

EVALUATING THE PERFORMANCE OF EFL INTERMEDIATE SCHOOL TEACHERS IN TERMS OF THEIR INSTRUCTIONAL QUALIFICATIONS

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ABSTRACT

This study aims at evaluating the performance of EFL intermediate school teachers through:

1. Identifying the various areas of instructional qualifications.
2. Evaluating the performance of intermediate school teachers (ISTs) who are teaching "Iraq Opportunities" series in terms of the identified areas.
3. Finding out whether there are significant differences between male and female teachers' efficiency in the various areas of teaching performance.

The present study is limited to male and female teachers of English who are teaching "Iraq Opportunities" (IOs) series in the intermediate school in the city of Tikrit and its suburbs for the academic year 2011-2012. The sample of forty-two male and female teachers which represents 63% of its original population is involved in this study.

An observation checklist which includes seven areas and sixty-one items has been constructed and exposed to a jury of specialists in order to ensure its face validity, reliability and to compute the discrimination power of its items. The selected sample of teachers has been observed for twelve weeks and evaluated in

terms of the constructed checklist. The collected data are analyzed by applying the suitable statistical tools.

The obtained results indicate that:

1. The intermediate school teachers(ISTs) are inefficient in the areas of "lesson planning", "presentation of the lesson material", and "teaching aids".
2. The performance of intermediate school teachers in the areas of "teacher's personality", "student's participation", and "student's assessment" is efficient.
3. Teachers' performance in the area of "language efficiency" is fairly efficient.
4. Male and female are equal in their instructional qualifications.

Finally and according to the outlined results, a number of recommendations and suggestions have been submitted.

Section One: Introduction

1.1 Statement of the problem

English is a basic subject taught as a foreign language at all educational stages. Recently, this field of teaching English as a foreign language (EFL, for short) has witnessed a revolutionary change in textbooks, approaches and teachers professional qualification (Ghaidan and Touma, 2010:4).

The educational process of teaching and learning involves three elements: the teacher, the learner , and the programme. Among them, the teacher is considered the most important factor (Corder, 1993:312).

Moreover, teaching the new English series which is entitles "Iraq Opportunities" (IOs, for short) needs efficient teacher who has professional and academic qualities for success, because the

instructional qualifications of the teacher have an important bearing on the success of the educational process (Moursund,1973: 4).

Educationalists and specialists always advocate that teachers of English are required to teach the new coursebooks according to the new method and techniques. They are required to be well qualified to teach the new English textbooks as they are recommended to be taught. However, as far as the researcher knows, those teachers lack the required instructional efficiency to teach English communicatively. This is mostly because they have been trained according to the methods and techniques needed to teach the already existed English coursebooks. Hence, this study tries to shed light on the performance of intermediate school teachers(ISTs, for short) who are teaching the recently adopted English coursebooks, i.e. IOs series and evaluate their performance in term of the intended instructional qualifications.

1.2 Value of the Study

IOs is a communicative multi-level course in English that takes into account the modern method of teaching EFL. It presents units of topic-based lessons that provide rich and contemporary content based on a wide variety of informative themes. With integrated grammar, vocabulary and skills taught clearly and thoroughly, IOs series insures the most effective language learning for Iraqi students (Harris et al, 2011:8).

The role of teachers is very important and dangerous because teachers are still the main sinew of the educational process, and the chief factor who lead instructional programmes to carry out their goals successfully.The important role of classroom teachers is having a core of understanding and using a variety of effective

instructional strategies to flexibly support EFL students' achievement(Saharan and Sethi,2009:3).

Moreover, the results of this study are supposed to be of practical value to the teachers of English in general, and to the ISTs in particular. Thus, this study acquires its value from the fact that there has been no similar study in Iraq that has practical insights on teaching IOs coursebooks at intermediate schools based on communicative language teaching (CLT, for short). It could be concluded that the current study stems its value from the significance of:

1. Observing and evaluating what goes on inside the classroom, in order to understand better what language teaching is really like.
2. Evaluating the efficiency of the ISTs who are teaching the currently IOs English series.
3. Acknowledging those officials and professionals at the Ministry of Education through supplying them with the actual results about teachers' capacity to fulfill the teaching tasks.
4. Informing teachers of English especially those who neglects the best ways or techniques of teaching IOs coursebooks.
5. Appealing to other teachers of EFL in Iraq , i.e. those who teach other recently adopted series, such as "Sunrise", "Learn for Iraq" and "Aim High", especially those series majorly aim at teaching English communicatively at different schools.
6. Supplying the Ministry of Higher Education, and college instructors with valuable information needed for preparing undergraduate students to be well-trained teachers of English.
7. Providing EFL educational supervisors with essential data in the direction of evaluating the performance of ISTs in teaching English inside their classrooms .

8. Assisting the students and researchers in methods of teaching EFL through providing them with the relevant information about the desired instructional qualifications of the ISTs.

1.3 Aims of the Study

This study aims at:

1. Identifying the various areas of instructional qualifications.
2. Evaluating the performance of ISTs who are teaching IOs series in terms of the identified areas. In other words, finding out to what extent ISTs are efficient in performing those areas.
3. Finding out whether there are significant differences between male and female teachers' efficiency in the various areas of teaching performance.

1.4 Limits of the Study

This study is limited to male and female teachers of English who are teaching IOs series in the intermediate schools in the city of Tikrit as well as its suburbs, during the academic year 2011-2012.

1.5 Definitions of basic terms

The following are the operational definitions of the basic terms appeared in this study:

1. Evaluation

Refers to the process of analyzing the collecting data about the teaching performance of the involved sample of ISTs and interpreting them according to specific criteria to make decisions about the level of those teachers' teaching efficiency.

2. Performance

Is a qualitative educational capacity shown by the English language teacher, and includes all what he/she says or does in the classroom to fulfill his/her teaching tasks.

3. Intermediate School

It is the second stage of study in the educational ladder that comes after the primary stage .It consists of three classes and prepares students for the preparatory stage.

4. Qualifications

Refers to a set of qualities, skills, knowledge, techniques and patterns of behaviours that IST will need in his/her job to complete the tasks properly.

Section Two: Theoretical Background

2.1 The Concept of Evaluation and its Characteristics

In general, evaluation is the systematic gathering of information for purposes of decision making and these pieces of information which are relevant to evaluation can be either qualitative(non-measurements e.g. observation)or quantitative(measurements e.g. tests)(Mousavi, 1999:119)

Most of experts in evaluation identify that the characteristics of the excellent evaluation are:

1. Objective- basedness : Evaluation is making judgment about some phenomena or performance on the basis of some pre-determined objectives. Therefore, a tool meant for evaluation should measure attainment in terms of criteria determined by instructional objectives (Anderson and Arsenault, 1998:136).
2. Consistency with objectives: It means that evaluation must be consistent with the objectives of the curriculum(Chastain,1988:310).
3. Validity: It means that the capacity of the evidence to describe what it was designed to describe (Anderson and Arsenault, 1998:138).
4. Reliability: It refers to the degree of consistency and accuracy with which a tool measures what it is intended to measure(ibid).
5. Discrimination Power: A good evaluation tool should be able to discriminate the respondents on the basis of the phenomena measured. Hence, while constructing a tool for evaluation, the discrimination power should be taken care of (Preskil and Russ, 2005:21).
6. Objectivity: A tool is said to be objective if it is free from personal bias of interpreting its scope as well as in scoring the responses (ibid).
7. Practicability: Evaluation procedure should be realistic, practical and efficient in terms of its cost, time taken and ease of application (Anderson and Arsenault, 1998:141).

2.1.1 Evaluation of Teacher's Performance

Danielson and McGreal (2000:122) state that the general views of teacher's evaluation in modern educational system is that legislatures aware of the concern, want to mandate more effective evaluation. Common methods for evaluating teachers, such as measurement tests of teachers' classroom performance have been ineffective. In spite of that, some supervisors have established good rapport with teachers by providing support, information, and materials, and even some supervisors have developed a trust relationship with teachers. Evaluation is used to promote teaching and make it effective , and effective teaching usually results in effective learning (Pfeiffer and Dunlap, 1992;161).

Though teachers' evaluation is often used as a means to develop teachers' performance difference in notions concerning teachers' evaluation may be a source of misunderstanding between teachers and supervisors. Among these differences are the teaching method and error treatment(Peterson,2000:56).

Rea-Dickins and Germine (1993:109) state that there are two perspectives on the nature of teacher' evaluation. The first is associated with evaluation of teachers, primarily for purposes of appraisal. According to this view, evaluation is used as a means to examine teachers. The second perspective takes up the formative nature of evaluation where evaluation is often used as a means to develop teacher's skills.

Nolan and Hoover (2011:7) add that the purpose of teachers' evaluation is to make judgment concerning the overall quality of the teachers' performance and the teachers' competence in carrying out assigned duties, as well as to provide a picture of the quality of teaching performance across the professional staff.

2.1.2 Factors that Affect Evaluation of Teachers' Performance

Bailey(2006:206) states that "the criteria by which the quality of teaching is evaluated may not be made fully clear to the teacher via an observation schedule or specific criteria for judging competent teaching". He stresses the importance of evaluation criteria or standards ,but thinks that the main difficulty lies in determining the standards against which teachers' work will be evaluated.

An essential element of any effective evaluation system is a clear, and appropriate set of evaluation criteria(McGreal, 1988:13). Evaluation of the teachers' performance is affected by the following factors:

1. The Teaching Method

In the process of evaluation, one of the difficulties is that the teacher may have been trained in his/her in-service training according to, for instance, the natural approach or CLT, whereas the supervisor has been trained in another method such as the audio lingual method. If one method rather than another serves as a criterion for evaluation, then teachers' and supervisors' differing beliefs about the appropriate methods can be a serious source of disagreement (Bailey,2006:209).

2. Error Treatment

Another source of difference in language lesson between teachers and supervisors can be error treatment, which is related to the method too. A teacher or supervisor trained in the audio lingual method may believe that all oral errors should be treated immediately and publicly, while a teacher or supervisor trained in CLT may believe that oral errors should be treated only if they

interfere with meaning and that students' attempts to communicate should not be interrupted (Gebhard,2009:28).

3. The Evaluator's Criterion

The most common criterion for evaluating language teachers has been the evaluator's judgment or opinion, which is derived from attitudes and beliefs. Such judgments or opinions are often based on supervisors' implicit ideas and values than on explicitly codified criteria. Difficulties emerge when the teacher and the supervisor hold different values or have different beliefs about how languages are learned or should be thought (Daresh, 2001: 32).

2.2 Description of Intermediate School English Textbooks (Books 5,6 and 7)

The following description with reference to Harris et al (2009, 2010 and 2011) is essential since this study is going to evaluate the teachers' performance at intermediate schools.

IOs series incorporates both international cultural topics as well as topics researched specifically for Iraqi students learning English . The series provides examples of the national environment of Iraq and upholds the country's cultural, social and moral values on both a national and international scale. Iraqi social characters and their roles in society play an important part in the content of the series. The basic promise of IOs series is that intermediate students learn English best when they are dealing with interesting and meaningful contents. Thematic input provides a context for language and communication and supplies a series of cognitive anchors for learning which are crucial in a monolingual learning environment.

Each English textbook is organized into several topic-based units. Within each unit there are different sub-topics which provide variety and at the same time explore the unit theme. Typically, three kinds of content are presented in IOs series: the first kind is "topics related to the students' own world". Topics in this series have plenty of opportunities for students to talk and write about themselves and their own environment. The second kind is "cross-curricular theme". Throughout this theme the students are required to learn about the world; such as history, literature and business since they are learning in a serious educational environment. The last kind is "cultural input". Culture provides the third strand of thematic input. Both international and Iraqi cultural topics are explored. On the international front, English-speaking cultures are focused on.

The main features of IOs textbooks could be summed up as follows:

1. They include a clear direction to learn the units and lessons. All of these levels have carefully worked out stages and lead up to clear communicative outcomes.
2. Skills development throughout the levels of IO series is systematic and cover all important aspects of each skill. The development of all four skills requires a clear and explicit focus on the actual process of communication which helps students deal with communication in English.
3. They present grammar in two stages, presentation and practice. This help students to discover and learn the rules of their language by themselves.
4. They provide a three dimensional approach to vocabulary learning, which helps students to deal with lexical items in

context and enable them to have a plenty of opportunities to use vocabulary in context.

5. They include culture corners that give students an opportunity to compare their own culture to that of Britain.
6. Finally, throughout this series students are encouraged to develop themselves as independent and active learners of English.

2.3 Communicative Language Teaching and its Principles and Techniques

Since, IOs series is completely based on the CLT, it is important to go through this approach explaining its principles and techniques.

CLT has been developed by British applied linguistics as a reaction away from the aural approach. It is best considered as an approach rather than a method (Richards and Rodgers, 2001:172).

Brown (2007:267) defines CLT as "an approach to the teaching of second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language". Richards and Rodgers, (2001:172) mention that CLT refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles as specified by Al-Hamash (1979:8); Celce (2001:8); Richards and Rodgers (2001:172) and Larsen – Freeman and Anderson (2011:115) could be summed up in the following points:

1. Learners learn a language through using it to communicate.
2. Authentic Language, i.e. language as it is used in a real context, should be introduced whenever possible.
3. Fluency is an important dimension of communication.

4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trails and errors.
6. Students are given an opportunity to express their ideas and opinions.
7. Errors are tolerated and seen as a natural outcome of the development of communication skills. Thus student's success is determined as much by their fluency as it is by their accuracy.
8. Interaction in communication encourages cooperative relationships among students. It gives students an opportunity to work on the negotiation of meaning.
9. Students are often engaged in role play or dramatization to adjust their use of the target language to different social contexts.
10. Language games are important because they have certain features in common with real communicative events.
11. The social context is important in giving meaning to the utterances of the communicative event.
12. The speaker has a choice of not only what to say, but also of how to say it, during communication

The following techniques as identified by Johnson (1982:159-160); Harmer(2003: 86) and Larsen-Freeman and Anderson(2011:115) are employed for CLT inside classroom situations:

1. Authentic Material

Authentic language material is used in order to expose students to natural language in a variety of situations, and to enable

them to transfer what they learn in the classroom to the outside world.

2. Scrambled Sentences

A passage (a text), which may be seen or unseen, with sentences in a scrambled manner is given to the students so as to unscramble the sentences and put them in their original order.

3. Language Games

Language games are often used in the CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

4. Picture Strip Story

Picture strip stories used to influence students' attention, so that they focus on the material. The students feel happy and more active and enjoy studying the topic.

5. Role-Play

In CLT, role play is very important because it gives students an opportunity to practise communication in different social contexts and different social roles. Role playing helps students to achieve better understanding of a situation by experiencing a realistic simulation.

6. Stimulation

Stimulation may play a vital role in CLT to make the learner feel interested in learning new things. Questions asked by the teacher provide a useful means of stimulating students' interest. Reward can be another way for doing so.

2.3.1 Teacher's Role

It is evident that the role of the language teacher today is not as simple as it once was. Today, knowledge of the linguistic structure of the language is only one of the requirements of a good language teacher. Teachers should also have a board background knowledge of the social environment that influences their students (Kral, 2004:16).

By and large, EFL teacher performs two main roles: the first role is to facilitate the communication process between all participants in the classroom and between those participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as a guide within the classroom procedures and activities, second as an organizer of resources and as a resource himself (Hall and Hewings,2001:17 and Richards and Rodgers, 2001:167).

Richards and Rodgers(Ibid) and Mudeganker and Pathak (2010:65) agree that other roles assumed for the English language teachers are needs analyst, counsellor, group process manager, a planner, a provider, a coordinator, and a diagnostician. A new teacher is placed at the epicenter of educational reform in Iraq. That is to say, teachers of English must help their students to the highest effectiveness in the use of language and try to use a variety of techniques and determine amusement for their students. These techniques will enable their students to learn linguistic information and manage linguistic knowledge and also guiding them rather than molding them (Unesco, 1996:144). Byrne (1976:2-3) adds that the role of the teacher is not to inform or to design the opinions of his

students, but to encourage them to express themselves. Furthermore the teacher should be informant, relaxed and patient.

The teachers may encounter various psychological obstacles which influence learner's readiness to indulge in the lesson activities . For example, some learners remain silent during lesson, shy, uncomfortable, etc. The effective teacher is responsible then for intervening directly to stimulate the learners to take part in the lesson (Jacobs,1986: 32).

Nowadays, people have come to realize that the teacher constitutes the major factor that affects pupils' thoughts, feelings, morals as well as their achievements(Doyle,1985:30).Hence, the teacher must receive sufficient training that helps him adapt to all these roles efficiently. EFL teacher should have several aspects of instructional qualifications. These are elaborated in the following part of this section.

2.3.2 Instructional Qualifications of Teachers

A qualification is an ability or quality that one needs in order to do or achieve a particular job or activity (Mac Millan, 2002: 173). Qualifications consist of a description of the essential skills, Knowledge, attitudes and behaviours required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment (Richards and Rodgers, 2001:144). Docking (1994:11) as cited in Richards and Rodgers(2001:145) points out that a qualification can be described as a collection of units of competency, each of which is composed of a number of elements of competency. A unit of competency might be a task, a role or a function . These will change over time, and will vary from context to context.

Darling - Hammond et al (2010: 32) define instructional qualifications as " a set of skills, Knowledge , methods and patterns behaviours practised by the teacher during teaching permanently". A teacher's performance will progress by his/her having several qualifications because they present his/her expertise which reflects on improving his/her teaching in classroom.

One of the most important qualification for a successful teacher is giving an efficient manifestation of lesson planning in order to save time and effort. Harmer (2007:374) states that lesson planning is the art of combining a number of different elements into a coherent whole to give the lesson its identity. Richards and Renandya (2002:31) add that, well-formed planning is considered as a backbone of effective teaching. So that, when a lesson is well prepared, the teacher gets more satisfaction from his presentation. Moreover, this creates interest in the material and a desire to learn on the part of the learners who will respond actively (Al-Mutawa and Kailani, 1989:140).

Another trait of the teachers' instructional qualifications is, teacher's personality, which facilitates student's learning and affects their behaviours, experiences, feelings and morals. Teachers are models to students and those students always tend to imitate their teachers, so that, teachers ought to take care of their personal characteristics and try to develop them continuously (McKenny, 2008:116)

Another factor of English teacher's qualification which can be seen throughout presentation of the lesson materials, is the ability to integrate the new presented language material with the old one. In this way, the focus of learners' attention is shifted from the new material back to the old one, where their attention is diverted generally. The skillful teacher needs to know how to organize

learning experiences and supplies a variety of activities to the lesson, he needs to know how to present the lesson materials (exercises, skills, grammar). Selecting suitable procedure in presenting lesson materials helps students to acquire the language skills effectively (Finocchiaro and Michael, 1973:24).

A qualified teacher has to encourage the style of discussion in the classroom to keep the class active. He should be the leader of the discussion and let the students talk after raising a question which makes the students respond to it in different ways. (Cooper, 2010:103).

It is important that teachers of English have complete command on the language, they can use meaningful and simple sentences, and they should be able to express themselves, orally and fluently. It is very important because the teacher who can convey his ideas to his students orally, can also make them imitate him (River,1977:157).

Moreover ,the teacher should be careful to choose the most appropriate aid that best serves his teaching purposes (Tonks, 2005:12). Teaching aids are useful to catch up the concepts easily. Many aids are utilized for presentation, demonstration, reinforcement and communication practice. The aids can be categorized into four main types, namely: visual aids, which includes the chalk, boards pictures, posters, charts. Second, aural aids, comprises radio programmes, taped materials, and the language laboratory. Third, audio-visual aids, consist of films, videotapes and TV programmes. Finally, games, include many sorts such as card games and pencil games (Al-Mutawa and Kailani, 1989:149).

A skillful teacher pays attention to the equipment first of all, he should be sure that everything he needs is brought (his book, papers of exams, file, etc)(Abbot, 1993:266).

A qualified teacher should give examinations and tests frequently. This may help to measure student's achievement, determine the nature of individual learning problems, and see how effective the teacher is (Finocchiaro and Michael, 1973:25).

As far as this study is concerned, the evaluation of the performance of ISTs is going to be done according to pre-determined criteria, i.e. according to a certain areas of instructional qualifications namely: lesson planning, teacher's personality, presentation of the lesson material, language efficiency, teaching aids, student's participation, and student's assessment. And each area includes a number of items as they are described in section 4.

Section Three: Procedures

3.1 Population and Sampling

The teachers of English in the intermediate schools for boys and girls in the city of Tikrit and its suburbs for the academic year 2011-2012 represent the original population of this study. The necessary information about those teachers and their schools locations have been derived from the General Directorate of Education in Salah Al-Deen Governorate. The total number of those teachers is sixty-seven drawn from the School Location List of the center and suburbs of the city of Tikrit. Those teachers are distributed among forty intermediate schools.

The sample of the teachers has been selected randomly from twenty-eight schools. These schools are spread overall the areas of the center and the suburbs of the city of Tikrit. The total sample of

the present study consists of forty-two teachers which includes twenty-three female and nineteen male teachers, as shown in Tables(1)and(2) below:

Table (1)

Names and Locations of the Selected Schools and the Number of the Female Teachers

No.	Name of the School	Location	No. of Female Teachers
1	Al-Bayan Intermediate Secondary School for Girls	Center	2
2	Al-Khansaa Intermediate School for Girls	Center	2
3	Al-Merjaan Intermediate School for Girls	Center	2
4	Al-Mutameyzeen Secondary School for Boys	Center	1
5	Al-Jaameah Coeducational Secondary School	Center	1
6	Al-Baaroody Intermediate School for Girls	Center	2
7	Maysaloon Intermediate School for Girls	Center	2
8	Al-Mehzum Secondary School for Girls	Suburbs	2
9	Al-Entesaar Secondary School for Girls	Suburbs	2
10	Safiyah Secondary School for Girls	Suburbs	1
11	Fatima Secondary School for Girls	Suburbs	1
12	Al-Alam Secondary School for Girls	Suburbs	2
13	Al-kharjah Secondary School for Girls	Suburbs	1
14	Al-Turaath Al-Arabi Secondary School for Girls	Suburbs	1
15	Al-Qabas Secondary School for Girls	Suburbs	1
	T O T A L		23

Table(2)**Names and Locations of the Selected Schools and the Number of Male Teachers**

No.	Name of the School	Location	No. of Male Teachers
1	Khalid Bin Al-Waleed Secondary School for Boys	Center	1
2	Al-Mugheera Intermediate School for Boys	Center	1
3	Abn Al-Muatem Intermediate School for Boys	Center	2
4	Al-Tawheed Secondary School for Boys	Center	1
5	Al-Furqan Intermediate School for Boys	Center	2
6	Omer Bin Abd Al-Aziz Secondary School for Boys	Center	1
7	Al-Entesaar Secondary School for Boys	Suburbs	1
8	Al-Shabebia Intermediate School for Boys	Suburbs	1
9	Al-Hadhaarah Secondary School for Boys	Suburbs	2
10	Al-Alam Secondary School for Boys	Suburbs	3
11	Al-Kharjah Secondary School for Boys	Suburbs	2
12	Al-Muhalhel Intermediate School for Boys	Suburbs	1
13	Al-Mehzum Secondary School for Boys	Suburbs	1
	T O T A L		19

3.2 Construction of the Observation Checklist

The technique conducted in this study is scientific and systematic recorded observation. Checklists provide a systematic procedure for obtaining and producing the judgment of observers. They are specially useful in evaluating those performance skills that can be divided into a series of clearly defined and specific actions. "A checklist is basically a method of recording whether a characteristic is present or absent" (Gronlund, 1985:82; Sheal, 1989:97 and Thorndike, 2011:411).

Best and Kahn (2006:310) add that a checklist, the simplest of the devices consists of prepared list of items. The presence or absence of the item may be indicated by checking "Yes" or "No" or the type or number of items may be indicated inserting the appropriate word or number. The various areas and items of the constructed checklist which will be used to record teachers' performance inside their classrooms, have been drawn from the following sources: a. Teacher's book for each of Book 5, 6 and 7 of IOs series, b. Related literature and previous studies, c. Ministry of Education checklists. d. Online checklists. Therefore

The initial version of the observation checklist consists of sixty-two items. In order to ascertain the face validity of the constructed checklist, it has been exposed to a jury of specialists and educationalists in the field of methodology and linguistics. The percentage of their agreement and disagreement about each item is considered to achieve the face validity of the adopted checklist. The reliability as well as the discrimination power of the constructed checklist items have statistically been obtained, and thus the final version of the employed checklist includes sixty- one items(see Appendix A).

3.3 Pilot Study

A pilot study is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency (Oppenheim 1992:29). In order to conduct the pilot experiment of this study, twenty ISTs of English in the city of Baiji have been observed for different* lesson periods while they are teaching English in order to evaluate their teaching performance inside their classrooms, and consequently to identify the appropriateness of the checklist items to the field of this study. The following seven areas are specified as the most important ones in teacher's teaching performance: lesson planning, teacher's personality, presentation of the lesson material, Language efficiency, teaching aids, student's participation and student's assessment.

* Book 5: one week and a half are specified for each unit, i.e. each unit is taught within 7-8 lessons.

Book 6: three weeks are specified for each unit, i.e. each unit is taught within 15 lessons.

Book 7: two weeks and a half are specified for each unit, i.e. each unit is taught within 12-13 lessons.

3.4 Observation of Teachers

The suitable technique used for evaluating teacher's performance inside classroom situation is observation (Cooper,2010: 316).

Teacher's performance is one of the most important variables that take place in the classroom. Therefore, direct observation will be more useful than using any other technique, because such wide range of teacher's professional competence requires judging the teacher in a real and actual teaching (Thorndike,2011:414).

After ensuring the validity and obtaining the reliability as well as the discrimination power of the constructed checklist, the researcher and another observer have visited the involved sample of teachers individually. Six teachers are visited per day, three in the morning and three in the evening. Each of EFL teacher has been observed for different lesson periods, i.e. teachers of the first class are observed for 7-8 lesson periods. Whereas teachers of the second class are observed for 15 lesson periods and teachers of third the class are observed for 12-13 lesson periods.

Hence, the total lessons of observing the total sample of the observed teachers are 348. The whole process of observing and recording the teachers' performance inside the classroom is accomplished within a period of twelve weeks, i.e. from 19th February to 10th of May of the academic year 2011-2012.

Accordingly, each teacher has got two types of scores. Then T-test formula has been applied. Results show that there are no significant differences between the means scores of two observers' recording.

Section Four: Analysis of Data, Discussion of Results, Conclusions and recommendations

4.1 Analysis of the Collected Data According to the Various Areas of Teachers' Performance

In order to achieve the second aim* of this study which states "evaluating the performance of ISTs who are teaching IOs series in terms of their instructional qualifications", the collected data have been analyzed in terms of the various areas of teachers' performance.

Table (3) manifests the general performance of ISTs in the seven intended areas. These areas are descendly ordered according to their weighted means which range between 1.77 and 1.27. It has been found that the average of teachers' performance is 1.51, which means that it is to some extent adequate.

* The first aim has been achieved through identifying the various areas of instructional qualifications in section two.

Table (3)
Weighted Means and Ranks of ISTs Performance on the Checklist Areas

No.	Areas	Rank	Weighted means
1	Teacher's Personality	1	1.77
2	Student's Participation	2	1.65
3	Student's Assessment	3	1.62
4	Language Efficiency	4	1.50
5	Presentation of the Lesson Material	5	1.45
6	Lesson Planning	6	1.32
7	Teaching Aids	7	1.27
A V E R A G E			1.51

Table (4) indicates that the performance of the ISTs is ordered downwards according to the weighted means. These weighted means range between 2 and 1.04, as shown in Table (4). Thirty-six items of the checklist out of sixty-one have got weighted means above than the theoretical mean 1.50. This means that these items are carried out efficiently by ISTs. The other twenty-five items have got less than the theoretical means 1.50, which means that these items are performed inefficiently by the ISTs.

Table (4)**Weighted Means and Ranks of the Whole Items**

Item No.	Item Rank	Item Content	Area	Weighted Means	Percentage %
50	1	enable students to use writing and speaking activities included in the communicative workshop .	Student's Participation	2	100
56	2	conduct daily, monthly, and final tests.	Student's Assessment	2	100
13	3	avoid walking quickly from one place to another, and avoid sticking to one place inside the classroom .	Teacher's Personality	1.95	95
15	4	start and end the English class almost on time.	Teacher's Personality	1.91	91
61	5	assign the related written homework.	Student's Assessment	1.90	90
1	6	design an annual (term) plan by making appropriate distribution of the whole book units among the months or weeks of the year.	Lesson Planning	1.86	86
9	7	be properly dressed.	Teacher's Personality	1.86	86
33	8	draw students' attention, after each two units, to the Review Lesson which enables them to reflect on what they have learnt in each unit.	Presentation of the Lesson Material	1.86	86
47	9	keep most of the students actively engaged in the lesson, especially those who are shy and reluctant.	Student's Participation	1.86	86
26	10	get students to do the practice exercises and have the answers written on the board, to be written in their notebooks.	Presentation of the Lesson Material	1.81	81
31	11	ask students to work out the Culture Corner to help them learn about British	Presentation of the	1.81	81

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Item No.	Item Rank	Item Content	Area	Weighted Means	Percentage %
		culture, and then to compare their own culture to that in Britain.	Lesson Material		
45	12	utilize the board and coloured chalk for writing different activities.	Teaching Aids	1.81	81
55	13	follow up student's homework.	Student's Assessment	1.81	81
14	14	have a clear and audible voice .	Teacher's Personality	1.77	77
29	15	draw students' attention to the Skill Focus Lesson to develop the intended skill (listening, speaking, writing or reading), and provide students with the given strategies that deal with communication.	Presentation of the Lesson Material	1.77	77
35	16	enable students to read Literature Spot to give them opportunities for more extensive reading .	Presentation of the Lesson Material	1.77	77
41	17	write with clear and accurate handwriting on the board.	Language Efficiency	1.77	77
60	18	give back test papers to students as soon as possible to help them to know their mistakes	Student's Assessment	1.77	77
10	19	show self-confidence, relaxed and enthusiasm.	Teacher's Personality	1.73	73
30	20	draw students' attention to the presented Function File, key words and speaking strategies to help them in preparing themselves for a short speech or dialogue	Presentation of the Lesson Material	1.72	72
51	21	use "rule-playing" in order to encourage the students practise the lesson activity.	Student's Participation	1.72	72
22	22	encourage students to use the Key Words when they are preparing for writing and	Presentation of the	1.68	68

Item No.	Item Rank	Item Content	Area	Weighted Means	Percentage %
		speaking activities, particularly those in the Communication Workshop .	Lesson Material		
53	23	ask students to copy the examples and exercises that are written on the board in their own notebooks.	Student's Participation	1.68	68
12	24	remain firm and maintain friendly atmosphere inside the classroom.	Teacher's Personality	1.64	64
24	25	explain the example sentences and encourage students to work out the grammatical rules themselves.	Presentation of the Lesson Material	1.63	63
52	26	encourage students to write some of the given examples and exercises on the board.	Student's Participation	1.63	63
3	27	indicate the date , period of the English lesson as well as the class and section , in the margin.	Lesson Planning	1.59	59
54	28	reward students for the effort and participation in speaking activities	Student's Participation	1.59	59
11	29	have a sense of humour and able to keep class interested and active.	Teacher's Personality	1.55	55
18	30	encourage students to activate vocabulary they know, guess the meaning of new words in short Warm-Up exercises and encourage students to work out the meaning of the New Vocabulary from the context.	Presentation of the Lesson Material	1.54	54
25	31	draw students' attention to the relevant section of the Grammar Summary before practising the grammatical structure and then go over the rules with the whole class.	Presentation of the Lesson Material	1.54	54
34	32	draw students' attention to the Language Problem-Solving section to help them understand difficult (problematic)	Presentation of the Lesson	1.54	54

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Item No.	Item Rank	Item Content	Area	Weighted Means	Percentage %
		grammar areas.	Material		
39	33	have a sufficient command of the spoken language.	Language Efficiency	1.54	54
49	34	divide the students into either pairs or groups to carry out the presented exercise, activity or task.	Student's Participation	1.54	54
57	35	prepare oral questions that cover the material taught to check whether the students understand the lesson or not.	Student's Assessment	1.54	54
4	36	distribute a class period with care so as to make sure that each activity take its due share of time.	Lesson Planning	1.50	50
27	37	go through the given stages of the writing and speaking task (Communication Workshop) with class, refer to the already presented Key Words.	Presentation of the Lesson Material	1.45	45
38	38	pronounce the given material accurately and intelligibly.	Language Efficiency	1.45	45
40	39	have an efficient mastery of English grammar .	Language Efficiency	1.45	45
32	40	draw students' attention to the Quoted Spots to provide them with interesting cultural insights .	Presentation of the Lesson Material	1.41	41
42	41	communicate with his /her students fluently, using simple English words.	Language Efficiency	1.31	31
21	42	encourage students to write New Words with their translation on the board to be written in their notebooks	Presentation of the Lesson Material	1.27	27
2	43	set a weekly plan by distributing a unit activities among the available number of	Lesson Planning	1.22	22

Item No.	Item Rank	Item Content	Area	Weighted Means	Percentage %
		class periods.			
16	44	go through the Unit Objectives with the whole class and explain them clearly (so that the students know what they are going to learn).	Presentation of the Lesson Material	1.22	22
19	45	elicit (encourage students to guess) the meaning of the Key Words and then refer them to the Mini-Dictionary to check the meaning of new words.	Presentation of the Lesson Material	1.22	22
48	46	ask students to repeat chorally after they listen to the dialogue in the CD.	Student's Participation	1.18	18
58	47	encourage the students to use self-assessment in classroom activities.	Student's Assessment	1.18	18
59	48	link (compare) student's assessment with the teacher's assessment and discuss the results .	Student's Assessment	1.18	18
5	49	identify the objectives of the new materials , activities, tasks, functions and structures to be presented in the given lesson, as well as the exercises to be dealt with .	Lesson Planning	1.13	13
8	50	assign homework and next lesson activities.	Lesson Planning	1.13	13
17	51	ask students to look at the pictures and the title of the lesson in order to guess the lesson situation .	Presentation of the Lesson Material	1.13	13
20	52	play the instructional CD, and get students to listen to the recorded words, and repeat more than once .	Presentation of the Lesson Material	1.13	13
23	53	ask students to follow the presented dialogue in their books as they listen to it on the played CD .	Presentation of the Lesson Material	1.13	13

Item No.	Item Rank	Item Content	Area	Weighted Means	Percentage %
36	54	go through students' mistakes after finishing each activity or task and correct them .	Presentation of the Lesson Material	1.13	13
46	55	use the audio material on the CD.	Teaching Aids	1.13	13
6	56	nominate the teaching aids that are going to be used in the presented lesson.	Lesson Planning	1.09	9
28	57	encourage students to check their own writing to avoid careless mistakes, then get students to check each other's writing for mistakes .	Presentation of the Lesson Material	1.09	9
43	58	use suitable and attractive visual aids such as maps, pictures, and real objects.	Teaching Aids	1.09	9
7	59	include the procedures of presenting the different parts of the lesson.	Lesson Planning	1.04	4
37	60	draw students' attention to the objectives again at the end of each unit to analyze and reflect on their learning.	Presentation of the Lesson Material	1.04	4
44	61	explain the purpose of any teaching aid before beginning the lesson.	Teaching Aids	1.04	4

4.2 Comparison Between Male and Female Teachers' Performance on the Checklist Areas

According to the third aim of this study which states "finding out whether there are significant differences between male and female teachers in their teaching performance", it is necessary to compare between the performance of male and female teachers in each of the mentioned seven areas at the level of significance 0.05 and degree of freedom 41, as shown in Table (5).

In order to find out the significance of the difference between the general performance of the two groups of teachers, T-test formula is applied. The inspection of Table (5) indicates that there is no significant difference between male and female teachers in their performance, since the calculated T-value is 1.12 which is less than the critical table value which is 2.021. This means that the ISTs (males and females) perform their tasks at the same level of efficiency.

This sort of male and female teachers' equation is considered a normal result since all teachers of English are submitted to similar pre-service as well as in-service training programmes, and courses. Moreover, those teachers' schools are equal concerning the available instructional, administrative as well as professional facilities.

Table (5)
Comparison Between Male and Female Teachers' Performance on the Checklist Areas

No.	Area	Gender	Gender No.	Mean	Standard Deviation	Computed t-value	Tabulated t-value
1.	Lesson Planning	Male	19	11	1.56	1.35	2.021
		Female	23	10.25	1.96		
2.	Teacher's Personality	Male	19	12.20	1.93	0.56	2.021
		Female	23	12.50	1.50		
3.	Presentation of the Lesson Material	Male	19	32.40	2.46	1.96	2.021
		Female	23	34.58	4.27		

No.	Area	Gender	Gender No.	Mean	Standard Deviation	Computed t-value	Tabulated t-value
4.	Language Efficiency	Male	19	7.10	0.99	1.69	2.021
		Female	23	7.83	1.64		
5.	Teaching Aids	Male	19	5	0.81	0.32	2.021
		Female	23	5.08	0.79		
6.	Student's Participation	Male	19	12.90	1.28	1.08	2.021
		Female	23	13.50	2.11		
7.	Student's Assessment	Male	19	11.30	1.56	0.92	2.021
		Female	23	11.50	1.44		
A V E R A G E						1.12	2.021

4.3 Discussion of Results

The results reached at by this study through the empirical observation of the teachers' performance of the investigated areas could be discussed as follows:

1. ISTs are moderately qualified in teaching English communicatively.
2. The three areas namely "teacher's personality", "student's participation", "student's assessment" are well performed by ISTs. This mean that ISTs are well qualified in those areas.
3. Teachers' performance in the area of "language efficiency" is 1.50 which means that they are within the average level in this area.
4. In the area of "Presentation of the lesson material", the performance of the ISTs is inefficient and this result could be attributed to many factors. The most important one is that ISTs

are usually more biased toward their own abilities to teach, because they have been trained to teach English audiolingually, i.e. to emphasize on the deductive teaching of English structures and usage. Whereas, the currently required presentation of English activities emphasize on the inductive-deductive teaching of all language structures. This reason could affect in one way or another their abilities in presenting the lesson material. Moreover, the huge number of students per classroom and the traditional seating of pupils into rows of desks may play a role in preventing teachers to present their lessons material appropriately.

5. The performance of the ISTs in the area of "Teaching aids" is inadequate. It means that English classrooms lack the essential teaching aids which should be provided by the General Directorate of Education.
6. ISTs are weak in performing twenty-five of the checklist items. This means that 41% of checklist items are not well performed, 16% are moderately performed, and only 43% have been well performed, by ISTs.

4.4 Conclusions

In the light of the obtained results concerning the performance of the sample under this study, the following conclusions are drawn:

1. The general average of performance of the ISTs in the whole teaching areas is unsatisfied.

2. There is an urgent need to train ISTs in the areas of "lesson planning", "presentation of the lesson material", "in using of teaching aids" and "language efficiency".
3. The performance of the ISTs in the areas of "teacher's personality", "student's participation", and "student's assessment" is efficient.
4. Male and female teachers are equal in their instructional qualifications.
5. Teaching the new English series which is entitles IOs necessitate having efficient teachers who are well qualified professionally, and linguistically.

4.5 Recommendations

On the basis of the obtained results, some recommendations have been drawn:

1. Educationalist and specialists should consider highly the processes of pre-service as well as in-service training of ISTs of English, professionally and linguistically.
2. Supervisors must make sure that teachers of English should prepare daily, weekly and termly plans and apply them throughout their teaching process.
3. Educational institutions and directorates have to provide ISTs of English with the required facilities and teaching aids such as instructional CDs, coloured pictures, wall-charts, equipment and technical resources which enable students to understand the materials easily.
4. The General Directorate of Education should maintain a resource collection of relevant books, journals, and other materials which are easily accessible to teachers as well as students.

5. IOs Textbooks (Books 5,6,and 7) have to be taught as they are supposed to be taught, i.e. communicatively, and promote learners' involvement and thus, enable them to participate actively in interactive meaningful situations.
6. The IST is recommended to read his/her Teacher's Book carefully. This book is beneficial for instructing his/her how to teach all classroom activities and exercises.
7. As for the Ministry of Education in Iraq, there must be increasing in-service training courses held specially for ISTs of English in order to be able to keep in pace with the up-to-date innovations in English language teaching.
8. ISTs of English should be given the chance to attend regional and international conferences in order to enable them to keep abreast of development in their field of work.

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Appendix A
The Final Form of the Checklist

Item No.	Lesson Planning	Yes	No
	The teacher is supposed to:		
1	design an annual (term) plan by making appropriate distribution of the whole book units among the months or weeks of the year.		
2	set a weekly plan by distributing a unit activities among the available number of class periods.		
3	indicate the date , period of the English lesson as well as the class and section , in the margin.		
4	distribute a class period with care so as to make sure that each activity take its due share of time.		
5	identify the objectives of the new materials , activities, tasks, functions and structures to be presented in the given lesson, as well as the exercises to be dealt with .		
6	nominate the teaching aids that are going to be used in the presented lesson.		
7	include the procedures of presenting the different parts of the lesson.		
8	assign homework and next lesson activities.		

Item No.	Teacher's Personality	Yes	No
	The teacher is supposed to:		
1	be properly dressed.		
2	show self-confidence, relaxed and enthusiasm.		
3	have a sense of humor and able to keep class interested and active.		
4	remain firm and maintain friendly atmosphere inside the classroom.		
5	avoid walking quickly from one place to another, and avoid sticking to one place inside the classroom .		
6	have a clear and audible voice .		
7	start and end the English class almost on time.		
Item No.	Presentation of the Lesson Material	Yes	No
	The teacher is supposed to:		
1	go through the Unit Objectives with the whole class and explain them clearly (so that the students know what they are going to learn).		
2	ask students to look at the pictures and the title of the lesson in order to guess the lesson situation .		
3	encourage students to activate vocabulary they know, guess the meaning of new words in short Warm-Up exercises and encourage students to work out the meaning of the New Vocabulary from the context.		
4	elicit (encourage students to guess) the meaning of the Key Words and then refer them to the Mini-Dictionary to check the		

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	meaning of new words.		
5	play the instructional CD, and get students to listen to the recorded words, and repeat more than once .		
6	encourage students to write New Words with their translation on the board to be written in their notebooks .		
7	encourage students to use the Key Words when they are preparing for writing and speaking activities, particularly those in the Communication Workshop .		
8	ask students to follow the presented dialogue in their books as they listen to it on the played CD .		
9	explain the example sentences and encourage students to work out the grammatical rules themselves.		
10	draw students' attention to the relevant section of the Grammar Summary before practising the grammatical structure and then go over the rules with the whole class.		
11	get students to do the practice exercises and have the answers written on the board, to be written in their notebooks.		
12	go through the given stages of the writing and speaking task (Communication Workshop) with class, refer to the already presented Key Words .		
13	encourage students to check their own writing to avoid careless mistakes, then get students to check each other's writing for mistakes .		
14	draw students' attention to the Skill Focus Lesson to develop the intended skill (listening,		

	speaking, writing or reading), and provide students with the given strategies that deal with communication.		
15	draw students' attention to the presented Function File, key words and speaking strategies to help them in preparing themselves for a short speech or dialogue .		
16	ask students to work out the Culture Corner to help them learn about British culture, and then to compare their own culture to that in Britain.		
17	draw students' attention to the Quoted Spots to provide them with interesting cultural insights .		
18	draw students' attention, after each two units, to the Review Lesson which enables them to reflect on what they have learnt in each unit .		
19	draw students' attention to the Language Problem-Solving section to help them understand difficult (problematic) grammar areas.		
20	enable students to read Literature Spot to give them opportunities for more extensive reading .		
21	go through students mistakes after finishing each activity or task and correct them .		
22	draw students' attention to the objectives again at the end of each unit to analyze and reflect on their learning.		
Item No.	Teaching Aids	Yes	No
	The teacher is supposed to:		

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1	use suitable and attractive visual aids such as maps, pictures, and real objects.		
2	explain the purpose of any teaching aid before beginning the lesson .		
3	utilize the board and coloured chalck for writing different activities.		
4	use the audio material on the CD		
Item No.	Language Efficiency	Yes	No
	The teacher is supposed to:		
1	pronounce the given materials accurately and intelligibly.		
2	have a sufficient command of the spoken language.		
3	have an efficient mastery of English grammar .		
4	write with clear and accurate handwriting on the board.		
5	communicating with his /her students fluently, using simple English words.		
Item No.	Student's participation	Yes	No
	The teacher is supposed to:		
1	keep most of the students actively engaged in the lesson, especially those who are shy and reluctant.		
2	ask students to repeat chorally after they listen to the dialogue in the CD.		
3	divide the students into either pairs or groups to carry out the presented exercise, activity or task .		
4	enable students to use writing and speaking		

	activities included in the communicative workshop .		
5	use "rule-playing" in order to encourage the students practise the lesson activity.		
6	encourage students to write some of the given examples and exercises on the board.		
7	ask students to copy the examples and exercises that are written on the board in their own notebooks.		
8	reward students' for the effort and participation in speaking activities		
Item No.	Student's Assessment	Yes	No
	The teacher is supposed to:		
1	follow up students' homework.		
2	conduct daily, monthly, and final tests.		
3	prepare oral questions that cover the materials taught to check whether the students understand the lesson or not .		
4	encourage the students to use self-assessment in classroom activities .		
5	link (compare) students assessment with the teacher's assessment and discuss the results .		
6	give back test papers to students as soon as possible to help them to know their mistakes .		
7	assign the related written homework.		