War One resulted in the emergence of the progressive movement in education which managed to affect some teachers not only in the public but also in the private sector. Hence, a profound and intensive efforts were witnessed to influence schools by

some outstanding teachers who achieved a wide impact on other teachers through discussions or through writing. The activities of such teachers were actual pioneering methods of in-service education of teachers.

## **6.2. First Bodies Involved in INSET Provision**

### **6.2.1. Three Departments**

The Education Department; through their circulars, codes and inspectorate; The Science and Art Department; through their approved syllabi and examination, and the Endowed School Commissioners; through their amendments of grammar schools' schemes were all engaged upon some form of in-service education of teachers and school masters.

### **6.2.2. Training Colleges**

The setting up of one of the first training colleges for teachers was arranged by Sir James Kay-Suttleworth in 1839 when he was given specific responsibility of Education. He also introduced the pupil-teacher system in 1846 which replaced the old system of teacher training. This pupil-teacher system worked as follows; Pupils at the age of thirteen were selected and underwent a five-year apprenticeship with headteachers. At the end of the period they sat for a competitive examination and if they succeeded well enough, they would be awarded with what was known as the Queen's Scholarship which entitled them to a three-year course at a teachers' training College after which they became certificated teachers.

### 6.2.3. Teachers Themselves

Whether teachers taught in grammar schools or in public schools (which were originally grammar schools but obtained local identity and more national popularity), or even in elementary schools, they managed to spread around their ideas in noticeable in-service patterns, e.g. the end of the 19th century witnessed an informal provision of in-service education of teachers which took place when teachers who used to work with headmasters became headmasters of other schools themselves.

### 6.2.4. School Boards

The establishment of School Boards in 1870 caused some developments in the status and functions of teachers. There was also a growing maturity in the functions of teachers' associations as well as an increase in the professional awareness amongst teachers. School Boards managed to take the initiatives in discussing many controversial issues such as the discrimination between teachers of rural and urban areas with regards to their income and status which had influenced the quality of intake into the profession.

As far as the roles of School Boards in in-service education of teachers, Brand and Whitbread explain, that the London School Board appointed a Froebelian to give in-service lectures to infant teachers as early as 1874.

#### 6.2.5. Teachers' Associations

One of the features of the second half of the nineteenth century was the emergence of teachers' associations who cared for many teachers' matters, and by the start of the twentieth century it became apparent that teaching was beginning to make a steady progress as a profession because of the existence of these associations and their activities.

These association took two forms; 'job/ post associations' such as Headmasters' association, Headmistresses' Association, National Union of Elementary Teachers etc, and 'subject associations' where every group of teachers who taught the same school subject e.g. mathematics, art, science, languages and so forth got together to exchange views regarding the subject they taught. Brand and Whitbread (ibid) state the following in this concern:

"The Educational Development Associations tapped teachers' increasing need to understand the practical implications of progressive ideas, while the growing number of subject associations were gaining support and increasing their influence on the secondary curriculum."  
p 22

In addition to the organisation of lectures, conferences and group discussions organised by pressure groups, books and journals were used to disseminate professional information amongst teachers.

Then specific retraining of teachers began to emerge, one of which was run in London by Maria Montessori in the form of six months courses every other year from 1919 till 1938. She also managed to publish her detailed perspective handbook on her methods.

### **6.3. Time of Hardship**

During and around the time of the two World Wars the educational enterprise suffered a great deal due to the policy of economisation and cuts in expenditure; school admission age was raised to six years, free places were reduced, classes were increased and on top of that teachers' salaries were cut by 5%. Thus, teachers' main concern was to protect their standard of living while in-service education activities became of secondary consideration.

### **6.4. New Movements**

It was not until 1944, however, that the new Education Act began to offer opportunities for progress in national education which had never been offered before. An example of this was the development of the idea of secondary education for all with the emphasis on 'parity of status' for all post-primary education.

A very powerful reason which compelled non graduate teachers in the new secondary school to seek in-service education later on was the decision to provide pupils in those schools with opportunities equal to those available in grammar schools. Hence, evening classes, week-end and vocational courses were made available to such teachers in order to raise their academic standards to enable them to cope with those opportunities with which they had to provide their pupils.

## **6.5. Teachers' Academic Standards and INSET Progress**

During that period (1940s-1950s) Birbeck College in London played an important role by helping motivated teachers to obtain London University degrees to enable them not only to meet the new teaching demands but also to upgrade their salaries as well as their professional status. Teachers also had the opportunity to obtain university degrees by correspondence.

In-service courses as well as ways and means of evaluating them were noted to be accelerating during the 1960s to the extent that the 1964 National Survey for Plowden Report revealed that two-thirds of primary school teachers had attended at least one INSET course during the period between 1961 and 1964.

Although teachers' active participation during 1964-1967 varied not only from county to county but also from primary to secondary groups of teachers and despite the positive attitude on the part of teachers towards INSET activities, Brian Cane (1969) found out that only half of the teachers in his survey had taken part in the activities provided during that time.

A third large scale survey entitled 'Survey of In-service Training of Teachers' was carried out by the Department of Education in 1967 showed that although over one third of all existing teachers had not attended any course between 1964 and 1967, the figures portrayed an annual growth which tended to double itself in terms of course attendance.



## **6.6. Other Bodies involved in INSET Arrangement**

Subject associations, who acted as effective pressure groups for the reform of both teaching methods and the content taught - and who also had an impact on curriculum development, have made a remarkable contribution to in-service education of teachers that cannot be denied. The weakness from which subject associations suffered, however, was that they worked in isolation from each other.

Other establishments which have become involved in teacher training are University Institutes of education which were initiated in the 1890s as a result of recommendations made by the Cross Commission. This involvement commenced as day training courses provided by universities for elementary school teachers and were modelled as one-year postgraduate courses for secondary school teachers by the end of the 19th century.

Those courses were developed and recognised as Award-Bearing In-service courses which were distinguished for their scope and variety. They have even made a major contribution towards changing teachers' attitudes regarding both the curriculum and INSET activities.

Brand and Whitbread (Ibid) state that:

'More recently collaboration between the Department of Education and the Institutes of Education has resulted in intensive workshop-style long residential courses, which are generally thought to be effective.' p 27

#### 6.6.1. Teachers' Centres

Teachers' Centres came into existence when subject groups were in need for places to meet at in order to discuss matters of mutual interest. An example of this was the procedure developed by the Nuffield Foundation for a mathematics project, the participants of which included, teams of teachers, college lecturers, and university consultants, backed by advisory committees who began to devise new trial courses which resulted in revising the materials used in teaching and putting them into trial again before sending them to publication. This project helped in producing a wide variety of materials and teaching aids. In order to do all this, they establish what was known as the Nuffield Mathematics Centre.

The start, thus, was the creation of subject teachers centres which were developed to become local centres for teachers of all subjects in order to cover matters related to the entire curriculum at all levels. It has to be realised that teachers' centres gradually became not only active in providing INSET courses but also more popular to the extent that the number of teachers who sought INSET arrangements at university institutes began to fall. This made universities reconsider both content and method of INSET activities which they used to and/or intended to provide.

#### 6.6.2. The Schools Council

The Schools Council was founded in 1963 in order to handle curricular aspects and since one area of INSET provision was curriculum development, the Council began to cater for this area by the use of the teacher centres. Brand and Whitbread (ibid) have the following to say in this concern:

'The James Committee's (1972) proposal for dismantling the area training organisations and thereby curtailing university institutes' in-service functions, can be seen as a further threat to autonomous influences on curriculum development and in-service education.'

p 30

The plans of some LEAs to place in-service provision solely in the hands of their advisers and basing it on teachers' centres were realised to add even more force to the above threat.

Because of the mounting criticism which colleges of education encountered not only with regard to their initial training of teachers but in-service provision as well, the James Report (1971) urged an extensive restructuring of the colleges of education. The James Report (ibid) in agreement with the government White Paper 'Education a framework for expansion' (1972) emphasised the point that greater opportunities for the continued education and training of all teachers at intervals during their careers became mandatory.

As a result a new scheme of organising an induction year comprising in-service continuation of initial training was to be implemented experimentally first then to be fully operational by 1975. It was unfortunately curtailed due to cuts in public expenditure and organisational difficulties.

#### 6.6.3. The Inspectors

The relationship between inspectors and teachers used to be unhealthy because of the nature of the inspectors' duties which implied criticism and fault finding. There was an atmosphere of fear and distrust on the part of the teachers. The change in the inspectors' duties into being helpful and

supportive and because of the increasing number of short and long courses which were run by the Education department in the 1930s, old attitudes towards inspectors began to become more positive.

## **6.7. Continuation of INSET Development**

As has been seen that the provision of INSET has been moving from strength to strength throughout the decades taking a variety of forms and shapes with more involvement from a number of agencies all over Britain. Brand and Whitbread (1975) assert this point in the following quotation:

'Overall, in-service education is now more freely available than at any other time in the history of the state education service. Similarly at no time have teachers as a body been placed in such a favourable position to take advantage of the increased provision.'

pp 33-34

### **6.7.1. School-based Provision**

In addition, new types of courses have begun to emerge, for instance, 'School-based' courses which were recognised as courses of potential benefits and were carried out as remedy for the deficiencies of the conventional courses whose content was perceived as not only far from the classroom reality but also lacking in practicality. School-based courses have been initiated because they take place in the school where actual teaching is carried out so that theory is related directly to practice and problems are spotted and immediately dealt with.

### 6.7.2. School-focused Provision

School-based courses then led to the emergence of other models of INSET arrangements among which is the 'School-focused' courses which have been identified by the Advisory Committee on the Supply and Training of teachers (ACSET) (1984) as a type of INSET which can take place inside or outside the school by either the staff members of the school or outsiders, such as Advisers, Inspectors from the Local Education Authorities (LEAs), or Tutors from Higher Education (HE) institutions e.g. Colleges, Polytechnics and Universities.

The idea behind initiating 'School-focused' provision was to take the school as a whole institution where all teachers, irrespective of the subjects they teach, work together to improve not only teaching and learning but also all other aspects related to school life in general as has been discussed in the previous chapter about teachers' duties and obligations.

The following definition of "School-focused" courses comes from Keynote (1977), who was an inspector himself, as quoted by Ashton et al (1983):

'All the strategies employed by trainers and teachers in such a way as to meet the identified needs of a school and to raise the standard of teaching and learning in the classroom.' Ashton et al (p 16)

### 6.7.3. IT-INSET Provision

In 1978 a new project of INSET provision called 'IT-INSET' (Initial-In-service Education and Training), was to be based at the Open University and carried out under the supervision of a Steering Committee consisting

of representatives from the Department of Education and Science (DES), Local Education Authorities (LEAs), Colleges and Schools. Ashton et al (ibid) state that: 'The purpose of the Project was to assist selected training institutions to demonstrate a new concept in teacher Education.' (p 25). They also explained that this project was:

'...built on a number of existing trends within both initial and in-service training. Trends towards a professional focus within initial training, towards school-focused in-service training, towards co-operative curriculum evaluation and development, and towards a closer relationship between initial and in-service training were seen to be particularly significant.' p 23

This scheme of teacher education and training was designed to involve students (prospective teachers), practising teachers, tutors from HE institutions to work together in a systematic and continuous provision the principles of which are:

- analysing practice,
- applying theory,
- evaluating and developing curriculum,
- working as a team, and
- involving other teachers in the school

## **6.8. Conclusions**

It can be concluded from this historical perspective that:

1. There is a well established educational discipline called In-service Education and Training (INSET) for teachers which provides them with opportunities for professional development.

2. This discipline has involved teachers, Advisers, Inspectors, Lecturers and Educators of all types.
3. It has been run and monitored by Local Education Authorities, School Boards, The Schools Council, Higher Education Institutions, and Teachers' Associations.
4. It has been based at universities, colleges, teachers' centres or at schools.
5. It has been dealing with raising teachers' academic levels, solving teachers' and schools' problems, enhancing teaching and learning, improving teaching materials and evaluating and developing the curriculum.
6. It has been provided in the form of discussions, lectures, conferences and practical work with the use of books, journals and pamphlets.
7. Although it has been developing rapidly and vigorously, it still needs more work and effort in order to be more systematic, more meaningful and more beneficial.

## **CHAPTER SEVEN: PRESENT SITUATION OF INSET IN BRITAIN**

### **7.1. Matching INSET with Needs**

Teachers often find that INSET courses are irrelevant to what they actually want or need. This is not only non-productive but can be frustrating on the part of all participants. Hence, it is crucially important to know what the

teachers need so as to plan, run and evaluate the INSET activity and be sure of its effectiveness.

ACSET Report (1984) states that any INSET activity can hardly be effective even if it had been properly designed, unless all the participants share the same aims and expectations. Schools and LEAs, the report recommends, shall identify the teachers who will benefit from any type of INSET provision prior to running it, for example, school-based or centre-based arrangements are to be provided by the LEAs who know the teachers concerned because they work for them, whereas courses to be provided by Higher Education Institutions, which require teachers release, have to be negotiated first, regarding the number of teachers to be trained and their needs, with the providing institution.

Each type of needs requires specific form of INSET provision; school-based courses, for example, do not only provide teachers with help in receiving immediate feedback which is necessary to improve their response to pupils and stimulate their thinking and imagination but also with assistance in identifying further training needs regarding their teaching.

School-based arrangements, even internal discussions, sometimes require external input of information, thus, if teachers needed information about the entire educational system, LEAs, policies or how other schools perform, their best option would be to invite Inspectors or Advisers to take part in the activity. If they needed academic information, assistance in identifying needs, help with expertise and resources or even help in developing INSET activities, support and guidance from H.E. Institutions, have to be sought.



Some needs have to be seen in terms of the length and the mode of particular inset arrangements as explained by the ACSET Report (ibid) as follows:

'Short-term courses have to be related to school activities when there is a need for changes in practice or when trying out newly acquired ideas, whereas, Long-term courses can be related to more formal training, retraining or extension and updating of professional knowledge and skills. These are either full-time learning of academic subjects or part-time learning with practice during which teachers have the opportunity to try out practically what they have learnt. Both types are provided by H.E. Institutions.'

Distance Learning, as a means of INSET, provides teachers with professional knowledge and ideas for practice.

It can be noticed from the above paragraphs that the identification of needs is an essential aspect of INSET provision. Therefore, the Department of Education and Science (DES) produced on the 29 August 1986, Circular No 6/86 entitled 'Local Education Authority Training Grants Scheme (LEATGS): Financial Year 1987-88, which is also commonly known as 'Grant Related In-service Training' (GRIST). This new scheme was meant to improve the quality of teaching and further the professional development of teachers as well as to help LEAs to organise in-service training more systematically in order to meet both national and local training needs and priorities.

The purposes of the scheme, as stated by the Circular, are:

- to promote the professional development of teachers;
- to promote more systematic and purposeful planning of in-service training;

The trend at present, thus, is that needs must be clearly defined before any INSET arrangement is approved by the DES. They can either be locally identified or nationally stated. For this reason, schools receive lists of national priority areas under the umbrella of which they work out their local needs. Those who produce such local lists of needs are either committees of headteachers, staff members of schools or selected members of staff from several schools of a particular region, particularly heads of departments. Whether headteachers or heads of departments take the responsibility of producing lists of local needs, all teachers have to be involved in the composition of those lists.

This is so because it is believed that the existing abilities of teachers, their expertise, knowledge and experience are extremely useful resources for the provision of INSET which is based on skilfully identified needs.

Further training needs can be identified by means of monitoring and evaluating INSET activities thoroughly and systematically.

## **7.2. Arrangements of funding INSET Provision**

INSET activities need some funds to cover their costs which include, besides trainees' salaries, required accommodation, cost of travel, the covering teachers, materials and resources needed, course fees or lecturers' wages and may go even further to cover costs of meals and refreshments.

Therefore, Circular 6/86 referred to above has been produced to specify a new scheme of funding INSET provision in Britain to replace the previous

lecturers' wages and may go even further to cover costs of meals and refreshments.

Therefore, Circular 6/86 referred to above has been produced to specify a new scheme of funding INSET provision in Britain to replace the previous means of funding which covered all educational matters beside INSET provision and which were known as:

- the pooling system

which was made up of contributions from the DES and LEAs each of whom put in the same amount of money irrespective of how many secondments they had for INSET. The amount was kept aside and used unevenly.

- the TVEI Related In-service Training (TRIST) system

which was introduced in 1985 to aim at having more control on INSET activities by the Secretary of State to allow grants according to the number of pupils and teachers available in each area.

TVEI stands for, Technical and Vocational Education Initiative, which refers to educational projects initiated by the Manpower Services Commission (MSC) at the request of the Prime Minister in 1982 and whose implementation began in 1983 by 14 LEAs. In 1985 most LEAs joined in (see McCabe, C, 1986).

The new system GRIST (Circular 6/86), has given the Secretary of State even more power over INSET provision. The grants are given according to both national and local needs explained previously. Thus, each LEA has to

submit plans or proposals for INSET activities specifying the exact national and local priorities to be fulfilled as well as detailed elements of the expected costs related solely to INSET provision and should not include any other educational matters. These proposals have to be approved by the Secretary of State in order to be granted with the requested fund.

The Circular states that grant at a 70% rate should be spent on national priority areas, whereas training on locally assessed needs should be supported with grant at a 50% rate. (paragraph 5)

The Circular also defines eligible training as:

'....any activity directed to the purposes of the scheme so as to contribute to the development, expertise or effectiveness of one or more of the specified types of trainees; this may include school or college based training, training courses, secondments to industry and commerce, and secondments of teacher training to schools.'  
(paragraph 10)

The scheme also covers the funding of the process of monitoring and evaluation of INSET provision.

Eligible expenditure as stated by the Circular covers the following areas:

1. Fees for tuition and examinations plus residential and other charges of eligible training.
2. Travelling, subsistence and other incidental expenses of trainees.
3. Payments for teachers who cover released teachers.

4. Payments for those who provide, support or evaluate eligible training.
5. Payments for those who are directly involved in planning, co-ordinating, monitoring or evaluating eligible training, including advisers, inspectors, education officers and educational psychologists.
6. Payments of voluntary organisations in the case of training youth and community workers.

It appears that the scheme has been devised in order to maintain control over the entire process of INSET provision including planning, implementation and evaluation so as to be sure of not only what is to be done but also how and why it is done in addition to what value for money has been gained, i.e. if the required needs have been fulfilled.

### **A Comment on the Circular**

Although it is important to monitor INSET activities in order to be sure of their effectiveness, it seems that too many restrictions and so much rigidity would tend to hinder rather than help the progress of those activities. One would be inclined to suggest that generosity in expenditure and flexibility in control might not only speed up the development of INSET arrangements but might encourage the experimenting of various types of new arrangements as well. After all, one can never be sure of an effective method without putting it into an experiment. There is no doubt, however, that GRIST has not only shown recognition of INSET provision but also emphasised that it has to be done efficiently and be sure of its effectiveness.

In addition, it has opened the gate for other improvements to be included in the new scheme.

### **7.3. INSET Delivery**

The delivery of INSET activities can take a range of forms and shapes with regard to needs, venues, resources and time. Many terms of INSET provision, such as school-based, school focused, long-term, short-term, award-bearing, etc have appeared earlier and this section is intended to shed more light on various types of INSET delivery.

#### **7.3.1. Co-ordination of INSET Deliverers**

In addition to LEAs, many agencies such as universities, colleges, teachers' associations, subject associations and so on, provide INSET courses but the lack of co-ordination between these agencies had caused the problem of inconsistency in the delivery of INSET activities. This was so because each agency perceived INSET needs in a different idiosyncratic way. When the problem was realised, however, co-ordination between various agencies began to take place. This brought about a partial solution to the problem, but the absence of systematic analyses to teachers' needs forced the major part of the problem to remain unsolved.

#### **7.3.2. INSET Lecture Courses**

Ashton et al (1983) go a bit farther than that and explain that what was also realised in the 1970s was the poor quality and lack of effectiveness of INSET taught courses which were mostly set out to give teachers

information through the medium of lectures. Hence, subjective judgements given by teachers, advisers and others were that those 'information giving' courses failed to have effect on practice. The reasons which were attributed to such failure were:

Firstly, because the content of such courses was far from the reality of the classroom (for which courses were meant to be), particularly the practical aspect of it. It was thought that the mismatch between provision and classroom reality was due to three factors;

- a) the course organisers did not take this aspect into account;
  - b) it could have been that some teachers were not clear about what they needed when they applied for INSET courses;
- and,
- c) teachers were put in heterogeneous groups despite the diversity in their individual needs.

Secondly, even in the case where there was a match between the content of a particular course and the needs of the teachers attending it, there was still the lack of practical implications which teachers had to make use of. It was also thought that such a problem was caused by three factors;

- a) the difficulties which teachers encountered while trying to bring ideas from the outside world into the classroom;
  - b) schools were not organised in such a way to incorporate the INSET experience of the trained teachers;
- and,
- c) individual school contexts were not taken into account in the provision of INSET.

### 7.3.3. INSET Provided by Subject Associations

Another great proportion of INSET delivery has been provided by subject associations who have made tremendous continuing and effective contribution to both curriculum development in schools as well as teacher development in general (as has been pointed out earlier). Their activities have included publication of pamphlets, newsletters, bibliographies, handbooks and journals in addition to running courses, conferences, workshops and study tours in Britain and abroad.

Although they have their own headquarters, which could be either a small office or an entire building depending on the size and the financial capacity, subject associations do not meet in one place but move around the country not only to avail teachers with the opportunities to see other parts of the country but also to be fair to every group of teachers by holding the activity in their areas, ie every time there is a meeting, some groups of teachers have to travel to it.

The venues they meet at can be a university, a college, a teachers' centre or a hotel.

### 7.3.4. INSET Delivery and Teachers' Centres

The emergence of Teachers' Centres, as has been indicated above, has not only provided teachers with places to meet at, to discuss issues of common concern, but also resources and facilities to make use of as well as recreational amenities to create a relaxing atmosphere.



What was lacking in the organisation of teachers' centres, however, was the existence of leaders who were capable of running the centres effectively by facilitating INSET and other activities. This has been elaborated by Ashton et al (ibid), that some of the centres became locations for some LEAs to run conventional courses, whereas others have taken the initiative to play a crucial role in local curriculum innovation through a team-based, problem-solving, approach.

This approach, Ashton et al continue, is believed to have stimulated a good number of teachers to become involved in investing considerable resources of time and effort in INSET which is directly related to their practical work in the classroom.

Centres are mainly used for the delivery of INSET provided by LEAs but their doors are open to any activities to be carried out by subject associations as well as by member teachers singularly or collectively.

The ELM BANK TEACHERS' CENTRE in the City of Coventry produces a booklet every year which contains a full INSET course programme for all the teachers of all subjects of all levels in Coventry schools. The courses take place in the morning or in the evening at the centre during the year. A copy of the booklet, which reaches every school in the city, contains a briefing about every course so that teachers can apply for the courses that match their needs. Appendix 6 shows the contents of the booklet produced for 1988-89.

#### **7.4. Variety of INSET Delivery**

ACSET (1984), referred to above , states that:

'INSET covers a variety of activities ranging from informal working groups of teachers in schools or subject departments.... to major award-bearing courses (eg. certificate or degree courses) at higher education institutions.' p 1

The Committee also discuss, in addition to some of the INSET arrangements mentioned above, other types of INSET in some details as follows:

##### **1. Places of INSET Provision**

Courses can be based in schools, teachers' centres or other LEA premises, or in higher education institutions. The report does not include hotels which are very popular for conducting workshops and conferences these days.

##### **2. INSET Providers and Types of Provision**

Short courses can be carried out during or after school time and spread over a few days, weeks or months. Such courses normally take the form of a group discussion preceded by an introductory talk by a senior staff member, an adviser, an inspector or a university lecturer. The major aim behind such courses is to pull together ideas from all the participants so that they all share each other's ideas make use of them as much as possible.

LEA's sometimes liaise with other agencies in order to offer their teachers

more suitable opportunities and experiences. Universities, Polytechnics and colleges provide, in such liaison, short courses based in their premises or by sending some of their staff members to schools to work with the teachers. An example of the latter is the IT-INSET arrangement, where probationers work with practising teachers and their tutors. (see Ashton et al, 1983 and Everton and Impey, 1982).

### 3. Long Term and Award-bearing Courses

It is more customary, however, that universities provide long-term, award-bearing courses which lead to obtaining degrees or certificates. The duration of such courses as stated in the ACSET's (1984) report as minimum of four weeks full-time or sixty hours part-time.

### 4. Decision Makers

Whether a course should be carried out or not normally lies in the hands of the providing institution which in turn consults both the teachers concerned and the sponsoring LEA.

### 5. The Open University (OU) and other Institutions

The role which is played by the OU is inestimable for the simple reasons that thousands of people including teachers have benefited from the courses it provides. Teachers who wish to develop their educational attainment can follow OU courses which cover a wide range of topics such as, Reading and Language Development, Classroom evaluation, mathematics Across the Curriculum and Educational Management. The OU has produced about a dozen packs of materials as part of its INSET activities.

In addition to the OU, the Council for Education & Technology, the College of Preceptors, plus a range of correspondence colleges provide INSET courses in the form of distance learning.

#### 6. Amount of INSET Provided by the Authorities

About 100 short courses based in HE institutions are provided every year by Her Majesty's Inspectorate (HMI) and about 300 regional courses are arranged by LEAs for serving teachers all over the country.

#### 7. Other Programmes of INSET

Outside school types of INSET courses which offer more individualised programmes, such as Teacher Fellowships, can be undertaken by teachers who wish to do so. These courses are provided by Higher Education Institutions (HEIs).

#### 8. The Use of Support and Advisory Teachers

Finally, a recent type of INSET provision is what is known as 'Support-Staff' where an experienced teacher or an adviser works with teachers who need help in their classrooms, discusses their problems with them, gives them necessary advice or even provides them with demonstration lessons including planning, implementation and evaluation. This can go on for about one term or so depending on the amount of help they need.

This type of provision is described by the Further Education Unit (FEU) in their (Bulletin No 1, 1986), as an aspect which has a considerable role in curriculum and staff development.

The queries which arise in the Bulletin about support staff are related to; identifying support staff needs in the plan; the procedure for meeting identified needs; and the way in which support staff development be restored.

One wonders whether teachers accept this kind of INSET arrangement and co-operate willingly with the helping person or whether they find it demoralising, particularly with regards to pupils.

### **7.5. Summary**

The following quotation from ACSET Report will summarise INSET arrangements which have been handled in this section:

'The many kinds of training - school-based and school-focused including, experience on the job; short, long and award-bearing courses (eg. by secondment each way between schools, colleges of further education, training institutions, LEAs', Department of Education); undertaking supervised or private study tasks; business experience; learning by assessing in the training and planning of training for others - are directed to all the purposes of INSET set out above and can be combined in a variety of ways depending on each individual teacher's needs at different times in a career.' (p 8, para 24.)

The only criticism the Report makes about the above types of INSET provision is that there was not a systematic approach to match needs which have been identified and the actual practice of the INSET courses.

One believes that teachers in Britain are very lucky to have all the above facilities available for them. Not only can they choose the INSET activity they want but also they ways and means of receiving it as well as the time that suits them, particularly through distance learning and supported self study which are provided by the Open University and now the Open College.

## **7.6. Accountability and Evaluation of INSET Provision**

Local Education Authorities (LEAs) have been asked by the Department of education and Science (DES) to monitor and evaluate INSET courses which they organise and run, whereas courses that are provided by HEIs have to be monitored and evaluated by those institutions, (circular 6/ 86 - para, 23).

Monitoring and evaluation are meant to assess how far training has contributed to more effective and efficient delivery of the education service; how aims and objectives are fulfilled; and how needs and priorities are met. (Circular 6/86 - para 24).

Beside LEA reports, other reports from HEIs are to be taken into account for future INSET plans.

In order to carry out monitoring and evaluation of an INSET programme one has to design a framework to follow and one of the ways of designing a framework is to put forward some questions. Thus, the following questions are quoted from FEU's Bulletin No 1, (1986), which are related to monitoring and evaluation:

1. How will the successful application of training be evaluated?
2. Is the monitoring and evaluation built into the programme from the outset?
3. How will formative and summative evaluation be carried out?
4. How will data be collected from records, questionnaires, etc? and how will they be analysed?
5. What expertise already exists? Will additional staffing be required?
6. Will evaluation require outside agencies?
7. How will cost effectiveness be evaluated?

These aspects have already been taken care of and covered by Circular 6/86, yet more clarifications are still needed.

#### 7.6.1. A Framework for INSET Evaluation

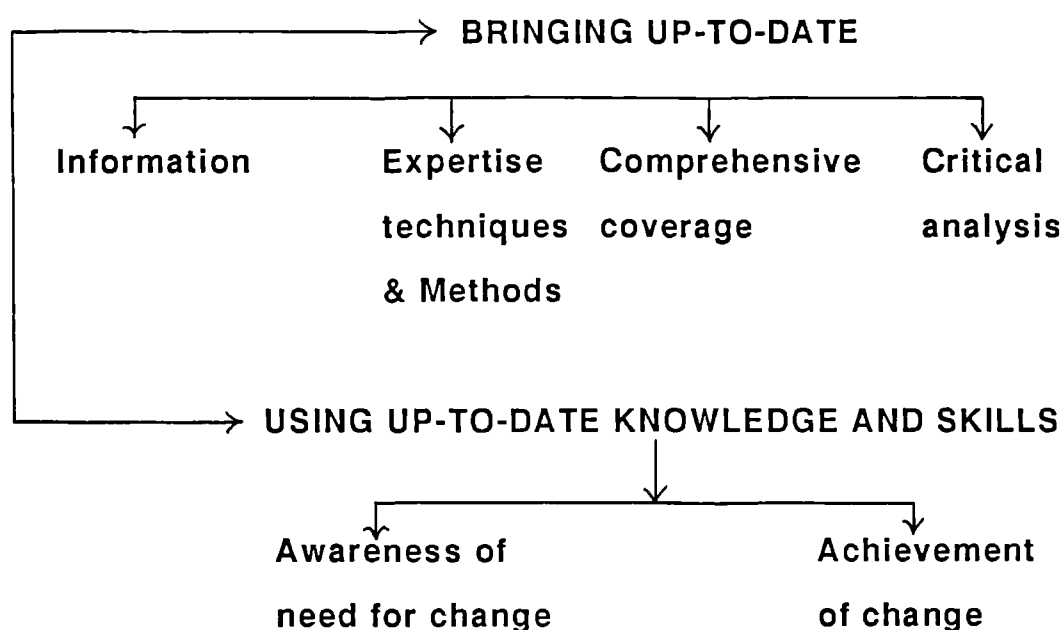
Hodgson and Whalley (1985) draw a framework within which criteria for the evaluation of an INSET course might be considered and consequent decisions can be taken. They suggest that criteria that are derived from the nature of an INSET course are more effective than those intuitively listed.

They were hoping to see better planned INSET courses with a range of different forms each of which has its own defined distinctive purpose

They are of the opinion that an INSET diploma course should cater for two major demands, the first of which is to bring teachers up-to-date in their specific subjects and in education in general; and the second is to enable them to apply their up-to-date knowledge and expertise in order to help with and encourage change and development in the work of the schools.

They emphasise the point that evaluation should cover both the content of the INSET course and its organisation.

The following diagram demonstrates the framework they have set up for any general advanced diploma courses.



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Fig 4 Framework for INSET Evaluation, adapted from (Hodgson and Whalley, 1985)

Hodgson and Whalley (ibid) also suggest that in order to plan evaluation of an INSET course, it has to be taken into account that the type of criteria has not only to be identified and justified, but relevant and comprehensive as well.



### 7.6.2. Second Framework for Evaluating INSET Provision

Some questions have been put forward by a DES publication entitled Making INSET Work (1978) to those involved in INSET provision particularly teachers. Such questions have to be discussed so as to form a set of guidelines for evaluating INSET courses. The questions are stated as follows:

1. Who wants to know? and why?
2. Who will carry out the evaluation?
3. What will be evaluated?
4. How will the information be collected?
5. Are the proposed evaluation methods feasible?
6. What procedures, if any, will govern the collection and release of information about the activities and views of those involved?
7. What back up resources are necessary for the efficient conduct of the evaluation?
8. How can you feed back your views to the organisers so that they can make any necessary improvements?

These and other questions can be used so as to determine better and more effective evaluation of any type of INSET activities as well as increase the awareness of all participants in them.

### 7.6.3. Points for INSET Evaluation

The Position Paper DES (1985) emphasises the point that information for future INSET delivery has to be gathered to cover essential elements which should be taken into consideration, particularly when funding is required. These elements can also be used as guidelines for INSET evaluation. They include:

1. Assessing the existing needs.
2. Ensuring that the provision matches the identified needs.
3. Ensuring INSET follow up.
4. Ensuring that INSET is translated into effective action.
5. Making good use of teachers after training.
6. Monitoring and evaluating INSET provision.
7. Ensuring that the provision of INSET is a good value for money.
8. Making use of the role of the advisory service in planning and participating in INSET activities.

## 7.7 Conclusion

It can be concluded from this section that all those concerned about the educational service have a strong feeling towards the delivery of INSET and towards its essential role in the professional development of teachers, which should, in turn, results in providing the community with better education. Thus, the evaluation of INSET provision is nothing but a means with which better INSET arrangements are hoped to be delivered.

It has to be realised, that there are hardly other aspects than the provision of INSET, which have to be taken into account if better Teacher education is to be provided.

## **CHAPTER EIGHT: IN-SERVICE EDUCATION AND TRAINING OF TEACHERS IN BAHRAIN**

### **8.1. The starting Point**

Although schooling began in the 1919s in Bahrain, training of teachers was not started until late 1940s (Hubail, 1982). This was so, because; firstly, the majority of the teachers, as explained in the Preliminary Information of this thesis, were from other Arab countries in which education had been in existence for some time. Secondly, the major aim behind education was the acquisition of the 3Rs, and thus, whoever knew how to read, write and solve simple mathematical problems eg. addition, subtraction, multiplication and division, could be employed as a teacher. Pupils who had finished two years of a preparatory and four years of primary education and whose ages were around 15 to 18 could also become teachers at the preparatory or at the primary schools.

Al-Arayed, J (1969), however, is of the opinion that teacher training began in 1928 when the first group of students were sent to the American University in Beirut. The main aim behind sending the group, Al-Arayed states, was to obtain trained teachers equipped with up-to-date educational knowledge with which they could serve in schools in Bahrain when they returned. But, the second group sent abroad, which Al-Arayed lists were sent to Egypt in 1945. This group consisted of not only students but teachers as well. This, in fact shows that in-service teacher education actually began in the 1940's.

## **8.2. The Need for More Teachers**

Hubail (ibid) explains that the rapid growth in the population caused greater demands for schools which in turn raised the requirement for more teachers, particularly for the primary cycle (whose pupils age range were 6-12 or even older in the case of those who had joined the system at older ages). This compelled the Government to employ unqualified school leavers from both primary and secondary levels to teach in those schools.

The Department of Education (DE) found out that those school leavers were unable to perform adequately without being prepared and trained on the application of modern methods of teaching. The DE, therefore adopted a policy for solving this problem. The policy was based on the following three main issues:

1. To employ more (experienced) expatriate teachers.
2. To raise the academic standard of existing teachers.
3. To prepare and produce Bahraini qualified teachers both in Bahrain and abroad.

(See Al-Omran, 1955)

## **8.3. Teacher Training**

With the above policy in mind, both initial and in-service training of teachers began to take place. The training has taken various shapes and forms from that time until the present day.

A report produced by the Directorate of Training at the Ministry of Education in February 1987 entitled, 'Training in the Ministry of Educa-

tion and Its Stages of Development', divides the span of teacher training chronologically into three periods as follows:

- A. from 1948 until 1964
- B. from 1973 until 1981, and
- C. from 1983 until the present time.

The Report has, unfortunately, missed out two periods; the first is the time between 1964 and 1973; and the second is between 1981 and 1983. This is so, probably, because the report is concentrating on the major projects of training for their importance and leaving out activities which were smaller in scale.

The training of teachers which has been carried out in two ways as had been intended ('Initial Training' and In-Service Training') is being dealt with in this chapter as follows:

- i) Pre-service/Initial Training,
- ii) In-Service Education and Training (INSET)

#### **8.4 Pre-Service/Initial Teacher Training (ITT)**

Pre-service or initial teacher training in Bahrain started in 1948 in partial fulfilment of the third issue of the Department of Education's policy mentioned above i.e. to prepare Bahraini trained teachers who could cope with the actual practice of teaching and play an effective role in primary education in the state schools.

#### 8.4.1. Teacher Supply for the Primary Schools

The development of this kind of training covered the following three stages:

a) from 1948 till 1964

The Department of Education organised a special evening programme designed for selected students from the upper secondary classes to become teachers.

The two-year programme was called 'The Evening Special Section for Teachers' and began functioning in 1948.

In the morning the students studied all the subjects required at the secondary level, eg Religious Studies, Arabic, English, Art and Physical Education, in addition to Mathematics and Scientific Subjects for the scientific section and Social Studies with Philosophy for the literary section. In the evening they studied Psychology, Education and Teaching Methods twice a week as can be seen from the table on the following page.

### TIME TABLE (24)

Government of Bahrain Education  
The Secondary School

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The Complimentary Studies for the Special Section Students  
in the Secondary School

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The study begins on Saturday 7/11/1963

The study will be provided to these students two days a week. Saturday and Tuesday according to the following time table:

Day	First Period	Second Period
	<u>From 4.00-4.45 pm</u>	<u>From 4.50-5.35 pm</u>
Saturday	Education Mr Shariff	Psychology Mr Husain Mandeel

On the second day (Tuesday), students will be divided into two groups:

The first - study methodology of teaching English, History and  
Geography

The second - study methodology of teaching Arabic, Physical Education  
and science according to the following time table:

First Group			Second Group	
Day	First Period	Second Period	First Period	Second Period
	4.00-4.45 pm	4.50-5.35 pm	4.00-4.45 pm	4.50-5.35 pm
Tues	Methods(Arabic) Mr Sharif	Methods (P.E. & Science) Mr Tawfeeq	Methods(Eng.) Mr Headley	Method (Hist. Geography) Mr Reyadh

This table is taken from Hubail (1982) p 113.

The first year of the programme was specified for theoretical studies and the second for teaching practice.

Students had to attend at least 75% of the whole period and failing to maintain that would result in banning the students from sitting for the examination. Students had also to sign a contract with the Department to work one year for every year of training.

This type of initial training of teachers ended in 1954 after training a total number of 55 teachers, (Department of Education, 1970 - General Statistics about Educating Males in the period between 1941/2 and 1969/70).

The arrangement is described by D.E. Circular No 308/ 68/ 59 issued in November 1959, entitle, 'A Statement about Training and Preparation of Teachers', as the result of an intended policy adopted by the DE the aim behind which was the creation of the capable national teacher who fulfils the need of the country.

It can be noticed that producing 55 teachers within six years is surprisingly low. The writer, however, is of the opinion that the programme might not have been popular and that could be attributed to the difficulty of coping with two types of study at the same time on the part of the students. That was probably why the DE closed this section to replace it with a new section which actually became one dimension of secondary education. (It is being dealt with in stage (b) below.)



b) from 1954 till 1965

In 1954 a new secondary section for the provision of initial teacher training was launched with the aim of linking theory to practice and the students follow one system of study which could qualify them to become teachers. It was called, 'The Special Section for Teachers', (the two-year system).

The general secondary curriculum was reduced for students in this section so that their curriculum should incorporate educational subjects, psychology, methods of teaching and school health.

The section is divided into two further sections, namely, the 'Literary Section' and the 'Scientific Section'.

The number of students who joined the Special Teacher Section when it first started was 23 students divided by the two sections. (See Government of Bahrain, Department of Education's Report entitled, 'Ahwal Al-Taleem Be Emarat Al-Bahrain'. (Conditions of Education in the Emarate of Bahrain, 1955/56.)

Students who could be accepted in this section after completing the second year of what was regarded as the secondary cycle (but now known as the intermediate cycle) should:

1. be over sixteen years of age,
2. be Bahraini national and from a well known family,
3. pass a comprehensive medical examination including eye test, and,
4. hold a record of good conduct not only at school but in the society too.

Both the student and his/ her guardian have to sign a contract with the DE that the student should work for them for a period of not less than five years after completing the study. (Department of education, (ibid))

The students in this section studied the following subjects:

1. Religious Education, (Islam only),
2. The Arabic Language,
3. The English Language,
4. Arithmetic and Algebra,
5. Specific methods of teaching Arabic and English,
6. Psychology,
7. Educational Subjects,
8. Art and Physical Education (Department of Education, (ibid))

There was also a full programme of teaching practice which students had to go through. It consisted of three stages; observation visits, one day a week practice, where individual students taught while others observed and took notes followed by discussions led by the teacher of the group and intensive practice for three weeks during which students were evaluated and marked by their teachers.

c) from 1965 till 1968

Because it was realised that two years were not sufficient to create the required teachers, the same section continued but with the addition of a third year to the existing two years and replacement of some subjects with others. (The table on the following page shows the subjects studied in this section.)

The two sections of 'literacy' and 'scientific' were then merged into one section with the intention of producing the system of classroom teacher for the primary level.

### Time Table (28)

The Study Plan for the Teachers Preparation Section  
(3 years system) for the academic year 1965/66

Subject	First	Classes Second	Third	Notes
	N.P.W	N.P.W	N.P.W	
Religious Ed	2	2	2	
Arabic	7	6	7	
English	7	6	7	one P for translation
History	2	2	2	
Geography	2	2	2	
Mathematics	5	4	4	
Science	4	2	2	
Ed & Psychology	2	2	2	
School Health	1	1	-	
Methodology & T.P.	-	5	5	
Needlework & H.E.	2	2	-	female teachers only
Physical Education	1+1	1+1	1	+ for male teachers
Arts Education	1+1	1+ 1	1	+ for male teachers
Total N.P.W.	36	36	6	

This table is taken from Hubail (1982) p 128

It has to be mentioned that the writer was one of those students who joined this section in 1964 in order to become a primary school teacher and that students at this section used to receive financial support from the DE given at the beginning of each month. (see Appendix 7)

#### 8.4.2. Teacher Supply for the Intermediate Schools

The creation of the Intermediate School in (1961) required teachers with a higher academic standard than secondary education. Therefore the DE opened the first higher education institution in the country to produce teachers capable of teaching in the intermediate level.

This institution came into existence in the academic year 1966/ 67 and named 'The Teachers' Training College for Male Teachers' and one year later a similar college was opened for female teachers.

The era of the Teachers' Training Colleges caused the termination of the 'Special Section for Teachers' mentioned above and whose last two groups were resided temporarily at the colleges until they finished in 1968.

A course of study at the colleges lasted to two years containing four semesters each of which was *considered as one autonomous unit of study* and the subjects in which students could specialise in for their future teaching were:

1. Science and Mathematics,
2. The Arabic Language and Islamic Studies,
3. The English Language,
4. Social Studies,
5. Physical and Health Education,
6. Art Education.

Students at the colleges had to study not only subjects related to their

specialisation and educational subjects but also had to study subjects of general knowledge which would help in widening their horizons to become well educated teachers.

Students could join the colleges after completing secondary education successfully and should have satisfied the previously mentioned conditions.

It has to be mentioned here that Students who had completed the scientific section of the general secondary education could straight away join the Science and Mathematics Section at the college whereas those who had completed the literary section had to spend one semester before joining the literary section at the college. This could be interpreted in terms of the standard of achievement at the secondary school. It is commonly believed, in Bahrain, that less capable and less 'intelligent' students join the literary section where they can avoid science and mathematics which they find hard to study. It is also a commonly held view that the majority of the literary section students are less capable in studying other subjects as well.

This claim has not been scientifically proved, therefore it lacks substantial evidence, however, when the writer discussed the issue with some Arab students by asking them, 'What do you think the difference between students who choose the scientific section and those who choose the literary section?' Their answers were unanimous. 'The difference is that more intelligent students choose scientific sections and less intelligent ones choose the literary section.' A British teacher from Elm Bank Centre said that, 'We culturally tend to believe that the most clever ones usually choose scientific subjects.'

It has to be realised that there are other factors such as cultural, financial, social and gender forces which sometimes determine what students choose to study or excel in studying.

#### 8.4.3. Teacher Supply for the Secondary Schools

The increase in the number of intermediate and secondary schools raised the demand for highly qualified teachers. This demand caused the creation of the University College of Bahrain which will be referred to as the (UCB) in 1978 which made the Teachers' Training Colleges redundant.

The study at the UCB lasts for four or more years each of which is divided into two semesters and students have to complete a number of courses in order to obtain their first degrees.

The UCB was embracing several departments such as the Departments of Education, English, Arabic and Islamic Studies, Social Studies, Physics, Chemistry and Mathematics.

Because it was too difficult and costly to open one UCB for male students and another for female students, it was seen that a co-education system would not only be more economical but also more practical. Because the academic staff members included many non-Arabic speaking personnel, it was also felt that English would be a more convenient medium of instruction for all subjects except Arabic and Islamic Studies.

Before embarking on studying their specialised subjects, students have to spend one or two semesters at the Preparatory Programme according to

their individual needs and if a student failed twice to pass the examinations at the end of the Preparatory level, he/ she would be expelled from the college. On the other hand, those whose standards were equal to or exceeded the standard of the preparatory level would be exempted from it and would join the group of their specialisation subject.

The UCB has become the University of Bahrain after being merged with the Gulf Polytechnic in 1987. It consists of four faculties or colleges, namely the Faculties of; Art and Science, Education, Engineering and Business Administration.

In sum, all the above arrangements for the provision of initial training of teachers have taken place in Bahrain and in addition many teachers obtained their qualifications from abroad, while quite a few teachers joined the profession without specialising in Education but were accepted to teach because they managed to obtain their first degrees and there was a need for them.

Nowadays all primary schools are run by Bahraini teachers and headmasters. More than half of those who teach at the intermediate level are also Bahrainis and the remaining few are expatriates. At the secondary cycle, however, the majority of the teachers are still from other countries.

One would tend to think that if there had not been available more attractive opportunities in Banks, Companies and other public and private sectors for university graduates, Bahrain could have become self-sufficient with its teaching force at all levels.

## **8.5. In-Service Teacher Education and Training (INSET)**

In order to satisfy the second issue of the DE policy mentioned earlier, i.e. the raising of the academic standard of the existing teachers, the DE started to provide In-service Training and Education (INSET) programmes in the country and send some teachers abroad for the same purpose. The first group of such teachers was sent to Egypt in 1945 and Al-Arayed (ibid) states that since then, (1945), many teachers were provided with opportunities to attend courses abroad, particularly those organised by the American University in Beirut during the early 1950s, and those available in the United Kingdom since the late 1950s until now.

It would be unfair not to mention the large number of teachers who studied by correspondence while they were teaching. They bore all the expenses such as the fees, cost of travel to and from Beirut every summer for four years to sit for the examinations. The Ministry of education has been rewarding such teachers by promoting them to higher posts and increasing their salaries. This has encouraged others to pursue this course of action.

Development of INSET provision in Bahrain is explored within the following areas:

### **8.5.1. The Complimentary Evening Studies**

The first type of INSET provision which was called 'The Complimentary Primary and Secondary Evening Studies', was organised for the benefit of those school leavers working as teachers in the primary schools, some of whom had not finished their secondary education and others did not even hold the primary certificate.



This type of provision was launched in 1951 for male teachers and in 1958 for female teachers (see DE 'Education in Bahrain', 1967) and the aims behind it were to increase those teachers' knowledge of the subjects taught in the primary schools, by raising their academic standard up to that of the secondary level, and to educate them on how to teach those subjects through discussions of methodological issues.

There were two levels of such provision; one for those who did not hold the primary certificate and the other for those who did not hold the secondary certificate. (D.E. 1951)

The duration of the programme was two years for each level; each year covered six months of study and those who were registered absent for more than 25% of the prescribed period would not be allowed to sit for the final examination. (See Hubail , 1982 and Al-Hamar, 1968)

According to a Department of Education Circular issued in October 1960 about the Complimentary Evening Studies, the curriculum for the studies covered included:

1. The Arabic Language
2. The English Language
3. Mathematics
4. Directives in Teaching

The content of the curriculum was left to the supervisors of the course who actually taught it. That was until 1956, when the Department of Education introduced a new curriculum to be covered in three years by those who did

not hold the primary certificate and two years by those who did not hold the secondary certificate. This curriculum embraced the following areas:

1. Languages (Arabic and English)
2. Mathematics
3. Social Studies
4. Science
5. Education

(See DE Circular No 383/ 18/12-12-56)

As far as the incentives, for those who completed the studies, Al-Hamar (1968) is quoted as saying:

'.. all those who passed successfully the final written examinations were given an extra increment (equivalent to two annual increments for teachers) in their monthly pay.' p 17

The Department of Education Circular 'Education in Bahrain' (1967) states that by the end of the academic year 1963/ 4 about 409 male teachers and 154 female teachers had been trained under this scheme and it was brought to an end because it was no longer needed.

Al-Arayed (1969) explains that in the period between 1944 and 1947 a number of conferences were held in Bahrain covering as large a number of teachers as possible for the sake of improving the curricula and methods of teaching and the British Council has been running courses for EFL Teachers since the early 50's.

The writer, as a matter of fact, attended some of those courses, one of which was a two-month course held at the British Council premises from the 1st September till the end of October 1969 when the set of course

books, 'Living English for the Arab world', was launched in the primary schools in Bahrain.

Subject courses were organised every now and then by specialists at the Department of education or the Ministry of Education as it became to be known after the Country's independence in (1971).

#### 8.5.2. In-Service Educational Training Centre

The increase in the number of primary schools during the 1960s compelled the DE to employ secondary school leavers as teachers without being trained. The number of such teachers exceeded one thousand some of them even became headmasters and headmistresses of primary schools.

The Ministry of Education in the early 1970s realised that the huge number of unqualified teachers was putting the education movement at stake and that a solution had to be found. This resulted in the creation of the, what was then called, 'In-Service Training Centre', in 1973.

The Centre was planned for and run by the Ministry of Education with the help of the UNICEF Organisation who had helped with similar projects in Lebanon, Jordan, Syria and Sudan. El-Mahi (1985) used his experience of this programme which he had developed in the Sudan to train school headmasters in Saudi Arabia as well.

The aim behind the project was, as stated by the Minister of Education in a bill entitled, 'In-service Teacher Training' forwarded to the Cabinet and dated 6.1.1973, 'providing unqualified teachers in the primary and the joint

primary-intermediate schools with professional training in order to raise their efficiencies at work’.

In order to attract teachers to the programme, the Ministry announced that there would be increments in the salaries of those who obtained the In-Service Training Certificate from the Centre.

Each programme of study at the Centre lasted for two years and carried out in the following way: (see the diagram on page 186)

### THE FIRST YEAR

1. The Preparatory Course: which consisted of 24 two-hour (or less) sessions spread over two weeks. These sessions were called seminars during which teachers were expected to take active parts in discussing topics about which pamphlets called assignments had been sent to them earlier.
2. First Core Course: which used to start immediately after the preparatory course and consisted of 48 seminars, 24 of which were specified for studying the subject of specialisation and 24 for studying education and psychology. This course covered 8 months of two afternoons (from 4.00 pm till 6.15 pm) per week.
3. First Summer Course: of two weeks durations or less according to the teachers’ needs, i.e. to cover aspects which had been missed or had not been completed during the core course. Much of the work during this course was practical.

## THE SECOND YEAR

1. Second Core Course: which consisted of 48 seminars conducted in the same way as the first core course.
2. Second Summer Course: was carried out in two weeks similar to the first summer course.

Fields of specialisation which the Centre provided were, Arabic and Social Studies, Science and Mathematics, Classroom Teacher, School Management, Art Education, Physical Education, English and the Home Economics.

**The Actual Period which is Spent by the Trainee Teachers in the  
In-Service Educational Training Centre**

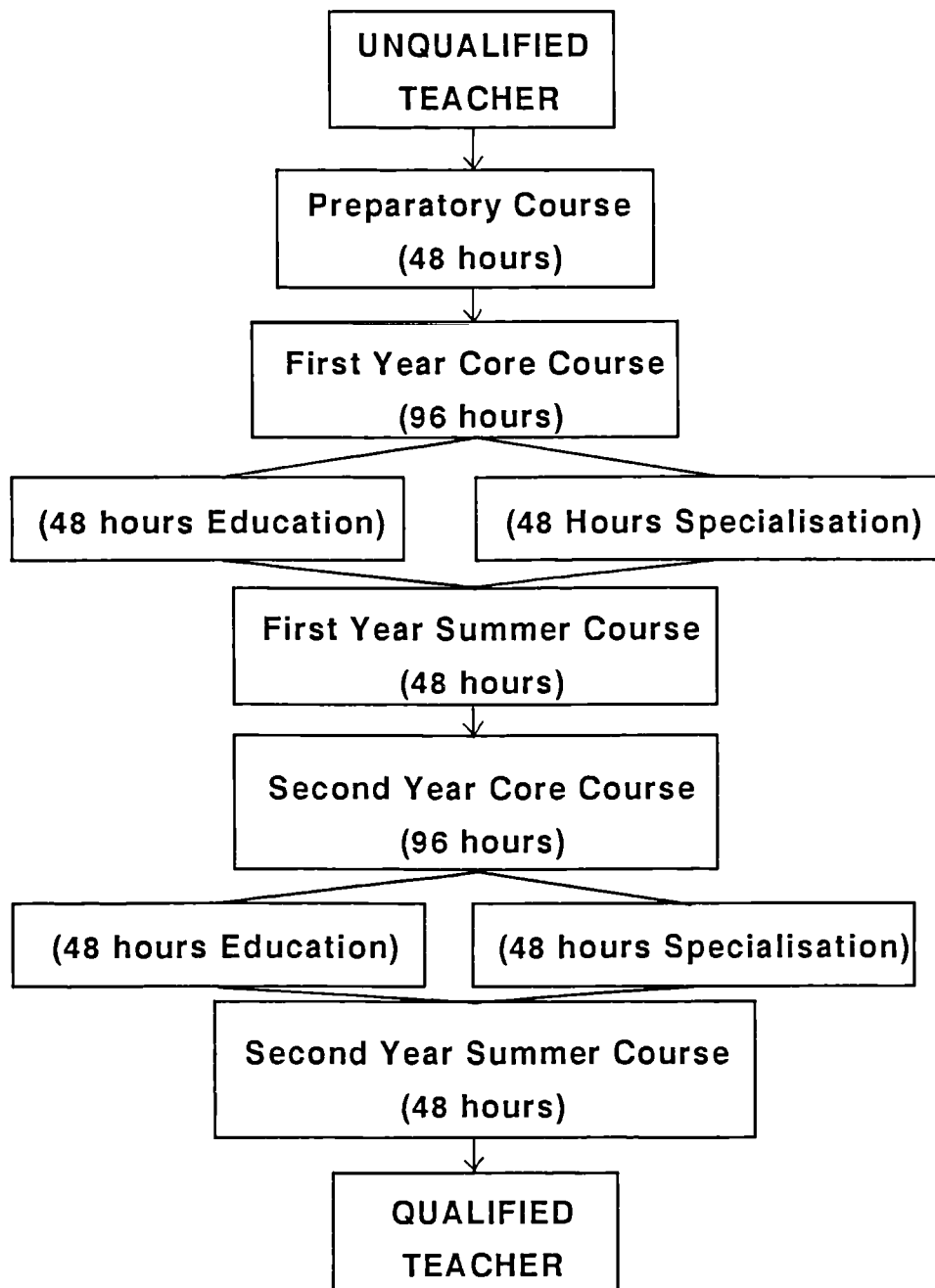


Fig. 5 In-Service Teacher Training Centre Programmes

- In the case of joint subjects specialisations such as Arabic and Social Studies, each specialisation takes up half of the prescribed time which is 24 hours for each specialisation.
  - Each Session of the Core Courses lasts for two hours.
- The diagram is adapted from Al-Mosawi (1979).

## Study Programme

The programme was carried out by adopting a Multi Media Approach which embraced the following methods:

### A. Direct Contact : which includes:

1. Seminars: which were run in the form of discussions, workshops, symposiums, role plays or lectures (when necessary). These activities were based on study materials consisting of pamphlets called 'Assignments' in psychology and education which had been provided by the Institute of education of the ONORWA in Beirut.

2. School Visits: tutors visited each teacher in their groups at least three times a year in order to see how much he or she had benefited from the theoretical and the practical sessions conducted at the Centre as well as to advise and help him or her to improve or to solve their problems, if possible. School visits had to be arranged with the teachers beforehand.

3. Micro Teaching of Peers: in this activity, one of the teachers applies a certain aspect of teaching and asks his/ her colleagues to consider the concepts involved during the discussion which follows.

### B. Indirect Contact : which comprises of:

1. Self study: by being given the assignments to read one week before attending the related seminars and by being asked to read some references related to the given topic, teachers became accustomed to

conducting self studies which would help them to develop themselves throughout their career lives.

2. Action Research : During their second year each one of the teachers had to identify and investigate a problem which he or she encountered in teaching. The aims behind action research were not only to provide the teacher with the skills of conducting research and solving their problems but also to help them become self dependent.

According to the Directorate of Training's Report (1987), referred to earlier, during the period which started in 1974 and continued until 1982, about 742 both male and female teachers, headteachers and deputy headteachers had been trained (see the table on the next page). This also indicates that there might be about 300 or more teachers who would still need training.



The following table shows the groups who studied at the INSET Centre from 1974/5 until 1980/1

Groups	Sex	Years							Total
		74/74	75/6	76/7	77/8	78/9	79/80	80/1	
Arabic and S Studies	Males	27	19	10	9	15	13	22	115
	Females	29	10	4	14	16	7	6	86
Science & Maths	Male	18	7	12	13	13	24	19	106
	Female	18	5	6	3	3	-	-	35
Classroom Teachers	Male	-	14	2	-	-	-	-	17
	Female	22	23	14	-	-	-	-	59
School Management	Male	10	10	5	8	6	11	9	59
	Female	10	12	11	6	8	6	6	59
Art Education	Male	-	16	11	-	15	-	20	63
	Female	-	7	3	-	-	-	3	13
Physical Education	Male	-	17	6	-	13	-	-	36
	Female	-	-	5	-	5	-	-	10
English Language	Male	-	-	7	8	9	9	12	45
	Female	-	-	7	4	6	6	-	23
Home Economy	Male	-	-	-	-	-	-	-	-
	Female	-	-	-	-	15	12	-	27
Total	Males	55	84	53	30	71	75	82	432
	Females	79	57	50	35	43	31	15	310
Total of all		134	141	103	65	114	88	97	742

## Trainee Evaluation

Teachers are given marks by their tutors according to the following areas:

### First Year

1. Periodical Tests	Specialisation Education	10 marks 10 marks
2. Participation	School Visits Attendance & Participation	30 marks 20 marks
3. Final Examination	Specialisation Education	15 marks 15marks

TOTAL100 MARKS

### Second Year

1. Periodical Tests	Specialisation Education	7.5 marks 7.5 marks
2. Participation	School Visits Attendance & Participation Teaching Practice Examination	20 marks 15 marks 20
3. Action Research		10 marks
4. Final Examinations	Specialisation Education	10 marks 10 marks

TOTAL100 MARKS

### 8.5.3. The End of the In-Service Educational Training Centre

The writer worked for the Centre as an Educational Tutor for three years starting from October 1979. Hence, an anecdotal account might provide a picture of what had happened.

The Centre had been one of the autonomous institutions of the Ministry of education. It was responsible for the in-service training of teachers, headmaster and school librarians when the researcher joined it. It also conducted short courses of various types.

There was co-operation between the Centre and the University College of Bahrain (UCB) in that, lecturers from the UCB were invited to conduct sessions at the Centre and tutors from the centre were also invited by the UCB to conduct sessions at their premises.

This co-operation increased day by day to the extent that tutors had to travel daily from the centre, which was at one part of the country, to the UCB which was at another part of it.

This situation has led to the decision that the Centre should be moved from its premises to the University College of Bahrain campus, still as an autonomous institution but under its umbrella instead of the Ministry of Education.

The aims behind relocating the Centre were not only to have the two institutions close to each other and save both lecturers and tutors travelling but also to maintain closer collaboration and co-operation between them and share the use of the resources available in each one.

The move of the Centre was completed in the summer of 1981. A few months later, however, some administrative problems began to emerge. Neither the former Rector of the University College of Bahrain, with whom all the arrangements were discussed, was present, because his contract had expired and he had to leave the country, nor the director of the Centre, who had left Bahrain for the UK to do his PhD, to solve those problems.

The result was that the new Rector of the University College of Bahrain dissolved the Centre in 1982 and distributed its staff members to different

departments of the UCB according to their fields of specialisation. The writer as a result joined the English Department.

It was most probably that the UCB's new Rector's action towards dissolving the Centre came due to the idea that the UCB would be sufficient to fulfil all the INSET requirements of the Ministry of education and thus there would be no need for the Centre any more.

#### 8.5.4. Personal Observations

Through his involvement in the activities of the Centre, the researcher has noticed the following:

1. Those who were promoted to the post of Educational Tutors (among whom the writer is one) at the Centre, particularly during the last four or five years of its existence, did not receive any training for the job similar to that received by the first group in 1973 in Beirut. This lack of training made the new tutors often less capable than their established colleagues.
2. Very few teachers read the assignments beforehand for the seminars and the majority of them became dependent on what the leader of the seminar had to say. Therefore, the teachers did not obtain the benefits of both the assignments and the seminars as they should.
3. Because the marks the teachers obtained for carrying out the action research, were insignificant in the success or failure in the course, most of the teachers copied what their predecessors had written, thus, again they did not gain much from the exercise.

4. It was intended that 200 teachers should receive training every year but the table on page 190 shows that the highest number the Centre managed to take was 141 in 1975/ 6, whereas in 1977/ 8 only 65 teachers joined the Centre. The writer believes that, had the attendance been during school time, more teachers would have opted for the programme.

#### 8.5.5. The Directorate of Training (DT)

Despite the fact that many In-Service programmes for teachers have been carried out by the UCB, some of which lead to BEd Degrees or even Post Graduate Diplomas, the Ministry of Education found it difficult to leave the entire INSET arrangements in the hands of the UCB for various reasons. Instead, it was felt that there should be a responsible body for INSET of all kinds based in and administered by the Ministry itself.

The duties of such a body should be to study and identify the needs of all those involved in the field of education and plan and organise courses, agreed upon by the Ministry, singly or with co-operation from other institutions such as, the UCB, the College of Health Sciences, the Polytechnic, the British Council or institutions abroad. With this view in mind, the Directorate of Training was established in 1983 to occupy the place of the In-Service Educational Training Centre.

Since its establishment the Directorate of Training and the UCB with the co-operation of other institutions have been playing an important role in the provision of INSET activities.

The Directorate of training (1987) state in their report that their chief aim is to provide opportunities of self and professional development through IN-SET arrangements to those employed by the Ministry of Education. They also believe that INSET is an endless process.

The Report also explains that the Directorate conduct surveys in order to collect information about the needs of the various sections and directorates of the Ministry of Education and to produce proposals for training courses required by them. These proposals are presented to the Committee of Scholarship and Training for approval. The Committee in turn approve the courses which would fulfil the national priorities laid down by the Ministry.

The following INSET arrangements are examples of the activities which the Directorate of Training had organised:

#### 8.5.5.1. Programme for the Development of the Efficiencies of School Headteachers.

This programme has been organised according to an agreement between the Ministry of education and the American University of Beirut and started in the academic year 1984/85.

The programme which consisted of studies in school management, studies in education and psychology and practical meetings, was designed for primary and intermediate school headteachers and deputy headteachers who were divided into two groups:

- A. Those who were educationally unqualified and who held the secondary certificate or lower certificates, and

B. Those who held the In-Service Educational Training Centre Certificate.

The duration of the programme was two years for the first group and one year for the second.

Each year comprised two semesters of 180 hours each divided on a rate of three hours a day; three days a week during school time.

The report shows that 44 head and deputy headteachers of the first group joined the programme in October 1984 and only 26 of them managed to pass the course, whereas 24 heads and deputy heads of the second group joined the programme in October 1985 and all of them passed.

#### 8.5.5.2. Programme for the Development of the Efficiencies of Teachers in the Commercial Education

This programme was organised, implemented and supervised by the American University in Beirut with the co-operation of the Directorate of Training. It started in October 1983 and carried out at the Gulf Polytechnic.

The aims behind the programme were seen as providing the teachers, in the commercial section of the secondary cycle and who hold their first degrees in the subjects that are taught in it, with:

1. general education knowledge and familiarise them with educational concepts,
2. essential principles of learning, directing and advising,
3. methods of teaching commercial subjects,

4. means through which they can monitor their professional development, and
5. developing teachers' skills which are related to the planning. Implementing and evaluating classroom teaching.

The programme consists of educational and psychological studies, methodology of teaching commercial subjects, practical studies and teaching practice.

The duration of the study was one academic year to cover 354 hours at the rate of 3 hours a day 5 days a week during school time. Teachers were released for the study and those who successfully completed the course were awarded with post graduate diplomas in the teaching of commercial subjects.

The Report mentions three batches of 30 teachers who received such training in three successive years (83 - 84 - 85) and the number of those who passed the course were 29 from the first group, 29 from the second group and 28 from the third group.

#### 8.5.5.3. Other Programmes

There were other programmes which the Directorate of training was either initially involved in or became involved in after they had been started because the Ministry of Education had authorised it to take care of all educational training. These are listed below:

1. A programme of Classroom Teacher which led to the BEd degree and



has been conducted at the UCB since 1982. It has worked as initial training for the college students and as in-service training for existing teachers.

2. A programme of Post Graduate Studies which was organised for those teachers teaching at the secondary level with the aim of raising the standards of their qualifications as well as updating their knowledge and skills of teaching. It started in the academic year 1981/82 and carried out at the UCB, too.
3. A programme of Physical Education which was organised to qualify teachers of physical education. It started in the academic year 1982/83 and carried out at the UCB as well. The duration of the course was three academic years and the degree aimed for was the BEd.
4. A programme for the development of the Efficiencies of Science Laboratory Wardens in the secondary and intermediate schools which started in October 1983 at the College of Health Sciences and carried out under the supervision of the Directorate of Training. The duration of the course was one year of three days a week.
5. A programme for the Development of the Efficiencies of the Kinder Garden Teachers which was carried out by the Directorate of Training with the help of UNICEFT Officers in Bahrain. It started in October 1983. Each course of 300 hours lasted for two years of 3 sessions a week; 3 hours a session. The total number of teachers to be trained was 308.

6. A programme for Qualifying Arabic Teachers in the Primary Private schools which started on the 15 February 1986 and carried out by the Directorate of training with the help of the Directorate of Curricula and the Directorate of Private Education. The aim behind this programme was to provide those teachers with academic and educational and psychological knowledge and skills. The duration of the course was a total number of 74 sessions of 2 hours spread over two academic years.
7. A programme for Qualifying School Librarians which aims at providing school librarians with the information and skills of arranging books and other materials as well as the available learning resources in addition to organising ways and means of good reading for the staff and the pupils. The duration of the programme, which started on the 4 November 1985, was 150 hours distributed over 25 weeks to be attended during school time. The training took place at the Directorate of Training.
8. A programme of English for the Employees of the Ministry of education the aim behind which was to raise the standards of those employees' English in both form and in practice. It covered a range of levels over a period of two years and was provided to about 200 employees of all grades. It started on the 15 December 1984.

#### 8.5.6. INSET Provision for the Teachers of English as a Foreign Language

Teachers of English as a Foreign Language (TEFL) can be considered as the luckiest of all Bahraini teachers in terms of the attention given to them by both the Ministry of Education and the British Council. Since early

1950s, Al-Arayed (1969) explains, until the present time the British Council in Bahrain has been conducting or helping in providing courses in the methods of teaching the English Language. In fact, since the date of Al-Arayed's article, the British Council has not stopped their support for the development of the teaching of English until the date of the writing up of this thesis.

The following are some examples of INSET provision received by teachers of English:

- 1 The Ministry of Education sponsored any teacher who wished to improve his/her English by attending evening language classes run by the British Council.
2. Both the Ministry and the British Council jointly granted so many English teachers with scholarships to attend a Diploma Course for the Teaching of English Overseas at the University of Leeds. The researcher again was one of those who benefited from such a course, (see appendix 8) which shows the names of those who completed the diploma course.
3. Many teachers were given the opportunity to attend language courses in the United Kingdom; the researcher with another seven teachers, for example, were sent by the Ministry and the British Council to Hastings in 1975 to study English at an institution called, International House.
4. The Advisorate at the Ministry of education have also been working tremendously hard in providing INSET activities of all kinds. Through their visits to teachers, the advisers normally pinpoint various areas that

need some developments. They then prepare courses for teachers to attend. These courses usually take place during the first two weeks of every academic year when teachers have no pupils to teach.

Advisers also conduct meetings called 'cyclicals' during the academic years where they ask a group of teachers of one particular area to get together in one of the schools and discuss issues of teaching English.

As far as the secondary level is concerned, senior teachers meet once every week and also discuss various matters under the guidance of some advisors. Senior teachers then report back to their colleagues during their Departmental meetings which usually cover two periods of their timetable every week.

Many English Teachers have been given the opportunities to obtain MAs and PhDs from British and American Universities, four of whom obtained their MAs from the University of Warwick.

#### 8.5.7. Bahraini Teachers and their Qualification

In order to find out what qualifications Bahraini teachers hold, leaflets entitled 'Statistical Summary of Education in Bahrain' published annually by the Ministry of education, have been used to produce a table (see page 202) to portray the situation of the last decade. The table shows the following:

1. The number of teachers holding the secondary certificate or below is clearly declining; from 43% of the total Bahraini teachers in 1977/8 to

only 8% in 1987/8. It can be noticed that until 1987/8 there were still some teachers of about 8% men and women who still hold no qualifications above the secondary certificate.

2. Conversely, the number of graduate and post graduate teachers is sharply increasing; from 11% of the total Bahraini teachers in 1977/8 up to 44% in 1987/8 and the increase in the number of women teachers in this category is greater than that of men.
3. There were about 2000 (56%) of the total Bahraini teachers who were still below graduate level in 1987/88. This indicates that many INSET arrangements are still to be provided.
4. Although teachers with post secondary level but below graduate level are also increasing in number, the percentage has remained static or has decreased slightly. The table indicates that the percentage of this category was 49% in 1977/8 and in 1987/8 was 48%.

## BAHRAINI TEACHERS AND THEIR QUALIFICATIONS

The table below shows a chronological statistic of Bahraini teachers according to their qualifications from 1978 till 1988. The data has been taken from an annual leaflet entitled 'Statistical Summary of Education in Bahrain' produced by the Ministry of Education.

Year	Secondary or less			Post Secondary			Graduates & Post Graduates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1977/78	652	324	976	408	694	1102	113	139	252
1979/80	666	322	988	476	961	1437	203	222	425
1980/81	662	314	976	472	948	1420	251	342	593
1981/82	612	322	934	466	913	1379	278	447	725
1982/83	583	246	829	409	902	1311	337	541	878
1983/84	373	204	577	595	953	1548	336	632	968
1984/85	256	162	418	649	972	1621	385	708	1093
1985/86	249	163	412	657	953	1610	422	793	1215
1986/87	203	108	311	698	1000	1698	472	944	1416
1987/88	199	96	295	704	992	1696	507	1058	1565

- The leaflet of the year 1978/79 has not been obtained

### 8.5.8. Conclusions

It can be concluded from the survey above that:

1. The provision of initial and in-service training of teachers has always been initiated by the authorities and there has not been a single incident where teachers had the initiative or organising any activity.
2. Teachers Associations or subject associations have also been absent from the literature about INSET despite the fact that Al-Ansari (1985) points out that the majority of his respondents (teachers) were:

'... in agreement with the establishment of an EFL organisation or association. However, 77 out of the ninety six respondents favoured that membership to an EFL association be made optional, while the remaining 14 respondents favoured that such membership be made compulsory." p 230

3. All courses that have been mentioned above were college or centre based except for the cyclicals, whereas school-based and school-focused INSET have not even been referred to in the literature because they had not been in application in Bahrain.
4. There has been a mention of conferences in the 1940s conducted for the maintenance of the curriculum and methodology, but that also has vanished. When this matter was discussed with three officials at the Ministry, they informed the researcher that some conferences had been organised by the Ministry in the last two or three years and it is intended that such conferences would continue to take place.
5. It has been mentioned in this chapter that in Britain some outstanding teachers managed to spread their ideas through discussions and through writing. This also has been absent in the Bahraini case. There are not any books or articles written by teachers for their colleagues. Publication of a journal for the teachers could have played a significant role in their profession development.
6. Teachers; participation in INSET provision has always been negative because they have been the receivers and none of them was given the opportunity or encouraged to conduct an INSET session.

It has to be mentioned here, however , that when the writer was carrying out his field work in Bahrain in 1988, he was invited by a senior teacher of a secondary school to attend two of their departmental meetings during each of which one staff member gave a short presentation about a teaching issue and then followed by a discussion. The meetings were very interesting and useful despite the lack of interest of some teachers to new ideas. It is not known whether all their meetings were similar to the two attended, and if other schools conduct similar activities.

7. There has not been an effort to link initial training with in-service training in (IT-INSET) programmes which might be of great benefit to both students before joining the profession and existing teachers after they have joined the profession and gained experience.
8. The role of teacher centres in Britain is significant as has been shown earlier in this chapter and the Bahraini authorities are well aware of that as can be seen in the following quotation which has been taken from a paper presented by Mr A A Al-Haq (the Head of the Directorate of Training) to the Committee of Education about teacher centres on the 13 April 1983. With regard to the necessity of establishing teachers' centres in the State of Bahrain, Mr Al-haq states:

'There is no doubt that the establishment of teachers' centres in Bahrain similar to those in Britain is of vital importance, provided that they are adjusted to suit the actual needs of the Bahraini social context and the nature of its educational and social systems. And I believe that this will be a strong foundation to the developmental movement of the educational spheres in Bahrain.' p 5

The researcher was told that the Ministry of education was going to build a very big and well resourced teachers' centre in the capital of Bahrain soon. It would be the first of its kind in the country.



## **CHAPTER NINE: QUESTIONNAIRE ON THE PROVISION OF INSET IN ENGLAND**

### **9.1. The Aim Behind Administering the Questionnaire**

In order to find out how teachers interact with INSET in England, a sample of teachers, mainly from Warwickshire County, have been approached by means of a questionnaire to give their opinions concerning the type of INSET provision they prefer, the expectations they hold from it and how they actually feel about a recent INSET course which they had recently attended.

### **9.2. The Content of the Questionnaire**

The questionnaire is divided into three sections to embrace the three elements mentioned above, i.e. section one is on the types of INSET that are available; section two, contains some of the expectations that teachers normally look for from an INSET activity; and section three, is a kind of an evaluation sheet of an INSET course. (see appendix No. 9)

### **9.3. The Subjects - (sample population)**

Although it was expected that about three hundred teachers would receive copies of the questionnaire and it was hoped that at least one hundred copies would be filled in and sent back, unfortunately, only thirty two copies were received by the researcher. These copies have provided the researcher with some data that has been analysed descriptively so that an easy and simple idea can be maintained.

#### **9.4. Terminology**

It has to be noticed that the terms; courses, activities, provision and, arrangements are interchangeably used.

#### **9.5. Reliability**

As has been elaborated with the previous two questionnaires that both reliability and validity of any questionnaire are extremely difficult to obtain but again Spearman's formula of split-half correlation coefficient has been adopted and resulted in 0.87 which indicates the existence of reliability.

#### **9.6. Validation**

The questionnaire was seen and approved, with some suggestions, by Mr Ted Ross (the researcher's supervisor), Mr Martin Merson, from the Faculty of Educational Studies, University of Warwick as well as Mr David Whale (an Educational Officer) from the Warwickshire County Council and some friends with experience in the field of Education.

#### **9.7. Analysis of the Questionnaire**

##### **9.7.1. Section One (Types of INSET Provision) TABLE 1**

In order to find out which type of INSET courses are the most popular and which ones are the least popular, votes scored by each type of INSET provision were given marks in the following way:

Very High = 5 marks

High = 4 marks

Average = 3 marks

Low = 2 marks

Very Low = 1 mark

Then the number of votes and their marks were computed and their sums were obtained.

TABLE 1

## QUESTIONNAIRE ON THE PROVISION OF INSET IN ENGLAND

This table shows the types of INSET arrangements, the number of votes and the marks obtained at each grade, total number of votes and total marks obtained by each type of INSET followed by the percentages of the obtained marks and their ranking order.

QN	TYPE OF INSET	V.H. NV.	M	HIGH NV.	M	AVER. NV.	M	LOW NV.	M	V.L. NV.	M	TOTAL NV.	M	M%	R.O
12	Staff Support	13	165	14	56	4	12	1	2	0	0	32	135	84.4	1
13	Subject Specific	10	500	15	60	7	21	0	0	0	0	32	131	81.9	2
14	School-Focused	12	60	10	40	7	21	2	4	1	1	32	126	78.8	3
8	During School Time	11	55	14	60	2	6	1	2	3	3	32	126	78.8	3
2	Short-Term	9	45	13	52	9	24	0	0	1	1	32	122	78.7	5
3	School-Based	10	50	11	44	6	18	5	10	0	0	32	122	76.3	6
11	Informal Meetings	4	20	12	48	13	39	2	42	1	1	32	112	70.8	7
5	Teacher Centre-Based	2	10	15	60	10	30	3	6	1	1	31	107	69	8
7	Non-Award-Bearing	3	14	4	16	20	60	1	2	2	2	30	95	63.3	9
4	Col/Univ-Based	3	15	6	24	15	45	5	10	2	2	31	96	61.9	10
6	Award-Bearing	4	20	7	20	10	30	5	10	4	4	30	92	61.3	11
1	Long-Term	6	30	4	16	9	27	6	12	6	6	31	91	58.7	12
10	Day/W.End Hotel-based	1	5	9	36	9	27	6	12	5	5	30	85	56.7	13
9	After School Time	1	5	6	24	13	39	5	10	7	7	32	85	53.2	14

V.H. = very high

V.L. = very low

Q.N. = Questionnaire number (number in the questionnaire)

R.O. = ranking order

N.V. = Number of voters

M. = mark given

The data has been analysed as follows:

If the 32 respondents gave a particular type of INSET arrangement 'very high' which was 5 marks, it would obtain 100% of the marks that were to be given to it. This results from dividing 160 by 160 multiplied by 100 which equals 100%. By adopting this formula the percentages of the total marks given to each INSET type have been obtained. Thus, the most favourable two types of INSET activities are, 'Staff Support', which literary means bringing an experienced teacher into the class to work with the teacher, with 84.4% and 'Subject Specific' with 81.9% of the total marks deserved. The two least favourable INSET activities, however, are 'Day/Weekend Hotel-Based' with only 56.7% and 'After School Time' with only 53.2% of the total marks deserved. The ranking order of the types of INSET arrangements mentioned in the table has been worked out. (see Table 1)

By working out the median of the percentages which is 70%, it can be declared that 'School-focused', During School Time', 'Short-Term', School-based', and 'Informal meetings' are amongst the more favoured INSET arrangements, whereas 'Long Term', are amongst the less favourable ones, 'Teacher Centre-based' provision, however, stand in the middle with a percentage of 69% which is very close to the median of the percentages.

#### 9.7.2. Comments on section One

1. The most outstanding issue that can be deduced from the analysis is that the teachers show from their responses that they are very much concerned with the practical aspect of teaching, i.e. not only do they prefer courses that are subject specific, school-based, school-focused and during school time, but also actually conducted by an experienced outsider who shows them how to handle classrooms and deal with

pedagogical problems which exist in their own situations. This appears to be a 'spoon-feeding' type of INSET provision which hinders rather than helps creativity which is an essential and prominent skill that an effective teacher has to possess.

2. The respondents show from their responses that they are against the idea of attending after school-time INSET arrangements. It is understood that they are tired after a day's work and that they have other commitments as well, none-the-less, they have to realise that they hold accountability towards their pupils whose time should under no circumstances be wasted or misused for if that happens many other problems can be created.
3. It is surprising to see that the respondents were not very much in favour of the 'Day/Week-end, Hotel-Based Conference' despite the fact that it is a very popular type of INSET arrangement. The researcher is convinced that it is so because he was given the opportunity to observe some conferences of this type, for example, the one-day conference held at Manor House Hotel, Leamington Spa in November, 1988 was so well received by the teachers to the extent that they unanimously asked for conferences of the same-type.
4. It can also be noticed that it does not matter for the respondents whether there would be an award given at the end of the course or not, because both Award-bearing and Non-Award-bearing arrangements scored low scores. One cannot see how a teacher can professionally develop without receiving some kind of official recognition of one's achievements. It is quite acceptable that self satisfaction is the most rewarding factor, nevertheless, one would incline to argue that obtaining

degrees and/or certificates would raise one's self esteem.

### 9.7.3. Section Two - Teacher's Expectations of INSET Provision

In order to find out what teachers in England seek from an INSET provision a list of the most common aims was given to the respondents who were asked to give a grade of Very High (V.H.), High, (H), Average, (A), Low, (L) or Very Low (V.L.) to each item on the list.

The same procedure which was followed in analysing section one has been applied in analysing this section. (see Table 2)

## SECTION TWO

**TABLE 2**

This table is arranged in the same way of that of Table 1 above.

QN	INSET AIMS	V.H.		HIGH		AVER.		LOW		V.L.		TOTAL		M%	R.O
		NV.	M	NV.	M	NV.	M	NV.	M	NV.	M	NV.	M		
4	Acquiring Practical Ideas	20	100	11	44	1	3	0	0	0	0	32	147	91.9	1
2	Acquiring Skills	20	100	10	40	2	6	0	0	0	0	32	146	91.3	2
1	Gaining Knowledge	16	80	10	30	6	18	0	0	0	0	32	138	86.3	3
13	Becoming Up-to-date	13	65	12	48	7	21	0	0	0	0	32	134	83.8	4
6	Gaining Help from Other Teachers	7	35	14	56	11	33	0	0	0	0	32	124	77.5	5
12	Enhancing One's Professional Development	6	30	16	64	10	30	1	2	0	0	32	124	77.5	5
11	Planning New Schemes	7	35	13	62	10	30	1	2	0	0	31	119	76.8	7
3	Meeting People	9	45	10	40	10	30	2	4	1	1	32	120	75	8
5	Helping Other Teachers	6	30	12	48	13	39	1	2	0	0	32	119	74.4	8
14	Getting Away from School Environment	8	40	5	20	10	30	5	10	4	4	32	104	65	10
8	Listening to Lectures	0	0	8	32	9	27	6	12	9	9	32	80	50	11
10	Gaining Promotion	1	5	4	16	9	27	10	20	8	8	32	76	47.5	12
9	Obtaining an Award	1	5	4	16	7	21	11	22	8	8	31	72	46.5	13
7	Showing One's Ability	0	0	2	8	7	21	14	28	9	9	32	66	41.3	14

V.H. = very high

V.L. = very low

Q.N. = Questionnaire number

R.O. = ranking order

N.V. = Number of voters

M. = mark given

#### 9.7.4. Observation from the Analysis

1. The two aims, 'acquiring practical ideas' and 'acquiring skills' appear at the top of the list with percentages 91.9% and 91.3% respectively whereas 'obtaining an award' and 'showing one's ability' appear at the bottom of the list with only 46.5% for the former and 41.3% for the latter.
2. 'Gaining knowledge' with a percentage of 86.3% and 'becoming up-to-date' with a percentage of 83.8% occupy the second position amongst the most popular expectations of the respondents; while 'listening to lectures' with a percentage of 50% and 'gaining promotion' with a percentage of 47.5% occupy the second position amongst the least popular ones.
3. 'Gaining help from other teachers', 'Enhancing one's professional development', 'planning new schemes', 'meeting people' and 'helping other teachers' with percentages ranging from 77.5% to 74.4%, which are above the median of the percentages, are shown to be amongst the more popular aims whereas 'getting away from school environment' and 'listening to lectures' with percentages ranging from 65% to 50% which are below the median of the percentages, are shown to be less popular ones.

#### 9.7.5. Comments on Section Two

1. It can be seen that teachers are very much concerned with the practical aspect of their career which is of prime importance even in accordance with the usual norms in the field of education.



2. It is interesting to note that gaining knowledge and becoming up-to-date have come as a second priority, probably because it is through them a teacher is seen as a person of innovation and development which are vital elements of modern societies in a modern world.
3. It is also interesting to note that 'getting away from school environment', gained 65% of marks which is, on the one hand, controversial to school-based INSET arrangement, and to liking one's job on the other. The question is, whether a teacher can be really productive with such a negative attitude towards the school in which s/he works?
4. Although listening to lectures is considered by many as the most boring part of an INSET course, it has gained 50% of the allocated mark. This may be explained by the assumption that the respondents have had the experience of attending lectures where the lectures were very interesting, very knowledgeable and could handle their lecturers *very effectively* or that they found the lectures themselves extremely useful.
5. It can still be seen that the respondents do not show much interest in obtaining awards or gaining promotion. This is again quite surprising because it could be that teachers in England might wish to give the impression that they are not self seeking. This is, in the researcher's view, would not apply to the teachers in Bahrain who would precisely spell out the question, 'What are we going to get out of this?'
6. The teachers have responded negatively to the statement about showing one's ability. This can be explained as follows: It can be attributed to the fact that it is difficult to get people to respond objectively to

questions about their abilities when most of them try to be over-modest as this can be seen more socially acceptable than 'showing off' which is not an acceptable behaviour.

#### 9.7.6. Section Three

This section contains evaluations of the courses recently attended by the respondents. These evaluations are elicited by means of answering the six questions in the third part of the questionnaire. (see appendix 9)

#### **Responses to Question One**

The responses to this question can be classified into four categories.

1. About 19% of the respondents have referred to the type of courses they had attended in terms of the durations of those courses which range from one day to two years.
2. The second category is that of those concerned with the aspect of language. These form about 34% of the respondents and can be divided into two groups, a) learning the foreign language; and b) teaching it.
3. The Third category is that of those confined themselves to other subjects rather than the foreign language which they teach. These form about 25% and can also be divided into two types, a) courses about subjects themselves; and b) courses about methodology of teaching those subject.

4. The fourth category is of those who attended courses in curriculum development and/or management. These form about 22% of the total respondents.

### **Responses to Question Two**

The responses to the second question reveal the following observations:

1. Ten of the respondents (33%) state that practical ideas and skills were the most useful aspects of the courses they had attended.
2. Seven of them (23%) indicate that meeting other teachers was the most useful aspect they could perceive.
3. Four of them (13%) consider the aspect of learning the foreign language itself as the most important one.
4. Two of them (6%) wrote none or never answered the question.
5. The rest of the group have given a variety of different views. (see appendix 10)

### **Responses to Question Three**

From the answers to question three one can note that:

1. Four of the respondents (13%) were of the opinion that listening to lectures was the least useful aspect of the courses they had attended.

2. Two of them (6%) claimed that group discussions were the least useful aspects they had come across in the courses they had attended.
3. Eleven of them (35%) either wrote none or never answered the question.
4. The rest of the respondents again gave a variety of different opinions.  
(see appendix 10)

### **Responses to Question Four**

It can be seen from the responses to this question that:

1. Sixteen (53%) were positive that there were no irrelevant aspects noticed in the courses which they had attended.
2. Nine of them (30%) never answered the question.
3. The remaining group gave individual comments concerning some administrative aspects which they were not satisfied with. (see appendix 10)

### **Responses to Question Five**

From the answers to the fifth question, one realises that:

1. Two of the respondents (6%) ask for more meetings with other teachers.

2. Individuals have different demands of some administrative issues. (see appendix 10)
3. Six of them (20%) indicate that they have no suggestions for improvements.
4. Five others (16%) have not answered the question at all.

### **Responses to Question Six**

From the answers to the sixth question the following observations are made:

1. Four of the respondents were involved in planning the INSET courses they had attended.
2. Another four were involved in the implementation of their courses.
3. Thirteen of them (46%) were involved in the evaluation of theirs.
4. The rest of them have either written none or left the space provided blank.

As far as the ways in which the respondents handled the planning, the implementation and/or the evaluation of the courses they had attended, the outcome is as follows:

1. All the comment are related to evaluation only.

2. Four of the respondents (13%) produced written criticism.
3. Another four (13%) answered simple questions (not known whether verbal or written).
4. Three of them (9%) were asked for comments.
5. Two of them (6%) filled in evaluation sheets.
6. One only (3%) answered a full questionnaire.
7. Another one (3%) was asked to write a review of the whole course.

#### 9.7.7. Comments on the Analysis of Section Three

1. The respondents had attended a variety of courses ranging from one day to two years. This indicates that such a variety does exist in England.
2. The courses they attended were not confined to foreign language teaching but covered other subjects as well even though they all are supposed to be foreign language teachers.
3. The respondents show that the highest 'most useful aspect' of the attended courses is acquiring practical skills and ideas, which coincide with the results obtained in both section one and two, and the lowest 'most useful aspect' is learning the foreign language itself.
4. The highest 'least useful aspect' is shown to be listening to lectures and the lowest 'least useful aspect' is that of group discussion. This illustrates that it is not the type of INSET activity that matters most it is what it actually contains and how it is conducted.

5. There is a great deal of individual opinions related to the most and the least useful aspects of the INSET courses attended by the respondents. This shows how varied teachers' aims and objective are, i.e. it is impossible to please and/ or satisfy everybody in any given type of provision.
6. The surprising factor lies with those who write none or just leave the space blank. One would incline to assume that it is by no means a difficult or a complicated task for a teacher to say whether a particular aspect of a particular course is very useful or not. Those who have not responded to the questions do really leave the researcher with a dilemma to infer why that is so.
7. It can be seen that the majority of the respondents could not find irrelevant aspects in the courses they had attended by stating none. If that is true, one has to congratulate the organisers of those courses in conducting such a 'faultless with absolute perfection', INSET arrangements!
8. The majority of the suggestions given by the respondents for improving the courses which they had attended are related to the administrative issues, whereas other important aspects such as the content, the resources and the techniques of teaching have been neglected. This shows that teachers may look for something which the providing body does not take account of.
9. It is again surprising to note that about 20% of the respondents have no comments for course improvements. One wonders whether those

courses were so perfect to the extent that the respondents could not give any suggestion for improving them, i.e. they have no room for improvement, or whether the respondents themselves lack the ability to suggest anything. Both of the assumptions seem to be very unlikely. It could be that the respondents did not have sufficient time to recall the entire courses and what had happened in them.

10. It appears from the responses that very few teachers were involved in the planning of their courses, similarly very few were involved in their implementation, unlike the evaluation which seems quite common. As far as the former is concerned, it is quite unusual because in a country like England, teachers are supposed to be involved not only in the evaluation of the courses they attend but also in the planning and implementation of them.

11. It can be noticed that there are ways and means of evaluation of INSET courses which vary from answering simple questions to writing a complete review of the course. The list elicited by the questionnaire covers giving oral comments, filling in evaluation sheets. Writing critical reports and filling in questionnaires. This observation provides a course organiser with many options to conduct both formative and summative evaluations. It is more important, however, to know how to go about their application effectively.



## **CHAPTER TEN: DISCUSSION AND RECOMMENDATIONS**

### **10.1 Overview**

The early part of this study has focused on what makes a teacher 'effective' in his/her performance. It led to the conclusion that good PERSONAL QUALITIES, sound PROFESSIONAL KNOWLEDGE and efficient PEDAGOGICAL SKILLS are the most important characteristics which are to be sought. The second major part of the study has been formed by the idea of developing these aspects of teacher effectiveness. It is, the provision of in-service education and training (INSET) which, by taking these aspects into account, could enable teachers to be more effective. The writer asserts that such INSET provision is necessary in the Bahraini context to make up for the deficiencies of teacher education of the past.

### **10.2. Personal Qualities**

Teachers bring with them to the profession, as has been shown previously, a number of personal qualities - their character, their background, their ideas and their attitudes. Some of these will be of advantage to their professional roles while others will need to be modified or developed. An important area of this study is that of the attitudes of teachers towards their profession, their pupils and towards INSET provision. These are discussed one by one below:

#### 10.2.1. Teachers' Attitudes Towards their Profession

It is more likely that a persons' productivity at work can be affected by the amount of interest he/she has in the job he/she is doing. It is assumed, as a rule of thumb, that the more a person likes his/her job, the more effort and energy he/she is likely to devote to it. Teachers are no exception, particularly when one considers the amount of work involved in preparation, teaching, marking as well as various clerical and administrative duties. Thus, teachers need to hold positive attitudes towards their profession in order to perform more willingly. Some teachers in Bahrain, however, exhibit negative attitudes towards their profession as teachers. This has been revealed from their answers to the questionnaire on professional awareness with regard to the question. 'How much do you like being a teacher?' 4 of them stated not at all, 3 stated very little and 7 stated little. This shows that 14 out of 125 teachers have explicitly indicated that they were not keen on teaching. It is quite possible that there are more teachers of this type!

Teaching, as has been described in the second chapter, is not confined to the classroom or the boundaries of the school but goes far beyond that. If support and encouragement are to be given to teachers, they have to come not only from pupils but also from colleagues, supervisors, parents as well as people from all levels of the society. This has been illustrated by the responses to the questionnaire given by a large number of teachers that indicated the importance of receiving support and respect from pupils, colleagues, school administration, the Ministry and the whole society. The emphasis on receiving support and respect might have resulted from the feeling expressed by 60% of them that teachers are undervalued by the

community which might have also affected their attitudes towards the profession.

It is, therefore, assumed that receiving support and respect is one of the rewards which many teachers might consider essential in order to maintain a higher degree of status which in turn could result in more positive attitudes towards the profession.

The statement, 'have freedom in handling teaching matters' has also been emphasised by the teachers as one among the teachers' rights. It could well be that if teachers are given some freedom in handling teaching matters, they might feel more responsible for what they are doing and most probably be happy about it. This satisfaction might also lead to more positive attitudes towards the profession.

The top three problems which teachers put as an answer to the question which asked them to list three major problems in teaching, are:

- over-crowded classrooms,
- over-loaded time-tables, and
- long, unsuitable syllabuses.

There are clearly constraints which teachers everywhere have to endure, but it is important that the authorities show sympathy and understanding of these problems which would go some way towards solving them. The writer is of the opinion that involving teachers in curriculum planning might make them realise what actually causes these problems. This in turn could make teachers perceive them as challenges to be faced rather than problems to be suffered.

### 10.2.2. Teachers' Attitude towards their Pupils

One of the issues which have been tackled in the review of the literature in the three preceding chapters is that of the relationship between the participants in the classroom and how this relationship can affect learning.

Good relationships between a teacher and his or her pupils can, in the simplest way, be seen in terms of whether the teacher likes working with children or not. If he/she likes working with children in the sense that he/she enjoys their company and wishes to satisfy their needs, this might foster positive attitudes towards them which could in turn improve the relationships.

Secondly, whether he/she regards them as people with whom reciprocal exchange of respect has to be established. This is one of the fundamental requirements of sustaining good relationships in the classroom. The writer had been through some heated arguments regarding this issue with some teachers in secondary schools in Bahrain during the period of administering the questionnaire on the characteristics of the 'effective' teacher. One teacher, for instance, claimed that, if pupils were to be controlled, a teacher had to make them realise their limits as pupils as well as the distance between them and him/her. Another teacher in a different school said, 'We are not dealing with human beings here, we are dealing with animals or groups of savage people who do not understand the meaning of respect. You come and work here with us for some time and you will believe in what I have said.' One wonders what kind of relationships such teachers have in their classrooms and whether their pupils are learning what they ought to learn!

Thirdly, whether the teacher believes that he/she can enable all children to learn the subject he/she is teaching or not. This can result from the realisation that, they are individuals each of whom is equipped with an intellectual capacity which can be developed, and that they are of different physical and mental abilities as well as different backgrounds which require a different kind of treatment to suit the needs of each one. It is mentioned in chapter three that children misbehave when they feel they are not learning anything and in order to hide their failure. Therefore, if the teacher manages to enable them to learn, it is likely that their behaviour will change. In addition, because their learning comes as a result of the shared efforts of the teacher and themselves, the pupils might be encouraged to improve their relationship with him or her.

Fourthly, whether he/ she recognises that the pupils themselves can be used as a resource for the teaching-learning process and encouraged to help each other. This is another way through which classroom relationships can be enhanced.

It has to be taken into account that to some extent the support given to the teachers from the school management, the advisorate, the Ministry of Education and the society at large is of crucial importance to the establishment of good pupil-teacher relationships, however, this does not diminish the responsibility of the individual teacher in maintaining such relationships.

### 10.2.3. Teachers' Attitude Towards INSET Provision

It has been mentioned in the second chapter that a commonly held view about INSET provision is that it is only for the treatment of weaknesses or problems of teachers. That is probably why 11% of those teachers who responded to the questionnaire on professional awareness stated that they did not need any INSET at all, 11% of them stated that they needed very little INSET, and 59% of them stated that they needed little INSET! In addition to that 23% of the respondents indicated that INSET provision was of little, very little or of no importance at all.

If teachers hold such a view, no one of them will want to attend any INSET activity, simply because, on the one hand, it is hard for people, let alone teachers, to admit weakness. On the other hand, the fear that weakness might cost them their jobs is even more alarming and very few would be prepared to risk this.

Another reason for holding such a negative attitude toward INSET provision could be attributed to some unsuccessful INSET experiences such teachers had had to the extent that they would not like to go through again.

A third reason could be that these teachers think very highly of themselves, rightly or wrongly, and that they have reached the stage where they think they do not need any improvement.

This negative attitude towards INSET provision needs to be altered, and teachers should be encouraged to develop the desire for continuous professional improvement.

Teachers have to realise that there is no perfect teacher and that every single one needs to improve his/ her performance in one way or another. The use of constructive criticism by teachers of each other is one way of ensuring improvement in teaching for the simple reason that working in isolation could result in teachers obtaining very little idea of their faults and virtues. The writer suspects, from his experience of dealing with teachers in Bahrain, that there are many who actually consider INSET provision as a means of professional development for good as well as poor teachers.

### **10.3. Professional knowledge**

It has been suggested in chapter one that professional knowledge is not only restricted to the subject matter to be taught and the methodology of teaching it, but also includes knowledge of the learners (their backgrounds, their wants and needs in addition to how they learn); knowledge of the curriculum (including aims, objectives, syllabuses materials and evaluation); and knowledge of other educational spheres e.g. psychology, sociology, anthropology, philosophy of education etc. Teachers of English have to acquire knowledge of English Grammar, English Phonology, English Literature, Linguistics and Applied Linguistics. Thus, sound professional knowledge of teachers has to be enhanced if the effectiveness of teachers has to be improved.

There is no teacher who can claim to have sufficient amount of this vast area of professional knowledge, yet, it can be argued, as has been explained in the first chapter, that it is more likely that teachers with better mastery of such knowledge would be more successful than those without it.

It is customary, as can be seen from the chapters on professional development of teachers, that one aim of INSET provision is to equip teachers with the professional knowledge they need in teaching, but unfortunately most emphasis is only placed on the subject matter and methods of teaching. While some of the above aspects of professional knowledge are barely considered.

The assertion here is that teachers' professional knowledge has to be taken care of from all angles and dimensions. These have to be opened to teachers to explore in order to widen their horizons and deepen their insights of what they are doing, how they are doing it and in what ways they can do it better.

It has to be pointed out that professional knowledge is one area of a broader category which is referred to in this study as professional awareness which encompasses, in addition to what has been mentioned above, the knowledge of teachers of themselves as professionals, that is, their awareness of their strengths, their weakness, their rights, their duties and obligations.

#### **10.4. Pedagogical Skills**

It has also been shown in the first chapter that efficient pedagogical or teaching skills are another variable of the characteristics of the 'effective teacher' . These skills have been divided into two categories; one is teaching i.e. planning a lesson, carrying it out through various activities and evaluating both the process and the outcome; and the other is that of managing the classroom or classroom control. These two factors overlap considerably but they will be considered separately here.



As far as teaching is concerned, it has been argued in chapter four that teachers normally behave on the basis of their understanding of the terms 'teacher' and 'teaching'. Only 23% of the teachers who responded to the questionnaire, unfortunately, could see teaching as facilitating learning, and the teacher as the one who facilitates learning. The majority however, hold the view that teaching is merely imparting knowledge to others and a teacher is the one who imparts this knowledge. If this is so, not only teachers' planning and implementation of their lessons will be based on the idea of filling pupils' minds with the knowledge which they do not have, but also evaluating the process and the outcome on the same basis. Hence, those teachers have not only to be introduced to the notion that teaching is facilitating learning, which requires different methods of planning, implementation and evaluation, but also to be shown, by means of demonstration, ways in which this can be done and to be encouraged to suggest other means of going about it.

One way of facilitating learning is that teachers have to arouse their pupils' interest in learning what they want them to learn and guide them to learn it by means of involving them in the process of learning. The writer's visits to some secondary schools in Bahrain, during his field work, have convinced him that little attention is paid to this important matter.

As far as classroom control is concerned, much has been said above with regard to the establishment of good relationships between the participants, i.e. between the teacher and his/her pupils and between pupils themselves. The skills of preparing and conducting interesting activities and keeping children enthusiastically engaged in them also play a crucial role in sustaining discipline.

Many teachers are endowed with an adequate repertoire of teaching skills. Such skills need, on the one hand, to be honed and polished simply by asking teachers to reflect on them and evaluate them by themselves, by colleagues or even by pupils; and on the other hand, to be enhanced and developed by sharing ideas with other teachers verbally or in written form.

In order to provide a simple and clear model of this study, the writer has produced the following diagram which illustrates how effective INSET provision leads to the development of the effective teacher.

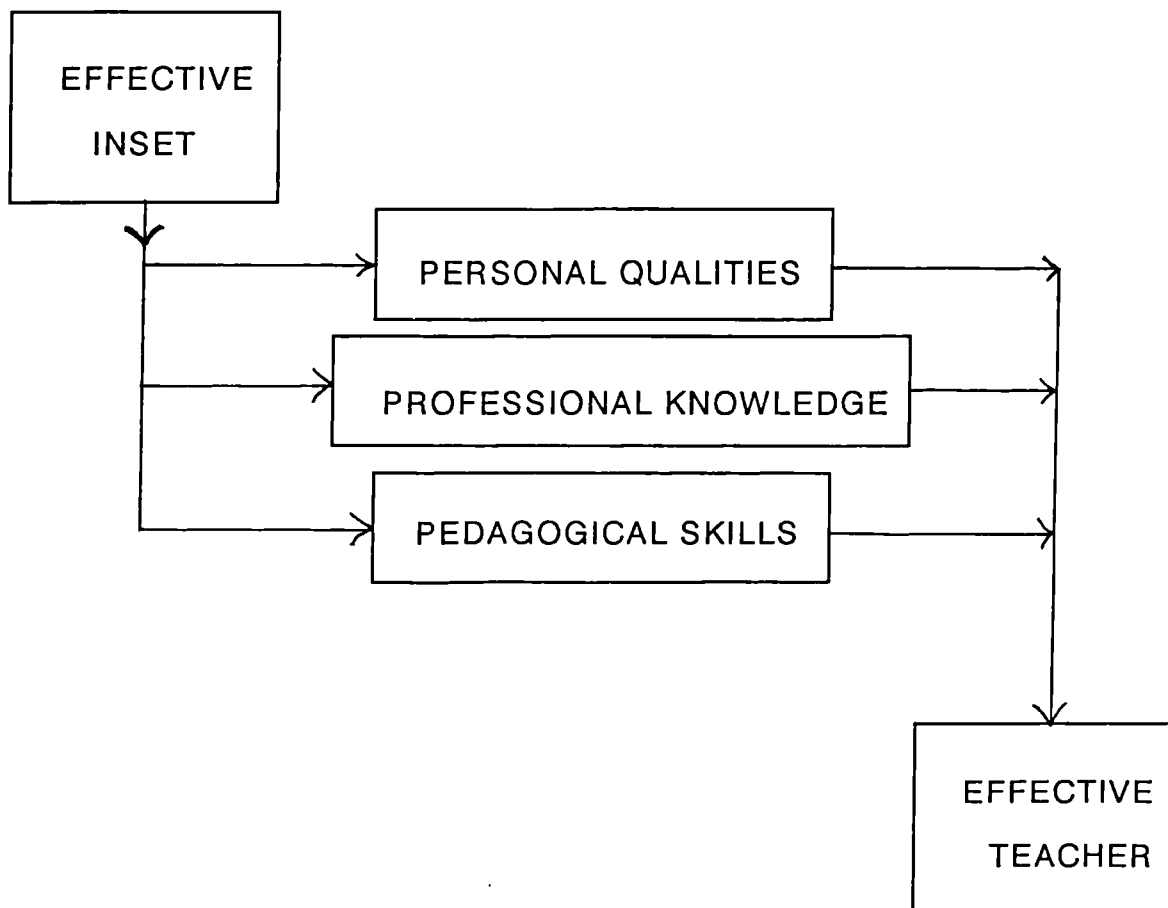


Figure 6 Effective Teacher

### **10.5. The types of INSET Arrangements Required**

It is clear from what has been discussed earlier as well as from what has been found out from the answers to the questionnaire on professional awareness that the attitudes of a number of teachers in Bahrain need to be changed so that their personal qualities can be improved.

The areas of change of attitudes as seen by the writer and as discussed above are teachers attitudes towards,

- i) their pupils,
- ii) their profession as teachers, and
- iii) INSET provision.

It is realised that changing teachers' attitudes is an extremely difficult and complicated issue, which requires not only a great deal of hard work and a number of techniques but also needs sufficiently amount of time.

It is also understood that this change of attitudes has to happen as a result of understanding and digesting the idea and the aims behind this change of attitudes. Teachers might need to be convinced to believe in their values as professionals and the value of their profession. They might also need to realise that by respecting pupils they could obtain respect from them. They might need to see for themselves that INSET provision is a necessary factor for professional development which is needed by all teachers at all levels.

The writer is convinced that effective INSET provision is somehow capable of contributing in changing teachers' attitudes. In order to justify this claim,

the writer accepts the fact that some teachers might change some of their attitudes by chance but those will be very few. It is more likely that INSET provision is the only means available which could give teachers the opportunities not only to reconsider their own views but to explore the views of other teachers as well.

One way of going about that is probably by asking teachers to put guidelines or a framework for themselves of what they ought and ought not to do. Such a framework might set the scene for action to take place.

INSET provision could then start by stimulating teachers to reconsider their behaviour. The stimuli can be an article to read, a film to see, a problem to solve, a topic to discuss, etc.

INSET provision then can bring the teachers together to share each other's views in seminars, discussions, symposiums, workshops and conferences. These activities can be attended not just by teachers of negative attitudes, but by other teachers of positive attitudes as well, simply because the aim of INSET provision in this matter is seen to reinforce positive attitudes beside changing the negative ones. Teachers with positive attitudes can provide examples from their experience in order to consolidate their views and provide challenge to the negative attitudes.

It might be more effective if INSET arrangements manage to build up teachers confidence and raise their morale and self-esteem which might have some effect on their attitudes.

The improvement of teachers' professional knowledge, as has been suggested earlier, has to cover all areas that teachers need. As has been shown in chapter one, there are several areas of knowledge, three of which are considered here because they are seen to encompass all areas considered in that chapter. These are:

- Theoretical knowledge, e.g. knowledge of the subjects,
- practical knowledge, e.g. knowledge of methodology and management,
- knowledge of a more general nature, e.g. knowledge about people, places, cultures, events, history, science, art, etc.

Clearly this kind of knowledge can be developed in other ways, e.g. personal study, television and radio programmes, newspapers etc. It is more likely, however, that INSET provision might set more appropriate goals and standard than any ad hoc arrangement. In addition, not only would the goals and standard be known but also some element of control be ensured.

It is important to realise that some INSET aspects, whether related to theoretical or practical knowledge, have to be provided in long-term rather than short-term courses. This is so because if an aspect requires a long-term course is condensed and provided in a short period of time, it might be too much for the teachers to digest. If it is dispersed over several periods of short time, however, teachers might forget the first part of it by the time they come for the second one. Thus, it might be more useful if it is provided over a sufficient period of time. An example of such INSET arrangements are those courses which aim at raising the academic standard of teachers.

It has, also, to be taken into account that long-term INSET activities of this kind are usually award-bearing ones, for the reason that it might be unfair or rather discouraging to let a teacher work for one year or more without receiving a degree or a certificate.

Some other aspects of INSET provision, however, have to be linked directly with practice, hence, long-term, provision is unlikely to be suitable for the provision of such aspects. This is so because, it might be that by the time teachers go to their schools for practice, they might not remember all the ideas they had gained. Thus short-term or part-time arrangements could lead to immediate application of what has been learned. A concrete example of this is what took place at Elm Bank Teachers' Centre in Coventry, when the writer was attending a session of INSET provision for teachers of modern languages. A senior teacher introduced a new technique of teaching a foreign language and then demonstrated that techniques by involving the teachers who were present in learning a foreign language which they did not know. The experience was so exciting to the extent that several teachers indicated that they would put it into practice with their pupils the following day. The writer would suggest that activities of this type might even be more suitable with school-based INSET arrangement.

The provision of more general knowledge can be arranged through a range of INSET activities. An assignment on a particular topic; a discussion of a certain subject; a debate on an important event; a visit to a particular place; a meeting on a certain project; or even an informal conversation regarding a problem etc. might provide teachers with opportunities of gaining knowledge of a more general nature.

It is commonly perceived that the mass media are an important means of gaining this kind of knowledge. Hence, teachers can be encouraged to produce some work related to incidents which capture the attention of the mass media from time to time. It has to be realised that it is difficult to separate this type of knowledge from the other two type, ie. studying geography by a science teacher could be regarded as knowledge of more general nature.

INSET provision for the improvement of teaching skills can also take different forms. As has been shown earlier that there are two types of teaching skills; those of teaching, (planning, implementation and evaluation) and those of classroom management. As has also been indicated that continuous reflection and evaluation of the skills could lead to their development. What can be seen here is that INSET activities which might be of considerable benefit to teachers are those of self-evaluation, exchange of classroom visits, workshops, group discussions and continuous exchange of practical ideas. It could be very useful for teachers to obtain their pupils' ideas of how they could learn better! It could also be beneficial to see the strategies used by other teachers and teachers of other subjects.

In order to be more specific, one can see that in addition to having and showing positive attitude towards the English language, Bahraini teachers of English as a foreign language have to strive for the improvement of their proficiency in it in order to feel at ease when using it. They have also to understand the various theories of teaching it, i.e. all ways and means with which they can help pupils develop their macro and micro skills which they require to master the target language. They have to be able to apply those

theories and make good use of them. Their knowledge of linguistics, applied linguistics, and the phonology of the English language can be of tremendous asset to their performance. Thus, INSET provision has to take these aspects into account.

It can be seen from the above discussion that inset provision is not restricted to one type of activity but assumes various forms, each of which serves a specific purpose or a combination of purposes. The main issue, it would appear to be, that INSET provision has to be:

- a) Well planned, that is, to be based on a thorough study and consideration of what is to be gained;
- b) Coherent, ie. each activity is linked to other activities in order to serve a particular broad aim or aims; and,
- c) Congruent with the needs of those concerned, ie. matches the required needs of teachers and their pupils.



In order to show how effective INSET provision incorporates the four variables of the teaching/ learning process, the writer has also produced the following diagram:

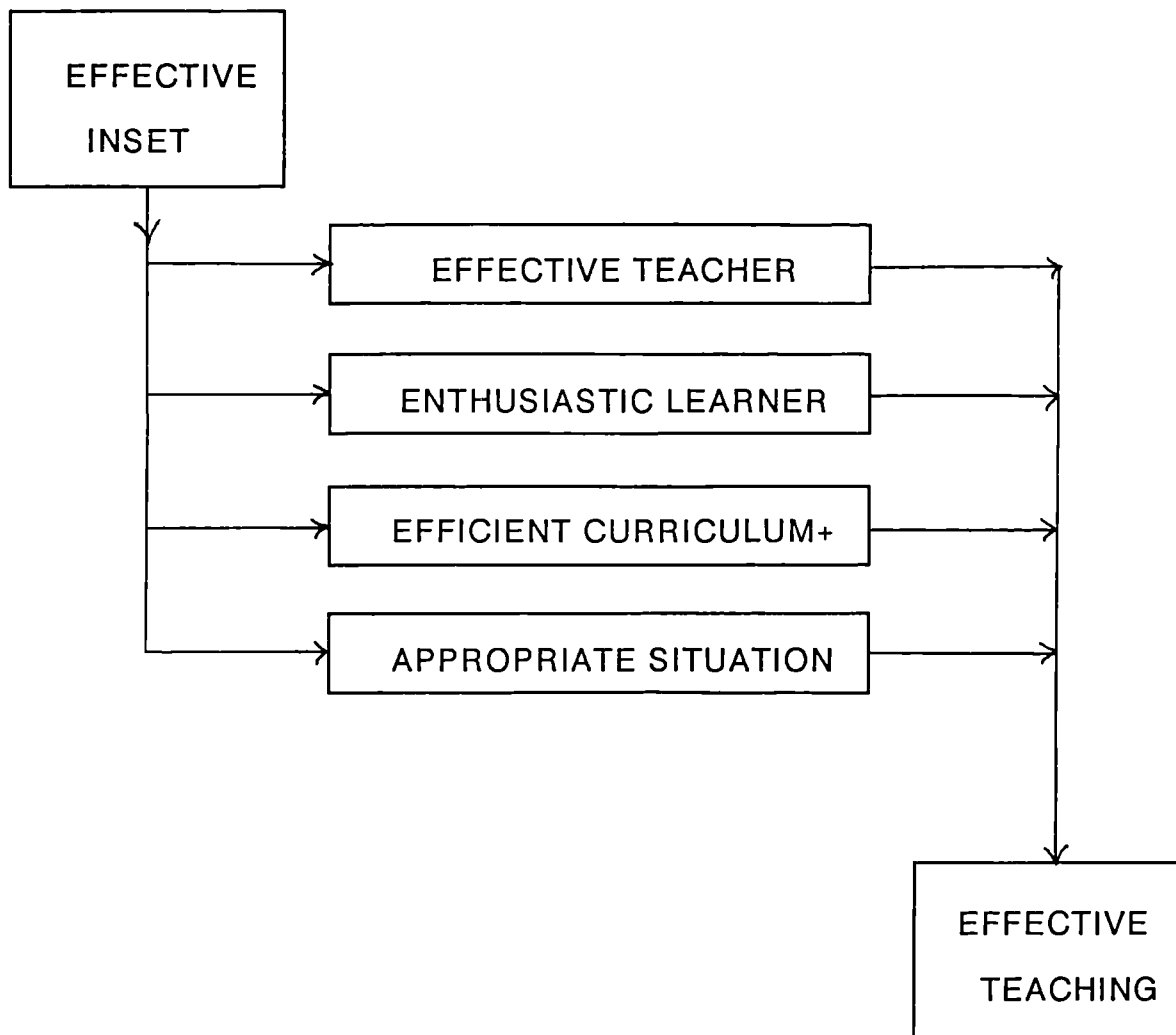


Figure 7 Effective Teaching

## **10.6. What is to be done**

The study has led the writer to provide some suggestions for INSET provision for the teachers of English as a foreign language in Bahrain, They are dealt with one by one below:

1. The Need for the Establishment of an INSET section in the English Department at the University of Bahrain

As has been seen from chapter eight that the only body which is responsible for the provision of INSET activities in Bahrain is the Directorate of Training who plan, run and evaluate those activities alone or send the trainees to other institutions in and outside the country. The writer is of the opinion that excluding the University of Bahrain in the planning, preparation, implementation and evaluation of INSET activities is an unsatisfactory act, simply because the role which can be played by the University in this respect is irreplaceable. This is so, for two reasons;

1. the University has both personnel and material resources which are of considerable value, and,
2. because many teachers have received their initial training at the University with which they are familiar and to which they are well known.

Since this thesis is concerned with the teaching of English as a foreign language, INSET provision for teachers of English will be the main focus.

For a start, a section for INSET provision at the Department of English has to be founded to be involved in the planning, implementation and evaluation of INSET activities for teachers of English as a foreign language. Then departments of other subjects can establish their INSET sections. This might lead to the establishment of a Faculty of INSET provision at the University for all teachers in the country.

The required section of the Department of English has to be well funded and adequately equipped with all the necessary staff, facilities and resources in order to function properly.

## **2. The Need for An INSET Committee**

The formation of an advisory committee for INSET provision which can be called, the 'Advisory Committee for Professional Development of Teachers of English as a Foreign Language' (ACPD-TEFL), is an important issue, because'

- a) It will contain people from: the University of Bahrain, the Directorate of Training, the Advisorate Section at the Ministry of Education, and teachers from schools. Two persons from each category are seen to be enough. Not only will the members of the committee bring experiences from all angles but will make all those concerned aware of what is going on.
- b) Its functions will be:
  - (i) carrying out surveys in the forms of questionnaires, interviews, reports and observations, in order to pinpoint all INSET needs;

- (ii) producing proposals for INSET activities which are required to the authorities and the provider of those activities;
  - (iii) taking active participation in the delivery of INSET activities whenever required; and,
  - (iv) conducting both formative and summative evaluation of those activities to ensure their effectiveness and to receive feedback for adjustments and for planning future activities.
- c) The committee will not only make INSET provision systematic and coherent but will also help the providers to have more control over it and will provide them with suggestions for its improvement.
3. The training of some English Teachers on conducting INSET activities.

Because one segment of INSET arrangements is going to be school-based or in-house activities, it will require someone from each school to be an INSET co-ordinator whose job is to arrange for those activities in the school and to be a link between the teachers in his/her school and the committee. These INSET co-ordinators have to be trained by the INSET section at the University or by other professional institution to do the job effectively.

4. The establishment of an association/society of the teachers of English as a Foreign Language in the country.

It has been elaborated in chapter six that subject associations have played and are still playing a great role in the professional development of teachers in the United Kingdom. It has also been shown by (Al-Ansari,

1985) that teachers of English in Bahrain have the desire for an association of this kind, to the extent that some of them suggested that membership with such an association should be compulsory. In addition to that, a society of English language teachers might be one of the most effective methods of bringing them together in order to share ideas of improving the teaching of English in the country.

#### 5. The founding of a Teachers' Centre

It has also been shown in chapters six and seven how teachers' centres have been utilised in Britain and how they can help in facilitating INSET activities. It has also been mentioned that the Ministry of Education in Bahrain is considering the establishment of a big teachers' centre in the country. It has to be realised, however, that it is not only the building and its facilities which help teachers to develop professionally, it is how those are made maximum use of which does the job. Efficient staff and well trained management have to be prepared for the project.

#### 6. The publication of a special Journal for the teachers of English as a Foreign Language in Bahrain

As has been indicated in the early part of chapter six that some outstanding teachers of the past could pass their ideas to other teachers through discussions and through their writing. Because dissemination of written ideas can be done by writing books or articles in journals, the publication of a journal appears to be necessary at this stage of educational development in Bahrain. This might lead teachers to the stage of producing books on all sorts of educational matters in the future.

7. The involvement of existing teachers of English in the Initial Training of prospective teachers.

The involvement of existing teachers of English in the Initial Training of prospective teachers, known as IT-INSET arrangement, can be of great benefits to them, not only because they work side by side with the trainees who have acquired new ideas at the University but also will attend the discussions led by their tutors. They will have the opportunity to perceive the ideals of the University and the actual world of the profession.

8. A Framework of INSET provision.

Designing a framework for INSET provision for teachers of English as a Foreign Language in Bahrain could establish a foundation on which INSET activities can be organised. The following framework is an example of what the writer intends to put forward.

The main aspects which the framework has to cover are:

1. INSET provision is to be considered as a means which is continuously applied for professional development of all teacher of English in Bahrain. This means that there has to be some INSET activities going on every day.
2. It has to be delivered in various ways, i.e. long-term and short-term courses, group discussions, seminars, workshops, conferences, symposiums, exchange of classroom and school visits, self-evaluation, presenting a paper, writing an article for the journal etc.

These can be held at universities, teachers' centres, the Directorate of Training, in schools and in other institutions. This should not lead to conducting haphazard INSET activities that might not be useful to teachers.

3. It has to aim at the development of the three variables that make the effective teacher, namely teachers' Personal Qualities, Professional Knowledge and Pedagogical Skills.
4. It would be better if a record of professional development of every English language teacher is kept either at the INSET Section at the University of Bahrain or at the Directorate of Training. Teachers also can be encouraged to keep diaries of the INSET activities which they take part in and their contributions to, or achievement from, them.
5. It would be better if an annual booklet about INSET courses is produced and delivered to all schools. Such a booklet shows what INSET courses will be available that year, their aims, who will benefit from them and where they will take place. Teachers then can choose and apply for the courses which they believe they need to attend.
6. There has to be a procedure for both formative and summative evaluation of every INSET activity. This is to be carried out by all participants, ie. the INSET provider, the proposed committee and the teachers themselves. Evaluation can be done by means of questionnaires, reports, interviews and verbal discussions.

7. All English teachers have to be encouraged to contribute to the process of professional development of teachers, ie. be in charge of conducting INSET activities and/or helping colleagues with their work.
8. It might be more encouraging for teachers to become involved in the delivery of INSET activities if they received credits for their contributions. Such credits can raise teachers' academic and professional standards.
9. The four variables of the teaching-learning process (the teacher and what he/she can do, the learner and his/her role in learning, the curriculum and what it can provide and the situation and how it can be utilised) have to be taken into consideration so that teachers cannot only be aware of them but can make use of them all the time.

If the above framework was implemented and the suggestions which have preceded it were carefully followed, they could have a great impact on teachers' professional development in Bahrain which might improve the teaching of English as a Foreign Language.



The writer’s perception of INSET provision as a continuous process of professional development of teachers is illustrate by the following diagram:

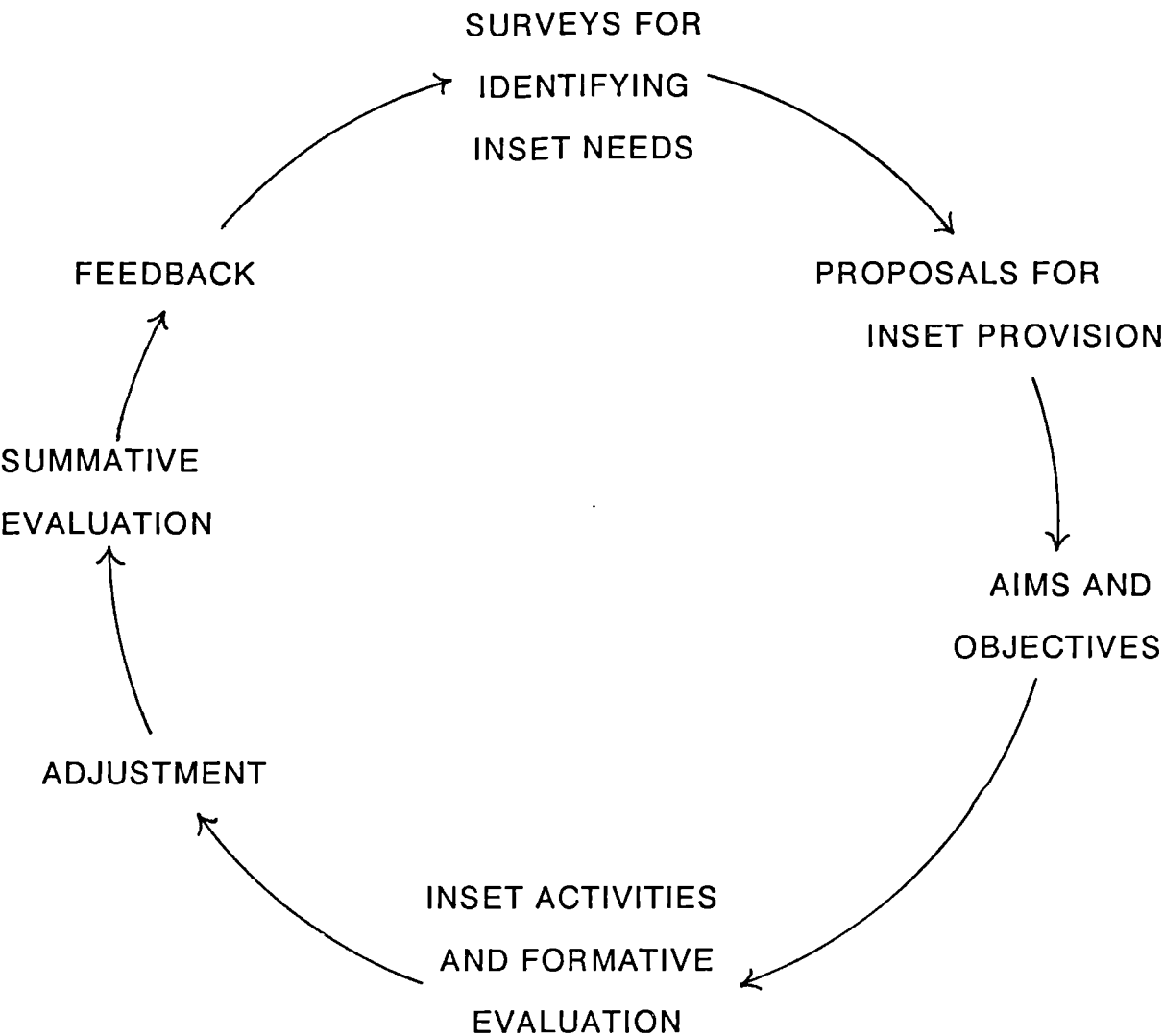


Figure 8      Shows a continuous process of professional development of teachers

## **10.7 Recommendations**

On the basis of what has been discussed above, the writer would strongly recommend the following aspects:

1. The establishment of an INSET section at the Department of English at the University of Bahrain to take care of the professional development of the teachers of English as a Foreign Language.
2. This section has to be well established in terms of sufficient funds, all required facilities and equipment as well as an abundant and qualified staff. Any shortage in any of these requirements would be an obstacle to the section's activities.
3. The section should have easy access to schools, colleges and other educational institutions in the country.
4. The establishment of the proposed Advisory Committee for Professional Development of Teachers of English as a Foreign Language (ACPD-TEFL) whose duties are to plan and evaluate, and at times take part in the implementation of, INSET provision.
5. The establishment of a Teachers' centre which is fully equipped with resources and facilities, e.g. meeting rooms, library, resources room, photocopying facilities, TV/Video room etc. that have to be within easy reach of the teachers who want to make good use of them. The Centre should be run by qualified management.

6. The publication of a Journal for the Teachers of English as a Foreign Language through which they can exchange ideas and disseminate pedagogical information.
7. The application of the framework proposed in the previous section and the effort of improving it.
8. The involvement of teachers in the planning, implementation and evaluation not only of INSET provision but also of the materials used in teaching, the syllabuses and the curriculum in general.
9. The establishment of an association for the teachers of English as a Foreign Language, the duties of which are to organise national, regional and international conferences and to publish a newsletter for its members.
10. In-House INSET activities to be continuously run and administered by the INSET co-ordinator of the school.
11. A yearly plan for INSET courses has to be produced and issued to all schools.

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## **APPENDICES**

## **APPENDIX No. 1**

### **EDUCATIONAL LADDER OF THE BAHRAINI SYSTEM**

# Educational Ladder in Bahrain 1985/86

السلم التعليمي لدولة البحرين لعام ١٩٨٦/٨٥ م

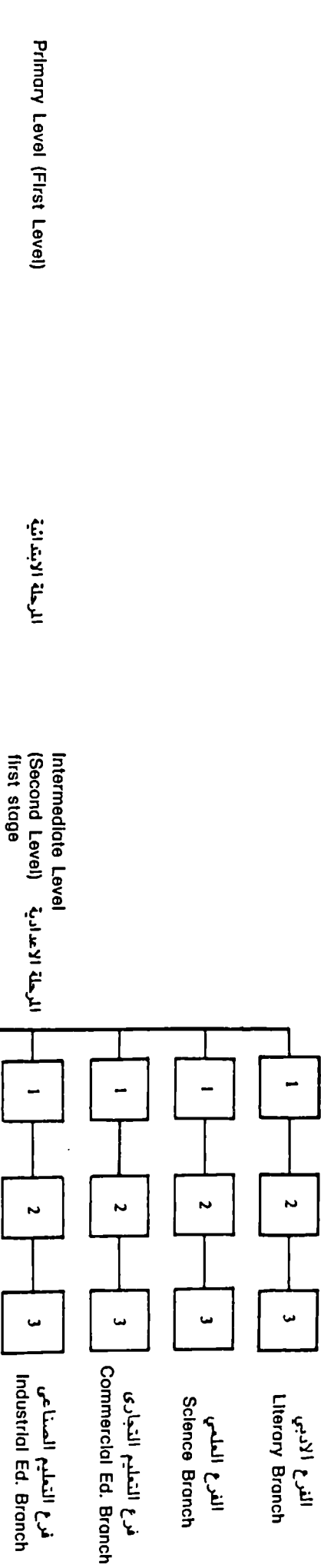


Age

الاعمار

المرحلة الثانية

Secondary Level (Second Level-Second stage)



Primary Level (First Level)

المرحلة الابتدائية

Intermediate Level  
(Second Level) first stage

Religious Education

التعليم الديني

**APPENDIX No. 2**

**QUESTIONNAIRE ON THE CHARACTERISTICS  
OF THE EFFECTIVE TEACHER**

UNIVERSITY OF WARWICK  
EDUCATION DEPARTMENT  
WESTWOOD  
COVENTRY CV4 7AL.

A QUESTIONNAIRE ON THE QUALITIES OF THE "EFFECTIVE" LANGUAGE TEACHER

Dear respondent

This questionnaire is designed purely for research purposes and should not under any circumstance interfere with anyone's job.

You are requested to study the following list of what can be considered to be the characteristics of "the effective" language teacher, then put a tick in the column which you believe it deserves. V.I. means of very importance; I. means of importance; A.I. means of average importance; L.I. means of little importance; and V.L. means of very little importance.

There are some spaces left for you to add to the list any other trait you think should be included.

The researcher would like to thank you very much for your cooperation and wishes you every success.

Salman Al-Halwachi

Please fill in this section first;

Name: \_\_\_\_\_ (if you wish).

Sex: \_\_\_\_\_

Occupation: \_\_\_\_\_

Institution: \_\_\_\_\_

### PERSONAL QUALITIES

No.	Traits	V.I.	I.	A.I.	L.I.	V.L.I.
1	Firm					
2	Serious					
3	Humorous					
4	Kind					
5	Patient					
6	Calm					
7	Quick (Active)					
8	Cooperative					
9	Loud					
10	Critical					
11	Clean					
12	Smart					
13	Respects pupils					
14	Flexible					
15	Likes working with pupils					
16	Average build					
17	Thinks on Feet (responsive)					
18	Persuasive					
19	Liked by pupils					
20	Confident					
21	Understanding					
22	Conscientious(Committed to Job)					
23	Good looking					
24	Clear in Speech					
25						
26						
27						

### PROFESSIONAL KNOWLEDGE

1	Well Educated					
2	Knows Subject					
3	Knows Characteristics of pupils					
4	Knows theories of Ed.&Psychology					
5	Knows Teaching Methods					
6	Knows about Teaching Aids					
7	Knows about Mass Media					
8	Keeps Up-to-date in Profession					
9	Attends In-service courses					
10	Knows about Class Management					
11						
12						
13						
14						
15						

### PERSONAL QUALITIES

No.	Traits	V.I.	I.	A.I.	L.I.	V.L.I.
1	Firm					
2	Serious					
3	Humorous					
4	Kind					
5	Patient					
6	Calm					
7	Quick (Active)					
8	Cooperative					
9	Loud					
10	Critical					
11	Clean					
12	Smart					
13	Respects pupils					
14	Flexible					
15	Likes working with pupils					
16	Average build					
17	Thinks on Feet (responsive)					
18	Persuasive					
19	Liked by pupils					
20	Confident					
21	Understanding					
22	Conscientious(Committed to Job)					
23	Good looking					
24	Clear in Speech					
25						
26						
27						

### PROFESSIONAL KNOWLEDGE

1	Well Educated					
2	Knows Subject					
3	Knows Characteristics of pupils					
4	Knows theories of Ed.&Pscology					
5	Knows Teaching Methods					
6	Knows about Teaching Aids					
7	Knows about Mass Media					
8	Keeps Up-to-date in Profession					
9	Attends In-service courses					
10	Knows about Class Management					
11						
12						
13						
14						
15						



استطلاع آراء الموجهين التربويين والمديرين  
حول صفات معلم اللغة الانكليزية الجيدة

تعليمات

الأخ العزيز / الأخت العزيزة :-

يضع الباحث بين يديك بعض الصفات الجيدة لمعلم اللغة الانكليزية التي يعتقد أنها تؤدي الى تعلم فعال عند الطالب . والمطلوب منك أن تتأمل تلك الصفات ثم تعطي كل صفة تقديرها الذي تستحقه حسب التقديرات المحددة بوضع علامة (✓) أمام التقدير المحدد . واذا كان لديك بعض الصفات التي لم تذكر فباستطاعتك اضافتها واعطائها التقدير الذي تستحق ، وقد تركت أرقام دون ذكر صفاتها لذلك الغرض .

والباحث يتقدم لك بالشكر الجليل على عنايتك الفائقة في الأجابه  
ويتمنى لك دوام التوفيق.

الباحث

سلمان رضى الحلواجي

جامعة ورك - المملكة المتحدة

أولا :- الصفات الشخصية

الرقم	الصفة	التقدير الذي تستحقه حسب الأهمية			
		كثير جدا	كثير	نوعا ما	قليلا
١	حازم				
٢	جواد				
٣	مريح				
٤	عطف - وافي				
٥	صبور				
٦	هادئ				
٧	سريع الحركة				
٨	متعاون				
٩	جهري الصوت				
١٠	جيد التقيد				
١١	نظيف				
١٢	مهندس				
١٣	يحترم الطلاب				
١٤	مؤثر				
١٥	ميل للتعامل مع الطلاب				
١٦	معتدل الغاية				
١٧	سريع البديهة				
١٨	مقنع للآخرين				
١٩	محبوب عند الطلاب				
٢٠	واثق من نفسه				
٢١	متعاظم				
٢٢	خلق في عمله				
٢٣	حسن الصورة				
٢٤	واضح الكلام				
٢٥					

ثانيا :- الصفات العلمية

الرقم	الصفة	التقدير الذي تستحقه حسب الأهمية				
		كثير جدا	كثير	نوعا ما	قليل	قليل جدا
١	مُثقف .					
٢	متعمق في مادته .					
٣	مطلع على خصائص تلامیذة .					
٤	مطلع على نظریات التریبة وعلم النفس .					
٥	ذو المام بطرق التدريس .					
٦	ذو المام بوسائل التعليم .					
٧	مطلع على البرامج التلفزيونية والاذعية وغيرها .					
٨	متابع التطورات .					
٩	یواطب على حضور السدورات التدریبية .					
١٠	مطلع على طرق ادارة الفصل					
١١						
١٢						
١٣						
١٤						
١٥						
١٦						
١٧						



### **APPENDIX No. 3**

#### **COMMENTS ON THE QUESTIONNAIRE ON THE CHARACTERISTICS OF THE EFFECTIVE TEACHER**

## Appendix

### SUGGESTED TRAITS OF THE "EFFECTIVE" FOREIGN LANGUAGE TESCHER.

The following list of traits of the "effective" foreign language teacher are suggested by pupils as well as teachers, head teachers, advisers and tutors in Bahrain. They were added to the lists in the questionnaire on the characteristics of the "effective" foreign Language teacher. The numbers between brackets show the number of times a trait occurred.

#### A. Traits added to the section on personal qualities;-

1. Not moody. (6)
2. Does not discriminate between pupils. (19)
3. Treats pupils as friends. (2)
4. Frank. (1)
5. Forgiving. (2)
6. Polite with good characters. (2)
7. Punctual. (2)
8. Does not do job just for money. (1)
9. Must have been brought up according to Islamic norms. (1)
10. Does not use taboo terms in his speech. (3)
11. Realistic. (1)
12. Has the habit of encouraging pupils to behave in the right mannerism. (1)
13. Has the habit of advising pupils all the time. (1)
14. Possesses a strong personality. (1)
15. Must be an Arab. (1)
16. Must love teaching. (1)
17. Should be clement. (2)
18. Cares for pupils affairs. (1)
19. Does not jump to conclusions. (1)
20. Must be a Bahraini. (1)
21. Not sarcastic. (2)
22. Humble. (6)
23. Trustworthy. (1)
24. Sympathetic. (2)
25. Should not be pride or arrogant. (3)
26. Fair. (4)
27. Healthy and strong. (1)
28. Able to get on well with others. (1)

#### B. Traits which were added to the section of professional knowledge:-

1. Knows about the curricula of other countries. (1)
2. Knows about the educational development of his/her pupils. (1)
3. Knows another foreign Language. (1)
4. Knows the aims and objectives related to the teaching of his/her subject very well. (1)
5. Able to answer his/her pupils' questions which are related to subject. (2)

## Appendix      Continued

### C. Traits which were added to the section of teaching skills:-

1. Gives questions for revision at the end of the academic year. (1)
2. Encourages weak pupils. (5)
3. Relates the lesson to real life. (1)
4. Does not scare pupils of the examinations. (1)
5. Approves of or recognises pupils work. (1)
6. Does not make pupils feel that they are hopeless. (does not give discouraging comments) (1)
7. Makes pupils feel that they are important. (1)
8. Takes care of individual differences between pupils. (1)
9. Encourages pupils to take actual parts in the lessons. (1)
10. Must be prepared to learn from his pupils. (1)
11. Treats pupils as human beings. (1)
12. Helps pupils (understand) during the lesson. (2)
13. Encourages pupils to do the exercises by themselves. (1)
14. Does not neglect (any) pupil. (1)
15. Able to accept pupils' opinions even if he/she thinks they are wrong. (1)
16. Uses methods which suit the level of every pupil. (1)
17. Treats pupils according to their circumstances. (3)
18. Able to attract and sustain pupils' attention. (1)
19. Gives more care to weak pupils. (2)
20. Teaches pupils how to script correctly and intelligibly. (1)
21. Writes neatly and intelligibly him/herself on the black board. (1)
22. Able to make pupils like the subject. (1)
23. Uses methods that can be easily followed by the pupils and which help them digest the subject. (1)
24. Attentive to everything that takes place in the class. (1)
25. Adopts rather slow pace during explanation. (1)
26. Conducts a great deal of discussions. (1)
27. Takes good care of his/her lessons. (1)
28. Aware of his pupils' progress. (1)
29. Encourages pupils to revise their lessons. (1)
30. Able to give as many example as required. (1)
31. Uses previous examination papers in teaching. (1)
32. Gives pupils ideas about ways and means of better understanding of the language. (1)
33. Makes sure that pupils have digested the lesson. (reach objectives) (1)
34. Gives from his own time to his pupils especially for the treatment of the weak ones. (1)
35. Takes advantage of pupils' talents in the educational process. (1)
36. Provides pupils with other learning resources. (1)
37. Lays more emphasis on the practical aspect of his job. (1)
38. Provides his pupils with the skills of self study. (1)
39. Must be creative. (1)

**APPENDIX No. 4**

**OFFICIAL DOCUMENTS ON TEACHERS' DUTIES**





Department of Education and Science

# SCHOOL TEACHERS' PAY AND CONDITIONS DOCUMENT 1989

- (c) making records of and reports on the personal and social needs of pupils;
- (d) communicating and consulting with the parents of pupils;
- (e) communicating and co-operating with persons or bodies outside the school;
- (f) participating in meetings arranged for any of the purposes described above;

*Assessments and reports*

- (3) providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;

*Appraisal*

- (4) participating in any arrangements within an agreed national framework for the appraisal of his performance and that of other teachers;

*Review: further training and development*

- (5) (a) reviewing from time to time his methods of teaching and programmes of work;
- (b) participating in arrangements for his further training and professional development as a teacher;

*Educational methods*

- (6) advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

*Discipline, health and safety*

- (7) maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

*Staff meetings*

- (8) participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

*Cover*

- (9) supervising and so far as practicable teaching any pupils whose teacher is not available to teach them:

provided that no teacher shall be required to provide such cover —

- (a) after the teacher who is absent or otherwise not available has been so for three or more consecutive working days; or
- (b) where the fact that the teacher would be absent or otherwise not available for a period exceeding three consecutive working days was known to the maintaining authority or in the case of a grant-maintained school or a school which has a delegated budget and whose local management scheme delegates the relevant responsibility for the provision of supply teachers to the governing body, to the governing body for two or more working days before the absence commenced;

unless —

- (i) he is a teacher employed wholly or mainly for the purpose of providing such cover (“a supply teacher”); or

- (ii) the authority or the governing body (as the case may be) have exhausted all reasonable means of providing a supply teacher to provide cover without success; or
- (iii) he is a full-time teacher at the school but has been assigned by the head teacher in the time-table to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which pupils are taught at the school;

*Public examinations*

- (10) participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examinations;

*Management*

- (11) (a) contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teachers;
- (b) co-ordinating or managing the work of other teachers;
- (c) taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

*Administration*

- (12) (a) participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials;
- (b) attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

## Working time

- 36. (1) (a) a teacher employed full-time, other than in the circumstances described in sub-paragraph (c), shall be available for work for 195 days in any year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if the employer so directs, by the head teacher;
- (b) such a teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher (or, where the teacher is not assigned to any one school, by his employer or the head teacher of any school in which he may for the time being be required to work as a teacher) for 1265 hours in any year, those hours to be allocated reasonably throughout those days in the year on which he is required to be available for work;
- (c) sub-paragraphs (a) and (b) do not apply to such a teacher employed wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment;
- (d) time spent in travelling to or from the place of work shall not count against the 1265 hours referred to in sub-paragraph (b);

Towards Better Management of Secondary  
Education

A Report by the Audit Commission

May 1986

LONDON: HER MAJESTY'S STATIONERY OFFICE

## TEACHER ACTIVITIES OUTSIDE THE CLASSROOM

8. These need to be identified and given weightings which may differ between LEAs or even between schools. Such duties can be divided, into four groups:

- Those functions relating to each school and which will not vary greatly with the size of school.
- Those functions relating to individual teachers.
- Those functions relating to individual pupils.
- Other classes of activity.

Table A-3 shows a sample build-up allowing for activities in the first three groups.

Table A-3: SAMPLE ACTIVITY LIST

	Days/Year
<b>School-related activities</b>	
Policy decision making	
Finance and resource assessment	
Monitoring of senior staff policy making and action	
LEA and government returns	
External relations: LEA, media, community, etc.	
Examination administration; liaison with boards	
Preparation of prospectuses, governors' reports, etc.	
	200
<b>Teacher-related activities</b>	
Substitution for absent staff	5
Appointment of staff	0.5
Communication and consultation processes	0.5
Curriculum planning and development	1
Timetable creation and maintenance	1
Stock ordering and control	0.5
Staff management (monitoring and present informal appraisal)	1
Clerical and other routine tasks	3
Supervision of ancillary staff	0.5
Lesson preparation	12
In-service training and induction of new teachers	5
	30
<b>Total</b>	
	30
<b>Pupil-related activities</b>	
Support for fieldwork and residential studies	0.5
Liaison with parents	2.0
Record keeping (marks, profiles, letters)	0.75
Reports and references	1.25
Pastoral and disciplinary work	1
Educational and vocational guidance	0.5
Application of options structures	0.25
Marking and individual follow-up work	2
	8.25
<b>Total</b>	
	8.25

[The requirements here are expressed in terms of days per 100 per cent teaching timetable. Requirements cannot logically be stated in terms of the full number of teachers to be employed since this list of activities is being drawn up to determine that requirement.]

9. On the assumption that the time allocation relates only to those elements of a teacher's work which should be fitted into the school day, assume that:

$$\begin{aligned} \text{the teacher day} &= 6 \text{ hours} \\ 1 \text{ teacher day per year} &= 0.005 \text{ of a full time teacher} \end{aligned}$$

If the values in the table above were adopted, the requirement for staffing beyond classroom work would be calculated thus:



٠٨/٠٥/٠٥

<p><b>الموقع التنظيمي</b> وزارة التربية والتعليم مدارس وزارة التربية والتعليم شعبة العلوم</p>	<p><b>مسمى الوظيفة</b> مدرس</p> <p><b>الرمز المهني والدرجة</b> ١٧٠٥-٤</p> <p><b>Occupation code &amp; grade</b> FOR CSB USE</p>
<p><b>Approved for O &amp; M M by</b> التاريخ</p>	<p><b>الرمز التنظيمي ورقم التعيين</b> استعمال ديوان الموظفين</p> <p><b>Org. code &amp; appt. no</b> FOR CSB USE</p>
<p><b>Classified by</b> التاريخ</p>	<p><b>الرمز الاشرافي</b> استعمال ديوان الموظفين</p> <p><b>Supervisory code</b> FOR CSB USE</p>
<p><b>Purpose of the position</b> الغرض الرئيسي للوظيفة</p> <p>تدريس المقررات الدراسية والقيام بمختلف الأنشطة لتوصيل الأهداف التربوية والسلوكية للطلاب.</p>	
<p><b>Major Duties</b> الواجبات الرئيسية</p> <ul style="list-style-type: none"> <li>- بعد جدول تفصيلي يتضمن توزيع موضوعات المنهج خلال العام الدراسي</li> <li>- يحصر الموضوعات المقررة ويستعين بالمراجع ذات الصلة.</li> <li>- يعد الوسائل التعليمية والابضاحية اللازمة ويدرس المناهج المقررة.</li> <li>- يعد التجارب المعملية قبل الدرس للتأكد من نجاح التجربة قبل عرضها على الطلاب.</li> <li>- يرتب أدوات المعمل ويعيدها الى مكانها بعد الاستعمال.</li> <li>- يعد الاسئلة والتمارين للواجبات المنزلية لتأكيد واستيعاب الموضوعات الدراسية ومراجع ويصح دفاتر الطلبة ويبدى توجيهات.</li> <li>- يجري الامتحانات الدورية لتقييم مستوى الطلبة ويضع الدرجات ويعد التمارين العملية والدروس العلاجية للطلبة المقصرين في المادة.</li> <li>- يوجه التلاميذ اثناء الحصص ويساهم في ايجاد الحلول لمشكلاتهم الاجتماعية والتحصيلية وذلك بالتعاون مع المشرف الاجتماعي وادارة المدرسة.</li> <li>- يجتمع مع المدرس الاول لمناقشة ما قطع من المنهج وبحث المشاكل وايجاد الحلول.</li> <li>- ينسق مع الاخصائين والموجهين التربويين عند اجراء الدراسات والتجارب التربوية والتعليمية ويطلعهم على الوسائل والطرق التي يتبعها ويتلقى توجيهاتهم.</li> <li>- يشترك في الاجتماعات التي تنظمها ادارة المدرسة لدراسة الموضوعات الخاصة برفع مستوى الاداء العلمي والتربوي في المدرسة.</li> <li>- يشارك في الأنشطة المدرسية والأنشطة والحلقات العلمية ذات الصلة بمادته.</li> </ul>	
<p>تستخدم صفحة اضافية عند الضرورة</p>	
<p><b>Supervision</b> طبيعة الاشراف</p> <p>يتلقى اشراف عام من قبل مدير المدرسة.</p>	
<p><b>Special Skills &amp; Knowledge</b> المهارات والمعارف الخاصة</p> <p>لا توجد</p>	
<p><b>Other Significant Factors</b> عوامل اخرى مهمة</p> <p>لا توجد</p>	
<p>I certify that this is an accurate Position Description</p>	
<p><b>Supervisor's name &amp; title</b> اسم المشرف وظيفته</p>	<p><b>Signature</b> التوقيع</p> <p>١٨/٥/١١ Date التاريخ</p>

- يشارك في وضع اسئلة اختبارات النقل والمذكرات التوضيحية وادوات التقويم والقياس ولجان امتحانات النقل والامتحانات العامة في التنظيم والمراقبة والتمحيح.
- يقوم بالاعمال الاخرى ذات العلاقة بعمله .

١٨١/١٢/١١  
٢٢/١١/١١

I certify that this is an accurate Position Description		اقر بصحة هذا الوصف الوظيفي	
Supervisor's name & title	اسم المشرف ووظيفته	Signature	التوقيع
CSB 33 June 83			Date ١٨١/١٢/١١ التاريخ
		د م ٢٢ ٠٠ يوليو ٨٢ م	

STATE OF BAHRAIN

POSITION DESCRIPTION

Position Title: Teacher

Organisational Location: Ministry of Education/ Schools of the Ministry

Purpose of the Position:

Teaching the prescribed syllabuses and carrying out the activities which lead to the delivery of the behavioural and educational aims to the pupils.

Major Duties:

- 1.Prepare a detailed table which includes the distribution of the syllabus for the academic year.
- 2.Prepare topics of the syllabus using relevant references.
- 3.Prepare the necessary teaching aids for teaching the syllabus.
- 4.Prepare any equipment he intends to use before hand and be sure of its validity.



- 5.Returns all the equipment used to their places and tidys them up.
- 6.Preparees questions and exercises for homework in order to reinforce the learnt subjects, refers to and marks pupils' exercise books and gives his comments.
- 7.Carrys out periodical tests and examinations to measure his pupils' levels of achievement, gives marks and provides remedial exercises and lessons to those who need help in digesting the subject.
- 8.Advisees pupils during his lessons and takes part in solving their academic and social problems through his cooperation with the social worker and the administration of the school.
- 9.Consults the senior teacher with regards to what has been completed of the curriculum, the problems he faces and finding the suitable solutions.
- 10.Coordinates with the advisers and the educational tutors regarding any educational studies or experiments he intends to carry out and shows them the ways and means he adopts and makes use of their suggestions.
- 11.Takes part in the meetings organised by the school administration with regard to the improvement of the level of the scientific and educational performance in the school.
- 12.Participates in school activities as well as activities and seminars related to his subject.

13. Participates in writing questions for upgrading examinations, illustrative pamphlets and means of evaluation as well as taking part in committees organised for examinations, correction and invigilation.

14. Carries out other tasks which are relevant to his job.

Supervision:

Receives general supervision from the headmaster of the school.



STAT OF BAHRAIN

MINISTRY OF EDUCATION

SCHOOL .....

A Teacher's Duties and Responsibilities

A teacher has an important role in fulfilling the aims of the instructional process because he is the one on whom rests the responsibility of educating the future generation. Therefore, he has to strive conscientiously to put into effect following duties;-

1. Teach the specified number of periods according to a curriculum of study approved by the Ministry of Education in addition to the knowledge of the curricula, their aims and their methods of teaching.
2. To be a good model and maintain an appropriate appearance before his pupils.
3. To be responsible for the levels of the academic achievement of his pupils and for their sound and suitable education.
4. Encouraging the capable pupil and urging the less capable one to put more effort and work harder and more seriously.
5. Use all possible ways and means to raise his pupils' levels and develop in them the desire for search and curiosity for acquiring knowledge.

6. A teacher has to keep abreast with the latest in his subject in order to become able to maintain a complete cover of the lesson he teaches .
7. The preparation for the daily lessons that he teaches and marking and monitoring his pupils' written work very accurately.
8. Continuous and immediate marking of his pupils' homework for its essential importance.
9. Participating in setting school tests and examinations if requested to do so and marking the answers and writing the result tables and the certificates.
10. School classroom and nonclassroom activities are unseparable part of the teachers' work. Thus, he has to take active and conscientious part in them.
11. The application of the instructions given by the headmaster, the senior teacher and the adviser which are related to the instructional process.
12. Attending the training courses that are organised from time to time by the Ministry and which aim to the development and advancement of the educational process.
13. To be a continuous link between home and school in monitoring the pupil.
14. Early attendance at school, accompanying pupils to the morning assembly

and the duty of watching pupils during the breaks.

15. Cooperating with school administration in keeping school tidy and observing school discipline.

16. Covering extra periods.

17. Participating in invigilation at school or public examinations.

18. Attending the meetings which are arranged by school administration.

19. Not giving private lessons outside school.

20. Cooperating with school administration for the sake of improving the educational process.

21. Abiding by the rules and regulations of the Ministry.

22. Cooperating with the school social worker in solving pupils' problems when they occur.

23. The application of other tasks which are given by the school administration if those are found to be in favour of the work.

God is the provider of success.

Director of General Education

**APPENDIX No. 5**

**QUESTIONNAIRE ON PROFESSIONAL AWARENESS OF TEACHERS**

State of Bahrain  
University of Bahrain  
College of Science and  
Arts,  
English Department.

QUESTIONNAIRE ON PROFESSIONAL AWARENESS

Dear English Language teacher,

The questionnaire in your hand is designed for academic research on the professional awareness of teachers. It helps you in thinking more carefully about your job as a teacher. Therefore it does not only help the researcher prove his point but also helps you in becoming more aware of your profession as a teacher.

Please answer the questionnaire very frankly and be sure that it will be handled very confidentially.

The researcher would like to thank you very much for your cooperation and wishes you every success.

Salman R. Al-Halwachi



(1)

QUESTIONNAIRE ON PROFESSIONAL AWARENESS

1) Please answer the following question as briefly as possible.

What do you think

A. Teachers' rights are?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. Teachers' duties are?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

C. Teachers' obligations are?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

(2)

2) Please list some of the most difficult problems which you face in teaching English .

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3) Please list some suggestions which you think would solve those problems.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

4) In your own words please define the terms "TEACHER" and "TEACHING".

As follows;-

A. By the term teacher I mean \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. By the term teaching I mean \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(3)

5) Answer the following questions by putting a tick ( ) in the right column as you see it.

Key:-

V.M.= very much

M. = much

L. = little

V.L.= very little

N.A.A.= not at all

Nos	Questions	V.M.	M.	L.	V.L.	N.A.A.
1.	How much do you like being a teacher?					
2.	think you are responsible your pupils' learning?					
3.	think you need more education and training?					
4.	believe in the importance of In-Service education and training of teachers?					
5.	think teachers should participate in the planning of In-Service teacher education?					
6.	think teachers should be involved in the evaluation of In-Service programmes?					
7.	believe that learning depends on the qualities of the teacher?					
8.	think taht teachers are undervalued by the community?					
9.	believe that teachers should be involved in curriculum development?					
10.	think you could contribute to curriculim development?					
11.	think that teachers themselves should ask for In-Service courses than being asked to attend them?					

End of questionnaire

Many thanks

**APPENDIX No. 6**

**LIST OF INSET COURSES  
PROVIDED BY ELM BANK TEACHERS' CENTRE**

# **INSET OPPORTUNITIES FOR COVENTRY TEACHERS**

## **COURSE PROGRAMME 1988-89**

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**APPENDIX No. 7**

**THE WRITER'S CERTIFICATE OF EDUCATION**

STATE OF BAHRAIN  
MINISTRY OF EDUCATION



دولة البحرين  
وزارة التربية والتعليم

Secondary School (Teacher's) Certificate  
(Scientific Section)  
1966 - 1967

NO: 810/67/1990

Date: 17/6/1990

Students Name: Salman Radhi Salem Mohsen. Nationality: Bahraini.  
Place & Date of birth: Manama, Bahrain, 1945.  
Fathers Name: Radhi Salem Mohsen.  
Address: Manama, Bahrain.  
Date of examination: June, 1967.

<u>SUBJECTS</u>	<u>MAXIMUM</u>	<u>MINIMUM</u>	<u>MARKS OBTAINED</u>
Islamic Religion	20	10	18
Arabic Language	60	30	45½
English Language	60	24	41
Mathematics	100	40	52
Sciences	40	16	28
Education & Psychology	40	16	31
Practical Education	60	30	51
Physical Ed.	20	8	16
School Health Education	20	8	13
Total:	420	182	295½

Rank: 15 Out of 60.

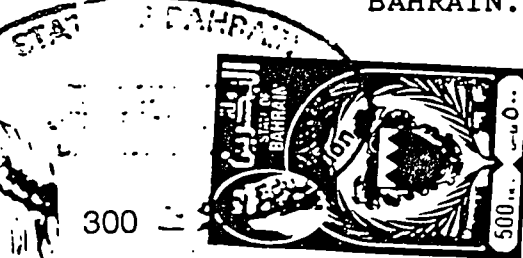
This is to certify that Mr. Salman Radhi Salem Mohsen ,  
has completed the prescribed course of study for the Secondary  
School (Teacher's) Certificate (Scientific Section) and he passed  
the final examinations in June, 1967.

Wr.by. N.Al-Doy

Ch.by. A. Subhan



DIRECTOR OF INTERMEDIATE  
& SECONDARY EDUCATION,  
BAHRAIN.





**APPENDIX No. 8**

**LIST OF THE NAMES OF THE BAHRAINI ENGLISH  
LANGUAGE TEACHERS WHO DID THE ADVANCED DIPLOMA  
IN ELT AT LEEDS UNIVERSITY**



# The University of Leeds

Telephone: Switchboard (0532) 431751 Office (0532) 334571 Direct line (0532) 33  
Telex 556473 UNILDS G Fax (0532) 336017

Overseas Education Unit  
School of Education  
The University  
Leeds LS2 9JT  
England

## Bahraini Students on the Advanced Diploma in ELT

Name: Mr H G A R ABBAS  
Year: 1984-85

Name: Miss M R B ABDULRAHMAN  
Year: 1972-74

Name: Mr F S H ALABAAR  
Year: 1978-80

Name: Miss S Y A AL AWADI  
Year: 1977-79

Name: Mr A R I AL FOLATH  
Year: 1980-81

Name: Mr A M S AL HIDDI  
Year: 1975-77

Name: Miss A A-H AL-MAHDY  
Year: 1986-87

Name: Miss F M A AL MULLA  
Year: 1976-78

Name: Mr H S A L AL ROMAIHI  
Year: 1982-83

Name: Miss A AL ZEERAH  
Year: 1975-77

Name: Mr A H ALI  
Year: 1973-75

Name: Mr I M AMIN  
Year: 1977-79

Name: Miss S M BAHMAN  
Year: 1983-84

Name: Mr B A A BODAWAS  
Year: 1981-82

Name: Mrs F A EBRAHIM  
Year: 1981-82

Name: Miss L A A FAIROOZ  
Year: 1978-80

Name: Mr A ABDUL LATIF  
Year: 1975-77

Name: Miss S AKBARI  
Year: 1972-74

Name: Miss F H AL AHMEN  
Year: 1974-76

Name: Miss H M J AL-DUSARI  
Year: 1978-80

Name: Mr M S AL GHANIM  
Year: 1980-81

Name: Mr K E E AL KHALFAN  
Year: 1981-82

Name: Miss S I AL MEER  
Year: 1973-75

Name: Mr I A E AL NASHEET  
Year: 1977-79

Name: Mr H S A AL SAIRAFI  
Year: 1984-85

Name: Mr S H ALANSARI  
Year: 1973-75

Name: Mr E A ALI  
Year: 1981-82

Name: Mr G G AWAD  
Year: 1974-76

Name: Mrs N M A BALUCHI  
Year: 1974-76

Name: Miss E Y A BU-RASHID  
Year: 1982-83

Name: Miss S E A EL-FAHEL  
Year: 1970-72

Name: Mr A A HAIDER  
Year: 1972-74

Bahraini Students on the Advanced Diploma in ELT

Name: Mr S A KARIM Year: 1972-74	Name: Mr K S NUSUF Year: 1969 -71
Name: Mrs Z G A KARMOSTAJI Year: 1970-72	Name: Mr M S E ALAWI Year: 1989-90
Name: Miss M N KHONJI Year: 1980-81	Name: Mr A M R AL RAFAEI Year: 1989-90
Name: Mr Y MAHMOOD Year: 1970-72	Name: Miss B S AL-ZEERAH Year: 1989-90
Name: Mr S A R MARHOON Year: 1982-83	Name: Miss E S AL-ZEERAH Year: 1989-90
Name: Miss M MATTAR Year: 1981-82	Name: Mr M A S ALI Year: 1989-90
Name: Mr A K MOHAMED Year: 1976-78	Name: Mr A H FADHEL Year: 1989-90
Name: Miss F Y A MOHAMED Year: 1977-79	Name: Mr M M S SAHWAN Year: 1989-90
Name: Mr E H MOHAMMED Year: 1982-83	Name: Mr H A A DHAIF Year: 1970-72
Name: Miss B NEKI Year: 1972-74	Name: Mr A Q ASHOOR Year: 1971-73
Name: Mr O A M RASHID Year: 1984-85	Name: Mr A H SALEH Year: 1984-85
Name: Mr K S SABT Year: 1986-87	Name: Mr D M SALEH Year: 1980-81
Name: Mr A SAEED Year: 1972-74	Name: Mrs M HEIDARI Year: 1977-79
Name: Mrs K SANGOOR Year: 1973-74	Name: Miss A S ZEERA Year: 1980-81
Name: Mr S R HALWACHI Year: 1976-78	Name: Miss B A HAMDAN Year: 1986-87
Name: Mr F A HASSAN Year: 1981-82	Name: Mr M A HASSAN Year: 1972-74
Name: Mr I A IBRAHIM Year: 1980-81	Name: Mr M A M N A JALIL Year: 1970-72

**APPENDIX No. 9**

**QUESTIONNAIRE ON INSET PROVISION IN ENGLAND**

Dep. of Education  
Warwick University  
Coventry, CV4 7AL

A QUESTIONNAIRE ON INSET COURSES

Dear Language Teacher,

The questionnaire in your hand is designed purely for academic research as it aims towards the fulfilment of the following targets:-

1. Improving INSET provision in Bahrain (The researcher's country).
2. Looking at the effects of INSET provision in England and Wales by seeking the opinions of teachers.
3. Hopefully obtaining the degree of Ph.D.

Your co-operation by filling in the questionnaire is highly appreciated.

With my best wishes.

Salman Al-Halwachi

# SECTION ONE

Please put a tick ( ) in the right column against each of the items in answering the following question: How much would you favour each of the following INSET arrangements?

	V.H.	H.	AV.	L.	V.L.*
1. Long-term courses					
2. Short-term courses					
3. School-based courses.					
4. College (University)-based courses.					
5. Teacher Centre-based courses.					
6. Hotel-based courses.					
7. Award-bearing courses.					
8. Non-Award bearing courses.					
9. During school time courses.					
10. Evening courses.					
11. One day or weekend Courses.					
12. One day or weekend Conferences.					
13. Informal meetings.					
14. Workshops.					
15. Staff support (Advisory teacher).					
16. Subject specific courses.					
17. School-focused courses.					
18. Vacational Courses.					

\*V.H. = very high

H. = high

AV. = average

L. = low

V.L. = very low

## SECTION TWO

Please put a tick ( ) in the right column against each of the following items in answering the following question:-

How much benefit would you expect from an INSET course in the following aspects?

	V.M.	M.	AV.	L.	V.L.	*
1. Gaining knowledge.						
2. Acquiring skills.						
3. Meeting people.						
4. Acquiring new practical ideas.						
5. Helping other teachers.						
6. Gaining help from other teachers.						
7. Using one's ability.						
8. Listening to lecturers.						
9. Obtaining an award.						
10. Gaining promotion.						
11. Planning new schemes.						
12. Enhancing one's professional development.						
13. Becoming up-to-date.						
14. Getting away from school environment.						
Others (please specify)						
15.						
16.						
17.						

\*V.M. = very much

M. = much

AV. = average

L. = little

V.L. = very little

### SECTION THREE

Please answer the following questions as briefly and accurately as possible.

1. What sort of INSET course have you recently been to? (Choose one if you have been to more than one.) If none, please say so.

\_\_\_\_\_

2. What were the most useful aspects of it?

\_\_\_\_\_

\_\_\_\_\_

3. What were the least useful aspects of it?

\_\_\_\_\_

4. Were there any irrelevant aspects of it? Please specify:-

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 5.What improvements would you like to suggest for it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- |                                      |          |         |
|--------------------------------------|----------|---------|
| 6.Were you involved in its planning? | Yes----- | No----- |
|                                      |          |         |
| implementation?                      | Yes----- | No----- |
|                                      |          |         |
| evaluation?                          | Yes----- | No----- |

If Yes, please indicate how.

\_\_\_\_\_

\_\_\_\_\_

7. How much do you consider that teachers should be involved in planning, implementing and evaluating INSET courses?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End of the questionnaire. MANY THANKS



**APPENDIX No. 10**

**TEACHERS' COMMENTS ON INSET PROVISION IN ENGLAND**

## A LIST OF INDIVIDUAL OPINIONS ON INSET PROVISION IN ENGLAND

### 1)The most useful aspects. (question one)

- 1.Bringing real things in the classroom.
- 2.Learning about the philosophy of Education.
- 3.Familiarisation with the curriculum.
- 4.Involvement of the whole school.
- 5.Connection between Foreign Language Departments and Industry.
- 6.Financial and management powers.
- 7.Planning future schemes.
- 8.Hearing about the latest developments in the programmes.
- 9.Availability and use of resources.
- 10.Learning how to programme.

### 2)The least useful aspects. (question two)

- 1.It is necessary to have a high standard oneself.
- 2.Spending a long time trying out ideas which can be assimilated due to experience.
- 3.Practical sessions with advisers.
- 4.Using a book show to plan future topics.
- 5.Less concentration on the level one teaches.
- 6.The course was far too brief.
- 7.Too many hours spent on travelling.

8. It was done after school time.
9. Not enough prior information.
10. Case studies.
11. Day trip to exhibition.
12. Not helpful to my school.
13. One person was given the opportunity to spread his ideas.
14. Seeing the materials but not pupils using them.

3) The irrelevant aspects. (question three)

1. We used instruments only available at a specialist department and not found in school.
2. A talk from one of the publishers.
3. case studies.
4. Getting lists of vocabulary which can be obtained from elsewhere.
5. Poor use of visual aids.

4) Suggestions for improvement. (question four)

1. The opportunity to observe actual lessons.
2. More time on ideas related to the present time.
3. More school visits and help from advisers.
4. More time for plenary sessions.
5. More information.
6. Follow up sessions.

7. More time with specialists.
8. Either longer sessions or more sessions.
9. More oral work.
10. Better choice of venue.
11. Long workshop days.
12. More resources to support implementation.
13. More presentations of teaching methods.
14. Stronger chairmanship.
15. Seeing how pupils use materials.
16. Better catering facilities.
17. Shorter but more intensive courses.