Jordanian Teachers' Attitudes toward Foreign Language Teaching and their Relationship to these Teachers' Classroom Practices

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Abstract
This study aimed at exploring Jordanian public school teachers' attitudes toward teaching English as a foreign language and the factors that may influence these attitudes. It also aimed at investigating the relationship between their attitudes toward the English language and their classroom practices. The participants of the study were twenty female teachers of the English language. They were purposefully chosen from the schools in Ajloun Directorate of Education in the second semester of the academic year 2012/2013. To answer the questions of the study, the researcher designed a questionnaire, and adopted an observation checklist. Proper statistical analyses were used to analyze the results. The results of the study showed that the EFL teachers' attitudes toward teaching English as a foreign language were moderate. The results also showed that teachers' actual pedagogical competences were moderate with a mean of 2.736. The correlation coefficient between the teachers' attitudes and their actual pedagogical competences was negative and low.
Key Words: Attitudes, pedagogical competence, classroom practices.

Introduction
Language is the centre of human life and it is one of the most important ways of expressing ourselves, communicating with people, planning our lives, and exchanging ideas. The ability to do so in more than one language multiplies the opportunities for people to experience all these functions (Cook, 1996).
Because English is considered the most important international language that is used all over the world as a means of communication, it has received more attention in Jordan especially in the educational system. Teaching English as a foreign language (TEFL) is a fundamental part of the teaching - learning process in Jordan. English is taught for twelve years, from the first grade to the twelfth grade, in the public and private school. In fact, one of the main goals of the Ministry of Education in Jordan is to improve the teaching - learning process as well as developing the teachers' performance in the classroom. They should revisit their attitudes toward the teaching process; they also should begin to examine their language proficiency and their professional growth through their own effective classroom teaching practices
Effective classroom teaching practices are based on sensitivity to, and concern with class level and progress, teacher's preparation, organization of the course, and teacher's stimulation of interest in the course its subject matter and instructional strategies(Feldman ,1988),i.e. course preparation and organization of the class.
        Accreditation Board for Engineering and Technology (1998) and Middle States Association for Colleges and Schools (1996) define effective teaching as one that produces demonstrable results in terms of the cognitive and affective development of the students. Alberto (2002) believes that in effective classroom teaching practices, there should be focus on these important domains: instructor interaction and feedback, clarity, organization**,** coaching and collaborative learning. Each teaching dimension plays a varied and complex role on students' cognitive and affective development and teachers' performance**.** However, in classroom teaching practices, foreign language teachers vary in terms of many factors that have a close relationship with their performance such as attitudes, self efficiency, motivation, teaching style, level of proficiency, and experiential knowledge. It is urgent to explore TEFL teachers' attitudes toward teaching English as a foreign language, their language proficiency, their experiential knowledge, and to what extent there is agreement between these attitudes, language proficiency level, and their effective classroom teaching practices, since these factors have stronger and varied effects on the teaching-learning process outcomes, and they have a unique contribution to student development.
        Attitude is an important concept to understand human behavior.   Anastasi (1957) defines attitude as tendency to react in a certain way towards a designed class of stimuli. Gardner (1985, p. 10) defines attitudes as "the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language". Attitude is defined by Baker (1992, p.10) as "a hypothetical construct used to explain the direction and persistence of human behavior". According to Matsuda(2000) the construct "attitude" has three components: cognitive, affective, and behaviour. the cognitive component refers to his/her thoughts, beliefs, and

values about the language; the affective component refers to his/her feelings about it; and the behaviour component refers to his/her behavioral intention to plan an action.

Gardner (1985,p.91-93) claims that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Eveyik (1999, p. 21) in her MA thesis agrees with most scholars on the definition of 'attitude' that it is" the state of readiness to respond to a situation and an inclination to behave in a consistent manner toward an object".

Fishbein and Ajzen (1975) propose a conceptual framework of attitude construct which consists of four categories: cognition, affect, conation, and behavior. Brown (1994), in his book '*Principles of Language Learning and Teaching*' adds

Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience (p.168)

Here it seems clear that there are many stimulants that lead to positive or negative attitude of an individual. Brown (2001, p. 61) also shows that "attitude is characterized by a large proportion of emotional involvement such as feelings, self, and relationships in community". It seems that attitudes are a function of beliefs. In other words, beliefs have causal effects on attitudes. Typically, a person learns a number of beliefs about an object by direct observation or information from outside sources. People hold a set of beliefs about the object, and these beliefs serve as the basis that determines their attitudes.

As Brown (2000) points out, attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, attitude "forms a part of one's perception of self, of others, and of the culture in which one is living" (Brown 2000, p. 180). Attitudes are viewed to have influence on behavior. According to some researchers (Hargreaves, 1994 and Freeman, 1990) teachers' performance in class is shaped by "minds" and "attitudes". As Freeman (cited in Clemente, 2001) maintains, attitudes are such important factors that they can be considered the cause of teachers' success or failure. The way teachers see themselves in relation to their work is an attitudinal factor that has been overlooked. Usually, a person's attitude toward an object affects the person's intentions to perform behaviors relating to that object. Specifically, when the person thinks he has more resources and fewer obstacles, he is more likely to perform the behavior according to his intentions.

Teachers play an essential role in the educational achievement of their students. They are the most significant agents of change in educational reform. The attitudes and behaviors of teachers toward their profession can be portrayed in a positive or a negative way. These positive or negative attitudes can have an effect on the academic achievement of the student and on their classroom practices; i.e. teachers' attitudes towards their profession have an effect on their performance, and instructional decisions in the classroom.

There has been a general agreement that the attitude of teachers towards teaching seems to be significantly correlated with teaching success. According to Clemente (2001) teachers should be assertive and self-confident, because if they are doubtful about their role as teachers, logically we should expect that they devalue their counseling roles. Here it appears that general attitudes stem from the teacher's personality and definition of his role as a teacher.

Thus, to understand teaching from teachers' perspectives, we have to understand the beliefs and attitudes with which they define their work. This view is supported by Underhill (1988) when he stressed the importance to assess teacher attitudes and to know how to affect them. Pajares (1992) pointed out that few would argue that the beliefs and attitudes teachers hold, influence their perceptions, and affect their behavior in the classroom..

Shuck (1997, p. 530) reported that" teacher educators do not realize the power and the tenacity of pre-service teachers' beliefs and attitudes. in a way does not sufficiently recognize, the influence of these attitudes on their learning". It should be stated that teachers' attitudes are highly related to their classroom practices, but whether the changes in attitudes follow changes in practice or vice versa, should not hinder the purpose of professional development goals. The important thing is the notion that changes in attitudes, ways of thinking, and classroom actions all come into play in the teacher-change process.

It is important to recognize the fact that positive attitudes towards foreign language increase language learning and teaching process successes; on the other hand, negative attitudes towards the foreign language, which often comes from stereotypes and superficial contact with the target culture, can impede the learning of that language. Brown (2000, p. 181) presented several studies on the effects of attitude on language learning and language teaching and concludes that "positive attitudes towards the self, the native language group, and the target language group enhanced proficiency". Both negative and positive attitudes have a strong impact on the success of language learning and teaching.

When teachers with positive attitudes experience success in their language teaching behavior, the attitudes are reinforced, whereas teachers with negative attitudes may fail to progress language teaching. Because attitudes can be modified by teachers' experience, and qualifications, effective language teaching strategies can encourage students to be more positive towards the language they are learning. Marchant (1992) added the role of experience to the factors influencing teachers' attitudes of their profession.

Statement of the problem

In the field of EFL, there have been some efforts to study and investigate the teacher's attitudes toward a foreign language and the effect of this factor on their practices and performance in the classroom. It is important to recognize the fact that exploring the teacher's attitudes, and perceptions are important means of understanding classroom practices and performance with a view to improving them for better teaching process. The researchers believe that negative attitudes toward teaching a foreign language, may be the main factors behind this low performance in teaching the English Language. Besides, both negative and positive attitudes have a strong impact on the success of language learning and teaching.

Purpose of the Study

This study aimed at exploring the Jordanian EFL teachers' attitudes towards TEFL and the factors which contribute to the building of these negative and positive attitudes. It further attempted to measure the correlation between the teachers' attitudes towards foreign language and their classroom practices.

Questions of the study

This study attempts to answer the following questions:
1. What are the teachers' attitudes towards English as a foreign language and foreign language teaching?
2. What are the actual pedagogical competences of Jordanian EFL teachers?
3. Are there any statistically significant correlation at $\alpha = 0.05$ between the teachers' attitudes towards English as a foreign language and their classroom practices?

Significance of the Study

Since there is a profound need to explore Jordanian public school teachers' attitudes toward teaching English as a foreign language and to what extent there is a relationship between these attitudes and their classroom practices, it is hoped that the findings of the study may provide teachers with insights into their performances and achievement in the classroom. In addition, this study will also shed light on the importance of changing teacher's attitudes toward teaching English, because one of the main requirements of professionalized teaching involves changes in the attitudes of teachers. Moreover, this study should open venues for further research in attitudes as problems in pedagogy.

Definitions of terms

Attitudes: They are the individual's prevailing tendency to respond favorably and unfavorably to an object (Morris and Maisto, 2005). In this study, attitudes are determined through the EFL teachers' responses to the items of the attitudinal questionnaire which the researchers developed.

Teacher Classroom Practices: These practices that are based on sensitivity to, and concern with class level and progress, teacher's preparation, organization of the course, and teacher's stimulation of interest in the course (Feldman, 1988). In this study, they are the teachers' behaviors in the classroom setting. The researchers adopted an observation checklist to measure those practices starting with planning classroom lessons and ending with evaluating the teaching process.

Limitations of the Study

The generalization of the results of the study is limited by these factors:

1- This study is conducted on female EFL Jordanian teachers in Ajloun Directorate of Education in the academic year 2011/2012. Therefore, the generalizability of the results of this study is applicable to similar populations only.

2- The number of the participants of the study (20 teachers) is relatively small because of using classroom observation checklist to collect the needed data.

Review of related literature

Part one: Theoretical literature

Attitude has recently received considerable attention from both first and second language researchers. It is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. It determines what each one will see, hear, think, and do. Attitude is an important concept to understand human behaviour. It is defined as a complex mental state involving beliefs and feelings. Attitude has also been defined as a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Furthermore, attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (Morries and Maisto,2005).

Most of the researches on the issue have concluded that teacher's attitude is an integral part of teaching and that it should, therefore, become an essential component of second language learning pedagogy. There are three components of attitudes :cognitive (i.e., the idea or assumptions upon which the attitude is based), affective (i.e., feelings about the issue), and behavioral (i.e., a predisposition toward an action that corresponds with the assumption or belief) (Wood, 2000).

These three components appear parallel to shape teachers classroom behaviors, through direct and indirect interaction between society, school and teachers. Stern (1983) claims that the affective component contributes more to language learning than the cognitive skills, and this is supported by many recent researches. All studies reveal that affective variables have significant influences on language success, (Eveyik, 1999;; Gardner, 1985; Spolsky, 1989). Haitema and Saracaloğlu (2000) in their studies reveal that there is a positive relationship between affective variables and foreign language achievement. As the researchers mentioned, attitudes can be positive or negative. Both negative and positive attitudes have a strong impact on the success of language teaching process. Negative attitude of a teacher may have a negative impact on one's teaching. Smith (1993) summarized the relationship between teachers' attitude and teaching in this figure:
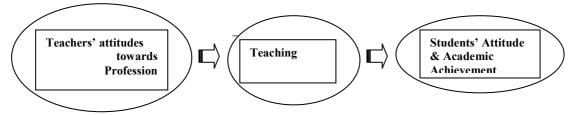

Figure 1. The relationship between teachers' attitude and teaching process (Adopted from Hussain,S; Ali,R ; Khan1,S; Ramzan, M ;Zagham, Q , 2011).

It can be noticed from Figure 1 that teachers' attitudes towards   profession have significant influences on language teaching success, students' attitude and academic achievement. It can be concluded that the quality of students' learning outcomes are highly related to teachers' approaches to teaching which are directly affected by the teachers' attitudes of teaching.

Teaching is a complex profession. Teacher is a major instrument for better instruction. A good teacher is expected to be committed to his work and have the ability to take the initiative (Sparks, 1979). Teachers are expected to not only master the subject matters and various methods of teaching but also to show that they are capable of selecting the various study materials according to the teaching goals and objectives , and possesses the abilities to create a teaching environment for their students (Vermunt and Verschaffel, 2000).

Attitude of teachers depends upon their personal characteristics and disposition, both seems to be highly interlinked (Hargreaves, 1994). The teaching profession requires certain dominant behaviors which show teacher's intellect, their professionalism and teaching as a life concern (Goodings, Byram, and Portland, 1995). Dodeen, Ibrahim, and Emad, (2003) found that the attitude of teachers have been determined to be influenced by gender. They also found that female teachers have more positive attitude towards teaching profession as compared to the male ones. It is also found that teachers feel more efficacious in schools of high socio-economic status and large size. Because the larger schools provide more resources to teachers then they feel more efficacious in their working environment. Teachers may leave their professions if given an alternative that offers a higher salary. It indicates that income and salary has a negative effect on teachers' decision (Mok and Kwong, 1999).

Other factors may affect the teachers' attitudes toward teaching English as foreign language such as personal characteristics and disposition, the students themselves, the relationship between the teachers and the supervisors, the difficulty of the language, the lack of the instructional media and facilities to teach the English language, the appropriate classroom environments, the content of the English course, and the teachers' satisfaction with their job as EFL teachers. Teachers who are not satisfied with their job could seek further training or simply stay out of the teaching profession. Yuen and Cheng (1991), in their study indicate that teacher training has significant contributions to teachers' decisions to stay in the schools where they are teaching.

Part Two: Review of Empirical studies

Attitudes have been researched for a long time .The researcher selected a number of these studies that reflect the importance of this factor because of the relationship between attitude and practice.

Mahmoud (1980) used a stratified random sample of 452 (UNRWA) elementary school male and female teachers in Jordan to investigate the differences in the degree of job satisfaction among teachers with respect to their sex, marital status, and teaching experiences. The questionnaire on job satisfaction contained various job related subscales like school administration, educational supervision, curriculum, parental co-operation and teacher pupil relationships. His sample reported medium level professional satisfaction among all the teachers

(irrespective of their sex, marital status, and teaching experience with the nature of teaching profession, school administration, educational supervision, curriculum, and parental co-operation .The researcher found all the main effects were statistically significant at alpha 0.05 level. Female teachers reported greater satisfaction than did the male teachers, married ones greater than the unmarried ones, and more experiences ones greater than did less experienced ones.

Blackwell Bennett (1981) tried to determine whether the promotion/non promotion practices of elementary teachers in Louisiana are congruent with their educational attitudes and beliefs. The population of this study consisted of (416) public school teachers in Louisiana who were mailed an Attitude Survey of Teachers Concerning promotion /non promotion practices. The researcher developed a questionnaire. The sample consisted of (250) teachers who were teaching at the elementary stage. The findings of the study were:

A: Attitudes toward principles of learning and promotion /non promotion affect number of public retentions.

B: No significant trend exists in public retention in Louisiana.

C: Promotion /non promotion practices are affected by grade level and school structure.

D: Promotion /non promotion practices are not affected by years of experiences, degree held or classes organization.

Mahmoud (1992) investigated the EFL teachers' attitudes toward teaching English language at the secondary stage in Irbid and AL-Kourah districts. The population consisted of all the secondary EFL teachers (males and females) in Irbid and AL-Kourah districts. The sample of this study consisted of (153) EFL government teachers at the secondary stage (75 males and 78 females) in Irbid and AL-Kourah districts. The researcher used an evaluative questionnaire written in Arabic. The researcher found that there were no statistically significant differences in the EFL teachers' attitudes toward teaching English due to their sex, qualification and their experiences.

Haddad (2002) attempted to discover the EFL teachers' attitudes toward teaching English as a foreign language in the first four grades of the primary stage in Jordan. The sample of the study consisted of 89 EFL teachers (58 females and 31males) at the primary stage in Irbid Second Directorate of Education. The results indicated that teachers' attitudes toward teaching English in the first for grades were positive and there were no statistically significant differences in the EFL teachers' attitudes toward teaching English due to educational level, sex, experiences, and material status.

Kim (2002) surveyed elementary school teachers' perceptions about current elementary school English teaching in general. In his survey, there was one item (out of 20) that was relevant to the teacher's attitudes toward the English language. The item asked for the teachers' thoughts about the fact that most of the teaching materials were presented in American English only. Seventy-two percent of the teachers agreed with using American English only, while 36% disagreed.

Garca (2005) investigated the attitudes that elementary American teachers have toward their English language learner (ELL) students' native languages and their use in instruction. A 27-item Likert-scale survey was administered to 152 first- through fourth grade teachers from five school districts in Maricopa County, Arizona. The researchers found that teachers' attitudes toward their ELL students differ significantly with the type of certification or endorsement they hold. The bilingual-certified teachers were more supportive of their ELL students using their native language in the classroom than were traditional and English as a Second Language-certified teachers. Results showed that Bilingual-certified teachers had the highest and most positive attitudes toward the native languages of their ELL students, and were most receptive of using the native language for instructional purposes. Traditional teachers expressed more negative attitudes toward the native languages of their students and were against using the native language for instructional purposes. It showed also that the more years a teacher taught, the more his or her attitude became negative toward his or her students' native language.

Sifakis and Sougari (2005) examined Greek EFL teachers' pronunciation attitudes and practices through a survey of 421 teachers. The purpose of the study was to establish to what extent the Greek EFL teachers were aware of EIL (English as an international language) and its implications for English teaching (and learning) by examining their attitudes toward English pronunciation and accent and their teaching practices. The researcher developed a questionnaire that contained both closed and open-ended questions asking about teachers' attitudes concerning accent-related issues, their pronunciation and oral communication and teaching practice. The findings of the study supported the hypotheses of this study, that the Greek teachers' were highly Inner-Circle native speaker (NS) norm-bound in terms of their beliefs about their own pronunciation and teaching practice. Based on the results, the researchers suggested that pre- and in-service teacher education programs explicitly address the notion of EIL, along with its related concerns.

Halawah (2008) designed a study to determine the main factors that influence perspective teachers' attitudes toward teaching. Participants were 212 fourth year- students (166 females) from the College of Education at Ajman University at the United Arab Emirates (UAE). Students responded to a scale that has 37 Likert- type items describing many issues related to teaching. Results showed that there are six factors clearly extracted from

the data. These factors were salaries and promotion, relationship between teachers and society and parents, Enjoy in teaching and the last three factors were teaching load, curricula, and students. Results of this study showed that the factors identified in this study had strong effects on teachers' attitudes toward teaching practices. Lee (2009) explored Korean public elementary school teachers' sense of efficacy and attitudes in teaching English and other factors that may influence their confidence in carrying out English teaching tasks. The study also examined teachers' attitudes toward the English language and the current Korean elementary English education policy and practices, and teachers' English language proficiency. An explanatory mixed methods design was employed in this study and data were collected in the two phases. In the quantitative phase, 327 elementary school teachers working in five regions of South Korea responded to the survey. In the qualitative phase, semi-structured interviews were conducted with 23 teachers and classroom observation in five teachers' English classes. This study found that teachers' current level of English proficiency and EIL (English as an International Language) attitudes toward the English language were the significant predictors for teachers' English teaching-specific efficacy beliefs and practices.

Method and Procedures

This section presents the methods and procedures that were used to conduct this study. It includes participants of the study, research instruments, procedures, statistical analysis, data collection and data analysis procedures.

Participants of the study

The participants of the study are 20 EFL female teachers. They were purposefully chosen from the schools in Ajloun Directorate of Education for the academic year 2012/2013.

Instruments of the study

For the purpose of obtaining information needed to achieve the   objectives of the study, the researchers used the following instruments:

1- An attitudinal questionnaire.

2- An observation checklist.

1-The attitudinal questionnaire

The researchers found that there is no reliable and validated questionnaire that can be used to detect the teachers' attitudes toward teaching the English language, a suitable questionnaire was developed through reviewing the related literature (see Appendix A, P.15).

a. Validity of the attitudinal questionnaire

Content Validity of the attitudinal questionnaire

To validate the questionnaire ,a jury of specialists in EFL, applied linguistics, linguistics, was asked to examine it, and provide their comments and suggestions. The suggestions were as the follows: Rewriting some items to make them clearer and more understandable, deleting some irrelevant items and adding new ones, dividing some items to more than one, moving some items from domain to another, grouping some of the items together. All their suggestions were taken into consideration when producing the final form of the questionnaire.

Construct Validity of the attitudinal questionnaire

In order to construct the validity of the questionnaire, the researchers chose a pilot group of 20 female teachers from outside the participants of the study. The correlation coefficient of the whole questionnaire and its dimensions were calculated (Appendix B,p.18). It is shown that the values of the correlation coefficient of the whole questionnaire and its dimensions were greater than 0.2 and that reflects a good construct validity of the parts of the questionnaire.

b. Reliability of the attitudinal questionnaire

The reliability of the questionnaire was measured by administering 20 ones to 20 female teachers who were chosen from outside the participants of the study for the second time after two weeks from collecting the questionnaires which were administrated earlier. Pearson correlation was computed of the tool as a whole, using Test-Retest strategy (Stability index) , it was 0.85. The internal consistency coefficient was also computed using Cronbach Alpha , it was 0.89. This result was considered satisfactory to use the questionnaire to collect the needed data. Table 1 presents the reliability and cronbach's alpha and correlation coefficient of the attitudinal questionnaire.

Table 1: The reliability and stability index coefficients of the attitudinal questionnaire.

Teaching capabilities Scale and its Domains	Cronbach's Alpha	Stability Index	N of Items
Teachers' attitudes towards their profession as English teachers	0.83	0.88	6
Teachers' attitudes toward the teaching methods and procedures	0.76	0.71	3
Teachers' attitudes toward their students who study the English language.	0.85	0.78	9
Teachers' attitudes toward the content and materials	0.81	0.96	5
Teachers' attitudes toward the facilities for teaching English	0.91	0.77	8
Teachers' attitudes toward their teaching capabilities	0.73	0.89	3
Teachers' attitudes towards their supervisors	0.78	0.91	4
Whole	**0.89**	**0.85**	**38**

These values are acceptable for the purpose of this study.

The questionnaire correcting method

In order to give judgments on the degree of acceptance, means were classified into three levels according to the relative statistical model as follows:

Disagree	1.00-2.33
Neutral	2.34- 3.66
Agree	3.67- 5

2-The observation checklist

The researchers adopted the observation checklist (see Appendix C,p.21) from Zawahreh (2011) to observe and follow the actual implementation of the teachers' classroom practices. The observation checklist included six major domains: 1- professional ethics 2-planning   3-lesson implementation 4 -classroom management 5-assessment and evaluation 6-reflection and self -evaluation. The scoring system followed in the observation system include five scales showing the degree of performance under investigation. These include very high (5),high (4) ,not sure (3),low (2) and very low (1).

Validity of the observation checklist

For the purpose of validating the observation checklist, the EFL jury was asked to judge whether the items are enough, appropriate and comprehensive. The jury suggested adopting the observation checklist as is without making any modifications.

Statistical procedures

To answer the first question, the researchers calculated percentages, means and standard deviations for the teachers' attitudes toward teaching English as a foreign language . To answer the second question concerning the teachers' pedagogical competences, the researchers calculated percentages, means and standard deviations for the observation form . To answer the third question, the researcher used Pearson Correlation.

Findings and discussion of the results

Results of the first question

The first question asks about the teachers' attitudes towards teaching English as a foreign language. In order to answer this question the researcher calculated percentages, the means and the standard deviations of the dimensions in the questionnaire. The results are presented in Table 2.

Table 2: Percentages, means standard deviations and rank of teachers' attitudes towards teaching English as a foreign language.

Rank	Dimension ID	Teachers' Attitudes toward Teaching English	Percentages in Categories:					Mean	Std. Dev.
			S.D.	D.	Neutral	A.	S.A.		
1	1	*Teachers' attitudes toward their profession*	0.0	0.0	15.0	75.0	10.0	3.875	0.40
2	2	*Teaching methods and procedures*	0.0	0.0	50.0	50.0	0.0	3.490	0.62
3	3	*Students*	0.0	20.0	55.0	25.0	0.0	3.067	0.51
4	4	*Content and material*	0.0	10.0	85.0	5.0	0.0	2.900	0.35
5	5	*Facilities for teaching English*	0.0	40.0	45.0	15.0	0.0	2.767	0.69
6	6	*supervisors*	0.0	50.0	50.0	0.0	0.0	2.325	0.49
7	7	*Teaching capabilities*	0.0	60.0	40.0	0.0	0.0	2.290	0.47
Over Whole			**0.0**	**5.0**	**85.0**	**10.0**	**0.0**	**3.050**	**0.31**

*S.D. =strongly disagree; D. = disagree; A. = agree; S.A. = strongly agree

Table 2 shows that the overall degree for the teachers' attitudes toward teaching English is moderate as the mean is **3.050**. The table also shows that the means of the teachers' responses to each dimension in the teachers' questionnaire range between **2.290**and **3.875**with standard deviations that range between **0.47** and **0.40**. For more information about the results of the individual dimension of the teachers' questionnaire see (Appendix E,p. 29).

The results of the first question showed that the overall degree of the teachers' attitudes toward teaching English as a foreign language was high with a mean of 3.050. This result highlights the importance of teachers' attitudes toward teaching English in enhancing their classroom practices. Teachers' attitudes should be investigated because they are a significant factor in determining the teaching efficiency of those teachers in their classrooms. Pajares (1992), Underhill (1988), Shuck (1997) and Hargreaves (1994) believe that teachers' attitudes influence their perceptions, and affect their behavior in the classroom. The participants' responses to most of the items in the attitudinal questionnaire showed their high positive attitudes toward the teaching of English. For example, teachers' attitudes toward their profession as English language teachers, the content and materials and their students were positive. On the other hand, their attitudes toward the facilities for teaching English, the teaching methods and procedures were fairly positive. While their attitudes toward the supervisors and their teaching capabilities were less positive. The following examples from the teachers' attitudes clearly indicate the teachers' attitudes toward teaching English.

- Teachers' attitudes toward their profession as English language teachers

The researchers believe that the EFL teachers' attitudes toward their profession as English teachers are nearly positive (3.875). This means that they are proud of themselves as English teachers and they like teaching English language. This also signifies that teaching English is necessary to learn more about different cultures and to communicate with other people.

- Teachers' attitudes toward the teaching methods and procedures

The EFL teachers' attitudes toward the teaching methods and procedures used in teaching English concentrate on the idea that there is a variation in EFL teaching methodology. The results showed that the great majority of the teachers had positive attitude towards the significance of active learning method as it enables English language students to participate actively in English language classes, and integrate their learning experiences since the mean is 3.490. Therefore, the English language teacher respondents are in favors of utilization active learning methods to teach English language. These factors still stand behind the teachers' practices in the classrooms.

- Teachers' attitudes toward their students who study the English language

The most common attitudes among teachers toward their students   who study the English language are fairly positive with a mean of 3.067.

This means that students have their own effects on learning English language. The results showed that the students are interested in learning the English language and they can comprehend it easily. Our students feel that the English lessons they learn are useful outside school. On the other hand, the results also showed that teaching English is sometimes difficult because every student has his own learning styles in the classroom.

-Teachers' attitudes toward the English materials

The most common attitudes among teachers toward the content and the English materials are fairly positive. The table shows that all the means of all the items on this subscale are high. These means range between 3.20 and 3.75. This means that the teachers found that the content of English textbooks is appropriate, stimulating, and full of variety.

- Teachers' attitudes toward the facilities for teaching English

It is clearly seen that the EFL teachers' attitudes toward the facilities for teaching English language are positive. The table shows that all the means of all the items on this subscale range between 1.750 and 4.550. This means that the classroom environment for effective EFL teaching should be appropriate. The teachers asserted that it is very important to use multimedia equipment in teaching English, but there is a lack of instructional media and facilities appropriate for teaching English in our schools.

-Teachers' attitudes towards their supervisors

The most common attitudes among teachers toward their supervisors were fairly positive. The table shows that all the means of all the items on this subscale range between 2.300 and 3.250. This means that the relationship between the teachers and supervisors is good and it seems that the teachers appreciate the effective roles their supervisors play in helping them to develop themselves professionally.

- Teachers' attitudes toward their teaching capabilities

It is clearly seen that the EFL teachers' attitudes toward their teaching capabilities are fairly positive since the means of all the items on this subscale range between 1.700 and 3.200. This means that the teachers do not have a strong motivation to develop their professional competences and there is a match between the teachers' received knowledge and skills and the reality of teaching at school. They try to renew their teaching methodology to cope with global and local developments in this field.

More precisely, the results of the first question showed that the EFL teachers have positive attitudes toward teaching English as a foreign language. The results agreed with those found by Mahmoud (1992) when he found that the secondary EFL teachers' attitudes toward teaching English, themselves, their country and nation, English language and both the Western and Arab culture were positive. On the other hand, their attitudes toward their

supervisors, their schools, their professions and methods and techniques were fairly positive, while their attitudes toward English speaking people were less positive.

Results of the second question

The second question asks about the actual pedagogical competences of Jordanian EFL teachers. In order to answer this question, the researchers calculated the percentages, the means and the standard deviations for teachers' pedagogical competences. Table 3 presents the results.

Table 3: Percentages, means and standard deviations of the pedagogical competences and its domains arranged in a descending order.

Rank	Dimension ID	Pedagogical Competence	Percentages in Categories:					Mean	Std. Dev.
			V.L.	L.	N.S.	H.	V.H.		
1	4	*Classroom Environment and management skills*	0.0	20.0	30.0	45.0	5.0	3.400	0.87
2	1	*Professional Ethics*	10.0	35.0	10.0	35.0	10.0	3.014	1.21
3	5	*Assessment and evaluation*	5.0	30.0	25.0	25.0	15.0	3.008	1.15
4	3	*Lesson Implementation*	0.0	35.0	30.0	35.0	0.0	2.975	0.99
5	2	*Planning*	25.0	35.0	35.0	5.0	0.0	2.113	0.81
6	6	*Reflection and self-evaluation*	30.0	40.0	20.0	10.0	0.0	2.050	0.98
Over Whole			0.0	45.0	25.0	30.0	0.0	2.736	0.85

*V.L.= very low; L=low; N.S.= not sure; H.= high ; V.H.= very high.

Table 3 shows that the overall degree of the observation checklist concerning teachers' actual pedagogical competences is moderate since the mean is **2.736**. For more information about percentages, means and standard deviations of the items of the observation checklist concerning the classroom practices, see (Appendix D ,p.28). The results that are based on the observation checklist of the teachers' classroom practices show that the overall degree of the teachers' actual pedagogical competences is moderate since the overall mean is 2.736. The researchers made a number of classroom visits to record the teachers' practices using a prepared observation checklist. The results in Table 3reveal that the teachers scored low in planning, reflection and self evaluation with very little differences in their means. This indicates that the teachers did not show progress because they did not prepare in advance. It was noticed that the teachers prepare during the few minutes between the periods of classes. In their planning, they did not take into consideration the following areas: the time duration of each specific outcome, the number of classes, the reflection on the plan regularly, the previous learning of the students, and the vertical and the horizontal integration. This could be due to their beliefs that there is no need to design coherent instructional plans because they think that they are aware of what should be done in planning without writing everything. As for reflection and self- evaluation, the results showed that this area had a low rank with a mean of 2.50. It is noticed that the teachers did not show a desire to list the challenges they face and correct mistakes when found in the textbooks. They rarely ask help from others such as the supervisors, peer teachers and the EFL professors.

Concerning the classroom environment and management skills, the results showed that this domain had the first rank with a mean of 3.40. While observing teachers in the classroom, the researchers noticed that the teachers behaved in an appropriate and acceptable manner and supported students to learn.

As for professional ethics, the results showed a mid degree of this domain with a mean of 3.014. This is because the female teachers stick to the rules and regulations and have patience while presenting the lesson. The researchers also noticed that the teachers communicate with their students positively and treat them with respect. This indicates that the teachers show commitment to keep jobs as teachers.

As for assessment and evaluation, the researchers found that the teachers still use traditional ways to evaluate their students such as daily and monthly exams. They neglected the modern evaluative strategies such as summative and formative strategies. It is known that the assessment is directly linked with the outcomes to be achieved which means that the teachers have the responsibility to choose the suitable assessment strategy to measure every outcome and to measure their students' achievement. However, after observing the teachers, the researchers found that the teachers do not vary their assessment tools.

Concerning the lesson implementation, the results showed a mid degree of practices with a mean of 2.975. This is because, perhaps, the teachers did not use the proper teaching strategies to teach the material, or they did not accommodate learners' styles and learning strategies, or they did not emphasize learning how to learn, or due to their incompetence in such areas. For example, while observing teachers in their classroom, the teachers seldom used the discussion strategy. The researcher noticed that the teachers still used the direct instructional strategies such as question-answer strategy, presentation, exercises, and direct reading activities.

To sum up, the results of this question showed that the EFL teachers' actual pedagogical competence is moderate. Locally, the results agreed with those found by Hijazi (2010) when she found that Jordanian teachers of English pay attention to their pedagogical competence because they know that they are evaluated depending on these

competences. Teachers' pedagogical competences evaluated by the supervisors who use the English language classroom observation report that consists of these categories: planning, classroom management, implementation of teaching and writing and assessment.

Internationally, the results of this question agree with the results of another recent study by Aydogue (2007) who found that the EFL teachers perceived themselves competent enough in some teaching competences whereas they also stated that some action has to be taken into account in order to improve the quality of the current foreign language teaching practices. In his study Chacon (2005) found that EFL middle school teachers in Venezuela perceived themselves more capable in designing instructional strategies, providing explanation, assessing students and managing their behaviors.

Results of the third question

The third question asks if there is a relationship between the teachers' attitudes toward teaching English as a foreign language and their classroom practices. In order to answer this question, the researchers firstly calculated the correlation coefficients between the dimensions of the attitudinal questionnaire and the teachers' actual pedagogical competence. Table 4 presents the results.

Table 4: Correlation coefficients between the dimensions of the teachers' attitudinal questionnaire and the domains of their pedagogical competence

Correlation	Statistical measure	Professional Ethics	Planning	Lesson Implementation	Classroom Environment and management skills	Assessment and evaluation	Reflection and self-evaluation	Pedagogical Competence
Teachers' attitudes toward their profession	Pearson Correlation	-0.24	-0.33	0.04	0.04	-0.16	-0.27	-0.16
	Sig. (2-tailed)	0.316	0.155	0.856	0.882	0.490	0.252	0.498
Teaching methods and procedures	Pearson Correlation	0.04	0.10	-0.09	-0.33	-0.11	-0.12	-0.08
	Sig. (2-tailed)	0.860	0.673	0.693	0.160	0.660	0.622	0.750
Students	Pearson Correlation	-0.29	-0.27	-0.20	-0.34	-0.22	-0.27	-0.29
	Sig. (2-tailed)	0.214	0.256	0.405	0.149	0.348	0.246	0.210
Content and material	Pearson Correlation	-0.31	**-0.58**	-0.38	-0.12	-0.10	-0.33	-0.38
	Sig. (2-tailed)	0.188	0.007	0.098	0.604	0.661	0.150	0.095
Facilities for teaching English	Pearson Correlation	0.15	-0.15	-0.03	0.09	0.00	-0.15	-0.02
	Sig. (2-tailed)	0.530	0.515	0.901	0.706	0.998	0.537	0.927
supervisors	Pearson Correlation	0.22	-0.11	0.17	0.16	0.08	-0.09	0.09
	Sig. (2-tailed)	0.341	0.632	0.473	0.493	0.740	0.720	0.692
Teaching capabilities	Pearson Correlation	-0.04	-0.18	-0.06	-0.24	0.07	0.10	-0.08
	Sig. (2-tailed)	0.862	0.460	0.789	0.299	0.783	0.688	0.746
total	Pearson Correlation	-0.17	-0.40	-0.16	-0.18	-0.13	-0.29	-0.26
	Sig. (2-tailed)	0.473	0.078	0.491	0.447	0.592	0.221	0.277

It is clear from Table 4 that there is no statistically significant correlation coefficient between the teachers' attitudes and their classroom practices. This correlation is classified as very low (-0.26) according to Hinkle and Jurs (1988). It also shows that there is a negative correlation between the domain of teachers' attitudes toward the content, material and the planning domains. This correlation is classified mid according to Hinkle and Jurs standards.

The researchers think that this negative correlation could be due to these considerations: The teachers are overloaded and there are many duties over their shoulders. In other words, most of the components of the pedagogical competence are obligatory such as the following: teachers must prepare daily and annually planning, they must explain how they are going to implement the lesson, how they are going to assess and evaluate the outcomes and students' achievement. They also must state the challenges they faced and present some suggestions for improvement. Other reasons could be related to the low salary, the lack of facilities for teaching English such as English labs and multimedia equipment.

In fact the results of this part of the question agreed with the results arrived at by Halawah (2008) who found that the factors identified in her study had strong effects on teachers' attitudes toward teaching practices. These factors were salaries and promotion, relationship between teachers and society and parents, enjoyment in teaching, teaching load, curricula, and students. To sum up, the researchers found that the correlation coefficients between the teachers' attitudes toward teaching English and the teachers' actual pedagogical competences was negative. The lack of congruence between teachers' attitudes, and classroom practices refer to the gap between theory and practice.

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Appendix A

The Attitudinal Questionnaire

Dear teachers,

The researchers are interested in exploring Jordanian EFL teachers' attitudes towards teaching English as a foreign language, and pointing out the factors that influence the EFL teachers' attitudes that affect their classroom practices. Please kindly spare a few minutes of your time to fill out this questionnaire. Your responses to this questionnaire will be treated with utmost confidence and will be used for academic research purposes..

Please read each item carefully and tick (/) the box that best applies to you. Your cooperation to conduct this study is voluntary, you do not have to write your name.

Thank you for your cooperation**.**

No		item	Strongly agree	Agree	Neutral	Dis-agree	Strongly Disagree
		Teachers' attitudes towards their profession as English teachers					
1		I like teaching the English language.					
2		Teaching English is necessary to learn more about different cultures.					
3	3	I wish I was not be an English teacher.					
4	18	Teaching English is necessary to teach the students to communicate with other people.					
5	6	I wish I will be a teacher of another subject than English					
6	7	I encourage my students to be a teacher of English.					
		Teachers' attitudes towards their supervisors					
7		The relationship between EFL teachers and supervisors is sometimes not good.					
8		The supervisor plays a role of facilitator.					
9	9	The supervisors always focus on the teachers' errors without paying attention to their performance.					
		Teachers' attitudes toward the content and materials					
10		Teaching English is difficult because of its pronunciation.					
11		Teaching English is hard, because the syllabus is vague and dull.					
12		The content of the English course is interesting and full of variety.					
13		Material and content of activities are appropriate and stimulating.					
14		Teaching explicit grammar should be emphasized .					
		Teachers' attitudes toward the facilities for teaching English					
15	15	A small size class is better for teaching EFL than a large size one.					
16	16	There is a lack of instructional media and facilities appropriate for teaching English.					
17		The time allocated for English lesson is enough to enable the students to develop their proficiency.					
18	19	There is a lack of preparing an appropriate classroom environment for effective EFL learning.					
19	20	English labs are not available.					
20	21	Four periods or five a week are enough to teach English.					

No		item	Strongly agree	Agree	Neutral	Dis-agree	Strongly Disagree
21	24	It is important to use multimedia equipment (e.g. audio and video tapes, CD-ROMs) in teaching children English.					
22	25	My English teaching capabilities are as good as those of native English teachers.					
		Teachers' attitudes toward their students who study the English language.					
23		I don't like teaching English, because our students find English a strange language.					
24	28	Teaching English is a burden to EFL teachers because many students can't comprehend this language.					
25	29	Many students are not interested in learning the English language. They are either absent or tend to have snooze during English periods.					
26	30	I think that our students sometimes feel that the English materials they learn are useless outside school.					
27	31	Because the students sometimes feel that English lessons are not beneficial, they don't achieve any progress in English.					
28	32	There are negative attitudes toward native speakers of English by some students.					
29	33	The learners could feel the importance of English language in their life, so they try to use this language in practical situations.					
30	35	If parents care about their children's English performance, these children will perform better.					
31	36	Teaching English is difficult because every student has his own learning styles in the classroom.					
		Teachers' attitudes toward the teaching methods and procedures					
32	37	There is a variation in EFL learning and teaching methods so there is a difficulty in selecting from these methods.					
33		Overloading the EFL teachers with duties and responsibilities hinder their ability to develop their profession and vary their teaching methods.					
34		Subscription by EFL teachers to traditional teaching methods based on direct presentational strategies.					
		Teachers' attitudes toward their teaching capabilities					
35		EFL teachers renew their English language teaching methods to cope with global and local developments in this field.					
36		Teachers are blamed for the low achievements of their students in English.					
37		EFL teachers feel that there is a gap between what the teachers receive as knowledge and skills during university and					

No	item	Strongly agree	Agree	Neutral	Dis-agree	Strongly Disagree
	the reality of teaching at schools.					
38	There is a lack of knowledge of some EFL teachers about the importance of reinforcing students' self-learning.					

Appendix B
The Correlation Coefficient of the Questionnaire and its Dimensions Concerning Teachers' Attitudes toward Teaching English

Teaching capabilities	Item ID	Item Status	Item according to their Domains Content	Correlation with:	
				Domain	Scale
Teachers' attitudes toward their profession	1		*I like teaching the English language*	0.48	0.40
	2		*Teaching English is Necessary to learn more about different cultures*	0.56	0.37
	3	Neg.	*I wish I was not be an English teacher*	0.66	0.50
	6	Neg.	*I wish I will be a teacher of another subject than English*	0.73	0.44
	7		*I encourage my students to be a teacher of English*	0.69	0.49
	17		*Teaching English is necessary to teach the students to communicate with other people*	0.48	0.34
Teaching methods and procedures	10	Neg.	*There is a variation in EFL learning and teaching methods so there is a difficulty in selecting from these methods*	0.81	0.49
	24	Neg.	*Overloading the EFL teachers with duties and responsibilities hinder their ability to develop their profession and vary their teaching method*	0.71	0.48
	29	Neg.	*Subscription by EFL teachers to traditional teaching methods based on direct presentational strategies*	0.52	0.34
Students	4	Neg.	*I don't like teaching English, because our students find English a strange language*	0.40	0.38
	8	Neg.	*Teaching English is a burden to EFL teachers because many students can't comprehend this language*	0.61	0.43
	9	Neg.	*Many students are not interested in learning the English language. They are either absent or tend to have snooze during English periods*	0.64	0.48
	12	Neg.	*I think that our students sometimes feel that the English materials they learn are useless outside school*	0.34	0.31
	13	Neg.	*sometimes feel that English lessons are not beneficial, they don't achieve any progress in English*	0.74	0.65
	27	Neg.	*There are negative attitudes toward native speakers of English by some students*	0.42	0.39
	31		*The learners could feel the importance of English language in their life, so they try to use this language in practical situations*	0.54	0.50
	35		*If parents care about their children's English performance, these children will perform better*	0.38	0.35
	36	Neg.	*Teaching English is difficult because every student has his own learning styles in the classroom*	0.61	0.37
Content and material	5	Neg.	*Teaching English is difficult because of its pronunciation*	0.48	0.43
	11	Neg.	*Teaching English is hard, because the syllabus is vague and dull*	0.91	0.71
	15		*The content of the English course is interesting and full of variety*	0.78	0.56
	16		*Material and content of a activities are appropriate and stimulating*	0.80	0.49
	30		*Teaching explicit grammar should be emphasized*	0.49	0.34
Facilities	14		*A small size class is better for teaching EFL than a large size one*	0.48	0.31

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es for teaching English	21	Neg.	*There is a lack of instructional media and facilities appropriate for teaching English*	0.72	0.71
	22		*The time allocated for English lesson is enough to enable the students to develop their proficiency*	0.39	0.34
	28	Neg.	*There is a lack of preparing an appropriate classroom environment for effective EFL learning*	0.36	0.36
	32	Neg.	*English labs are not available*	0.46	0.39
	33		*Four periods or five a week are enough to teach English*	0.62	0.46
	37		*It is important to use multimedia equipment (e.g. audio and video tapes, CD-ROMs) in teaching children English*	0.56	0.52
	38		*My English teaching capabilities are as good as those of native English teachers*	0.56	0.31
supervisors	18	Neg.	*The relationship between EFL teachers and supervisors is sometimes not good*	0.73	0.58
	19		*The supervisor plays a role of facilitator*	0.54	0.42
	20	Neg.	*The supervisors always focus on the teachers' errors without paying attention to their performance*	0.75	0.60
Teaching capabilities	23		*EFL teachers renew their English Language teaching methods to cope with global and local developments in this field*	0.71	0.30
	25	Neg.	*Teachers are blamed for the low achievements of their students in English*	0.52	0.36
	26	Neg.	*EFL teachers feel that there is a gap between what the teachers receive as knowledge and skills during university and the reality of teaching at schools*	0.52	0.30
	34	Neg.	*There is a lack of knowledge of some EFL teachers about the importance of reinforcing students' self-learning*	0.74	0.40

Pearson Correlation	Teachers' attitudes toward their profession	Teaching methods and procedures	Students	Content and material	Facilities for teaching English	Teaching capabilities	supervisors
Teaching methods and procedures	0.44						
Students	0.64	0.70					
Content and material	0.54	0.80	0.78				
Facilities for teaching English	0.70	0.81	0.71	0.51			
Teaching capabilities	0.65	0.75	0.37	0.45	0.44		
supervisors	0.69	0.63	0.44	0.72	0.63	0.53	
Teachers' attitudes toward their profession	0.51	0.62	0.74	0.77	0.82	0.64	0.55

Teaching capabilities Scale and its Domains	Cronbach's Alpha	Stability Index	N of Items
Teachers' attitudes toward their profession	0.83	0.88	6
Teaching methods and procedures	0.76	0.71	3
Students	0.85	0.78	9
Content and material	0.81	0.96	5
Facilities for teaching English	0.91	0.77	8
Teaching capabilities	0.73	0.89	3
supervisors	0.78	0.91	4
Whole	**0.89**	**0.85**	**38**

Appendix C
The Observation checklist

Pedagogical Competences Observation Checklist

Observation checklist respondent number (   )
Name: ....
School: ....

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
1- Professional Ethics: The teacher						
1-	treats students with respects, fairness and justice.					
2-	communicates with students positively.					
3-	.uses information resources with morality					
4-	directs students to use information resources morally.					
5-	.follows the professional dress code					
6-	shows wisdom and patience while presenting the .instruction					
7-	shows commitment to professional duties and .perform them honestly					
2 – Planning: The teacher						
8-	designs coherent instructional plans in the light of the intended learning outcomes and curriculum standards of English.					
9-	demonstrates knowledge of instructional strategies and chooses those that match the needs .and learning styles of students					
10 -	plans clearly by stating precise measurable, .observable and relevant outcomes					
11-	prepares materials, resources and aids in advance					

Pedagogical Competences Observation Checklist

Observation checklist respondent number (   )
Name: ....
School: ....

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
1- Professional Ethics: The teacher						
1-	treats students with respects, fairness and justice.					
2-	communicates with students positively.					
3-	.uses information resources with morality					
4-	directs students to use information resources morally.					
5-	.follows the professional dress code					
6-	shows wisdom and patience while presenting the .instruction					
7-	shows commitment to professional duties and .perform them honestly					
2 – Planning: The teacher						
8-	designs coherent instructional plans in the light of the intended learning outcomes and curriculum standards of English.					
9-	demonstrates knowledge of instructional strategies and chooses those that match the needs .and learning styles of students					
10 -	plans clearly by stating precise measurable, .observable and relevant outcomes					
11-	prepares materials, resources and aids in advance					

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
	.and check them on time					
12-	plans taking into consideration individual .differences among students					
13 -	plans taking into consideration the vertical integration.					
14-	plans taking into consideration horizontal integration.					
15 -	plans taking into consideration the previous .learning of the students					
16-	reflects on the plans regularly.					
17-	takes into consideration the number of the classes.					
18-	takes into consideration the time duration of each specific outcome.					
19-	fills a follow-up table regularly.					
3- Lesson Implementation: The teacher						
20-	connects the previous learning with the new .topic					
21-	.checks and reviews previous work					
22-	focuses on classroom outcomes through explanations.					
23-	uses a wide range of learning strategies to .facilitate teaching					
24-	contextualizes learning.					
25-	uses appropriate activities to facilitate students' .learning					
26-	"emphasizes" learning how to learn					
27-	presents and explains topics in an easy, .understandable and interesting way					
28-	.motivates students orally					
29-	. gives instruction in English					
30-	guides students towards independent learning.					

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
31-	accommodates learners' learning styles /learning strategies.					
32-	varies techniques according to students' level and the teaching /learning situations					
33-	makes use of the end of the lesson in good effect.					
4-Classroom Environment and management skills: The teacher						
34-	encourages and support students to learn by providing positive expectations of success.					
35-	establishes purposeful, task-oriented and relaxed classroom climate by using meaningful language.					
36-	fosters students' confidence and self-esteem.					
37-	monitors, controls and directs students' behaviors carefully and positively.					
38-	cares about the appearance and the layout of the class.					
39-	behaves in an appropriate and acceptable manner to prevent misbehaviors.					
40-	deals with students with self-confidence					
5-Assessment and evaluation: The teacher						
41-	marks students' assignments thoroughly and return them regularly.					
42-	uses assessment as a tool to identify the areas of difficulties of instruction.					
43-	reinforces correct responses immediately.					
44-	gives enough wait time after the question to give the students a chance to think about it.					
45-	varies and use different types of questions.					
46-	distributes questions randomly.					
6-Reflection and self evaluation: The teacher						
47-	asks for help from the others e.g. the supervisors, peer teachers and the EFL professors.					
48-	keeps records of students' progress					

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
	.and check them on time					
12-	plans taking into consideration individual differences among students.					
13 -	plans taking into consideration the vertical integration.					
14-	plans taking into consideration horizontal integration.					
15 -	plans taking into consideration the previous learning of the students.					
16-	reflects on the plans regularly.					
17-	takes into consideration the number of the classes.					
18-	takes into consideration the time duration of each specific outcome.					
19-	fills a follow-up table regularly.					
3- Lesson Implementation: The teacher						
20-	connects the previous learning with the new topic.					
21-	.checks and reviews previous work					
22-	focuses on classroom outcomes through explanations.					
23-	uses a wide range of learning strategies to facilitate teaching.					
24-	contextualizes learning.					
25-	uses appropriate activities to facilitate students' learning.					
26-	"emphasizes" learning how to learn					
27-	presents and explains topics in an easy, understandable and interesting way.					
28-	.motivates students orally					
29-	. gives instruction in English					
30-	guides students towards independent learning.					

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No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
49-	encourages self-assessment use.					
50-	encourages peer assessment use.					
51-	.corrects mistakes when found in the textbooks					
52-	.lists the challenges I face					

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
49-	encourages self-assessment use.					
50-	encourages peer assessment use.					
51-	.corrects mistakes when found in the textbooks					
52-	.lists the challenges I face					

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
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		Very Low	Low	Not Sure	High	Very High
49-	encourages self-assessment use.					
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51-	.corrects mistakes when found in the textbooks					
52-	.lists the challenges I face					

No.	Pedagogical Competence	Level of Pedagogical Competence				
		Very Low	Low	Not Sure	High	Very High
31-	accommodates learners' learning styles /learning strategies.					
32-	varies techniques according to students' level and the teaching /learning situations					
33-	makes use of the end of the lesson in good effect.					
4-Classroom Environment and management skills: The teacher						
34-	encourages and support students to learn by providing positive expectations of success.					
35-	establishes purposeful, task-oriented and relaxed classroom climate by using meaningful language.					
36-	fosters students' confidence and self-esteem.					
37-	monitors, controls and directs students' behaviors carefully and positively.					
38-	cares about the appearance and the layout of the class.					
39-	behaves in an appropriate and acceptable manner to prevent misbehaviors.					
40-	deals with students with self-confidence					
5-Assessment and evaluation: The teacher						
41-	marks students' assignments thoroughly and return them regularly.					
42-	uses assessment as a tool to identify the areas of difficulties of instruction.					
43-	reinforces correct responses immediately.					
44-	gives enough wait time after the question to give the students a chance to think about it.					
45-	varies and use different types of questions.					
46-	distributes questions randomly.					
6-Reflection and self evaluation: The teacher						
47-	asks for help from the others e.g. the supervisors, peer teachers and the EFL professors.					
48-	keeps records of students' progress					

Appendix D
Percentages, Means and Standard Deviations of the Items of the Observation Checklist Concerning the Pedagogical Competence

Dimension	Rank	Item ID	Item Content	Percentages in Categories:					Mean	Std. Dev.
				V.L.	L.	N.S.	H.	V.H.		
Professional Ethics	1	7	shows commitment to professional duties and perform them honestly	20.0	20.0	0.0	35.0	25.0	3.25	1.55
	2	4	directs students to use information resources morally	20.0	20.0	10.0	30.0	20.0	3.10	1.48
	3	2	communicates with students positively	5.0	45.0	0.0	45.0	5.0	3.00	1.17
	4	6	shows wisdom and patience while presenting the instruction	15.0	35.0	0.0	35.0	15.0	3.00	1.41
	5	1	treats students with respects, fairness and justice	5.0	45.0	0.0	50.0	0.0	2.95	1.10
	6	3	uses information resources with morality	10.0	35.0	10.0	40.0	5.0	2.95	1.19
	7	5	follows the professional dress code	20.0	35.0	0.0	30.0	15.0	2.85	1.46
Planning	1	10	plans clearly by stating precise measurable, observable and relevant outcomes	25.0	25.0	0.0	50.0	0.0	2.75	1.33
	2	8	designs coherent instructional plans in the light of the intended learning outcomes and curriculum standards of English	15.0	45.0	0.0	40.0	0.0	2.65	1.18
	3	11	prepares materials, resources and aids in advance and check them on time	30.0	40.0	0.0	30.0	0.0	2.30	1.22
	4	9	Demonstrates knowledge of instructional strategies and chooses those that match the needs and learning styles of students	40.0	25.0	5.0	30.0	0.0	2.25	1.29
	5	18	takes into consideration the time duration of each specific outcome	20.0	55.0	10.0	15.0	0.0	2.20	0.95
	6	12	plans taking into consideration individual differences among students	40.0	30.0	10.0	20.0	0.0	2.10	1.17
	7	17	takes into consideration the number of the classes	30.0	45.0	10.0	15.0	0.0	2.10	1.02
	8	16	reflects on the plans regularly	25.0	60.0	0.0	15.0	0.0	2.05	0.94
	9	15	plans taking into consideration the previous learning of the students	45.0	30.0	5.0	20.0	0.0	2.00	1.17
	10	19	fills a follow-up table regularly	30.0	60.0	5.0	5.0	0.0	1.85	0.75
	11	13	plans taking into consideration the vertical integration	55.0	40.0	0.0	5.0	0.0	1.55	0.76
	12	14	plans taking into consideration horizontal integration	55.0	40.0	0.0	5.0	0.0	1.55	0.76
Lesson Implementation	1	22	focuses on classroom outcomes through explanations	0.0	20.0	5.0	60.0	15.0	3.70	0.98
	2	21	checks and reviews previous work	5.0	25.0	5.0	50.0	15.0	3.45	1.19
	3	25	uses appropriate activities to facilitate students' learning	5.0	35.0	5.0	35.0	20.0	3.30	1.30
	4	20	connects the previous learning with the new topic	5.0	25.0	5.0	65.0	0.0	3.30	1.03
	5	23	uses a wide range of learning strategies to facilitate teaching	10.0	20.0	15.0	45.0	10.0	3.25	1.21
	6	27	presents and explains topics in an easy, understandable and interesting way	15.0	25.0	5.0	40.0	15.0	3.15	1.39
	7	24	contextualizes learning	15.0	30.0	10.0	35.0	10.0	2.95	1.32
	8	32	varies techniques according to students' level and the teaching/learning situations	10.0	35.0	15.0	35.0	5.0	2.90	1.17
	9	28	motivates students orally	20.0	25.0	10.0	40.0	5.0	2.85	1.31
	10	31	accommodates learners' learning styles/learning strategies	10.0	40.0	10.0	40.0	0.0	2.80	1.11
	11	33	makes use of the end of the lesson in good effect	10.0	45.0	15.0	25.0	5.0	2.70	1.13
	12	29	gives instruction in English	25.0	45.0	0.0	20.0	10.0	2.45	1.36
	13	26	emphasizes "learning how to learn"	35.0	25.0	5.0	30.0	5.0	2.45	1.39
	14	30	guides students towards independent learning	25.0	45.0	0.0	25.0	5.0	2.40	1.27
Classroom Environment and management skills	1	39	behaves in an appropriate and acceptable manner to prevent misbehaviors	5.0	5.0	15.0	60.0	15.0	3.75	0.97
	2	37	monitors, controls and directs student's behaviors carefully and positively	10.0	20.0	5.0	40.0	25.0	3.50	1.36
	3	38	cares about the appearance and the layout of class	10.0	10.0	10.0	60.0	10.0	3.50	1.15
	4	40	deals with students with self-confidence	0.0	30.0	5.0	55.0	10.0	3.45	1.05
	5	34	encourages and support students to learn by providing positive expectations of success	0.0	25.0	15.0	60.0	0.0	3.35	0.88
	6	36	I foster students' confidence and self-esteem	5.0	35.0	0.0	45.0	15.0	3.30	1.26
	7	35	establishes purposeful, task-oriented and relaxed classroom climate by using meaningful language	15.0	35.0	0.0	40.0	10.0	2.95	1.36
Assessment and evaluation	1	43	reinforces correct responses immediately	5.0	30.0	0.0	55.0	10.0	3.35	1.18
	2	44	gives enough wait time after the question to give the students a chance to think about it	5.0	35.0	5.0	40.0	15.0	3.25	1.25
	3	45	varies and use different types of questions	10.0	45.0	0.0	20.0	25.0	3.05	1.47
	4	41	marks students' assignments thoroughly and return them regularly	5.0	45.0	5.0	45.0	0.0	2.90	1.07
	5	46	distributes questions randomly	20.0	30.0	5.0	30.0	15.0	2.90	1.45
	6	42	uses assessment as a tool to identify the areas of difficulties of instruction	35.0	20.0	0.0	40.0	5.0	2.60	1.47
Reflection and self-evaluation	1	48	keeps records of students' progress	35.0	25.0	0.0	40.0	0.0	2.45	1.36
	2	52	lists the challenges I face	45.0	25.0	5.0	25.0	0.0	2.10	1.25
	3	51	corrects mistakes when found in the textbooks	50.0	20.0	5.0	25.0	0.0	2.05	1.28
	4	47	asks for help from the others e.g. the supervisors, peer teachers and the EFL professors	40.0	40.0	0.0	20.0	0.0	2.00	1.12
	5	49	encourages self-assessment use	35.0	55.0	0.0	10.0	0.0	1.85	0.88
	6	50	encourages peer assessment use	45.0	40.0	0.0	15.0	0.0	1.85	1.04

Appendix E
Percentages of Teachers' Attitudes toward Teaching English , Means and Standard Deviations of the Items

Dimension	Rank	Item ID	Item Status	Item Content	Percentages in Categories:					Mean	Std. Dev.
					S.D.	D.	Neutral	A.	S.A.		
Teachers attitudes toward their profession	1	1		I like teaching the English language	0.0	0.0	5.0	45.0	50.0	4.450	0.60
	2	2		Teaching English is Necessary to learn more about different cultures	0.0	0.0	5.0	55.0	40.0	4.350	0.59
	3	6	Neg.	I wish I will be a teacher of another subject than English	0.0	5.0	15.0	60.0	20.0	3.950	0.76
	4	17		Teaching English is necessary to teach the students to communicate with other people	0.0	10.0	10.0	60.0	20.0	3.900	0.85
	5	3	Neg.	I wish I was not an English teacher	0.0	10.0	25.0	50.0	15.0	3.700	0.86
	6	7		I encourage my students to be a teacher of English	5.0	30.0	40.0	20.0	5.0	2.900	0.97
Teaching methods and procedures	1	10	Neg.	There is a variation in EFL learning and teaching methods so there is a difficulty in selecting from these methods	0.0	60.0	15.0	25.0	0.0	2.650	0.88
	2	29	Neg.	Subscription by EFL teachers to traditional teaching methods based on direct presentational strategies	10.0	80.0	10.0	0.0	0.0	2.000	0.46
Students	1	35		If parents care about their children's English performance, these children will perform better	0.0	5.0	0.0	40.0	55.0	4.450	0.76
	2	31		The learners could feel the importance of English language in their life, so they try to use this language in practical situations	0.0	0.0	10.0	50.0	40.0	4.300	0.66
	3	4	Neg.	I don't like teaching English, because our student find English a strange language	15.0	10.0	20.0	50.0	5.0	3.200	1.20
	4	36	Neg.	Teaching English is difficult because every student has his own learning styles in the classroom	5.0	35.0	10.0	50.0	0.0	3.050	1.05
	5	27	Neg.	There are negative attitudes toward native speakers of English by some students	5.0	45.0	25.0	25.0	0.0	2.700	0.92
	6	8	Neg.	Teaching English is a burden to EFL teachers because many students can't comprehend this language	5.0	50.0	20.0	25.0	0.0	2.650	0.93
	7	9	Neg.	Many students are not interested in learning the English language. They are either absent or tend to have snooze during English periods	5.0	65.0	10.0	20.0	0.0	2.450	0.89
	8	12	Neg.	I think that our students sometimes feel that the English materials they learn are useless outside school	20.0	45.0	10.0	25.0	0.0	2.400	1.10
	9	13	Neg.	sometimes feel that English lessons are not beneficial, they don't achieve any progress in English	15.0	55.0	5.0	25.0	0.0	2.400	1.05
Content and material	1	30		Teaching explicit grammar should be emphasized	0.0	15.0	5.0	70.0	10.0	3.750	0.85
	2	15		The content of the English course is interesting and full of variety	5.0	10.0	25.0	40.0	20.0	3.600	1.10
	3	16		Material and content of a activities are appropriate and stimulating	0.0	20.0	20.0	55.0	5.0	3.450	0.89
	4	11	Neg.	Teaching English is hard, because the syllabus is vague and dull	0.0	20.0	15.0	65.0	0.0	3.450	0.83
	5	5	Neg.	Teaching English is difficult because of its pronunciation	0.0	40.0	10.0	40.0	10.0	3.200	1.11
Facilities for teaching English	1	37		It is important to use multimedia equipment (e.g. audio and video tapes, CD-ROMs) in teaching children English	0.0	0.0	0.0	45.0	55.0	4.550	0.51
	2	14		A small size class is better for teaching EFL than a large size one	0.0	25.0	0.0	35.0	40.0	3.900	1.21
	3	38		My English teaching capabilities are as good as those of native English teachers	0.0	15.0	45.0	30.0	10.0	3.350	0.88
	4	33		Four periods or five a week are enough to teach English	10.0	25.0	10.0	45.0	10.0	3.200	1.24
	5	22		The time allocated for English lesson is enough to enable the students to develop their proficiency	15.0	40.0	15.0	30.0	0.0	2.600	1.10
	6	28	Neg.	There is a lack of preparing an appropriate classroom environment for effective EFL learning	10.0	80.0	5.0	5.0	0.0	2.050	0.60
	7	32	Neg.	English labs are not available	50.0	30.0	10.0	10.0	0.0	1.800	1.01
	8	21	Neg.	There is a lack of instructional media and facilities appropriate for teaching English	25.0	75.0	0.0	0.0	0.0	1.750	0.44
supervisors	1	19		The supervisor plays a role of facilitator	0.0	30.0	20.0	45.0	5.0	3.250	0.97
	2	18	Neg.	The relationship between EFL teachers and supervisors is sometimes not good	10.0	35.0	25.0	30.0	0.0	2.750	1.02
	3	20	Neg.	The supervisors always focus on the teachers' errors without paying attention to their performance	30.0	35.0	10.0	25.0	0.0	2.300	1.17
Teaching capabilities	1	23		EFL teachers renew their English Language teaching methods to cope with global and local developments in this field	0.0	25.0	30.0	45.0	0.0	3.200	0.83
	2	25	Neg.	Teachers are blamed for the low achievements of their students in English	15.0	55.0	10.0	20.0	0.0	2.350	0.99
	3	24	Neg.	Overloading the EFL teachers with duties and responsibilities hinder their ability to develop their profession	20.0	55.0	15.0	10.0	0.0	2.150	0.88
	4	34	Neg.	There is a lack of knowledge of some EFL teachers about the importance of reinforcing students' self-learning	15.0	70.0	10.0	5.0	0.0	2.050	0.69
	5	26	Neg.	EFL teachers feel that there is a gap between what the teachers receive as knowledge and skills during university and the reality of teaching at schools	45.0	45.0	5.0	5.0	0.0	1.700	0.80

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