

In-Service Training Courses and Their Role in Improving the Teaching Performance of Iraqi English Language Teachers¹

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ABSTRACT

The present research tries to measure the performance of Iraqi EFL teachers' in-service teacher training courses from the viewpoint of trainees (teachers). Sixty-six English teachers working in primary and secondary schools in the General Directorate of Education in Baghdad- Al-Karkh /2 who had attended the training courses during the academic year 2021-2022 were the research subject. Data were collected through a questionnaire that consisted of ten items. The responses were analyzed by using the proper statistics. The research findings indicate that although the trainees' attitudes are positive towards the courses they attended in general, the teachers still need courses to improve their basic English knowledge for teaching. The teaching performance of teachers is the most critical aspect of teaching the English language. Finally, the researcher presents some recommendations and suggestions to develop teaching performance skills for teachers in Iraq.

Keywords: *in-service training; training courses; trainees.*

SECTION ONE: AN INTRODUCTION

The problem and its importance

Teaching is the act, practice, or profession of a teacher therefore, Teachers face challenges, one of which is: how to learn and develop the latest or recently adopted pedagogical theories and practices that support the teaching/learning process. It is a well-known fact that the success of the educational process begins with improving the efficiency of teachers, but this depends to a large extent on the quality of teacher training. "The process of preparing the teacher is one of the topics that persist and still preoccupy the specialists in educational affairs in the countries of the world, because the teacher is the main factor in the success of the educational process" (Aljirish:2022:536). To develop the ability of teachers to motivate their students, they must be highly knowledgeable and up-to-date in their field of specialization and be able to enhance student participation. Therefore, teacher training is of vital importance for teachers and governments to impart the latest innovations in teaching methods/strategies and new curricula (Chan, 2001: 1-8). English teachers in particular should continuously gain more and more of the new developments in the language teaching practice, and they should be evaluated and objectively assessed. So, training is an important phase for them to develop their skills, acquire knowledge and widen their experience. Thus, it is necessary to consider in-service training pivotal for EFL teachers. Applying the new English textbooks (English for Iraq) imposes the need to produce trained teachers who could cope with the new communicative orientation in teaching English. As Strevens (1981:528) reports, one significant requirement for EFL education is that "English language teachers must be trained to meet the changes in the curriculum". However, the changes in the Iraqi EFL school curriculum and the worldwide rapid developments in language teaching theories and practices demand well-qualified and trained EFL teachers. Accordingly, evaluating the current in-service teachers' training courses becomes a pressing and urgent necessity. Therefore, the present research attempts to develop English language teaching skills in the FEL in-service teacher training courses for primary school teachers. So, the main question of the research is: "What is the reality of Iraqi EFL secondary school teachers' in-service training courses from the perspective of trainees?"

Value

The present research is aimed to be of significance to the decision-makers at the Ministry of Education / General Directorate of teacher preparation, Training, and Educational Development who may decide, relying on the findings

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of this study, to reconsider the implemented courses of training as a first step toward initiating a new stage of training which is more based on modern techniques of training, modern theories and practices of language teaching/learning, both EFL teachers and student's needs, and long and short term objectives of EFL education in Iraq.

Aim

The current research aims to identify the evaluation of the in-service training course's reality for EFL primary school teachers from the point of view of trainees.

Limits

The present research is limited to;

The evaluation of the in-service EFL teacher training courses who are EFL teachers at the primary schools in the General Directorate of education in Baghdad- Al-karkh/2. The academic year 2021-2022.

Definition of Basic Terms

1. In-service Teacher Training Courses:

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. The teachers are regarded as the hub of educational development (Osamwonyi,2016:83). Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge, and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher (IBID). They are operationally defined as systematic and recurrent courses administered by the General Directorate of teacher preparation, Training, and Educational Development aiming at upgrading primary school EFL teachers' performance in teaching in general.

2. Teaching performance of EFL teachers

Teaching performance of EFL teachers is a teacher's demonstrated impact on students' learning is established through student achievement test scores, observed pedagogical practices, or employer or student surveys (petty,2016:43). (Giannikas,2021:258) stated recently that the teaching performance of EFL teachers is a teacher's demonstrated impact on students' learning as established through achievement scores, observed pedagogical practices, or student surveys. The operationally defined that the Iraqi teachers need to master all aspects of English language skills and then adapt suitable methods or techniques to teach students.

SECOND SECTION: LITERATURE REVIEW

In-Service Training

In-service training means a process by which teachers engage in further education or training to refresh or upgrade their professional knowledge, skills, and practices in the course of their employment. Hence, is a significant stage of the continuum of teacher education as a whole. As the world changes and develops, improving the quality of in-service teacher training is one of the central concerns for the educational process worldwide. According to Zimmerman, Boekarts, Pintrich, and Zeidner (2000:696), a trained teacher is more effective and thus able to plan better strategies to assist students in various aspects. This is because different training programs, particularly the in-service training programs make teachers able to be aware of a specified function, and enhanced vision, and thus become inclusive practitioners Kazmi, Pervez, and Mumtaz (2011:241) argue that in-service training programs make teachers equipped with logical and systematic approaches to apply in classes. Sim (2011:277) suggests the following outcomes of in-service teacher training programs, increase teachers' knowledge, build positive attitudes and beliefs, and Enhance the teaching practices.

In-service training may form an integral part of the school's instructional development program. Through in-service training, subject groups may also link up with supervisors or subject advisors as well as with subject groups at other institutions so as to form subject societies for development (Conco:2005:8). So, any in-service training course should be so constructed as to respond to the immediate needs of the trainees first and also to enable them to handle future changes efficiently.

Finally, it can be concluded that in-service training is a continuing and practical activity for teachers to develop professional knowledge and skills throughout the educational process. It can take different forms in attempting to achieve different objectives in order to bring change in education. In-service training activities can be classified into

three groups: Professional education, which means a widening and deepening of a teacher's theoretical perspectives by means of advanced study, Professional training: the development of knowledge and skills which are of direct applicability to daily work, and Professional support: activities aimed at developing on-the-job experience.

Goals of EFL Teachers' In-service Training

The main role of training is to develop Teachers' skills and refresh the information. In addition to that, presentation and exchange of ideas, experiences, culture, and problems that face the teaching process as a whole and find solutions for it. When organizing training courses or programmes which aim at improving EFL teachers' proficiency, a number of fundamental issues have to be taken into account which are connected with the objectives of the training, the selection, and scope of areas to be addressed, the choice of appropriate methods, techniques, and resources, as well as decisions concerning organization.

In the definitions provided in the literature about teacher training, focus is placed on the aspects of change and growth in knowledge, beliefs and attitudes, and practices of teachers. Guskey (2000:16) maintains that professional development is an intentional process, an ongoing process and a systematic process. It should be seen as a process that is intentional and purposeful; it consists of planned or outlined events which have a well-structured outline with clearly defined goals. Teacher training and professional development should never be conceived as what Guskey (2000:17) described as "a set of random, unrelated activities having no clear direction or intent." Richards and Farrell (2005: 04), provides a further description of what is meant by professional development. They (2005:04) say that it refers to "general growth not focused on a specific job. It serves a long-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up"." They (ibid.) state that the following goals are examples of a PD perspective:

- Understanding how the process of second language development occurs
- Understanding how our roles change according to the kind of learners we are teaching
- Understanding the kinds of decision making that occur during lessons - Reviewing our own theories and principles of language teaching
- Developing an understanding of different styles of teaching - Determining learners' perceptions of classroom activities.

In-Service Teacher Training in Iraq

The task of in-service teacher training is within the responsibility of the Ministry of Education through the General Directorate of teacher preparation, Training, and Educational Development / Department of Training and Educational Development, and the Preparation and Training Departments in General Directorates of Education in the Governorates (20 Departments: 6 in Baghdad & 14 in the Governorates). These departments organize training courses for teachers of primary and secondary schools, teachers' trainers, qualification courses for new educational specialists and supervisors, training sessions for schools' administrations, and developing and activating sessions. The main focus of the in-service teacher training is on content knowledge and developing teachers' skills in teaching performance; the implicit goal of this training is to keep teachers updated with the curriculum content and with new trends of teaching. The following is a summary of the number of training sessions and trainees (English teachers) for the Department of Training and the Preparation in the General Directorate of Education in Baghdad- Al-Karkh /2 during the academic year 2021/2022. See (Table 1) below.

NO.	Stage	Number of Training Courses	Number of Trainees
1.	Primary	11	290
2.	Secondary	3	157
	Total	14	447

Merits of effective teacher performance

Recent research reveals that the greater impact on school effectiveness, in general, is due to classroom-level factors, rather than school-wide factors. For these reasons, attempting to determine what makes an effective teacher has become an important feature within the recognized research community. Muijs and Reynolds (2005), for example, conclude that effective teachers:

- have a positive attitude;
- develop a pleasant social/psychological climate in the classroom;
- have high expectations of what pupils can achieve;
- communicate lesson clarity;
- practice effective time management;
- employ strong lesson structuring;
- use a variety of teaching methods;
- use and incorporate pupil ideas; and
- use appropriate and varied questioning.

However, they remind us that effective teaching methods are context-specific, and what a teacher needs to be effective can vary depending on factors such as:

- The type of activity in the lesson
- the topic.
- Student backgrounds (e.g. age, ability, gender, socioeconomic status)
- Personal characteristics of the pupils (such as personality and learning style, motivation and self-esteem);
And
- Culture/organization of the department, and school.

In the present research, the researcher tries to determine through questionnaires' if the trainees adopt these merits inside the classroom or not. The permeant role of a training course is to reinforce the performance of the teachers and this is what the researcher trying to measure through a questionnaire.

Previous Studies

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

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

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

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

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

Discussion of previous relevant studies

The studies reviewed in this section are believed to be relevant to the main attempt of the current research due to the fact that the objectives of most of these studies are similar to that of the current research. The current research may differ from other studies in terms of content and limitations, but the importance of such studies for the current study is self-evident. With regard to objective, the current research is in line with previous studies that evaluated the teaching performance of teachers in in-service training courses. In these studies, questionnaire, checklist, formal and informal interviews, experimental and control the Teaching Competencies Inventory Sets and the Teaching Professional Attitudes Scale are used as data collection tools. The current research used the questionnaire as the main tool. Regarding the type and number of samples involved, each of the previous studies included a certain number of topics which the researcher in these studies deems necessary for his research. The samples ranged between (50-60), while the current research included (29) teachers of English as a foreign language for the primary and secondary levels. In terms of the results, there is almost an agreement with the results of previous studies because the training courses improve the performance of teachers

SECTION THREE: PROCEDURES AND METHODOLOGY

Preliminary

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

Procedures

To achieve the aim of the current research, the following procedures are adopted: Select a representative sample of EFL primary and secondary school teachers who enroll in one or more training courses {(see Appendix (A) and (B)}. Constructing a questionnaire for evaluating the training courses to measure the extent of the benefit of courses toward developing teachers' performance from the perspective of trainees. Applying the questionnaire and collecting data. Statistical manipulation of the data collected.

Population and Sample

The population of the research includes EFL primary and secondary school teachers in General Directorates of Education in Baghdad (Al-Karkh- 2)The total number of teachers is (447) teachers who teach in the primary and secondary schools (Table: 1), while the sample consists of (66)EFL primary and secondary school teachers with

Description of the Instrument

Educational researchers maintain that the tool of research is determined according to the nature of the research and its limitations (Borg & Gall, 1983:273). Since the present research aims at evaluating in-service training courses for English secondary school teachers, the questionnaire will be the most appropriate instrument to be used in achieving the aim of the research. It is designed in the light of different local and foreign questionnaires, literature, and previous studies related to the field of in-service teacher training, and the researcher experience. The questionnaire comprises (30) items under three domains (preparation and organization (10) items), (quality of training (10) items), and (affective aspects (10) items). Each item is measured by 5-point scale starts from 5 (excellent) to 1 (weak).

Face Validity

Validity is one of the important aspects to be checked in any data collection instrument. Face validity is one of the several types of validity that is most appropriate for questionnaires. It is secured if the list of items appears to measure what is intended to be measured (Anastasia, 1976:139). In order to ensure the face validity of the questionnaire of the present research, its initial form was exposed to five jurors (Appendix: 2) in the fields of EFL methodology, applied linguistics, and education to give their opinion about the validity of the items, The jury members mostly agree on all the (10) items with some modifications, under the same one category of the questionnaire, thus the face validity was achieved (Appendix-1).

Reliability

Reliability is an important step for assessing the research instrument. Mousavi (1999:323) indicates that "reliability is a quality of test scores which refers to consistency of measures across different times, test forms, raters, and other characteristics of the measurement context." The researcher uses the test-retest reliability (Person Correlation

Coefficient formula). So, the researcher distrusted the questionnaire to (20) EFL secondary school teachers. After two weeks re-administration of the questionnaire has taken place. Frequencies and reliability coefficient have been found between the first responses and the second for all the items of the questionnaire. The reliability correlation coefficient is reached (0.87). This result indicates that the questionnaire is reliable and is suitable for final administration.

Statistical Means

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

SECTION FOUR: RESULTS ANALYSIS AND DISCUSSION

Results Analysis

The present research gathers data with respect to the perception of (66) English primary and secondary school teachers who are working in Baghdad/ General Directorate of Education/Al-karkh-2 regarding the in-service courses they enrolled in. The information gathered through the questionnaire has been treated statistically. The results are analyzed quantitatively through the computation of descriptive statistics such as frequencies and means. Following is the analysis of the questionnaire's items according to their rank-order organization. (Table:2) provides the results of the statistical treatment of the items:

(Table:2): Results of the Questionnaire

NO.	Item	Weighted Means	Weighted percentage
1	Teachers can provide new information about EFL teaching.	4.1	76.7
2	develop trainees' skills to teach the various activities in the textbook	3.9	74.2
3	provide sufficient opportunities for discussion among trainees.	4.5	80.3
4	provide training on suitable evaluation and assessment procedures to develop teachers' skills in assessment	4.9	84.0
5	provide training on how to plan to teach.	3.8	73.0
6	provide new information about EFL teaching. And that will enhance the skills of teachers in teaching	4.9	84.0
7	expose trainees to different teaching strategies/procedures for teaching.to adopt it by teacher	5.1	86.3
8	involve activities that motivate trainees to participate in the training sessions	4.04	76.5
9	take into consideration the individual needs and interests of the trainees	4.2	77.2
10	increase trainees' motivation and enthusiasm to be better teachers.	4.8	83.5

Results

Item number (1) Teachers can provide new information about EFL teaching got weighted means of (4.1) with weighted percentage of (76.7). Item number (2) develop trainees' skills to teach the various activities in the textbook teaching got weighted means of (3.9) with weighted percentage of (74.2). Item number (3) provide sufficient opportunities for discussion among trainees. got weighted means of (4.5) with weighted percentage of (80.3). Item number (4) provide training on suitable evaluation and assessment procedures to develop teachers' skills in assessment. got weighted means of (4.9) with weighted percentage of (84.0). Item number (5) provide training on how to plan to teach. got weighted means of (3.8) with weighted percentage of (73.0). Item (6) provide new information about EFL teaching. And that will enhance the skills of teachers in teaching. got weighted means of (4.9) with weighted percentage of (84.0).

Item (7) expose trainees to different teaching strategies/procedures for teaching.to adopt it by teacher got weighted means of (5.1) with weighted percentage of (86.3).

Item (8) involve activities that motivate trainees to participate in the training sessions got weighted means of (4.04) with weighted percentage of (76.5). Item (9) take into consideration the individual needs and interests of the trainees. got weighted means of (4.2) with weighted percentage of (77.2). Item (10) increase trainees' motivation and enthusiasm to be better teachers. got weighted means of (4.8) with weighted percentage of (83.5).

Discussion

Analysis and interpretation of the results reveal that there are Positive points in the mentioned resident in-service training courses. The positive result showed the availability of appropriate training rooms and the trainees' conviction of the importance of continuous training courses. Moreover, the trainees are convinced that the training methods are going in the right direction because it helps the teacher to know a new technique from the experience of other teachers in addition to trainers' experiences. This on the one hand, and on the other hand, there is a deficiency in dealing with adequate skills to teach various activities in the textbook, this point is an important one because the new English curriculum (English for Iraq) requires qualified teachers in teaching it. In Addition, there is a shortage in providing trainees with the opportunities to participate in the activities for collaborating with peers and reflect because teachers should be allowed to describe their own problems and situations and share their expertise (Bax,1997: 237), and the demonstration of good English teacher's characteristics does not covered enough in the satisfied way.

Conclusion and Suggestions

In addition to his work as a teacher, the researcher himself was a trainer in the department of training and preparation in the General Directorate of Education in Baghdad- Al-Karkh /2. So, he notices the number of benefits for the trainees during service-training courses, especially in the field of teaching performance of teachers. There is a great benefits such as the training course reinforce social relationship between the trainees, encouraging to express the problems that face the trainees inside the classroom and find solutions to them, identifying the weakness and strengthening points for each method followed by each teacher and preview the ideas to improve English teaching skills.

According to the previous explanation, the role of training is essential. Moreover, there should be diversity in the training courses, and the aim of these courses must highlight the problems of the teachers by bringing eligible experienced trainers, such as experienced English specialist supervisors and creative teachers who are familiar with the problems facing teachers in teaching English, and their roles and responsibilities in the class, school, and society, as well as increasing the trainee's confidence. In Addition, there is a need for diversity in the techniques of assessment that contribute to the development of these courses, and there must be a follow-up with teachers after the completion of the training courses.

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

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

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

-Teachers must participate in determining their training needs.

-There is a high necessity that EFL in-service teacher training programs have to take into consideration the need to improve the language command of the trainees in order to meet their needs and to respond to their wishes.

-Similar research are needed for evaluating EFL teachers' in-service training courses in the other general directorate of education in Baghdad.

-Finally, the researcher suggests continuous research for evaluating teacher training courses of all General Directorates of Education in Iraq in order to check their influence on the professional competence development and adequacy level of teachers.

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No.	The name and Scientific degree	Specialization	Place of work
1.	Prof. Dr. Jassem M. Ryhan	Methods of teaching English	Al Ma'amoun university college
2.	Prof Dr. Bushra saadon AlNoori	Methods of teaching English	Al Mansour University College
3.	Prof. Dr. Nidham Sheet Hameed	Applied linguistics	Alhikma university college
4.	Prof. Sabeeha Hamza dahham	Methods of teaching English	Babylon university
5.	Prof. Dr. Abd Ali Naief	Applied linguistics	Babylon university
6.	Prof. Dr. Hussein Mussa kadhim	Applied linguistics	Karbala university

APPENDIX (A): SAMPLE OF THE RESEARCH

Republic of Iraq
Baghdad Governorate
 No :
 Date : ١ 2022

جمهورية العراق
 محافظة بغداد
 المديرية العامة لتربية بغداد الكرخ / ٢
 قسم / الأعداد والتدريب / شعبة التدريب
 العدد: ١٩ / ٤ / ٣٨
 التاريخ: ٢٠٢٢ / ٦ / ١٥

إلى / القسم المديرية في اسفل الكتاب
 إلى / إدارات المدارس في اسفل الكتاب

وزارة الأعداد والتدريب
 م / دورة تدريبية

تحية طيبة:
 إشارة إلى كتاب وزارة التربية المديرية العامة لإعداد المعلمين والتدريب والتطوير التربوي / شعبة التخطيط ذو الرقم (١٩٨٣ / ١ / ١٨) والمورخ في (٢٠٢٢ / ٦ / ١٤) مستقام دورة تدريبية إلكترونية في مادة (اللغة الإنجليزية لتفسير العنوان الوظيفي وإحساب شهادة التسريع والترقية) (لمدة أسبوعين) من مدة (٢٠٢٢ / ٦ / ١٩) ولضاية مدة (٢٠٢٢ / ٧ / ٣) في الساعة (٨ - ١٠ مساءً) باستخدام برنامج (fcc) وتبدأ بالتسلسل (١ - تغريد عادل جعفر وتنتهي بالتسلسل ٣٤ - مها عبد الباقي عبد السميع) .. شاكرين تعاونكم معنا.

ت	الاسم الثلاثي	المدرسة / القسم	ت	الاسم الثلاثي	المدرسة / القسم
١	تغريد عادل جعفر	قسم الاشراف الاختصاصي	١٨	مهل طارق لافي	صفاء النهرين
٢	رشا جمال فهايف	قسم شؤون المناهج والتقنيات	١٩	بيداء حسين محمود	الكرار
٣	عزراء عبد الله حسن	الحوار البشرية	٢٠	نوران عباس ابراهيم	شجرة الفخر
٤	حامد عبد خلف	قسم شؤون المناهج والتقنيات	٢١	فاطمة جواد كاظم	عمر المختار
٥	نادية عبد عطية	عمر ابن الخطاب	٢٢	امجد عبد الرضا	المكارم
٦	ايتسام نجم كاظم	الشهيد ابو مهدي المهندس	٢٣	سجى نوري عبد الهادي	سيف بن ذي يزن
٧	سرمه موزيد خضير عبيد	عكا الابتدائية	٢٤	حسين خلف عبد	الجميلية
٨	رشا جهاد يوسف	بلات النهرين	٢٥	عبد النبي سلمان عباس	ابن رشد
٩	عادل علي يمامار	الهلال	٢٦	منى صافي عبد احمد	شاطي الفرات
١٠	ريانيا سامي حسن	الحمزة	٢٧	زياد طارق احمد	التعاون
١١	ايمان محمد جاسم	النشأة الابتدائية	٢٨	فاتن عباس تايه	الأمل
١٢	خيار حميد مجيد	الضرم عام للتعليم السريع	٢٩	عتان عبد الرزاق مهدي	سهل العلم
١٣	صبري جودة محاري	عثمان بن عفان	٣٠	انتظار كاظم حمد	النوار
١٤	سعد هائل منصور	السهيل الاظفر	٣١	زهراء ناظم علي	التقنية
١٥	حسين ياسين خضير	خ الجولان العلمية تامين	٣٢	رند خليف حويل	خورة العشرين
١٦	نور سعد جاسم	فاطمة الزهراء الابتدائية	٣٣	سعاد سلمان مهدي	السابعة
١٧	وفاء حسن محمد	جاير بن خيان	٣٤	مها عبد الباقي عبد السميع	ابن مفلح

علي اسماعيل زاير
 مدير قسم الأعداد والتدريب
 ٢٠٢٢ / ٦ / ١٥

إشارة إلى:
 - وزارة التربية المديرية العامة لإعداد المعلمين والتدريب والتطوير التربوي والمخطط ذو الرقم ٢٢١/٢١٥ في ٢٠٢٢/٦/١٤ والخاص بخطة تدريبية لعام ٢٠٢٢ لتسليم المعلمين مع التقدير.
 - مكتب السيد مدير الدوا المعتمد والمخطط بالمعتمد مع التقدير.
 - مكتب السيد معاون مدير المعتمد والمخطط بالمعتمد مع التقدير.
 - قسم الاشراف التربوي للتدريب (نور عادل حسن) بإهداء المقطعات بالصور في كتاب المعتمد مع التقدير.
 - شعبة التعاون الوظيفية لتأمين (المنهجية) لتطبيق (مهم السيد عبد الحسين حمد) وإهداء المقطعات بالصور في كتاب المعتمد مع التقدير.
 - شعبة الأعداد التربوي لتطبيق الدورة إلكترونياً على.
 - قسم الأعداد والتدريب لشعبة التدريب مع الإزابت.

SAMPLE (B): SAMPLE OF THE RESEARCH

تأييد مشاركة الدورة التدريبية (تغيير العنوان الوظيفي واحتساب الشهادة / اللغة الانكليزية) الكترونيا لمدة (١٤ يوم) من ٢٠٢١/١١/٢١ لغاية ٢٠٢١/١٢/٥ باستخدام برنامج (fee)

ت	الاسم الثلاثي	القسم / المدرسة	الاختصاص	نتيجة الاختبار	النتيجة النهائية
١	تغريد عادل جعفر	الإشراف الاختصاصي	اللغة الانكليزية	٨٨	اجتاز الدورة
٢	نادية عيد عطية	عمر ابن الخطاب	اللغة الانكليزية	٨٠	اجتاز الدورة
٣	ابنسام نجم كاظم	عمر ابن الخطاب	اللغة الانكليزية	٨٠	اجتاز الدورة
٤	سرمه مؤيد خضير عبيد	عكا الابتدائية المختلطة	اللغة الانكليزية	٧٨	اجتاز الدورة
٥	انتظار كاظم حمد	النوار	اللغة الانكليزية	٩٦	اجتاز الدورة
٦	رشا جهاد يوسف	بلاد النهرين	اللغة الانكليزية	٨٦	اجتاز الدورة
٧	محمد سهيل عبدالله	شجرة الدر	اللغة الانكليزية	٧٦	اجتاز الدورة
٨	عادل علي بسمار	الهلال	اللغة الانكليزية	٨٢	اجتاز الدورة
٩	زيدون طارق احمد	التعاون	اللغة الانكليزية	٧٤	اجتاز الدورة
١٠	رباب سامي حسن	الحجرة	اللغة الانكليزية	٧٤	اجتاز الدورة
١١	نهى مجيد حميد	ثانوية السامحة المسائية	اللغة الانكليزية	٨٦	اجتاز الدورة
١٢	ايمان محمد جاسم	الثناء الابتدائية	اللغة الانكليزية	٧٤	اجتاز الدورة
١٣	علا رزاق ناجي	سومر	اللغة الانكليزية	٨٢	اجتاز الدورة
١٤	مها خليل عازي	ذي قار	اللغة الانكليزية	٧٨	اجتاز الدورة
١٥	سديف هاشم محمد	ريا اليوسفية	اللغة الانكليزية	٨٦	اجتاز الدورة
١٦	فاتن عباس تايه	الافنان	اللغة الانكليزية	٧٦	اجتاز الدورة
١٧	حنان عبد الرزاق مهدي	منهل العلم	اللغة الانكليزية	٨٠	اجتاز الدورة
١٨	حنيفة مناتي جابر	الودق للتعليم المسرع	اللغة الانكليزية	٧٤	اجتاز الدورة
١٩	لقاء كاظم محمد	الحيرة	اللغة الانكليزية	٧٦	اجتاز الدورة
٢٠	حيدر حميد مجيد	الضرحام للتعليم المسرع	اللغة الانكليزية	٨٢	اجتاز الدورة
٢١	مهي سعد سالم	احمد شوقي	اللغة الانكليزية	٨٢	اجتاز الدورة
٢٢	يسرى مجيد صالح	الاداب الاساسية	اللغة الانكليزية	٨٦	اجتاز الدورة
٢٣	هند صالح عبيد كاظم	عشتار	اللغة الانكليزية	٧٢	اجتاز الدورة
٢٤	امال جاسم محمد صالح	الثائر	اللغة الانكليزية	٧٢	اجتاز الدورة
٢٥	علي ياسين حسن	الناصر	اللغة الانكليزية	٨٤	اجتاز الدورة
٢٦	هبة رشيد صالح	المصطفى	اللغة الانكليزية	٧٠	اجتاز الدورة
٢٧	صبري جودة محاري	عثمان بن عفان	اللغة الانكليزية	٨٨	اجتاز الدورة
٢٨	الاء ضياء الدين احمد	الغزالي	اللغة الانكليزية	٧٩	اجتاز الدورة
٢٩	سعد هامل منصور	السهل الاخضر	اللغة الانكليزية	٨٠	اجتاز الدورة


 نبراس حمدان عبود
 مسؤول شعبة التدريب
 ٢٠٢١/٨٢/٧


 محمد جمعة كاظم
 مدير الدورة
 ٢٠٢١/١٢/٧


 علي اسماعيل زايد
 مدير قسم الاعداد والتدريب
 ٢٠٢١/١٢/٧



APPENDIX (C): QUESTIONNAIRE LIST

NO.	Items	Excellent	Very good	Good	Acceptable	weak
1	Teachers can provide new information about EFL teaching.					
2	develop trainees' skills to teach the various activities in the textbook					
3	provide sufficient opportunities for discussion among trainees.					
4	provide training on suitable evaluation and assessment procedures to develop teachers' skills in assessment					
5	provide training on how to plan to teach.					
6	provide new information about EFL teaching. And that will enhance the skills of teachers in teaching					
7	expose trainees to different teaching strategies/procedures for teaching.to adopt it by teacher					
8	involve activities that motivate trainees to participate in the training sessions					
9	take into consideration the individual needs and interests of the trainees					
10	increase trainees' motivation and enthusiasm to be better teachers.					

الدورات التدريبية أثناء الخدمة ودورها في تحسين الأداء التدريسي لمعلمي اللغة الإنجليزية العراقيين

م.م أمجد عبد الحسين حمد

وزارة التربية /المديرية العامة لإعداد المعلمين والتدريب والتطوير التربوي/معهد الفنون الجميلة للبنين
السيدية

م.م سجاد عبد الكريم نعيم غانم

وزارة التعليم العالي والبحث العلمي/ الجامعة التقنية الوسطى/ معهد الادارة التقني.

المستخلص

يحاول البحث الحالي قياس أداء معلمي اللغة الإنجليزية كلغة أجنبية أثناء الخدمة من وجهة نظر المتدربين (المعلمين). وكان موضوع البحث ستة وستون مدرساً ومعلماً للغة الإنجليزية يعملون في المدارس الابتدائية والثانوية في المديرية العامة للتربية في بغداد - الكرخ / 2 ، ممن حضروا الدورات التدريبية خلال العام الدراسي 2021-2022. تم جمع البيانات من خلال استبيان يتكون من عشرة بنود. تم تحليل الردود باستخدام الإحصائيات المناسبة. تشير نتائج البحث إلى أنه على الرغم من أن مواقف المتدربين إيجابية تجاه الدورات التي حضروها بشكل عام، لا يزال المعلمون بحاجة إلى دورات لتحسين معرفتهم الأساسية باللغة الإنجليزية للتدريس. يعد الأداء التدريسي للمعلمين هو الجانب الأكثر أهمية في تدريس اللغة الإنجليزية. وأخيراً قدم الباحث بعض التوصيات والمقترحات لتطوير مهارات الأداء التدريسي للمعلمين في العراق.