QUEEN RANIA TEACHER ACADEMY

أكاديمية الملكة رانيا لتدريب المعلمين

Table of Contents

<div align="center">

Final Report
Queen Rania Teacher Academy and Education Development Trust
Phase I

</div>

Introduction

Queen Rania Teacher Academy (QRTA) has worked diligently to improve the quality of teaching in the Jordanian education system and stimulate educational advancements across the Middle East. By expanding its reach across Jordan and to the overall region, tackling development issues, introducing quality professional development opportunities, and helping with the formation of effective educational policy through local, regional, and global dialogue, QRTA has gained recognition as a change agent working to enhance education in the region.

QRTA has maintained the highest standard in designing, developing and delivering top-notch training programs. QRTA's highly specialized trainers and content developers also demonstrate incredible adaptability and agility in catering to the diverse educational needs of its target audience, from designing intervention programs for Education in Emergency situations (UNESCO), to creating innovative and inclusive approaches to Environmental Education (USAID-PAP), QRTA staff have the ability to address any educational need as it arises.

Education Development Trust (EDT) has expressed an interest in helping to ameliorate some of the effects of the influx of Syrian refugees in Jordanian public schools by especially targeting teachers who did not get adequate training in teaching the English Language. In order to achieve the desired aim, QRTA proposed a training model whereby QRTA builds the capacity of a number of English supervisors at the Ministry of Education (MoE) from northern and middle directorates in Jordan to spread strong teaching practices. Since the target demographic consists of teachers with limited training in teaching English, QRTA used its Novice Teacher Training (NTT) module. The module was recently developed using the extensive field experience of QRTA trainers in addition to the expertise of an English Language Fellow hosted by the institution. The goal was to design a module that could meet the needs of in-service teachers in Jordan, most of whom have received very little training on teaching methodologies. It effectively increases teacher confidence, time invested in lesson preparation, and knowledge of ways to diversify instruction based on student needs. In addition to the NTT, the development of modest classroom libraries was supported to promote literacy skills and increased student engagement.

QRTA was excited to partner with the Education Development Trust (EDT) on a project which aims to build the capacity of in-service teachers working with large numbers of Syrian refugees in Jordanian schools through a high quality professional development program. The core of the program is material and content that aim at having a direct impact on the quality of teaching and learning in classrooms and ongoing support at different levels for quality assurance.

Implementation

QRTA trained 10 English supervisors for the project from areas that have large number of refugees in some directorates in the north and middle of Jordan who participated in. The 6 day training program encompassed best practices in teaching the four skills in English, how to plan lessons, diversify instruction, give feedback and design assessments. The final day of the training focused on the effective use of a collection of leveled readers selected specifically for the students in our public schools. Following the core training, each supervisor had a cluster of 5 to 9 schools to train a total of 10 to 14 teachers with QRTA providing support for quality assurance. In addition, QRTA scheduled two follow-up meetings with the trainers as a way to share successes and challenges. Two school visits were conducted per semester for each school to monitor the impact of the training, and provide support directly to teachers.

Through this professional development program, we aimed to reach the following outcomes:

- Build capacity of 10 local English supervisors by training them on specific coaching skills on how to use the teacher training materials.
- Train approximately 100 teachers through focused training that supports implementation of the local curriculum.
- Increase the quality and variety of English language input and promote literacy skills through small classroom libraries and informal reading clubs.
- Support improving the quality of English literacy teaching and learning environment in targeted schools.

Approach and Project Schedule

The effectiveness of this professional development model rests on four key components: One day coaching for supervisors on subject specific training material, building the capacity of supervisors to extend the training to teachers in schools for cost-effectiveness, two reflective

meetings with the supervisors, and ongoing support from QRTA trainers and school visits to provide teacher support and build collaborative learning practices. As previously stated, QRTA's Novice Teacher Training module is subject specific, designed to meet teacher needs in the English language classroom. Teachers who complete the training have a stronger understanding of how to develop the four skills of reading, listening, speaking and writing. The material also includes training on building students' grammar and vocabulary skills in a communicative approach.

Finally, teachers learn about different assessment strategies and how they can be used to inform their teaching and plan activities to meet student needs. The supplementary classroom libraries are a direct response to the lack of English language material that can meet students at their language level. Teachers often express frustration at the lack of books for students to help them develop their reading skills outside of the classroom. Having these libraries brings the added benefit of encouraging teachers to broaden their own skills by working with material that is not part of the official curriculum. The books selected were sent to the MoE for approval and already the curriculum department approved 28 Scholastic books and 26 Oxford University Press books.

The cascading training model is an efficient way to spread best practices and helps to extend the reach of the training within a relatively short amount of time. By using this model, we are building the capacity of a selected group of motivated English supervisors, i.e. professionals in the field of education, who can potentially impact an even larger number of teachers through their work as supervisors. Following the initial training, QRTA played an ongoing role in providing support to the English supervisors and lead reflective meetings.

School visits are essential to ensure that the training is having an impact on the teaching and learning that takes place in the classrooms. The trainers and QRTA staff coached and mentored the teachers as they shifted from traditional practices to practices that align with the training. The participants were encouraged conduct peer observations, work together on lesson planning and then reflect on the effects of their practices in the classrooms.

Update on Project Progress

The project manager and one English team member met with the Director of policies and professional development along with other of the Ministry to inform them about the project with EDT. They were very impressed with the idea and supported us by suggesting 10 directorates with high influx of Syrian students. In coordination with the MoE, 10 supervisors were recommended to undergo an intensive training at QRTA.

- QRTA English team trained 10 supervisors from the inhabited districts with the Syrian refugees for 6 days starting Saturday, January 7th till the 12th from 8:30 am till 2:30 pm every day. The focus of the first day was the difference between coaching and training. The second part was about the skills every coach must have, the soft skills (communication and social skills) they must have as coaches and the competencies they must learn. The last part was about how to give a proper and effective feedback.

5

At the end of this training, the supervisors were kindly requested to fill in the feedback form on-line and to co-design the Classroom Observation form with QRTA English team. The result was a combination between the one that used at the ministry and the other used by QRTA.

- Furthermore, supervisors were provided an introductory training on how to implement an extensive reading program with their teachers. The training began with a discussion of the core purpose of the book clubs, which is to nurture a love of reading by giving students' choices about what to read and to provide a structure of engaging with the texts based on student interest and not on assessment.

- Teachers should initially model the reading of a text with the students and use a reading log and journal to show different ways to engage with the text. Many important issues were raised, such as how the books will be stored, when students will read the books and how teachers will be able to implement the Book Club activities alongside the mandatory curriculum. The considerations highlight the importance of working in collaboration with the MoE in order to provide teachers with the support necessary for successful implementation of the program.

- Supervisors were tasked with selecting 10-14 teachers from their directorates in order to carry out the training that they received and transfer the new approaches and strategies of teaching the 4 English language skills; listening, reading, speaking and writing. QRTA provided them with the trainers' manual, teachers manual and the power-point to ensure the quality of training that will be delivered to the selected teachers.

- A number of measures were taken to ensure the quality of training such as conducting a meeting with the 10 supervisors on February 20th, 2017 to review the training material before presenting it to the teachers. All handouts as well as the power-point and worksheets were also provided to the trainers and trainees. Finally, QRTA and EDT were present in some directorates to observe the training and to support the teachers and supervisors.

- As for teachers, Workshop I was held for 3 days in 10 different directorates on March 5th - 7th, 2017. Supervisors were tasked with selecting 10-15 teachers from their directorates to take the training program on approaches and strategies of teaching the 4 English language skills:

- Listening, reading, speaking and writing. The supervisors were tasked to carry out the training program activities for the teachers.

6

- On March 27th and 28th, 2017 school visits were held by QRTA and an EDT project manager to two different directorates (Al Jamee'a and Mafraq directorates) and 4 different schools to observe the effect of the training on the teachers and the students. Supervisors are also visiting each school to coach and support teachers in the 10 directorates. The goal of the visits is to show evidence of the training and its effect.

- On April 2nd, 2017 the first meeting took place to reflect on the implementation and to discuss successes and challenges. The supervisors were given a clear and detailed outline, plus the power-point, worksheet for the activities and a video.

- QRTA team met with the 10 supervisors on April 20th, 2017 to review the material for the second workshop.

- Workshop II from April 23rd -25th, 2017 to train the participants for 3 days on the remaining material.

- Meeting II was held on May 2nd, 2017 and QRTA supported the supervisors by providing the outline, worksheets.

- Focus groups for students and school visits by the supervisors, QRTA and EDT teams took place in several schools on May 8th-11th, 2017.

- A meeting was held on May 10th, 2017 with Richard Churches, Lina Aghajanian and QRTA English team and other colleagues to discuss further cooperation and future plans.

Book Selection for the School Libraries

QRTA English Team selected a variety of books in different genres and levels from Scholastics and Oxford University Press. The Ministry of Education, curriculum department approved most of the Scholastic Books and the Oxford University Press books. QRTA English team decided to go with the Scholastic Books to prevent any delay in distributing the books to the schools. We picked texts with topics that are interesting for the students, reflect local values, and can for the most part be read independently or with minimal support. The texts include fiction and nonfiction and the content and style in the texts reflects the different needs of students ranging from grades 4-10. Currently, supervisors are suggesting that books are kept in school libraries to maintain accessibility. Supervisors came to QRTA to review the books and have received copies on loan so they can suggest ideas for the teachers. QRTA delivered the books to the teachers/schools. The total number of schools participating in the training program is 62, and the total number of teachers is 124.

Monitoring and Evaluation Results

In order to ensure the quality of the training program and maintain successful implementation to achieve planned results. The M&E team at QRTA and in coordination with EDT team performed ongoing M&E activities throughout the project according to the agreed M&E plan. Supervisors, teachers and students were taken into account in the M&E plan. Several data collection tools were deployed to collect data on progress. Feedbacks after each workshop, observations for teachers and students, end of program satisfaction survey and focus group discussions with students. Data analysis results showed that the training program did impact on improving the performance of teachers and students were to some extent happy learning English language.

Participants level of satisfaction of training workshops

Supervisors' ToT workshop: All 10 supervisors who took the ToT workshop completed the feedbacks. The overall level of satisfaction was at 80%. Level of satisfaction is measured by 3 main domains:

1. Training Program Arrangements: 87%
2. Training Program Content: 76%
3. Trainers Qualifications: 81%

Classification per Sex	
– Females: 77%	
– Males: 81%	

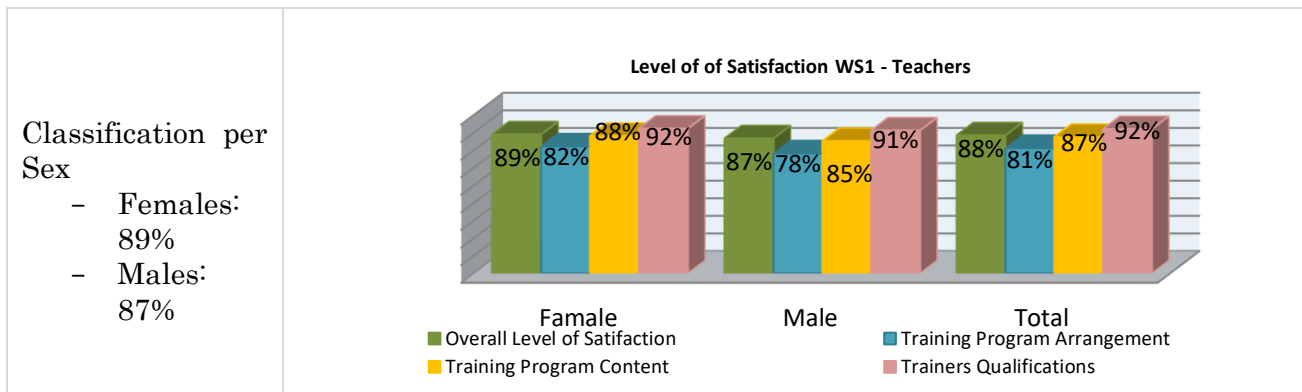**ToT Level of of Satisfaction - Supervisors**
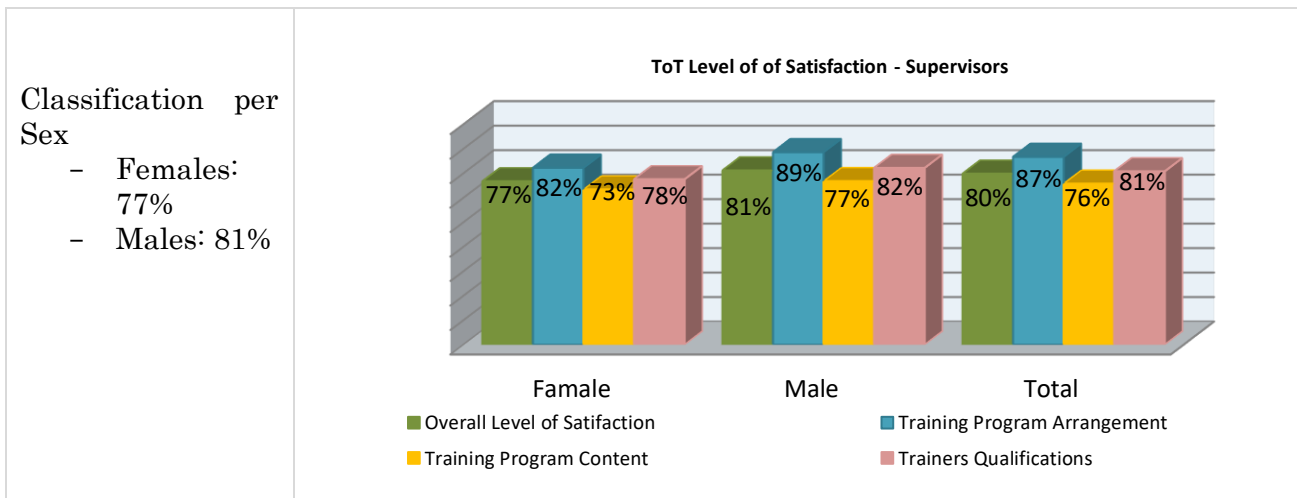
Teachers' workshops: 112 participants completed the feedback for workshops 1 and 2. The overall level of satisfaction was at 89%. Level of satisfaction is measured by 3 main domains:

1. Training Program Arrangements: 83%
2. Training Program Content: 89%
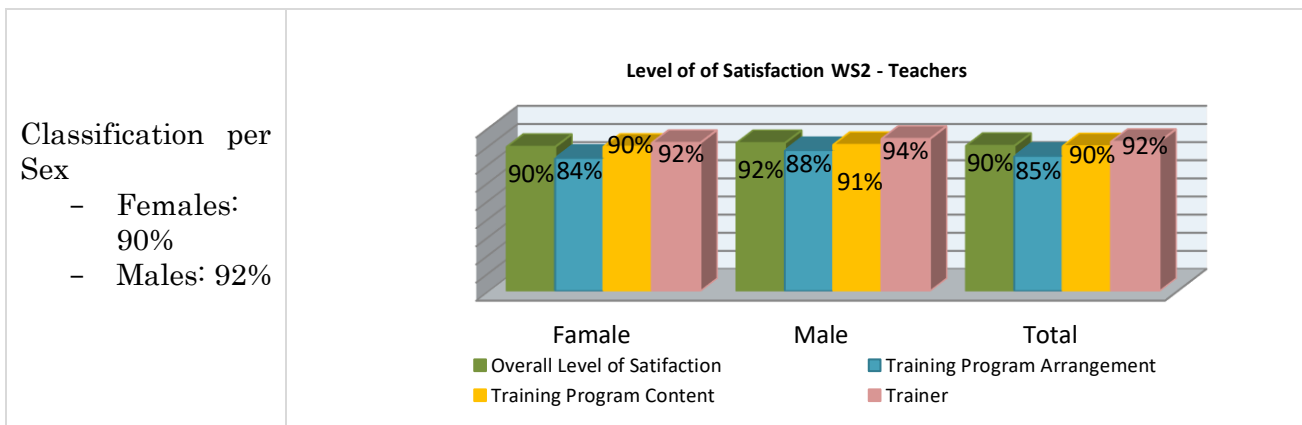3. Trainers Qualifications: 92%

Teachers' workshop 1: 112 participants (109 Teachers, 1 Supervisor and 2 Principals) for the 10 directorates completed the feedbacks (87 females and 25 males). The overall level of satisfaction was at 88%.

1. Training Program Arrangements: 81%
2. Training Program Content: 87%
3. Trainers Qualifications: 92%

Classification per Sex

Classification per Sex
- Females: 89%
- Males: 87%

Level of of Satisfaction WS1 - Teachers

Famale: 89% 82% 88% 92%
Male: 87% 78% 85% 91%
Total: 88% 81% 87% 92%

- Overall Level of Satifaction
- Training Program Arrangement
- Training Program Content
- Trainers Qualifications

Teachers' workshop 2: 112 participants (109 Teachers, 1 Supervisor, 1 Principals and 1 other) from 9[1] directorates completed the feedback (83 females and 29 males). The overall level of satisfaction was at 90%. Level of satisfaction is measured by 3 main domains:

1. Training Program Arrangements: 85%
2. Training Program Content: 90%
3. Trainers Qualifications: 92%

Classification per Sex
- Females: 90%
- Males: 92%

Level of of Satisfaction WS2 - Teachers

Famale: 90% 84% 90% 92%
Male: 92% 88% 91% 94%
Total: 90% 85% 90% 92%

- Overall Level of Satifaction
- Training Program Arrangement
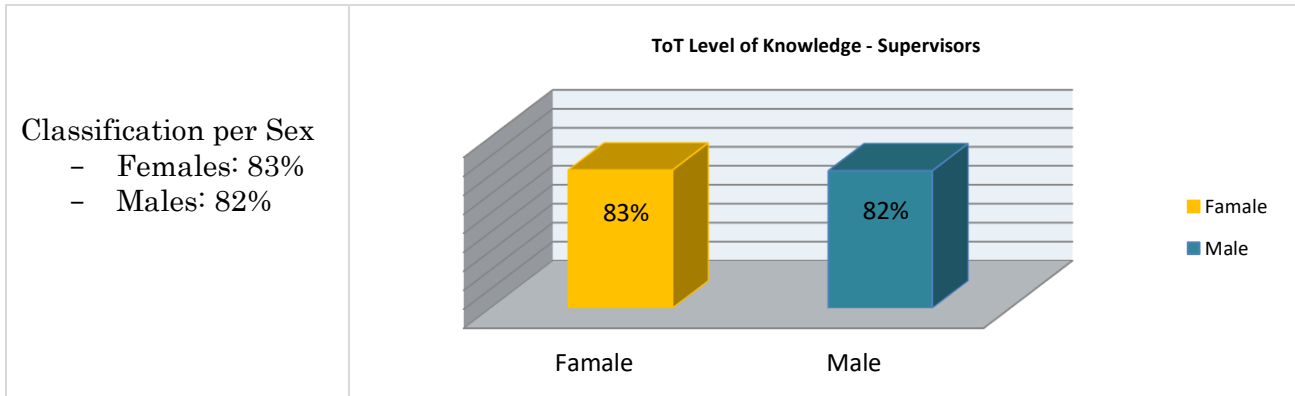- Training Program Content
- Trainer

---

1 Participants in one of the directorates did not complete the workshop feedback because the supervisors forget to ask them to do it.

Participants level of knowledge from the training workshops

<u>Supervisors' ToT workshop</u>: Supervisors have reported that the level of acquired knowledge from the workshops was on average at 82%, which indicates that their knowledge improved in the topics that were delivered.

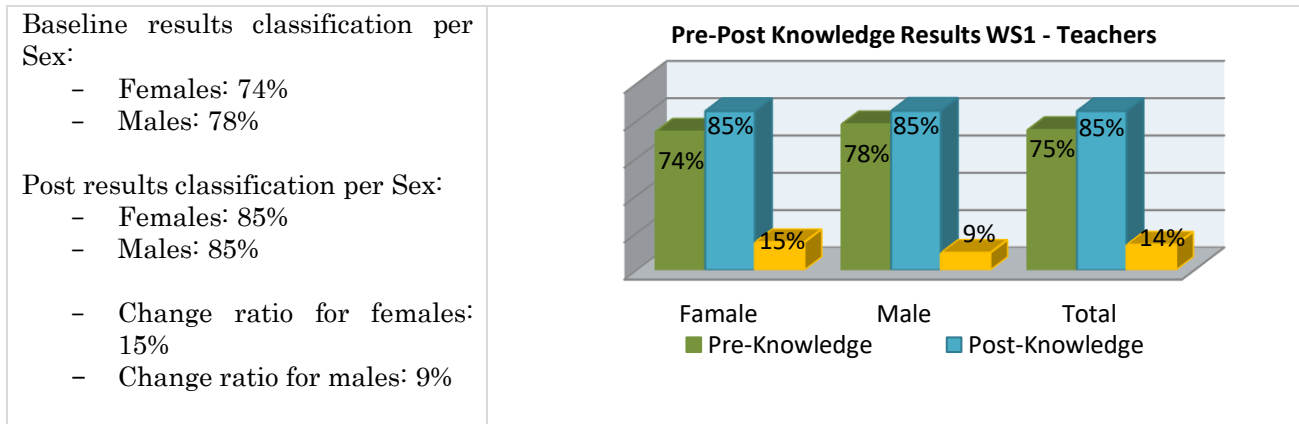|	

Classification per Sex
  – Females: 83%
  – Males: 82%
	ToT Level of Knowledge - Supervisors
	
	83% 82%
	
	    Famale Male
	
	□ Famale □ Male

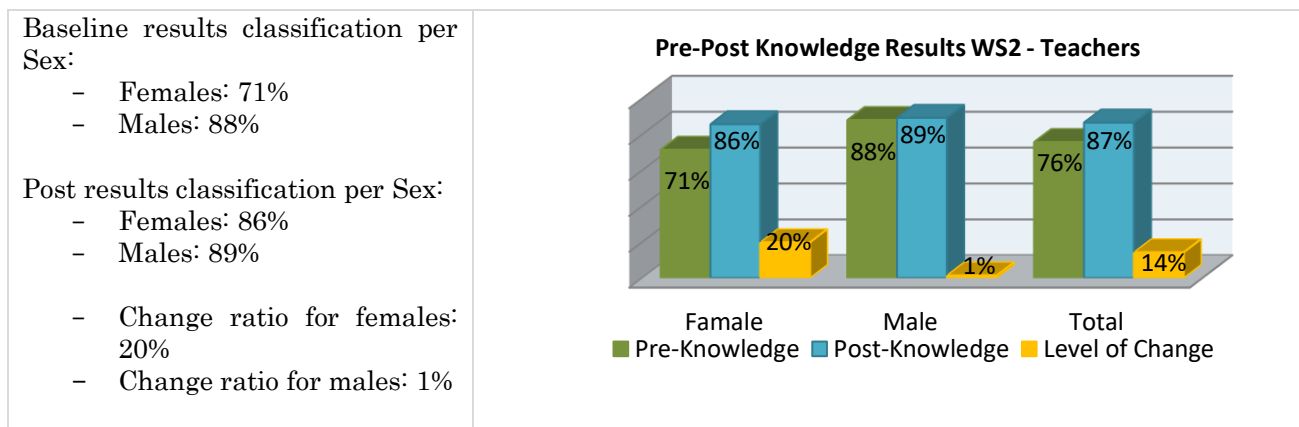## Main findings and recommendations as received from supervisors

A request came from one of the supervisors on the possibility of using videos in the training workshops to illustrate the application of the training material. Another supervisor stated that the topics covered in the training program could be easily implemented.

<u>Teachers' workshops:</u> Teachers were requested to rate their level of knowledge before and then after the training workshops. Baseline results showed that the level of knowledge before the training was on average at 75% .Baseline for females was 73% and for males 83%. After completing the training workshops, post results showed that the level of Knowledge increased and was on average at 86%; representing an increase of 14% from the baseline. Females' results increased from 73% to 85%, representing a 17% increase; while males' results increased from 83% to 87%, representing a 5% increase.

<u>Teachers' workshop 1:</u> Baseline results showed that the level of knowledge before the training workshop was on average at 75%. Baseline for females was 74% and for males 78%. After completing the training workshop, post results showed that the level of Knowledge increased and was on average at 85%; representing an increase of 14% from the baseline. Females' results increased from 74% to 85%, representing a 15% increase; while males' results increased from 78% to 85%, representing a 9% increase.

Baseline results classification per Sex:	
– Females: 74%	
– Males: 78%	
	Pre-Post Knowledge Results WS1 - Teachers
Post results classification per Sex:	
– Females: 85%	
– Males: 85%	
– Change ratio for females: 15%	
– Change ratio for males: 9%	

Teachers' workshop 1: Baseline results showed that the level of knowledge before the training workshop was on average at 76% .Baseline for females was 71% and for males 88%. After completing the training workshop, post results showed that the level of Knowledge increased and was on average at 87%; representing an increase of 14% from the baseline. Females' results increased from 71% to 86%, representing a 20% increase; while males' results increased from 88% to 89%, representing a 1% increase.

Baseline results classification per Sex:	
– Females: 71%	
– Males: 88%	
	Pre-Post Knowledge Results WS2 - Teachers
Post results classification per Sex:	
– Females: 86%	
– Males: 89%	
– Change ratio for females: 20%	
– Change ratio for males: 1%	

Main findings and recommendations as received from supervisors

Topics teachers learned and look forward to implement in their work:

- Teachers now have a better understanding and confidence in planning and preparing the lessons, and they are looking forward to implementing the 4 skills (reading, speaking, listening and writing) strategies in their classrooms.
- How to make students like English & improve their language.
- How to teach receptive skills, productive skills, and to implement their activities, in addition to the difference between them.

11

- How to make good learning inside the classroom through working in groups, implementing different activities, and to appreciate students' participation.
- Teachers now have a clear understating about their role and their students' roles.
- How to include more students' interaction activities, group and pair work during English lessons.
- Reading clubs assessment foundational skills.
- How to do assessment in different ways.

Topics teachers think they will be difficult to implement in their work. Teachers also provided justifications for their answers:

- Listening skills as it needs equipment such as cassette/ CD player.
- Schools lack materials, printers, white board and recorders which are needed to apply the teaching strategies.
- Classroom management due to high numbers of students compared to the classroom area.
- Working in groups; because students' level is very low, shortage of time, and the high number of students.
- Teaching writing because most of the students are very weak in writing and they don't have many vocabularies.
- Productive skills are more difficult to implement.
- Doing assessment for all students due to the large number of students.
- Reading club because students' level is very low, and we need more time with students.
- Speaking is the most difficult topic to implement because it depends on the learner's abilities to react.

Teachers' suggestions for improvement:

- Provide all teachers with the training materials since there was shortage.
- Deliver more workshops to teachers to develop their English language and teaching skills.
- Take into consideration the large numbers of students in the classroom, as well as large numbers of Syrian students.
- Conduct field visits by the trainers to show the teachers how new instructional practices trained through the program are applied in the classrooms.
- Conduct more meetings to develop teachers' skills and to organize speaking and conversation course for the teachers.
- The time is not enough to cover everything we need, it's good to do more workshops, we need more programs like this which we enjoy a lot and learn from.
- Training programs should be during school breaks to minimize the load during school days and maintain our energy to learn.
- Providing teachers with tools and materials that help them engage the students in the lessons.
- Everything was good and organized, thank you for your great efforts. I look forward to applying what I learned throughout my career as an English teacher.
- We hope to get a certificate for this training program.

Participants level of satisfaction of training workshops

An end of program survey was also developed at the end of the training program and was sent to the 131 participants, and was complete by 103 teachers, 4 supervisors and 3 school principals. This is a response rate of 84%.

Most frequently used strategies

Teachers were asked to list the top five strategies used from training. They ranked the strategies from 'most used' down to 'fifth most frequently used'. The below chart outlines the strategies that were frequently used by ten or more teachers. The most popular and frequently used strategy was group work, followed by listening, reading and speaking strategies, in addition to inductive/deductive strategies.
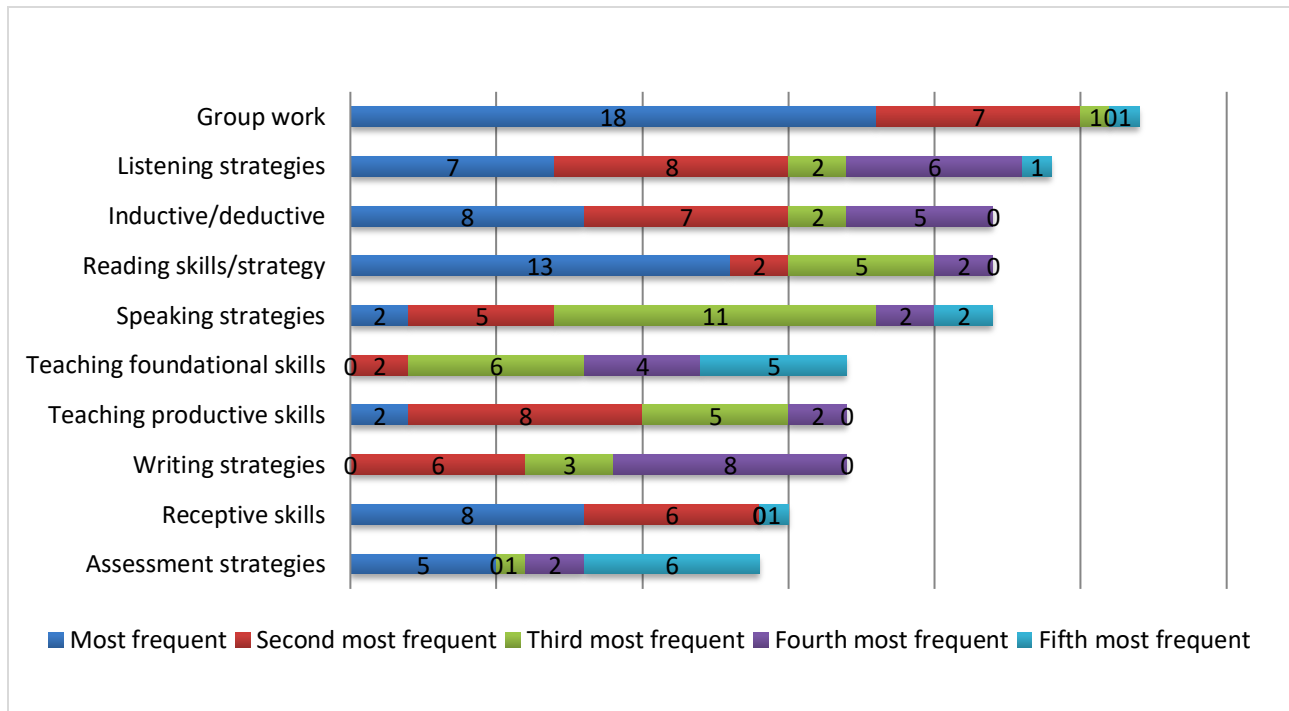
Most successful strategies

When asked what strategies were most successful the majority of teachers referenced those in the above table. Below some quotes from teachers:
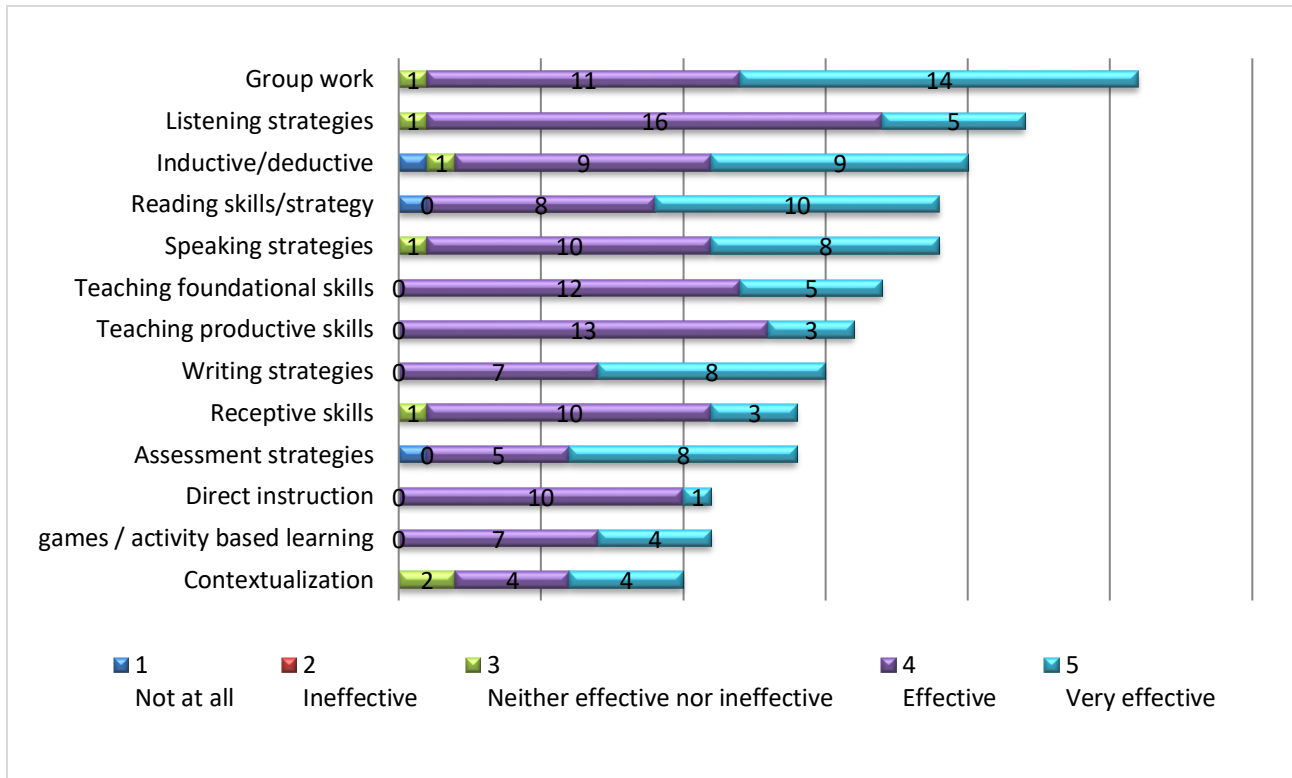
- "I think that deductive strategy is the most effective way in teaching. The teacher presents the new structure, then, students play the big role to complete the lesson. Teacher then makes a brief feedback to check understanding."
- "The most successful strategy was picture matching. I divided the class into 5 groups. I gave each group the words with their pictures.
-

Students match the words with their pictures into 5 minutes. I pronounced the word then students raised the word with its picture and pronounced it many times."

- *"Group work is the most effective strategy because it makes students work together and teach each other"*
- *"I think is deductive the most successful because it leads students to more thinking. e.g. the teacher uses charts or tables with examples to present the grammar rule and discusses the examples."*
- *"Contextualization...l used it when l teach Grammar ...it is very successful because all the students understand what I said when l explain the text ..."*
- *"Speaking strategy. I use it by modelling; drilling the dialogues, asking as to pronounce difficult words and answer the questions. It's a successful strategy because it enables students to communicate with each other so they will improve their language better."*
- *"Reading strategies pre, post, and after readings helps me so much to manage the lesson and time and students. I can also divide my questions and make lesson very easy to my students. When I teach reading I use guessing then general information then specific information also teaching vocabulary when I present meaning then pronunciation then the form of words"*
- *"All the strategies very important and interrelated. Most importantly vocabulary and speaking. Teacher showing flashcards of real objects, teacher points, students repeat the vocabulary together in groups, then individually, then ask students to take in pairs about the flashcard or drawing"*
- *"Group work helps weak students to participate with their friends. It can encourage students to give answers without any fear"*
- *"I think that Reading strategies have been most successful. When learners are taught how to use strategies purposefully, they become better readers. I used before, during and after reading strategies to improve student's understanding."*

The below chart outlines how effective teachers considered each strategy to be. The most effective strategy was group work, with 14 teachers indicating this strategy was 'very effective', and a further eleven teachers considering it to be 'effective'.

Chart legend:
- 1 — Not at all
- 2 — Ineffective
- 3 — Neither effective nor ineffective
- 4 — Effective
- 5 — Very effective

Data values by strategy:
- Group work: 1, 11, 14
- Listening strategies: 1, 16, 5
- Inductive/deductive: 1, 1, 9, 9
- Reading skills/strategy: 0, 8, 10
- Speaking strategies: 1, 10, 8
- Teaching foundational skills: 0, 12, 5
- Teaching productive skills: 0, 13, 3
- Writing strategies: 0, 7, 8
- Receptive skills: 1, 10, 3
- Assessment strategies: 0, 5, 8
- Direct instruction: 0, 10, 1
- games / activity based learning: 0, 7, 4
- Contextualization: 2, 4, 4

Improvements in students learning

Teachers were asked whether they have seen a difference in their students as a result of these strategies. Nearly all teachers indicated they have seen some improvements, with the two key areas improved being language skills and increased participation and/or enjoyment of learning English. For those who had not seen noticeable improvements, they suggested it was too early in using the interventions to say what impact they have had. Below some quotes from teachers:

- *"They love the language more and I saw some advancing in their level."*
- *"Students become better in participating; they trust themselves and prefer group working"*
- *"Students' participation has increased. They have encouraged to do a lot of different activities and to do their homework."*
- *"Students became more active in the class and they want to practice the language all the time."*
- *"Students became more effective in the class and they interact with each other"*
- *"Students become speaking very well and they write complex sentences. They can write conversation and dialogue"*
- *"My students feel they can practice English better. They can pronounce difficult words, stress important words, work in pairs and act out the dialogues."*

Teachers were also asked if any strategies had been unsuccessful. 12 teachers indicated there were certain strategies that were unsuccessful. These strategies were considered unsuccessful because students were not at the right level to engage with them.

15

The most frequently cited strategy that was unsuccessful was writing because students did not have enough vocabulary to complete writing tasks. Below some quotes from teachers:

- "*Writing because the most of students can't write*".
- "*Journal because students don't have vocabulary at all*".
- "*Writing, most students do not have vocabulary to write*".

2 teachers suggested that the listening strategy could not be used because of lack of equipment and no electricity at the school/in the classroom. Another teacher also indicated group work was difficult when teaching large classes.

Support for teachers during training

Teachers were asked how supported they felt during training. 83 teachers stated they felt supported throughout the training, 7 said they did not, and 8 were unsure. The reasons for not feeling supported included needing more 'subject training' and a lack of tools/activities provided to teachers. Teachers stated they had limited resources to complete some activities and require more support in this area.

Teacher feeling of support during training

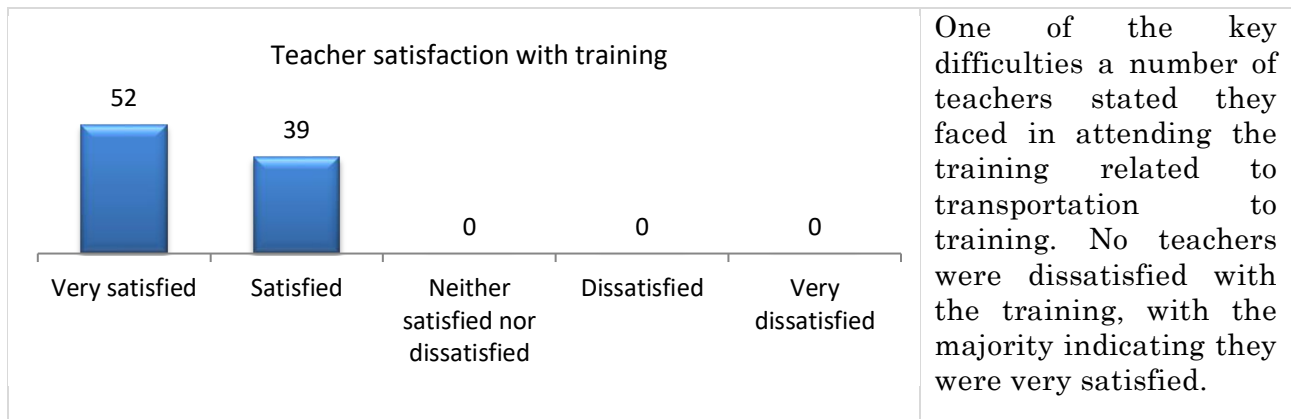|	
Yes	83
No	7
Unsure	8
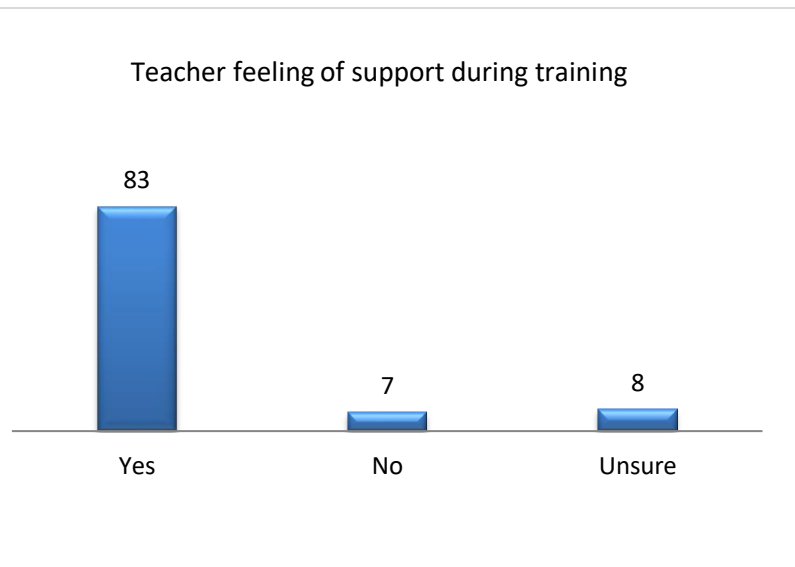
Satisfaction with the training

45 teachers stated the training programme could be improved, 34 stated they did not think it required any improvements, and 19 were unsure.

Can the training project be improved?

Yes	45
No	34
Not sure	19
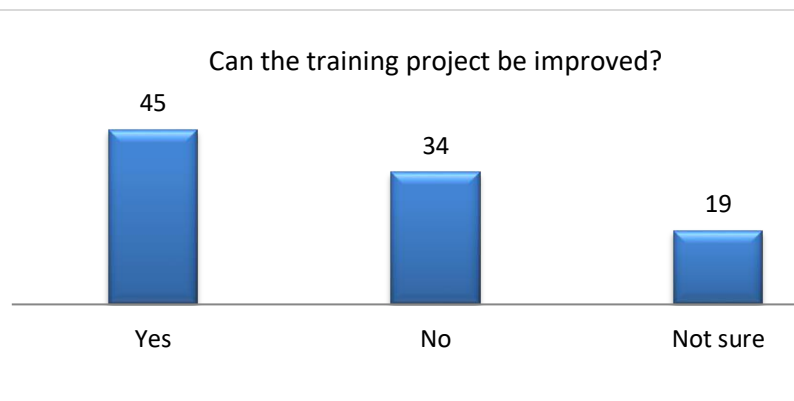
Although the majority of teachers indicated the project could be improved, this mostly related to teachers wanting more training and more time to implement strategies and apply what they had learnt. Common suggestions from participants for improving the training included:

- More training, with some teachers suggesting training be delivered during holidays;
- More time to apply what was learnt;
- Providing more exercises teachers can use to help get them started;
- Give teachers more opportunities to observe good practice.

Teacher satisfaction with training	One of the key difficulties a number of teachers stated they faced in attending the training related to transportation to training. No teachers were dissatisfied with the training, with the majority indicating they were very satisfied.
Very satisfied: 52, Satisfied: 39, Neither satisfied nor dissatisfied: 0, Dissatisfied: 0, Very dissatisfied: 0	

Teacher and student observations data analysis

QRTA M&E team and in cooperation with EDT Researchers conducted field visits to teachers and students were observations took place during the visits in order to see the impact of the training program on teachers' performance and students' engagement in the class.

Teachers observations

4 teachers in 2 directorates (2 in Middle and 2 in North) were observed at two points over the course of the training program. Below is a timeline of when the observations and the training took place.

5th -7th March 2017 Training Workshop 1 (Day 1, 2, & 3)	27th – 28th March 2017 Observation 1 (pre-intervention)	23rd – 25th April 2017 Training Workshop 2	7th – 10th May 2017 Observation 2 (post-intervention

Observation 1 is referred to as the 'pre-observation'; however it should be noted that three days of training had already taken place. To consider the impact of the training on teaching and learning, the training objectives have been listed and the relevant criterion from the teacher observation tool have been aligned to the training objectives.

The summary below groups the training objectives into five key areas: teaching receptive skills, teaching productive skills, teaching foundational skills, giving feedback, and assessment. It is relevant to note that no written lesson plans were seen at either pre- or post-observation stages, therefore criterion *planning 1 – Clear, specific and comprehensible objectives* could not be measured, although one teacher in both the pre- and post-observation did articulate the lesson objectives to the class.

1. Teaching Receptive Skills

Implementation of teaching and learning shows that in the pre-observations all 4 teachers did a receptive skills lesson (or had some focus on a receptive skill). 1 teacher successfully used appropriate activities at the different stages of the lesson. The other 3 teachers were noted as 'needing improvement' in the staging of a receptive skills lesson and presenting appropriate activities at the different stages. In the post-observations, 2 teachers did a receptive skills lesson and showed improvement with the staging of the lesson. 1 teacher also showed improvement in the appropriateness of methods, aids and activities used in a *(planning)* receptive skills lesson. Another teacher seemed to have regressed in the planning of aids and activities as in the post-observation, activities were disorganised and there was no use of aids other than the textbook.

2. Teaching Productive Skills

In the pre-observations, only 1 teacher focused on a productive skill (speaking), although the main focus of the lesson was reading. In the post-observations, no teacher focused on productive skills, therefore there is no relevant data for comparison on the criterion *Implementation of teaching and learning, the teacher develops and presents appropriate activities at different stages of a productive skills lesson*.

3. Teaching Foundational Skills

In the pre-observation lessons no teacher focused on foundational skills (*Implementation of teaching and learning*). However, 1 teacher did spend a significant amount of time on 3 vocabulary items, but did not follow any staging and the activities were not appropriate. In the post-observation, this teacher focused on foundational skills and while improvement is still needed in the staging it was noted that language was practiced well in 2 tasks and she used a good variety of methods and aids in the class (*planning*). In the post-observation, another teacher achieved an 'excellent' rating with a well organised and clearly structured foundational skills lesson. Relevant to all 3 skill sets above is *implementation of teaching and learning – encouraging students to express themselves orally and in writing*. 2 teachers made improvements in this area. 1 teacher gave students more encouragement to express themselves orally in the post-observation than she had previously. Another teacher improved by using lots of encouragement and elicitation techniques in the post-observation. The other 2 teachers maintained the same ratings in pre- and post-observations; one at 'good/medium' and the other 'excellent'.

4. Delivery of Appropriate and Timely Feedback

All teachers responded positively to students' behaviour (*classroom management*) in both the pre- and post-observations. 2 teachers improved in this area responding very positively to students throughout the post-observation.

18

The other 2 teachers maintained their pre-observation ratings, one at 'good/medium' and the other 'excellent'. Coaching in small groups (*implementation of teaching and learning*) is an area that teachers seem to still need to work on. 1 teacher showed significant improvement. In the pre-observation, coaching in small groups was not observed, whereas in the post observation the teacher used a wide variety of interactional/conferring patterns and all students seemed involved.

In the pre-observations 2 teachers did not provide (appropriate) feedback (*Implementation of teaching and learning*) as there was 'not much in the way of individual activities and thus there was not much opportunity for feedback to be given' and so 'not-applicable' was marked. The other 2 teachers achieved 'medium/good' for this criterion. In the post-observations, all teachers achieved 'medium/good' or 'excellent'.

5. Assessment

Objectives (Collect information using formative assessments to determine student progress and improve teaching) and (Design appropriate language assessments for English receptive and productive skills and use the information for teaching and lesson-planning) refer to the collection, use and design of appropriate assessments for improving learning and teaching. The collection of information for formative assessment could be observed through teachers conferring with/coaching small groups which has been discussed above. The collection of information may also be achieved through the teacher monitoring (*Implementation of teaching and learning – the teacher moves around the room*). Teachers showed some improvement in this area particularly 1 teacher who did not do this in the pre-observation, but in the post-observation it was noted that the teacher was excellent and moved well between the rows. The criterion related to assessment (*Assessment and Planning*) is difficult to analyse. On the pre-observation forms the observer noted that 3 of the teachers needed improvement in this area whereas in the post-observations the observed marked mostly not-applicable. It may be useful to clarify this area and which criterions are expected to be seen in every lesson and therefore 'not-applicable' would not be an option.

Student observations

The student observation tool was completed during the same lessons as the teacher observation tool, but by a different observer. Below are common areas that were mentioned on the student observation forms.

1. Student Seating Arrangement

In the pre-observations 3 classes were seated in groups while 1 class was seated at 'their own desks not in groups'. In post-observations, all classes were seated in an arrangement that promoted student-student communication through pair or group work.

2. Pair/Group Work

Meaningful interactive group/pair work was observed in one class during the pre-observations. The same teacher used pair work in the post-observation but only in the last few minutes of the class.

Another teacher in the pre-observation attempted group work (writing/copying meanings of words on flipchart paper) but it was noted that there was no meaningful communication or purpose to the activity. This teacher improved significantly using group work very effectively for 2 different activities in the post-observation. The other 2 teachers did not use any pair or group work.

3. Tasks/Activities

In the pre-observations, 1 teacher used activities that were student centred – distributing cards to form sentences and using picture cards. The 3 teachers took a more teacher-centred approach relying on silent reading, individuals reading aloud and teacher oral questioning with individual students answering.
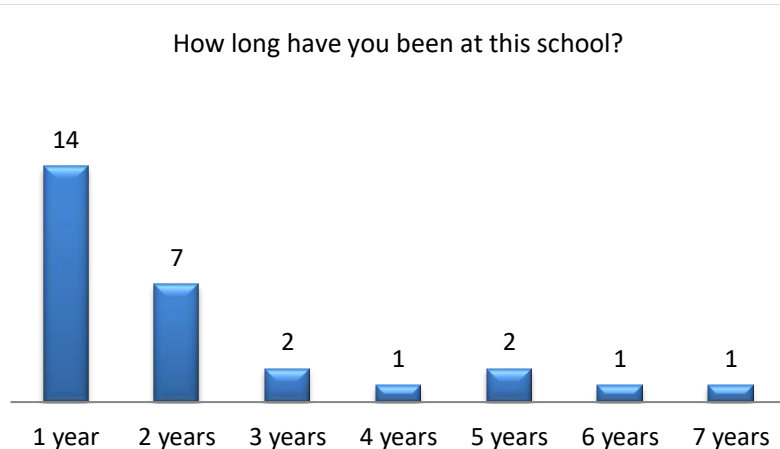
In post-observations 2 teachers used student centred activities such as working together to find the odd one out from a list of verbs and asking students follow-up questions to explain their answer. Another teacher used kinaesthetic activities for learning directions. The other 2 teachers remained reliant on the same teacher-centred activities.

4. Student Engagement

The same 2 teachers who actively tried to engage the students in the pre-observation also engaged them in the post-observation. 1 teacher whose attempts were not that successful in the pre-observation improved by engaging the whole class through well-designed activities and group work. There was little change in the engagement of students in the other two lessons. It was noted that in these classes the teachers had a strong reliance on the higher level/more motivated students to read and answer questions and were not engaging all students.

Students' focus group discussions results

During the field visits that QRTA and EDT team conducted to schools, a random sample of students were selected to participate in focus group discussions in order to have a sense of students' views regarding the impact of the training program. 4 focus groups were conducted were 7 students participated in each one. 2 groups were females and 2 were males.

How long have you been at this school?

1 year	2 years	3 years	4 years	5 years	6 years	7 years
14	7	2	1	2	1	1

The majority of students indicated that they like to go to school with only 2 students saying that they don't. Students listed several reasons for liking going to schools such as learning new things being the first most frequent reason, while making friends and liking

teachers came as second most frequent reason.

Do you like going to school?

What do you like about going to school?
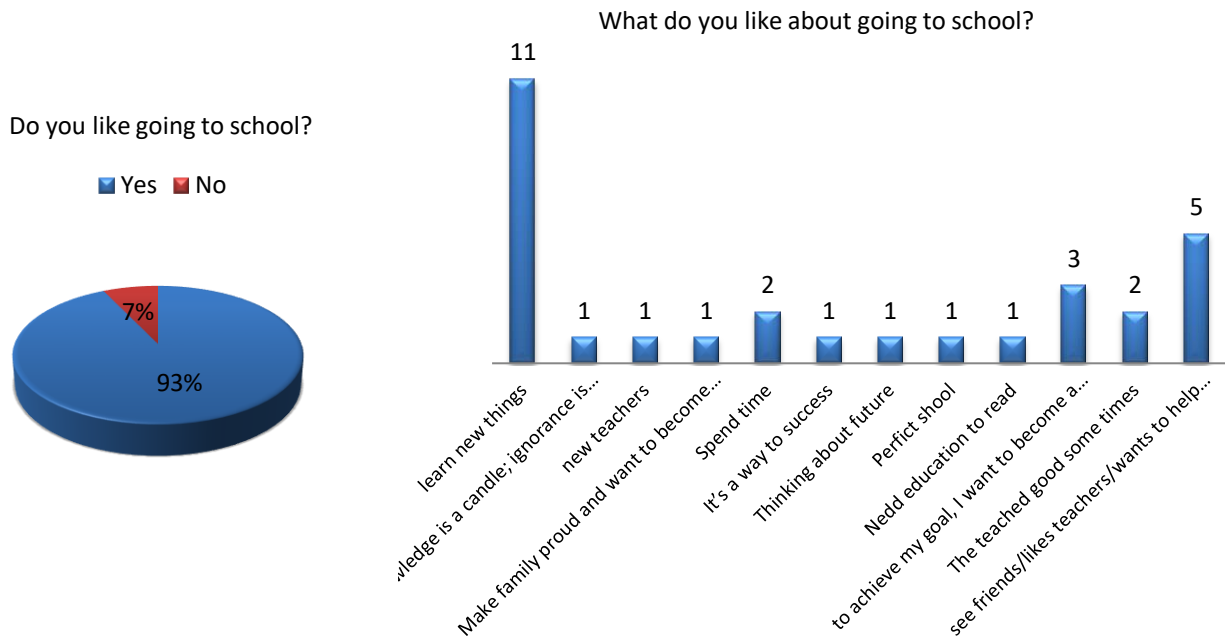
Students were asked about how they feel when they are speaking English in an attempt to understand how confident the students feel about speaking English. The majority of students said they felt (Happy), others said proud, educated, confident, amazing, and few said they are scared or stressed. Students' gave reasons as follows:

- I want to speak English with foreigners.
- It's nice to learn a foreign language; it's a beautiful language and different; it's good to learn a new language.
- The language itself is amazing and it is very important for future travel and university.
- Few of people can speak English.
- English is a special language, and I want to travel and most of counties speak English.
- When I speak English, I know teacher will be proud of me.
- Through English I can communicate with everyone.

Students also expressed their feelings when they are learning English in your classroom and whether they enjoy learning English or not. The majority of students said that they enjoy learning English and their teachers make it fun for them to learn English. Their answers came as follows:

- Likes and tries to understand. Loves teacher and how she presents the lesson to them.
- Likes Teacher – she teaches them how to learn English and explains to them and repeats.
- The teacher gives new things every day and she looks forward to this.

21

- No comparison with old teacher – this teacher is amazing. Teacher makes sure that everyone understands, she repeats. Happy not bored.
- Best Teacher they have ever had. New things every day, never bored.
- Happy because I am learning and developing and I want my teacher to see this development.
- Wants to be an English teacher, so she likes lessons and listens to teacher.
- When mum gets sick, she helps her brother with his homework, especially English.
- Wants to move the USA, so is concentrating on English so she won't feel embarrassed.
- Happy the teacher taught me strongly, she teaches in good way, I am happy with her, unlike my old school teacher was Shouting at me.
- Did not like English class before, but like it with this teacher because the class is more active.

Students were asked to give their opinions if they think it is important to learn English, and why they do or do not think it is important. All students in the 4 groups said that it is important to earn English. Students explained their reasons as follows:

- Chance to speak to other people/understand others.
- It is fun, like to see tourists and chat with them.
- Taking pictures with foreigners and talking to foreigners.
- Good to communicate with others/ likes talking in English.
- Not only to travel but also good for watching TV and understanding. Also added that it is a big responsibility as she needs to take back knowledge to Syria from Jordan as they will be the next generation. Proud to be in Jordanian schools and wants to take back to Syria.
- So we can speak and understand English.
- Important (to fined job, if we travel to a foreign country).
- I want to visit America.
- If we travel to a foreign country.
- To communicate with people, if we travel to a foreign country and because I want to become a journalist.
- If we don't understand, who will teach English in the future.
- Try our best, so next time QRTA/EDT come, we will be able to answer in English.

One student expressed an interesting note at the conclusion of this question. The students said that (Classes are better when they are observed).

Students gave examples of fun activities that teachers used during English classes such as:
- Traffic light cups
- Seven stones project
- Writing a letter and presenting it
- Representing & playing characters in stories
- Each 2 students to create conversation and speak together
- Students doing and using flash cards
- Taking the role of a teacher in front of students

22

- Making mother's day cards and giving them to moms

When asked about what they think could help them learn English more, students were able to give specific examples which they thought will be helpful such as:
- They need to talk more in English and have conversations
- Teachers to give them more vocabulary and new vocabulary
- Students to writ in English
- Using recorder in English class
- Classroom group work and activates among groups which make groups competitions
- Students doing presentations in the lab watched by everyone
- Teachers giving examples to clarify the information and linking it to reality