AN ANALYSIS OF ENGLISH TEACHERS' ATTITUDES TOWARDS IN-SERVICE TRAINING PROGRAMS

by

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Abstract

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This study aimed at investigating EFL community college Graduate teachers' attitudes towards the In-service Training Program for Teachers of English in Jordan. It also aimed at exploring the trainees' problems, needs and suggestions for improving the training program. Obviously this study tried to answer the following questions:

1. How do the EFL teachers who took part in this program as trainees evaluate and see it?
2. What are the trainees' problems and needs?
3. What are the trainees' suggestions to improve the effectiveness of the program?
4. Do the trainees' attitudes towards the In-service Training Program for Teachers of English in Jordan vary according to each of the following variables: teaching experience and sex?
The sample of the study consisted of 210 EFL teachers (119 male, 91 female), representing all school districts of Irbid, Ajloun, Bani Kenanah, Jerash, Koura, North Shouna, Ramtha and Mafraq who attended the In-service Training Program for Teachers of English in Jordan during the school year 1991-1992.

For the purposes of the study, An evaluative questionnaire developed by Bani Abdel-Rahman (1990) was used.

To answer the questions of the study, basic descriptive statistical mean and standard deviation were calculated; In addition to Analysis of variance (ANOVA).

The findings of the study indicated that there were no statistically significant differences in the trainees' attitudes towards training program due to experience at $\alpha = 0.05$. But there were statistically significant differences in the trainees' attitudes towards the training program due to sex. It also indicated that the trainees' attitudes towards the training program were positive regarding all the subscales. The study revealed that the trainees need more training in English as a language (linguistics, English usage, English phonetics and phonology, English structure), they also need sample tests for listening and speaking, extrinsic rewards such as promotion and money, more facilities in the training centers and carrying out training in the Summer holiday.

On the basis of these results, two research studies are recommended: the first to investigate the effect of this program on
teachers' classroom performance; the other to investigate the trainers' evaluation of the training program which may be different than that of trainees.