

الاحتياجات التدريبية لمعلمي ومعلمات اللغة الإنجليزية لمرحلة التعليم الثانوية من وجهة نظرهم في المدارس الحكومية في مديرية التربية والتعليم للواء الرمثا

خلدون علي الجنادة*¹ و إبراهيم محمد ضيف²

^{2,1} وزارة التربية والتعليم/ الأردن

* email: khaldonjanaydeh@gmail.com / 00962 788029565

المخلص

هدفت الدراسة إلى تحديد الاحتياجات التدريبية لمعلمي اللغة الإنجليزية للمرحلة الثانوية من وجهة نظرهم في المدارس الحكومية التابعة لمديرية التربية والتعليم للواء الرمثا. تكوّن مجتمع الدراسة من (260) معلّمًا ومعلمة. أما عيّنة الدراسة تكوّنت من (40) معلّمًا ومعلمة، وقد تم اختيارها بشكل قصدي. ولجمع البيانات ورّعت استبانة للاحتياجات التدريبية. تكوّنت الاستبانة من (30) فقرة مقسمة إلى ستة مجالات (المحادثة، والاستماع، والكتابة، والقراءة، والتخطيط والتقييم) بعد مراجعة الأدب النظري والدراسات السابقة. وللتأكد من صدق الأداة، تم عرضها على مجموعة من المحكمين. وللتأكد من ثباتها، استخدم الباحثون معامل ألفا وكرونباخ ليكون (0.88).

ولتحليل بيانات الدراسة، تم استخراج المتوسطات الحسابية والانحرافات المعيارية واختبار (T). أظهرت نتائج الدراسة أنّ أعلى الاحتياجات التدريبية الأساسية لمعلمي اللغة الإنجليزية كانت في مجال المحادثة بمتوسط حسابي (4.04)، يليه مجال القراءة (4.01) ثم مجال الكتابة (3.95). كانت متوسطات إجمالي الاستماع (3.93) والتخطيط (3.92) متقاربة. وكانت نتائج مجال التقييم هي الأدنى في الترتيب بين الحاجات التدريبية بمتوسط حسابي (3.87). كما أشارت الدراسة إلى وجود فروق ذات دلالة إحصائية بين استجابات عيّنة الدراسة تُعزى إلى الجنس والخبرة.

بناءً على نتائج الدراسة، اقترح الباحثون مجموعة من التوصيات مثل تصميم برامج تدريبية من المشرفين والمديريات لمعلمي اللغة الإنجليزية للمرحلة الثانوية أثناء الخدمة في المدارس الحكومية. ويجب أن تشمل هذه البرامج على الاحتياجات التدريبية المتعلقة بالتخطيط للدرس، والتقييم والتخطيط لمهارات اللغة الأربعة (الاستماع والتحدث والقراءة والكتابة).

الكلمات المفتاحية

الاحتياجات التدريبية، التدريس، المهارات الاستقبالية، المهارات الإنتاجية، معلمو اللغة الإنجليزية، وزارة التربية والتعليم.



EFL Training Needs for Teachers of the Secondary Stage Education as Perceived by Them in Public Schools in Arramtha District

Khaldoun Ali Al-Janaydeh *¹ and Ibrahim Mohammad Dheif ²

^{1,2} The Ministry of Education / Jordan

* khaldonjanaydeh@gmail.com / 00962 788029565

Abstract

The study aimed at identifying the training needs for EFL English teachers for secondary stage as perceived by them in public schools in Arramtha District of Education. The population of the study consisted of (260) male and female teachers. The sample of the study consisted of (40) teachers who were chosen purposfully. For data collection, the tool used was a questionnaire. The questionnaire consisted of (30) items for training needs, divided into six domains (speaking, reading, writing, instructional planning, assessment and listening) after reviewing theoretical literature and previous studies. To establish the validity of the instrument, it was presented to a group of referees. To maintain reliability, the resresearchers used Cronbach Alpha Coefficient to be (0.88). The data of study were analyzed using measures of central tendency; means, standard deviations and T- Test. The results of the study showed that the highest needs of training were the speaking domain (4.04), followed by reading domain (4.01), then writing domain (3.95). Listening domain (3.93) and instructional planning (3.92) were statistically close. Assessment domain was the lowest in rank of training needs with mean score (3.87). The study also indicated that there were statistical significant differences among means responses of the study sample, due to gender and experience. Based on the finding of the study, the researchers suggested a group of recommendations such as designing training programs by the supervisors and directorates for in-service EFL teachers for the secondary stage in public schools. Programs should include training needs related to planning, assessment and planning of the four primary skills (listening, speaking, writing and reading).

Key words

EFL Teachers, Instruction, Ministry of Education, Productive Skills, Receptive Skills, Training Needs.

Introduction

Background of the Study

Educational institutions are affected by the constant global changes and challenges in all domains. There is always an upcoming, emerging and urgent need to commensurate the flow of data, development and technology and achieving the aims and goals of the institutions effectively and efficiently. For these reasons, educational institutions put strategies and policies to cope with the needs. One important policy is to maintain constant development of the employees' competencies through training. Training programs are an essential part of every institution's policy. Educational institutions play a vital role in developing their educational systems in terms of technology, economy, pedagogy, sociology and so on. In addition, teacher training programs are fruitful resources to improve teachers' professional development in the educational system since it is considered as a way for developing their self-improvement (Evişen, 2021). This made experts in the field of language teaching and the designers of curricula to call for well-trained and high-qualified teachers who have sufficient skills and competencies to apprehend the new ideas and concepts in the content of the English language textbooks that are organized over successive academic years depending on ordering and expanding concepts within successive experiences.

Definitions of Training

Haidar (2020) stated that training is an ongoing, systematic, planned effort which aims at making changes in the individuals' performance and their behaviors in the institution through acquiring skills, knowledge, abilities and attitudes, leading at the end to improving and promoting the level of efficiency and competency of the individual and institution.

Abu Al-Nasr (2009) defined training as an ongoing and planned process which aims to respond to individuals' present and future training needs through providing them with knowledge, supporting their attitudes and improving their skills which contributes to improve their performance and increasing their production in the institution.

Richards and Farrell (2005) stated that training is cen-

tered on teachers' needs mainly. The orientation of training and training programs is conceptual and based on principles to be acquired, learnt and applied by teachers. The training program focuses on a goal or a limited set of short-term goals.

In light of these definitions, training is an ongoing requirement and process for both individuals and institutions. Training aims at developing the individuals' skills and improving their performance, and – simultaneously – helping the whole institution to develop and expand its capacity. Training refines individuals' skills and abilities to accomplish the desired and shared goals of the institution.

Schools are one of these institutions, which aim to make changes in the learners' attitudes and their knowledge. Such changes cannot be achieved haphazardly; this requires well-trained and highly qualified teachers. One way to promote their competencies is to attend effective teacher training programs. Teacher training programs provide them basic and developed professional competencies and pedagogical skills of teachers.

Training Programs

The Ministry of Education (1991) stated that the final aim of the training programs is to develop the teachers' competence and their pedagogical skills to enable them to implement the curricular activities effectively. Thus, the training programs should be need-oriented. This means that the training programs must be launched to meet teachers' actual needs. Consequently, one of the major benefits and aims of identifying their training needs, is to enhance and facilitate instruction in the classroom.

Jordan realizes the importance of training programs for teachers, so teacher-training programs are top priorities for The Ministry of Education. Thus, one of the recommendations of Education Reform Conference held in Amman in 1987 is to improve teachers' performance and skills to achieve the desired educational goals through holding training programs regularly to promote their competencies (Al-Wahsh, 1993).

Training Needs

'Need' is a concept, which refers to a lack, or a shortage

that appears during any stage in the process of production either in individuals' skills or competencies or during both (Kroehnert, 2000; McConnell, 2003). Usually, institutions and planners give a great importance to these needs when putting the strategies and schemes of work. In training, 'need' refers to existing deficiency of knowledge and skills that an employee encounters in the institution. A need occurs when there is a gap between what individuals know now and what they are supposed to know. Moeini (2008, 7) defined need as "a gap between what is expected and the existing conditions".

Kroehnert (2000) stated many common indicators of training needs, these indicators are: frequent errors, complaints from staff, complaints from clients, lack of work quality, inadequate recruiting items, overhandling items, large staff turnover, conflicts among staff and new equipment or systems. When they are specifically identified, these needs should fill the gaps to achieve the required outcomes and overcome emergent issues.

Laird (2003) indicated several reasons for training needs such as: promotions, transfers, performance appraisal, career planning programs, quality control records, new positions, job description and so on. Such reasons will help in designing a training program content and activities as well as evaluating it.

Identifying the training needs of EFL teachers is a significant factor to enable them to perform their work competently. This can be accomplished through preparing well-organised, need-based training programs, and enrolling them voluntarily or according to necessities. EFL teachers Training programs should respond to their behavioral and cognitive needs. Teachers' role is crucial inside the classroom since they are responsible for shaping the learners' mind and attitudes. Consequently, the quality and the effectiveness of teaching promote learners' levels. This can be achieved through effective teacher training programs, which are based on teachers' training needs. In this regard, Ta'ani (2005) pointed out that constructing effective training programs should be based on actual training needs.

There are various ways to identify teachers' training needs; to recognize the levels of the individuals in the in-

stitution, such variations do not depend on one source of collecting data. These are training workshops, interviews, questionnaires, surveys, testing, observations, and meetings (Abu Nasr, 2009). The phase of Identifying training needs represents the cornerstone of the parts of training process. Hence, trainers' qualities should be emphasized since they are considered as a tool of change in trainees' attitudes their knowledge and performance in the institution.

Noe (2016) stated that there are three levels of identifying training needs: (1) organizational analysis, (2) task analysis, and (3) person / individual analysis. (1) Organizational analysis involves the effect of the organization's determining of where the needed training is and under what conditions it will be carried out. (2) Task analysis involves the tasks, skills, knowledge, attitudes, and behaviors that are needed in training for the individuals to achieve the desired goals. (3) Individual analysis emphasizes to what extent the individual does the job and determines which training he / she lacks and needs to receive.

Statement of the Problem

The problem of the study centers around revealing the training needs of English language teachers (Henceforth, EFL teachers) in public schools in the Directorate of Education of Arramtha District. Many studies were carried out on training needs. However, to the best of knowledge of the researchers, the studies were carried out on training needs for EFL teachers in secondary stage were few. Therefore, this research attempts to identify training needs of EFL teachers in secondary stage in Arramtha District of Education.

Purpose of the Study

The study aims at identifying the training needs as perceived by teachers, and identifying to what extent the perceptions of EFL teachers of the secondary stage are congruent with the domains of training needs of English language education in public schools in the Directorate of Education of Arramtha district as perceived by them, and the study aimed to identify whether the teachers' view of training needs differs according to gender and experience.

Questions of the Study

The present study attempts to answer the following questions:

1. What are the training needs of EFL teachers for secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District?
2. Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the training needs of EFL teachers for the secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District, attributed to the teacher's gender (male, female)?
3. Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the training needs of EFL teachers the secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District attributed to the teacher's experience (ten years and less, more than ten years)?

Hypotheses of the Study

1. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the training needs of EFL teachers for the secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District, attributed to the teacher's gender (male, female).
2. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the training needs of EFL teachers the secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District attributed to the teacher's experience (ten years and less, more than ten years).

Significance of the Study

The importance of the study lies in the following:

- This study helps in identifying the training needs of English language teachers in Jordan, and the de-

gree of importance for each need.

- This study helps policy makers to work on accurate planning of training programs based on the actual and real needs of EFL teachers. These programs in turn- meet the needs of English language teachers and teachers in general.
- The study may help EFL teachers to draw up on appropriate strategies that would raise the efficiency of male and female teachers and improve their skills.

Operational Definitions of Terms

Training Needs: are a set of changes needed to be acquired by the individuals in terms of skills, knowledge, attitudes to achieve balance between the individuals' performance and the institution's objectives they work in, to address the gap they encounter in their performance. In this study, training needs are defined as the knowledge and skills to be provided to English language male and female teachers for the secondary stage education, which is a set of changes required to be made by the teacher and related to his information, skills, experiences and current job.

EFL Teacher: is the person who is officially assigned by the Ministry of Education to be responsible for all aspects of the teaching-learning process in the English Curriculum for the secondary stage in Arramtha District of Education to achieve the desired outcomes inside the classroom.

Limitations of the Study

The study will be conducted within the following limitations:

- The study is limited to all English language teachers for the secondary stage in public schools in Arramtha District of Education for the academic year 2021/2022.
- The instrument of the study is determined in the following areas: planning, assessment, listening skill, writing, speaking, and reading.
- The results of the study are determined by the de-

gree of validity and reliability of the questionnaire prepared for this purpose.

- The sample of the study was chosen purposefully.

Review of the Related Literature

Fullmer (1996) explored the training needs for the new English teachers in methods and theories of teaching. The participants of the study consisted of (13) male and female teachers in Utah schools in the USA. He used interviews to collect data from the participants. The results indicated that the teachers showed their needs for training in terms of teaching methods, classroom management, assessment and practical applications. This study also asserted developing practical education programs for student-teachers during their studying in their universities.

Butcher (2000) studied the training needs of the general vocational teachers in a secondary school in Britain based on GNVQ (General National Vocational Qualification). The sample of the study consisted of (380) female and male teachers. The study revealed that the teachers lack training in the planning and assessment requirements of vocational courses. The study also revealed that the teachers should be prepared according to the school needs which integrate academic course with vocational course.

Hindi (2005) investigated the training needs of Islamic education teachers in both stages: preparatory and secondary in the Sultanate of Oman. The sample of the study consisted of (116) teachers and (53) supervisors. The researcher used a questionnaire with 36 items to collect the data. The study showed that the most necessary training needs that teachers agreed upon were six: three of them in the domain of knowledge of Islamic education curriculum, and three of them in the domain of curriculum teaching skills. Regarding the supervisors, the study showed that the most necessary training needs were (28). Seven of them were in the domain of knowledge of Islamic education, and 21 needs in the domain of curriculum teaching skills. Both supervisors and teachers agreed on six important needs, four in the curriculum domain, and two in the skills domain. The study also showed that there were significant differences in the means of the training needs between teachers of both genders and the supervisors in the domain

of curriculum, skills and measurement in favor of the supervisors. In addition, there were significant differences in the means of needs in the domain of curriculum attributed to the effect of sex only for the teachers. The study showed that there were no significant differences between the means of needs belonging to the effect of the levels of experience.

Hamadnah (2007) identified the training needs for the Arabic language teachers in the basic stage as estimated by teachers in the Educational Directorates in Al-Mafraq Governorate. The participants of the study consisted of (135) female and male teachers. The researcher used a questionnaire in order to collect the data from the participants. The study revealed that the teachers lack training in the first degree in evaluation, language internalization, instructional technology, and computer technology. While there was a moderate need teaching methods class management, lesson planning, communication with student's parents, and curriculum analysis. The study also showed there were no statistically significant differences attributed to qualifications.

Shdeifat and Irshied (2009) investigated training needs for English teachers for basic stage as perceived by themselves in public schools in Mafraq Province. The participants of the study consisted of (327) teachers. The instrument used was a questionnaire for training needs. The results showed that speaking was the most necessary skill while reading was the least. The order of these needs was speaking, writing, listening, teaching planning, evaluation and reading respectively. In addition, the results indicated that there were statistically significant differences among means responses attributed to gender and experience.

Fragoulis (2012) explored the training needs of the French teachers in relation to the teaching of French as a foreign language in Greek primary schools. These training needs included the preparation and design of teaching, the organization, implantation, and evaluation. The participants of the study consisted of (54) teachers in the prefecture of Achaia. The researcher used a questionnaire to collect the responses from the participants. The results of the study revealed that French language teachers lack training with regard to the design, the implementation and the eval-

uation of teaching interventions in primary schools.

Al-Hadidi and Detmach (2013) examined the training needs of female physical education teachers in the Jordanian Upper basic schools from their point of view and the difference in training needs according to experience and supervising authority. The sample of the study consisted of (300) teachers from different directorates in Amman. The study used a questionnaire of training needs divided into seven areas: planning and teaching, knowledge, technical skills, professional growth, teaching methods, classroom management and system maintenance, and students' assessment. The study showed that the training needs of the female teachers of physical education of upper stages schools were medium. The study also showed that there were statistically significant differences in training needs attributed to years of experience.

Ali (2018) carried out a study on identifying training needs of in-service EFL teachers in inclusive schools in Egypt. The sample of the study consisted of (218) in-service teachers at primary schools. To collect data, the researcher used a need questionnaire and interview. The study showed that teachers lacked training in inclusive education, large class size, negative attitudes, shortage of time, heavy workload, and unfamiliarity with necessary strategies as barriers to inclusion. The study also showed that teachers gave a priority for identifying needs in terms of language disorders, teaching methods individualized instruction, individualized educational plans and controlling behavioral problems. The study showed statistical significant differences in teachers' needs attributed to age, experience and qualifications.

Al-Shara'a (2018) studied the training needs of the new teachers from the principals' perspectives of the basic schools in Bani Obaid, Irbid. The participants of the study consisted of (80) principals and managers. The researcher used a questionnaire as a tool for collecting data that consists of (40) items distributed in four main fields: planning for teaching, implementation of teaching, classroom evaluation and classroom management. The study revealed that the degree of training needs of the novice teachers was medium in all fields. The study also revealed that there were no statistical differences attributed to gen-

der and years of experience and qualifications.

Abu Qwider (2019) identified the training needs of the English language teachers in light of integrating technology in teaching at Alqwismah District from their perspectives. The researcher developed a questionnaire related to the EFL teachers. The sample of the study consisted of (70) female and male teachers. The results indicated that training needs for EFL teachers in light of integrating technology in teaching were medium with a number of (35). The study also showed that there were no statistical differences in light of training needs attributed to gender and experience.

Sa'adah (2019) identified the training needs for Arabic language teachers in Al-Jameha. The participants of the study consisted of (58) female and male teachers who teach Arabic for the secondary level. The researcher used a questionnaire with (40) items. The study showed that the training needs for the Arabic language teachers were low. The study also showed there were no statistically significant differences on total score attributed to the gender. Moreover, the study showed that there were no statistical differences attributed to years of experience. Besides, the study showed there were no statistical differences attributed to the interaction between gender and experience.

Al-Maliki (2020) explored the cognitive training needs of science teachers of the intermediate stage considering the scope and sequence matrix of the developed curricula science. The study also explored the effect of the nature of work and the teaching experience on these needs. The instrument of the study used is a questionnaire. The sample of the study consisted of (140) teachers and (10) supervisors in Taif, Saudi Arabia. The results of the study reveal that the science teachers lack training in a large degree in knowledge and content of the developed curricula in light of scope and sequence while others came in a medium degree.

Zulaiha and Mulyono (2020) conducted a study on exploring junior high school EFL training needs of assessment literacy. The sample of the study consisted of (147) EFL teachers who were selected randomly in a junior high school in Indonesia. The instruments of the study was a

survey. In addition, (10) out of (147) were randomly chosen through semi-structured interviews. The study showed that three competencies need to be gained from assessment literacy training: the ability to select tests for use, ability to develop tests' specification, and ability to develop test tasks and items.

Abu Rayyan (2020) carried out a study on EFL training needs in relation to demographic variables in Jordan. The sample of the study consisted of (122) teachers who were randomly selected in Liwa'a Al-Jama'a Directorate of Education. The instrument of the study was a scale of training needs for EFL teachers. The findings of the study revealed that EFL teachers showed low need for measurement strategies, assessment strategies and lesson planning. The need for classroom management and organization, guidance, counseling and the need for training courses on teaching strategies was medium. While, the need for training courses on using technology in teaching was high. The study also found differences in the need for training according to teaching experiences, and qualifications and gender.

Concluding Remarks

By analyzing previous studies, the researchers conclude the following:

- There is a great interest in studying training needs in terms of knowledge, competencies and skills that must be possessed by the teacher to improve the implementation of educational situations inside the classroom, especially for secondary school teachers.
- Previous studies aimed at identifying the training needs of teachers of primary and secondary stages, which require the development of educational programs for teachers of both stages.
- These studies came to clarify the existence of a relationship between the training need for English language teachers and the variables of experience and gender.
- lack of Arabic and foreign studies- to the best knowledge of the researchers- that are concerned

with identifying the training needs of English language teachers, especially in the areas of basic skills related to listening, speaking, reading, and writing, while these areas are the basis for the process of teaching English. Therefore, what distinguishes this study is that it attempted to investigate the training needs of English language teachers, especially in the field of basic language skills.

Fullmer (1996), Butcher (2000), Hamadnah (2007) and Fragoulis (2012) studies did not include age, experience, gender and qualifications as variables. Fullmer (1996) teachers showed their needs in planning, management, methods and assessment, and there is a necessity to create practical instruction programs at universities. Butcher (2000) showed that they need training in planning and assessment and integrating curricula. Hamadnah (2007) showed that teachers need training in assessment, knowledge, and subordinate skills. They showed no need in terms of teaching skills. Fragoulis (2012) showed that French teachers lack training in Greek schools in terms of implementation, evaluation, and design of teaching.

Hindi (2005) and Ali (2018) studies included one of the variables i.e. age, experience, gender and qualifications along with other domains of training needs. Hindi (2005) showed that there is a need for training in both knowledge and skills. Experience was of no significance. Gender has a certain significance. Ali (2018) showed that teachers' needs of training were in almost all domains except for knowledge of the content. There were statistically significant differences in terms of age, experience and qualifications.

Al-Hadidi and Detmach (2013), Alshara'a (2018), Abu Qwider (2019), Sa'adah (2019), Almaliki (2020), Zulaiha and Mulyono (2020) and Abu Rayyan (2020) studies include age, experience, gender, and qualifications as variables along with the other domains of training needs. Al-Hadidi and Detmach (2013) showed that female physics teachers' needs in the seven main domains were medium. Experience has no significance. Al-Shara'a (2018) showed that novice teachers need for training was medium. There were differences in gender and experience. Abu Qwider (2019) EFL teachers need for training is medium.

Gender and experience have no significance. Sa'adah (2019) showed that Arabic teachers needed low training. There was significance of gender and experience. Almaliki (2020) showed that science teachers need training in terms of knowledge and content. The experience has no significant effect.

Most of the studies – to the best knowledge of the researchers - did not go into indicating the specific skills of English language (reading, writing, speaking, listening). These skills are the basis of instruction of English as a foreign language and represent the core of language and language learning. Consequently, this shortage of identifying these skills as training needs along with other training needs caught the researchers' attention, and leads them to include a domain for the direct and primary aspects of teaching English language and the nature of training needs that they might become.

Methods and Procedures

In order to achieve the objectives of the study, the researchers followed an analytical descriptive design to reveal the training needs for EFL teachers of secondary stage education in Arramtha District of Education. MANOVA was used since the dependent variable includes six domains.

Population and Sample of the Study

The population of the study consisted of all EFL teachers in Arramtha District of Education during the second semester of the academic year 2021/2022. The population of the study consists of (260) male and female teachers. The sample of the study consisted of (40) male and female EFL teachers who were purposefully selected from different secondary schools in Arramtha District of Education.

Instrument of the Study

In order to collect data, the researchers used a questionnaire as the instrument of the study. The instrument was taken from Shdaifat and Irsheid (2009) and translated by the researchers after establishing the validation and reviewing the theoretical literature and previous studies (empirical research). This instrument includes a number of domains related to training needs. This instrument was applied to a sample of teachers and supervisors in Arramtha

District of Education.

Ranges of agreement with the statements on the survey were determined by using the following rubric: the interval of 1 to less than 2.33 showed low level, the interval of 2.33 to less than 3.66 showed moderate level, and the interval of 3.66 to 5 showed a high level of agreement with the statement on the survey.

Validity of the instrument

To establish the validity of the instrument, the researchers gave it to a group of referees and supervisors who are specialists in the field of the English language and literature and language teaching to be validated and to ensure the items of the questionnaire whether they are appropriate or not.

Variables of the Study

1. Independent Variables: which include qualification (B.A, MA and Ph.D.), years of experience (short, mid and long), gender (male and female) and number of training courses.
2. Dependent Variables: which include the training needs of EFL teachers and their responses to the items of the questionnaire.

Validity and Reliability

Furthermore, the construct validity was evaluated using the correlation analysis. As such, the questionnaire was piloted to a sample of 20 teachers. Then, Pearson Correlation Coefficient was extracted between the item score and the total score of its domain. In addition, corrected item total correlation was extracted between the item score and the total score of its domain. Results revealed that the Pearson Correlation Coefficient between the item score and the total score of its domain is statistically significant (i.e., the values are higher than 0.35). The corrected item-total correlation between item score and the total score of its domain higher than the threshold value (0.40). These results indicate an acceptable degree of internal consistency for the questionnaire (Leech, Barrett & Morgan, 2011). Furthermore, the Cronbach Alpha Coefficients for the six domains ranged between (0.82-0.87). It was calculated to be 0.94 for the entire scale, and all above the cut-off value

0.70 (Cronbach, 1951).

Findings of the Study

Results related to the first question of the study: “What are the training needs of English language teachers for secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District?”

To answer this question which sought the training needs of English language teachers for secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District, the mean scores and standard deviations for the six domains were calculated. Table (1) illustrates the means and standard deviations for each domain of the questionnaire.

Table (1) Means and Standard Deviations of Teachers’ Perceptions towards Training Needs

Dependent variable	mean	Std.	Rank	Level of agreement
Speaking Skill	4.04	0.47	1	High
Reading Skill	4.01	0.58	2	High
Writing Skill	3.95	0.53	3	High
Listening Skill	3.93	0.62	4	High
Instructional Planning	3.92	0.60	5	High
Assessment	3.87	0.64	6	High
overall		3.95	0.46	High

Table (1) shows that the results of the descriptive statistics indicate that the mean scores of teachers’ perceptions toward training needs of English language teachers ranged from 3.87 to 4.04 on a Five-point scale with high levels of agreement. Teachers reported the highest level of agreement (Mean=4.04) on the Speaking Skill domain, followed by Reading Skill (Mean=4.01), Writing Skill (Mean=3.95), Listening Skill (Mean= 3.93), instructional Planning (Mean=3.92), and Assessment (Mean=3.87). Furthermore, teachers reported a high level of perceptions towards training needs (Mean=3.81).

Furthermore, the means and standard deviations of teachers’ perceptions along the perceptions domains were extracted. Tables (2) illustrates the means and standard deviations for each statement of the questionnaire.

Table (2) Means and Standard Deviations of Teachers’ Perceptions towards Training Needs along Instructional Planning Domain

No.	Item	Mean	Std.	Rank	Level of agreement
2	Prepares lesson plans in advance.	4.00	0.68	1	High
4	Defines specific learning outcomes.	3.95	0.68	2	High
5	Analyzes the course content effectively.	3.90	0.78	3	High
1	Plans educational activities.	3.88	0.82	4	High
3	Collaborates with others to implement the school curriculum.	3.87	0.76	5	High

Table (2) shows that the mean scores of teachers’ perceptions along the Instructional Planning Domain ranged between 3.87 and 4.00 with medium to high levels of agreement. Teachers’ reported the highest level of agreement (Mean=4.00) on the item “Prepares lesson plans in advance”, whereas, they reported the lowest level of agreement (Mean=3.87) on the item “Collaborates with others to implement the school curriculum”.

Table (3) shows that the mean scores of teachers’ perceptions along the along Assessment Domain ranged between 3.78 and 3.94 with medium to high levels of agreement. Teachers reported the highest level of agreement (Mean=3.94) on the item “Prepares a remedial to deal with the weakness of students”, whereas, they reported the lowest level of agreement (Mean=3.78) on the item “Analyzes and interprets test results Analyzes and interprets test results”.

Table (3) Means and Standard Deviations of Teachers' Perceptions towards Training Needs along Assessment Domain

No.	Item	Mean	Std.	Rank	Level of agreement
3	Prepares a remedial to deal with the weakness of students.	3.94	0.76	1	High
4	Activates the self-assessment method.	3.92	0.73	2	High
2	Uses feedback.	3.92	0.69	2	High
1	Varies in the assessment methods.	3.80	0.85	4	High
5	Analyzes and interprets test results.	3.78	0.80	5	High

Table (4) shows that the mean scores of teachers' perceptions along the Listening Skill Domain ranged between 3.73 and 4.06 with medium to high levels of agreement. Teachers reported the highest level of agreement (Mean=4.06) on the item "Distinguishes between different pronunciations", whereas, they reported the lowest level of agreement (Mean=3.73) on the item "Organizes instruction of listening class".

Table (5) shows that the mean scores of teachers' perceptions along Writing Skill Domain ranged between 3.80 and 4.10 with medium to high levels of agreement. Teachers' reported the highest level of agreement (Mean=4.10) on the item "Employs writing skill in teaching vocabulary and linguistic structures", whereas, they reported the lowest level of agreement (Mean=3.80) on the item "Organizes instruction of listening class".

Table (6) shows that the mean scores of teachers' perceptions along Speaking Skill Domain ranged between 3.85 and 4.32 with medium to high levels of agreement. Teachers reported the highest level of agreement (Mean=4.32) on the item "Masters the pronunciation of letters correctly", whereas, they reported the lowest level of agreement (Mean=3.85) on the item "Organizes instruction of listening class".

Table (4) Means and Standard Deviations of Teachers' Perceptions towards Training Needs along Listening Skill Domain

No.	Item	Mean	Std.	Rank	Level of agreement
4	Distinguishes between different pronunciations.	4.06	0.82	1	High
3	Corrects students' errors related to pronunciation.	4.04	0.85	2	High
1	Trains students to distinguish between sounds.	4.00	0.91	3	High
5	Masters training methods effectively.	3.80	0.88	4	High
2	Organizes instruction of listening class.	3.73	0.82	5	High

Table (5) Means and Standard Deviations of Teachers' Perceptions towards Training Needs along Writing Skill Domain

No.	Item	Mean	Std.	Rank	Level of agreement
1	Employs writing skill in teaching vocabulary and linguistic structures.	4.10	0.59	1	High
3	Uses of punctuation marks in written text proficiently.	4.03	0.58	2	High
4	Focuses on accurate spelling.	3.98	0.73	3	High
5	Promotes teamwork among students.	3.85	0.70	4	High
2	Varies in the use of sentences (simple, compound, complex).	3.80	0.72	5	High

Table (6) Means and Standard Deviations of Teachers' Perceptions towards Training Needs along Speaking Skill Domain

No.	Item	Mean	Std.	Rank	Level of agreement
1	Masters the pronunciation of letters correctly.	4.32	0.62	1	High
5	Varies in the topics of conversations with students.	4.07	0.53	2	High
4	Communicates information directly, proficiently and properly.	3.97	0.62	3	High
2	Caters for the individual differences among students in the use of language.	3.95	0.64	4	High
3	Creates an effective dialogue with students.	3.85	0.66	5	High

Table (7) shows that the mean scores of teachers' perceptions along Reading Skill Domain ranged between 3.82 and 4.17 with medium to high levels of agreement. Teachers reported the highest level of agreement (Mean=4.17) on the item "Masters the methods of teaching reading skill", whereas, they reported the lowest level of agreement (Mean=3.82) on the item "Analyzes poetic and prose texts proficiently".

Results related to the second question of the study "Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the training needs of English language teachers for the secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District, attributed to the teacher's gender (male, female) and experience (ten years and less, more than ten years)?"

To answer this question, the means and standard deviation of teachers' perception toward the training needs in the six domains by gender and experience. Table (8) illustrates the results.

Table (7) Means and Standard Deviations of Teachers' Perceptions towards Training Needs along Reading Skill Domain

No	Item	Mean	Std.	Rank	Level of agreement
1	Masters the methods of teaching reading skill.	4.17	0.50	1	High
4	Employs vocabulary and linguistic structures through the context of reading.	4.07	0.69	2	High
5	Conducts silent reading and aloud reading in the classroom.	4.00	0.75	3	High
3	Differentiates in reading methods (skimming, scanning, detailed).	3.95	0.68	4	High
2	Analyzes poetic and prose texts proficiently.	3.82	1.01	5W	High

As shown in Table (8), there are apparent differences between the participants in the six domains by gender and experience. To assess the effect of gender and experience on the linear combination of the training needs domain, two-way between-groups MANOVA was performed on the six dependent variables (Instructional Planning, Assessment, Listening Skill, Writing Skill, Speaking Skill, and Reading Skill) by gender and experience. The results revealed that the main effect of gender and experience on the combined dependent variable of training needs were non-significant (see Table 9).

In order to investigate which dependent variables teachers with different gender and experience were differed, follow-up analyses of variance was conducted. Table (10) illustrates the result. Results revealed that the differences between the research participants across the six domains by gender and experience were non-significant.

Table (8) Means and Standard Deviation of Teachers' Perceptions towards Teachers' Training Needs

Dependent variable	Independent variable		Mean	Std
Instructional Planning	Gender	Male	3.94	0.48
		Female	3.90	0.71
	Experience	ten years and less	3.82	0.63
		More than 10 years	4.01	0.58
Assessment	Gender	Male	3.94	0.57
		Female	3.81	0.70
	Experience	ten years and less	3.78	0.59
		More than 10 years	3.95	0.68
Listening Skill	Gender	Male	3.99	0.65
		Female	3.87	0.61
	Experience	ten years and less	3.88	0.65
		More than 10 years	3.96	0.61
Writing Skill	Gender	Male	3.98	0.50
		Female	3.92	0.56
	Experience	ten years and less	4.00	0.52
		More than 10 years	3.90	0.54
Speaking Skill	Gender	Male	4.06	0.43
		Female	4.01	0.52
	Experience	ten years and less	3.97	0.44
		More than 10 years	4.10	0.50
Reading Skill	Gender	Male	4.17	0.45
		Female	3.86	0.65
	Experience	ten years and less	3.86	0.62
		More than 10 years	4.13	0.53
Total	Gender	Male	4.01	0.35
		Female	3.90	0.54
	Experience	ten years and less	3.89	0.48
		More than 10 years	4.01	0.45

Table (9) The Effect of Gender and Experience on the Linear Combination of the Training Needs Domain

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Gender	0.153	0.815	6.000	32.000	0.566	0.133
Experience	0.180	0.962	6.000	32.000	0.466	0.153

Table (10) Results of Follow-up Univariate Analysis on the Six Training Needs Domain by Gender and Experience

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Instructional Planning	0.010	1	0.010	0.027	0.871	0.001
	Assessment	0.161	1	0.161	0.387	0.538	0.010
	Listening Skill	0.150	1	0.150	0.373	0.545	0.010
	Writing Skill	0.031	1	0.031	0.106	0.746	0.003
	Speaking Skill	0.028	1	0.028	0.124	0.726	0.003
	Reading Skill	0.962	1	0.962	3.083	0.087	0.077
Experience	Instructional Planning	0.354	1	0.354	0.956	0.335	0.025
	Assessment	0.299	1	0.299	0.721	0.401	0.019
	Listening Skill	0.060	1	0.060	0.148	0.702	0.004
	Writing Skill	0.091	1	0.091	0.315	0.578	0.008
	Speaking Skill	0.160	1	0.160	0.702	0.408	0.019
	Reading Skill	0.724	1	0.724	2.319	0.136	0.059
Error	Instructional Planning	13.700	37	0.370			
	Assessment	15.343	37	0.415			
	Listening Skill	14.885	37	0.402			
	Writing Skill	10.659	37	0.288			
	Speaking Skill	8.442	37	0.228			
	Reading Skill	11.549	37	0.312			
Corrected Total	Instructional Planning	14.064	39				
	Assessment	15.804	39				
	Listening Skill	15.095	39				
	Writing Skill	10.780	39				
	Speaking Skill	8.631	39				
	Reading Skill	13.239	39				

To assess the effect of gender and experience on the overall training needs domains, two-way between-groups ANOVA was performed. The results revealed that the main effect of gender and experience on the overall teachers' perception toward the training needs were non-significant (see Table 11).

Results related to the third question of the study "Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the training needs of English language teachers for the secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District, attributed to the teacher's experience (ten years and less, more than ten years)?"

To answer this question, the means and standard deviation of teachers' perception toward the training needs in the six domains by experience. Table (12) illustrates the results.

As shown in Table (12) there are apparent differences between the participants in the six domains by experience. To assess the effect of experience on the linear combination of the training needs domain, one-way between-groups MANOVA was performed on the six dependent variables (Instructional Planning, Assessment, Listening Skill, Writing Skill, Speaking Skill, and Reading Skill) by gender and experience. The results revealed that the main effect of experience on the combined dependent variable of training needs were non-significant, Table (13) illustrates the following.

Table (11) Results of Two-way ANOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	0.136	1	0.136	0.633	0.431	0.017
Experience	0.152	1	0.152	0.706	0.406	0.019
Error	7.941	37	0.215			
Total	632.592	40				
Corrected Total	8.229	39				

Table (12) Means and Standard Deviation of Teachers' Perceptions towards Teachers' Training Needs by Experience

Dependent variable	Independent variable	Mean	Std	
Instructional Planning	Experience	ten years and less	3.82	0.63
		More than 10 years	4.01	0.58
Assessment	Experience	ten years and less	3.78	0.59
		More than 10 years	3.95	0.68
Listening Skill	Experience	ten years and less	3.88	0.65
		More than 10 years	3.96	0.61
Writing Skill	Experience	ten years and less	4.00	0.52
		More than 10 years	3.90	0.54
Speaking Skill	Experience	ten years and less	3.97	0.44
		More than 10 years	4.10	0.50
Reading Skill	Experience	ten years and less	3.86	0.62
		More than 10 years	4.13	0.53
Total	Experience	ten years and less	3.89	0.48
		More than 10 years	4.01	0.45

In order to investigate which dependent variables teachers with different experience differed, follow-up analyses of variance was conducted. Table (14) illustrates the result. Results revealed that the differences between the research participants across the six domains by experience were nonsignificant.

To assess the effect of experience on the overall training needs domains, two-way between-groups ANOVA was performed. The results revealed that the main effect of experience on the overall teachers' perception toward the training needs were non-significant (see table 15).

Table (13) The Effect of Gender and Experience on the Linear Combination of the Training Needs Domain

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Experience	0.180	0.962	6.000	32.000	0.466	0.153

Table (14) Results of Follow-up Univariate Analysis on the Six Training Needs Domain by Gender and Experience

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Experience	Instructional Planning	0.354	1	0.354	0.982	0.328	0.025
	Assessment	0.300	1	0.300	0.735	0.397	0.019
	Listening Skill	0.060	1	0.060	0.152	0.699	0.004
	Writing Skill	0.090	1	0.090	0.322	0.574	0.008
	Speaking Skill	0.160	1	0.160	0.720	0.402	0.019
	Reading Skill	0.728	1	0.728	2.212	0.145	0.055
Error	Instructional Planning	13.710	38	0.361			
	Assessment	15.504	38	0.408			
	Listening Skill	15.035	38	0.396			
	Writing Skill	10.690	38	0.281			
	Speaking Skill	8.471	38	0.223			
	Reading Skill	12.511	38	0.329			
Corrected Total	Instructional Planning	14.064	39				
	Assessment	15.804	39				
	Listening Skill	15.095	39				
	Writing Skill	10.780	39				
	Speaking Skill	8.631	39				
	Reading Skill	13.239	39				

Table (15) Results of two-way ANOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Experience	0.152	1	0.152	0.717	0.403	0.019
Error	8.077	38	0.213			
Total	632.592	40				
Corrected Total	8.229	39				

Discussions

The results of the first question of the study indicate that the mean scores of teachers' perceptions toward training needs of English language teachers ranged from 3.87 to 4.04 on a Five-point scale with high levels of agreement. Teachers' responses showed agreement. They are mentioned descendantly as follows: the highest level of agreement (Mean=4.04) on the Speaking Skill domain, followed by Reading Skill (Mean=4.01), Writing Skill (Mean=3.95), Listening Skill (Mean= 3.93), instructional Planning (Mean=3.92), and Assessment (Mean=3.87). Furthermore, teachers reported a high level of perceptions towards training needs (Mean=3.81).

The study was congruent with Shdeifat and Irshied (2009) in the Speaking domain. This domain is highly significant and there is a need to train teacher to master the pronunciation of letters correctly and vary in the topics of conversations with students. Therefore, there is a need to train teachers in these strategies. The mean score of Shdeifat and Irsheid (2009) in Speaking domain was (3.93), while the mean score of this study is 4.04. these statistics are almost the same. In Reading doamin, the mean score of this need in this study is 4.01, whereas, Shdeifat and Irsheid (2009) was (3.64). This also shows a high need for training in reading. Writing domain came third in this study with a mean score of 3.95, whereas it came second in Shdeifat and Irsheid (2009) with a mean score of (3.87). The fourth domain in this study, listening domain is close to Shdeifat and Irsheid (2009) with a mean score of (3.93 – 3.86). Instructional Planning domain is (3.92) in this study compared to Shdeifat and Irsheid (2009) , (3.83). The last domain in this study is assessment with (3.87), whereas it was (3.82) in Shdeifat and Irsheid (2009). The differences in the arrangement and statistics between the current study and Shdeifat and Irsheid (2009)'s study are affected by the

factors of context, level of teachers, level of previous training, and students' needs.

Teachers' responses to the questionnaire show that there is a strong need for training on speaking among teachers. Speaking is a productive skill of English, and students need to learn it at all levels. Teachers must be aware of the importance, the means of, and ways of assessment of speaking in each grade. As foreigners, the instruction from school to university concentrates on accuracy of writing and reading. This leads to a kind of neglect of speaking skills. Thus, the researchers assume that teachers identify a remarkable need for training in speaking skills.

As the most widely concentrated on skill, reading comes second in needs. That is due to the diversity and wide scope of texts and essays along the primary and intermediate and secondary stage. The researchers believe that the importance of training on reading comes from the importance of reading itself. The variation of reading genres necessitates diverse strategies, tools, methods and means of teaching. Teachers in the foreign context need to be trained on the different types and genres of the written literature to bring the best of it to students.

Listening skills come in third place with less needs for EFL teachers. The researchers claim that one explanation is because the equipment and tools for listening are limited. According to the researchers' point of view, teaching listening needs labs. Another explanation might be the sense of the need for listening is minimum. The students' and teachers' perspective toward listening is that students do not listen to English except for the classroom. As if they do not need it.

Writing, despite the fact that its importance gets less

attention from students and consequently from EFL teachers. The researchers claim –teachers as well, that teaching writing is different from teaching the other skills and more strenuous, time consuming, and needs a great effort and patience from both teachers and students. So, it is not surprising that writing comes last in the list of training needs.

The findings of the study accord with the mission and vision of the Jordanian Ministry of Education. The findings of the study were congruent with the studies Fullmer (1996), Butcher (2000), Hamadnah (2007), Fragoulis (2012), Hindi (2005), Shdeifat and Irshied (2009), Ali (2018), Al-Hadidi and Detmach (2013), Al-Shara'a (2018), Abu Qwider (2019), Zulaiha and Mulyono (2020) and Almaliki (2020). Only the findings of Sa'adah (2019)'s study showed low needs for training.

There are apparent differences between the participants in the six domains by gender and experience. The results revealed that the main effect of gender on the combined dependent variable of training needs were non-significant. All studies except Shdeifat and Irshied (2009), and Abu Qwider (2019) were not congruent with the results of the second question; Hindi (2005), Al-Hadidi and Detmach (2013), Al-Shara'a (2018), Sa'adah (2019) studies showed significant differences in terms of the gender variable.

In terms of the third question of the study “Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the training needs of English language teachers for the secondary stage education as perceived by them in public schools in the Directorate of Education of Arramtha District, attributed to the teacher's gender (male, female) and experience (ten years and less, more than ten years)?”, the findings showed no significant differences. The findings of the study were congruent with Hindi (2005), Al-Hadidi and Detmach (2013), Abu Qwider (2019), Almaliki (2020). Meanwhile, Shdeifat and Irshied (2009), Ali (2018), Al-Shara'a (2018), Sa'adah (2019) and Abu Rayyan (2020) showed significant differences of experience.

Recommendations

According to the findings of the current study, the following recommendations may be resourceful to EFL

teachers, researchers, supervisors and the Ministry of Education:

- Designing training programs by the supervisors and directorates for in-service EFL teachers for the secondary stage in public schools. Programs should include training needs related to planning, assessment and planning of the four primary skills (listening, speaking, writing and reading).
- The necessity of involving EFL teachers in determining their training needs educational field by questionnaires, regular interviews and workshops .
- Encouraging EFL teachers by the Ministry of Education to participate in the design and implementation of training programs by providing material and moral incentives.
- Holding specialized training workshops taking into account the hierarchical importance of the skills as shown in the finding, and in the methods of teaching and integration of the four skills and strategies in the classroom.
- Carrying out further studies on the training needs of EFL teachers in light of new variables.
- Carrying out further studies on the training needs of EFL teachers in education technology.

Conflict of interests

The authors declare no conflict of interests.

Funding statement

This research was funded by the researchers.

Contribution of authors

Khaldoun Ali Al-Janaydeh: conceptualization, investigation, methodology, reading and approving the final draft.

Ibrahim Mohammad Dheif: writing, reviewing & editing, reading and approving the final draft.

References

- Abu Qwider, S. (2019). *The Training Needs of the English Language Teachers in the Light of Integrating Technology in Teaching at Alqwismah District from their Perspectives*. [Unpublished MA Thesis, Middle East University (MEU), Amman. Jordan].
- Al-Hadidi, M. & Linda, D. (2013). Training Needs of Female Physical Education Teachers in the Jordanian Upper Basic Schools from their Point of Views. *An-Najah Research Journal*, 37(3), 667-702.
- Ali, A. (2018). Identifying Training Needs of In-Service EFL Teachers in Inclusive Schools in Egypt. *Arab World English Journal (AWEJ)*, 9(1), 163-183.
- Al-Maliki, A. (2020). Knowledge Training Needs for Science Teachers of Intermediate Stage in the light of Scope and Sequence Matrix of Science Developed Curricula. *International Journal of Research in Educational Sciences*. 3(1), 305-337. <http://dx.doi.org/1029009/ijres.3.1.7>
- Al-Shara'a, A. (2018). The Training Needs of the New Teachers From the Point of view of the Basic Schools Principals in the Education Directorate of Bani Obaid- Irbed in Jordan. *Arab Journal of Sciences and Research Publishing*. 2(18), 95-112. Doi: 10.26389/AJSRP.S260418
- Al-Wahsh, M. (1993). Training and Qualifying Teachers. *Teacher's Journal*. 1/2(34), 160-170.
- Butcher, J. (2000). The Conundrum of General National Vocational Qualifications: a Case Study of the Training Needs of School-based GNVQ Teachers. *Journal of Vocational Education and Training: The vocational Aspect of Education*, 50(4), 569- 583. <https://doi.org/10.1080/13636829800200061>
- Cronbach, L. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, 16(3), 297-334.
- Evişen, N. (2021). Turkish in-service and pre-service EFL teachers' views on professional development and related activities. *Focus on ELT Journal*, 3(1), 43-64. <https://doi.org/10.14744/felt.2021.00048>
- Fragoulis, I. (2012). Exploring the Training Needs of French Teachers in Relation to the Teaching of French as a Foreign Language in Greek Primary Schools. *International Education Studies*, 5(1), 130-136.
- Fullmer, E. (1996). *The good teacher: An ethnographic study of First Year Graduate instructors of English composition*. Utah State University Dissertation Abstracts International, A35/03.
- Hamadnah, A. (2007). The necessary training needs for the Arabic language teachers in the basic stage as estimated by the educational directorates in Al-Mafraq Governate. *College of Educational Science: Al-al Bayt University, Al-Mafraq, Jordan*, 3(1), 53-68.
- Hindi, S. (2005). The training needs of Islamic education teachers in the Sultanate of Oman from the point of view of the supervisors and the teachers themselves, and their relationship with some variables. *Dirasat: Educational Sciences Journal*, 32(2), 364-384.
- Kroehnert, Gary. (2000). *Basic Training for Trainers: A handbook for new trainers* (3rd ed.). McGraw Hill.
- Laird, D. (2003). *Approaches to Training and Development* (3rd ed.). Perseus Publishing.
- Leech, N., Barrett, K., & Morgan, G. (2011). *SPSS for Intermediate Statistics: Use and Interpretation*. (4th ed.). Lawrence Erlbaum Associates, Inc., Publishers.
- McConnell, J. (2003). *How to Identify your Organization's Training Needs : A Practical Guide to Needs Analysis*. (1st ed.). American Management Association (AMACON).
- Ministry of Education. (1991). *English Language Curriculum and its General Guidelines for the Basic and Secondary Stage*. Amman. Jordan.
- Moeini, H. (2008). Identifying Needs: A Missing Part in Teacher Training Programs. *International journal of media, technology and lifelong learning*, 4(1), 1-12.
- Noe, R. (2016). *Employee Training and Development*. (7th ed.). McGraw-Hill Education.
- Richards, J. & Farrell, T. (2005). *Professional Development for Language Teachers: Strategies for Teacher learning*. Cambridge University Press.
- Sa'adah, F. (2019). Training needs for secondary level Arabic language teacher in Al-jameha education district. *Journal of Educational and Psychology Sciences (IUG)*, 27(1), 418-443.
- Shdeifat, Y. & Irsheid, A. (2009). Training Needs for English Teachers for basic stage as perceived by themselves in public schools in Mafraq Province.

Al-Manarah Journal, 15(3), 55-92.

Zulaiha, S. & Mulyono, H. (2020) Exploring junior high school EFL teachers' training needs of assessment literacy. *Cogent Education*, 7(1), 1-13. <https://doi.org/10.1080/2331186X.2020.1772943>

Translated References

- Abu Al-Nasr, M. (2009). *Phases of Training Process: Planning, Executing and Assessing Training Programs* (2nd ed.). Cairo Group, Arabian for Training and Publishing.
- Abu Rayyan, A. (2020). English Language Teachers' Training Needs in Liwa 'a Al Jama 'a Directorate of Education in relation with Demographic Variables. *Arabian Journal for Qualitative Education*, 4(13). 291-316. Doi: 10.33850/ejev.2020.73500
- Haidar, I. (2020). *Training and Development* (1st ed.). Syrian Virtual University.
- Ta'ani, H. (2005). *Educational Supervision: Concepts, Aims, Principles and Methods*. (1st ed.). Dar Al-Shorouq for Publishing and Distribution.

Author Biographies



Khaldoun Ali Al-Janaydeh

is an EFL teacher in the Ministry of Education, Jordan. He has B.A in English Language and Literature, Diploma in Education / Methods of Teaching English), M.A in Education / Teaching English as a Foreign Language and PhD in Teaching English as a Foreign Language. He worked as an EFL teacher in the State of Qatar and a translator in the UAE.



Ibrahim Mohammad Dheif

is an EFL teacher in the Ministry of Education, Jordan. He has B.A in English Language and Literature, and M.A in Education / Teaching English as a Foreign Language.