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INTERVENTIONS IN THE EGYPTIAN INTERNSHIP PROGRAMME FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

Abstract: *This research paper diagnostically measures the teaching proficiency level of ten interns, teaching English as a foreign language at Zahran Secondary School (Alexandria, Egypt), in order to identify their competencies, as well as their weaknesses. It also develops a six-session workshop to upgrade the teaching skills of the ten interns, focusing primarily on the six teaching skills the interns found most challenging. At the same time, the six-session workshop aims at providing the interns with the overview of the most recent and up-to-date pedagogical and methodological trends, which are not taught as part of their undergraduate courses. The results of the evaluation procedures and the 6-session workshop indicate that the interns' overall teaching proficiency increased at a rate of 19.22 after the workshop. Consequently, we recommend that undergraduate studies be supplemented with such internship workshops so as to overcome the issues interns often encounter. Additionally, the Egyptian internship programme, in other governorates in Egypt, should be modified so as to include similar workshop sessions, which should enhance the teaching skills of the interns and provide solutions for their teaching impediments.*

Keywords: *teacher's education, teachers evaluation; active learning; learning theories, differentiation, MALL (mobile-assisted language learning), learners' attitudes*

At both the national and the international levels, there is a growing demand to produce EFL (English as a foreign language) teachers who have the qualifications and skills required for 21st century teachers. Accordingly, this research investigates the teaching proficiency level of 10 interns at Zahran Secondary School for Girls in Alexandria, Egypt, and develops a 6-session workshop with the aim to improve their teaching proficiency skills.

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Theoretical background: Education of Teachers and the Societal, Political and Economic Welfare of Nations

Education of teachers has consistently been classified by the national and presidential authorities as a fundamental factor necessary for the welfare of societies. In the USA, President Obama and his office have attached priority to the development of teacher education in all their educational reform strategies, such as the *American Recovery and Reinvestment Act*, award of *Race to the Top* grants, approval of waivers from NCLB regulations and plans for the replacement of NCLB (Chubb, 2012: 50). From a more national scope and under the presidency of Sisi, the *Ministry of Education* in Egypt has launched two reform programmes: the first programme is the full-time appointment of 30,000 teachers in all governmental schools in Egypt with a 100% raise in their salaries, while the second is a restructuring programme and refers to the construction of more schools in an attempt to reduce the number of students in each classroom. Another off-spring of the second programme is the usufruct land grant system which offers free land to individuals and corporations to build schools. According to Egyptian civil jurisdictions, the candidates offered the grants will not pay the price of the land to the Ministry of Education, but they will pay all the expenses of construction, furnishing, administration, and teachers' salaries for 20 years; subsequently, the land remains governmental property.

The recognition of the directly proportional correlation between the economic, political and societal progress, and the quality of education and proficiency of teachers, has always been indisputable for the national and international decision-makers, who are aware of the "the importance of schooling for the civilised quality of societies and for the success of national economies", and who share the "assumption that the quality of schooling is heavily dependent, primarily dependent, on the quality of its teachers and their teaching" (Hagger and McIntyre, 2006: 3).

Massive research is currently investigating the mandatory requirements for 21st century teachers and teachers' education reform programmes centralising in "(1) teacher education, (2) certification, (3) recruitment and hiring, (4) professional development, (5) teacher evaluation, and (6) compensation and career advancement" (Akiba, 2013: xxi). One influential study

was conducted by Hagger and McIntyre's (2006) – *Learning Teaching from Teachers: Realising the Potential of School-based Teacher Education.* The authors studied the discrepancies in initial teacher education and the deficiency of valid standardised models to be followed, as they claimed that "internationally, there are as yet no satisfactory models of teacher education practice which meet the needs of the education systems in which they are embedded" (2006: 3). As a result of the substantial impact of education on the social, political and economic welfare of nations, many governments have dedicated financial, academic and administrative support to the reform of their educational systems and, in particular, to upgrading the professional skills of teachers and their education. On the one hand, in the 1990s, England shifted the authority for initial teacher education from universities to schools, to allow for the capitalisation of apprenticeship and practical hands-on experience of the teachers (Hagger and McIntyre, 2006: 4). On the other hand, France adopted a contradictory school of thought relocating the responsibility of initial teacher education to the premises of universities when it founded the *Instituts Universitaires de Formation des Maîtres* (IUFM), which was also given the task of enhancing the practical experience of the teachers as an integral dimension of their initial education (Hagger and McIntyre, 2006: 4). However, one of the contemporary governmental trends of teacher education in the new millennium calls for "the partnerships being formed between universities and schools within the new dispensation" (Hagger and McIntyre, 2006: 15), as it particularly promotes the blending of the administrative, academic and professional supervision of universities together with the professional expertise of schools, so as to maximise the benefits received by student teachers in their initial teacher education.

Theories of Learning

In the teaching competence of EFL teachers, the knowledge and implementation of the theories of learning play an important role. These have undergone massive development from the age of Socrates and Plato to the present era, in which neuro-linguistics proposes the hemo-dynamic neuro-imaging techniques in order to examine the neurological processes performed during the process of acquisition. A tremendous number of philosophers,

mathematicians and educators have attempted at compiling definitions for the process of thinking and learning. Plato and Socrates were the original source of the thinking skills (which have recently been classified as critical and creative thinking skills). These two philosophers explained that the thinking and learning processes take place when learners are provided with intricate questions concerning morality, life or even "commonly held beliefs" (McGregor, 2007: 8). With the emergence of constructivism or cognitivism, on the one hand, and social constructivism, on the other, Skinner's behaviorism has been refuted and Piaget rationalised the cognitive potentials in the learning process through his schema theory (McGregor, 2007: 10, 48). The development of the linguistic and communicative competencies of learners through a more socially oriented paradigm started with Vygotsky and has developed to reach socio-cultural constructivism, which highlights the cultural competence, as well as the linguistic and communicative potentials of learners (McGregor, 2007: 10, 48). Another major consequence of the development of the social constructivist theories of learning, is the transfer from teacher-centered approaches to learner-centered paradigms. These have paved the way for the emergence of the theory of autonomy, where the responsibility of the learners towards the learning process is maximised (Fekri, Hamidi and Montazeri: 2015).

CALL (Computer-Assisted Language Learning) and MALL (Mobile-Assisted Language Learning)

Computer-assisted language learning has always been highly recommended in the literature as a substantially fundamental component of the 21st century teacher (Hagger and McIntyr, 2006: 23-24). This paradigm has been further extended into mobile-assisted language learning, as digitised applications are installed on mobile devices such as *iPods*, *iPads*, laptops and mobile phones. In the overview of the benefits of the pedagogical implementation of mobile-assisted language learning, Diaz-Vera (2012: xi-xii) explains that it enhances learners' autonomy and collaboration skills and that it extends the duration of concentration of learners, bearing in mind that they "remain more focused for longer periods". In addition, it fosters cultural awareness, "bridging social and cultural gaps" (Diaz-Vera, 2012: xvii).

Due to the consistent rise in the integration of mobile-assisted language learning, pedagogical theorists have attempted at formulating theories for the use of such new techniques. Kukulska-Hulme (2012: 5-7) introduces a theory founded on the concept of any-time and any-place paradigms, originally developed by Microsoft and Toshiba, as part of their campaigns to promote their laptops in the new millennium. On the other hand, other theories focus on mobile blogging and argue that mobile blogging can be explained through the implementation of the multimodality theory, which comprises the multimodality of texts and tasks, as well as an early theoretical interpretation (Comas-Quinn and Mardomingo, 2012: 48). The scarcity of compiling specifically tailored theories for MALL is not only due to the novelty of the field and instantly developing digitised techniques, but also to the changes witnessed in the available second language acquisition theories. These theories are currently shifting from the cognitive dimension in various directions – to the social perspectives, interactionist theories, social cultural ideologies, modifications in the input theory, and, finally, to learners' autonomy (Chapelle, 2010: 540-541).

As for the digitised tools of MALL, they are not only restricted to off-line computer software and applications, but they increasingly transcend to mobile-phone applications, such as *WhatsApp* and *Viber*, and online virtual options, such as www.edmodo.com. Automated essay evaluation tools have also come a long way since they started with *The Writer's Workbench*, which is fundamentally based on the identification of errors in spelling and punctuation. It also performs a limited stylistic analysis including "readability measures, percentage of passives, and nominalisation" (Burstein and Chodorow, 2010: 530). However, this early attempt at automated essay scoring underwent significant changes until it reached the contemporary evaluation system in the form of "Education Testing Services' e-rater and Pearson's Education's Intelligence Essay Assessor (IEA)" (Burstein and Chodorow, 2010: 530), both of which digitally and statistically compare the vocabulary in the target essay to the vocabulary in essays which are graded by human markers.

Off-line tools such as sound-recorder, *NetMeeting Sessions* and *Windows Movie Maker*, as well as online applications such as video making and video editing tools available at

www.wevideo.com and www.youtube.com and speech recognition tools in www.voki.com and www.fotobabble.com, represent just some of the many options accessible to the EFL teachers and learners in the digitised world.

Active Learning

Fossilised inefficient paradigms have consistently been part of the EFL classes in Egyptian schools, in spite of the growing evidence of their inadequacy. Thus, the 10 interns who have been the subjects in this study, have been guided to avoid relying solely on "reading out loud, vocabulary tests and copying from the board/book" (Bartram, 2010: 47). Such activities have wrongly been regarded as tasks which promote active participation of the students in the EFL classes in Egypt. "What worked in the classroom a decade (or two or three) ago, however, will no longer suffice, for the simple reason that past approaches fail to develop the full battery of skills and abilities desired" in a 21st century school graduate (Allen, Duch and Groh, 2001b: 4).

Group work and pair work are activities which promote active participation of learners, as well as collaboration. These activities "promote a good atmosphere for collaborative learning" and "are never a waste of classroom time", despite what the traditional teachers and practitioners might believe (Allen, Duch & Groh, 2001a: 60). It seems that contemporary students are not satisfied with the traditional teaching practices as they always show interest in being involved in the class activites. Thus, the higher the rate of students' participation in class activities, the higher the probability of acquisition is to be expected. Techniques for socially and cognitively wiring students in class are not only restricted to group work and pair work, they comprise other techniques such as peer review, discussions, games and role-plays. Active learning techniques could also be implemented in the digitised world of the *world wide web*, such as developing websites which would include their assignments and an e-portfolio, recording their speech via the speech recognition tools, publishing their written or spoken deliveries online, implementing virtual environment tools to communicate with their classmates and teachers and upload their assignments, sharing data through various social media tools such as *Twitter*, *Instagram* and *WhatsApp*, and, finally, browsing the net in order

to find data as part of research. The cognitive assets and pedagogical merits of active and collaborative learning have consistently been confirmed in the literature and highly recommended in teaching/learning milieus (Brophy, 2001: 18).

Differentiation

Recent research has witnessed interest in the process of differentiation in classroom activities because "individual differences have been one of the most important research topics in language learning" (Motallebzadeh and Sadripour, 2015: 35) milieus. One major criterion differentiating learners is the level of their intelligence as it substantially impacts their linguistic aptitudes. This correlation drawn between linguistic competence and intelligence has been recurrently emphasised in the literature, starting with the traditional perspectives concerning intelligence, which concentrate primarily on "verbal-linguistic and logical-mathematical intelligences" (Motallebzadeh and Sadripour, 2015: 35). However, recent theories of intelligence attached more taxonomies to the definition of intelligence, such as spatial recognition, speed of deduction, comparison and criticism.

In order to develop a system for applying differentiation techniques in the language classroom, teachers should be fully aware of the cognitive and intelligence potentials of their students. Two trends of grouping students are evident in schools; either students with multiple intelligence capabilities are grouped together in regular classes or gifted students are assembled in special classes, whereas students with learning difficulties are collected in different classes. "Both movements call for a differentiated curriculum that acknowledges students' diverse strengths" (Noble, 2004).

However, they can also be differentiated according to their learning styles. Sprenger (2008: 37-40) categorises learners' strategies into 6 major strategies: "visual", "auditory/verbal", "kinesthetic/tactile", "hands-on learners", "whole-body learners" and "doodlers", who primarily depend on graphics and shapes in their learning. In order to maximise the learning process, teachers should create opportunities and activities which enhance the learners' cognitive abilities, as well as the implementation of different learning strategies.

Enhancing National Identity and Developing Multicultural Awareness

Efficient teachers of foreign languages perform an eminently controversial task of preserving the national identity of the learners and concurrently expanding their multicultural awareness of the culture of the foreign language/s being taught. "Apart from developing the students' communicative (dialogic) competence in the target language, language teaching ought also as far as possible to enable students to develop into multilingually and multiculturally aware world citizens" (Risager, 2007: 1). Catering for multicultural alertness "is not synonymous with ceasing to take an interest in national and ethnic identities" (Risager, 2007: 1).

Due to "the formation of a pluralistic community of diversity and co-existence created by globalisation and internationalisation", fostering "intercultural competency has been advocated as an essential component in L2 classroom" (Chen and Yang, 2014). Some instructors view culture in terms of facts and, accordingly, they will teach stereotypes, famous people and places. "In contrast, instructors who believe culture is a dynamic, rather than a static, entity would probably view the teaching of culture as a process of discovery and construction and encourage students to construct their own cultural knowledge" (Chen and Yang: 2014). Culture cannot be restricted to the classical heritage or historical background of a nation; it transcends these boundaries to include everyday practices such as cuisines, interior designs of homes and offices, artifacts, language, beliefs, dancing, literature, buildings, hairstyle, clothes, religion and rituals. In an attempt to investigate the influence of language teachers' perception concerning the teaching of culture in the language classroom, Chen and Yang (2014) conducted qualitative research implementing both interviews with teachers and students, on the one hand, and observations, on the other. The interviews conducted in the needs analysis phase in this study indicate that language teachers confirm "that language and culture are closely interconnected" and their inevitable connectedness arises from the fact "that students cannot have a comprehensive grasp of a language without understanding its culture" (Chen and Yang, 2014).

In conclusion, the session concerning enhancing national identity and developing multicultural awareness has been

conducted through two channels: the importance of the national and multinational contextualisation of language and method-logies implemented to foster these ideologies in the EFL classes.

Private Tutoring

For the past five decades, private tutoring in Egypt has been a consistently devastating development for both parents and the Ministry of Education, soaking the salaries of parents, on the one hand, and increasing the rates of absenteeism at schools under the supervision of the Ministry of Education, on the other. The urge for taking private tutoring in the Egyptian community has multi-faceted grounds and consequences. This social and educational phenomenon which originated in the 70s and expanded to become a dogmatised principle in the competence of parents and students in contemporary times, emerged from the following reasons: shortage of proficient and knowledgeable school teachers; weak salaries of school teachers; long working hours of parents leaving no opportunity for assisting their children, if they experience problems in learning at school; disbelief in autonomous learning; poor furnishing and accommodation conditions in public schools; size of the class, which, in public schools, ranged between 50 and 60 students in 2013 (El Sheekh and Tarek, 2013) and reached 80 students in 2015; "Egypt ranked 118th in regards to its quality of primary education according to the *Global Competitiveness Report* – issued by the *World Economic Forum* – for that year, behind Gambia and Nepal" (Abdel Aziz, 2015).

Egypt is not the only country suffering from private tutoring, as this educational phenomenon is witnessed in other countries such as Korea and Taiwan. Although the studies in literature had been restrictive in the past, current practitioners and researchers are exerting more effort in the investigation of such phenomenon, because "private tutoring had become recognised as a world-wide phenomenon that transcended geographic and national boundaries, as well as social class boundaries" (Bray, Mazawi and Sultana, 2013: 2). However, the definition and conception of private tutoring in each societal location immensely varies; to illustrate, private tutoring in Egypt "implies close mimicry of regular lessons in the private sector", (Bray, Mazawi and Sultana, 2013: 6), whereas in France private tutoring has three different taxonomies. First, coaching is

primarily concerned with consultancy regarding students' goals in education where the teacher's role is similar to that of the academic advisor in any educational credit-hour system; second, after school support focuses on the fulfillment of homework assignments and enhancing educational skills, and, finally, private lessons explaining academic content.

National policies combating "shadow education" or private tutoring have been implementing many paradigms (Kassotakis and Verdis, 2013: 18). In Greece, for example, free supplementary tutoring is provided to students and a programme for upgrading the teachers' qualifications and skills is adopted to make the private tutoring redundant and useless (Kassotakis and Verdis, 2013: 18).

The Internship Programme at Zahran Secondary School, Alexandria, Egypt

This research includes a case study of the Egyptian internship programme for the undergraduate students at the English Department, Faculty of Education, Alexandria University, as part of their education. The internship programme allocates student teachers in various schools in Alexandria, according to the geographical distribution of these schools and the place of residence of the student teachers, who are distributed to the nearest schools in their residential areas. The role of the interns is "defined as an individual working in a temporary position that provides on-the-job training" (Lee, 2011: 10). Adopting the latest theories in initial teacher education, this programme is based on school-based contribution, as well as on university-based management. In the programme, a delegate from the Faculty of Education and a supervisor from the Ministry of Education are hired to work collaboratively in this internship programme. The fact that teachers' education programmes delivered in the different faculties of education in Egypt are neither standardised nor documented, is a predicament which exists in the educational systems of many developing, as well as developed countries, such as the USA, where "much of the innovation of teacher preparation, whether in university-based programmes or in other settings has not been well documented, and… data have not been systematically collected to support firm conclusions about which programs produce effective teachers" (Committee on the Study of Teacher Preparation Programmes in the United States,

and National Research Council, 2010: 15). Lack of documentation and research concerning the validation of teacher preparation programmes offered at the faculties of education in general and lack of reliable data concerning the internship programme in question, in particular, have constituted an inspirational force for the selection of the construct of the current research.

The annual evaluation procedures adopted by the Ministry of Education for measuring the teaching performance of teachers of English in Egyptian schools is mechanical and outdated. One drawback of such a system is the lack of analytical rubrics or a framework to measure the performance of teachers, resulting in unreliable scores. Leaving the evaluation process solely to mentors and supervisors leads to a high level of subjectivity in judgment and the inability to compare the results from different schools, as each mentor has based his/her evaluation on different criteria. Some supervisors would assess the performance of the interns according to whether or not their students have documented what is written on the board in their notebooks; other mentors would evaluate their performance according to their implementation of the computer-assisted language learning paradigms in class.

The Target Population

The target population consists of 10 fourth year students from the English Department, Faculty of Education, Alexandria University, Egypt. They are multi-majored in education, English literature, linguistics and translation. "Many states now have a double major as a requirement for secondary teacher certification", because "these requirements may improve teacher effectiveness, as subject matter knowledge is a significant predictor of teacher quality at least in some subjects and at some grade levels" (Chubb, 2012: 68). In addition, high levels of content competency allow teachers to be more creative in creating collaborative and active learning tasks for students. "Teachers who have a wide, deep and confident knowledge of the subject can afford to promote investigations by pupils and wide-ranging discussion among them" (Hagger and McIntyre, 2006: 5). Having a homogeneous population with roughly similar educational, age and residential background, assisted the researcher in developing the content of the 6-session workshop.

As in the United States, in Egypt the EFL "teaching work force remains overwhelmingly females" (Committee on the Study of Teacher Preparation Programs in the United States, and National Research Council, 2010: 14) and the target population consists of two males and eight females.

Statement of the Problem and Research Objectives

The most crucial problem which was encountered in the first academic semester 2015/2016 during the procedures of evaluating the teaching performance of the target population was the gap between the pedagogical theories that they had studied in their courses at the Faculty of Education, Alexandria University, and the implementation and application of these theories in the classroom. This conflict resulted in the weak and inefficient teaching performance of the target population. To bridge this gap and to identify the topics which should be included in the 6-session workshop, the researcher conducted a comparative study comparing the topics studied in their courses at college and the areas of deficiency in their performance.

This research aims at:

1. Evaluating the teaching performance of the target population using the adapted version of Danielson's framework of teaching (2007: 3), as shown in tables 3, 4, 5, 6 and 7.

2. Designing and conducting a 6-session workshop for improving and developing the 6 most challenging teaching skills according to the process of assessment conducted prior the implementation of the 6-session workshop.

Research Methodology

In order to achieve the above mentioned objectives, three different phases were implemented.

The Needs Analysis Phase

The needs analysis process started in the fall 2015/2016, when the researcher was assigned to supervise and evaluate the performance of 10 interns at Zahran Secondary School. After one month of regular observation of the teaching performance of these interns, the researcher found that they demonstrated very weak teaching and classroom management skills. In spite of the consultation sessions held after their teaching, where the pros and cons of their performance were discussed, weak teaching

performance still persisted. Accordingly, the identification of the skills of teaching which needed improvement became one of the objectives of this research. This analytically diagnostic evaluation process was conducted by implementing and adapting Danielson's framework of teaching (2007: 3-5), as shown in tables 3, 4, 5, 6 and 7, in the fall 2015/2016.

Although Danielson's framework of teaching is highly inclusive and comprehensive, other sub-skills of teaching are added to cope with 21st century teaching requirements. Boys (2008: 13) recapitulates the teaching process as possessing authentic passion for the language, pursuing and following updated research in the field of teaching, creating a "print-rich learning environment" in the class, formulating a precise list of the needs, expectations and abilities of the students, developing activities which generate an efficient learning environment and finally launching systems to build deferential relations with families.

Since supplementary workshops were selected as a technique for upgrading the teaching performance of the target population concerning the 6 most crucial challenges encountering the target population, the selection and validation of the topics discussed were carried out in the needs analysis stage. Interviews were conducted with the target population concerning the topics that they had studied in different pedagogical courses at the Faculty of Education. These interviews aimed at ensuring high rates of content and construct validity and the elimination of topics that had thoroughly been studied at their college. For further validation of the measures concerning the content and topics studied at the Faculty of Education, the researcher studied the course descriptions of all the subjects and courses studied by the target population at the Faculty of Education, Alexandria University.

Accordingly, the needs analysis process revealed the 6 most challenging hindrances witnessed in the teaching performance of the target population, as well as the topics to be discussed in the 6-session workshop developed to enhance the teaching potentials of the 10 interns.

The 6-Session Workshop Phase

In the spring semester 2015/2016, which consists of 12 weeks, the researcher conducted a weekly 4-hour workshop for 6

weeks. Each of the following topics was discussed for a week during the 6-week period allocated for the delivery of the workshops:

1. Theories of learning,
2. CALL and MALL,
3. Active learning,
4. Differentiation,
5. Enhancing national identity and developing multicultural awareness,
6. Private tutoring.

The content of the workshops consisted primarily of the review of the literature for each topic. The target population was assigned to read the articles and/or books selected for the sessions of the workshop prior to the sessions. For example, they had to read the selected texts concerning the theories of learning before they attended the workshop session about the theories of learning. The researcher developed a *PowerPoint* presentation for each workshop and downloaded videos to illustrate the topic in question from www.youtube.com. The teaching methodologies implemented in the workshops were primarily discussions, role-play, debates, microteaching, group work, pair work, jigsaw, presentations and hands-on tasks for the session of CALL and MALL.

Evaluation Phases and Scoring Validation

The evaluation of the teaching performance of the target population was conducted prior to the 6-session workshop and after the workshop. In other words, the first piloting of the assessment procedure was conducted at the end of the fall semester 2015/2016, whereas the second assessment was conducted at the end of the 2015/2016 spring semester. The adapted version of Daneilson's framework of teaching (2007: 3-5), as shown in tables 3, 4, 5, 6 and 7, was integrated to assess the teaching performance of the 10 interns in the two administrations of the assessment process. The scores were statistically analysed using the SPSS (*Statistical Package for Social Sciences*) and the reliability factors were estimated using *Cronbach's Alpha equation,* as shown in Table 1, resulting in a value of 0.987, which confirmed high reliability measures. Test re-test statistical values were calculated in Table 2, proving high rates of validity coefficients of the rubrics, scores and scoring

tasks implemented in the evaluation process prior to the 6-session workshop and the second assessment delivered after the 6-session workshop.

Domains	No. of Items	Cronbach's Alpha
Domain 1: Planning and Preparation	27	0.935
Domain 2: The Classroom Environment	16	0.968
Domain 3 Instruction	22	0.979
Domain 4: Professional Responsibilities	20	0.875
Domain 5: Teachers' character	5	0.697
Overall	**90**	**0.987**

Table 1. Reliability statistics

Domains	r	p
Domain 1: Planning and Preparation	0.909*	<0.001*
Domain 2: The Classroom Environment	0.978*	<0.001*
Domain 3 Instruction	0.967*	<0.001*
Domain 4: Professional Responsibilities	0.976*	<0.001*
Domain 5: Teachers' character	0.933*	<0.001*
Overall	**0.984***	**<0.001***

Table 2. Validity statistics using test-retest

Domain 1: Planning and Preparation	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 1 a: Demonstrating Knowledge of Content and Pedagogy	60.0	7.54	65.67	6.30	5.075*	0.001*
Knowledge of content and the structure of the discipline	72.0	4.22	72.0	4.22	-	-
Knowledge of prerequisite relationships	58.0	12.29	58.0	12.29	-	-
Knowledge of content related pedagogy	50.0	9.43	67.0	9.49	5.075*	0.001*
Component 1 b.: Demonstrating Knowledge of Students	47.50	2.89	62.50	3.33	14.230*	<0.001*
Knowledge of child and adolescent development	80.0	0.0	80.0	0.0	-	-
Knowledge of students' skills, knowledge, and language proficiency	42.0	4.22	58.0	4.22	9.798*	<0.001*
Knowledge of students' interests and cultural heritage	51.0	8.76	63.0	10.59	4.811*	<0.001*
Knowledge of students' special needs.	17.0	6.75	49.0	5.68	11.012*	<0.001*
Component 1 c: Demonstrating knowledge of CALL & MALL	24.33	22.67	75.0	5.72	8.359*	<0.001*
Knowledge of the theories of MALL & CALL	27.0	23.12	70.0	8.16	7.435*	<0.001*
Knowledge of online software &	22.0	22.51	78.0	6.32	8.358*	<0.001*

applications						
knowledge of off-line software & applications	24.0	23.19	77.0	4.83	8.368*	<0.001*
Component 1 d: Demonstrating knowledge of theories of learning	31.67	5.93	69.0	5.22	17.328*	<0.001*
Knowledge of latest theories of learning	34.0	8.43	76.0	6.99	14.453*	<0.001*
Knowledge of autonomy	3.0	9.49	63.0	9.49	16.432*	<0.001*
Knowledge of various learning strategies	58.0	4.22	68.0	4.22	6.708*	<0.001*
Component 1 e. Setting Instructional Outcomes	42.67	3.44	63.33	4.71	17.270*	<0.001*
Value, sequence and alignment	47.0	4.83	66	5.16	10.585*	<0.001*
Clarity	48.0	4.22	65	7.07	11.129*	<0.001*
Balance	33.0	6.75	59.0	3.16	11.759*	<0.001*
Component 1f: Demonstrating Knowledge of Resources	39.33	11.42	62	8.78	17.493*	<0.001*
Resources for classroom use	43.0	14.94	69.0	8.76	9.750*	<0.001*
Resources to extend content knowledge and pedagogy	43.0	14.94	62	11.35	8.143*	<0.001*
Resources for students	32.0	6.32	55	8.50	10.776*	<0.001*
Component 1 g: Designing Coherent Instruction	46.25	7.66	63.0	6.95	13.521*	<0.001*
Learning activities	40.0	10.54	64	9.66	14.697*	0.019*
Instructional materials and resources	60.0	12.47	69.0	8.76	2.862*	<0.001*
Instructional groups	36.0	8.43	55.0	7.07	10.585*	<0.001*
Lesson and unit structure	49.0	9.94	64	10.75	5.582*	<0.001*
Component 1h: Designing Student Assessments	48.25	6.35	55.75	4.87	7.115*	<0.001*
Congruence with instructional outcomes	47.0	11.60	63.0	9.49	6.000*	<0.001*
Criteria and standards	52.0	6.32	58.0	6.32	3.674*	0.005*
Design of formative assessments	52.0	6.32	60.0	4.71	6.000*	<0.001*
Use for planning	42.0	4.22	42.0	4.22	7.115*	<0.001*
Total Domain 1	**43.04**	**6.84**	**64.07**	**5.13**	**21.789***	**<0.001***

Table 3. Comparison between pre- and postevaluation
according to Domain 1: Planning and Preparation

t: Paired t-test
*: Statistically significant at p ≤ 0.05

Table 3 shows that four sub-skills classified under the first domain, planning and preparation, point to a stagnant performance, as no development was witnessed if we compare the scores accomplished in the pre- and postevaluation stages. The said four sub-skills include:

Component 1 a: Demonstrating Knowledge of Content and Pedagogy:

1. Knowledge of content and the structure of the discipline
2. Knowledge of prerequisite relationships

Component 1 b: Demonstrating Knowledge of Students
3. Knowledge of child and adolescent development

Component 1h: Designing Student Assessments
4. Use for planning

However, Table 3 indicates that the rest of the sub-skills in this domain witnessed high rates of development. The highest rates of progress were achieved in:

Component 1 c: Demonstrating knowledge of CALL & MALL
1. Knowledge of online software & applications
2. Knowledge of off-line software & applications

As far as their competencies in the implementation of online and offline software and applications in their teaching are concerned, it was discovered that the target population's knowledge concerning the digital tools available was substantial and consistently increasing. However, they only used such tools in their teaching after the 6-session workshop. They used the applications such as *WhatsApp*, *Facebook*, *Viber* and *Instagram* in their social communication rather than as pedagogical tools in EFL classes.

On the other hand, domain 2: The Classroom Environment, was statistically analysed in Table 4. The statistical values for the mean of 28.38 in the preevaluation and 50.69 in the postevaluation stage respectively, reflect high rates of progress in the skills of the target population after the execution of the 6-session workshop. The only sub-skill in this domain which did not show any kind of development is *Importance of the Content,* classified under the Component 2b: Establishing a Culture for Learning. On the contrary, best progress was accomplished in the Component 2b: Establishing a Culture for Learning: Students Pride in Work.

Domain 2: The Classroom Environment	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 2a: Creating an Environment of Respect and Rapport	37.67	10.43	60.33	11.91	17.493*	<0.001*
Creating an Environment of Respect and Rapport	40.0	12.47	57.0	8.23	6.530*	<0.001*
Teacher interaction with students	39.0	14.49	65.0	16.50	8.510*	<0.001*
Students interaction with other students	34.0	9.66	59.0	12.87	8.135*	<0.001*
Component 2b: Establishing a Culture for Learning	12.0	11.78	37.33	12.84	17.804*	<0.001*
Importance of the content	17.0	22.14	17.0	22.14	-	-
Expectations for learning and achievement	19.0	15.95	46.0	12.65	8.060*	<0.001*
Students pride in work	0.0	0.0	49.0	8.76	17.697*	<0.001*
Component 2c: Managing Classroom Procedures	29.60	14.54	48.80	13.70	18.437*	<0.001*
Management of instructional groups	17.0	12.52	56.0	13.50	11.207*	<0.001*
Management of transitions	25.0	12.69	47.0	11.60	16.500*	<0.001*
Management of materials and supplies	28.0	22.51	55.0	14.34	9.000*	<0.001*
Performance of non-instructed duties	41.0	12.87	48.0	15.49	3.280*	0.010*
Supervision of volunteers and paraprofessionals	37.0	16.36	38.0	17.51	1.000	0.343
Component 2d: Managing Student Behavior	25.0	14.76	49.0	10.19	7.754*	<0.001*
Expectations	28.0	6.32	49.0	11.01	7.584*	<0.001*
Monitoring of student behavior	25.0	19.58	50.0	9.43	5.514*	<0.001*
Response to student misbehavior	22.0	18.74	48.0	13.17	6.500*	<0.001*
Component 2e: Organising Physical Space	41.0	22.71	63.50	9.44	4.644*	0.002*
Safety and accessibility	40.0	22.61	57.0	14.94	4.295*	0.002*
Arrangement of furniture and use of physical resources	42.0	23.0	70.0	4.71	4.452*	0.001*
Total Domain 2	**28.38**	**13.44**	**50.69**	**11.28**	**21.000***	**<0.001***

Table 4. Comparison between pre- and postevaluation
according to Domain 2: The Classroom Environment

Domain 3 Instruction	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 3a: Communicating with Students	34.25	14.19	54.50	9.85	13.007*	<0.001*
Expectations for learning	27.0	18.29	59.0	9.94	9.798*	<0.001*
Directions and procedures	25.0	17.16	44.0	10.75	6.862*	<0.001*
Explanation of content	45.0	12.69	58.0	9.19	6.091*	<0.001*
Use of oral and written language	40.0	11.55	57.0	11.60	11.129*	<0.001*
Component 3b: Using Questioning and Discussion Techniques	29.0	12.18	52.67	11.09	16.385*	<0.001*
Quality of questions	29.0	11.01	52.0	13.17	10.776*	<0.001*
Discussion techniques	32.0	13.98	53.0	11.60	11.699*	<0.001*
Student participation	26.0	12.65	53.0	10.59	10.371*	<0.001*
Component 3c: Engaging Students in Learning	24.75	13.30	56.25	9.30	18.357*	<0.001*
Activities and assignments	20.0	11.55	55.0	12.69	21.000*	<0.001*
Grouping of students	16.0	18.38	61.0	7.38	11.211*	<0.001*
Instructional materials and resources	33.0	14.18	59.0	9.94	8.510*	<0.001*
Structures and pacing	30.0	14.14	50.0	9.43	7.746*	<0.001*
Component 3d: Using Assessment in Instruction	27.75	6.29	38.0	8.23	9.462*	<0.001*
Assessment criteria	41.0	7.38	51.0	7.38	6.708*	<0.001*
Monitoring of student learning	37.0	9.49	59.0	9.94	11.000*	<0.001*
Feedback to students	33.0	11.60	42.0	16.87	2.862*	0.019*
Student self-assessment and monitoring of progress	0.0	0.0	0.0	0.0	-	-
Component 3e: Demonstrating Flexibility and Responsiveness	32.0	14.92	51.0	12.48	9.544*	<0.001*
Lesson adjustment	31.0	13.70	48.0	10.33	7.965*	<0.001*
Response to students	30.0	17.0	47.0	17.03	6.530*	<0.001*
Persistence	35.0	15.09	58.0	10.33	10.776*	<0.001*
Component 3 f: Implementing CALL & MALL activities	8.0	15.49	59.5	10.39	17.810*	<0.001*
Online software & applications	5.0	15.81	60.0	12.47	12.845*	<0.001*
Offline software & applications	11.0	16.63	59.0	12.87	14.697*	<0.001*
Component 3g: Using differentiation techniques	0.0	0.0	37.0	20.58	5.687*	<0.001*
Developing tailored tasks for different cognitive potentials	0.0	0.0	37.00	20.58	5.687*	<0.001*
Grouping students according to their cognitive abilities	0.0	0.0	37.00	20.58	5.687*	<0.001*
Total Domain 3	**24.82**	**10.89**	**49.95**	**10.22**	**28.616***	**<0.001***

Table 5. Comparison between pre- and postevaluation
according to Domain 3 Instruction

Table 5 shows that the sub-skills scoring the highest rates of development as far as the Domain 3: Instruction is concerned, were:

Component 3c: Engaging Students in Learning
Grouping of students

Component 3 f: Implementing CALL & MALL activities
Online software & applications

The only sub-skill which remained stagnant was Student self-assessment and monitoring of progress, under the Component 3d: Using Assessment in Instruction, as the students at Zahran Secondary School were still not used to the fact that they were competent enough to evaluate their own performance. They had a fossilised conception that their teacher was the only one who could perform the task of assessment.

Domain 4: Professional Responsibilities	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 4a: Reflecting on teaching	19.50	17.07	34.0	14.68	7.660*	<0.001*
Accuracy	19.0	15.95	35.0	12.69	7.236*	<0.001*
Use in future teaching	20.0	18.26	33.0	17.03	6.091*	<0.001*
Component 4b: Maintaining Accurate Records	16.0	12.65	19.33	13.31	6.708	<0.001*
Student completion of assignments	24.0	18.97	33.0	18.89	9.000	0.343
Student progress in learning	24.0	18.97	25.0	21.21	1.000*	<0.001*
Non-instructional records	0.0	0.0	0.0	0.0	-	-
Component 4c: Participating in a Professional Community	30.50	3.87	45.25	3.81	12.875	<0.001*
Relationships with colleagues	70.0	0.0	78.0	6.32	4.000*	0.003*
Involvement in a culture of professional inquiry	30.0	0.0	42.0	10.33	3.674*	0.005*
Service to the school	21.0	14.49	60.0	0.00	8.510	<0.001*
Participation in school and district projects	1.0	3.16	1.0	3.16	-	-
Component 4d: Growing and Developing Professionally	33.33	7.70	41.67	5.27	6.228*	<0.001*
Enhancement of content knowledge and pedagogical skill	30.0	23.09	54.0	13.50	5.622*	<0.001*
Receptivity to feedback from colleagues	70.0	0.0	71.0	3.16	1.000	0.343
Service to the profession	0.0	0.0	0.0	0.0	-	-
Component 4f: Showing Professionalism	31.0	3.56	46.40	8.73	6.899	<0.001*
Integrity and ethical conduct	70.0	0.0	70.0	0.0	-	-

Service to students	0.0	0.0	26.0	13.50	6.091*	<0.001*
Advocacy	15.0	17.80	44.0	18.38	5.513*	<0.001*
Decision making	0.0	0.0	22.0	19.32	3.601*	0.006*
Compliance with school and district regulations	70.0	0.0	70.0	0.00	-	-
Component 4g: Combating private tutoring	0.0	0.0	10.67	7.98	4.226*	0.002*
Advice teachers, administration, families & students to boycott private tutoring	0.0	0.0	15.0	10.80	4.392	0.089
Penalty for students taking private tutoring	0.0	0.0	7.0	11.60	1.909*	0.023*
Rewarding students boycotting private tutoring	0.0	0.0	10.0	11.55	2.739*	0.002*
Total Domain 4	**23.20**	**5.93**	**34.80**	**7.37**	**17.876***	**<0.001***

Table 6. Comparison between pre- and postevaluation
according to Domain 4: Professional Responsibilities

Table 6 shows that maximum scores were achieved in the two sub-skills: Involvement in a culture of professional inquiry and Service to the school, both of which are classified under Component 4c: Participating in a Professional Community. Because of the time constraints of the internship programme and the minimal teaching experience of the target population, this domain reveals marginal or no development in many of its sub-skills.

Domain 5: Teachers' character	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Component 5A: Accessible and admirable	32.0	13.78	42.0	11.60	5.477	<0.001*
Coming down to the level of the students	40.0	13.33	47.0	9.49	3.280*	0.010*
Admiration is the result of teachers' sincerity, integrity and ability	24.0	15.06	37.0	14.94	4.993*	0.001*
Component 5B: Humane and modest	44.50	1.58	44.5	1.58	-	-
Teachers' humane qualities	39.0	3.16	39.0	3.16	-	-
Humility	50.0	0.0	50.0	0.00	-	-
Component 5c: A passion for teaching	52.0	6.32	52.0	6.32	-	-
Total Domain 5	**41.0**	**6.41**	**45.0**	**5.83**	**5.477***	**<0.001***

Table 7. Comparison between pre and post evaluation
according to Domain 5: Teachers' Character

As shown in Table 7, the sub-skills classified under the Domain (5) revealed minimal development, except for the sub-

skill – Admiration. This comes as the result of teachers' sincerity, integrity and ability, categorised under the Component 5A: Accessible and admirable.

When comparing the performance of the target population according to the total mean values and standard deviation for the 5 domains, as shown in tables 3, 4, 5, 6 and 7, it is obvious that the Domain (2): The Classroom Environment and the Domain (3): Instruction, achieved the highest rates of progress – 22.31 and 25.13 respectively; whereas the Domain (4): Professional responsibilities and the Domain (5): Teachers' Character scored the least values of development, estimated at 11.6 and 4 respectively.

	Pre		Post		t	p
	Mean	±SD.	Mean	±SD.		
Overall	31.46	8.61	50.68	7.82	36.391*	<0.001*

Table 8. Comparison between pre and post evaluation according to overall mean and standard deviation values

Table 8 points to a significant development in the teaching performance of the target population with a difference of 19.22 between the preevaluation and the post-evaluation stages.

Conclusion

The 6-session workshop assisted the 10 interns in identifying their teaching mistakes and allowed proposing remedies and resolutions for the obstacles they encountered in the 2015/2016 fall semester. This was strongly reflected in the progress the interns accomplished in the discussed teaching skills in general and, in particular, in their skills of creating an efficient and encouraging classroom environment.

Serious efforts have been invested in developing the proficiency levels and competencies of the EFL teachers in Egypt. The joint project between the Ministry of Education and the British Council in Egypt, which aims at developing the teaching proficiency levels of the EFL teachers, is a case in point. However, the Egyptian internship programme would benefit from implementing a framework for assessing the teaching proficiency levels of the EFL teachers, as the subjective evaluation procedures employed by the supervisors have proven to be lacking and inefficient. Accordingly, the discussed modified

version of Danielson's framework of teaching could be used in the assessment process as part of the internship programme.

"The use of CALL in language programs has become a standard and expected part of a curriculum" (Kessler, 2006: 23). Accordingly, installing it into the assessment rubrics within the Egyptian internship programme could be beneficial. Tables 3 and 5 showed the highest rates of development in the target population's knowledge and implementation of CALL (Computer-Assisted Language Learning) and MALL (Mobile-Assisted Language Learning). This progress could partially arise from the (un)availability of the technological devices required. "While there may be many reasons that technology becomes unused or underused, access to resources is most often identified as the reason that technology for instruction remains unutilised" (Kessler, 2006: 27). Many schools in Alexandria, Egypt, do not have access to such digital devices and the integration of CALL (Computer-Assisted Language Learning) and/or MALL (Mobile-Assisted Language Learning) would be unfeasible. Consequently, it is highly recommended that the workshops delivered to the interns comprise a session about fundraising, so that schools can buy technological devices and pay for their maintenance.

Reviewing the current state of the educational system in Egypt, private tutoring is consistently regarded as a devastating phenomenon for the schools, the Ministry of Education, parents and teachers, who generally do not believe in the efficiency of private tutoring. As for schools and the Ministry of Education in Egypt, students taking private tutoring do not attend schools relying on their private tutoring sessions. The phenomenon of absenteeism hinders the process of teaching, especially in high schools, where the rate of absenteeism sometimes reaches 100%. Although "a few governments (e.g. Singapore and South Africa) perceive private tutoring to have valuable dimensions which deserve active encouragement" (Bray and Silova, 2006: 100), private tutoring in Egypt constitutes a nightmare to the parents who are obliged to pay substantial amounts of money for private tutoring. This educational phenomenon should be combated by the teachers, the government, parents, school boards as well as students. The techniques of fighting such a destructive phenomenon could be among the topics to be discussed within the workshops for interns. It is highly recommended that such a topic be part of the EFL teacher education. Accordingly, it seems

advisable that such an in-service system of workshops be developed with the aim to upgrade the teaching competencies of the EFL teachers and to come up with the solutions for all the hindrances that such new teachers may encounter.

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Abbreviations

EFL English as a foreign language
NCLB No Child Left Behind Act
CALL computer-assisted language learning
MALL mobile-assisted language learning
DfES Department of Education and Skills in the United Kingdom
KS3 Key Stage 3
IGCSE International General Certificate of Secondary Education
SPSS Statistical Package for Social Sciences
USB Universal Serial Bus
IUFM Instituts Universitaires de Formation des Maîtres